APPLE TREE

The magazine for families, alumni, and friends of The Elisabeth Morrow School

Winter 2020

Design Thinking

In Dynamic Learning Spaces

The Outdoor Learning Experience

APPLE TREE
Winter 2020

***APPLE TREE* is a publication of The Elisabeth Morrow School**

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Articles, images, and other contributions from the extended Elisabeth Morrow community are welcome. Contact Marissa Bholan in the Communications Office at mbholan@elisabethmorrow.org or 201.568.5566 x7185. All submissions are subject to review and submission does not guarantee publication.

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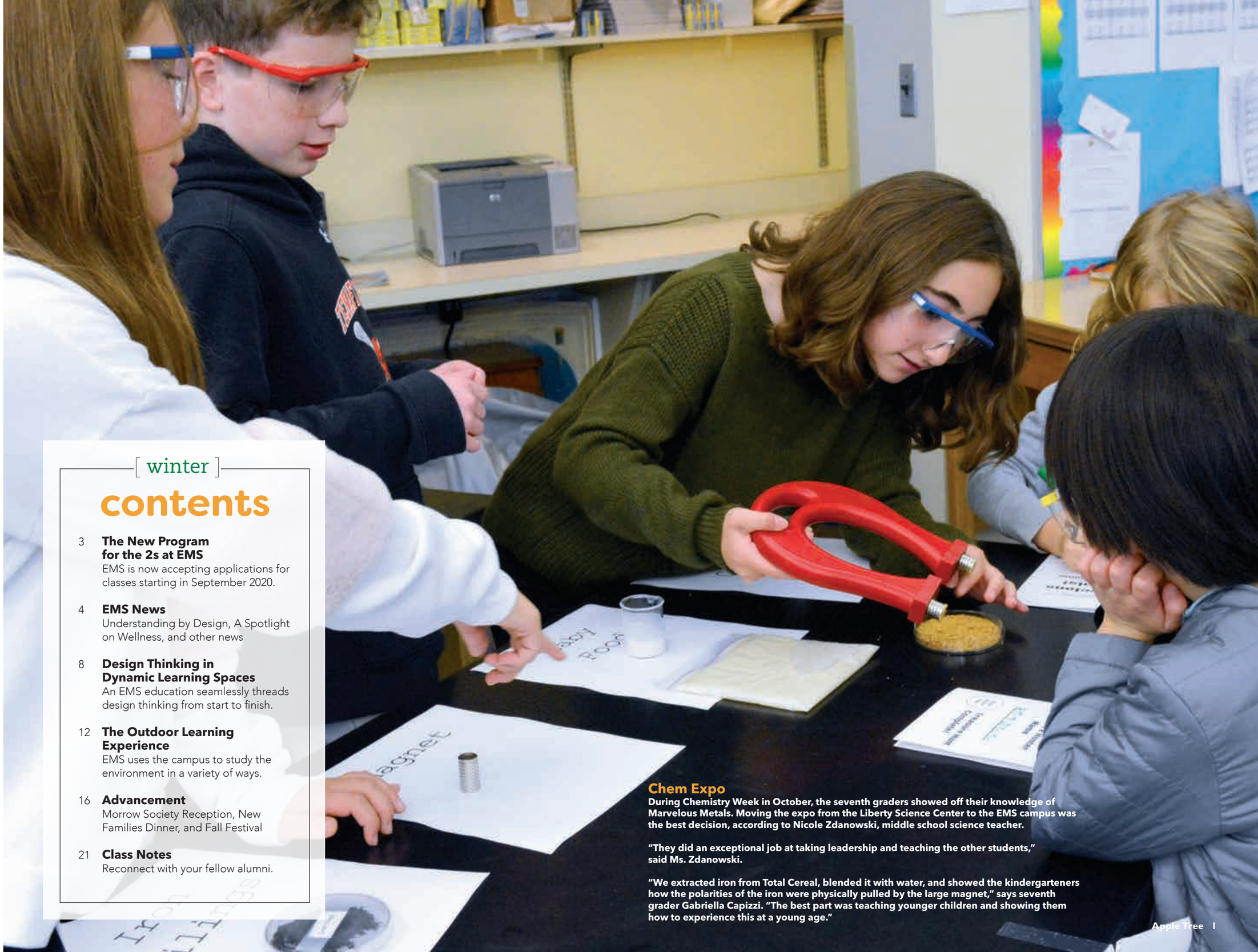
On the Cover
Fifth graders Alex Cohen and Emma Cho measure and observe fast plants in the classroom.

Our Mission:
The Elisabeth Morrow School's shared purpose is to provide exemplary academics and character development in a diverse and inclusive child-centered community, inspiring students to become curious scholars, ethical leaders, and global citizens.



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Chem Expo

During Chemistry Week in October, the seventh graders showed off their knowledge of Marvelous Metals. Moving the expo from the Liberty Science Center to the EMS campus was the best decision, according to Nicole Zdanowski, middle school science teacher.

"They did an exceptional job at taking leadership and teaching the other students," said Ms. Zdanowski.

"We extracted iron from Total Cereal, blended it with water, and showed the kindergarteners how the polarities of the iron were physically pulled by the large magnet," says seventh grader Gabriella Capizzi. "The best part was teaching younger children and showing them how to experience this at a young age."

Welcome from Dr. Fonseca

It is my pleasure to write some thoughts about this issue of the Apple Tree magazine. This is my first letter for the publication, and I am excited to offer you a sense of where the school is on a variety of initiatives. Below are a few that I am particularly excited to highlight.

I am delighted to share that our community will expand as of September 2020, when we welcome two-year-old students to EMS. Broadening our early childhood education program is the perfect example of EMS' commitment to fostering meaningful and productive learning experiences. As with all grade levels in Chilton House, our 2s program will foster cognitive, language, motor, and social-emotional development. The 2s classroom environment will encourage exploration, problem-solving, and critical thinking. We are very pleased to make this announcement as we build on the anticipation of our 90th Anniversary in October 2020.

We highlight two programs that are receiving praise from our students, parents, and the faculty this year: Understanding by Design (UbD) and our Wellness and Health programs. UbD is a curricular program that helps children reimagine their learning for better comprehension. This is an innovative approach to a deeper understanding of education. Wellness and health are major priorities for EMS students and the community at large. This school year, Ava Diamond stepped into the role of developing good habits of heart and mind, and frequently shares advice with the EMS community about eating well, getting enough sleep, and practicing good routines.

Our two feature articles examine two curricular areas that are at the heart of EMS learning. Design thinking takes a deep dive into the way our teachers integrate a variety of subjects to show how they collectively gel. Design thinking also helps our students approach projects using common language and common structure in a creative and empathetic way. Plus, it complements the 4 Cs, which is essential to the EMS education.

The second feature examines the EMS campus and how our students are taught to use it as their environmental classrooms. Exploration and examination are key to how our younger students approach the sciences and learn on their 14-acre campus. As they progress into middle school, the approach advances to more of an inquiry-based approach. This article captures the essence of how our students grow through hands on environmental experiences.

We also take a look at our athletic teams, each of which had dynamic seasons this fall. Our alumni profile features Josh Rubach '88 who reflects on his lifelong friendships made at EMS and the importance of giving back.

I am confident that EMS is on the right path and doing everything in its power as our Mission directs, "to provide exemplary academics and character development in a diverse and inclusive child-centered community, inspiring students to become curious scholars, ethical leaders, and global citizens."

I hope you and your family enjoyed the holidays, and I wish you an exciting and productive winter and spring.

Thank you,
Dr. Maureen Fonseca
Head of School

The NEW program for the 2s at EMS.

By Lauren Mactas, Director of Early Childhood Programs

Early childhood education is about exploration — exploration of language, of emotion, of materials, and of human interaction. Early childhood education is, in essence, exploration of the world around us. We know that young children who learn amongst peers, and with the support of skilled teachers, are far more academically and socially equipped to succeed in upper grades and into adulthood. This is because the most formative years of a child's life are the first five years, and what happens during those years sets the stage for a lifetime of learning.

We believe that two year olds are not only capable, but seek out, the kind of engagement and experiences we will be offering in our new 2s program, starting in September 2020. Two-year-olds typically acquire language at a rapid pace, which is the ideal time to introduce a social learning environment. Our new program will provide an academic experience that is developmentally appropriate, exciting, and nurturing, and will also allow children to begin their transformative EMS journey one year earlier.

EMS is now accepting applications for classes starting in September 2020. Call 201-568-5566, ext. 7212 or email admissions@elisabethmorrow.org to schedule a campus tour.

UNDERSTANDING BY DESIGN

Curriculum leaders and teachers have taken detailed steps to ensure the continuation of an engaged, challenging program throughout Chilton House, Little School, and Morrow House as we have been implementing the second year of our strategic plan.

