

Scenes From the First Day

The general consensus seemed to be “It’s great to be back!” Students swarmed from one end of campus to the other. The new elementary playgrounds drew shouts of delights from elementary students and admiring glances from high school students passing by.

When **Paul Bianchi**, head of school, visited **Steff** and **Neda’s** second and third grade class, Neda asked the students if they knew who Paul was and what was his job. One student replied, “He owns the school.” Another said, “He’s kinda like the CEO.”

A student in high school math teacher **Mark Schmitt’s** class observed, “Hi, Mark. You’re a lot taller than you look on Zoom.”

In the junior high, homebase teacher **Tom Painting** reported things got off to a memorable start. “One student got stung by a bee during a warm-up game on the green, another got a bloody nose. To de-stress, we decided to walk the kids to Emory Village for ice cream. On the walk there, a student tripped on a shoelace and sprawled on the sidewalk. Alas, the nurse and parents were alerted in all cases and by the end of the day the kids were in good spirits having survived our first full day back at school.”

Conor McCarthy caught the eraser thrown out into the audience in the first weekly high school meeting of the year. According to tradition, Conor is destined to become a teacher.



PAIDEIA@50

This fall we are re-igniting the **Paideia@50** Capital Campaign! Launched in January 2020, **Paideia@50** grew out

of the school’s 2015 strategic plan. The campaign will strengthen STEAM programs, allow us to construct a new, self-contained junior high building, complete much needed renovations to existing buildings, and maintain a healthy endowment. In our 50th year, we are building on the foundation of more than two generations of families who made Paideia what it is today. For more information, see the campaign insert inside.

New DEI Director

Oman Frame has been named director of Diversity, Equity and Inclusion. See the complete report on page 3

Bunny Blitz: Watership Downed

Throughout the year, we will feature school stories from the past 50 years. In a 1980s newsletter, Paul Bianchi recounted the first attempt to select a school mascot. As we all know today, it was the mighty Python that ultimately slithered in triumph.

Some readers of this Newsletter might get the impression that every event and effort at Paideia ends in success. Teams win championships, teachers sparkle and inspire, and students and alumni outreach the competition toward new heights of achievement. As one skeptical non-Paideia friend once asked me, “Doesn’t anything ever go wrong there, doesn’t anyone screw up?” Well, this is a true story of just such a failure. The saga of an idea that flopped.

Mine was a simple proposal: Paideia break with past non-tradition and adopt a mascot. Every school has a mascot, a symbol which unites the community and appears on uniforms, posters, and t-shirts. Paideians have never seriously entertained the idea of a mascot; most students are uncomfortable with many of the trappings of traditional school custom (and disgruntled with the lack of alternatives). Until recently we did not even have official school colors. Our teams dressed in whatever colors were on sale that year. Despite this long-standing opposition, I thought that the times had changed enough to give it another try. It was an idea whose time had come, maybe.

The Announcement

I introduced the proposal in early November at a Monday Morning Meeting. Monday Morning Meeting is a weekly happening in the high school. At 10:20, 145 students, 15 teachers, and a stray dog or two jam the Commons Room for twenty-five minutes of announcements and restlessness. The Meeting is a lot like the roll call scene at the opening of *Hill Street Blues*, except that it’s safer and more crowded in the Commons Room. At least two-thirds of the kids are eating their lunches — what do they eat at lunch time? — and the number of meetings announced make one wonder if any classes ever meet at Paideia. When I have something important to say, I wait until the end.

“I think it’s about time we had a mas-

cot...” I begin. The troops begin to stir. “...and I’m sure all of you agree with me.” I speak over a disagreeable rumble. “A mascot would be useful. All schools have one. Now, I want you to be open about this. Just consider it. No one’s going to force anything on you, but wouldn’t it be great if the Paideia School mascot were...a rabbit!” A loud chorus of groans with a few shouts of alternatives. “Think about it: rabbits are delightful creatures. They are fast, they’re cute, they’re smart, they’re prolific. Aren’t they everything we want to be?” (Never ask a crowd a question.) “And, best of all, we could have a secret greeting to salute other Paideians we see out there in the real world. Churchill used to hold up these two fingers to mean victory; for us it would be our secret handshake.”

They laughed at me. “Oh there he goes again, that cwazy headmaster!” They thought I was kidding.

