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GEORGETOWN

D A Y S



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MATTERS

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ACTION

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CHAMPIONS



JASON PUTSCHÉ

OUR MISSION DRIVES ALL THAT WE DO.

Georgetown Day School honors the integrity and worth of each individual within a diverse school community. GDS is dedicated to providing a supportive educational atmosphere in which teachers challenge the intellectual, creative, and physical abilities of our students, and foster strength of character and concern for others. From the earliest grades, we encourage our students to wonder, to inquire, and to be self-reliant, laying the foundation for a lifelong love of learning.

We welcome submissions from all Georgetown Day School community members.

Please contact dina@gds.org to learn more. Alumni are encouraged to send their news with photos to alumni@gds.org for inclusion in the Georgetown Days magazine.

FALL 2022 GEORGETOWN DAYS

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FROM WHERE I STAND

This Fall 2022 edition of *Georgetown Days* represents a transition in our print calendar for the School's community magazine. Our magazine will now be circulated in the Fall and Spring of each school year. This issue covers content from November 2021 through June 2022.

The spring of 2022 at GDS was marked by a burst of activity, which felt particularly joyous and vibrant following two years of pandemic schooling. Spring in School is always busy. The seeds of student possibility, which are carefully planted in the fall and assiduously cultivated through the winter, bloom proudly in the spring in the form of concerts, essays, presentations, and an abundance of celebration-worthy student work.

Even during this typically bustling season, the 72-hour period that commenced the evening of April 21, 2022 was noteworthy. Our community was partially emerging from a pandemic of more than two years. We reached deep into our School's past to celebrate the people and relationships that have made us who we are, even as we celebrated our contemporary strength and vitality and shared excitement for the future.

As you'll see in other parts of this magazine, that weekend was a rich few days for our community:

THURSDAY EVENING, APRIL 21

I joined alumni parents on the LMS patio to enjoy drinks, hors d'oeuvres and each others' company. Parents of alumni reminisced about their child's GDS era and shared stories of their now adult children thriving in the world, as physicians, playwrights, social workers, scientists, policy makers, and more. While many marveled at our newly unified campus, which they were seeing for the first time, they were reassured that, "It still feels like GDS." As if to emphasize the point, the words of student poets drifted across Davenport Street from their Slam Poetry Night on the High School balcony.



JASON PUTSCHÉ

Russell Shaw, Head of School



Slam Poetry Night

FRIDAY MORNING, APRIL 22

Lower School students gathered in the LMS Performing Arts Space to celebrate Passover, their first-in person assembly in more than two years. The performance took place in the round, with old favorites such as “Pass Over All Our Houses” and “Dayenu” enhanced with modern dance and vivid imagery projected on screens overhead.



SATURDAY, APRIL 23

Our fields were thrumming with Spring Sports Saturday activity, as our lacrosse and softball teams competed on campus, our baseball teams played just down the road, and we christened a new crew boat. Even as we were cheering on our teams, community members also gathered on the LMS Driveway for Eco-Market Day, a student-planned event with the goal of raising environmental consciousness. The event, co-planned by the Student Action Committee and Environmental Task Force, featured booths for voter registration and a clothing swap, along with opportunities to learn about topics such as affordable housing and recycling. The lively carnival atmosphere coincided with our first in-person Alumni Reunion in three years. Alumni enjoyed tours of the new building, and returned to the classroom for a new offering, Classes Without Quizzes, featuring lessons from Kevin Barr, Sue Ikenberry and Bobby Asher. There were also affinity gatherings for Black and LGBTQ+ alumni and an evening reunion party.



SUNDAY MORNING, APRIL 24

Nearly 200 community members gathered in the LMS gym to celebrate the life of Gladys Stern, our third head of school. Gladys began at GDS as a parent in the 1950's, was the founding director of the GDS High School, and served as head of school for 21 years, from 1975-1996. The celebration featured performances from students, faculty, and alumni as well as four speakers reflecting on Gladys's remarkable life and her many contributions to GDS.



As we prepared to welcome students back to campus for the 2022-23 school year, that whirlwind spring weekend was still with me. It reminded me that at GDS, we're blessed to be part of a story that is bigger than all of us. Our programs and facilities evolve to meet the needs of the present moment and our teaching practices and student supports improve based on contemporary research. Even as we evolve to meet our present moment, we are anchored in a story, a mission, and a web of relationships that make us uniquely GDS.

That weekend in April, as I was surrounded by every type of community member, watching our students display new forms of advocacy, celebrating Gladys and our Passover tradition, and building new connections, I was buoyed by the knowledge that we are honoring our past while leaning into the possibility of the future, a balancing act that is at the heart of GDS.

Russell

STITCHED:

STORYTELLING AND QUILTING

In an era of texting, textiles still have a place at GDS. In classes throughout the School, students used the art of quilting to tell their stories, process what they're learning, or celebrate their communities and identities. "Quilt-making is much more than just fabric turned into a blanket," said Lower Middle School art teacher Ashley Ortiz.

1

Students in Nadia Mahdi's 12th grade English class interpreted scenes from one of three plays—Hamlet, Agamemnon, and Trifles—through paintings, collages, and other creative projects. Leah Belber created a quilt, Ophelia, which she said represents the Hamlet character's "descent into madness as well as her drowning in the creek." Leah chose fabrics that looked like watery reeds and crafted an optical illusion to help the viewer experience Ophelia's fall.

2

High School students reflected on the historical tradition of quilt-making, its evolution, and its reimagining as a contemporary art form during the African American Quilting Journey workshop. The event took place during Social Justice Teach-In Days, a GDS tradition that features a variety of seminars (in lieu of classes) to honor the work of social justice activists. Fatmata Koroma, artist and associate director of college counseling, led the quilt-making discussion and encouraged students to create their own squares.

3

Students in Liz Spratley's 4th grade class pieced together drawings of their personal experiences into a quilt. The bottom left-hand border quotes from Julius Lester's *Let's Talk About Race*: "I am a story. So are you. So is everybody."

4

5

Before they started snipping and sewing, 5th graders in Ashley Ortiz and Jenn Heffernan's visual arts classes discussed the work of Bisa Butler, who is bridging tradition and contemporary storytelling with her vibrant quilted portraits of Black Americans. The students also learned of a rural community in Alabama called Gee's Bend, where a decades-old women's

1



2



6

quilting collective gained national recognition for using designs and techniques passed down through generations of Black women. Nora Son '29 (lower right) and her classmates then put scissors to fabric and made quilt squares that depict what they treasure most in the world.

6

Students across multiple grade levels created artwork in response to new anti-LGBTQ+ bills passed in state legislatures. "Art should always be a space where kids can respond to what is happening in the world," said LMS art teacher Jenn Heffernan, who patched together the tiled collection and another on the war in Ukraine.

5

3

4



BUILDING UNDERSTANDING

We wouldn't dare begin an article for Georgetown Days by quoting an educational theorist like Jean Piaget, who said: "The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover." A snoozer of a sentence like that and you, reader, might drift off to the photo captions—though let's be honest, you've probably already read those.

Far better to begin with a pair of 6th graders setting sail down a Middle School hallway on a Viking ship they crafted from cardboard. Or a junior proudly holding in the palm of his hand a tiny replica of the Circus Maximus in Rome.

(Though if we did, hypothetically, dare to begin with Piaget—or John Dewey or Maria Montessori—it would be to offer living proof of the active-learning principles they championed: Whether constructing with LEGOS®, cardboard, or clay, it all just clicks better when students are building it.)



Sixth-grade Viking shipbuilders Parker Dunbar and Samuel Leveton raised the mast on their warship and invited classmates to climb aboard.

PRETTY COOL: LEARNING COMES ALIVE

"At first you just learn stuff, which is interesting, but then you get to use that information to create something," 4th grader Jake Teitelbaum said about the learn-then-build sequence in 4th grade ancient civilizations study. "The feeling of being able to make that really cool thing from the parts that I have learned about is really fun."

As students studied ancient India, China, Greece, and the kingdoms of West Africa, they made models, three-dimensional maps, and dioramas. Their "living map" of Africa, for example, began only with general geographic features but soon grew, like a living thing, to include trade routes, salt mines, and other key locations that helped the continent's medieval civilizations thrive.

SADDLEBAGS FULL OF GOLD: LEARNING WITH PEERS

History students in 6th grade designed exhibits on Mesopotamia, the Malian Empire, the Vikings, the Romans, the Aztecs, and the Mayans for a fictional museum of ancient civilizations called the Mythsonian.

Arav Bapna, Della Blum, Julia Nahon, and Nathan Mwenje teamed up to create a three-dimensional display of a village in ancient Mali that Mansa Musa, King of Kings, passed on his pilgrimage to Mecca in 1324. The display featured a temple, a gold mine, and a camel caravan with gold spilling out of the saddlebags.

"It's more engaging to build a whole village," Della said. "And having multiple people in a group helped us collaborate and get more ideas."

"Or we could give each other feedback," Arav said.

"We were able to offer help if someone needed something," Nathan added.

Fellow 4th grader Zuri Wilson deeply researched ancient canals in India so she could authentically represent the scene in her diorama.

"I brainstormed with some of my friends what we would put where," Zuri said. "We needed to know a lot about the color of the river and what kinds of plants and trees existed in that area at that time. You have to know what to put where because you don't want to make something that is not realistic. I think that is pretty cool."



Jake Teitelbaum '30 shows his ancient Greek trireme, a war galley with three banks of oars.



Ella McKenzie '30 presents her project on ancient Greek symbols.



(L-R) Rafa Westelius, Brendan Chu, and Gavin Solomon with the Mesopotamian Tower of Babel



(L-R) Sixth graders Christian Jackson, Cia Carr, Maceo Lindsey, and Layla Squire with their Mythsonian Museum exhibition on Ancient Rome



(L-R) Welcome to ancient Mali! Diorama by 6th graders Julia Nahon, Arav Bapna, Della Blum, and Nathan Mwenje

MARVELS OF ARCHITECTURE: CREATIVE FREEDOM

In Nicola McCutcheon's High School Introduction to Latin Literature class, students worked with digital engineering app Tinkercad to create 3-D replicas of Roman architectural marvels.

"We had the freedom to get into whatever we found interesting," said Simrin Reed '22, who made an ancient aqueduct model. "As I looked into how to build [my model], I learned about so many themes and topics," she explained.

Maker-in-Residence Matthew Bachiochi, who runs the school's Innovation Lab, said assignments like this open great possibilities for teaching and learning.

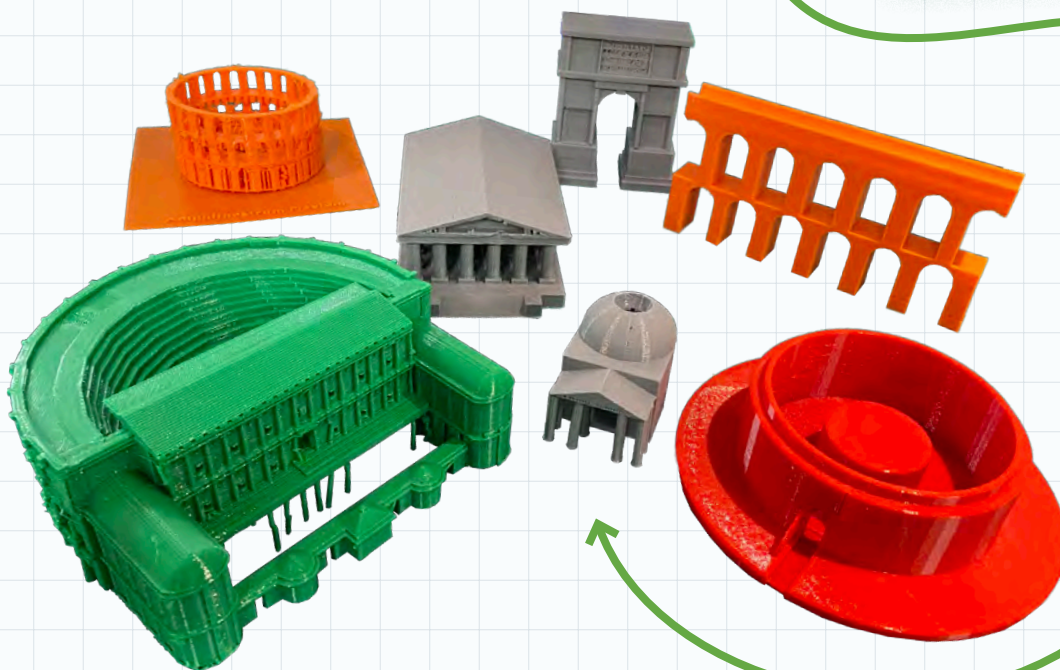
"It's fun for teachers to have ways of assessing students that aren't only on a piece of paper," said Bachiochi, who taught the students to design and print their 3-D structures. "Creating a board game or redesigning a monument they've been learning about can offer a fantastic way to think outside the pantheon of traditional assessments."



Noah Shelton '22 was intrigued by the polypaston, an ancient treadwheel crane.



