



C O L U M B I A GREENHOUSE NURSERY SCHOOL

THE ANNUAL REPORT 2025-2026

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Over 100 years ago, our story began inside the walls of an actual greenhouse. The meaning and metaphor of a school for young children housed in a greenhouse continues to resonate deeply with me. In a world filled with noise, uncertainty and pressure, our Greenhouse is a place where children are centered, play is protected, wonder is nurtured and growth is allowed to unfold.

An effective gardener does not – and cannot – force a flower to bloom. They cannot pull on the stem to make it grow taller. Instead, they create the conditions that allow each individual plant to grow and flourish in its own time.

That is our work with children.

Each day inside our Greenhouse, we strive to create the conditions for growth and learning in young children. We support each individual child, taking time to understand their unique interests, temperament, points of view and ways of moving through the world. We know who is a Knicks fan, who needs a lap at meeting, whose favorite color is red and who loves to be the first to try something new. It is through being truly seen and deeply known that community begins to take root.

That is our work together.

A single flower is beautiful. A greenhouse filled with flowers becomes a collection made more beautiful by its reflection of the whole. As our classes grow together – visiting their favorite rock, cooking french toast, painting a collective art work – we witness the formation of community.

The same is true of the larger Greenhouse community. Whether it is the raucous collective cheers as the raffle basket winners were announced at the Art Show, or the vulnerable sharing during parent group and our evening with Mr. Chazz, these are the moments I feel the strength of our Greenhouse community most deeply. Inside of our Greenhouse we nurture both the individual and the collective!

It is with deep gratitude and joy, that I look forward to another year where we work together in our Greenhouse to create the conditions in which children, families and community can grow and flourish.



Warmly,
Renee

MESSAGE FROM THE BOARD OF TRUSTEES



THEN & NOW



Dear Families,

As I begin the bittersweet process of looking at high schools for my daughter, Joie, I find myself reflecting on our very first school search, which led us to Greenhouse all those years ago. My goals were simple: I wanted an environment where my daughter could play, learn, and ready herself for the world. I did not realize it then, but we were not just choosing a nursery school – we were stepping into a warm and supportive community that would anchor our family for years to come. Greenhouse became a place where each of us found lasting friendships and a true sense of belonging.

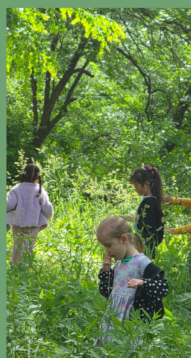
Looking at Joie now, as she prepares to take this profound next step into high school, I can see the enduring strength of the foundation that was built during those early, magical years. A greenhouse is, by definition, a sheltered place carefully designed to nurture tender young seedlings until they are strong enough to withstand the world outside. And that is exactly what our Greenhouse does – it is a place where we intentionally grow people and community together. The Board of Trustees commits to ensuring Greenhouse is well positioned to continue this work for generations to come. I know that the confidence, curiosity, and kindness nurtured in my child during her years at Greenhouse became the bedrock of who she is today. I am so grateful that your children are growing their own deep roots in this very special place.

Most sincerely,

Mignon

Chair of The Board of Trustees

GROWING INSIDE OUR GREENHOUSE





YOUNG CHILDREN AT THE CENTER

The early childhood years, specifically those under the age of five, are a very significant and meaningful time in a child's life. The growth (2) that occurs during these years is unparalleled throughout the rest of a lifetime. Young children's developing brains and bodies make them particularly responsive to their environments—for better and for worse. These early years are a critical period (3) for the very foundation of children's long-term, overall learning and growth; they should not be undervalued, rushed or trivialized. But even beyond the ramifications these years may have for the future, young children's unique experiences and world view are worthy of being protected and honored all on their own. As Loris Malaguzzi, founder of the globally recognized Reggio Emilia approach, says, children have the right to be active participants in a world that truly values them as unique, dynamic and worthwhile. Yet too often, the systems and programs serving children in their early childhood are designed around the needs and wants of adults rather than the needs of the children themselves. In other cases, early childhood programs are shaped by educational models originally developed for older children; they end up looking and feeling like "miniature elementary schools" rather than environments intentionally designed around the rights, needs and development of young children. Our youngest children can get plugged into systems that were not designed for them or their unique needs.