The Campaign

Kidding or not, there are many students in our high school with a real flair for a promotional campaign. They will be very successful in marketing someday. Within hours of my announcement, several eager bunnies were out in the fields trying to thump away at public opinion. **Quinn Brock** developed a comprehensive list of famous rabbits: Peter, Harvey, Flopsy, Mopsy, Welsh, VW, the Rabbit test, etc. **Bobby Key** distributed carrots to a hungry public and arranged at one point for a half dozen teachers to chomp simultaneously. **Geneva Carr**, the Betsy Ross of the movement, sewed rabbit patches over everyone’s alligators. In all, the campaign gained momentum.

So did the opposition. It wasn’t until the six stuffed rabbits (borrowed from two junior high girls) appeared mysteriously in the school’s trophy case that the sleeping majority realized that the bunny blitz posed a serious threat to the status quo. In

retrospect, the stuffed bunnies in the trophy case might have been a tactical error. Some things are sacred, and the trophy case, which is new to the school, houses such institutional treasures as The Mandy Burr Award and The Ball That Beat Pace Academy. Those moth-eaten bunnies amidst such relics offended the sensitivities of the previously uncommitted middle. The bunnies disappeared quickly, but the damage was already done. Soon an anti-rabbit league, the A.R.L., was formed, and anti-rabbit buttons and posters were everywhere. A splendid cartoon by **Thomas Hafley** had the Queen questioning my sanity. **Heyward Wescott**, who made a small fortune earlier in the year by selling an abridged list of geometry postulates to freshmen, began to market anti-rabbit paraphernalia. Bull’s-eyes were drawn anonymously on every rabbit poster and photograph on the bulletin boards.

The Visit

In the planning stages of the campaign, we envisioned that the climax to the campaign, the event that would win the hearts and minds of all but the most virulent bunnyphobes, would be a guest appearance by Piper Amis. Piper Amis, for those of you who missed the Auction, is that remarkable Champagne D’argent specimen who quite simply changes people’s minds about rabbits. Piper is both handsome and intelligent, cuddly and outgoing; few rabbits possess such charisma. But by the time Piper appeared at Monday Morning Meeting on Day Ten of the campaign the jury had decided. Oh yes, the students were nice to him, but I could tell they had already decided. They were distant and they had closed themselves to the possibility of a meaningful relationship.

The Ending

So we failed. This cwazy rabbit thing was not, as it turned out, an idea whose time had come. And thus the school is still without a mascot. But hope is not lost. Many of us learned valuable lessons from our mistakes, lessons which will result in a different ending next time. Someday, when that marvelous moose parades down Ponce de Leon and into our hearts, we will look back with gratitude on this campaign. We might have lost the battle but we will win the war (ren).

Oman Frame Named Director of Diversity, Equity and Inclusion

Oman Frame has been named to the new position of director of Diversity, Equity and Inclusion effective immediately, **Paul Bianchi**, head of school said.

In his announcement Paul noted that Oman has had a leadership role in DEI for all his years at Paideia, most recently as DEI coordinator. He added that the elevated position of director “will enable all of us to move forward in this essential work. Oman will supervise and be supported by several members of the faculty and staff in order to promote and extend DEI work. The school is lucky to have a person as knowledgeable and committed as Oman.”

Oman said, “This position reflects the community’s commitment, which has been unwavering, and builds on a solid foundation. I am honored to walk in the footsteps of those that came before me. Diversity, equity and inclusion are the responsibility of all members of this community; we must all continue to work together to grow. We all aspire for a space where we belong. It won’t happen instantly or with good intentions, it is going to take measurable steps forward in time.”

Oman began teaching homebase in junior high at Paideia in 2006. In 2017, he transitioned to a full-time coordinator of diversity, equity and inclusion. During his time at Paideia, Oman co-developed the Race, Class and Gender curriculum used throughout the junior high, helped coordinate student affinity groups at all levels, facilitated numerous professional development opportunities (both internal and external), and brought nationally recognized speakers on DEI issues to campus such as Rosetta Lee and Andre Robert Lee.

