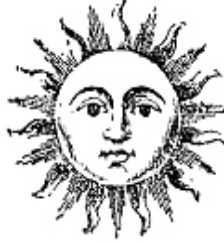


# The Randolph Sun

2467 Route 9D, Wappingers Falls, NY 12590  
(845) 297-5600

Pre-K through 5th Grade  
www.randolphschool.org



Fall 2010

www.randolphschool.org/giving

www.facebook.com/randolphschool

## Randolph Reunion

By Cathy Riley

On a crisp, cool early October day with the sun cascading through the leaves just beginning to turn, I was fortunate to have a special seat in a beautiful rock amphitheater where I joined with so many others joyfully singing and celebrating the Randolph School 2010 Reunion. Young, old, new, and seasoned—all had been warmly welcomed and shared in the delightful festivities of the day. How wonderful, I mused, that the heartstrings that hold us together remain so strong—keeping us connected, enduring time, distance, and our ever-changing lives.



The celebration continued as we feasted on scrumptious quinoa chili and yummy applesauce along with other tasty goodies. To the surprise of many, an unexpected visitor, a humongous, aged turtle, lumbered onto the back field and in Randolph style became an exciting study of interest and speculation. Many ventured to the overflowing stream to check out the impact of the week's rains on the waters so full of life. Others took a journey to the past as they pored

through pictures, giggled, sighed, and shared "I remember" stories.

A tour of the grounds and building brought back cherished memories for me of teachers, students, and parents who became precious extended family. My thoughts easily traveled to holiday gatherings filled with traditions, discovering together in the most unique ways, building forts and climbing trees, math group restaurants, extraordinary Block Room creations, George, campouts, rocket launches, soccer in the front yard, piñatas, and that ever-entertaining experience—Circle Time in the Blue Room.

Thank you teachers, staff, parents, students, and all who made this special time together possible. On this gorgeous autumn day we experienced just a glimpse of an incredible reunion to come. Plans are already in progress for the 50th Anniversary of Randolph School in 2013. Watch for the details and save the date because it will be an event you will not want to miss. Spread the word and gather your families because we are going to celebrate a half century of all that is Randolph—the learning place, the experience, the community and family we love like no other!



*Cathy Riley was a teacher & administrator at The Randolph School from 1981 to 1993.*

### WHAT'S INSIDE?

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*Diane Boujikian, Alisa Algava, Katlyn Lerner, Carin Algava, Cathy Riley*



*Brenna McCaffrey, Rhiannon McCaffrey, Jaden Beck, Alisa Algava*



*William Dambra, Finley Daecher, Aidan Cuite, Marco Ervolina, Ben Daecher*



*Dee Dee Stokes, Hannah Teich*



*Theo Bram, John Cooke, Brandon Cooke, Cody Hamilton, Trever Lowe*



*Snapping Turtle*



*Marco Ervolina, Ben Daecher, Noah Teich, Massimo Payne*



*Romi Elting*

**Randolph Reunion**  
**October 2, 2010**

*View more photos on our Facebook page at*  
<http://tinyurl.com/randolphreunion>



*Gina Samardge*



*Steve Riley, Pat Miller, Mark Boujikian, Cathy Riley, Katlyn Lerner*



*Eden & Paul Bruening*

## Watch Us Grow By David Larson

The beginnings of the garden in front of Randolph School were innocent enough. We had not imagined the directions that it would take. Because of our students' interests and questions, the garden work has come to be a uniting theme of study through the entire school year, an opportunity for community building between age-groupings, as well as a tasty and tangible talisman of what Randolph is and does. Randolph as a garden is an attractive metaphor, but it is also an objective description, and the kids took us there.