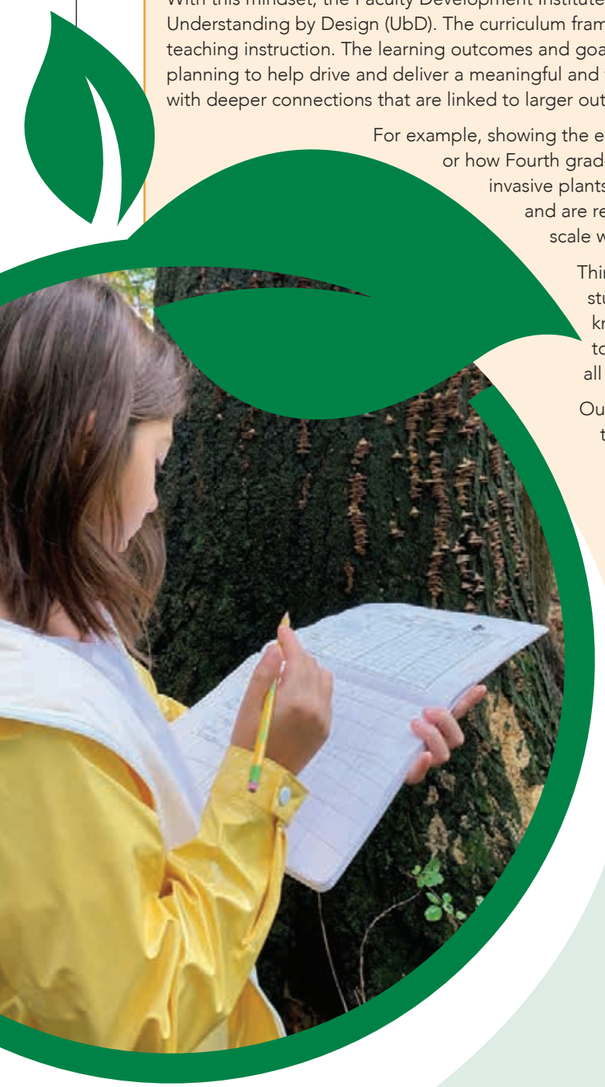
A key component for this year has been to shape our lenses in thinking and learning globally. Our initiative is to reinforce and define global citizenship and to advance these concepts in part with our school's mission.

With this mindset, the Faculty Development Institute entered its second year providing teachers with a foundation of Understanding by Design (UbD). The curriculum framework allows teachers to be transparent and explicit about their teaching instruction. The learning outcomes and goals that students take away are developed and set at the beginning of planning to help drive and deliver a meaningful and transferable unit. By identifying the big ideas, students will come away with deeper connections that are linked to larger outcomes.

For example, showing the engineering challenges that bridge from Kindergarten into First grade, or how Fourth graders show ways that one organism can affect another, such as with invasive plants in their ecology unit. The students do the research on the organisms and are required to pinpoint it on their map or show the results on a global scale when people bring seeds and plants over.

Thinking "backward" about designing lesson units ultimately allows students to transfer their learning and apply their understanding, knowledge, and skills effectively. By allowing for instruction and activities to be differentiated, students explore large global overarching ideas in all content areas while using the UbD framework.

Our goal is for students to truly understand the material, develop their own global mindset, and transfer their learning in and outside of the classroom. Throughout the school year, teachers will have opportunities to further develop units using the UbD framework, including themes of global awareness, perspectives, communication, and citizenship throughout their curriculums. We are excited to see the development of these units and how they provide our students with transformative learning experiences at EMS.



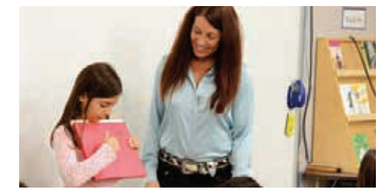
Shaping the Future:

A Spotlight on WELLNESS

By Ava Diamond, Director of Wellness and Counseling

As Director of Wellness, my role is to help fulfill the mission of growing the whole child well at Elisabeth Morrow. At EMS, we understand that for our children to thrive in every stage of life and through adulthood, wellness needs to be a lifestyle. We endeavor to give each student a solid foundation that fosters their emotional, physical, and cognitive resilience. To that end, I am striving to create an enhanced culture of wellness for our children through an experiential education approach and the modeling of healthy habits from the adults around them every day.

In addition to expanding the Core curriculum for Third and Fourth grade students with new levels of self-awareness and social-engagement skills, I am co-facilitating the Seventh grade Wellness Symposium. I am providing guest speakers on leadership and wellness to the Eighth graders through their symposium, and enhancing the physical education curriculum for grades K-6 with additional social emotional learning and wellness opportunities. I am also meeting with students individually and in



small groups as needed to coach them on managing stress, conflict resolution, and optimal mindset development that includes sleep, brain health nutrition, and visualization techniques. The intention is to sharpen focus, increase energy, and decrease anxiety about upcoming performances whether academic, musical, athletic, or simply an important conversation, with peers, faculty, and family members. The goal is to empower students to show up as their best selves in any role they are taking on.

Yet another opportunity for our students to have a safe place to talk about their challenges has been created: an informal gathering called "Snack & Chat" is offered for students to come together for a supportive conversation about important matters in their lives. At Snack & Chat, I give a Tip of the Week for stress-reduction, self-awareness, mind and body care, or effective communication skills.

We believe that best practices are encouraged, beginning with the youngest students. I work with our Chilton House teachers to develop self-care language and behavior-shaping strategies designed to create awareness and practices that are age-appropriate for our youngest students.

Creating this culture of wellness includes empowering parents with what they need to do to support their children and model healthy habits at home. Throughout the school year, I will provide parent programs, small group support for identified parenting needs, and one-on-one coaching when requested. Each week, we have a World of Wellness Tip in our Wednesday Envelope that connects to a piece of what the children are learning that week.

It is our responsibility to provide children with the tools they need to live well in their minds and bodies. I am excited to be on this journey with EMS students, families, and our faculty and staff.

WELCOME NEW FACULTY, STAFF, AND ADMINISTRATION

The Elisabeth Morrow School welcomed several new employees to our community this year. Each person brings years of experience, leadership, and expertise to their respective areas, many from prestigious schools in New Jersey and around the country.

Front row, left to right: Lauren Mactas (Director of Early Childhood Programs), Julia Rios (Advancement Services Manager), Maureen Fonseca (Head of School), Courtney Waag (Third Grade Teacher), Jillian Henthorn (Auxiliary Programs Associate)

Second row: Heather Ban (Middle School Math Teacher), Laura Heffron (Senior Director of Institutional Advancement), Elizabeth Harriman (Interventionist)

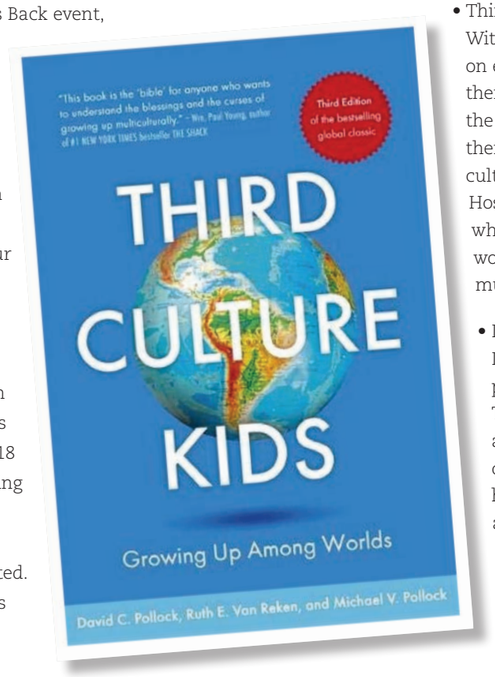
Third row: Bess Gildersleeve (Middle School English Teacher), Nicole Zdanowski (Middle School Science Teacher), Lauren Bedell (CFO/COO), Phil Cox (Middle School Head)

Not Pictured: Marissa Bholan (Associate Director of Marketing and Communications), Beth Thomas Cohen (Director of Alumni Relations), Brintha Gardner (Database Manager/Registrar), Chris Kapsalis (Technical Support Administrator), Sevum Taymaz (Technical Support Specialist)

THIRD CULTURE KIDS

By Kathleen Visconti, Director of Enrollment Management

The Elisabeth Morrow School held its first Third Culture Kids workshop on Saturday, November 16. The workshop revolved around an exploration into cultures and children. EMS welcomed Ruth E. Van Reken, one of the authors of Third Culture Kids: Growing Up Among Worlds. The workshop was held just before the annual EMS Gives Back event, where the Bergen County community joins us for fun workshops, ranging from the arts to music and early childhood STEAM education. Our objective is to collect food for the Center for Food Action. Ms. Van Reken also consulted with EMS staff to help us enhance our work in developing our global curriculum.



Third Culture Kids are defined as people who are living or have lived in — or meaningfully interacted with — two or more cultural environments for a significant time during the first 18 years of life. The diversity characterizing international students matriculating at many independent schools has become more complex and multifaceted. While there are international students who hail from their home countries, others may have lived in one or more countries outside of their home country before moving to the United States. Add to this complexity the fact that many come from a mixed-race, mixed ethnicity, multicultural, multilingual, and/or multinational families; some even possess dual or multiple citizenships. Moreover, there are American children who have lived overseas for all or a portion of their lives. This subgroup of international students is commonly referred to as Third Culture Kids (TCKs). As our world becomes ever more global, more children will gain the characteristics of a third world culture child.