Oman is a nationally recognized leader in DEI among independent schools. He has facilitated DEI workshops at the National Association of Independent Schools Conferences, the Southern Association of Independent Schools, and the National Middle School Conference. In 2016, he was a co-chair of the NAIS National People of Color Conference (POCC), in 2017, he was invited to present at the HATCH Signature Summit and has presented at both the bell hooks Institute and Gwinnett College. In October, Oman will be featured as an equity and inclusion breakout facilitator at the REP4 Alliance, a national network for colleges and universities.

He is the co-author of the book: *Let’s Get Real: Exploring Race, Class and Gender in the Classroom* with DEI consultant and former junior high teacher **Martha Caldwell**, and most recently published a chapter in *10 Perspectives on Equity in Education*. He currently also teaches a sociology class in the high school.

As director of DEI, Oman will continue his work with students and faculty school-wide and expand his leadership role throughout campus.



Project Phoenix Plans a Year of Connection and Growth for Sophomores

On August 17, 2021, Paideia class of 2024 was welcomed back to orientation and the Project Phoenix kickoff event to a campus that some members have never visited before. Seeing an opportunity and need to help this class with a successful reentry to campus, during spring of 2021, **Natalie Rogovin** and **Lindsay Reid** started to envision a new, unifying year-long experience for the sophomores that missed out on so many of the Paideia traditions due to the COVID-19 pandemic.

“We both taught ninth grade courses last year and knew this group missed out on so many touchstones that give a class identity and sense of ownership as they become upperclassmen and leaders on campus. We started to think about how we could give this class a sense of buy-in and belonging in an intentional way,” said Rogovin, director of Paideia and the Community Together (PACT). Project Phoenix was born. But Rogovin and Reid, a ninth grade and AP biology teacher, knew they needed a team with lots of expertise and experiences to make this project meaningful for students.

Over the summer, teachers **Korri Ellis, Tally Johnson, Eddie Johnson, Drew Kise, Gregory Mancini, Rachel Peterson, and Jim Veal**, and **Lacey Andersen** and **Amy Valk** from ile@p, worked on developing something for each month of school for the sophomore class to experience and bond over. The focus was on planning things to share with the class to support and help them transition from virtual or hybrid learning to become full members of the Paideia community- academically and socially. Planned topics are as diverse as student skills and self-care to leadership styles and providing essential support and context for important campus events like Race Day.

The kickoff event was all about setting the tone for the year. Students enjoyed Team Trivia, team building games, communication challenges, and space to reflect on the challenges of last year. Project Phoenix will be hosting 10th grade events the first Wednesday of every month during activity period and is already looking for how to transition this program to serve the sophomore class long after the disruption of the pandemic is over. “Sometimes sophomores are referred to as the lost class. How do we keep them engaged and supported so they are ready to become dynamic upperclassmen and leaders on campus? We’re hoping Project Phoenix helps answer that,” said Reid.

Renovated Elementary Playground is Fun and Functional



Parents picking up their children from elementary aftercare may be startled to hear tinkling music notes as they walk through the 1509 parking lot. The sounds are being made by a child who stops to play a few notes on the outdoor xylophone before scampering off to climb the bridge structure by the fire truck.

Over the summer the elementary underwent a long awaited transformation. Early in the summer large earth moving equipment arrived and began first dismantling some of the old structures and later moving large chunks of the earth. The progress was at times hindered by heavy rainfall, but proceeded steadily. As the start of school neared the new structures began to appear.

The new playground has been a big hit with students. **Naomi Haller**, a student in **Alessandra** and **Britt**'s class, declared on

the first day of school, "I enjoyed jumping around on the new playground structures. The old structures were so boring and felt like I was only climbing stairs. The new ones are so much fun, especially the climbing wall!"

Naomi's assessment is echoed by many elementary students and just what the committee that planned the playground renovation was aiming for. In 2016, **Laura Hardy**, the facilities director, and **Erika Gonzalez**, the facilities project manager, met with a committee of elementary teachers to identify the needs and the types of elements that the students needed for development. The committee discussed the esthetics of the renovation as well, and decided "they wanted a natural wood and a natural look," a look which Erika noted fits in with the neighborhood. "The posts

are from trees. That's why they all don't look straight." An added plus is that wood sustains in moisture well.

Teachers on the committee said the structures should encourage skill-developed play. For example, Erika said that structures that lent themselves to vestibular motion that relates generally to the sense of balance and is important for right and left brain coordination, were one type of play structure that the teachers requested. Such structures, they noted, can aid with learning differences and help students to be able to focus.