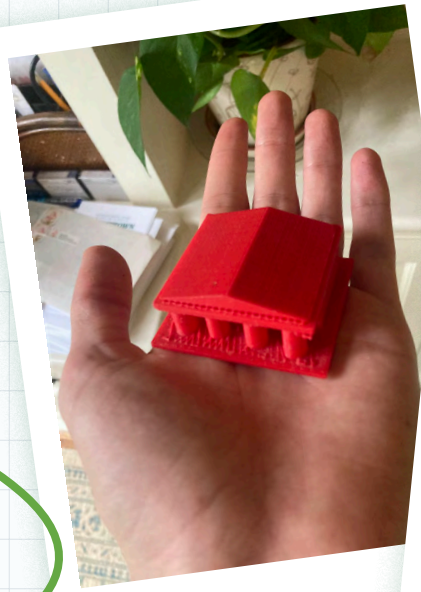
Mackenzie Williams '23 said she was interested in the way the Temple of Vesta, one of the earliest and most sacred structures in the Roman Forum, related to gender dynamics and power structures.



Roman architectural marvels printed by students in High School Latin Literature.

For Senior Leo Cooper, the assignment was a trip down memory lane. In 5th grade, Leo had used one of GDS's (then novel) 3-D printers to make a tiny red temple. This year, he revisited the concept with a more complex appreciation of scale, symmetry, and precision. "I found it interesting that seven years later, I had tasked myself with improving the simple red temple I had printed in 5th grade," Leo said.

Leo's 3-D replica of the Temple of Jupiter Optimus Maximus, which once stood on the Capitoline Hill in Rome, and the tiny red temple he created in 5th grade.



Inspired by the interdisciplinary modeling projects of their Latin Language peers, Yka de Castillo's Spanish students studied and built 3-D models of indigenous homes. Speaking in Spanish, they described the Casas Flotantes of Lake Titicaca, the Hanok of Korea, plank houses of the Pacific Northwest, and other homes across four continents.





THE VALUE OF A GDS EDUCATION

At GDS, students are taking measure of the world around them as they grow and develop their critical thinking skills. They're learning to gather information, analyze it from different perspectives, and collaborate as they tackle a challenge and lead ethically. Teaching children to approach complex problems with an open mind and a discerning eye is what GDS does best, no matter what the subject. The value of that kind of education is simply immeasurable.

APPROACH ANGLE

Oliver Malkin '26 measures Lucas Qi '26 before calculating the height of the GDS Lower/Middle School building. Middle School math teacher Angelique Errett walked among the various groups to supervise their progress.

JASON PUTSCHÉ



Sosi Audain '26 and Sanae Debgupta '26 untangle a tape measure as they prepare for a geometry project using similar triangles and shadows to indirectly calculate the heights of taller objects.

SPARKING LEARNING

In Polly Martin's High School chemistry class, Christian Charles '24 and Olivia Brown '24 observed the various colors that different metal ions emit when burned. Charles used a spectroscope to identify the wavelengths of light that emanate from the resulting metal cations (positively charged ions).



JASON PUTSCHÉ



Juanita Irving-Pettyjohn Jr. '24 used a cobalt glass slide to spot a second salt masked in a two-salt mixture, while Ella Lynn '24 took a turn holding the double salt in the flame.

A DROP IN THE POT

Alumna Ali Squire '97 led a workshop on the significance of resins in art during the Middle School STEAM Day. Serena Wise '27 (pictured) and her classmates measured non-toxic epoxy in a one-to-one ratio with a quick-cure hardener before mixing in color. Ali (parent of Layla '28, Elle '29, and Ruby '32) guided them in creating their own epoxy resin keychain souvenirs. The workshop—Exploring Resin: Science in Art—was one of many events that day designed to engage students in science, technology, engineering, arts, and math.



CORY ROYSTER

MEASURING THE MARIGOLDS

After Earth Week ended on April 22, GDS 4th graders counted how many “green actions” Lower School students had taken to preserve and protect our planet. The whopping tally: 2,949. The actions included using both sides of the paper before recycling, turning off lights when leaving a room, and riding a bike to school. Another team of 4th graders (pictured) measured pinches of seeds into 500 packets for distribution to the community.

Students and staff took home “Save the Bees” and “Bring Home the Butterflies” native wildflower mixtures.



WHAT IS MINIMESTER?

It's a three-day break from the usual High School schedule during which students can pick and choose from a catalog of 38 immersive experiences curated and led by faculty and staff. The theme of each offering is based on the interests and talents of the individuals who lead them.

FINGERLICKIN' BUTTERY FRENCH BAKING



We made cinnamon buns during Fingerlickin' Buttery French Baking!

GET ON THE BUS



Overnight stays at three historically black colleges in Maryland and Virginia included a stop in Baltimore for a CIAA basketball tournament.

EXPLORING THE SCIENCE OF FERMENTED FOODS



From kombucha to kimchi, food chemistry never tasted so good!

THE ART OF DJING



Browsing a record store as we learned the basics of mixing vinyl and digital

THE POWER OF PLANTS



We dug into the basics of landscape design and urban gardening because green space helps the mind, body and planet.

THE BIG BLUE



Getting wet and wise as we learn to scuba dive and soak up information on underwater exploration and marine life conservation.

UKRANIAN EGG DECORATING



Pysanky we made using wax and dye, in keeping with an ancient Ukrainian egg decorating tradition

MATHEMATICS OF GAMBLING



Who knew math could sharpen our strategy skills? Each day, we played backgammon, blackjack, or poker. Competition was fierce!

WOODWORKING



Woodworking awl the way! Making dovetail joints by hand is tough, but everyone got the hang of it. We each made a lidded box.

BAR-B-CURIOUS



Pilar grilled as our pitmasters smoked meat. Learned tricks of the trade from Wagshal's Pam the Butcher and business insights from Hill Country Barbecue.

GDS IN ACTION

TRYING TO DO GOOD

When the High School history department started brainstorming about coursework for its rigorous Upper Level classes, the teachers thought about ways that would encourage students to do something, not just know something.

Against that backdrop, Marjorie Hale* figured that “action research projects” were a no-brainer for students in her UL American Government and UL International Relations classes. After all, they were studying in the nation’s capital, just a stone’s throw from Congress and the rest of the federal government, not to mention a wide range of public interest groups.

So starting in Fall 2020, Marjorie started asking her students to identify issues they’re passionate about and do something—at least three things—to influence it.

“This assignment works because the kids really care,” Marjorie said. But Caring doesn’t always translate into succeeding, and that’s okay too.

Students may not get a single response to letters they’ve written. Articles they hoped to publish may get rejected, and workshops they’ve organized may not attract a single person.

“That teaches them something too,” Marjorie said. “Sometimes, when we push for change, we fail. That doesn’t mean that we shouldn’t try to do good in the world.”

* Marjorie was an HS history teacher for 11 years, and she’s currently in Colombia with her family for the school year.

Here are what students have to say about some of the actions they’ve taken:

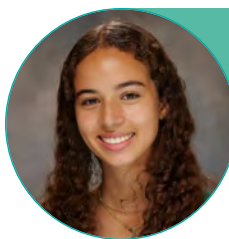


IMAN DORMAN '22

Highlighting Plight of Syrian Refugees

Iman grasped the human toll of the Syrian refugee crisis two years ago when she watched *Salam Neighbor*, a documentary that chronicled the plight of five displaced Syrians in Jordan’s Za’atari camp. For her action research project, Iman wanted to figure out how, or even if, she could do anything to help ease the ongoing Syrian refugee crisis. She decided to sign up to provide online tutoring of Syrian refugee children in the Washington region through Solutions in Hometown Connections.

“This project opened my eyes to how international issues can play out at home,” Iman said. “It helped me track huge issues somewhere else in the world back to myself and my community. ...It made me feel the scale of the problems.”



NOURA ANGULO '22

Helping Asylum Seekers

Noura examined a Trump-era policy that turned away thousands of immigrants at the Southern border without giving them the opportunity to seek asylum. She designed a poster that highlighted the issue and posted 50 copies of it throughout GDS and her neighborhood. The poster provided a QR Code that linked to a form letter that anyone could send to President Biden urging him to repeal the policy.

“I did research on what a form letter is, how to write it, and how to send it,” Noura said. “I took all the information I learned in my American Government class about how immigration laws are made and who enforces them and channeled it in a way that makes an impact on a topic I care about. ... I got to understand how to connect with our government.”



SHAI DWECK '22 AND SETH RIKER '22

Combating Homelessness

Shai and Seth teamed up to challenge the federal government's response to homelessness in the United States and its disproportionate impact on communities of color.

The duo prepared a video that tracked the history of homelessness dating back to the pre-Civil War era. High School history teacher Topher Dunne, who collaborated on the video, plans to use it as a resource for Waging Life in the DMV, a track he teaches as part of the GDS Policy Institute summer program.

"We wanted to make sure that the legacy of our project will live on past our time at GDS and influence the education others get at School," Seth said.

He added that he learned about how mental health and so many other social justice issues have contributed to the rise in homelessness.

Shai and Seth also released a one-episode podcast in which they discussed the relationship between homelessness and race as well as what steps listeners can take to help ease homelessness in their communities.

"This project showed me that it's easy to become knowledgeable on an issue. The harder part is figuring out how to take that knowledge and make an actual impact," Shai said. "I don't know if we completely cracked that egg, but hopefully what we put out inspired people in some way."



ZACHARY JAGER '23

Bolstering Funding for Medical Research

Zachary explored the role of federal investment in medical research, focusing specifically on racial disparities and a legislative proposal that would create an agency designed to hasten life-saving medical innovations.

"You would think that NIH and CDC could do any research they want," Zachary said. "But this project showed me there's so much more out there for them to do if they could just get more funding."

To do his part in bolstering research, Zachary arranged a fundraiser for Alex's Lemonade Stand Foundation, which is dedicated to finding cures for childhood cancers. As a pitcher for the GDS baseball team, Zachary had his friends and family donate money for every person he struck out or every game he played.

"I am hoping in the future that (federally-funded programs) will have more money and work alongside places like ALSF," he said.



MENTAL HEALTH TEACH-IN DAY

With the mental health crisis raging among teens, a group of students decided GDS needed more than just a lecture or assembly to address the issue. They wanted a full day devoted to mental health maintenance, with speakers and workshops galore.

And so the first GDS Mental Health Teach-In Day came to fruition on January 6, the culmination of much planning by the GDS High School Student Mental Health Collaborative.

“We wanted to have the day serve as a tool for education and connection,” said Sophie Zinn ’22, one of more than two dozen student leaders who helped organize the event. “We also wanted to bring attention to (the Collaborative), to let students know that we are here as a resource for them.”

Keynote speaker Ross Szabo, Wellness Director at UCLA’s Geffen Academy, set the tone by emphasizing that mental health is something that has to be tended to regularly, not just in a crisis situation. “Mental health has to be something you foster, grow, and wire in your brain from this time forward, much like your physical health,” Szabo told the students.

The day allowed for dialogue in small groups. Max Grosman ’22, another student organizer, said the topics covered went beyond anxiety, depression, and other mainstream mental

health issues to include less discussed issues, such as the intersectionality of mental health and certain identities.

“We made sure we incorporated sessions on masculinity, gender, and race,” Max said.

The day, which was divided into morning and afternoon sessions, also provided practical how-to instruction on everything from meditation to yoga. Students led some of the discussions, and the organizers set aside a room for anyone who needed to speak to a counselor during the day.

High School counselor Gaby Grebski, who helped organize the event, said many students told her the panels were very helpful, and she expects GDS will hold a similar teach-in day this school year.

“We now have a good template that will make the event easier to organize,” Gaby said. “Students got to explore mental health in a way that was positive, and that’s the goal. We need to keep talking about it.”

Other faculty and staff members supporting the Mental Health Collaborative for this event included Gabrielle Holder, Caitlin Hutcheon, Bobby Asher, Michelle McKeever, Ricardo Carmona, and Quinn Killy.

What does the Hopper Fund do?

EVERYTHING. EVERY DAY.



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MAKE A GIFT TODAY AT [GDS.ORG/GIVING](https://gds.org/giving)

CLASS OF

2022



JASON PUTSCHE



The GDS community gathered in June to celebrate the graduation of 130 seniors at George Washington University's Lisner Auditorium, resuming an in-person tradition there that was abruptly interrupted by the coronavirus pandemic.

In keeping with custom, each graduate handed Head of School Russell Shaw a trinket—in this case, a marble—when crossing the stage to shake his hand and accept their diplomas. “At least now I have some of my marbles back,” Russell later quipped.

The ceremony featured music, song, and a huge pat on the back from the graduation speakers, who commended students and faculty for their grace and agility in coping with the devastating effects of a deadly pandemic that upended their high school experience.

“A once-in-a-generation pandemic that has consumed half of your high school experience could not knock you off course,” said Justice Ketanji Brown Jackson, the parent speaker and GDS Trustee. “You have finished your coursework, and you are here today graduating nonetheless. We know that if you can do that, you can do anything.”



RUSSELL SHAW

HEAD OF SCHOOL

Graduates, you will fail. You will try something hard, and it won't work out. When you encounter those setbacks your job is to say: 'This is what is happening to me at this moment. This is not who I am.' ... One thing I hope you're each taking with you from GDS is resilience and the ability to take the long view."