The benefits of being raised as a TCK include:

- Expanded worldview: TCKs have an understanding that there is more than one way to look at situations that they are exposed to or experience.
- Third-dimensional view of the world: With an increased number of hands-on experiences in multiple cultures, there is a difference in the way that the world is perceived. For example, there has been an increase in cross-cultural authors, such as Khaled Hosseini, author of The Kite Runner, who have received awards for their works that are written from a multicultural perspective.
- Interpersonal sensitivity: Increased exposure to a variety of perceptions and lifestyles allow TCKs to monitor their emotions, and register societal norms and cues more adeptly so as to produce higher sensitivity to other cultures and ways of life.
- Cross-cultural competence or cultural intelligence: the capacity to function effectively across national, ethnic, and organizational cultures.
- The major benefit, however, is related to language exposure. As pointed out by Tokuhama-Espinosa, language opens the doors to new realms including that of new cultures. TCKs, through prolonged exposure to native language use, can thus also learn to see themselves through the eyes of others.

As many of our children here at EMS and in our surrounding community can be identified in this way, we provided this workshop as an opportunity for our families to gain insight into the gifts and challenges of third culture.

Meet the PA Executive Board

Alexandre Martins Amando de Barros, Nikanna Roussou, Neeta Ogden, Melanie Weinraub, Gia Alvarez, Candace Gonzalez, Lauren Camarinos, and Michelle Margolin

8 PA Executive Board Members

2 EMS alumni

8 The number of grades the PA Exec Board have kids in (8th, 7th, 6th, 4th, 3rd, 1st, 4s, 3s)

7 The number of cities/towns PA Exec Board members live in

2019 Storytelling Festival & Book Fair

122 Workshop participants

4 Visiting authors/illustrators

68 Number of IZZE Sparkling Juices sold in the last 4 hours

66 Number of people who signed up for a volunteer shift

Number of golden tickets bought at the raffle table for head of school **426**

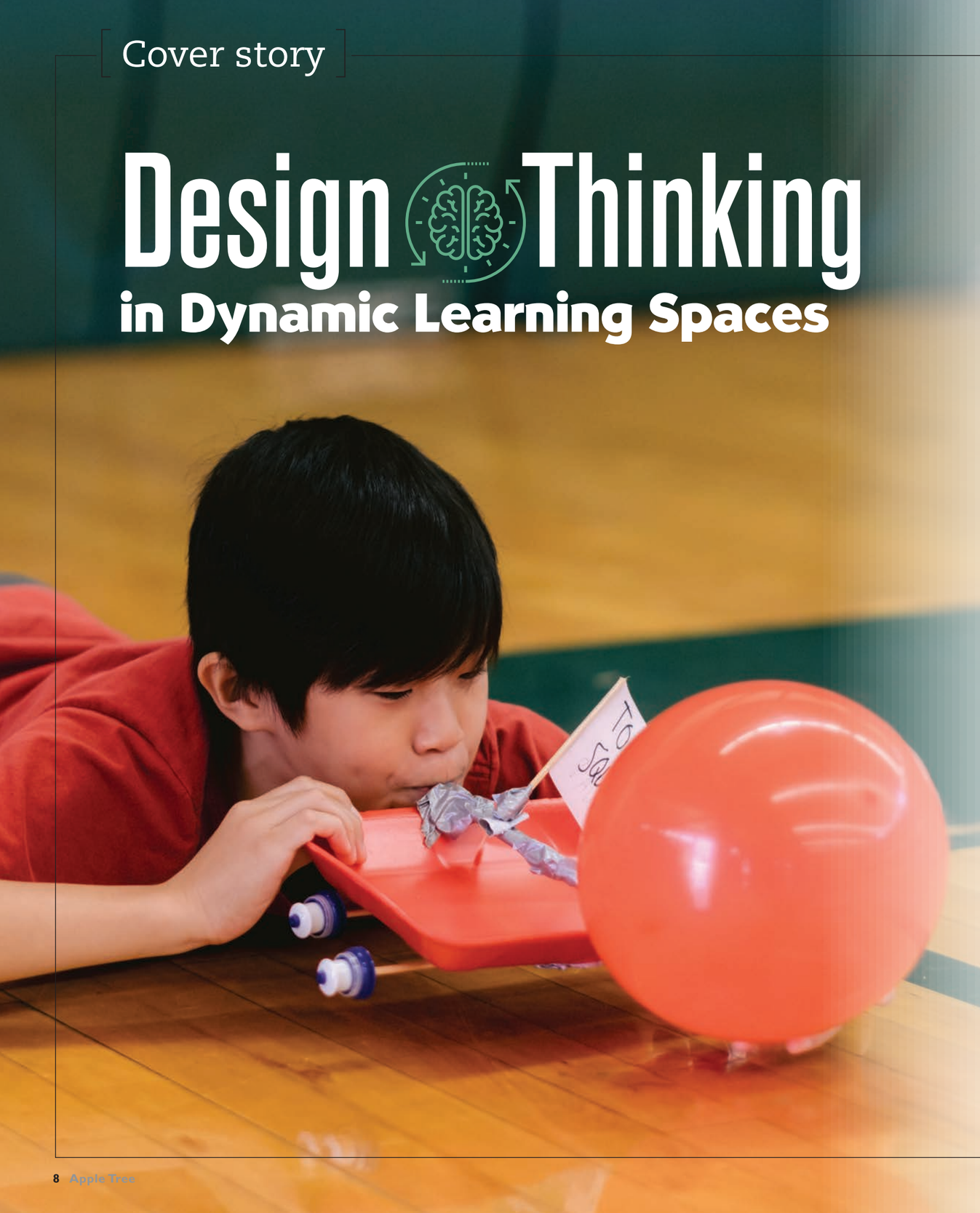
363 Cup of Noodles sold at the cafe

$15,071.87 Amount spent on new books and merchandise

109 Sweatshirts sold at the school store

226 Total gift books bought for school libraries

Design Thinking in Dynamic Learning Spaces



By Brian Kaplan

Picture a scenario where a 10-year old girl is telling her parents' friends that she is designing a prosthetic arm and protective head gear with her Fourth grade class as a part of a unit of study around empathy.

It may seem implausible that this age-appropriate curriculum is actually happening in Innovation Alley, the home of the STEAM Center in Little School, and the ColLABrium, the makerspace and idea lab for students in first through fourth grades, but it is, in fact, the kind of work that is occurring. Known as design thinking, an approach to learning, collaborating, and problem-solving for identifying challenges, gathering information, generating potential solutions, refining ideas, and testing solutions, according to Harvard University's Teaching & Learning Lab at their Graduate School of Education, this connection stretches from Chilton House to Morrow House in a variety of ways.

In this article, we will highlight the blueprint, a spiral framework, that shows the thread of design thinking in our dynamic learning spaces as it makes its way up the steep hill from Lydecker Street to Next Day Hill Drive.

Building an Integrated Approach

In Chilton House, our youngest students are learning through constructive play in an inspiring and dynamic environment. A hands-on approach offers children an active and physical interaction with curriculum, and helps them to make meaning of information through multi-sensory experiences. Using one's imagination and creativity to explore what "could be," or what "might be" is a critical part of the learning experience in Chilton House.

"We don't want to ask the children, 'what are you making,' because that creates barriers to learning and expression," says Liz Leff, a Chilton House science teacher. "Rather, we say, 'tell me about your idea and your creation.' We encourage them to use their imagination. They have their innate interests, which we do not want to discourage. We help them see the productivity behind their creativity."

One classroom where the children's unbridled creativity shines is Exploration Alley, the new makerspace in Chilton House. This was conceived of by Lauren Mactas, the new Director of Early Childhood Programs when she joined EMS in July.

"We wanted to build a space for Chilton House that would complement Innovation Alley in Little School, providing a continuity of experiential learning for young students," says Ms. Mactas. "For us, it's all about exploring, but for younger kids – it's about their physical interactions with their space. In Exploration Alley, we want our 3s, 4s, and Kindergarteners to discover materials and wonder, 'How does a tube get made?' and 'What does cardboard feel like when it ripples between my fingers?' These sensory experiences are essential for children so they have the physical interaction that benefits them as they get older. Having this knowledge of how things feel enables them to start thinking about how things work."

The goal of the early childhood curriculum is to build connections from the 3s to the 4s, and Kindergarten into First grade when the children join the Little School community. EMS teachers reinforce curricula as each student moves forward. "They are having multi-sensory, thought provoking experiences and gaining foundational knowledge which they use as a tool for solving problems, answering questions, and making predictions. These are major components of design thinking," adds Ms. Mactas.

Innovation is a Few Steps Away

Kindergarteners begin identifying simple engineering challenges, and in First grade, they begin to apply this learning using integrated methods. "We want the newest members of the Little School community to be ready for these challenges when they leave Chilton House," says Kara Makohon-Moore, Lower School STEAM Chair and the Director of the Faculty Development Institute. "By redefining these engineering skills through brainstorming, communicating, and bridging connections with creativity, critical thinking, and problem-solving, the design thinking thread from Chilton House to Little School builds and develops."

