



C O L U M B I A GREENHOUSE NURSERY SCHOOL

THE ANNUAL REPORT 2023-2024

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"HAPPY LITTLE BUBBLE"

A parent recently described Greenhouse as a 'happy little bubble' and that imagery remains vivid in my mind! While there are major forces at work in the world that demand and deserve our full attention, Greenhouse is a place that centers the needs of early childhood. During these early years our children experience rapid growth; the interactions and experiences they encounter throughout these years have a profound impact on their development. At Greenhouse we know that to best support our children, we - as their teachers - need to be fully present and attuned to each individual child's point of view, recognizing and honoring their full identity. We also know that using the "here-and-now" of their first-hand experience as the provocation for our curriculum supports both their learning and fortifies their sense of self. In addition, we know that building a strong partnership with the children's most loved grown-ups is an important way to support their emotional growth, too. Our Annual Report is filled with photos, anecdotes and documentation of exactly how Greenhouse works to center the needs of our young children in our thinking and practice. We are deeply grateful for the 'happy little bubble' we call Greenhouse. As a full community, we commit to continuing to protect our children's right to a joyful early childhood.

Warmly,
Renee





MESSAGE FROM THE BOARD

Hello everyone,

I would like to express my gratitude and appreciation to all of the members of the Columbia Greenhouse community for each person's efforts in maintaining a steady course for our students. From teachers to parents, caregivers, alumni families, and friends – all of us have remained united in our goal of offering a nurturing, supportive and joyful early learning experience for our young learners. Our amazing teachers and staff continually put all that they have into their work, encouraging exploration, creativity, and knowledge.

Our Director, Renee Mease, has shown great leadership over several unpredictable years and through some very rough storms. She has combined her foundational expertise in early education with her unique ability to anticipate and navigate social change. Her leadership, along with the scaffolding from our board, the stellar excellence of our teachers, and the genuine spirit of our families, including a generous fundraising year, have reinforced Greenhouse's strong position as we move into the fall with our highest enrollment in years. The Board of Trustees commits to continuing to safeguard Greenhouse's future and ensuring its ongoing healthy financial status. We are all looking forward with confidence, and I am thankful to be part of our school's leadership as we continue to chart our path ahead.

Most sincerely,

Mignon D. Moore

Board Chair





Navigators



3day Explorers



INVESTIGATORS



RESEARCHERS



ADVENTURERS



2day Explorers

HERE AND NOW: WHERE CURRICULUM STARTS

"The place to begin is the point at which the child has arrived."

Lucy Sprague Mitchell

Young children live in the 'here and now'. While their memories of specific past events may be strong, their imagination and creativity boundless and their curiosity drives them to explore the new and fanciful – young children tend to thrive when they are surrounded by the familiar, greeted with the immediate and tendered concrete tools and ideas to manipulate. This idea of meeting the child where they are is seminal to understanding Greenhouse's approach. Upon first meeting your child, our teachers begin their year-long research project of finding out exactly who your child is; they work to uncover each child's unique point of view. All of our children come to us with distinctive ideas, experiences and identities – discovering those and filling in the details of each child's interests, strengths, areas of growth, quirks, approaches to learning and identity markers become the very basis of our relationships. As Lucy Sprague Mitchell said, we begin at "the point at which the child has arrived". Then the work becomes watching them learn and grow over time! And figuring out the exact right way to help each one of them forge their own pathways of learning.

While the here and now is the starting point, leading children beyond the familiar becomes the work of education. This is where our project-approach becomes the vehicle through which we build a framework of experiences to help children move their thinking forward.



A first-hand experience – like riding elevators – can often become the provocation for a deep-dive inquiry. How can we build an elevator? What are the necessary parts of an elevator? Can we make our elevator move? City kids have the regular opportunity to come into contact with elevators; the concrete, here-and-now element of this experience provides the perfect opportunity on which we can build learning and move thinking and skill building forward. There are countless opportunities for learning in an inquiry about elevators; we use our number sense, develop pulley systems, and collaborate with our peers to think about the real, concrete experience of riding (and building) an elevator together. And then there is the cooperative play that follows!