SUPREME COURT JUSTICE KETANJI BROWN JACKSON

PARENT SPEAKER

I encourage you to listen to your inner voice. Think about what inspires you—the subjects, the topics, the things that make you say: 'This is great. I want to do more of this.' ...Let those inner voices and values guide you as you shape your own story."



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Nicholas Harding Penniman



MILES HUH STUDENT SPEAKER

“At GDS, having a place to discuss the big problems—everything from how to care for our mental health to the state of our democracy, climate change, and racial inequity—provided me a place to explore what I stand for and what provides me with purpose.”



MADDIE FELDMAN STUDENT SPEAKER

“We are showing up to break norms and redefine tradition to make real change. And if this is abnormal, then we must continue to redefine normal until the status quo is fair and just.”

WHERE THEY'RE HEADED

Barnard College
Bates College
Bennington College
Boston University
Bowdoin College
Bowie State University
Brandeis University
Brown University
Bryn Mawr College
Carnegie Mellon University

Clark Atlanta University
Colby College
Colgate University
Colorado College
Cornell University
Dartmouth College
Davidson College
Duke University
Fordham University
Georgetown University

Hamilton College
Harvard University
Harvey Mudd College
Haverford College
Indiana University, Bloomington
John Cabot University
Macalester College
Massachusetts Institute of Technology
McGill University

Middlebury College
Morehouse College
New York University
North Carolina A & T State University
Northeastern University
Oberlin College
Pomona College
Princeton University
Rice University



Thomas Redmond Perry
Jacob Nathaniel Petty
Matteo Gordon Pivato
Madeleine Yelen Popofsky
Simrin Elizabeth Reed
Isabella Flora René
Seth Kiva Riker
Elias Spector Rodriguez
Miles Kofi-Bryant Rollins-Waterman
Elizabeth Margaret Rosenman
Nathan Siff Rubin
N. Alexander Rubinson
Benjamin Steven Sager
Celina Julia Salb
Bearden Sanderson
Isabelle Mara Schiff
Signe Charlotte Christensen Schowitz
Henry Wolf Schwabacher
Alex Sevak
Aden H. Sheingold
Noah Otis Young Shelton
Jonah Shesol
Joyce Lillian Simmons
Elana Spector
Julie Sherman Steele
Ma'ayan Stutman-Shaw
Bruno John Sullivan
Stella Louise Tongour
Henry Milton Tucker
Alexander Benjamin Verbesey
Hanako Marie Walker
Yael Hannah Wellisch
Harrison Frederick Yellen West
Annabel Skelton Williams
Zorah Coryn Williams
Charles Oakley Winters
Isabella Reese Young
Sophie Leigh Zinn



KATIE GIBSON

HIGH SCHOOL PRINCIPAL

speaking during her fifth and final year at GDS

“It’s scary to leave a place that has provided so much comfort and felt like a second home to strike out for the unknown. But it’s time. We are leaving, and when we get where we’re going, ... we will look back, and it will all make sense, as if the path that had seemed so obscure had been clearly laid out for us all along.”



JULIA FISHER '09

FACULTY SPEAKER

“You’re the class you are because of each of the individual members of your class, each of you a different possibility. So while you go spend your life advocating for voting rights, while your classmate studies 17th century Italian art, and your other classmate designs video games, ...I hope you will recall that they, like you, have been crafted by these years that you’ve spent together and that they are bearing out another version of what it means to be a member of the GDS class of 2022.”

PHOTO CREDITS JASON PUTSCHÉ

Savannah College
of Art and Design
Scripps College
Skidmore College
Smith College
Spelman College
St. John's College
Stanford University
Syracuse University
The College of William and Mary

The Ohio State University
Trinity College
Tufts University
Tulane University
University of California, Davis
University of California,
Los Angeles
University of Cambridge
University of Chicago
University of Colorado Boulder

University of Maryland
Baltimore County
University of Michigan
University of Pennsylvania
University of St Andrews
University of Toronto
University of Virginia
University of Washington
University of Wisconsin, Madison
Villanova University

Virginia Tech
Wake Forest University
Washington University
in St. Louis
Wellesley College
Wesleyan University
Williams College
Yale University

8TH GRADE GRADUATION



FREED PHOTOGRAPHY

The Class of 2026 graduated in June with a ceremony that highlighted the strength of character they demonstrated as they transitioned from the worst of the COVID-19 pandemic and then completed their final year of Middle School.

Middle School Principal Debby Previna praised the students for giving generously of themselves, empathizing with their classmates, and developing into an outstanding first draft of who they will be as adults. "I look forward to hearing how this beautiful draft of yourself will continue to evolve," she said.

The support the class received from family, faculty, and peers came through in remarks from the class speakers, who

each offered anecdotes about the unity and community that propelled them through the past few years. The speakers relayed the many ways in which they leaned on each other, particularly during the pandemic-related lockdown, and how doing so built trust.

The class speakers included: Sosi Audain, Iman McNeil, Nakevia Brunson, Jonah Phillips, Fiona McDermott, Sarah Sakr, and Henry Fragale. The ceremony also featured a piano solo by 8th grader John Morsberger and a performance of "Tshotsholozza" by our award-winning 8th-grade Chorus.

4TH GRADE GRADUATION



FREED PHOTOGRAPHY



FREED PHOTOGRAPHY



FREED PHOTOGRAPHY

MS Principal Debby Previna



The Class of 2030 received words of wisdom, a slideshow of memories, and joyful applause as students celebrated their promotion from 4th grade into Middle School with family and faculty.

Head of School Russell Shaw told the students that they possess an inner light bright enough to fill a space to capacity, like a candle in a cave. "Your light matters," Russell said. "Thanks for sharing your light with us."

Lower School Principal Cami Okubo expressed gratitude for the students and everyone involved in their journey. She urged them to reflect on all the people who supported them along the way, and Assistant Principal Denise Jones highlighted some of the Lower School's signature programs, offering a snapshot of all they had learned at GDS.

The assembly marked the first in-person promotion ceremony for 4th graders after two years of virtual celebration. (Previously, 5th graders were part of the Lower School and the celebration marked their advancement to Middle School.)

A LOOK BACK AT 2021-22



New York Times reporters Jodi Kantor (left) and Lulu Garcia-Navarro with GDS Head of School Russell Shaw

**BENJAMIN COOPER
MEMORIAL LECTURE**

In a series of articles beginning in 2017, New York Times journalists Jodi Kantor and Megan Twohey broke the Harvey Weinstein scandal, a watershed moment for the #MeToo movement. Their reporting, which documented the transformative journeys of the women who spoke out, earned them a Pulitzer Prize. In November 2021, GDS proudly welcomed Jodi into conversation with Peabody Award-winning New York Times journalist (and GDS parent) Lulu Garcia-Navarro for the 24th annual Benjamin Cooper Memorial Lecture. The Lecture Fund, established in memory of Ben Cooper by his close friends and endowed by the Cooper-Areen family, enables GDS to bring a renowned guest lecturer to the school each year to stimulate the kind of dialogue in which Ben loved to participate.

**WELCOMING THE
YEAR OF THE TIGER**

Though there were no fireworks, GDS celebrated the Lunar New Year on February 1 with a veritable explosion of brightly colored tigers, festivities across campus, and plenty of loud, joyful voices repelling bad spirits. High School students studying Chinese performed three songs in the Forum and practiced calligraphy for new year's cards. They brushed red paint and golden glitter onto wooden tiger ornaments carved in our High School Innovation Lab along with students studying Chinese in the LMS. In visual arts classes, LMS students made tigers for display throughout the LMS building. Finally, the Asian American Pacific Islander parent affinity group generously hosted a live dumpling-making Zoom for families. Happy New Year to all who celebrated!

**HS STUDENT-STAFF
BREAKFAST**

Carrying on a long-running tradition of preparing food and then dining as a community, High School students and staff enjoyed breakfast together in the Internet Cafe after Spring Break. The chocolate-chip pancakes on the griddle, made-to-order parfaits, and good company made for a smooth transition back to school.

SPRING SEMESTER HIGHLIGHTS

Students came together around shared interests, academic endeavors, and matters of character. Four snapshots:



In January, the Lower School took on the Great Kindness Challenge, a grassroots movement to create habits of kindness and gratitude in our lives. Students stayed attentive to their actions and celebrated examples of caring, generosity, and helpfulness among peers.



Seventh graders made their annual trek to the Chesapeake Bay to learn about water ecology, the economy, and the people who depend on the Bay.

On Middle School STEAM Day, students explored topics in science, technology, engineering, arts, and mathematics through dozens of workshops, culminating in a high-energy design challenge competition.



CORY ROYSTER

ORWIN SHORTT

CORY ROYSTER



From the blistering to the beautiful and everything in between, performers at GDS's first-ever High School Poetry Slam Night spoke their truth with wisdom, wit, and courageous vulnerability.

GLADYS M. STERN MEMORIAL BRUNCH

For decades, the names Gladys M. Stern and GDS were practically synonymous. Gladys began her GDS journey as a parent before working at the School in various capacities from 1954 to 1996. She served as the School's Associate Director and founded the High School branch of GDS, becoming its first principal. Eventually, Gladys was named the third Head of School and devoted most of her waking hours to the position, which she held for the final 21 years of her tenure.

Gladys knew every student by name and paired high expectations with a warmth and desire to meet children where they were. Her passion to impart a lifelong love of learning continues to be a guiding ethos at GDS, as is her conviction that a good education involves shaping children into caring adults.



"Together we must take care to see that in addition to learning reading, writing, and arithmetic, or narration, philosophy and calculus, that our children become generous, humane, compassionate, just, and comfortable adults," Gladys once said about the partnership between schools and parents.

Gladys passed away on November 14, 2021. She was 104 years old.

The School honored the GDS legend with a special brunch in April 2022. Family, friends, alumni, former faculty, parents, and school leaders gathered to celebrate her life through song, dance, and testimonials from those who knew her best. GDS alumnus Jay Coleman '90 painted her portrait for the occasion.



Artist and GDS alumnus Jay Coleman '90 with Head of School Russell Shaw

WEIKERKEN ALTEMA



Gladys's son, GDS alumnus Michael Stern

WEIKERKEN ALTEMA



A reunion for former athletic director Kathy Hudson (left) and former CFO Kate Lindsey-Kerr with current director of facilities and maintenance Kenny Miluk



Alumni parent (and grandparent) speaker Judy Lichtman with daughter, Julia Kepniss '93, and husband Elliott Lichtman

LOWER SCHOOL FIELD DAY

Get your GREEN and WHITE on, Hoppers! As you can clearly see from the photos, Lower School students had zero fun and no spirit whatsoever. So it goes. Let's try again next year.



CORY ROYSTER



CORY ROYSTER



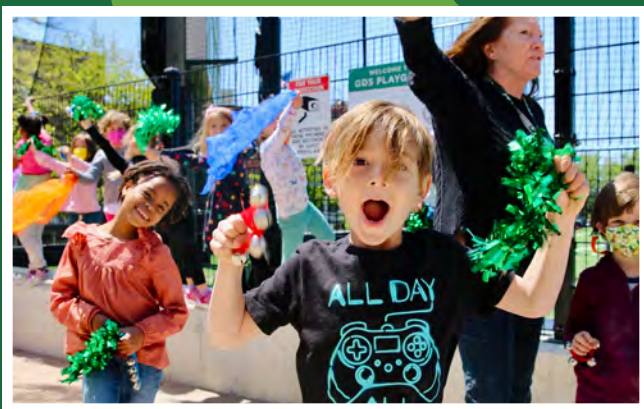
JASON PUTSCHÉ

CROSS-DIVISIONAL BUDDY PROGRAM

One of the greatest joys of campus unification is watching our older and younger buddies grow close over the course of the year. Students met weekly and gathered for end-of-session celebrations. The GDS cross-divisional buddy program has got a winning recipe with its mix of mentorship, careful planning, and heaps of fun.

SENIOR WALK

Every student and staff member turned out to cheer on the seniors as they crisscrossed campus on their last day of school in April. The Senior Walk coincided with Community Day, when seniors traditionally wear shirts from their chosen colleges.



Shortly after setting out from the High School, seniors reached the Pre-K and Kindergarten cheering section!



They looped around the second floor of the Lower/Middle School building, where 1st and 2nd graders held signs with phrases like, "Stay clazzy!"



High School students lined the hallways and corridors as seniors snaked through that building before exiting onto the HS field, where teachers and staff blasted them with bubbles.



Next, they walked the LMS driveway gauntlet to wild applause from the 3rd and 4th grades.



ECO-MARKET DAY

In recognition of Earth Day, GDS's Eco-Market Day was planned, staffed, and executed by students from the Student Action Committee (SAC). The day's offerings aligned with areas of interest to the SAC, including: voter registration and affordable housing booths (civic engagement); a clothing swap and an innovation station (sustainability); a sweet treats booth (food donations); booths for face painting, murals, making pencil holders, and tie-dyeing onesies for donation (art advocacy); and stations for making wildflower seed bombs as well as learning about composting and local food production (environmental action). GDS a capella group Five O'Clock Shadow performed three tunes.



Seniors were met on the LMS field by Middle School students waving pom-poms, not to mention some hugs from their former teachers.





REID ALEXANDER '22

STATE CHAMPIONS!