In the autumn of 2009, the 5-6-7-year-old group that would soon adopt the class name "Bakers" began to plant along the fence that separates the front lawn from Route 9D. We were hoping to line the fence with sturdy plants that require little care, that spread aggressively, and bloom extravagantly. The goals were to spruce-up the fence line, involve kids in learning about plants through the seasons, and cultivate a sense of ownership along with the plants. We had important contributions of daylilies, black-eyed susans, spring-blooming bulbs, and garden tools. Last October in cold, rainy weather, the Bakers began setting out their plants. The work was difficult: the grass roots were hard to cut and remove in order to make holes for our tender root stocks. The wind blew and the clouds spit rain on the Bakers when we tried to garden. Handling garden tools and working in compact soil proved to be fun, challenging, or impossible, depending on the novice gardener and the task. The clay soil was tougher and heavier than the material in the Downstairs texture table. By the middle of November, the Bakers had planted blooming perennials across most of the fence. It was a narrow strip, but we hoped that our plants would grow, spread, and create flowers. Our own labor, donated materials, some wood chips for mulch, and the garden was set to bed for the winter. Pause.

The Bakers took a great interest in the story of the Pilgrims' first Thanksgiving. There were many questions about the voyage on the Mayflower, the harsh conditions in the New World, and the difficulty of establishing a life in the absence of computer games, take-out Chinese, and playdates. We asked questions and sought answers. We found a rough description of the dimensions of the Mayflower. Using meter sticks, twine, and stakes, the Bakers marked out the rough dimensions of the deck area of the Mayflower. What a tiny space to be shared by more than 100 people! More significantly for the development of the garden, the Bakers took a great interest in the crops that



the Native Americans taught the Pilgrims to plant, cultivate, and harvest. We learned about the “three sisters,” those three vegetable crops native to the Americas that the Pilgrims learned to grow to nourish their lives: corn, squash and beans.

As the Bakers prepared pumpkins for baking into muffins, pies, and breads, the questions arose “Will these seeds grow? How do you save seeds? Can we grow pumpkins?” We already had a garden, so we separated and saved seeds. Did you know that smallish pumpkins have over 500 seeds in them? Susan Appollo brought us multi-colored corn that had been hanging in her barn. “Can we grow corn?” asked the Bakers.

February is filled with frustrations and ambitions for the gardener. It is too early and cold to work outside, but we made plans for many things we would like to grow. We looked at seed and garden catalogs. We read books (*The Leaf Men*, by William Joyce, *The Garden of Abdul Gasazi*, by Chris Van Allsburg, and *The Gardener*, by Sarah Stewart are favorites). We decided that it was important to plant things that would attract hummingbirds. We hoped for flowers to explode everywhere. We built imaginary gardens inside empty clementine boxes. We waited for warmer days.

Spring came. The tulips bloomed. We broke through the well-established grass roots to expand the planting area. In May, each of the Bakers spaded an area of soil deeply, added compost, and planted corn and pumpkin seeds in a “hill.” This is the way the Native Americans taught the Pilgrims to raise their crops: concentrate the seeds into a small, mounded area that would be made fertile by the inclusion of small fish in the soil. Without access to a supply of small fish, we hoped that the compost would be an adequate substitute. Susan Appollo brought us seed potatoes and taught us how to plant them in a bed of straw. Our visits to Common Ground Farm included the opportunity to plant kale and cabbage seeds. Soon those sprouts were in our soil, too. We planted sunflower seeds, gourds, basil, and kohlrabi. We set out some lady’s mantle and bee balm to please the hummingbirds. Our Downstairs friends helped us move many wagon loads of wood chips to mulch the plantings. So much difficult work, so much to do, so hard to wait for things to grow. By June our daylilies bloomed, and the Bakers took such pride in their accomplishments that they invited their parents to tea and a tour of the garden. *(continued on page 6)*



*(continued from page 5)*

Summer came. Did you watch the corn grow tall and the pumpkin and gourd vines spread across the fence? The sunflowers and brown-eyed susans put on a show. As school reconvened, the promises and hopes of the spring gardening had been met. The kids were astonished to find corn stalks and sunflowers much taller than they. The corn stalks had fat ears ripening. The potatoes had created a maze of vines. And the pumpkins were growing big.