Similarly, we could start with a simple classroom observation of our pet spider! During this here-and-now experience the kids notice that our spider is made up of “circles and lines”. And off we go on a detailed inquiry of circles and lines that takes us deep into the art of Yayoi Kusama!



Even the simple, here and now act of eating snack can provide a provocation for learning! Where can we go when a group of kids become intrigued by the seeds they found in their snacks? We can count the seeds, plant the seeds and even write stories about seeds! The possibilities really become endless.

While we begin in the immediate, we do not limit children to stay in one place. We use their first hand experiences as our starting place and then walk beside them as we forge our way through the world -- learning all there is to learn -- together.

SUPPORTING YOUNG CHILDREN'S IDENTITY DEVELOPMENT



Greenhouse teachers begin each year with a goal of getting to know every child in their class, as an individual; they take the responsibility of understanding a child's unique point of view very seriously. While on this journey, the teachers nurture the children's positive sense of self and identity. Similarly, as the teachers are supporting individuals, they are also building and fostering a community of learners. This requires them to balance the needs of the individual with the diverse needs of the group. In this work, we help children not only learn about themselves but also to learn about who they are in relationship to others. We know that young children need explicit space and invitation to talk about the similarities and differences they see in the world and people around them. We use a comprehensive, deliberate and intentional developmentally appropriate approach that invites our children to interrogate, question and wonder about the social world in the following ways:

Create Learning Environments That Reflect Our Diverse Identities

Representation matters! Every material in our classrooms is placed with intention, thought and purpose. We strive to create a learning environment that celebrates the rich diversity of experiences found within our community and the broader world. We want our kids to be able to find themselves and their families in the materials, ideas and very fabric of the classroom. Whether that means making sure we have crayons, colored pencils and paper that reflect the many colors of skin tone or real cooking tools that may be used in our kitchens at home. Our bookshelves are filled with books that show a wide range of diverse ways of being in this world including books that break from gender norms, depict various family structures and provide windows into many cultures and family celebrations. The items we put into children's hands matter; they communicate our values. Our teachers think about every single material that is present in their room. Even the documentation on the walls is placed with thought and intention. When making a list of our children's favorite songs, simply adding photos of the

singers and musicians that perform these songs – including Whitney Houston, Frank Sinatra, Will.i.am, and PSY - presents the opportunity for our kids to find themselves in their environment. One Asian boy in our class, immediately noticed the photo of PSY, and said with recognition, "He's a Mandarin guy!" He proceeded to matter-of-factly show his friends who were equally excited that their friend had physical traits in common with PSY. Similarly, during a study of self-portraits we looked at Basquiat's Self Portrait and Frida Kahlo's Self Portrait with Small Monkey. When we looked closely at photos of both artists, we had a fascinating discussion about race, gender and gender traits/expression. By including the work of artists and musicians from a diverse background and inviting the children's observations, they were able to see successful artists – that looked like all of them - and confront biases, including race and gender traits like hair length.

Plan Learning Activities That Center Identity

Our teachers intentionally plan learning activities that center children's different identity markers in a developmentally appropriate way. In order to care about and for one another, we need to be truly seen and we also need to see others. Taking time to look closely at the various physical traits that we display is one concrete way we can help children feel seen. When we chart eye color, hair texture/color, and skin color we are creating space for us to see each individual child as they walk in the world; it allows children to see value, beauty and acceptance in the differences we present. When we invite this conversation, we are demonstrating that these differences make our community more vibrant and beautiful. When we display actual family photos inside our classrooms, we are showcasing the many different ways families come together. When we sing songs or count in different languages, we are making visible that there are many different languages people use to communicate. In our small Greenhouse community, there are 17 different languages spoken in our homes (as self-identified on our Family Questionnaire Form). We try to