WOMEN'S VARSITY BASKETBALL GOES OUT WITH A BANG AND A BANNER

The GDS Women's Varsity Basketball team won the District of Columbia State Athletic Association (DCSAA) Division A championship in Winter 2022, fulfilling a pledge between head coach Pam Stanfield and co-captain Sofia Greenfield '22 to gain this title before Sofia graduated.

This year's road to the championship was marked by a narrow victory over Archbishop Carroll in the semifinals (59-55) and preceded by a dominant win over Wilson High School in the quarterfinals (67-17), during which Sofia hit her 1,000th career basket.



CORY ROYSTER

The 2021-22 GDS Women's Varsity Basketball Team

In uniform (left to right), standing: Alex Wood '23, Lina Stensland '23, Kesi McDuffie '25, Zania Socka '24, Evelyn Chen '25, Samia Greene '24; seated: Aaliyah Ojeda-Brown '22, Sofia Greenfield '22, Madisyn Moore-Nicholson '24

Coaches: Pam Stanfield, Ravilia McMiller, and Keisha Cooper

Pam recruited players who would bring strength to the women's basketball team and mesh well with existing players and the GDS community at large. After laying the groundwork over the past four years, this year was the team's first and best chance to put it all together. Pam described how exciting it was to watch the players celebrate successes and push through hardships. "It wasn't easy, but staying together no matter what is what helped us in the long run," she said. "I'm so proud of them."

The team persevered despite injuries (including two for co-captain Aaliyah Ojeda-Brown '22) and two seasons' worth of COVID-19 setbacks. The players' stellar performance this season was due in part to their training regimen: nearly five months in the fitness center and up to six times per week on-court training. During a post-game interview with the co-captains, Sofia told director of alumni relations Correy Hudson that the team's ability to "face adversity" led to its success.

"Aaliyah was hurt towards the end of the season, some people have COVID during important games, and we only have a one-person bench," Sofia said. "I feel like we all knew the stakes we were facing and fighting through those really held us together."

Ultimately, Sofia and Aaliyah led the thinly stretched but resilient team to a resounding triumph over Benjamin Banneker Academic High School (59-26) to claim the championship banner.

The High School fan community has been on something of a journey, too. Five years ago, attendance at games was low and the players' peers were not tuned into the team's progress, a dynamic that was just starting to shift before the pandemic shuttered sports in 2020. With the return of athletics, High School fans have rallied around GDS teams, especially the women's varsity basketball team, with renewed energy. GDS showed up in huge color-coordinated fan sections during each round of the championship tournament. For the first High School assembly back in the Forum since COVID-19, school leadership and athletic director David Gillespie surprised the community with a celebration of the team's big win.

"It felt nice being appreciated as a women's basketball team after a very long time," Aaliyah said.

"It was a surreal feeling knowing that everyone in the school was there witnessing and supporting us throughout that whole celebration," Sofia agreed. "Knowing that was the first big gathering [in the Forum] was really special."

The co-captains got their chance, as promised, to go out with a bang and a banner by the close of their senior season. Already, players are back to work in the gym and the fitness center, stepping up to fill the big shoes the seniors left behind. This time, though, they can count on the momentum of an energized GDS fan base cheering them on.



2021-22 team at the start of the season



(left to right) Sofia Greenfield '22, Coach Pam Stanfield, and Aaliyah Ojeda-Brown '22



Co-captain Sofia Greenfield '22 drives to the basket.



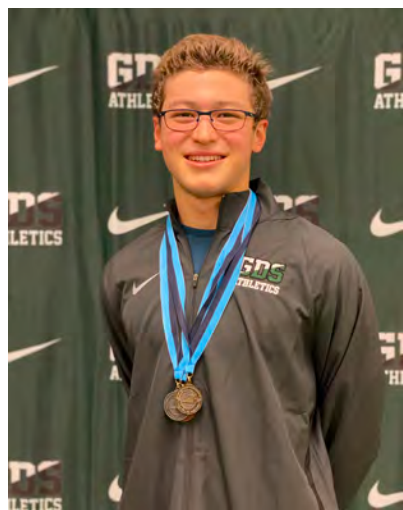
Next-level family fans

REID ALEXANDER '22

REID ALEXANDER '22

CORY ROYSTER

SWIMMING INTO THE RECORD BOOKS



As a sophomore, Adriano Arioti '24 surged through the water, eyes to the ceiling, alternating arms arcing up and over his head as his legs churned the water white. Reaching for the final wall, he couldn't yet see how dominant his performance in the 100-yard backstroke had been: He would best the field by more than six and a half seconds, claim the Mid-Atlantic Conference (MAC) Swimming Championship title, and set a new GDS record, just one of four he would set by the end of the season.

Top (left to right):
Adriano Arioti '24, Joseph Stocker '24
Bottom (left to right):
John Yuan '23, Curan Palmer '24



CORY ROYSTER

Adriano Arioti '24 glides over the water on his way to winning the MAC Championship title in the 100-yard butterfly.

At that meet alone, Adriano won two individual MAC championship titles—in the backstroke and the 100-yard butterfly—and a team title as the lead-out swimmer for GDS's 400-yard freestyle relay squad. After strong splits from Adriano, Joseph Stocker '24, and John Yuan '23, anchor swimmer Curan Palmer '24 touched the final wall more than ten seconds ahead of the second place team.

Adriano's 100-yard butterfly time of 49.12 was not only a new GDS record but also broke the record in Georgetown Prep School's own swimming pool. Then, just weeks later, he broke that butterfly record again, lowering the time even further to a 48.87 on his way to a third-place finish (less than one second away from winning) in the Washington Metropolitan Interscholastic Swimming and Diving Championships (Metros).

With 55 schools in attendance, he also took third there in the 200-yard individual medley with a time of 1:48.42.

These new season-defining times in butterfly, individual medley, backstroke (50.09), and breaststroke (100.11), may not stand long. The rising junior has two more seasons ahead of him as a GDS swimmer. The records are his for the breaking.

As if Adriano's record setting wasn't enough, Curan broke a GDS record, too: His 500-yard freestyle swim in 5:07.66 is one for the books.



PINNING DOWN

A PAIR OF MAC CHAMPIONSHIP BANNERS



William Edwards '23 drives for a takedown.



Hayden Martz '22 controls the arms.



2021-22 GDS Varsity Wrestling Team

Wrestlers (L-R): Drew Lamel '25, Alex Marchand '24, Luis Martinez '24, Adam Harris '23, Henry Tucker '22, Beck Holtzman '25, Anoush Keinath-Esmail '22, Tyler Smallwood '25, Hayden Martz '22, Paolo Imbroscio '25, Ewan Porter '24, Mario Imbroscio '24, Daniel Reilly '25, and William Edwards '23. Not pictured: Henry Mitchell '24

Coaches (L-R): Grayson Shepperd '11, Josh Perelman, and Chris Oster

It took dozens of arm bars, headlocks, and half nelsons, but GDS wrestlers captured a 2022 Mid-Atlantic Conference (MAC) Championship banner for the first time in the history of the program. Just two weeks later, the team was celebrating another set of big wins.

The team first staged dominant takedowns of Sidwell (54–25), Saint James (60–23), Saint Andrew's (54–18), and Potomac (60–24) during the 2022 MAC Duals Championship Tournament, which sends athletes from each weight class to the mat through four rounds of wrestling.

While the community was still celebrating, the Hoppers pinned themselves a second banner, this time in the MAC Individual Championships. This victory was down to weight-class wins from gold medalists Beck Holtzman '25, Mario Imbroscio '24, William Edwards '23, Hayden Martz '22, and Paolo Imbroscio '25.

Coach Grayson Shepperd '11 said the team's success has to do with its added breadth and depth. Previously, the team did not have enough wrestlers to put forward in each category for the Duals or Individual Championships, and therefore faced forfeits that took

them out of the running for a championship title. "We've always been short-handed," said Grayson, who was a GDS wrestler. But times have changed. "This is what it looks like when we have a full team," he said.

Boosting the number of wrestlers well before the start of the season was the first challenge for the team. "Beck has really been the MVP of recruiting," Grayson said.

Team captains Hayden and Henry Tucker '22 believe the team's success will continue, especially given the talent among the underclassmen, who stepped up this year in competition. The 2021-22 team boasted five freshmen and four sophomore wrestlers.

Grayson, with coaches Chris Oster (GDS's transportation demand manager) and GDS parent Josh Perelman, also highlighted campus unification as a critical factor in the team's success.

With the construction of the Lower/Middle School building, a new dedicated wrestling room allowed the team to meet and build foundational skills and team unity before the start of the season. Prior to unification, the wrestling mats had to be removed constantly to make room for other school activities and were almost never available beyond winter.

Grayson has also found that practicing in the LMS has sparked a lot of interest from younger students, and he's scouting for future prospects among the Middle School wrestling team, which currently includes six girls. The GDS team has, historically, been a place of great success for women wrestlers, most recently Ela Rockafellow '18 and EJ Joseph '21.

In mid-February, dangling above the GDS-green pads on the back wall of the GDS wrestling room, fifteen single sheets of paper bore goals handwritten on the first day of the season. "Win MACs;" "Increase intensity;" "Win MACs;" "Dominate Sidwell;" "Win MACs;" and "Win MACs." Needless to say... Check. Next!



Champions again, two weeks later

CHRISTENING THE "KATHY HUDSON"

During Spring Sports Saturday, GDS christened its newest crew boat, the "Kathy Hudson," in celebration of the former athletic director (third from right) and her 23 years of service to the School. The 53-foot long, 200-pound carbon-fiber Vespoli is an "eight" and is the latest shell to join the GDS fleet since the "The Hopper Clipper" in 2017. Thanks to all who helped deliver on this dream...boat!



CORY ROYSTER

CORY ROYSTER

SPRING SPORTS ²⁰²²

253

PARTICIPATING
STUDENT ATHLETES



73

AWARD
WINNERS



46
HOME GAMES

59
AWAY GAMES



31 COACHES





STORMS THE GDS BLACKBOX

Live theater came charging back into the GDS Blackbox in the fall of 2021 like French revolutionaries into the Bastille. The High School show, *Marie Antoinette*, was a lavish affair: garish costumes, impressive sets, accomplished acting, and voguing aristocrats (pictured above). Hundreds of community members attended in person before the guillotine fell, the monarchy dissolved, and the curtain closed on the final performance.

HEARD ONSTAGE



Young Marie (Ava Blum '23) with Joseph (Julian Galkin '22)

"Sometimes I feel like a game that other people play without me."

– Marie Antoinette



"I can't even do basic math. How am I to make sense of my life?"

– Marie Antoinette

Older Marie Antoinette (Jacqueline Metzger-Taylor '23) complains about finances to her husband, Louis (Wesley Brubaker '23). Her secret lover, Ferzen (Eli Faber '22), leans in while a palace servant (Olivia Brown '24) attends.



"Beaux rêves venez à mon bébé" (sweet dreams come to my baby)

– Louis

Older Louis sings a lullaby to Dauphin (Alessandro Alfandari '25) and older Marie, while young Louis (Henry Cohen '25) and young Marie look on from upstage.

ONSTAGE ELEMENTS

Floor

High School technical director and drama teacher Christal Boyd recently took an intensive scene-painting course and applied her expertise to help students create historically accurate set designs. The set's checkerboard floor, modeled after the black and white tiles in the Palace of Versailles, strained students' stamina as they toiled to create precise 45° angles with tape and paint (for two weeks!). Students who were interested in GDS theater, but could not fully commit to the hours, stopped into work on the flooring and left knowing they'd made a meaningful contribution to the show.

Guillotine

Constructing the guillotine took several tries as students struggled to get the dimensions and drop just right so heads could roll. "Building the guillotine is one of my favorite Marie memories," said set designer Maya Landweber '22. "We got to play around with different dimensions, materials, and techniques. When it was finally finished, we had truly designed it from scratch."



Eli Faber '22 goofos around with the bloody guillotine during mic testing.

Costumes

The costume team injected a mix of the opulent and the sedate into its fashion choices. Costume designer Eve Kolker '22 said that the team paired ensembles for older/younger counterparts in the show. For instance, Young Marie's eye-popping pink gown matured into the more muted hue of older Marie's garments; Older Louis donned the more mature gold lapel embroidery, while Young Louis wore a more simple gold embellishment.



(L-R) Wesley Brubaker '23, Laura Rosberg, and Henry Cohen '25 make a theater-director sandwich.



