

THE PAIDEIA SCHOOL

NEWSLETTER

Volume LIII

Number 7

November-December 2020

New Staff Hired for In-Person School

Students returning to school were greeted by many new faces in their classrooms. Paideia added new staff to assist in classes in all levels of the school during hybrid schooling.

See the complete list and more photos on page 2.



Jordan Battle '16



Marlis Finn



Andrew Haworth '01



Addison Kerwin '20



Erin Trapaga



Brittany Cook



Anna Glass '14



Karen Hernandez '14



Chidike Iromuanya



Chupzi Lema



Rosa Mendez



Damon Sumner



Gabby Donaldson



Lauren Poe



Ndelea Simama '96



Antonjo Agolli



Hannah Barnett '16



Dominic Beaufeaux



Callie Clements '14



Euzhan Collins '08



Harrison Fisher '15



Diamond Jones

New Members Join Elementary and High School Staff

Sarah Davison is a new teacher in the elementary with **Emily Orr** and **Emily Schreck**. She has B.A. from the University of Toronto and an M.A. from the University of Southern California.

Jonathan Burke is the new learning specialist in the high

school. Prior to coming to Paideia Jonathan worked in Atlanta Public and Fulton County schools. He has a B.A. from Metropolitan College of New York, an MPA from Georgia State University and an M.A. from Liberty University.

New Faces

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Half Day Aides

Jordan Battle '16, afternoon half day aide

Marlis Finn, morning half day aide

Andrew Haworth '01, morning half day aide

Addison Kerwin '20, afternoon half day aide

Erin Trapaga, afternoon half day aide

Elementary Aides

Brittany Cook, elementary aide, with India, Sallie Jose's class

Anna Glass '14, elementary aide, Adrienne and Dan's class

Karen Hernandez '14, elementary aide, Olivia, Kaela and Terri's class

Chidike Iromuanya, elementary aide, Kristen, Isabelle and Stephanie's class

Chupzi Lema, elementary aide, Patrick, Annie and David's class

Rosa Mendez, elementary aide, Alessandra, Britt and Kathy's class

Damon Sumner, elementary aide, Brian and Thomas and Elisa's class



Jay Jones



Josalyn Jones



Kate Kingma '14



Ashley San Miguel



Andrew Stargill



Alexandria Sweatt



Isis Wilson

Junior High

Gabby Donaldson, junior high aide, Naimah Frame's class

Lauren Poe, junior high aide, Bonnie Sparling's class

Ndelea Simama '96, junior high aide, Kelly Clampett's class

High School Aides

Antonjo Agolli, high school aide

Hannah Barnett '16, high school aide

Dominic Beaufeaux, high school aide

Callie Clements '14, high school aide

Euzhan Collins '08, high school aide

Harrison Fisher '15, high school aide

Diamond Jones, high school aide

Jay Jones, high school aide

Josalyn Jones, high school aide

Kate Kingma '14, high school aide

Ashley San Miguel, high school aide

Andrew Stargill, high school aide

Alexandria Sweatt, high school aide

Isis Wilson, high school aide

Junior High Students Take Top 3 Spots in Debate Tournament

Three junior high students finished in the top three places in the virtual Middle School Novice Tournament of Atlanta Urban Debate League in November. **Alok Ahn**, **Ryan Dong** and **Yolanda King** took the top three spots at a virtual debate tournament hosted by the Atlanta Urban Debate League.

The club was started in August by Ryan, who runs the weekly meetings with help from faculty adviser **Andy Sarvady**. Ryan is active in another local debate club but neither Alok nor Yolanda had ever been in a tournament before. The director of the AUDL, Christy Bradley, called their performance at the Middle School Novice Tournament "stunning" and imagines they'll be moving up to the varsity level soon. Kudos to Ryan Dong, who coached his team to quite an impressive victory.