To teach students the way design thinking integrates into daily life, Little School educators begin the process of showing the children that, as a daily practice, we don't just go out and do science on one day and engineering the next. It happens all around us multiple times a day, every day.

Design thinking generally has a common language and a common structure. It fits well with the 4 Cs, and helping children to think about empathetic, creative problem-solving. "What I like about dynamic learning spaces and

design thinking is that it has evolved quite a bit here," says Sarah Rolle, Director of Technology. "The students come up with great ideas, and the STEAM team of non-homeroom teachers has broadened it beyond STEAM. Over time, they've reimagined the curriculum as a group."

Innovation Alley launched in fall 2016. It was designed based on ideas and ideals for learning, according to Dr. Rurik Nackerud, Lower School Technology Integrator, who wrote their doctoral research and dissertation based on Innovation Alley. "There needs to be a lot of ideation and prototyping. We spent three years conceptualizing and thinking about the space, curriculum, and social ideas, and another five years reconceptualizing it."

The goal was to have a shared space that serves the needs of whoever is using it, and whatever the developmental milestones happen to be. Kindergarteners through fourth graders use Innovation Alley for varying activities, and the way Kindergarteners learn and how they use space differs from fourth-graders. By putting many of the design elements on wheels – walls, tables, and chairs – teachers can quickly transform the environment according to the age-appropriate learner. "We had doors installed that could open into a bigger environment for when the fourth graders gather as a grade, as well as being able to downsize the space for kindergarteners, who need cozy little corners and nooks to learn. The furniture that was used can easily create these spaces, so the children can focus on their learning," adds Dr. Nackerud.

Because Innovation Alley is this open, teachers are now spending more time in the space collaborating with their colleagues in addition to helping students.

Collaboration Begins with a C

Learning at EMS is purposeful – for students, teachers, and families. The objective behind STEAM is to show a deliberate connection of why it is being done this way. Teachers show what STEAM is and how it needs to be bridged even further. "When we say we are doing STEAM, we are really doing STEAM," stresses Kara Makohon-Moore. "When we say we are doing engineering design-thinking, we are doing just that. This is an important distinction and parents want to see the end-goal, but showing the process and what is being done is an essential component."

For this reason, evening showcases for families to see what is being done, the learning process, the design notebooks, the brainstorming, and the iterations are proliferating this school year. Design Nights connect parents with the student-experience and helps to connect adults with their children.

By having parents come in to discuss the curriculum and hear their expectations, they too are seeing these threads and experiencing our education through their children's eyes. "It is an additional way for us to connect our families to our spaces, but we also know that the evening must be stimulating for parents to return at night with their children," says Ms. Brennan, Lower School Head.

Grade-level teachers meet weekly to collaborate, plan, and figure out future curricula – what works, what didn't work, and how it can be tweaked. It is important to see how it spirals and continues through the grades.

"We integrate the curriculum and use words that tie pieces together, so the children see how they complement each other," says Mary Ann Rota, Lower School Math Chair. "All of the teachers try to use the same language to show connections, and we collaborate and problem-solve together quite a bit."

The Math In Focus curricula for Kindergarten through Sixth grade complements this understanding. "Math is the science of patterns. There is engineering and drawing, and making a plan," says Ms. Rota. "In our program, the students need to make a plan to solve the problem. In any STEAM problem, you need to make a plan, using measurement. They all work together."

By designing a plan, EMS students explain different ways to solve problems today. They show their strategy, prove that it works, and defend their approach that there are multiple methods of learning through design thinking.

Venture North to Morrow House

The culture of design thinking crescendos in Morrow House beginning in Fifth grade. The mission of pulling the thread taut as it weaves north with aspirational purpose is something on the mind of Phil Cox, the new Middle School Head.

"The challenges are to look over walls and to find opportunities for interdepartmental experiences," says Mr. Cox. There are barriers and that is a part of design-thinking; finding ways to circumnavigate hurdles. Morrow House teachers think beyond our own disciplines and collaborate with a sense of purpose in a dynamic way."

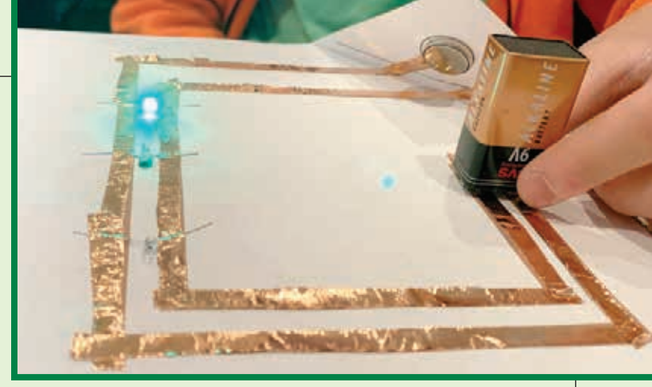
Mr. Cox underscores that the design thinking he sees demonstrated on a daily basis is powerful. By transferring the philosophy from the lab to life, middle school teachers are accentuating this mindset, which he refers to as a "makerspace plus."

"We need to be able to show kids that it transcends the design lab, meaning if you have an idea or a hypothesis, and you prototype the idea, this notion of going continuously back to your creation, whether it is physical or an idea, is a necessity for enhancement," he says. "Part of the thought process is the refinement. Iterating plans and refining a draft is the right approach. We have to continue teaching students that it's not about a thing that happens in a place; it is an approach to many things in life."

Jane Zagajeski, Middle School Science Chair, concurs and gives a tip of the cap to Samantha Morra, Middle School Technology Integrator, about her approach to teaching in the MH Lab. "While the STEAM part of Innovation Alley spirals up to Morrow House with specific engineering design projects, Ms. Morra's elective program and open lab times during recess and extra help periods, provide rich opportunities for making, exploring, problem-solving, and designing – often using more high-tech equipment and often with student-initiated projects."

One collaborative STEAM project that has been "taking flight" this fall is showing the migration of the Monarch Butterfly going to Mexico. They are tagged, so we know that they are coming from the EMS campus, and members of our science faculty worked with the math, arts, world language, and tech teams for the middle school students to experience the "STEAMwork" of design thinking in motion.

Because critical thinking and planning are two of the real-world applications in design thinking, students begin with an idea followed by a sketch. Students are encouraged to follow their imagination during conceptualization. The students sketch out and refine their plans, accentuating measurements. As the piece takes shape, it is tested and improved, sometimes multiple times. This is the attention to detail that frequently takes place in the Middle School Tech Lab, and it is a requirement for Ms. Morra.



One example that she cites is the sixth grade's Medieval study as a culminating STEAM project. "Most design projects need to be integrated into the curriculum through the humanities. For example, when they are studying cathedrals and castles, there was a huge revolution in architecture during this period. That's where it's important for the students to think about the different architectural features of castles – the math and science of materials. We build 3-D castles using a 3-D printer, which is historically correct, and uses math, science, art and aesthetics, and engineering tools. This is the definition of STEAM. They are using a variation of age-appropriate architectural tools called Tinker CAD, which is universally recognized by schools for 3-D design and printing."

With Great Power

One of the culminating objectives for EMS middle school teachers and administrators is to develop a love of learning that is built around the 4 Cs for students to challenge themselves, and to extend their learning throughout their lifetime. As they grow and mature, it is made clear that each is a trusted user of the tools they are offered.

Seventh- and eighth-grade students have an elective in the MH Tech Lab called Genius Hour because "everyone has a genius inside of them that they need to find a way to share with the world," says Ms. Morra. Students are periodically encouraged to integrate classes and projects into each other. For example, "using augmented and virtual reality where the students can create an object, put it in a digital co-space, and search around it using these reality spaces."

There is a sign over the Tech Lab door that says, "With great power comes great responsibility." EMS students appreciate that they have great responsibility, which enables them to have great power.

One strand of the design thinking thread is that EMS students are more comfortable being self-guided and self-focused. They are developing abilities to follow through on projects, building resilience and persistence to come back, which drives their interests and solutions that will stay with them for a lifetime. The space for making these decisions is also more than a physical one. It is where leadership derives.

The Outdoor Learning Experience

By Brian Kaplan

On any given Monday in September through November, the kindergarteners visit with Ms. Theresa and Ms. Ann, two Master Gardeners, in the environmental sanctuary just past the EMS field. Twice a week, they undertake new, unexpected adventures, gaining foundational knowledge about the world they inhabit, as well as about compassion and empathy while connecting their senses through their experiences to nature. The Gardening Program follows suit for our 3s Program through Second grade, and similar to other curricula, their guides allow them to identify their own A-HA moments, tapping into the sounds, sights, and smells.

The kindergarteners sit on logs along the path that leads to the brook on the west end of the 14-acre campus. They smile, they giggle, they play tag, but most of all, they listen intently to Theresa Schneider and Ann Flagler, the gardeners from the Rutgers University Cooperative, and the Agricultural Extension Master Gardeners programs, respectively, who share stories about environmental awareness, food systems, and how the children can make their community more sustainable even at their young ages. A little girl giggles as a three-inch earthworm is placed in the palm of her hand for the first time. While it tickles and feels strange, she appreciates the humanity and gently places the worm back on the ground, next to the log that the earthworm calls home, after she has had her fill of its squirming for 20 seconds.