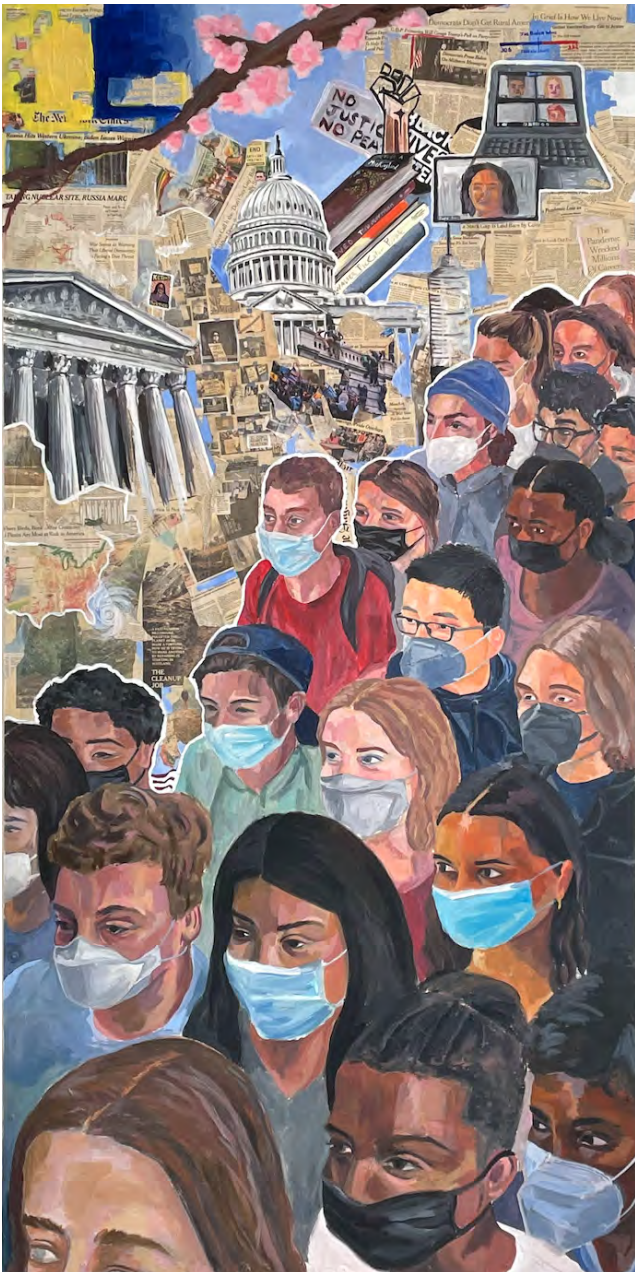
MICHAEL DESAUTELS

SPRING MUSICAL *FOOTLOOSE*

After dancing around a bit of COVID-case mayhem, the cast, crew, directors, and designers of Footloose finally got their time in the spotlight in early May. The four rescheduled shows delivered the right balance of fun, good humor, and even some serious consideration of weighty topics—such as misogyny and censorship.

Congratulations to the whole team for getting to curtain close!

SOCIAL JUSTICE MURAL CAPTURES TURBULENT TIMES



The newest mural in the GDS High School, a multi-media installation created by Addie Lowenstein '22 and Annabel Williams '22, adds to the building's rich collection of art made by students during their senior year.

For their Senior Quest, Addie and Annabel created a piece designed to capture some defining events of their high school days, including: the polarizing 2020 election, the COVID-19 pandemic, the Black Lives Matter movement, the January 6 insurrection, gun control debates, the Russian invasion of Ukraine, book bans, the effects of climate change, the fight for abortion and LGBTQ+ rights, and the confirmation of four Supreme Court Justices.

Addie and Annabel watched these events unfold and explored the fallout through their AP art portfolios. For this project, they gathered their talents and ideas to create a mural that tells their story for future generations. The mural includes artifacts, newspaper clippings, and symbolism to capture the complexity of their experiences. They painted GDS students in the foreground.

The mural is displayed in the glass stairwell beside the High School field.

"One of the things that is most striking about the GDS High School building is the large array of student artwork on display, especially the murals painted on the building walls," Addie and Annabel wrote in their project proposal, adding that the artwork allows for student self-expression and adds to the building's charm. "We love that we could contribute to that."



(above) Addie and Annabel gathering materials for the mural's background collage

(left) HS studio art chair Michelle Cobb with Addie and Annabel



The Identity Art Show gallery, February 2022

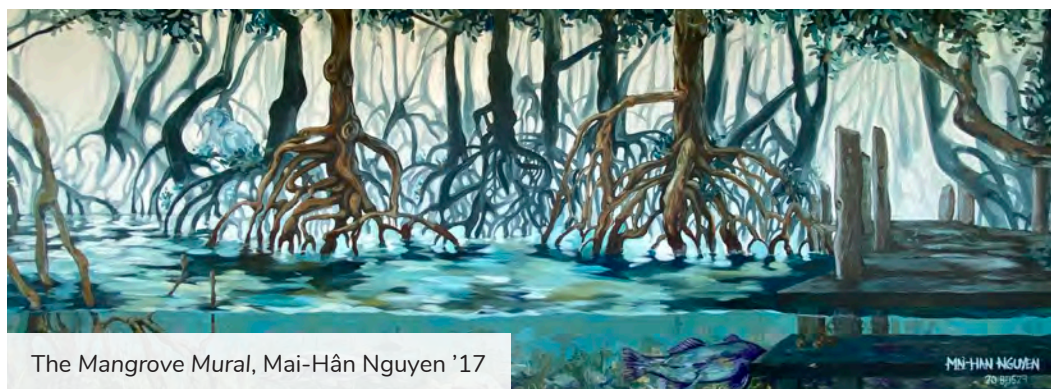
IDENTITY ART SHOW

Students explored their identities through art for the GDS High School Identity Art Show. Their sculptures, photo collections, paintings, and other pieces answered the question, "Who am I?" For the first time, all students in the studio arts classes had the chance to participate in the February show, which previously was reserved solely for artists in upper level classes.

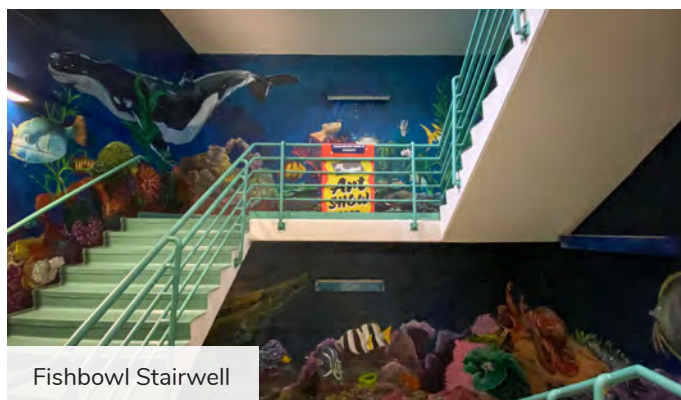
STUDENT ART FROM ACROSS THE YEARS DECORATES THE HS

Mai-Hân Nguyen '17 spent roughly a year creating Mangrove Mural, which spans 120 square feet of wall space along the High School's science wing. Her portrait of mathematician Paul Erdos is displayed in the math hallway above the Forum alongside eight other alumni artworks of famous mathematicians, including Leonhard Euler by Pasha Feinberg '07, Ramanujan by Ellie Lasater-Guttmann '13, and Katherine Johnson by Jazzmin Cox-Cáceres '19 (pictured).

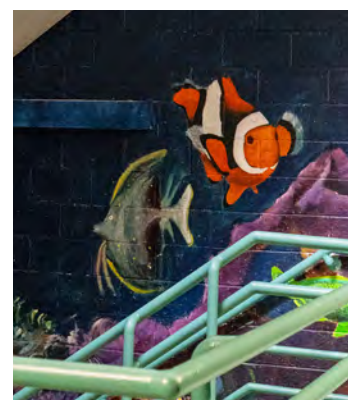
The walls of the building's main staircase, the Fishbowl Stairwell, feature underwater scenes from the ground floor to the roof, painted by members of the Class of 1988, then restored in 2000 and again in 2008, after the construction of the new wing. One level below the new social justice mural (see left) is a massive map of Washington, DC painted by Joanna Millstein, Leni Hirsch, and Nomi Miller from the Class of 2013 during their Senior Quest. Graffiti art by students, including GRAMMY-nominated poet Sekou Andrews '90, covers the walls of the back stairwell on the other side of the building.



The Mangrove Mural, Mai-Hân Nguyen '17



Fishbowl Stairwell



Washington, DC map painted by Joanna Millstein, Leni Hirsch, and Nomi Miller from the Class of 2013

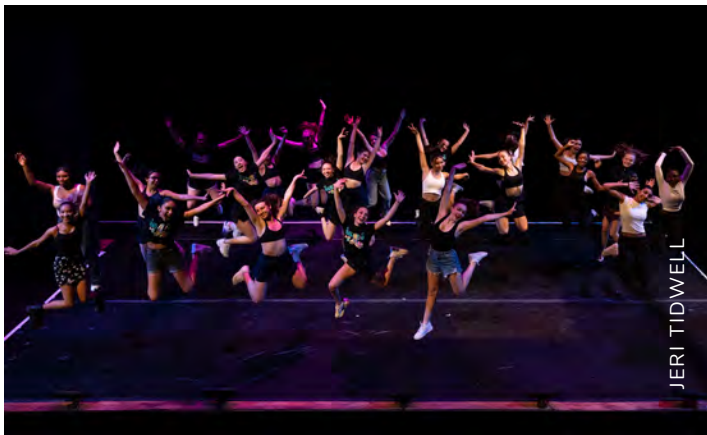


Jazzmin Cox-Cáceres '19 beside her portrait of Katherine Johnson

DANCE

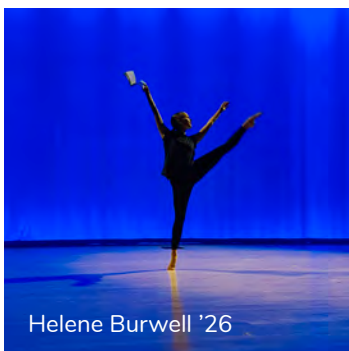
High School dance group Fata Morgana returned to live shows in the 2021-22 school year with winter and spring showcases choreographed and performed by students. Each showcase featured group dances, solos, and a wide range of styles. Students performed routines set to everything from Beyoncé to Blackpink and James Bay to “Cell Block Tango” from the Broadway musical *Chicago*. High School dance teacher and Fata faculty advisor Maria Watson also hosted “Lunchbox” performances throughout the year to put class-based dances in the spotlight.

Middle School dancers put on winter and spring shows, including a bonus 8th Grade Solos performance the day after MS graduation. The larger showcases featured all of dance teacher Felipe Oyarzun Molledo’s dancers from grades 5 through 8, as well as students from his High School modern dance class.

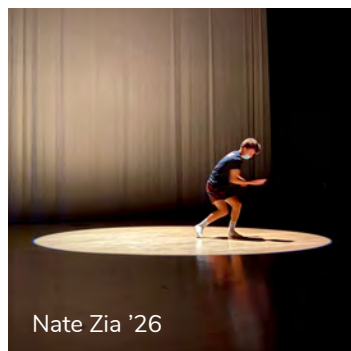


Above: Fata Morgana celebrated the opening of their Spring 2022 Showcase.

Below: 8th graders performed their self-choreographed solos.



Helene Burwell '26



Nate Zia '26

CREATING MUSIC WITH

Brad Linde had an “aha” moment when a young saxophonist played a “very avant-garde” solo in his 9th grade class and credited her inspiration to Wadada Leo Smith, the musical giant she’d heard perform at GDS two years earlier.

“I knew right then that I would invite Wadada back for her senior year,” said Brad, director of jazz and creative instrumental music at the high school.

Fast forward to May 2022. Brad made good on his promise. Wadada returned for a three-day residency at GDS and reunited with many of the students he had dazzled during his initial visit to the School in 2017, when he was a keynote speaker for what was then known as the annual Martin Luther King, Jr. Social Justice Days.

During his recent residency, the avant-garde trumpeter and composer held a concert at the LMS Flexible Performing Space, where he unveiled a new piece commissioned by GDS and Brad. Wadada dedicated the piece—“The Sonic Structure of a Blue Diamond”—to GDS and U.S. Supreme Court Justice Ketanji Brown Jackson, who was a GDS parent and Board member at the time.

The concert’s opening set featured performances by Claire Cooper '22 (the saxophonist who idolized Wadada) and her senior bandmates Jake Markarian, Harrison West, Max Mendelsohn, Abby Kanter, Jonah Shesol, Meyer Leff and Harold Oppenheim. They honored the avant-garde spirit of Wadada’s music, playing pieces by Ornette Coleman and John Zorn.

“Listening to Wadada made me understand how music can be a form of self expression,” said Claire, who wrote her college essay on how Wadada affected her musical style. “You should create your own story through music. Even if it sounds unconventional, people will want to hear it if you pour yourself into it.”

Jake said sharing the spotlight with Wadada was thrilling. “We looked up to him for all our high school career,” Jake added. “He shaped the music we chose and the way we played, so being on the same stage as him was fantastic.”

Brad, who studied with Wadada in 2013, joined in on the fun. He and Claire performed a duet he wrote called “On Two” and Anthony Coleman’s “Blackboard

WADADA

Jungle #5” before Brad joined Wadada’s Thunder ensemble for the main act.

Earlier in his residency, Wadada held a masterclass, where he discussed his writing process. Abby said she was surprised to learn how much intention he put into writing his solos, which he prefers to call “creating music” instead of “improvising.” Wadada doesn’t create on the fly, she said, but rather sets aside time and space to tap into his creativity, an insight she appreciated when listening to his new piece.

“Knowing the process behind [“The Sonic Structure of a Blue Diamond”] made the listening experience more valuable,” Abby said. “It’s cool to hear somebody playing their music knowing exactly how they sat down and created it.”