In the new school year, the 5-6-7-year-old group, soon to become the Authors, made plans to bring our traditional Harvest Feast to the school as part of the Wednesday lunch schedule. This year the Feast would feature foods planted, raised, harvested, and prepared at Randolph. In September we picked our beautiful multicolored corn. We set it aside to dry, be admired, and later shelled and ground into corn meal (by the kids, of course!). In October we harvested our pumpkins and began testing our recipes for roasting pumpkin and preparing muffins and breads. Working with our Upstairs friends, the Emperor Penguins, we harvested potatoes and planted daffodils to continue cultivating plants and community spirit. We were astonished to discover that we had grown more than 20 pounds of potatoes.

Finally, the Harvest feast was prepared on November 17. The menu featured foods that we can grow and prepare for ourselves: apple sauce from the Downstairs, roasted potatoes from the garden prepared by the Emperor Penguins, pumpkin ice cream from the King's Men, and corn muffins and pumpkin bread from Randolph produce that was prepared by the Authors. Parent volunteers also helped the Authors prepare a main course of macaroni and cheese to anchor the meal, and then helped serve and tidy. It was a delicious meal for a warm community. We gardened and cooked together. We ate together. After lunch we sang together in the Carriage House.

The garden is now largely put to bed for the winter. We have some garlic shoots to mulch before snow falls, and if time and weather permit, we may expand the wood chip coverage. Of course, we have been saving seeds. When February comes, we will be ready to plan a new garden. Someone suggested that we need a cow. And, of course, there will be another brood of Magical Randolph Chickens. Watch us grow.



## Fitness

By Evan Chadwick

Having taken over Randolph's Fitness program part-way through last year, I much enjoyed the unexpected opportunity to put my cooperative-team-building background to new uses. This year I am challenging the whole of the Upstairs community to participate in activities that are cooperative and competitive, heart-pounding and safe, challenging and fun all at the same time. The overarching goal is to make the physical games themselves (which are totally rad!) less important than the group dynamic that emerges through mutual participation. My measure of success is the productive communication that happens before, during, and after the activities.

While physical and emotional safety will always be our top priority, the richest rewards come when Fitness inspires students to test the limits of their physical and emotional abilities and comfort zones. Frustration is often an integral part of this developmental process, but should never be an endpoint or the part that is remembered. Accomplishing all this in a way that is meaningful for students ranging from kindergarten to early adolescence is something rarely attempted in outdoor education, and requires the unique strengths of the Randolph community in order to be successful. This approach to Fitness is a great example of the powerful potential of progressive education, and should be an ongoing, evolutionary process with communication and feedback at the heart of it all.

One idea we tried for the first time this fall, and will continue to tinker with, is the "Frustration Station," a designated area where students can go during a round of play if they feel confused by the rules of the game, frustrated by something another player did, or worried about the way others are choosing to interpret (or misinterpret) the safety guidelines for a particular activity. One round of a given game never lasts more than a few moments, at which point we all gather at the Frustration Station to check in with people, hear what was problematic for them, and brainstorm how we might adjust our play for the next round. One immediate benefit of this new idea is that some of the students who typically choose to sit on the side and watch a new game before joining in seem comfortable joining in from the get-go, with



the built-in understanding that there is a way for them to take a break if things get too confusing or seem too rough. As with any of our Fitness policies, I have tried to make it clear to the students that this is a work in progress, and that I am depending on their thoughts, feedback, and participation in discussions to make it as effective as possible.

Organized "play" for fitness three times each week has had many benefits. In addition to keeping our children healthy and active, it is totally aligned with our belief that multi-age interactions help to create good will, good feelings and good community!



### Remembering Will (Liam) Safirstein Kent

William spent what were probably the last few days of his life surrounded by wilderness and a group of kind, loving, eccentric people who really cared for him. He had no medication in his system, which is something he had wanted for a long time. While we don't think he would have gone swimming alone and at night if he was on his medication, he may very well have. Considering where he was and who he was, it may have felt worth the price he most probably paid.