Paideia Cross Country Coach Named Boys' Coach of the Year

Paideia cross country coach **Becca McCauley** has been named Class A Private Boys' Cross Country Coach of the Year by the Georgia Track and Field/Cross Country Coaches Association.

The varsity boys' and girls' cross country teams finished in third and fifth place at the State meet on Nov. 7. The teams, led by coaches **Becca** and **Dan McCauley**, wrapped up a successful season despite competing under COVID-19 restrictions.

Three team members earned Top Ten State Championship medals in their races. Boys' team members **Sam Colton** and **Elijah McCauley** finished fourth and ninth respectively. Varsity girl runner **Jordan Walter** finished eighth.

Science Olympiad Team Places First in Division

The high school Science Olympiad team competed in the South Forsyth Invitational Science Olympiad Tournament. Thirty-eight teams from schools of all classifications from five states competed in an all-day online tournament. Paideia finished first in A/AA schools' class and 14th overall. **Javier Pardo '21** and **Shyam Tridandapani '21** finished in fifth place overall in the Circuit Lab event. **Phillip Salzinger '23** and **Sean Zheng '22** finished in seventh place overall in the Sounds of Music event.

#WinAtSocial: Empowering Students to Navigate Their Social World

By Tami Oliver, Director of Technology

For people of all ages, social media has become an integral part of daily life. More than ever, we turn to social media for connection, information, and entertainment. While the pros and cons of social media provide much substance for debate, there is no indication that it will be going away any time soon. As educators and parents, we should do our best to provide the tools and guidance for our students to participate in a thoughtful and careful manner.

To that end, we are excited to announce our new partnership with *The Social Institute*. Beginning this fall, our students in 5th-12th grades began participating in the #WinAtSocial program to explore important topics and develop skills to help them navigate the world of social media and technology.

“The thing that excites me the most about this curriculum is the positive approach. We know that our students are going to use social media, but we want them to use it in a smart, constructive way. I believe that this curriculum will help our students with this.”

— Lacey Andersen,
Innovative Teaching Specialist

The #WinAtSocial program has two major components: the #WinAtSocial curriculum and the Resource Portal.

#WinAtSocial Curriculum

#WinAtSocial is the world’s first gamified curriculum that empowers students to navigate their social world - social media and technology - to fuel their health, happiness, and future success. This gamified and student-led approach to social emotional education was created by the Social Institute with over 50,000 students at 60 schools nationwide. Students use devices (desktops, laptops, tablets, or smartphones) to play during Homeroom, Advisory, or Health Class. Trainers (advisors or teachers) host and facilitate the game. While students play at school, all parents and staff receive real-time updated tools in the Resource Portal and Family Huddles.

“Several parents from our classroom mentioned that they had a wonderful time discussing the #WinAtSocial follow-up topics around their dinner table. They appreciated the opportunity to raise these issues under the umbrella of school curriculum, which acted as an opening for bringing them up and provided them with important specifics to address.”

— Bonnie Sparling,
Junior High Teacher

“It was interesting to do the #WinAtSocial activities with my peers to see how our opinions on certain topics were different or the same. I love that the emphasis is on social media. Social media is a great way to stay in touch with friends. Especially during COVID-19 or times when we cannot see them.”

— 10th grade student

The Resource Portal

The Resource Portal at <https://thesocialinstitute.com/Resource-Portal/> is the Social Institute’s parent and staff portal of #WinAtSocial, updated with expert tips and advice for helping your children navigate social media positively. Parents and staff can log into the portal to stay ahead of trending apps, privacy settings, and necessary conversations to have about social media and technology.

While our 5th-12th grade students will complete several #WinAtSocial lessons throughout the school year, we invite all our families to take advantage of this valuable resource to dive deeper into these topics together at home using the information in the Resource Portal. Instructions on how to sign up for the Resource Portal can be found in the parent portal of the school’s website at <https://www.paideiaschool.org/parent-portal>.