Not at Greenhouse.

At Greenhouse, we pride ourselves on designing and implementing a school that puts early childhood at its very center. When you walk through our school, you see, hear and feel that you are standing in a place that takes the lives and learning of young children very seriously. Instead of asking our children to conform to a system that was never designed for them, Greenhouse honors childhood and play, creates structures and schedules that support early childhood development and builds warm, responsive relationships and communities where children and families can thrive.



"Children have the right to be recognized as subjects of individual, legal, civil, and social rights; as both source and constructors of their own experience, and thus active participants in the organization of their identities, abilities, and autonomy, through relationships and interaction with peers, with adults, with ideas, with objects and with the real and imaginary events of intercommunicating worlds."

Loris Malaguzzi
A Charter of Rights, (1)



Honoring Childhood and Play

Play (and protecting a young child's right to play!) is a deeply held, timeless belief found within Greenhouse's work. A school that centers the unique learning needs of young children must first and foremost be a place that promotes and celebrates children's right to a playful, joyful childhood. The research is clear; the learning opportunities found inside play (4) are vital for children's healthy development and learning. During play, we see children enter into and succeed in complex social relationships with their peers. They take turns, communicate their needs and hear the needs of others. "How do I propose a plan and share that goal with another? What do I do when someone else has a different idea?" In play, children get to exert their agency, regulate their impulses, and stretch their creativity. Play encourages children to take risks and try on new things. In play children practice persisting through frustration and building resilience in real time. They build confidence, competency and autonomy. Our classroom environments invite and facilitate children's natural curiosity. Materials are intentionally chosen and displayed to spark a child's thinking and interaction. Do not be fooled by the term "play-based learning." What is happening inside the walls of Greenhouse is definitely not trivial or inconsequential. At Greenhouse we know that play is not the opposite of learning. Indeed, quite the contrary; to play is to learn.

Schedules and Structures

The very structure and schedule of our program is intentionally designed around the unique learning and developmental needs of young children. Developing the emotional strength and resilience needed to thrive in a school setting is meaningful—and often intense—work for a young child. They are just at the very beginning of learning about the social world outside of their family. Being separated from their most trusted grown-ups and joining a community of peers outside of the home-nest requires children to expend enormous emotional energy. Taking turns, negotiating space, solving conflicts, following group routines and stretching toward new skills are all part of the work of school as young children learn to make





sense of a larger social world. With thoughtful support and warm connections to their teachers, our kids are remarkably capable of meeting these challenges; they dig deep, puff out their chest and bring their most mature self to school. Being your most independent self is hard work and our schedule is designed to assure that our youngest kids are not required to do that emotionally hard work over long hours and days. As the school day ends, we see children exhale and settle fully back into themselves. They release the fervent effort required to be successful in group life and return to the rhythms, environments and relationships that replenish them. It is in this balance between stretching and replenishing that we find the strongest conditions for learning. Growth depends on both.

Our emergent curriculum model (5) begins quite squarely with the children! Instead of centering content or arbitrary goals, we center what our children are trying to understand about their world right now. What are they interested in? What are their shared experiences? Whether it is rocks or triangles, our teachers are able to identify meaningful opportunities for learning and plan experiences that build onto the children's current interest and thinking. Young children learn most deeply when new ideas and knowledge connect to questions or wonderings that already matter to them. We understand that activating a young child's sense of agency encourages their active participation in their own learning. When an important grown-up comes into class to share a special family recipe called "passion fruit mousse", they immediately have questions! What is passion fruit? Are we eating moose? What is mousse?!? We see immediately how kids act on their own lively minds. They make connections and know that they are surrounded by adults that want to know their thinking and will help them figure out exactly how mousse and moose are different! Or when we decide to adopt a rock as our own! We measure the rock; we write stories about the rock; we sing songs about the rock. This is how the true power of learning becomes real for a young child! When you build their learning around the ideas, skills and wonders they are bringing into the classroom, you build the foundation for life-long learning.