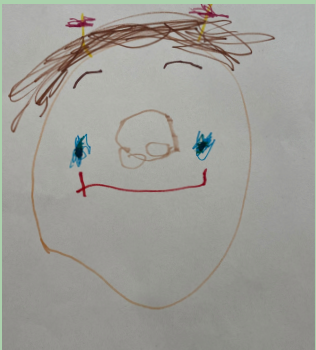
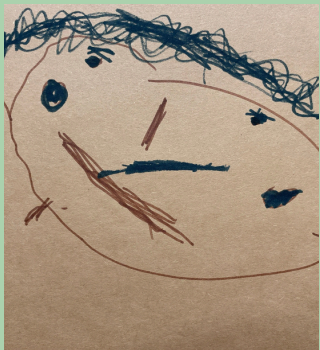
My Features			
Name	Eye Color	Hair color + Texture	Skin Tone
Alexander			
Elle			
Finn			
Izzy			
Jeffrey			
Jules			
Mia			
Olympia			
Phila			
Shaiah			
Simón			
Theodore			



include as many of those home languages in our classroom as possible. When children hear their home languages spoken in class -- even in a few simple words -- we can see the impact firsthand. When a class included German counting words in one song, a child that spoke German in their home beamed with pride. Their eyes lit up, their chest puffed up, they smiled in recognition – it was clear that they felt seen by this very simple, but intentional inclusion of their home language! Whether we are doing self-portrait work, mixing skin tones, singing the Good Morning song in French or sharing family photos, the teachers are providing children an opportunity to share pieces of their identity with their classmates, as well as learn about the identity of their classmates. Every day, imbedded in our curriculum, our teachers work to ensure that all children and families can bring their full selves into Greenhouse.

Make Space for Conversations

Not all of the work to help children build a strong sense of self happens during those carefully planned curriculum moments! Sometimes the work of helping children see and honor identity is more responsive and in the moment. Children make observations or statements about their understanding of the world in conversations with each other and teachers during their work, play and meetings. These discussions provide an important opportunity for teachers to help children confront stereotypes or biases. For example, one day a child in the class shared that she had just attended her first ballet class. She gleefully shared details of her new experience. Another friend made the comment, “Ballet is for girls. Boys do something different.” The teacher threw the idea to the group, “What do you all think? Is ballet just for girls or can boys do ballet too?” One friend raised her hand and said, “That’s not true. My dad works at a ballet studio and there are definitely boys there.” Indeed, dance and ballet are for everyone! In another example of gender stereotypes, one of the children said, “I’m a girl. I



**HOME LANGUAGES SPOKEN
BY GREENHOUSE FAMILIES**

**Arabic
Bulgarian
Cantonese
English
Farsi
French
German
Hebrew**

**Italian
Korean
Mandarin
Portuguese
Spanish
Swedish
Trini-dialect
Xhosa
Zulu**





have long hair.” The teacher pointed out she too was a girl, but that she had short hair. Then she asked the group, “What do you think? Do girls all have long hair? Can boys have long hair?” One friend enthusiastically raised his hand and said, “My dad wears a ponytail. His hair is long!” The group proceeded to have an in-depth conversation about physical traits and gender. Again, we deduced that long hair is for everyone! Our role in providing a safe, open environment that allows children to share their ideas (and not worry if they will be deemed ‘right’ or ‘wrong’) allows us to empower children to confront, understand and reject narratives that do not honestly reflect the diverse lived experience of everyone. The only way to change a narrative is to think about it, talk about it and experience it.