The teachers also said the playground needed structures that would provide different types of spinning like sitting and hanging. As a result "There is a lot more overhead hanging equipment for the kids to

more ▶

use their upper body strength,” Erika said. The committee worked with Paideia physical education teachers to include multi-functional spaces that promoted different lines of play where students can go from hanging to climbing to spinning. Moving from one type of activity to another necessitates a switch in thinking while at play and enhances cognitive development.

The committee also advocated including community spaces on the playground where students could gather together. Spaces for competition, negotiation and collaboration were vital as well. When playing on the bridges for example, students have to negotiate how to navigate and pass each other. The birds nest swings are great for older and younger students and because there are multiple swings you often have two social groups next to each other. In addition, with the swings the students benefit from social interaction of pushing each other.

The parkour aspects of the playground, the rope bridges, bannister bars and climbing wall, focus on different skill sets used to get from one piece of equipment to another.

The playground surface is multiple feet of compressed mulch designed to be “great fall zones.”

“A lot of the cost went into things that people can’t see, a new drainage system, a built-up retaining wall and tree preservation,” Erika said. Tree plantings are planned to provide more shade on the playground.

A fairy maker space is being completed and donations of natural material to build low-key blocks are welcome. The playground has large blocks built by alumni parent and former elementary teacher **Peter Richards**.

Sitting on the wooden bench near the block area, Erika looks across the renovated playground, waving her arm in a sweeping motion, and says, “This is all because of the capital campaign. This is done by people who love our school and donated money to make our school better for kids.”

- **Sarah Bianchi '91** was confirmed as deputy U.S. Trade representative in the Biden administration by the U.S. Senate. One of the majority of senators voting to confirm her was Georgia’s **Sen. Jon Ossoff**, class of 2005.
- **Keller Johnson Champetier '04** says, “In September of 2020, my husband and I welcomed our first child, a baby girl. We currently live in Greenville, S.C. and both work for Michelin. We look forward to traveling again, specifically to France to see family so they can meet baby **Josephine**, once COVID is over.”
- **Sarah Benedict (Garnitz) '05** says, “It’s been a busy year for our family! Among all of the craziness in the world this year, we also moved to Decatur and welcomed **Kai Noah Benedict**, who is working hard to keep up with his busy two-year-old sister, **Lylah**. After spending several years in Philadelphia, we relocated to Atlanta to be closer to family and friends (some of whom are fellow Paideia alums). For the past few years, I have been enjoying teaching high school English and journalism at The Galloway School and continue to be so grateful for the amazing teachers I had at Paideia who truly helped to establish the foundation for the teacher I strive to be today.”
- **Sami El-Kebbi '11** received his B.B.A. from Emory University in 2015. He received his J.D. magna cum laude and with the Order of the Coif honor from Fordham University School of Law in 2020 and was sworn in as an attorney of the New York bar in May 2021. He now lives in New York City where he works at the international law firm of Latham & Watkins LLP.

A Message from Director of Development, Claire Hegarty

Welcome back to school, Paideians! It is a joy to see students of all ages returning to full-time in person learning as we celebrate 50 years here at 1509 Ponce de Leon. We are also enthused to welcome back our volunteers, both those who have returned year after year and those joining us for the first time.

Parent volunteers are one of the things that gives our school its special sauce. There are many ways to get involved at Paideia: you can volunteer at the PiBites program, serve as a class parent, or work on our most beloved school traditions such as the fiftieth celebration. The volunteers who lead our Annual Fund and capital campaigns accomplish the behind the scenes feats that make these events possible. The lights that go up at the beginning of the musical, the fields where we cheer on student athletes, and everything in between are made possible by the efforts of our hardworking Annual Fund and campaign volunteers, past and present.

This fall, we are kicking off the 2021-22 Annual Fund and continuing the **Paideia@50** Capital Campaign. The Annual Fund provides vital support for financial aid, our DEI program, technology, and special projects. The **Paideia@50** Capital Campaign will strengthen STEAM programs, allow us to construct a new, self-contained junior high building, renovate existing buildings, and grow our endowment. We have raised \$18.2 million of our \$25 million goal for **Paideia@50**, which launched publicly in January of 2020. We look forward to working as a community to usher in Paideia’s next chapter, one that builds on generations of generous families.