Relationships

Building a school around the developmental needs of children means we know that their learning in school starts with a trusting relationship with their teacher. In order for young children to be able to experience the full benefit of school, they need to develop a secure and warm attachment with the adults in the room. And Greenhouse faculty are

experts at building those relationships with children. From their warm, calm, even tone to their respectful, responsive and open stance, Greenhouse teachers know that their relationships with the children are the anchor to all learning. Their ability to build trust with our students coupled with their professional knowledge of and deep experience in expertly facilitating play-based learning provides the exact conditions for young children to feel secure and learn. Teachers are the main drivers of a school's quality (6). Our faculty's knowledge, skills and experience are one of the most important indicators of Greenhouse's enduring excellence. Greenhouse teachers also work to build a broad, inclusive community of learners. Every decision a teacher makes - from how they build a project or what book they choose to read or how they help facilitate problem solving - supports the overall sense of connection and community in the class. Our individual classroom communities become the beginning of our children's active membership in the world at large; it is practice for their future relationships and active citizenship.

As children develop inside the context of their family, we know they benefit from a strong connection between their life at school and their life at home. At Greenhouse, we work to make sure all families know they are seen, honored and welcomed here. From classroom visits, curriculum nights, and family events, parents are our vital partners in this endeavor and in our overall school community. The relationships that exist within the broader Greenhouse community are instrumental to creating a school that centers young children.

Greenhouse is a school that is intentionally designed around the needs, rights, and extraordinary potential of young children. The first five years of life are an incredibly remarkable and meaningful stage of development; it is a time like no other. Children in their early childhood years are uniquely sensitive to the quality of their interactions, environments and relationships. At Greenhouse, our children get to spend their early years being deeply known, respected, challenged, and most importantly, experiencing the joy of learning each and every day. By protecting their right to play, building a system that meets their needs and surrounding them with warm, responsive relationships, we nurture not only confident learners, but compassionate, capable human beings. When young children are truly at the center of their educational setting, everyone flourishes.

End Notes

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Parent Reflection by Spirit & Hisham Tawfiq, Parents of Nizami

"As we head off to kindergarten..."

After three beautiful years, it's bittersweet to say goodbye to Columbia Greenhouse as our son, Nizami, heads off to Kindergarten. This has been such a joyful experience for our family, and watching our son flourish here has meant everything to us.

We love the amazing, attentive, and caring teachers, and the diversity of experience they each brought created such a rich, warm environment. Renee has a remarkable gift for making our family feel welcomed and treasured. Every day we dropped Nizami off, we knew he was in a safe, nurturing place, which gave us such peace of mind. The door was always open, offering a real sense of partnership as we navigated the beautiful yet some uncharted waters of raising a young child.

I also had the privilege of serving as co-chair of the Parents of Children of Color group, which Renee advocated for and supported incredibly. This experience was deeply meaningful and an integral part of my time here.

As we head off to kindergarten, we feel truly prepared. We'll miss this beloved oasis, but we'll absolutely stay in touch. To any family considering Greenhouse: this is a rare and special place, and we couldn't recommend it more.



Spirit and Hisham

Teacher Decisions by David Vining, Investigator Teacher

As early childhood educators we are constantly looking for ways to engage young children and extend their learning. We are always looking for ways to add new challenges to the curriculum. This year in the Investigators we found that one way we were able to build onto the children's skill was by intentionally changing the way they interacted with materials. We added a "Maker Space" to our classroom.