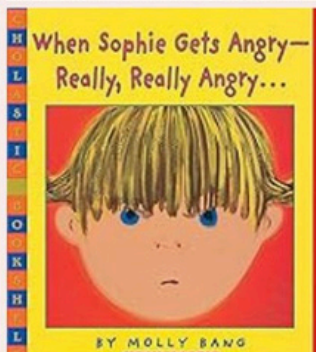
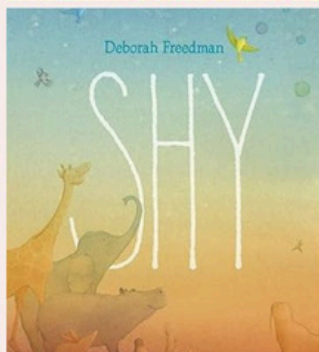
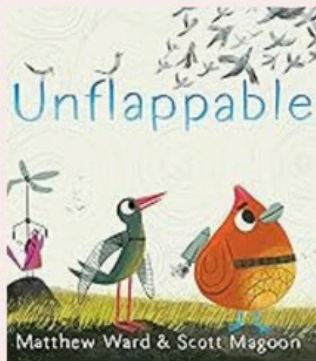
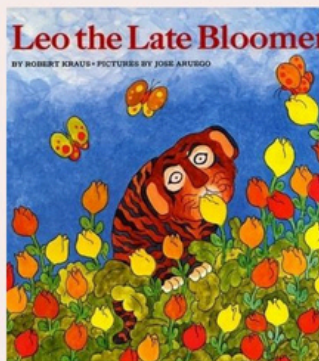
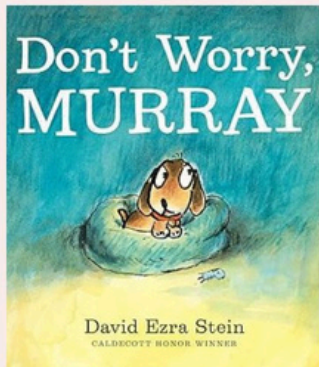
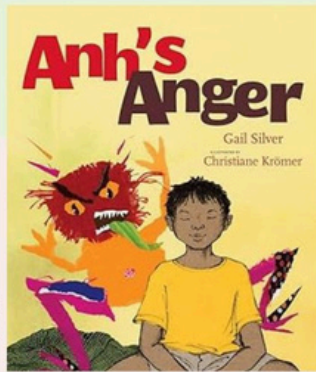
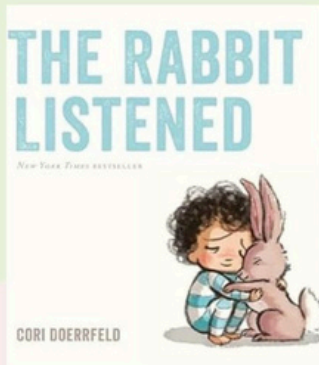
Respect the Journey

Identity development is an ongoing process. It isn’t accomplished through a single conversation, reading of a book or completing one art project. It isn’t finalized or fixed at any given age. People are constantly discovering information about themselves and others; they grow and evolve across time. In fact, children absorb messages about identity from their whole surroundings—be it from media, peers, or interactions with others, both inside and outside of Greenhouse. These messages will shape their perceptions of themselves and others, often in profound ways.

We must respect this journey. We, the teachers and important grownups in their lives, need to be ready to provide consistent support throughout their development. This involves being available for discussions, offering a listening ear, and being a reliable source of guidance. Helping our children develop a healthy sense of self requires reflection, conversation and openness. By being there for them — ready to talk, listen, and learn; not judge, shame or silence — we play an integral part in their journey. Together, we can help children build their understanding of how our unique identities and experiences shape us and how we all can thrive in a complicated, diverse world.

STAFF PICKS

FEELINGS BOOKS



Faculty List 2023-2024

2day
3day
Explorers

Rachel Roth, Head Teacher
Sarah Uhrman, Assistant Teacher
Heather Guerrier, Assistant Teacher
Antonia Trejo, Assistant Teacher

Navigators

Angela Coulibaly, Head Teacher
Nexhi Avoricani, Assistant Teacher

Adventurers

Alice Chen, Head Teacher
Erica Cintron, Assistant Teacher

Researchers

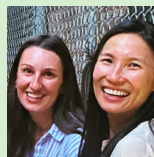
Stephanie Condori, Head Teacher
Karen Chisolm-Wint, Assis. Teacher

Investigators

David Vining, Head Teacher
Heather Guerrier, Assistant Teacher
Tolisa Orr-Chambliss, Assis Teacher