Paideia’s Financial Aid Tax Credit Program

Thank you to those who participated in the 2020 Financial Aid Tax Credit (FATC) Program. Through our collective effort, **Paideia received over \$500,000 from the FATC program!** Taking the time to re-direct your tax dollars to Paideia exemplifies how we can have a big impact on our community when we come together. We are grateful you made it a priority to support Paideia’s Financial Aid.

The application process for the 2021 tax year is now open. Since 2009, participation in the Financial Aid Tax Credit (FATC) Program by the Paideia community has raised close to \$5 million for financial aid. This important program is integral to strengthening both the socioeconomic diversity of our student body as well as the financial well-being of the school. Please consider participating today by going to apogee123.org

Paideia Senior to Play Soccer at Stanford

Senior Will Reilly signed an athletic scholarship to play soccer at Stanford University. Stanford is an NCAA Division I school and is a member of the Pac-12 Conference.



The Powerful Play Goes On, and You May Contribute a Verse

Tal Birdsey '83 is an alum and taught in the junior high from 1988-1998. He is a co-founder and head teacher of the North Branch School in Ripton, Vermont. He is the author of *A Room for Learning: The Making of a School in Vermont* and a forthcoming book *Hearts of the Mountain*, about a year in the life of teaching and learning at the North Branch School. The essay below by him appeared in a recent North Branch School Newsletter.

Teaching and learning in these circumstances are exceedingly difficult. Difficult for the kids, difficult for the teachers and staff, and difficult for parents. The difficulty is, most obviously, in the practical application of the protocols. But more than that, the protocols themselves work against many of the foundational premises of the school.

When we started the school, we wanted a place small and intimate enough where every voice could be heard, every day; where kids faced themselves and each other around a table in a room where, in a single class, everyone could be a part of the conversation; where every student felt the responsibility to be a part of the conversation; where no one could hide or be hidden. I think of Voltaire's quote about his concept of the diety: "God is a circle whose center is everywhere and circumference nowhere." This is not to say we conceived of our school as a place to find god in a religious sense. But we did discover, over time, that a circle of kids and teachers, all working together, seeing and hearing each other, is the best place to begin to look for that which might have a power like a god. The closer the group becomes, the greater the vistas, the deeper the learning, the deeper the feeling. By the end of the year, the powers and understanding that have been forged in that circle feel infinite, real, and yet, nearly inexpressibly beautiful. It is the best shape out of which emerges unity, equality, and understanding. Moreover, human



emotions are often the root and origin of how we come to know each other. In the circle, every day, for a year, two or three, we learn to hear the feelings and experiences of others. We see their faces, their struggles, their joy, their laughter, their confusions and doubts, their laughter and smiles, their tears. By read-

ing these "texts," the "texts" of each other, learning through, and alongside others, the kids in the school come to know themselves and the dimensions of other lives and their own.

Moreover, we have always believed in allowing the kids space and freedom to move. We have learned over time that kids chasing each other in the woods, climbing trees, getting their knees dirty and shirts sweaty, a little blood from time to time; jumping on each other, swinging together in swings or hammocks; playing knee hockey or street hockey or selling flowers on the side of the road, playing manhunt or Pokey Stick, wrestling pig piles, carrying each other, jumping on each others' backs, hugs from time to time — human touch, the expression of their animal selves — all of this is vitally important to their development and to the creation of a human community.

Of course, the masks, being spread out, and not being able to touch each other is and will add literal layers of difficulty to the process of becoming that learning and human community, and make the distances between us harder to bridge.

However, when I have (already) been

stressed out about it, or worried out loud to them about "is this working?" or "are you guys doing okay with this?" they have given the following reply with great calm and wisdom: "Yes, it's fine, it's not perfect, it's the best we can do, and it's a million times better than quarantine and Zoom.

This is heartening, and already is evidence that they have in them inspiring levels of wisdom, patience, understanding, and awareness — levels of which kids this age are often not credited.