Wadada, 80, spent his formative years as an artist in Chicago in the renowned Association for the Advancement of Creative Musicians, a collective of black musicians that cultivated a defiantly experimental approach to jazz. In 2013, he was named as a Pulitzer Prize finalist in music for his work “Ten Freedom Summers,” which memorializes key moments in the civil rights movement.

“Georgetown Day is a wonderful place to have a musical residency because the students here are so inquisitive,” Wadada told students. “Remember that this art is about creation.”



Claire Cooper '22 and Wadada Leo Smith, five years after their first meeting



Masterclass with Wadada Leo Smith and his Thunder ensemble



(left to right) Thunder’s Aaron Quinn on guitar, Patrick Booth on soprano saxophone, Brad Linde on bass clarinet, and Wadada Leo Smith on trumpet



GDS senior musicians open for Wadada.

SUPERIOR SONG & SOUND: 7TH & 8TH GRADE CHORUS AND BAND KNOCK IT OUT OF THE PARK

In May, the GDS 7th and 8th Grade Chorus won Hershey Park's Music in the Parks Festival and earned a "Superior Rating" for the first time since the singers started performing at the competition four years ago.

Their first piece, "Tshotsholoza: South African Freedom Song," featured soloists Iman McNeil '26 and Oliver Malkin '26, who was also named "Best Overall Vocalist" in the festival. Their second piece, "I Believe" by Mark A. Miller, featured soloists Sarah Sakr '26, Zuri Jones '26, and Violet Ikenberry '26.

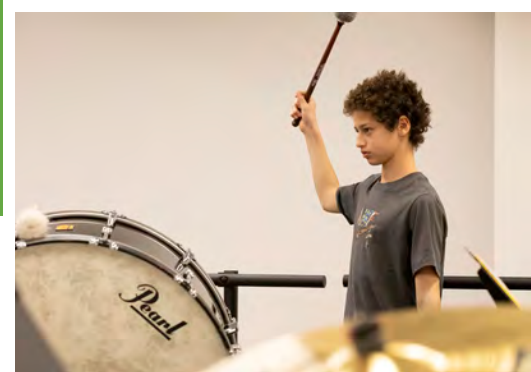
"Achieving a 'Superior' score was my goal for us," Keith Hudspeth, LMS choral director and arts department Chair, wrote in a congratulatory email to the chorus. "Though winning is not the most important, it does make things feel better!"

The 7th and 8th Grade Band finished second in the competition after receiving an "Excellent Rating." The band performed "Finale, Symphony #1" by Brahms and

"Denbridge Way" composed by James Swearingen. Under the direction of Sasha Soper, the band has won the competition three times and finished in second place once before.

The singers and musicians tackled formidable pandemic-related challenges leading up to their wins with guidance from their LMS teachers, including: Keith, Sasha, John Barnes, Regina La Valley, and Heather Philips.

COVID-19 shut down all on-campus singing for 2020. When singing returned in early 2021, it was masked, distanced, and outdoors—where the wind carried away student voices...and their sheet music. Band practices were held in the garage until fall 2021 and wind instrumentalists used specially-fitted filters for nearly all of this year. Even when singing moved indoors, singers had to be distanced and face a single direction. The scaling back of distancing, and to a lesser extent masking, began in 2022.

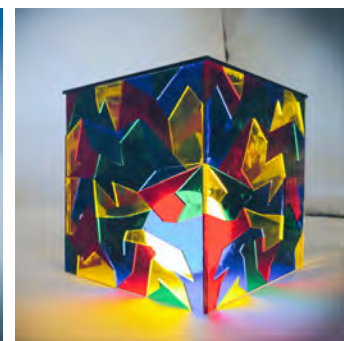


STUDENT CREATIVITY SHINES AT GDS

Tuan Nguyen's 3D Modeling and Design class, which just wrapped up its second year, continues to light a bold new path in High School studio arts. Here are three different approaches to the light fixture project.



Laser-cut wooden bloom,
fabricated by Julia Young '25



Acrylic geometric assembly
by Ashwin Colby '25



Natural
construction
with pine and
deciduous sticks,
crafted by Isaiah
Lewis '25



CELEBRATING COLOR AND EXPRESSION

7TH & 8TH GRADE ART SHOW

In May 2022, GDS opened its first Middle School art show on Davenport Street. The gallery featured portraits of 1st graders by 8th-grade artists, spherical-perspective-painted disco balls, yarn painting, and mixed media animal collages. There were also landscape paintings, prints of peace messages in Arabic, and 7th-grade imaginary-creature sculptures. The show represented a huge body of work that 7th- and 8th-grade artists created over the course of several months, guided by our Lower/Middle School art teachers Ashely Ortiz, Jenn Heffernan, and John Headley (pictured left to right).



SAVE THE OCEAN

LMS art teacher Ashley Ortiz's 3rd-grade class created striking mixed media pieces to convey how man-made pollutants destroy the oceans. In the main body of work, students learned how to mix hues of blue to represent water. They painted black silhouettes of animals and gave viewers a glimpse of healthy oceanic ecosystems. Then, they overlaid everyday plastics collected at school on top of their paintings, in effect superimposing stark reminders of the damage we inflict on the oceans.



Melissa Gosset '31



Gabriella Seay '31

HASTA PRONTO, EDUARDO!

Eduardo Gonzalez wielded a quiet influence during his 29 years at GDS, his wisdom and supportive energy guiding so many of his high school students through lessons in Spanish literature—and in life.

Before retiring in the spring, Eduardo played many roles beyond “teacher.” He led several student trips to Cuba and one to Puerto Rico in the aftermath of Hurricane Maria. For 20 years, he took charge of the High School’s Latino Assembly, a tradition he created from scratch in the late 1990s. He served as coach for the GDS baseball team at one point and as faculty advisor for the Spanish club as well as HOLA, the High School’s affinity group for students with Latine heritage.

Along the way, Eduardo influenced the trajectory of many students’ lives.

Lily Meyer '09 credits Eduardo for her career choices. “I became a literary translator in part because of him,” said Lily. “I always had the feeling that I was learning both from him and with him. I never stopped reading Spanish-language literature after taking Eduardo’s class.”

Eduardo’s support extends to the present day, said Lily, who released an English translation of Peruvian writer Claudia Ulloa Donoso’s *Little Bird*. When Politics & Prose bookstore featured Lily’s work at a recent gathering, Eduardo was there to cheer her on.

Lucie Johnson '23 said she’s drawn to Eduardo’s engaging style of teaching. “He always had an extra story to tell us or life lesson to impart,” Lucie said. “I really looked forward to every class because he always seemed genuinely happy to be teaching us, even when we were just doing grammar review.”

Eduardo first visited GDS after receiving a PhD in History, Literature, and Ideology from the University of Maryland. He found in GDS a community that allowed for authenticity and self-expression. “I always appreciated that at GDS I had the freedom



Eduardo Gonzalez works with GDS maintenance team member Moris Melara and former Assistant Head of School Crissy Cáceres during a GDS service trip to Puerto Rico in the aftermath of Hurricane Maria.



Eduardo Gonzalez beside the salt flats in Cabo Rojo, Puerto Rico



Eduardo Gonzalez, students, and staff arrive in San Juan, Puerto Rico in January 2018.



Eduardo Gonzalez (center) and the 2021-22 World Languages Department

FOR EDUARDO

from former Associate Head of School
Kevin Barr

I often think that we don't really change that much as we grow older, we just become ever more ourselves. In some cases, that's a bad thing. In others, though, it is a very good thing. In the case of Eduardo, it is a great thing. Third Head of School Gladys [Stern] used to say the kids are only interested in knowing two facts about their teachers: do they know what they are talking about and do they love them? In the best of all worlds, the answer is yes. From the very first time, Eduardo stepped into a classroom at GDS, it has been the best of all worlds for his students and his colleagues. My daughter often said that Eduardo's class was the toughest class she ever took at GDS and one of the best. He taught her to think and to feel, to realize that language was a tool that could unlock cultural doors that might otherwise remain forever closed. Eduardo believes so deeply in students' abilities that not rising to his expectations is not really an option. His *muchachas* and *muchachos*, as he calls them, dwell in an ethereal realm, fed with deep thinking and the development of a social conscience. From our conversations, I knew that he was doing in his class everything we were trying to do in our upper level English and literature classes, and he was doing it in Spanish! And when he came into my class to share his love for the poet Federico García Lorca, who loved Walt Whitman, and helped me teach Lorca's "Ode to Whitman," I too caught a whiff of the wonder that was this man. Eduardo will step into a much-deserved retirement. Te saludo, Eduardo.

to be myself and express my feelings," Eduardo said. "And GDS gave me the freedom to teach my way and respected different points of view."

His success at GDS comes in part from his focus on building a relationship of mutual respect with his students. Eduardo also values punctual feedback. In his nearly three decades at GDS, he returned quizzes, tests and exams to students by the following day.

"The first things I do in a classroom are to make the students feel comfortable, trust me, and be ready to work hard," Eduardo said. "Little by little, I raise the level of

challenge without causing stress so that students are developing good habits of learning and academic study. I am teaching them to teach themselves."

Eduardo may be out of GDS, but we'll definitely spot him on campus given that his wife, Maribel, remains chair of the World Languages Department. He therefore leaves us with the same parting words he had for his students at the end of each class: "Hasta pronto, *muchachos y muchachas*. ¡Adios!"

GDS REFLECTED IN LAURA'S LENS



Laura Buck Tolliver always admired the lively art scene in Washington, DC and worked to pass on that appreciation to her students before retiring earlier this year from GDS, where she helped shape the studio arts curriculum for 41 years.

“One of the wonderful things about teaching at GDS is the number of available places for field trips and photo shoots,” Laura explained, as she sat surrounded by a mix of modern and classic art in her Maryland home. Her classes took frequent trips to the Hirshhorn Museum, the National Gallery of Art, and photography exhibitions at the (now-defunct) Corcoran Gallery. “In the early days,” she said, “we would go down into the tombs of the Freer Gallery and pass antiquities around the table.”

Excursions weren't just to view art but also a chance to be “out in the field and working,” Laura explained. Students captured scenes at famous locations throughout the DC metro area—including the National Mall, the National Zoo, the Glenstone Museum, and more—as well as practiced street photography throughout our vibrant city's neighborhoods.

After trips, assignments, and critiques were completed, Laura worked to put up exhibitions at GDS as quickly as possible. Showcases were an important way to celebrate student work, regardless of students' long-term

commitment to the arts. “You don't always expect your students to go on with careers in the arts, but the work they do nurtures a lifetime appreciation for art and design in their lives,” Laura said. Even still, many of Laura's alumni do go on to pursue a career in art: Sean Fine '92 won an Academy Award in 2013, Lindsey Max '11 is a freelance documentary photographer, and Michelle Clair '98 is currently the senior manager of visitor experience at the Glenstone Museum.

Six years after graduating from GDS, a photograph from a series that Lindsey created for her Masters of Fine Arts thesis was displayed in a gallery at Alexandria's Torpedo Factory Art Center. Laura showed up at the exhibition to support her.

“Laura always had a strong bond with her students,” said Michelle Cobb, High School studio arts department chair. “She was able to develop their work because they really trusted her advice and knew that she cared deeply about their individual progress.”

Teachers' rapport with students was one of the things that first drew Laura to the School in 1979, when Debbie Haynes, former art department head, brought her on board to set up a ceramics program at the High School, then located at 4880 Macarthur Boulevard. In no time, it became clear that Laura was a master at connecting with students, and she continued to

"LAURA ALWAYS HAD A STRONG BOND WITH HER STUDENTS."

— MICHELLE COBB,
HS STUDIO ARTS CHAIR

build relationships over the course of her four decades with GDS studio arts. "Although I had thought this would be a short-term gig, I discovered what a unique school GDS was in its commitment to the value of each student," she said.

Ella Farr, Class of 2021 president, said Laura clearly went out of her way to support her students by encouraging them in class or simply allowing them to vent about their personal lives. "She also was really good at giving constructive criticism that somehow felt like a compliment," Farr said. "She'd look at a picture and talk about how cool it was while also suggesting another way we could have looked at a scene or edited differently to allow for a different tone in the image."

William Goldberg, one of the student speakers at Graduation 2019, said he still appreciates the fundamental lessons of light, color, and composition that Laura taught him. "More than technical photography skills, though, I remember Laura's classes for the creative independence that she gave us and the fun we had," William said. "There was always good banter in the photo lab, as people looked at each other's work, and Laura walked around the room, offering constructive criticism and explaining how to use the software to turn an idea into a real design."

Throughout the years, Laura helped guide the evolution of the art department, setting up the ceramics and photography studios in the High School's new building on

Davenport Street in 1986, transitioning the photography dark rooms to digital processing, and creating the Mac Lab for digital design and filmmaking. She advised the students and editors on yearbook production for 20 years. And she taught in every discipline the High School Studio Arts Department offered during her time at GDS.

"The School has always been supportive and always been there for me," Laura said. "The caliber of students and the fast-growing technological advancements in creating art—that was supported by GDS—definitely kept me coming back."

These days, no longer tied to a school schedule, Laura is enjoying a bit more spontaneity, taking opportunities to spend time with her own children, GDS lifers Dylan '08 and Danielle '11, who currently live in Los Angeles and Boston, respectively. In the spring and summer months, when not connecting with her kids or visiting art museums, you'll find her practicing *shinrin-yoku* (forest bathing) in her garden among the hostas, hydrangeas, and weeping cherries.