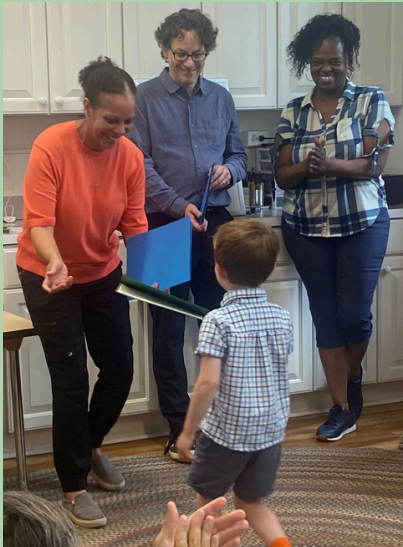
Administrative
Staff

Renee Mease, Director
Mei Au Yeong, Administrator



"I will miss my teachers."

By Susanna Brock Deringer (Parent of Lily)



This June, my daughter, Lily, received her first diploma. At the sound of her name she leapt from my lap and galloped forward to greet her teachers and collect the green envelope holding a printed certificate with her name. There is both celebration and loss in this upcoming transition from preschool to Kindergarten. When I spoke with Lily about it, she said, "I will miss my teachers," and I couldn't agree with her more. Of all the many things I will miss about Greenhouse, the teachers are what I will miss the most. In my mind, Greenhouse combines two incredibly powerful and rare elements—deep expertise and experience in child development and a profound love and respect for children. Together, I will call them "joyful wisdom."

With this joyful wisdom, the teachers at Greenhouse are confident and calm. They have worked with many children, and they know the particular changes, opportunities, and challenges that come with each preschool year. With this confidence, they do not need to control every element of the classroom, instead allowing the children much greater agency to explore within the secure structure they have created. The more I observed, the more impressed I became. Like all who have excelled at a craft, the teachers at Greenhouse make their work appear natural and easy. But managing the complexity of a classroom with an emergent curriculum can only be accomplished with enormous knowledge and skill. As experts in their field, Greenhouse teachers are constantly responding to the children in their classroom and both guiding and following them at the same time. On my visits to Lily's classroom, I have seen these skills at work.



The teachers are steering a sailboat blown by the winds of twelve different young humans who have many different ideas of their own. They are keeping a general course, perhaps charting by the stars, but allowing the boat to explore beyond a prescribed path that it must follow. The exact destination is determined by the group, and it is always a delightful and unique adventure. In the block area, the building begins as a castle with a moat, but it must also have a fire station, a balcony for dancing, a secret tunnel, and a magical garden. All paths to the destination involve planning, engineering, and compromise.



The Greenhouse teachers love children in general and they love the particular children who walk through their door. They give this love freely and unconditionally both to the children and to their families. They know that learning happens in *relationships*, and they are eager to build that relationship with your child. They never condescend to children, and they recognize that every child is, to their family, the most precious thing in the universe. For Lily's three years at Greenhouse, her dad and I never worried or fretted about a single aspect of our daughter's experience at preschool. Instead, we gratefully asked Renee and the classroom teachers for advice and feedback, and we trusted their observations and counsel. We became better parents through learning from them. We knew that Lily was both welcomed as a unique individual child (never before has there been this person!) and also seen in the context of sharing all the normal attributes of a young child (she has trouble waiting her turn for the slide). She was accepted in her full humanity.



I can only hope that Lily and our family will encounter more of these teachers and school leaders in her educational journey ahead. Now that I know a community of joyful wisdom is possible, I want nothing less for my daughter. I want educators who will guide my daughter but not tell her where to go. More than anything else, I want other adults who will do what, as her parents, we sometimes have trouble doing ourselves. I want teachers who will accept her in this moment and on this day for who she *is* and simultaneously see what she is wishing to *become*. I want adults who will be a companion to Lily in all her imperfect glory as she gallops forth from my lap into the wider world.