This space included a standing work table and a shelf with organized and curated materials for the children to freely use to make their own creations. The materials included found, recycled items and loose parts. Many people may look at these materials and think trash; we immediately saw treasure! At times the space was left completely open-ended, with children given the freedom to build anything they could imagine with this collection of varied pieces. At other times we presented the children with challenges such as making "things that fly." The Maker Space was a huge success and children made some amazing things including a life-sized scooter, drones, airplanes, a river boat, and other unique creations. First, the children had to choose materials that fit their vision - a rigid base of cardboard or plastic, for example; then they had to select other materials that were the right size and shape to make their vision come to life. Finally, they needed to attach the pieces together in a way that accomplished their goals. This proved to be the biggest challenge for many of the children's projects. The children gravitated to using masking tape to put their constructions together. Though it is sometimes tricky to work with, tape sticks things together instantly and, in general, the more you use, the better it sticks. One downside to tape, however, is that it tends to cover up the thing you are attaching, and your creation often ends up looking like a bundle of tape.

We made a teacher-decision to remove the tape from the Maker Space and replace it with glue. Glue has many advantages, including producing an end result that looks more like your original idea. But there are also inherent challenges to working with glue and 3-D materials. Glue is sticky and drippy, and worse than that, you have to wait for it to dry. At first, when we made the official change, the kids thought we had simply run out of tape, but we explained that the tape was put away, and that we were only going to be using the glue in the Maker Space for a while.

This was met with some protest! But that is ok, we encourage our kids to express their full emotional life. It can be tempting to feel that our job as teachers (or parents) is to work towards eliminating negative feelings or experiences, but as happiness expert and Yale professor Laurie Santos recently told the New York Times, "Happiness isn't about eliminating negative emotions, that's toxic positivity." Instead, she explains that working on projects that have meaning and purpose is the key - **"it feels good to be you because of how you feel it's going."** This supports something core to Greenhouse's philosophy: children learn and grow best when their work is meaningful, contextual, and the right balance of challenging and rewarding. That is one reason our emergent, project-based curriculum is so productive and satisfying.

As children took up the challenge of the tape-free Maker Space, it was noticed that as their first new creations dried they were indeed impressive. Suddenly, you could see the details and the vision of the builders became so much more clear. Other children began to notice right away, asking, "How did they do that?" This opportunity to work through the challenges that the glue presented was also an opportunity to see yourself as a problem solver. While tape may be easier, with some persistence and the learning of new techniques, the children's work became even more rich and interesting. Those children who were perhaps the most confounded by the disappearance of the tape were eventually the ones who became most invested in their work with the glue. Not every effort was a success, but that's important learning too! They learned to take chances as they discovered the unique properties of the glue, they learned how to start again, and they learned that hard work pays off in the end.

Giving specific constraints to children is often a way to spark critical thinking and creativity. That is why we sometimes ask the children "What can you build in the block area if you only use one shape?" Or "If you try to use every shape?" These types of challenges force them to look at problems differently, think flexibly, try new ideas, and explore materials in ways that may never have occurred to them before. It also allows children to make discoveries and share them with each other. "Don't worry about how it looks," we heard a child say about the glue getting on top of a friend's shiny attachment, "when it dries you can't see it." And that is how growth happens sometimes. You may not see some of the so-called "soft" skills -- like persistence, problem-solving or risk taking -- that children are building, but they are the glue that provides strength and holds everything together as children become evermore confident, flexible learners.



STAFF PICKS WHERE IS YOUR PLACE?

New York City is filled with great places to visit! Find out where our faculty and staff like to go when it is time to unplug and relax.

Alice: A park but especially McCarren Park in Williamsburg or Elizabeth Street Garden in Nolita

Angela: The Heights Bar and Grill. Good times!

David: Almost every Saturday you can find my family at East Harbor Seafood in Sunset Park.