It is awkward in the beginning. It's all new. The old Nineties are gone, and there is an empty space where they once were. The new students are in, and they don't quite know where to go or what to do. The old kids kind of know what to do, but they are making their first steps as leaders and as the ones responsible for carrying the school, inspiring and instructing and counseling and advising and modeling for the others how to be and what to do. No one really knows anyone yet, in the new environment; no one can even tell if anyone is smiling.

Still, vast amounts happened. Tessellations, prime numbers, Sigma. Newton's first law, mass, triangles as rigid structures as compared to quadrilaterals, hypotheses and how to test; scientific law and theory. What physical and chemical changes are. Why the milk spoiled. Where the energy of a dropped egg goes when it hits the ground. The egg-smack magic trick (ask your child to perform it for you). Going to the woods to meditate and gather significant items from the woods. Sitting in a large circle on the patio. Sitting in the shade by the Buddha at lunch. Fierce and dysfunctional games of "sports ball" at the raggedy volleyball net. Soccer balls getting lost in the banks of ferns, goldenrod, and jewelweed. Talking about who talks in school, and how to make it a place

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where everyone can and must contribute. Asking what verse we will contribute to the world. Reading “O Me! O Life!” by Walt Whitman. Asking what it means to be craving the light, to struggle with these questions recurring. The fact that you exist and identity! What is the great play we are in and creating? Writing a speech? What is the most important thing that you must say and do and find? How do we get to the particulate details of life and move beyond the generalities that leave us cold and untouched? Why does precision in the description make us feel, remember, and see more? The reading of the first poems — Oscar reciting from memory “In Flanders Field,” Finn reading from *Five Hundred Great Poems* “Do Not Go Gentle Into That Good Night,” by Dylan Thomas. Talking about the standards and our rules — how we want the school to be. What words are acceptable, and in what contexts? How do we want to use our time well? Prunes’ futbol club on Wednesday and Friday. Chasing in the woods. Sap, sweat, trails, trees. What are our obligations and responsibilities — with our work, in how we talk to each other, in conducting ourselves in the middle of the pandemic? Going to the Burrito pond. Expressing fears and anxieties, revealing the truth. Trying to figure out how to be a good lab partner. Washing desks with the magic cleaning solution. Opening up and introducing ourselves. Not just names, but the interior architecture of who we are and are trying to be. Remembering Nineties from last year — and trying to use their example to breathe life into the new year. Going to the North Branch River. Covering pools of water with asters. Building little hovels under a root. Mandalas made from tiny twigs, ferns, and white pebbles. A stack of twenty-five stones towering over a pool of water. A strange bug. Ground wasps. The sound of boulders clacking against bigger boulders. Trails of stones leading into the stream.

The first week is the hardest. Masks or not, we are determined to make it work.

Puppets and Sustainability Come Together



In November, **Kristen** and **Isabelle**’s class began an exciting new study on farming. The class began by hearing a story about how Old MacDonald really got his farm as well as learn about the work of Farmer Kenzie and her assistant, Jennifer of Tiny Joy Poultry Farm.

A letter to class parents informed them that, “Tiny Joy Farm is located on the new Paideia Farm site in East Atlanta and is dedicated to providing high welfare to their chickens and ducks while caring for our planet. Both Kenzie and Jennifer bring experience in art, film and puppetry to our project.”

Students were invited to choose a Friday to visit Paideia urban agriculture coordinator **Tania Herbert**, Kenzie and Jennifer at the farm. The plan calls for parents to drop children off at the farm on their assigned day at 9:30 a.m. Parents can choose to stay and enjoy the program or return for pick up at 1:30 pm.

At the farm, students heard the book *E I E I O*, telling about how one farmer used mud, garbage, poop and worms to enrich the soil and practice sustainable agricultural practices on his farm.

Students also found materials to make their own puppets and put on a puppet show, demonstrating what they’ve learned in their own retelling of Old MacDonald’s story.

High School Singers Place at GNAS

Paideia high school students participated in the Georgia National Association of Singing Teachers competition in November and several students received awards.