To learn more and get involved, contact me at hegarty.claire@paideiaschool.org or (404) 270-2337.



A Look at the Professional Immersions Program

By Amy Valk, Innovative Technology Specialist

Over the last three years, director of Paideia Entrepreneurship Network (PEN), **Lisanne Farach Hardin**, alumni relations director, **Sadie Burbank '08**, and Paideia parent, **Josh Lieberman** of KMS Technology, have collaborated to develop the Professional Immersions program. Our Innovative Learning Explorations at Paideia (ile@p) team had the recent opportunity to check in with Sadie, Lisanne, and Josh to learn about its inception and see what they have planned for the 2021-22 school year.

ile@p: Can you give us the quick elevator pitch for the Professional Immersions Program?

Josh: Professional Immersions is a program that connects high school students with industry experts to learn about the work world. We provide students the fundamentals of getting ready for a professional career and give each student the opportunity to explore or work in the industry that they are interested in. Immersions start and conclude with the basics of being a professional, with lessons about writing, interviewing, and networking.

While immersion courses are available to high schoolers during short term A and B, the program is becoming a year-round connection for students by providing infrastructure for ongoing engagement, support, and conversation. For example, we are providing resume and profile feedback, mock interviews, follow up discussions with mentors, industry articles to keep students current, and student access to MasterClass, a resource that can serve as a runway to, and as a follow up on, immersions.

ile@p: What is your role in Professional Immersions?

Josh: My role in Professional Immersions is to partner with Lisanne to help design and orchestrate the class. I help recruit other companies and my company also hosts a student(s). Finally, I co-teach the

class on the basics of being a professional.

Lisanne: My focus is on student and program development. I collaborate with Josh to get to know our students, their fields of interest, recruit volunteers, and build out curated explorations. I connect across all parts of our community: with students and colleagues, and with alumni and parents who are industry experts willing to share their stories and open up their networks to our curious adolescents.

Sadie: Having just gotten involved with this program last year, my role as Director of Alumni Relations exists to connect Paideia alumni professionals with engagement opportunities at the school. We have had many successful immersion experiences through our talented pool of alumni so far, and I look forward to many more!

ile@p: The Professional Immersions program is just one of six initiatives under the Paideia Entrepreneurship Network (PEN) umbrella. Can you tell us a little more about PEN?

Lisanne: Though it has grown into more of an academic program, PEN's roots are in our development office. Alumni parent, **Gardiner Garrard** of TTV Capital, launched PEN based on a model he is connected with at the University of North Carolina.

The purpose of PEN is to foster long-term affiliation with and support for Paideia through meaningful engagement on six initiatives:

- professional/social networking
- a fall/spring speaker series
- short term courses
- professional immersions
- entrepreneurship club
- student ventures fund

ile@p: Tell us a little about the conception of the immersions program.

Lisanne: At the 2018 annual conference for the National Association of In-

dependent Schools (NAIS), I attended an inspiring workshop, **Incubating and Co-Working: Building Innovative School Programs and Partnerships Beyond Your Campus**. Soon after, Gardiner and I connected about this topic and PEN, and that conversation became the catalyst for my involvement with PEN and the start of immersions.

The school approved a pilot program with the goal of engaging four to six students. When I asked for collaboration from our PEN leadership team, Josh Lieberman graciously volunteered. 23 students joined our first cohort, which launched during the initial COVID lockdown. Immersions turned out to be a great place to leverage video technology, as students could have conversations with experts located anywhere.

ile@p: The program is in its third year. How has it evolved?

Josh: What is exciting is how much the program has grown. My impression is the students who have taken the class have really enjoyed it and gotten value out of it, and the word has spread. We have also tightened up what we are teaching during the basics of professionalism to give the students real value as they move onto college.

Last year we launched a program website to crowdsource recruitment of industry experts, which helped us to connect our students with over 100 professionals. This year we are excited about a strategic partnership to grow the program with [ile@p] and with Dave Fergemann, STEAM coordinator.

ile@p: Three classes will be offered in Professional Immersions during short terms: Exploration, Deep Dives, and Apprenticeships. What distinguishes each?