Erica: The beach. Any beach. Most often visit Orchard Beach because it is close.

Karen: Mama Sushi is a fav. It is a gathering place for my family.

Lisa: South Street Seaport. Love looking out over the water.

Mei: Love wandering around Eataly.

Nexhi: A bakery! Love Le Pain Quotidien.

Rachel: Wandering in a museum. Love the Greek and Roman statues in The Met.

Renee: Enoteca. Perfect place for a martini and tapas. And close to home – no taxi needed!

Sarah: Super Nice for donuts. Ellington for dinner and drinks.

Stephanie: Barnes & Noble has always been my place. But Frame Coffee is a close second.

Faculty List 2025-2026

2day
3day
Explorers

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

Navigators

Angela Coulibaly, Head Teacher
Nexhi Avoricani, Assistant Teacher

Adventurers

Alice Chen, Head Teacher
Erica Cintron, Assistant Teacher

Researchers

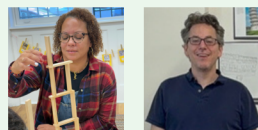
Stephanie Condori, Head Teacher
Karen Chisolm-Wint, Assist. Teacher

Investigators

David Vining, Head Teacher
Heather Guerrier, Assistant Teacher
Lisa Orr- Chambliss, Assist. Teacher

Administrative
Staff

Renee Mease, Director
Mei Au Yeong, Administrator



Parent Association

Dear Greenhouse Families,

As the school year draws to a close, we find ourselves reflecting on what has been a truly special year for our community. While our children have been busy learning how to be friends and navigating some of their very first social experiences, we've realized that we've been doing the exact same thing right alongside them.

It has been a privilege to serve as your PA Co-Chairs this year. We are incredibly grateful for our leadership team: **John Haskell, Matt Shyman, Katelyn Cooper, and Ben Schott**. Our goal from day one was to create opportunities for families to connect, and we are so proud of the community we've built together.

From the energy of the Welcoming Family Picnic and the Fall Cocktail Party to the quiet moments shared at our Coffee Hours, every event brought our community a little closer. We loved celebrating our incredible caregivers together, sharing conversations on the playground, and creating spaces where everyone felt at home.

Who could forget the Greenhouse Art Show, where we marveled at our budding artists, or the excitement of the raffles? The cheers we shared for one another were a testament to the encouragement, generosity, and genuine friendships that have grown throughout the year. The Spring Fair was a celebration of pure joy, and our Family Farewell Picnic was the perfect, sun-drenched ending to a year we'll always remember.

For those of us moving on to kindergarten, it is bittersweet to say goodbye. Our children are ready for their next big adventure, and we leave with hearts full of gratitude for the memories, friendships, and sense of belonging this community has given our families.

While Jasmine will be graduating alongside her child, Natasha is thrilled to remain as a PA Co-Chair next year to help welcome a new group of Greenhouse families. We're also excited to welcome John Haskell as our next Co-Chair. We know he'll be a wonderful addition to the role and will help continue fostering the warm, connected community that makes Greenhouse so special.

We also want to extend our deepest gratitude to our Director, Renee, and our operational backbone, Mei, for the care and tireless work they pour into every aspect of our school. To our extraordinary teachers: thank you for the endless patience, joy, and love you shared with our children. You have helped shape not only their first school experience but also the confidence and curiosity they will carry with them for years to come.

And finally, thank you to every Greenhouse family for showing up. Thank you for volunteering, attending events, buying raffle tickets, cheering one another on, lending a helping hand, and embracing both new and familiar faces. It is the people who make Greenhouse such a remarkable place, and we feel incredibly lucky to have been part of this community.

We wish you all a wonderful, restful summer filled with laughter, adventure, and time with those you love. Here's to new beginnings, lasting friendships, and all the exciting adventures that lie ahead.