His tent was set in a small clearing. There was salt air, a gentle breeze and a deep cushion of pine needles under the shade of palms. His friends were nearby. He was celebrating his graduation from herbalism school. He'd spent the year doing what he loved and was in the midst of another program on energy healing. When he went missing, his friends stayed in the campground for the whole week, each day joining in the search and holding prayer circles for Will. They sang him this song, "*Courage Liam, you are not alone. We will walk with you, bring your spirit home.*"

It is not the length of one's life that determines its value, but the good you do with the days you have. Will was a gentle, generous, brilliant, caring soul. He touched people with spirit. As it says in the song *Starry Night*, "*This world was never meant for one as beautiful as you.*"

So many times we thought we had lost him and were given a reprieve—but only, as it turns out, a temporary one. We want to cherish all that was good of Will—his problems never kept him from sharing love and looking at people with a gentle, open heart. Perhaps that can be an inspiration.

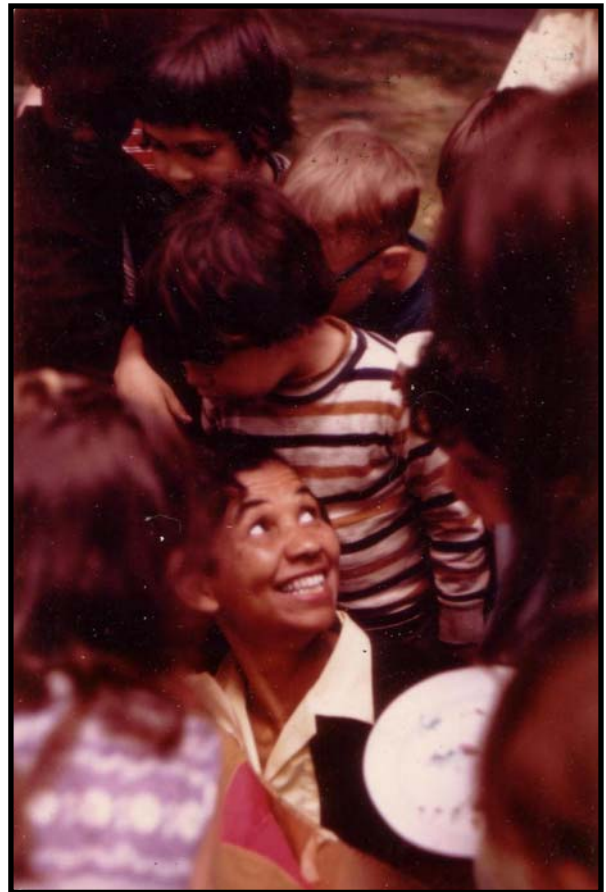
In loving memory,  
Alex, Eric, Goldy and Kelly

*Will was a student at Randolph School from 2002 to 2008.*

### In Memory of Ginger Scott

Ginger Scott was a teacher and parent at The Randolph School from 1963, at the very start of the school, until 1970 when she and her family moved to Illinois. Her children attended Randolph and her entire family was deeply involved in the founding of the school.

Ginger is remembered as a person who truly contributed to a better world around us. Her legacy includes the people, both children and adults, who she touched throughout a lifetime of teaching and education. Her warmth and unique teaching style and methods—including a rich blend of music, arts and crafts and a broad variety of books, small animals, birds and objects from the natural realm—were near legendary, not only for her students and their families, but for her immediate and extended family as well. Ginger's unflinching calm and cheeriness made her an ideal teacher and teaching partner. She brought patience and enthusiasm and a twinkling sense of humor to everything she did.



# 2009-2010 Annual Report

To the Randolph Community:

I have the distinct feeling, after several years of sometimes difficult transition, that this is a year of stability at Randolph School. So much has changed recently – from the establishment of a director’s position, to a sparkling new kitchen, to our focused commitment on pre-K through fifth grade, to a redesign of our website, as well as a host of new and energetic faculty members. I often find myself smiling at the realization that behind all the changes, the most important aspects of Randolph are still the same. As I walk through the main building every Tuesday and Friday after doing philosophy with two Upstairs groups, I see what I’ve always seen. Fellini-esque dress-up in the Downstairs, shy yet curious patrons of the Fruit Café, and creative intelligence everywhere – enormous block constructions that shout out “hear my story,” art lining the hallways, messages tacked to doors. This is the same place it was when Jen and I brought our four-year-old Noam here in 2001. A place where education is play, play is education, and inquiry and creativity are paramount.