"Having a little earthworm tickling your palm is an incredible experience for a three- or four-year-old child," says early childhood science teacher Liz Leff. "Living it and feeling it cannot be taken for granted."

Ann Flagler adds to the conversation: "We talk about safety and respecting nature. It could be as simple as telling a story about the worms, which we always put back in their homes. We teach the children to respect all creatures and never hurt or fear them. EMS has chipmunks, deer, and wild turkey running around the campus. We model the behavior of respecting the Earth and its inhabitants."

These life lessons can derive in the garden, an extension of the classroom, where they learn teamwork and leadership, in addition to the rhythms of nature, tranquility, and experience changing organisms.

"These experiences are extremely impactful. Observing as elements of nature grow, transform and adapt stimulates so many areas of learning," says Lauren Mactas, Director of Early Childhood Programs. "Gardening is math, chemistry, physics, meteorology. It stimulates motor skills and language development.

There is so much learning to be had through gardening. Having an understanding of these processes establishes an understanding of the world outside our own!"

Exploring the Backyard

The thread that ties together the environmental sciences at EMS is our 14-acres of campus, which is used deliberately and in an age-appropriate way. In the early childhood and elementary school, there are parts of the outdoor curriculum that are tied to our rich traditions, which resemble social science civics courses – part community, part leadership, and part nurturing, says Beth Brennan, Lower School Head.

"The youngest children learn through their experiences in nature," says Ms. Brennan. "Children in the 4s Program go to the Tenafly Nature Center, and in Kindergarten, they visit Flat Rock Brook. The gardening program connects their senses with their observations, as a way to learn about our science curriculum. The field trips they take in early childhood are sensorial walks through our natural resources."

Nature walks fit perfectly with their garden activities, and seamlessly transition back to their classrooms and into Exploration Alley, where the children are building connections to their experiences with what they find on the EMS campus.

"They may bring rocks inside, using Exploration Alley as their science lab, but it's what we do with the rocks that is most interesting," says Ms. Leff, about their science experiments. "The students will scrub and clean the rocks, and look for the similarities and differences. Sometimes, we will set up a water table, so they are getting a gardening, nature, and geology experience in a classroom environment. Our goal is to build a connection toward an integrated curriculum beginning in Exploration Alley."

Offering children a deeper understanding of where things come from helps them make more sense of the world in a

deeper, more meaningful way. EMS is a school that emphasizes compassion and empathy, and when everyone invests in what we're doing, the results are more meaningful.

"Part of the classroom experience in Chilton House is taking a shared responsibility of each learning environment, ensuring that it's clean, organized and ready to use," adds Ms. Mactas. "Children are also expected to take responsibility for themselves. Part of this process is asking questions so that these jobs are more than just something to do. This collective effort unites the children and gives meaning to collaboration and partnership, which encourages confidence and independence."

Another goal for EMS is sustainability. It is included in the Strategic Plan, and it is continuously being upgraded. "We are teaching the early childhood community to reuse materials all the time, addressing why we are reusing them," says Ms. Mactas. "We never buy cardboard or foam, and we upcycle and reuse whenever possible. "The children have a big understanding of why we do that and we want them to care about the Earth and develop an awareness of how excess garbage impacts the world."

The Master Gardeners frequently communicate the four key educational themes of the green preserve to each student:

- **Environmental Quality:** awareness of our impact and developing sound practices
- **Sustainable Practices:** using native plants, encouraging beneficial insects, and supporting pollinators
- **Safe Food Systems:** where food comes from, how to grow it, and empowerment from growing food
- **Human Issues in Horticulture:** teamwork in the garden, responsibility for living things, and nurturing

"We stress the 3 Rs to every student: reduce, reuse, and recycle," says Ann Flagler. "We're always reusing in the garden. Water jugs become art, we make totem poles with the jugs, and even simple things like paints are not thrown on the ground. They need to be properly disposed of or they will end up in our water supplies."

Theresa Schneider concurs: "We also spend time discussing composting with the kindergarteners through second graders. In the spring, we will increase the science and math components with the second graders. They will take measurements and the temperature of the soil, figure out what different degrees indicate, and what is involved. They will measure the garden beds, do the multiplication, and figure out the square footage to define the amount of soil that is needed. They are doing basic algebra. I'll ask them, 'if it is 12-inches by eight-inches, and it has eight-inches of soil, then what is the square footage?'"

Environmental by Design

As the students move from Chilton House to Little School in First grade, the threads to our environmental programs continue to spiral with purpose and intentionality.

First graders learn about the importance of community, adding to environmental studies through the humanities. One unit that is beloved by the students is on Beatrix Potter, a scientist, author, and advocate for our natural environments. As a feminist, who pushed outside the framework that women traditionally had in the 20th century, her work was studied and revered by Elisabeth Morrow and Connie Chilton. This helps the first graders build a deeper appreciation for the importance of her work and life goals.

In Second and Third grades, students develop a keener understanding of the environment using different methodologies. Second graders examine where food comes from, a topic that is reinforced by our Master Gardeners, helping to develop a better understanding of cultivation. The students visit a rooftop garden in Brooklyn and a farm in New York State.

"The students examine how people affect their environment in Third grade," says Beth Brennan. "In their water studies unit, they study the history of this area through the lens of the people who live here, and how they came to relocate to Bergen County. A part of the curriculum involves local water sources and how we take care of it. They go on a trip to the Hackensack River to measure a marsh area."

By examining the actions and repercussions on a societal level, they continue developing a sense of empathy and a way to give back, according to Second grade teachers Gael Barile and Beth Goldman.

"In social studies, we will explore the suburban, urban, and rural perspectives, and how they relate to what we've done in our garden," says Ms. Barile. "We expand our curriculum when we talk about other communities and the elements that affect a community, the natural resources and how a community is built around them."

Beth Goldman adds: "The goal is to be better stewards of the environment, whether it be with the insects, soil, plants, or appreciating the seasonal cycles. That's why the garden program is so important. It gets them outside when the weather may be beautiful, rainy, or cold."

The Outdoor Landscape

When students move from Little School to Morrow House, their environmental studies units begin by using outdoor education in a deliberate way, particularly in the fifth grade. Using the EMS campus, fifth-graders frequently take classes outside. Having a door from the science lab to a garden is atypical – there are no elevators or blocks to walk to get to a park. The ease of access to the campus is one of the hallmarks of this education, emphasizes science teacher Dr. Stephanie Nebel.

"This really enriches the experience for EMS children," says Ms. Nebel. "They are able to make connections with the Earth, wildlife, and how nature changes through this authentic connection, which is important to the Middle School experience. A student recently made a connection between fossil fuels and the atmosphere that was extremely insightful. The beauty of our curriculum is that it really spirals."

In Sixth grade, the science curriculum uses the campus in a more incidental way, frequently taking labs outside, but as opposed to Fifth grade, not having big projects that are designed around campus.

"Students ask two essential questions about how the campus changes and what causes the changes throughout sixth grade," says Jane Zagajeski, Middle School Science Chair. "They are taking data and documenting it throughout the entire year. All of the topics that we study connect back to a piece of how their specific location on the campus changes. Our discussions about photosynthesis connect back to what they see on the campus, how it is or is not changing, and what happens to that specific spot by the spring."

Sixth-grade students also learn about the Earth as a system in their Geology unit, understanding terminologies such as biosphere, hydrosphere, atmosphere, and geosphere. In addition to learning in a lab, they find their examples through the use of the EMS campus.

As Middle School students progress into the second half of the curriculum, environmental units and the sciences are integrated into aspects of their everyday lives.

In Seventh and Eighth grades, students study chemistry and physics, and how each plays a role in their daily experiences. Observation, measurement, and data are studied to make conclusions as key components of their scientific and environmental studies. Eighth graders will tie the threads of this education together with life observations about heredity and evolution.

"Biological sciences are pondered and puzzled throughout Eighth grade," according to Ms. Zagajeski. "The students use cells, microscopes, and genetics to study the physics, evolution, and concepts behind biological sciences. The questions they pose go from smaller questions to larger ones, such as, "What is life?" and "Where do organisms get their energy?"

Through inquiry-based activities, middle school students tie together their environmental studies with complex systems. Examples can include predator versus prey, how seeds get dispersed, and the way pollinators work.

While the focus of the science curriculum changes as the middle school students approach graduation, the consistency that threads through the spiral of our science education gel with the use of our outdoor space, and how EMS teachers use the campus to study the environment.

Morrow Society Reception Fall 2019

We welcomed members of the Morrow Society, as well as former EMS Trustees and Morrow Society Charter Members, back to campus for a cocktail reception with Dr. Maureen Fonseca, Head of School, on October 3. Morrow Society is an EMS giving society that recognizes donors of $3,500 and above to the Apple Tree Fund. This annual reception is one way we thank and recognize the commitments of our most generous and loyal supporters.