The students receiving awards are: **Celia Reed**, third place music theater freshman/sophomore treble

Sophie Lyman – third place classical junior/senior treble

Emma Schulder – third place music theater junior/senior treble

Charles Eastman – second place music theater and classical junior/senior tenor, bass, baritone

Cameron Walls – third place music theater junior/senior tenor, bass, baritone.



Sophie Lyman



Emma Schulder



Charles Eastman



Cameron Walls



Celia Reed

Checking In

An interview with Adam Johnson '98, Executive Director at Democracy Prep

What have you been doing since you graduated Paideia, and where are you now?

Life since Paideia has been full of wonderful experiences. Immediately after graduating, I spent a post grad year preparing for college basketball at The Berkshire School. From there, I attended St. Michael's College in Winooski Park, Vermont where I earned a B.A. in Accounting and Economics and with a minor in Business Administration. After graduating from St. Mikes, I took on a managerial role at W.W. Grainger, Inc. in Washington, D.C. for eight years. While there, I earned my MBA at George Washington University.

My plan after completing my MBA was to move up the corporate ladder and continue to make my way in the private sector. However, my career took a turn when I began engaging in Corporate Social Responsibility work in graduate school and found that my true passion was to find ways to help my community through education. As a result, I began exploring roles in the nonprofit sector and became director of Development and Community Relations at Teach For America Las Vegas in 2012. My time at TFA afforded me the opportunity to learn the education landscape in Las Vegas, which lit my fire for supporting students more directly.

After five years at TFA, I transitioned to become executive director at Democracy Prep at the Agassi Campus (DPAC), a K-12 public charter school in Historic West Las Vegas. In my current role as ED, I am responsible for the overall academic, financial, and cultural success of our 1,100 students, along with supporting our alumni who, in many cases, are first generation college students.

Now in our 4th year of operation, I am excited to accelerate towards achieving our mission by developing our teachers, refining our instructional practices, elevating the academic rigor across our campus,

and giving more voice and choice to the people who matter most on our campus: the scholars who work hard every day at growing their leadership and positioning themselves for college success.



Tell us about Democracy Prep's mission and what led you to come up with this idea.

The mission of Democracy Prep is to educate responsible scholars for success in the college of their choice and a life of active citizenship. Democracy Prep was founded in 2006 in Harlem N.Y. by Seth Andrew, and I was selected as the leader to expand the program into Nevada.

My role since bringing the school to Las Vegas has been to help to lay the foundation for long-term academic success and authentic civic engagement from scholars who attend our school.

The mission of our school has incredible meaning to me and our staff because of the current reality in the West Las Vegas community. Today, fewer than five out of 100 people earn a bachelor's degree, and those statistics mean our community has an average household income that is the lowest in Las Vegas and among the lowest in the state of Nevada. Our goal as a school is to become a vanguard for change that helps return the economic and cultural prosperity that was once a part of the vibrant Historic West Las Vegas community.

What are some ways that COVID-19 has affected your business?

Like many schools across the country, COVID-19 has had a tremendous impact on the way we deliver instruction. Despite the challenges, our school community has rallied to push forward and continue teaching, learning, and thriving.

A week after COVID shut down our school for in-person instruction, our teachers converted to digital lessons, and our school managed to distribute more than 700 laptops and devices to our scholars to ensure they could participate in our virtual instruction. Moreover, we partnered with local companies to guarantee no child was without internet connection or meals. Almost instantly, our team mobilized to become a virtual hub of learning that could support our scholars (educationally and social emotionally) — albeit in a new and somewhat unfamiliar manner.

Now that the 2020-2021 school year has started, DPAC is 100% virtual and delivering instruction each day synchronously to our scholars. We monitor our community's COVID infection levels weekly to determine when it will be safe to move into Phase II of our reopening, which will be hybrid learning (50% in-person and 50% virtual.)