Three years ago, as our dear friend and leader Eric Tomlins was dying, both the board and administration were faced with numerous dilemmas – organizational, financial, and, one could argue, spiritual. Those were difficult times in the history of the school. Yet we implemented a plan that we hoped would both rejuvenate and stabilize. After several years of commitment and effort from so many—Alisa, the faculty, the parent group, a community that responds whenever it is asked—we finally get to appreciate some of the results. While it helps when we embrace change openly, it’s nice when it happens and we don’t even notice it.

~Dan Fisherman  
Parent and Board Member



*Before...*

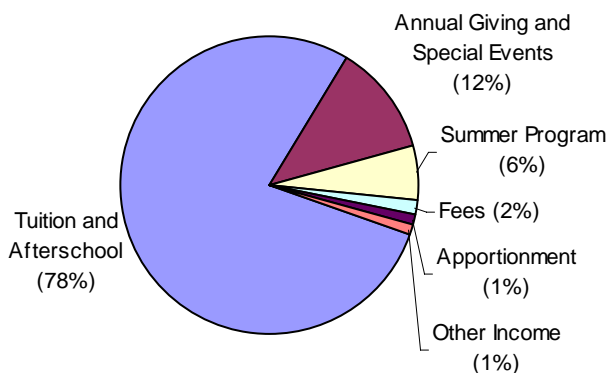


*And After!*

### Operating Income 2009-2010

Tuition and Afterschool	\$659,107
Annual Giving, One-Time Gifts, and Special Events	\$101,521
Summer Program	\$48,446
Student Fees	\$13,622
State Apportionment	\$10,163
Other Income	\$9,601

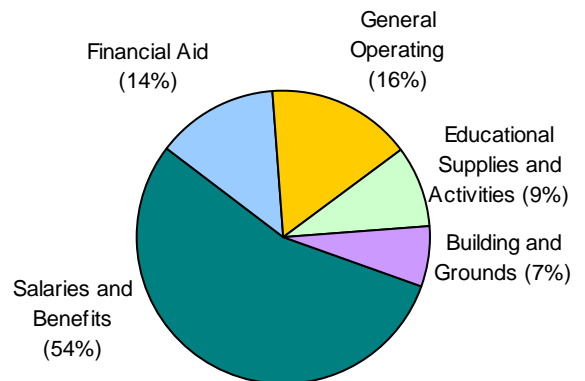
**\$842,460**



### Operating Expenses 2009-2010

Salaries and Benefits	\$481,875
Financial Aid	\$122,361
General Operating	\$140,579
Educational Supplies and Activities	\$79,691
Building and Grounds	\$58,040

**\$882,546**



The Randolph School is truly grateful to all those who support our mission and programs. The following is a list of those who made contributions between July 1, 2009 and June 30, 2010. While we have taken great care to ensure accuracy, please notify us of any errors or omissions so that we may correct our records and acknowledge your generosity. Thank you.

### Gifts to the Eric Tomlins Fund

Andy Algava  
 Priscilla Algava  
 Judy and John Allen  
 Lloyd Hamilton and Susan Appollo  
 John Arnold  
 Dave and Holly Barger  
 Abbie Bloom  
 Geraldine Brodsky  
 Margaret Kasin and Lynn Brown-Kasin  
 Joan and Steve Carl  
 Craig Kunaschk and Bobbie Chase  
 Doug Lerner and Ken Cohen  
 Wendy Cohen  
 Doris Cohen  
 Matthew Harle and Deborah Davidovits  
 James DeRose  
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 Madeline Hayden  
 Leon Heath  
 Lucia and Robert Heinold  
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 Jennifer Jones  
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 Annette Merle-Smith  
 Patricia Miller  
 Kiri Miller  
 Krisy Nigro  
 Paul and Sharon Palevsky  
 Matt Eyer and Kirstin Peck  
 Ross Pizzuti  
 Belle Prosser  
 John Clarke and Robbie Puglisi  
 Cathy and Steve Riley  
 Ron and Gloria Robbins  
 Don and Virginia Scott  
 Maria and Paul Sequeira  
 Frank Ortega and Toby Shimin  
 Wendy Stafford