Parent Association



Dear Greenhouse Parents,
What an incredible year! It's wonderful to see Greenhouse in full bloom! From the fall Welcome Picnic, the parent and caregiver coffees, and a cheeky night of cocktails for parents in the Big Yard – the fall calendar was filled with opportunities for us to connect. The Children's Art Show in February let parents, teachers and alum gather to enjoy and celebrate Greenhouse by centering our kids' creativity. It was the perfect merry antidote to a chilly winter night. Thank you to everyone who came out to support the work of the school!

We kicked off spring with our annual-cleanup day in Morningside Park. Kids learned the life-long value of service while getting their hands dirty – and digging for worms. Our traditional Spring Fair was a joy for all: sunny, warm (hot?!) and full of magic, bouncy slides and games. We rounded out the year with Farewell Picnic in the park. It was a dreamy, warm evening of music and kids chasing each other up and down the hill. Around our calendar of school-wide events, our PA class reps and POCOC group

PA LEADERSHIP

Annie Brystryn, PA Chair

Natasha Graham, Incoming Chair

Julia Motyka, Class Rep

Jasmine Polite, Class Rep

Sol Masch & Isabel Nam, Class Rep

Sonia Moghe, Class Rep

Noelle Kenel-Pierre, Class Rep



organized specific events to help build community and connection throughout the entire school year.

Greenhouse is a magical place. Nowhere else is quite like it. The PA works very hard to help build this community and ensure that it embodies our values of warmth, inclusivity and kindness. Most of all, Greenhouse feels like home – for the kids and their families. We would like to thank our tireless PA class reps and all our parent volunteers for their efforts to nurture this special community. We are also deeply grateful for our extraordinary faculty. Our teachers are the heart of everything Greenhouse is. Their incredible dedication, warmth and care help each child thrive in safe and loving classrooms that spark curiosity and wonder. We are grateful for Mei – who supports the daily life of our school with a smile and endless patience. And where would be without Renee? Our beloved director shapes and leads this so-very-special community with wisdom, devotion, compassion and goodness. Thank you, all.

Whether you are returning next year or moving on to new school experiences, please remember you are always part of the Greenhouse community. We wish every Greenhouse family a summer filled with fun, laughter, and adventures!

Warmly,
Annie Brystryn (Chair) and Natasha Graham (Incoming Chair)

OUR DEEPEST APPRECIATION AND GRATITUDE TO THE PARENT ASSOCIATION AND ALL THOSE THAT VOLUNTEERED THROUGHOUT THE YEAR. YOUR WILLINGNESS TO SERVE REFLECTS THE GENEROUS SPIRIT AND COMMITMENT OF THE ENTIRE GREENHOUSE COMMUNITY.

Spring Fair Co-Chairs

Meghan & Christian Dunham

FOOD COMMITTEE

Alice & Mike Burke (Co-Chair)

Katherine Austin-Evelyn & Sivu Mzamo (Co-Chair)

Zhenqi Lu & Nuannuan Xiang

Heather Nelson & Amir Jahanshad

Lindsay Hardie

CENTRAL BOOTH COMMITTEE

Tfeila Abass & Giulio Bertozzi (Co-Chair)

Elizabeth Kahn & Ryan Lynch

Penn Boon & Kamelia Angelova

GAMES COMMITTEE

Sam Dolgin-Gardner & Amy Leiberan (Co-Chair)

Sonia Moghe (Co-Chair)

Lindsay Piegza & Robert Brotherton

Mallory Guy & Erind Brahimi

Mike Hernandez & Narda Carrion

BOOK SWAP COMMITTEE

Kaitlin Obernauer (Chair)

Anisah & William Hardin

Eve Overton & Rollin Say

Amanda Nicodemus & Brian Feinberg

Carla Sales and Neil Porter

Parents of Children of Color Committee

Spirit Tawfiq

Kira Munoz

Art Show and Benefit

Andrea & Charles Moore (Chair)

Rachel & Daniel Renaud

Maxine & Dominic Ebanks

Stephen Haskell & Dave Stark

Kerry McLean

Jeff & Katie Twidwell

Chiao-wei Liu & Rafale Chang

Elias Issa & Andrea McIsaac

Andrea Needle

Anyia & Chris Ford

Community Service Committee

Bess Levin & Dan Kelsall

Emily & Evan Redwood

Heather Seid

HAVE TOOLS WILL TRAVEL

Aly & Aaron Viny



Morning coffee



Cocktail parties



Community Service



picnics



Spring Fair!