Guests enjoyed socializing and exploring Little School's Innovation Alley. Carolyn Milne, former EMS teacher, parent, and Morrow Society Charter Member, attended the reception with her husband George, and was the evening's guest speaker. Carolyn spoke about the importance of giving back through the Apple Tree Fund, remarking, "I give to EMS because I want the faculty and administration to have everything they need to be creative as they teach the students. Today's students will be the leaders of tomorrow."

Family members of Elisabeth Morrow, the founder of our school almost 90 years ago, visited EMS on November 7. The Elisabeth Reeve Morrow Morgan Foundation generously supports our faculty professional development with a generous grant each year. Pictured left to right are: Hanita Walia, EMS Board President; Reeve Lindbergh, Elisabeth Morrow's niece; Sammy and Evie Fulenwider who are standing with their mother Anne Fulenwider, great-niece of Elisabeth Morrow; and Dr. Maureen Fonseca, Head of School.

New Families Dinner

Families of new students to The Elisabeth Morrow School were invited to an evening program in the Cohen Center on Monday, September 16 to learn about the EMS school community, culture, and values. Board members, faculty, and staff mingled with new parents, sharing stories and enjoying cocktails before dinner. During dinner, more than 130 guests, seated by grade level, enjoyed brief remarks from Senior Director of Institutional Advancement Laura Heffron, Parents Association President Melanie Weinraub, Board of Trustees President Hanita Walia, and Head of School Maureen Fonseca. From EMS traditions to affinity groups, volunteer opportunities to the benefits of donating to the Apple Tree Fund, the night provided an opportunity for the newest members of our community to get to know EMS — exactly why The Elisabeth Morrow School is so happy to welcome them all to the family!

2019 Fall Festival

This year's Fall Festival, led by Candace Gonzalez '94, Liz Gabbay '93, and Tara Erol, took place on October 12. EMS students and their families joined faculty and staff near the Grace Muller Courtyard. It was a beautiful sunny day. Lunch and snacks were offered at a variety of stations, in addition to arts and crafts and a maze made of hay. Children flocked to Wolfer Playground for face painting, temporary tattoos, and cereal necklaces. Further down the courtyard, families enjoyed tasty treats, including snow cones, pizza, cotton candy, apples, popcorn, and more. Balloon artists added to the fun, and many people took advantage of the new EMS step-and-repeat backdrop for photos and videos.

Members of the Parents Association volunteered at tables, allowing families to pre-shop for the Book Fair, purchase EMS sportswear, and learn about the Green Committee's campus-wide sustainability efforts. On the Community Field, some children participated in sports while others decorated pumpkins, navigated the hay maze, and enjoyed bounce houses. The EMS admissions team was also on hand, providing tours for prospective families. None of this would have been possible without our volunteers. The sentiment was consistent that next year's Fall Festival will be even grander as we celebrate EMS' 90th anniversary the entire weekend.

"Fall Festival is such a meaningful environment for my husband and me — and now — for our children," said Candace Gonzalez '94. "I was so thrilled to see many layers of joy and connection, whether seeing my daughter hug her classmates or bumping into a fellow parent or alum. Both of my children benefit so much from the rich social environment at EMS. My husband and I chose to return to this community specifically so that our children could feel the sense of belonging that set the foundation of our own lives."

CROSS COUNTRY TEAM

The cross country team had a wonderful season in fall 2019. Our athletes like to say, "our sport is your sport's punishment." You can't fake running. There is no hiding in the outfield or on the sidelines. If you put the work in, you will see results. Running can be seen as a metaphor for life. When you stay determined and continue to work hard, you will reap successes.

Through many practices, we worked together as a team to push ourselves to our personal bests. We could be seen throughout Englewood running mile repeats, hill repeats, and the ever favorite relay races. Led by a group of hard working, responsible eighth-graders, each and every runner was able to achieve a personal best this season with some runners improving their times dramatically throughout the season.

For our championship race, 13 out of 21 runners achieved personal bests. A big congratulations to Andrew Theberge who placed 12 out of 153 boys, earning him a medal for his performance.

CO-ED SOCCER TEAM

The EMS soccer team completed its fall 2019 season with a sterling 9–3 record. Davor Valdich, an eighth grader and three-year starter, summed up the season with "it was one of the best soccer seasons EMS has ever seen." One highlight that stands out for the entire team is its 7–0 record at home. Aristotelis Paliouras, a three-year starter and co-captain, attributed the success to how well the individuals came together as a team.

Individually and collectively, this team showed its pride by banding together, which was echoed by team veterans and first-year players alike. Emily Kang, an eighth-grader and three-year starter, concurred with Yael Sager, who saw her first action on the field this fall: "The EMS soccer team is where I made my first friends at EMS." Yael shared that despite being new to the team she always felt her efforts were appreciated, and her teammates treated everyone equally, regardless of gender or ability. William Borg, a seventh-grader and the team's goalkeeper added, "it was a fun season, and perhaps most important, was the way we collaborated and worked well together."

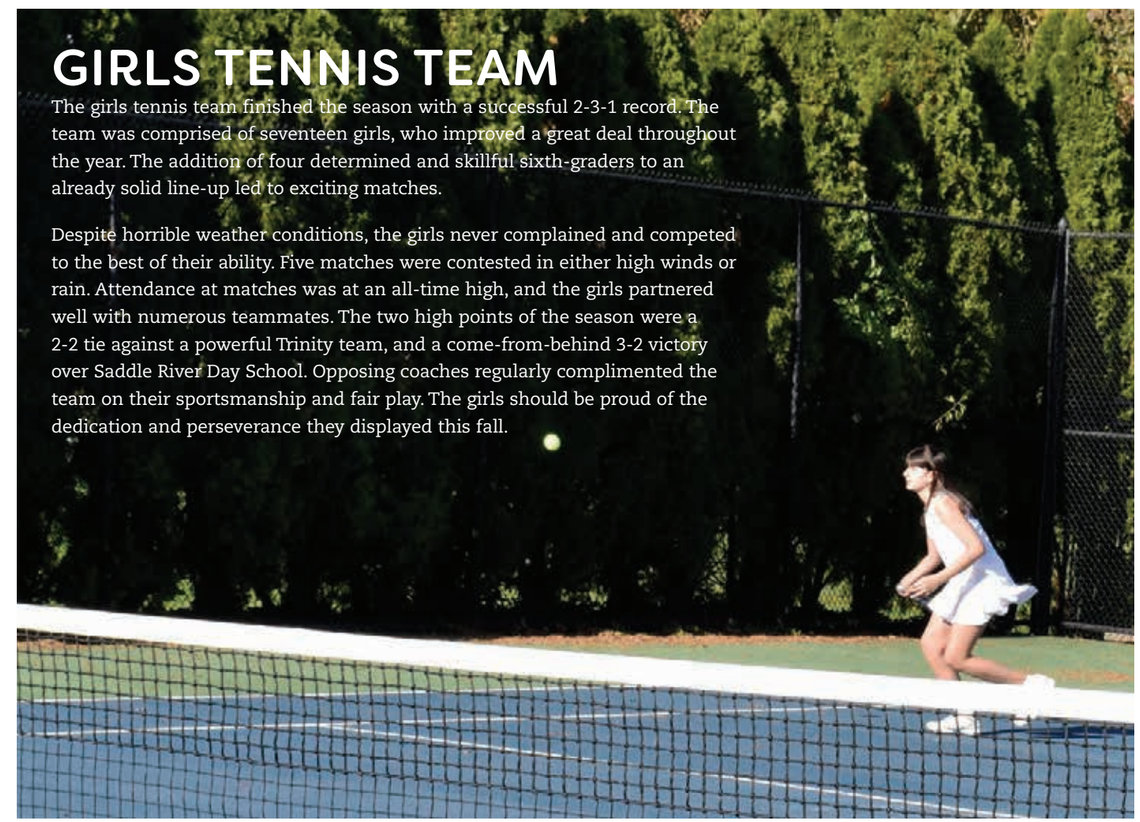
The coaches, Ian Glover of A.S. Junior Elite Soccer Club, and EMS math teacher Dave Messler, were especially pleased with how every player on the roster, whether they were seasoned veterans, new to the game, or somewhere in between, were all valuable contributors to this memorable season.

GIRLS VOLLEYBALL TEAM

The girls volleyball team had an exciting season that ended with a 4-4 record. Although the team was small in number, they were mighty in spirit and heart. Their encouragement for each other on the court was evident, as they celebrated their individual and team achievements. The seasoned players offered technical guidance and moral support to the new members of the team, which bonded the entire group.

The season started off slowly with two loses; however, the girls came alive mid-season, winning two back-to-back matches against Trinity. They went on to lose a nail biter match to Tenafly Middle School in a close tiebreaker. Moving forward, the girls gained momentum and went on to beat Solomon Schechter and Tuxedo Park.