Debbie Stone  
 Karen and Larry Teich  
 Mike Conners and Suzanne Timmer  
 Jason Tomlins  
 Lois and Frank Van Zanten  
 Emily White  
 Adrienne Yoshihara  
 Michael Daecher and Anouk Zijlma

### Gifts to Annual Giving

Alisa Algava  
 Andy Algava  
 Carin Algava  
 Priscilla Algava  
 Anne and James Altucher  
 Lloyd Hamilton and Susan Appollo  
 Elaine and Leonard Bard  
 Arthur Berenbaum  
 Leonard and Sandra Berenbaum  
 Dave and Holly Barger  
 Clarence Beverly  
 Abbie Bloom  
 Mark and Diane Boujikian  
 Linda Weaver and Fran Brooks  
 Joan and Steve Carl  
 Dru and Robert Cederquist  
 Craig Kunaschk and Bobbie Chase  
 Jennifer and Stephen Clair  
 Wendy Cohen  
 Doris Cohen  
 Craig Hanka and Santha Cooke  
 Sandy and Lee Corwin  
 Anne and Rich Dambra  
 James DeRose  
 James and Lois Drake  
 John and Cassie Dreier  
 Jim Jarmusch and Sara Driver  
 Alaine Espenscheid  
 Robert Johnson and Lorraine Festa  
 Eugene Fleishman  
 Susan Fountain  
 Deana and Harvey Freedman  
 Anne and Bill Garrity  
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 Andrea and Don Grumbine  
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 Tilly Gurman  
 Doris Haas  
 Elisa Harrington-Verb  
 Nan Harle  
 Phyllis Herman  
 Josie Holford  
 David Bernz and Mai Jacobs

Judy and Henry Jacobs  
 David Bloom and Beverly Kaufman  
 Knut Stahrenberg and Attiya Khan  
 Roeland Kim  
 Saskia Kim  
 Yungil and Sonja Kim  
 Susan and Richard Kimmel  
 Brad King  
 Daniel Miller and Mindy Krazmien  
 Jonathan Kruk  
 David Larson  
 Katlyn & Ken Lerner  
 Carol Levine  
 Martha Levine  
 Steve and Lynn Lipton  
 June and John Lysko  
 Samuel Farber and Selma Marks  
 Ari Straus and Molly McCoy  
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 Joan Minischetti  
 Mary Murphy  
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 Grzegorz Stachnik and Kararzyna Osielczak  
 Megan Pascarella  
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 Matt Eyer and Kirstin Peck  
 Tom and Mary Peck  
 Stephen Jablonsky and Janet Perles  
 Barbara Piazza  
 Kathy and Joe Plummer  
 Daniel Marks and Keri Powell  
 John Clarke and Robbie Puglisi  
 Usha and Sumant Ranji  
 Cathy and Steve Riley  
 Diane and Rich Robbins  
 Joel Robbins  
 Ron and Gloria Robbins  
 Lorraine Roberts  
 Bill Rubin  
 Tom Ervolina and Janet Sabatino  
 Bonnie and Ken Scheer  
 Dianne and John Sefcik  
 Judi and Irving Seltzer  
 Maria and Paul Sequeira  
 Louise and Robert Silverman  
 MaryAnn and Richard Simek  
 Barbara Stacchini  
 Wendy Stafford  
 Daniela Stokes  
 Gerrit Stover  
 Kate Stover

### **Gifts to Annual Giving – *continued***

Lanse Stover  
John Sullivan  
Gerald and Anne Teich  
Bobbi Teva  
Gordon and Deborah Thomas  
Marilyn Timmer  
Beth Tyler  
Daniel Sparks and Karen Unger  
Lois and Frank Van Zanten  
Helen Vera  
Tom Wade