Children's Art Show and Benefit



GGNS



Parents As Partners: Building a Community

Providing varied and meaningful opportunities for our community to connect and come together is a vital part of the full Greenhouse experience. We are proud of our vibrant and active parent community. This year parents have planned numerous opportunities to gather, celebrate and learn together, including *cocktail parties, morning coffee hours, playdates at local playgrounds and outings in the community.*

Building Community: Outside The Classroom

The Parents of Children of Color (POCOC) Committee, started last year by two passionate and dedicated Greenhouse parents, had an active year of community building! Our mission is to create a supportive community for parents navigating the joys and unique challenges of raising children of color. From its inception, POCOC has organized various activities that have brought parents and children together in meaningful ways.

We hosted a myriad of events designed to foster connection and shared-learning ranging from casual happy hours for parents to unwind and network, virtual gatherings to share experiences and resources, and lively meetups at museums and playgrounds, for families to bond and grow. Among this year's highlights was a memorable visit to Harlem Grown, a local urban farm. Children enjoyed exploring a lush garden, petting chickens, and hands-on learning about composting. This experience provided a fun day and taught important lessons about the environment and community stewardship. Some children engaged in cooking and a joyful expression of cultural heritage with a Merengue lesson, bringing families together through dance and music. Additionally, POCOC partnered with Greenhouse to host a virtual parent workshop for the entire school community. Michelle Felder, licensed clinical social worker, psychotherapist, and founder of Parenting Pathfinders facilitated a vibrant and meaningful dialog entitled, "How to Nurture Anti-Racism and Anti-Bias Attitudes in Your Child". Parents learned about children's identity development, tips for effectively communicating about race and racism, and practical strategies to counteract bias and respond to instances of bias in the moment.

POCOC aims to maintain a vibrant, multicultural community at Columbia Greenhouse. The group plans to expand its reach and impact, inviting new parents and ideas. With 2024/25 plans underway, POCOC is set to grow and evolve, staying true to its mission of support, inclusion, and shared learning.

Submitted by Kira Muñoz and Spirit Tawfiq
Co-Chairs, POCOC



VIRTUAL WORKSHOP


Change Begins at Home: How to Nurture Anti-Racism and Anti-Bias Attitudes in Your Child

MAY 21, 2024 | 7:30PM-9PM

This workshop will address:

- Children's identity development
- How children can express biased attitudes
- How to nurture anti-bias attitudes in children
- How to raise anti-racist kids
- Strategies for talking to children about race, racism, and differences
- Strategies for proactively addressing racism and biased attitudes
- Strategies for addressing racism and stereotypes in the moment with your kids

Presented by:
Michelle Felder, LCSW, MA
Founder & CEO of
parenting pathfinders



Parents As Partners: Building a Community

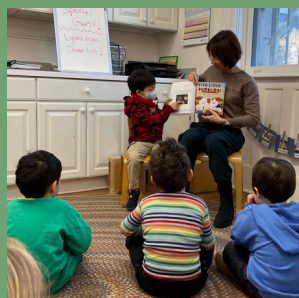
An important part of our community building happens inside the classroom, too. We were so thrilled to have our fully operational parent involvement piece back in the classrooms. This time spent together in the classroom has important benefits for children, families and our whole community. We deeply enjoy the time we share with families in the classroom.

Building Community: Inside The Classroom

Children thrive when they feel that their world at home is connected to their world at school. At Greenhouse, we help to build this connection by inviting the children's important grown-ups into our classroom as active participants. Seeing your important grownups inside the walls of your classroom, sends a clear message to children that their home life and school life are linked. Whether it is parents, grandparents, or caregivers. Whether they are reading, cooking, making music or bringing the family pet to visit. Whether they are sharing a special skill or tools from their work. These visits are important ways for children to feel a home/school connection.