The team was led by a strong group of returning eighth-grade players. Sydney Salazar led the team in service points, digs, and hits, as well as demonstrating a powerful and accurate overhead serve. Grace Charles also contributed much to the team's success by being a strong and valuable all-around player, setting and hitting in the front row while digging balls out in the backcourt. Siena Gilbert, also a starting setter, was a solid player who provided the team with pivotal assists, service points, and digs. Rani Ogden, Emily Son, and Maggie Allport also returned to the team, rallying together to highlight the team's depth with their consistent serving. Three new players joined this year, Beatrice Gee, Audrey Warren, and Nina Vratsanos. They worked hard, executed newly learned skills, demonstrated notable improvement, and delivered much-needed back-up. Congratulations girls! A season well played.



GIRLS TENNIS TEAM

The girls tennis team finished the season with a successful 2-3-1 record. The team was comprised of seventeen girls, who improved a great deal throughout the year. The addition of four determined and skillful sixth-graders to an already solid line-up led to exciting matches.

Despite horrible weather conditions, the girls never complained and competed to the best of their ability. Five matches were contested in either high winds or rain. Attendance at matches was at an all-time high, and the girls partnered well with numerous teammates. The two high points of the season were a 2-2 tie against a powerful Trinity team, and a come-from-behind 3-2 victory over Saddle River Day School. Opposing coaches regularly complimented the team on their sportsmanship and fair play. The girls should be proud of the dedication and perseverance they displayed this fall.

2020 SUMMER EXPLORATIONS

JUNE 22 – AUGUST 7

By Liza Jones Hards, Director of Auxiliary Programs

The highly anticipated Summer Explorations program will take place from June 22 through August 7, 2020. This summer, we have many exciting and new opportunities for learning and enrichment right here on our beautiful 14-acre property at The Elisabeth Morrow School. We are planning to feature STEAM programs combining science, technology, engineering, arts, and math with particular emphasis on developing skills and insights for our 21st century learners.

In the early childhood program, our themes will center around exploration, creativity, and discovery. Under the direction of caring, creative, and experienced early childhood educators, our youngest campers will have a chance to participate in daily specialized programs, like movement, music, drama, and science, while also having time for outdoor play and exciting classroom experiences. Every day, our early childhood students enjoy acting out the parts of a familiar story to share with the other students, working in the garden harvesting basil and garlic, which will be made into delicious afternoon snacks, or building boats to sail down the brook. Working together with their new friends and engaging in social time with fellow classmates will help these young learners build confidence and self-esteem while maintaining skills throughout the summer months.

The learning opportunities continue for students entering grades 2-6 as they are able to pick programs to match their personal interests. Each week, students choose two workshops that provide them with great opportunities to extend their learning, explore new subject areas, and develop new passions. Some of the subjects will include art, technology, coding, cooking, science, writing, ballroom dance, and sewing. These are just a few of the areas that our campers can explore.

Returning this summer will also be camper favorites like creating stop-motion animation films, learning to cook recipes from different countries, acting in individually-written short plays, and learning to code with platforms like Scratch. We also have a new program called "Travel Pass," where students take a field trip each day during the week to local museums and historical sights. More traditional camp activities, including nature exploration, sports, and arts and crafts can also be enjoyed each week. While in their weekly workshops, our students learn new skills, work cooperatively and collaboratively, and have opportunities to put problem-solving techniques to work while engaging in thoughtful and creative programming which build the skills our students need for success in the future

Finally, for students in grades 7-9, this summer we will offer a new Leadership-in-Training program (L.I.T) where middle school students will get a chance to learn about the qualities that make a good leader, and how they can further develop these qualities while building on their own individual strengths. During the last week of this three-week L.I.T program, the students are given the chance to work with our teachers and counselors to help lead different classes and workshops. Working with the younger children gives our L.I.Ts the chance to put their newly learned leadership skills to work in a supportive environment and is often the highlight of their summer.

Summer Explorations provides just the right balance of learning and fun!

Join us this summer to build new skills and broaden your knowledge while spending time with existing and new friends. It is the perfect summertime blend, so get ready, get set, and let's go to Summer Explorations!

The Corsini-Hyman Family

By Beth Thomas Cohen '88, Director of Alumni Relations

Together, all of the families at The Elisabeth Morrow School form a community of exceptional people, many of whom often go above and beyond what is required. The families who send their children to the same school that they also attended; the families who volunteer countless hours so that events can occur without a hitch; and the families who stay involved long after their children graduate — they are what I like to call the apples on the EMS apple tree. The Corsini-Hyman family have been a part of The Elisabeth Morrow School community for 50 years. **Josh** attended EMS, graduating in **'75**. He served on the Board of Trustees for over a decade and the Corsini-Hyman family continued their support for the school by sending all four of their children to EMS: **Julia '11**, **Jacob '11**, **Zoe '15,** and **Charlotte '20**. It is no wonder that the family is filled with many mixed emotions during their last year as parents here, as their youngest daughter Charlotte is set to graduate in June.

The Corsini-Hyman family has enjoyed years of traveling with EMS families, Sunday night dinners with school friends, high school and college graduations with our community, and many more memories. While the academic excellence of The Elisabeth Morrow School is superb, Liz and Josh reflect that, perhaps more importantly, EMS has taught their children how to build long-lasting relationships. Each and every one of their children has had a meaningful moment with a teacher. Zoe credits Mr. Allen for teaching her how to be a strong writer. Jacob counts Mrs. Bower as the teacher who helped him to have high standards and gave him a solid foundation in history, which he uses as he pursues a career that combines history and modern art. Julia remembers Mrs. Bower making her read the newspaper, which in turn forced her to take an interest in current events! Liz mentions, "I would be remiss if I didn't note that Ms. Gold touched all of our children's lives, but especially gave our daughter Charlotte the opportunity to play the violin with one hand. She advised us on how to build a prosthetic and expected nothing less from Charlotte as an EMS violinist."

The elder Corsini-Hyman children have been quite busy since graduating from EMS: all three children graduated from Dwight-Englewood School. Jacob then went on to Columbia College, graduated, and now works for the Gagosian Gallery. Julia graduated from the University of Vermont and is now working as a case manager in a mental health/addictions organization; she will also pursue getting her MSW. Zoe is now a first year student at Columbia College.

There is an unspoken connection between those who have attended The Elisabeth Morrow School. We all seem to share in the daily practices of living by the 4 Cs, long after graduating from EMS — if you are standing in a group of children, you can tell which one is the EMS student. This is especially true as an adult: you can take the child out of EMS, but you can't take EMS out of the child! Josh echoed these sentiments saying, "Watching all four of our children pack their rain boots to play in the brook behind the school brought me back to my EMS school days looking at water samples under a microscope. Field Day is another wonderful EMS tradition with the Corsini-Hyman family rooting for the green team for 50 years! The 4 Cs, morning handshake, assembly dress, and of course singing The Apple Tree song are traditions that we will all share for a lifetime."

Grateful mom Liz summed up so much of what the family is feeling. "We will miss seeing our friends at EMS every day. The faculty, the maintenance crew (who have been a large part of our family for over 20 years), and more. We will even miss making that turn up Next Day Hill Drive and being waved up to the top to pick up our children. We will miss the kids jumping out of the car in assembly dress carrying their violins, backpacks, and sports sticks. We will miss the teachers and the individual attention that they gave to each of our children, all of whom have different interests and varying learning styles. We always say that EMS has been transformative for all of our children. We will miss simple traditions like parent greeters and the morning handshake. All of these wonderful things have undeniably helped shape our children's character."

I asked Liz and Josh if they had any advice for families who are just starting out at EMS; and/or current EMS families in the thick of it all. Their response was clear and concise, "GET INVOLVED!" We are one big family at The Elisabeth Morrow School; we value relationships with everyone long after they are gone and the Corsini-Hyman family is no exception. The Corsini-Hyman family connection to the school and their love for EMS will surely be missed, but not forgotten. We look forward to having the family back for our first ever Homecoming in October to celebrate our school's 90th anniversary!

THE MAN, THE MYTH, THE LEGEND

By Beth Thomas Cohen '88, Director of Alumni Relations

Josh Rubach '88 not only runs a very successful company, but has also built a beautiful life in Demarest, NJ with his wife of 10 years, Beth, and their two children: six-year-old daughter, Jay, and four-year-old son, Shane.

Josh has been a Partner at U.S. Standard Products for over 20 years. The company is a family-owned business started by his uncle in 1964, which Josh's father later joined in 1968. U.S. Standard Products is on a mission: to provide American industry with some of the highest quality products available and to give back to the people that most deserve it by supporting those less fortunate individuals and their families with the financial and personal commitment they so richly deserve.

Josh grew up in West New York, NJ and came to The Elisabeth Morrow School in the first grade. From EMS, Josh went to Dwight-Englewood School, graduating in 1994, and then set off for Northwestern University, where he majored in history. After graduating from Northwestern in 1998, he moved to Barcelona, Spain for two years before returning to the states and settling in at the company.

I spoke with Josh about his life now, and how an institution like The Elisabeth Morrow School had a positive impact on him, professionally and personally.

As an alum myself, I value the incredible education that I received from The Elisabeth Morrow School, and I try to incorporate all of the teachings in my everyday life, especially practicing the 4 Cs: courtesy, cooperation, consideration, and compassion.