Our goal, after ensuring the health and safety of our entire school community, is to bring as many scholars back onto campus as we can at some point this school year so we can rebuild our school community's connection to one another.

Anything the Paideia alumni community can do to support you?

There are a few things that Paideia alumni can do that would be helpful to my learning community at DPAC:

- Connect Paideia alumni educators with DPAC educators for collaboration
- Share their college & work experiences with our scholars
- Provide connections to speakers and leaders who can impress the value of college and/or civic engagement

One of the most important things our community needs is strong examples of high quality virtual lessons. If any of our alumni are teachers or work in the educa-

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- **Mark Herron '84** is married 28 years and living in the greater Cleveland, Ohio area with kids now 23 and 19. After graduating from Paideia, he attended Oberlin College and John Carroll University and now works for information security in higher education. He started formally writing poetry in **Jane & Jim's** (Thrower's) class and hasn't stopped since. A contemporary romantic, Mark says "Information Security is my day job! A quick little Halloween poem (sonnet length):

Encounter With A Crow

After sunset, before night
Cast against the dim twilight,
Up against the heavens paled
Glinting as the stars prevailed,
On a dark branch perched a crow
Regarding everything below;
Great and winged, a black shape
With yellow claws and wicked beak,
He caught my eye and spoke:
"Birth is not your dawn but day,
Living is this time of day
Twixt the states of not and aye;"
Then he rattled and he shook,
Into shadowed flight he took.

- **Jeremy Shaffer '11** recently moved to NYC to begin a two-year, dual-degree information science master's

degree program at Cornell Tech. Previously, he was working in Boston as a data integration specialist at an EdTech company that supports school districts with English learners. He is very excited to start graduate school and be a full-time student again.

- **Nell Mermin-Bunnell '17** will graduate from Yale College next May. She is completing a BS in Psychology and

her senior thesis research is focused on cross-cultural moral development, specifically how children learn to delineate in groups and outgroups along racial and ethnic differences and how understanding this process could lead to reduction of prejudice. She is currently interviewing for medical schools and plans to start her MD in the fall of 2021.

Virtual Events Presented in the Fall

Paideia sustainability and urban agriculture in partnership with alumni relations, Paideia Entrepreneurs Network, service learning, and high school clubs presented: *Kiss The Ground* Community Watch Party & Action Panel featuring **Korri Ellis** (Paideia's sustainability coordinator), **Keith Adams '21** and **Ashley Danzig '21** (Climate Action Club), **Audrey Maxim-Rumley '21** and **Kaiya Patel '21** (Urban Ag Club), **Celeste Padula '16** (director at FEAST Garden at Occidental College) and **Sri Smith '16** (Paideia's sustainability intern from Agnes Scott College).

Paideia Entrepreneurs Network (PEN) in partnership with Paideia Alumni PYPLine presented: The Entrepreneurial Mindset & DEI featuring **Erika James** (Dean of Wharton School of Business and Paideia parent) with alumni guests **Kali Franklin '96** (vice president HR at New York City Football Club) and **Meico Whitlock '02** (founder of Mindful Techie) in conversation with **Michael Schulder** (CNN Veteran and creator of Wavemaker Conversations: A Podcast for the Insanely Curious).

The Alumni Parent Council presented COVID-19: Beyond the Headlines featuring current and alumni parents **Jay Steinberg**, chief medical officer at Emory University Hospital at Midtown, and **Wendy Armstrong**, executive medical director of the Infectious Disease Program at Grady Health System.

tion space, the DPAC educator community would find great value in learning from other educators across the country.

Democracy Prep is seeking to build a stronger college knowledge base in our scholars and families. We could use support from alumni to expose our scholars and their families to the benefits of a college degree.

Finally, if alumni have connections to influential and inspiring speakers who believe in the value of quality education for all children, we would love to connect those people to the DPAC community. While my staff and I believe we can (and quite frequently do) deliver strong mes-

sages about the value of education, college, and civic engagement, we believe it would be powerful for our scholars to hear similar messages from stakeholders that come from another vantage point.