Josh: Collaborating with ile@p and STEAM led to a delineation among a range of immersion experiences available

to students, which span from introduction to a close mentorship and project. These include:

Exploration - Open to students in grades 9-12, this class offers a broad view across many industries. Together as a class, students will take field trips for onsite experiences and will also hear from guest speakers who visit campus.

Deep Dives - Open to students in grades 10-12, one to four students have on-site meet ups with experts within one specific industry or field of interest.

Apprenticeships - Open to students in grades 11 & 12, this individual or paired experience is project-based and is guided by an industry expert. The student/s will connect with a professional who will on-board the student/s into the organization to set up a primarily self-directed project.

We also offer a boot camp during senior term: **Professionalism 101**, in which graduating seniors have the chance to practice these skills in depth before college or gap year experiences.

ile@p: Can you give us examples of feedback from students who have previously participated?

Lisanne: Yes, here is some direct feedback.

Words to describe your experience?

“Future-changing. Intimate. Worthwhile. Inspiring. Successful. Engaging. Eye-opening. Fun. Friendly. Motivational. Nerve wracking at first. Educational. Enlightening. Unique. Confidence building. Realistic. Fascinating. Impactful. Enjoyable. Valuable. Would have loved to continue longer.”

Best Part?

“The best outcome is probably the internship that I got offered. Other than that, I really value the experience of getting to interact one-on-one with industry professionals and all of the exposure that I got.”

- Marketing Immersion

“I really liked the creative reviews that we sat in on. That and the day team members walked us through their own projects

were the best reflection of what they do on a day to day basis.”

- Architecture Immersion

“I was amazed at how much the professionals wanted to help me. Every single one of them told me they would love to reconnect in the future and meet in person and told me to email them if I ever had any questions about the career.”

- Law & Politics Immersion

“This also helped me become better at speaking with adults and holding meaningful conversations.”

- Business Consulting Immersion

ile@p: Can you give us an example of a successful student/professional partnership?

Lisanne: Absolutely. Below is one example of a partnership between a student and one of our industry experts, Matthew Knowles of Emersion Learning. The two perspectives highlight the kind of impact immersions can have across our community. This immersion became a runway to a summer apprenticeship, an outcome that inspired a donor to award PEN a three-year grant in support of this work.

Technology & Language Immersions

Student: “I am so glad I’ve gotten this opportunity to see and understand professionalism more, and I hope it will help me integrate into the career world in a few years.

... I meet with Matthew once a week to talk about what I’ve learned so far. ... lately, in addition to meetings on Javascript, we’ve met about SQL. I did an online SQL course during short term, so these meetings are very helpful in that they show me how these things are applicable to real life.”

Matthew: “This is a program that my company could easily support [again] next year because giving back and mentorship are part of the company’s mission. The CEO and COO actively encourage participation in programs like this . . . Our time doing SQL work has become so valuable to the product manager that it will likely remain a permanent meeting on our schedule and has even attracted an extra interested

person (the psychometrician) . . . My co-workers and I are more than happy to help . . . We’ve all had interesting and meandering paths receiving a lot of help along the way and would love to pass it on.”

ile@p: Why is it important to involve alumni in this kind of program? How does a program like this benefit them?

Sadie: I will take a note from the mission of our Alumni Advisory Council here in saying that we aim, ‘to engage our alumni community by providing opportunities for alumni to remain connected to the school and to one another.’ This program truly unites the community by strengthening volunteer opportunities, enabling interactions with students and professional networking for alumni. All while cultivating a passion for lifelong involvement with Paideia.

ile@p: Employment in STEAM occupations has grown exponentially since the '90s. However, Blacks and Hispanics are underrepresented in all STEAM fields, and women are underrepresented in physical science, computing, and engineering science. Have any considerations about these stats been given when designing immersion opportunities?

Lisanne: Yes, this is especially important to me as a woman of color. As with the young woman’s experience in the technology and language apprenticeship above, immersions highlight that, although school tends to be divided into subjects and departments, those lines are blurred in the work world. That means that many of our immersion paths are cross-field experiences that relate to STEAM, and in terms of student participation, below is the overall program data:

Year One

39 percent students of color

57 percent young women

Year Two

70 percent students of color

65 percent young women

THE PAIDEIA SCHOOL

1509 Ponce de Leon Avenue
Atlanta, Georgia 30307

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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