What is your most impactful memory at EMS and why?
I am thankful for the hands-on teaching at EMS; the faculty really helped me grow and mature into the person I am today. On a much lighter note, I fondly remember getting kicked out Mrs. Wilson's art class all the time (wink).

We have been friends for many years and the BEST thing about being your friend is the tremendous amount of kindness and compassion you show, for anyone and everyone. This was clearly instilled by your parents and from the education you received at EMS. How do you continue to instill those same values in your own children?

I teach them that being kind doesn't cost a thing. I also explain to them that there are so many children who are less fortunate in the world or who have nothing. They don't have food, clothing, and toys. We frequently donate to those in need, and I want to make sure my children understand its importance.

How has your positive outlook on life helped make you successful in your field?
It all goes back to being positive every day, treating people with kindness and helping them have a good day. You choose what kind of day you're going to have, and that sets the tone for the people you interact with. When people are in a good frame of mind, they'll produce better outcomes. A sense of humor goes a long way!

What advice would you give your 12-year-old self and other children who are dreaming big here at EMS?
You have to take advantage of every opportunity you get in life. EMS students are luckier than they know and have a major head start. Seize the day, baby!

EMS helps children understand the importance of giving back, whether it's to their community, classmates, family, friends, or those who are less fortunate.

Why did you find it so important to create a business that also gives back?
My dad escaped the Holocaust and came here with nothing. He taught me to never make fun of people less fortunate because that was us. We all need to remember to stay humble.

Was there an EMS teacher who made a positive impact on your life? If so, who and why?
I remember gaining more confidence in the fourth grade. Mrs. Bhagia gave me so many nice compliments in comments in my report card. Mrs. Demartini was my fifth grade teacher, and she was always really encouraging and positive. Those things stuck with me. I really loved being in her class! Not to mention, fifth grade was a tough year for me...the Mets won the World Series!

I find that one of the best things about attending EMS is the lifelong friendships that you make, you and I being no exception. What is it about EMS that keeps us all together, even if we lose touch for a moment or we are geographically far apart?
I recently came across an amazing quote by William Saroyan: "You never forget the love you have for your true friends. You know who people are and they don't change dramatically between childhood to adulthood. If you understand the concept of respect for others as a child, then you are halfway there in life."

I would add to the Saroyan quote: "Remember that every man is a variation of yourself. Life is better when you give to others and make their lives a little easier."

HOW TO SUBMIT CLASS NOTES

We welcome news and photos from alumni. Please email Beth Thomas Cohen '88, Director of Alumni Relations, at alumni@elisabethmorrow.org.

1971

John Jacobson '71
SAVE THE DATE 10/15-10/18, 2020.
Class members, if you have not already joined the class page on Facebook, EMS 1971, please consider doing so. Over half your class is waiting to hear from you. We are attempting to piggyback on The EMS 90th celebration to gather. Please join us.

1975

Marianne Heltai Shine '75 and Pia Byron '92

Marianne Heltai Shine '75
Two Former EMS Students Become Housemates After my three kids grew up and moved out, I started renting some of my bedrooms. One day, I saw a request for housing on my grad school listserv. I replied and a lovely woman named Pia Byron '92 came over for a tour and an interview. We learned that we both grew up in Englewood, NJ. Shortly after she moved in, we discovered that our fathers had both worked at Englewood Hospital at the same time, and that we had both attended EMS. She shared a recent photo of downtown Englewood, where I had not been for nearly 30 years. I told this story to Hilary Sprung Gershwin, a former classmate of mine, and she recognized Pia's last name and asked her if she was related to the Byron clan. It turns out that Mark Byron (her half-brother), was my classmate and her sister Roseanne was part of the graduating class of '74. What a small world."

1979

Andrea (Wieschenberg) Canapary '79 Andrea lives in El Portal, CA and is a Naturalist Guide for the Yosemite Conservancy where she helps create tours for those interested in visiting the park. She lives with her husband Edward and their two daughters Maya and Dawn. Maya is a senior at UCLA majoring in Environmental Science. She works as an EMT for UCLA, while going to school. Maya spent her summer working in Colorado for Rocky Mountain Youth Corps and hiked part of the Colorado trail solo. Dawn is a sophomore at Oberlin College, majoring in Geology. She spent last January volunteering in Breckenridge, CO for the Adaptive Ski School, and this summer she worked in CA, OR, and ID as a whitewater raft guide for ARTA. Both of Andrea's daughters grew up in Yosemite and love being outdoors and in the mountains. Andrea's husband Edward has also worked for the National Park Service in Yosemite for 22 years. Andrea still keeps in touch with a few EMS classmates, Adrienne Buda and Sallie Schullinger.

1986

Kari Schwartz Hershey resides in Rumson, NJ with her husband Adam and their two children Cody, 17, and Agatha, 14. She and Adam met in NYC and have been married for 19 years. Before moving to Rumson, she attended the New York School of Interior Design and completed several residential restoration and commercial projects.

Three years ago she started an online boutique selling designer accessories made from vintage scarves and luggage. Products include pillows made from Hermes scarves and benches made from Louis Vuitton luggage.

Her website is www.eastcoastvibes.com

If you would like to keep up with Kari, you can find her on Instagram:

@insta.karielizabeth and @eastcoastvibes_

1987

Laura Rigalosi-Ibarguen resides with her husband Diego and their three kids Javier, Anna, and Julia. After finishing her doctorate from Columbia, she began working in Title I schools throughout the New York City/New Jersey area; providing professional development support to teachers. Laura said, "We are all so lucky to have started off with such positive school experience at EMS! I wish every young person could attend a school like that, where we were all nurtured and encouraged in every way! The fact that music and the arts were a part of our daily lives is incredible. I am so appreciative of my days at The Elisabeth Morrow School."

1989

Paula Fernandez '89

Paula Fernandez has been living in Manila since 2014. Prior to moving to the Philippines, she worked in New York for several years in investment banking. She then moved to Los Angeles to work in strategy and finance. Paula's parents moved back to Manila eight years ago

IN MEMORIAM

CHET RANAWAT '83
We are saddened to learn of the passing of our friend Chet Ranawat '83, who died on September 15, 2019.

Chet is survived by his two daughters, Isabella Ranawat and Sophia Ranawat; parents Chitranjan and Gudrun Ranawat; and siblings Amar Ranawat '80, Anil Ranawat '86, and Karen Ranawat Amen '91.

Donations in Chet's honor can be made to EMS by contacting Laura Heffron at lheffron@elisabethmorrow.org

and she eventually decided to join them; there, she and her parents launched a real estate development business.

In June 2019, Paula was back in the U.S. for her twentieth college reunion at Harvard, where she had the chance to catch up with her old friend and fellow EMS alumna, Sara Siris (now Sara Nash), who had been her schoolmate throughout EMS, Dwight, and Harvard.

After her college reunion she decided to swing by New Jersey and visit EMS. She wanted to give a big thanks to Dara Picard for being so welcoming and taking her around to see the campus. Paula said, "It brought back many wonderful memories. It was also particularly nice chatting with my former fourth grade homeroom teacher, Mrs. Bhaghia, and fourth grade math teacher, Miss Rota."

If any EMS alum are ever in the Philippines, particularly in the Manila area, they are welcome to reach her at paula_fernandez@post.harvard.edu.

1990

Kevin Malhame currently lives in the greater Columbus, Ohio area with his wife and children. He has successfully opened several restaurants with his brother Darren Malhame, EMS class of '88.

1999

Olivia Katrandijan has been selected as runner up for Luxembourg's National Literary Prize for her historic ghost army novel.

2007

Adam Kirsch recently completed two years as a senior consultant at West Monroe Partners, where he advises private equity firms on the mergers and acquisitions of software companies. Outside of work, he serves on the advisory board of the Network For Teaching Entrepreneurship, which uses business as a mechanism to life skills, financial literacy, and college readiness to high school students. He recently enjoyed catching up with **Vikram Kumar '07** (photo above) during Homecoming at Cornell, where her earned his undergraduate and MBA degrees. Vikram is currently earning his PhD.

Adam Kirsch and Vikram Kumar

2010

Samantha Kirsch moved to Portland, Oregon in August and works as an events specialist for a non-profit. Recently, she was introduced to another EMS connection, Marissa Rosen sister of Chilton House teacher Rachel Simonson! She also reconnected with Micah Malmstrom, a previous EMS teacher who also resides in Portland.

Zoe Homonoff recently co-authored an article in the Journal of Obsessive-Compulsive and Related Disorders on OCD and stigma after completing a senior thesis on the same topic. She graduated from Muhlenberg College in 2018 and is currently applying to graduate schools in the field of school psychology.

2013

Katie Anderson is currently a junior at Franklin and Marshall College, where she plans to double major in Environmental Studies and Government. She is currently spending her fall semester abroad at James Cook University in Cairns, Australia. She attends Franklin and Marshall with three other EMS alums: Elle Abitante, Maxine Musto, and Olivia Martin.

2019

Look who came to visit!

Class of 2019: Michelle Kim (Horace Mann), Dream Champell-Aldrian (Fieldston), Talia Leach (Masters), and Tibet Yakut (Hackley)

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