### **Corporations**

IBM  
The Henry J. Kaiser Foundation

### **Gifts In Honor Of...**

Eric Tomlins, from John & Katherine Dreier  
David & Sally Rubin, from Bill Rubin  
Eric Tomlins, from Martha Levine  
Anne & Jeremy Murphy, from Mary Murphy  
Katlyn Lerner, from Krisy Lawlor  
Tom & Mary Peck, from Adrienne Yoshihara  
Esther Clair, from Phyllis Herman  
Fred Miller, from Patricia Miller  
Tom & Mary Peck, from Kirstin Peck & Matthew Eyer  
Alisa Algava, from Bonnie & Ken Scheer  
Eric Tomlins, from Wendy Stafford  
David & Sally Rubin, from William Rubin  
Esther Rose Clair, from Judi & Irv Seltzer  
Henry David Timmer, from Marilyn Timmer  
Randolph School and Alisa Algava, from Josephine Holford  
Jerry Pomeroy, from Santha Cooke  
Christine Simek & Noah Bingham, from MaryAnn & Richard Simek  
The Middle School Teachers, Karen Unger & Dan Sparks  
Eric Tomlins, The Bernz Family  
Eric Tomlins, Sonja DeGroot & Yungil Kim  
Adam Carl, from Joan & Stephen Carl  
Avery Avello, from June & John Lysko  
The Randolph Faculty, from the Bernz Family

### **Gifts In-Kind**

Many parents and friends help the school with more than their checkbooks. We are so grateful for the gifts and professional services that enrich the lives of everyone in our community. Among the many gifts we received this year were books, computer equipment, a piano, and items for the Parent Group Tag Sale.

Ken & Katlyn Lerner  
Francine Brooks & Linda Weaver  
Julie Gage  
Goldy Safirstein & Kelly Kohler  
Kate Stover & Tim Wood  
Molly McCoy & Ari Straus  
Yaslyn Daniels  
Keri Powell & Dan Marks  
Kathryn Schulz

### **Gifts of Time**

So many individuals, far too many to name, generously volunteer their time and energy to keep the school going. Without your efforts, we could not do what we do every day. Thank you for your contributions to the life and community of Randolph School.

### **Ways of Giving to The Randolph School**

**Gifts to the Annual Fund** are used in the year they are given to support general operating and educational costs, as well as financial aid for more than 40% of our students.

**Gifts to Special Projects and Capital Initiatives** are used in support of one-time initiatives, such as renovating the kitchen, purchasing a van, buying new playground equipment, acquiring solar panels, or adding a new building to our campus.

**Gifts of Legacy** are deferred gifts that you can make by creating a trust or including The Randolph School in your will or estate plan. These gifts will help secure Randolph's future while helping you avoid capital gains taxes, earn immediate income tax benefits, and receive other possible advantages. Contact us for more information about how a deferred gift could work for you.

**In-Kind Gifts and Gifts of Time** help the school to keep going every day. Alumni and parent volunteers have driven kids on field trips, painted the porch, organized fundraising events, raked leaves, and taught workshops to students and parents. They have generously donated gifts such as computer equipment, blocks, library books, and appliances, which may be tax-deductible at market value.



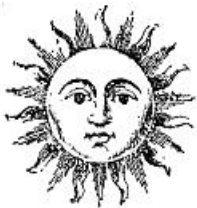


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**Wish List**

- Two wagons for playgrounds
- Flip Camera (video)
- Kiln (with timer)
- Bike path (item #4) in lower playground
- MagnaTiles (three sets)
- KitchenAid stand mixer
- Wooden mixing spoons
- Six pastry cutters
- Five Pyrex pie plates
- Van
- Trowels for gardening
- Wheelbarrow
- Slide for tree house
- Three globes (National Geographic Society)
- Seafloor map (National Geographic Society)
- Fencing for Upper Playground property line
- Shelving and cabinets for attic and basement
- Solar panels
- New stairs to roof
- Non-stick 12-muffin tins (4)
- Heavy duty baking sheets (3)
- Metal measuring spoons (6 sets on rings)
- New carpeting/flooring in Great Room
- Dishtowels for new kitchen

*Parents of Alumni: If your son or daughter no longer maintains a permanent address at your home, please notify us of his or her current mailing address (email [learn@randolphschool.org](mailto:learn@randolphschool.org)). Thank you.*



**The Randolph School**  
**2467 Route 9D**  
**Wappingers Falls, NY 12590**

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