Sometimes families come into the classroom to share a special family celebration or tradition. During these family-centered visits, children learn about different ways families celebrate or spend time together. Some families celebrate Lunar New Year. Some families celebrate Shabbot. Some families celebrate Pride. As a result, all the children get to see that people live, celebrate and love in ways that may be similar to their own or may be different than their own. Either way, all are seen, valid, welcomed and visible at school.

Ultimately, all of these visits are about family and community. Children get to experience first-hand the many ways our community of Greenhouse families live. They hear different home languages. They see that not all family members have the same skin color. They see various family structures. They learn families celebrate different things. They eat many types of food. They sing different songs. Through all of these experiences, our children get to experience that our community consists of people that choose different ways to be a family and that all of these families love and take care of each other. And at Greenhouse, we honor every one.



2023-2024 Annual Fund Contributors

The generosity of Greenhouse parents, alumni families and friends allows us to continue to provide exceptional programs and quality experiences for our children. Their contributions to Greenhouse serve as the catalyst for change and growth. Contributions to our Annual Fund are a vital cornerstone of giving at Greenhouse; the Fund supports important operational expenses of the school including professional development and financial aid. Columbia Greenhouse Nursery School thanks and acknowledges the generous contributions of the following individuals and companies:

Anonymous

Lauren & Chris Arettines

Jesse H Ausubel

Liza King & Romulo Balthazar

Jennie Sparandara & Rob Bauer

Benivegna Gerlich Family

Ariana Cooper Berry & Eric Berry

Nancy Ramsey & Steve Brand

Monica, Jeff, Danielle & Frances
Cohen

Jay & Elizabeth Cooper

Katie & John Cooper

Katelyn & Michael Cooper

The Deringer Family

Sara Edlin

Amanda Nicoldemus & Brian
Feinberg

The Fox Family

Joanna Geneve

Lauren, William & Arabelle Lee

Toby Golick

Graham Vaswani Family

Ellie Grossman & Ray Fisman

Lydia Barker & Christopher

Gruszczynski

Hadjigeorgis Family

Harkavy Friedman

Hannah & Andrew Johnston

Ryan Lynch & Elizabeth Kahn

The Kelsall Family

Alan & Paula Levin

The Kim Family

Sherman Lau

Christina Weyl & Richard Lichtenstein

Lily Shohat & Lloyd MacKay

Masch Family

Anne Bystryn & Michael McLaren
Family

Renee Mease & Jennifer Pease

The Merrill Family

Charles & Andrea Moore

Paul & Sarah Muscat

Misako Rothery & Doug Neye

Jamie Daw & Ben Oseroff

Lindsay & Mike Pitzer

Kimberly Kahn & Satadru Pramanik

Katherine Randall & Steve Pred

Kara Putrino & Robert Smit

Emily & Evan Redwood

Barbara Robey

Rachel Roth

Julia & John Rudolph

Catherine Salisbury & George Nunn

Melody Salopek & Family

Jenny Weil & John Samuels

Stephen Saxl & Alice Naude

Jane M Spinak & Warren B Scharf

Zeynep & Thomas Schoenwaelder

Scott Schwartz & Julia Motyka

Stephen & Carole Schwartz

Foundation

The Seid Family

Peri Edelstein & Blake Shapiro

Stu Slavin & Hannah Bayer

Stephen Haskell & Dave Stark

Armina Bepko & Victor

Suthammanont

Theresa Swink

The Tawfiq Family

The Twidwell Family

Ryan & Bianca Vaz

Henry & Violet

Aly & Aaron Viny

Dr Lauren T Wasson & Mr Baxter

W Wasson

Jane White

Charles & Dolly Williams

In Memory of Donna Woehrle

Marissa & Cody Zalk

Matching Grants

Estee Lauder

BNP Paribas