Which teachers and/or experiences during your time at Paideia helped shape who you are and what you do?

I moved to Paideia in the middle of my junior year and the transition could have been difficult for me had it not been for the camaraderie and community of the boys' basketball program, which at that time was led by **Elfred Jackson (EJ)**. EJ, as most of us knew him, spent hours talking

to me about school, sports, and life, and helped me realize that I had the potential to do what I wanted, so long as I committed myself to being excellent at all times and focusing on the positives. My senior year, EJ put me in a position to captain our team, alongside **Andy Wessels '98** and **Bobby Mercado '98**. My experience as a captain was both humbling and empowering. The experience helped me learn how to bring a group of people together towards a common goal -- winning a championship. Although we fell two points (!) short of winning Paideia's first ever state championship, the experience of building

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THE PAIDEIA SCHOOL

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THE PAIDEIA SCHOOL is nonsectarian, serving families with children ages three through 18. Paideia does not discriminate in employment or in admissions. It actively seeks racial, cultural, and economic diversity in its student body. The ancient Greek word *Paideia* conveys the concept of a child's total education: intellectual, artistic, and social.

The Paideia School Newsletter is published 10 times a year. The deadline for the newsletter is the 1st of the preceding month. Send all correspondence to Jennifer Hill, Editor, at Paideia School, 1509 Ponce de Leon Avenue, Atlanta, GA 30307. Phone number is 404/377-3491, ext. 339; e-mail address is hill.jennifer@paideiaschool.org. For information about sports schedules and upcoming events visit our web site at www.paideiaschool.org

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Adam Johnson

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relationships, sacrificing for others, and collectively moving towards a lofty long-term goal have helped me tremendously as a leader and father.

My classmates nominated me to be a peer leader, and it was one of the most rewarding experiences of my high school career. Having the opportunity to mentor a freshman and tutor young students helped me understand the importance of being responsible and a model for others. The Peer Leadership program taught me how to reflect on choices and give back to others whenever and however possible.

Whether it is casting a clear vision for a team or being a model for others, I use the lessons from my Paideia basketball and peer leadership experiences each day in my work as a leader at DPAC.

Any teacher(s) you want to give a thank you or shout out to?

Four of my most memorable teachers at Paideia were my two math teachers **Susan**

Ehrhardt (RIP) and **Lynn Fryberger**, and my science teachers **Kathy Brown** and **Stacey Winston**. All four ladies modeled strong women in STEM and pushed me academically. In addition, Susan, Lynn, Kathy, and Stacey made classes engaging, fun, and relevant. I can clearly remember Stacey telling me "Athletes are intuitively strong at physics -- I know you are going to excel in this class." That small statement at the start of my senior year was a boost to my academic confidence and led to the subject being one of my favorite classes of my high school career. I use those ladies as models of excellence when I visit classrooms at my own school.

If you could go back in time and give the high-school version of yourself advice, what would it be?

I make a point to reflect often, and to use those reflections to grow as a father, husband and school leader. When I reflect on my experience at Paideia, I realize I did not take advantage of the community and the resources as best as I could. The number of adults who were willing to help and

the services available were plentiful. Unfortunately, my 17-year old self neglected to leverage them properly, but I appreciate the availability of them now that I am a school leader.

As a result, I use my personal lessons to help my children take advantage of available resources. Moreover, I try to recreate the adult structure and resources for scholars who attend DPAC.

Paideia continues to shape what I believe to be possible for a K-12 community, and I am thankful I had the opportunity to have Paideia as a part of my educational journey. My two-year high school experience at Paideia played a major part in the development and shaping of the experience I am working to create for the thousands of scholars at DPAC. While Paideia, like all places, is continuing to evolve and grow, I hope the leaders at Paideia realize how much they have and continue to impact lives. Paideia is a special place that I hope more students (of all experiences and backgrounds) have the ability to experience.