Laura Tolliver from an early 1980s
GDS yearbook photo



Jules Schneider '29,
joyful builder, in
Gary Cutler's class

SPOTTED IN CLASS

At GDS, four instructional coaches collaborate with teachers to enhance the faculty's professional growth and support student learning. Here the coaches shine a spotlight on some great moments in teaching and learning.

Katherine Dunbar observed C.A. Pilling teach a lesson on population ecology in her High School Upper Level Environmental Science class.

When it came time to teach her students the concept of "oscillation" in population sizes, C.A. did not ask them to open their textbooks or examine a chart. Instead, she took them to the field and split them into two groups.

At one end of the field was the designated "deer" group and at the other was the "resource" group, which represented water, shelter, food, and love. "When C.A. said 'Go,' the deer dashed across and grabbed a resource," Katherine said. "It was wonderful and totally lively."

For ten rounds, C.A. stood on the sidelines to track the number of deer that survived or perished as well as the shifts in resources. (Love was the most popular.) Back in the classroom, the students read aloud the data points C.A. collected as she plotted the population and resource curves.

"The kids were learning an incredible amount," Katherine said. "It goes to show that the most advanced scholarly work can be joyful and exuberant."

Cara Henderson watched High School students in Michelle Cobb's Foundations in Digital Media and Graphic Design critique each other's magazine cover designs.

The students, mostly 9th graders, projected the magazine covers they'd designed onto the classroom screen, and their classmates did not hold back.

"I was struck by how thoughtful they all were," Cara said. "They provided positive and constructive comments. You could tell the gears were turning."

Each student chose one of six concepts for a fictional magazine cover, such as a gardening concept for Oasis. They then did a deep dive into the demographics of the target audience and scoured the internet for inspirational images. But it wasn't all big-picture thinking.

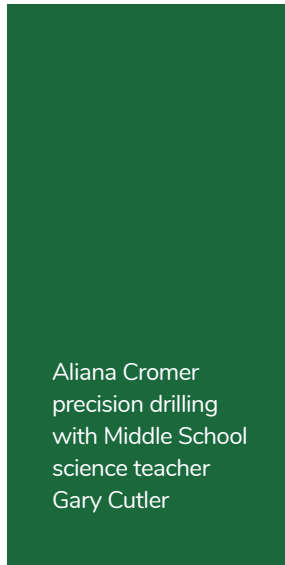
"There was a lot of talk about style, font size, color choice, placement on the page," Cara said. "Michelle gave them prompts to encourage discussion, but she also gave them a lot of space to have their own back and forth."

Jana Rupp dropped in on Gary Cutler's 5th grade science class, where students were designing simple machines they called automatons.

Gary's class had studied the engineering design cycle earlier in the school year. "The automaton project [later in the year allowed students to] clearly demonstrate everything they had learned," Jana said. "...the need to ask questions, implement a plan, and solve a problem."

Gary set up a "stuck station," where students could document on an iPad the challenges they were facing and possible solutions. Jana found that idea particularly clever. "Engineers troubleshoot," she said. "That's part of the cycle. It's good for kids to know that they're not going to design something that works on the first try."

The 72 automatons were on display in the Lower/Middle School lobby as the academic year came to a close. Jana said she saw the kids' personalities come through in their choice of design.



Aliana Cromer
precision drilling
with Middle School
science teacher
Gary Cutler



Molly Kaplan with
her in-progress
automaton: Justice
Sonia Sotomayor
with gavel

Azureé Harrison appreciated the hallway display of collages made by 3rd grade students and inspired by painter Jacob Lawrence's famous Migration Series.

The 3rd grade social studies curriculum covers coming-to-America stories as well as the stories of migration within our borders. The collages were specifically influenced by the Great Migration unit, which covered the American diaspora from the rural South to the urban Northeast, Midwest, and West from 1910 to 1970.

Azureé said the students used the collages to express their ideas on what it must be like to leave behind all that is familiar in search of a more hopeful future elsewhere.

"It's great seeing how the teachers really built the Great Migration unit into the larger arc of migration stories and helped the students engage with that part of American history and Black history in ways that are art-immersive and connected in the human experience," said Azureé. "That really shined through in the artwork."



By Cassenia Hider '31



By Karina Logan '31



By Paul Bloch-Prime '31



KATHLEEN'S TOP 10 BEST HIKES IN THE REGION

Lower School science instructor Kathleen Dawson pairs her knowledge of science and nature with her love of the outdoors and her quest to inspire future nature lovers. Her science classes include regular nature walks; she runs a GDS 360 outdoor education class and a GDS Summer Camp dedicated to hiking (with fellow science teacher Jay Tucker). Before the pandemic, she even ran a business called Trails & Ales, which arranges hikes as well as brewery and vineyard tours for the 21-year-old+ crowd. Her goal is to encourage students (and adults) to enjoy and respect the outdoors as much as she does.

So who better to turn to for a list of the best hiking spots in the region?

1

ANACOSTIA RIVER TRAIL NAVY YARD METRO (DC)

Best hike reachable by public transportation

The highlights on this easy-to-access and long trail include the Kenilworth Aquatic Gardens, the Southwest Waterfront, and the new Frederick Douglass Memorial Bridge. "There are tons of places to stop and get lunch or a drink, and you often see wildlife," said Kathleen.

2

DIFFICULT RUN TRAIL GREAT FALLS, VA

Best hike less than an hour away

This trail is accessible from Great Falls and Riverbend Parks. With this hike, you "get it all—water, views, and forest walks," Kathleen said. "I love this roughly 5-mile hike because it goes through multiple unique ecosystems."

3

SUGARLOAF MOUNTAIN DICKERSON, MD

Best hike within an hour of DC

The northern beginning of the Blue Ridge Mountain Range, Sugarloaf Mountain is the "closest mountain peak to DC," Kathleen said. It offers a variety of trails for different skill levels. Kathleen recently took GDS summer camp kids to Sugarloaf for some outdoor fun.



4

CATOCTIN MOUNTAIN NATIONAL PARK THURMONT, MD

*Best hike a little over an hour away in Maryland
(~1.25 hr drive)*

Go a little further on your trip north to this sweet park in the foothills of the Blue Ridge Mountains. Kathleen recommends the Chimney Rock hike ("some great views!") or linking up with Cunningham Falls State Park, which features the largest cascading waterfall in Maryland.

5

SKY MEADOWS STATE PARK DELAPLANE, VA

*"Maybe my happiest place of all of these."
(~1 hr 15 drive)*

This 1,860-acre park includes a historic farm and connects to the Appalachian Trail. "It feels like you're hiking in a bucolic painting," said Kathleen. The meadows make this park especially unique in the DC region. "Most of the hikes in this area, you're walking through the forest." She adds that it's so big (with 22 miles of hiking trails) that "even if the parking lot looks full, you can still feel like you're on your own." Tent camping is pretty accessible here with a one-mile hike in from the parking lot.

6

BUZZARD ROCK NORTH STRASBURG, VA

"Best bang for your buck!" (~2 hr drive)

Part of the George Washington Forest (and less crowded than nearby Shenandoah National Park), this "not too difficult 4-mile hike" makes the list due to its panoramic views with the least amount of effort. It's a "great ridgeline hike that is not super technical," Kathleen said.

8

SHENANDOAH NATIONAL PARK LURAY, VA

Best hikes in Virginia (~1.5 hr drive)

Any list of DC-area hikes would not be complete without a mention of Shenandoah National Park. Kathleen recommends White Oak Canyon (Lower Falls), which has "amazing waterfalls and swimming holes." For sunset, she suggests the short one-mile hike, Bear Fence, which offers outstanding views. Consider visiting when it snows. Skyline Drive is often closed during inclement weather, and you can park at an entrance and walk along the scenic drive for a different experience.

10

DOLLY SODS WILDERNESS SPANS MULTIPLE WEST VIRGINIA COUNTIES

"Truly unique wilderness!" (3+ hr drive)

Also in the Monongahela National Forest, this 17,000+ acre wilderness area is "like nothing else around," said Kathleen. It has unique meadows (a result of logging in the early last century), bogs, and heath shrubs—giving it a Northwest feel. "You can see forever, as much of the vegetation is composed of shrubs (blueberry bushes, delicious in the summer!) and smaller trees," said Kathleen. "There is an amazing cliff line with the best sunset views in West Virginia."

7

WEVERTON CLIFFS KNOXVILLE, MD

"Less traveled, but similar to Harpers Ferry." (~1.5 hr drive)

This "shorter and more accessible hike than the Maryland Heights hike" (the more well known trail in Harpers Ferry) has excellent views and more parking, Kathleen said. Plus, it connects to the Appalachian Trail, giving options to extend the hike. Harpers Ferry Adventure Center is minutes away, with lots of fun activities for the family (including tubing). Harpers Ferry Brewing shares the property.

9

CHIMNEY TOP CABINS, WV

"Constant amazing views!" (2+ hr drive)

In the Monongahela National Forest, this strenuous hike offers an "amazing ridgeline hike with views, views, views!" Kathleen said the North Fork trail is the shortest way up (still an almost 2,000 foot ascent) and back. It has multiple camping sites.



HONORABLE MENTIONS

(all of these are kid friendly)

CALVERT CLIFFS STATE PARK – LUSBY, MD
(beach with hike!)

HUNTLEY MEADOWS – ALEXANDRIA, VA
(accessible boardwalk trail!)

SCOTTS RUN PRESERVE – MCLEAN, VA
(closest waterfall to DC!)



MIKSANG

WITH MEG

MEET GDS'S NEW ASSOCIATE
HEAD OF SCHOOL THROUGH
THE LENS OF HER IPHONE.



Meg Goldner Rabinowitz brings more than 30 years of experience as a classroom teacher, diversity leader, teacher educator, and administrator in independent schools in Philadelphia, Seattle, and Honolulu. The veteran educator, gardener-poet, and mother of three grown children is also a practitioner of miksang, a Tibetan art form fusing meditation and contemplative photography. Meg began her practice during a time of grief and loss. "I found miksang photography to be a way of saying, 'even amidst the great despair of a moment, there is inexpressible beauty.'" Her photography also keeps her connected to the people she loves.

1. CHALLAH. HERITAGE. HOME.

With weekly homemade challah, Meg holds her Jewish cultural heritage close. The traditional loaf evokes her family roots in Philly, where she was raised, educated, and spent 30 years teaching at Germantown Friends School (GFS) and 12 years teaching teachers at the University of Pennsylvania's Graduate School of Education.

2. PEACEFUL PADDLING

From the Schuylkill River in Philly (pictured) to a Martha's Vineyard pond, Meg knows the power of calm-water kayaking to soothe an uneasy soul. Soon, she'll be touring our Potomac River and other Chesapeake Bay waterways. Meg will also be on the lookout for single buds and blooms—her specialty—like this lovely Anemone coronaria 'Blue Poppy' that she found in Pennsylvania's Longwood Gardens.

3. HAPPY PLACE

"Sea glass, beach, sunset, some kids, and Jack [the dog]," Meg said, are guaranteed to get her to her happy place. And Martha's Vineyard doesn't disappoint: she loves a lobster at Larsen's in Menemsha, a gallery visit in Vineyard Haven, or a walk along the shore to watch the waves roll in. She spotted this pipestem clematis in Edgartown.

4. THE OTHER COAST

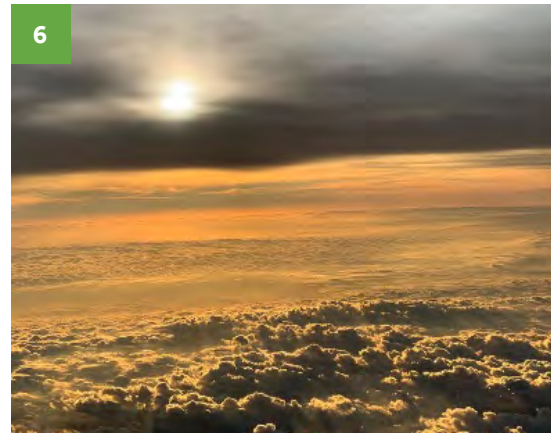
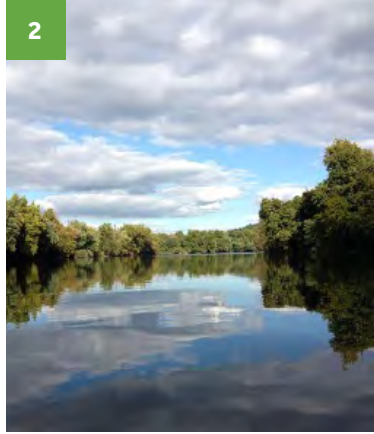
After four years as Assistant Head of School at the Northwest School in Seattle, she has hundreds of nature snaps of dahlias (pictured), berries, and Rainier cherries, not to mention walks with visitors, including her middle child, Ethan (pictured).

5. DESTINATION DC

Meg kept track of her journey from Seattle, Washington to Washington, DC with simple dashboard designs and photos along the way. Meg's children (left to right) Simon, Lucy, and Ethan celebrated her arrival in DC after her cross-country road trip to deliver her defenseless dependents—beloved succulents, tropical shrubs, and orchids—safely to their new home.