With love and gratitude,

Jasmine & Natasha

Co-Chairs,
Columbia Greenhouse
Parent Association



PA LEADERSHIP

Jasmine Polite, PA Co-Chair, Investigator
Natasha Graham, Pa Co-Chair, 3day Explorer
John Haskell, Class Rep, 2day Explore
Katelyn Cooper, Class Rep, Adventurer
Ben Schott, Class Rep, Researcher
Matt Shyman, Class Rep, Navigators



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

Katelyn & Michael Cooper
Meghan & Christian Dunham

Food Committee

Katherine Austin-Evelyn & Sivu
Mzamo (Co-Chair)
Amanda Schmitt & Nick
Guagnini (Co-Chair)
Kiyoshi Matsuyama & Lily
Nussbaum
Natalie Chaundhary & Oke
Akoma
Christa & Brett Youngerman

Central Booth Committee

Greg & Melissa Nemeth

Book/Toy Swap

Kaitlyn & Mike Obenauer (Chair)
Jennifer Wells & Gabe Culberg
Jessica Zafonte & Adrian Versteegh

Games Committee

Mallory Guy & Erind Brahimi (Chair)
Traci Green
Peter Kelley & Claire Aasen
Shanel Balloo & Isaiah Beg
Fernanda Absy & Luciano
Castagnola

Set up Committee

Ryan Nicholls
James George & Lisbeth Kaufman
Jamie Daw & Ben Oseroff

Art Show and Benefit

Emily & Evan Redwood (Chair)
Amana Akhtar & Sherif El-Sabbahy
Basha Silver & Tim Lax
Raleigh Todman & Eric Kane
Katie & Jeff Twidwell
Dano Madden & Lauren Singerman
Jeremy & Rosie Johnson
Susanna Brock & William Deringer

Parents of Children of Color Group

Spirit & Hisham Tawfiq
Meg & Kamar Samuels
Radeyah Hack & Neil Majumdar

Community Service Committee

Heather Nelson & Amir Jahanshad

Building meaningful opportunities for our community to connect and come together is a vital part of the full Greenhouse experience. When you join Greenhouse, you are joining a vibrant and active parent community.



Building Our Community

Cocktail Parties ~ Coffee Hours ~ Curriculum Night ~ Parents of Children of Color Group ~ Parent Support Groups ~ Picnics



This school year, the **Parents Of Children Of Color (POCOC)** committee brought families together through playdates, cultural outings, and community events across the city. Across parks, playrooms, and community spaces, Greenhouse families built relationships, shared resources, and carried on the ongoing conversations about parenting that sit at the heart of POCOC group, all while strengthening a growing network of returning alumni.



Highlights included visits to the NY Botanical Garden Holiday Train Show, the Museum of Chinese in America, and a return trip to Harlem Grown where our families learned about composting and community stewardship. We also held our 2nd Annual Black History Month Storytime with the Harry Belafonte Library.

A standout event was an interactive parenting conversation with Chazz Lewis ("Mr. Chazz"), attended by approximately 30 parents and caregivers. Hosted in partnership with the JCC, the event welcomed Greenhouse families alongside parents from the local community.



This year also brings a bittersweet farewell. Spirit Tawfiq, mother of Nizami, who is heading off to kindergarten, is moving on after three years as co-chair of POCOC. She describes her experience with POCOC as an absolute delight and looks forward to staying involved as an alum.

As we look ahead, we're focused on sustaining the group's strength in the years to come and building it as an avenue to welcome more families with children of color to Greenhouse. With next year's plans already underway, POCOC is set to grow and expand, staying true to its founding mission of support, inclusion, and shared learning.



PARENTS AS PARTNERS:
CLASSROOM VISITS



SPRING FAIR!



CHILDREN'S ART SHOW
AND BENEFIT



Big Yard, Big Changes

This year we made a noticeable change in the big yard; we said goodbye to the climber. It served us well for many years, providing countless opportunities for active play, but it had reached the end of its usefulness and it was time for a change.

We took this opportunity to think deeply about our goals for gross motor and outdoor play.

We asked ourselves: **what might it look like if we extended our constructionist approach and use of loose parts to the big yard?**

We were super excited to give it a try! We began by thinking of the blank space of the big yard as a new provocation. What materials would spark the kids wonder and gross motor play? We introduced a variety of large loose parts, including wooden crates, ladders, Pikler triangles, long plank boards and beautiful wooden hallow blocks. These materials invite interaction; they invite innovation and invention. Every single day our kids are now invited to create a flexible, dynamic, and challenging outdoor play space. Every day they must think before they jump into play. Instead of simply following the closed and predictable pattern of climbing a ladder and sliding down a slide, children are now invited to plan, organize, and construct their own physical challenges on the daily.

We see the children become designers, engineers, and builders. They must figure out spatial relationships and solve problems together. How do these pieces fit together? How can we create a structure to climb on, balance across, or hide inside? One day they are building a stage for a performance and the next an ice-skating rink. They create cozy nooks, obstacles courses, bridges and imaginative structures of their own design. These constructions are examples of deep integrated learning and skill development. While the physical skills are apparent as they are lifting, carrying, stacking, climbing and balancing, there are also the cognitive skills like organization, executive functioning, and problem solving and the social/emotional skills of communication, collaboration and teamwork. It's integrated learning at its best.

One unexpected outcome of the transformation is that space opened up for more meaningful ball play. The climber occupied so much of the foot print of the yard that there was little room for kicking a ball or playing catch. Now, there is room for it all (we just need to figure out how to keep the balls from going over the fence!). And of course, favorites like the sand area and tricycles still remain. Overall, the big changes in the big yard have been a wildly positive change; it's created an outdoor environment that reflects Greenhouse's belief that children have active and lively minds and when given the space and materials they will create rich and engaging worlds and opportunities of play.



2025-2026 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:

Erin McHale & Oren Ahoobim
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Arminda Bepko
Roger Bernstein & Nicole Gordon
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The Abass Bertozzi Family
Nancy Ramsey & Steve Brand
Fernanda Absy & Luciano Castagnola
Andy Chappell
The Chase Family
The Chesney Family
Monica, Jeff, Danielle and Frances Cohen
John & Katie Cooper
Jay Cooper
The Cooper Family
Katelyn & Michael Cooper
The Wells & Culberg Family
Clarissa & Michael Dearie
Melanie Baker & Vincent Della-Roca
Paula Doerfel
Amy & Sam Lieberman Dolgin
Meghan & Christian Dunham
Sara McLanahan Edlin
Sherif El-Sabbahy & Amana Akhtar
Rebecca Delfiner & Tom Faiella
Ellie Grossman & Ray Fisman
The Fox Family

The Benivegna/Gerlich Family
Toby Golick
Wanda Holland Greene
The Haskell Gaikwad Family
Jennifer Cowan & Dan Jacob
Heather Nelson & Amir
Jahanshad
Jeremy & Rosie Johnson
Hannah & Andrew Johnston
Linda & Alan Kahn
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Sherman Lau & Tracy Alpert
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Lily Shohat & Lloyd MacKay
Rachel & Tom Maniatis
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Rebecca Mai & David Mitnick
Corey & Sheila Morenz
Paul & Sarah Muscat
The Noel Family
Catherine Salisbury & George
Nunn
Jamie Daw & Ben Oseroff
Katherine Randall & Steve
Pred
The Pressman Family
Emily & Evan Redwood

The Robey Family
Rachel Roth
Julia & John Rudolph
The Sachvie Family
The Salopek Family
Jenny Weil & John Samuels
Kristen Sauer & Harry Sandick
Stephen Saxl & Alice Naude
Jane Spinak & Warren B. Scharf
Zeynep & Tom Schoenwaelder
Judy Margolin & Seth Schwartz
The Seid Family
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