6. ABOVE THE CLOUDS

With travels across Europe and Asia during years of school choir trips, an around-the-world solo sabbatical, a teaching stint in India, presentations during social justice-focused conferences across the country, an 11-year partnership with the Punahou School in Honolulu as founding teacher and instructional designer for Global Online Academy, and visits to her children living in Atlanta, L.A., and New England, this is a familiar view for Meg, who captured this gobsmacking view from her airplane seat. Mary Oliver, one of Meg's favorite poets, once wrote, "Instructions for living a life / Pay attention. / Be astonished. / Tell about it." With her miksang ("good eye") and contemplative photography, Meg folds a grateful outlook into her self-described "collaborative, strategic, and balanced" work style.





A Fun YOMpilation

A few minutes into conversation with Yom Odamtten Fox, it's clear that the new GDS High School principal appreciates a well-structured narrative. When she's not reading a good book, she's listening to a podcast, perusing a short story, or perhaps watching celebrated actors read from short stories at the Symphony Space arts center (a favorite pastime when she lived in NYC.)

And she's always on the lookout for David Sedaris.

If the award-winning humorist reads his work to live audiences wherever she's living, Yom shows up. Every year since 2004, she has attended a Sedaris reading or book signing. His books line a shelf in her home, and wedged between them is a keepsake box with trinkets from her wedding, her children's first sonograms—and Sedaris ticket stubs.

What is it about the author? "He shows in his writing that it's okay to be complicated," says Yom. "He writes about himself, his family, his friends in a way that can seem deprecating. Maybe he's saying something uncomfortable. But you still lean in because there's a great amount of vulnerability in the sarcasm and humor he presents. I have profound respect for that."

Perhaps it's all that time with Sedaris and his books, but Yom too has a knack for telling a good story. Here are snippets of the ones she shared about herself with Georgetown Days:



Yom Fox, a David Sedaris uber fan and devoted attendee at his book signings



She spent a year in Ghana.

"I am the only member of my family born in the United States," said Yom, who was raised in Clinton, New York. Her parents are from Ghana, and her two older siblings were born and raised there. "I was the only one who didn't have that experience," she added. Yom's parents sent her to Ghana to attend sixth grade. While English is the country's official language, this small sub-Saharan nation is home to about 50 indigenous languages, and Yom is familiar with some of them. "I understand more than I am able to speak," she said.



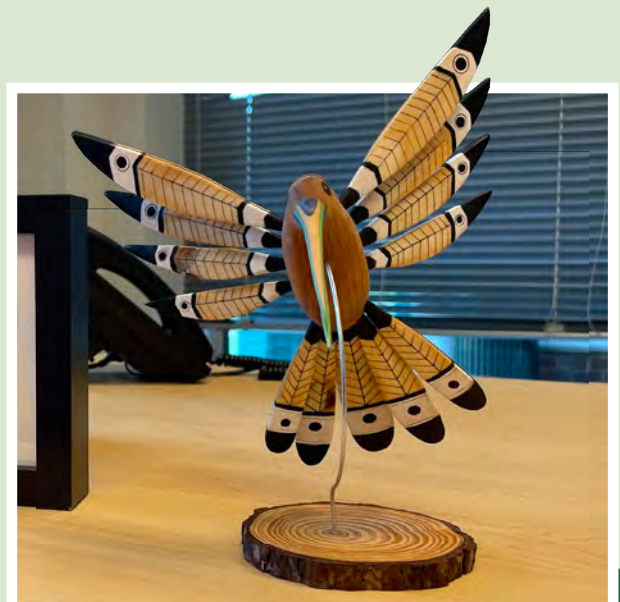
She was a yoga instructor.

Yom received her yoga certification in Denver, but started teaching in New York when she was a graduate student in need of a part-time job. (Yom earned an M.A. in Teaching Social Studies and an M.Ed. in Private School Leadership from Columbia University's Teachers College.) "I answered an ad on Craig's list, and the [now defunct] David Barton Gym in Chelsea hired me," Yom said. "It was quite the scene. The gym had a huge disco ball and giant skulls for door handles." CNN's Anderson Cooper and actor Ethan Hawke were regulars.



She has taught English and/or History for the past 18 years.

Yom honed her teaching skills in California, Colorado, Connecticut and, most recently, at The Dalton School in New York. At Dalton, she was hired as a history teacher, but her role evolved to include coordinating K-12 service learning and running the global initiatives program. She then served as Interim Director of Diversity, Equity, and Inclusion. High school is her happy place, even when she herself was a teenager. “Those four years hold so much potential. Academically, socially, physically,” Yom said. “To get to be a part of someone’s life in those moments? What an amazing gift!”



A former colleague carved a bird out of wood for Yom, with two stripes on its beak, a green one for GDS and a blue one for Dalton.



She gave teachers a summer assignment.

Before the school year started, Yom asked the High School teachers to complete a few workbook exercises, encouraging educators to reflect on how their values, identity, behaviors, and cultural frame of reference relate to their work. “To cultivate an inclusive school community, we need an environment of active engagement and purposeful exploration that requires the ability to look at the world from various perspectives,” Yom said. “We can then model that to students and create classrooms and spaces in school that seek to validate and affirm students’ varied experiences. But it requires us to stretch and be vulnerable.”



Yom standing in front of a Peloton billboard ad featuring her and her children



That Peloton ad.

By now, some of you may know that Yom was featured in Peloton’s 2021 Superbowl ad campaign, all because she completed the company’s phone survey. A work crew set up shop in her cramped New York City apartment for 12 hours, at the height of COVID-19 pandemic, to shoot the one-minute spot. In the ad, Yom is seen huffing and puffing on her Peloton, teaching on Zoom, and tending to her kids—Poppy, Ollie, Benji—in between.

2022
—
2023

MEET THE NEW TRUSTEES

We are pleased to welcome six new Board members to the Georgetown Day School Board of Trustees for the 2022-23 school year: Audrey Choi, Nicole DeYampert, Deneen Howell, Cecilia Kang, Nick Penniman, and Donald Saelinger. They join an active board composed of parents, alumni, and other members of the GDS community who collectively oversee the financial health of the School and reinforce GDS's commitment to an equitable and inclusive community. The board's dedication to policies that combat systemic racism, bigotry, and oppression is in line with the founding principles of the seven families that established GDS in 1945.

All members of the Board also serve on at least one of 10 Board committees. For more information on all the board members, go to www.gds.org/about/leadership-and-faculty/board-of-trustees.

AUDREY CHOI

Audrey Choi is a Senior Advisor at Morgan Stanley, where for the last 15 years she has led the firm's efforts to promote global sustainability through capital markets. Audrey founded the Institute for Sustainable Investing and in 2017 became the first Chief Sustainability Officer on Wall Street. Previously, she served as Domestic Policy Advisor to Vice President Al Gore and Chief of Staff of the Council of Economic Advisors. Audrey was a foreign correspondent, investigative reporter, and bureau chief at *The Wall Street Journal* prior to her government service.

Why GDS?

Our family joined the GDS community in 2016, shortly after we moved to Washington, DC. We were drawn to GDS because of its deep commitment to social justice and its passion for nurturing the individual spark in each student. While almost every school proclaims a passion for intellectual curiosity, individual expression, and diversity and inclusion, we felt that GDS embodied and centered on those values in a far deeper way.

What is your favorite GDS memory?

Despite the nervousness around returning to in-person school in the midst of a still-evolving pandemic, it was amazing to witness how excited our daughter was to introduce her younger brother (then in the middle of 9th grade) to his first moments of in-person high school. From stepping through the doors of the High School for his first time, to meeting teachers and friends in person, to showing him key shortcuts and special spots around the building, the joy and pride she felt in welcoming him into her high school—



Mark '24, Audrey Choi, Sookie Choi, Bob Orr, Isabelle '22

now theirs— spoke volumes about the strength, energy, and spirit of the GDS community.

What is your favorite family tradition?

At New Year's we spend most of the day (and night) with the whole family together, making dumplings from scratch. We fill them, making tray after tray of dumplings of varying sizes, shapes, and degrees of structural integrity, while telling stories, talking about (but often neglecting to actually make) our New Year's Resolutions, and of course cooking and eating them throughout the night as we wait to ring in the New Year.

What expertise do you bring to the Board?

I am excited to bring to the Board my expertise integrating sustainability into an organization—not only as an aspirational goal but also as a fundamental part of operations and business strategy. I am also excited to contribute my perspectives on diversity, equity, and inclusion and how we can engage ever more deeply in envisioning and operationalizing a truly inclusive culture and community.

NICOLE DEYAMPERT

Nicole DeYampert is a board-certified dermatologist and has held multiple governance roles with the American Academy of Dermatology. She served as an active duty United States Air Force physician for four years. During that time, Nicole was a flight surgeon at Andrews Air Force Base in Maryland and responded to the 9/11 attack on the Pentagon. Nicole completed her military service as the Officer in Charge of the dermatology clinic at Elmendorf Air Force Base, Alaska. She currently practices in Arlington, Virginia for the Defense Health Agency.

Why GDS?

We joined the GDS community in 2015, when Adrienne '28 enrolled in kindergarten. We were initially drawn to GDS because of its commitment to the development of the whole child. Years later the result is a self-motivated and confident student who is able to freely display the full expression of herself, while developing the skills that embody "A GDS Student Will..." [the list of tenets that GDS strives to instill in students each day].

What is your favorite GDS memory?

Country Market Day 2019, which was the last on the MacArthur campus. Parents, faculty, staff, and administrators volunteered to create a fabulous event for the school community. The positive

energy was palpable on the campus as games, music, food, and books were enjoyed. Watching the parent volunteers' faces as they ran through the obstacle course at the end is an indelible memory. The community building of that day also had the additional benefit of the proceeds supporting the Hopper Fund.



(left to right) Albert Mosley, Adrienne '28, Nicole DeYampert

What is your favorite family tradition?

Our family relishes celebrating Christmas together. We decorate the tree, while listening to music, and eating home-made gingerbread cookies. We are also fond of skiing, attending tennis tournaments, and playing board games.

What expertise do you bring to the Board?

I offer my ability to actively listen, connect with a broad range of individuals, and recognize strengths to amass the backing of shared community goals. I have been deeply involved in GDS as a volunteer and served as an Admissions and Hopper Fund Ambassador, co-chair of Country Market Day, and co-chair of the Hopper Fund.

NICK PENNIMAN

Nick Penniman is a nonprofit executive and journalist who serves as the founder and CEO of Issue One, a nonprofit organization dedicated to strengthening American democracy. Previously, Nick founded the Huffington Post Investigative Fund. He also served as the Washington director of the Schumann Center for Media and Democracy, publisher of *The Washington Monthly* magazine, and an editor of *The American Prospect*. In 2016, Penniman co-authored *Nation on the Take: How Big Money Corrupts Our Democracy and What We Can Do About It*.

Why GDS?

The dynamism! There are—as we parents know so well—other competitive independent schools in the DC area, but none have the same dynamic, creative energy and sense of community. GDS is like a big popcorn machine overflowing with positive possibilities.

What is your favorite GDS memory?

The first time I walked into the High School. Kids were high-fiving and laughing. Teachers were hanging out in the Forum with small groups of students. Everyone seemed helpful



(left to right) Nick Penniman, Sarah Harding, Winnie '26, Mac '25, and Nick '22

and welcoming. It just felt the right kind of place to send my kids. My family became part of the GDS community four years ago, when my oldest of three kids (Nick '22) entered as a freshman. Since then, our middle and youngest kids (Mac '25, Winnie '26) have become Hoppers.

What is your favorite family tradition?

Taking long weekend walks in Rock Creek Park, especially in the fall.

What expertise do you bring to the Board?

Entrepreneurialism, communications and a passion for strengthening democracy (including helping GDS play a role in doing so).

DENEEN HOWELL

Deneen Howell is a partner at the law firm of Williams & Connolly LLP, where she serves as Chair of the firm's Budget Committee and co-chairs the firm's Transactions and Business Counseling Group as well as its Employment Counseling Group, concentrating her practice on the representation of fiction and non-fiction authors, former government officials, journalists, senior executives and other fiduciaries in their professional, academic, media, and publishing pursuits.

Why GDS?

My family joined the GDS community in the fall of 2019, when our son, Jasper '28, entered the fourth grade. (Amalia '31 joined this fall.) Jasper was unequivocal in his determination to attend GDS after finishing third grade at Beauvoir, and we were easily persuaded that it was a perfect fit both for him and for our family. We were drawn to its mission, its dedication to diversity, equity and inclusion, its commitment to the educational development of the whole person, its devotion to positive change, and its warm and welcoming community.

What is your favorite GDS memory?

It's hard to choose a single favorite GDS memory. But, one that stands out in particular is the experience of attending the Middle School Band and Chorus concerts this past Spring, watching Jasper play in the percussion section and then going back the next night to support his friends who were singing in the chorus. They were both spectacular evenings packed with parents and siblings and friends, great music, and wonderful "potluck" treats and opportunities to



Jasper '28, Deneen Howell,
Amalia '31

connect afterwards with people I hadn't seen in person for far too long. It was also an evening full of nostalgia, having played the clarinet and sung in the school chorus throughout my own middle school and high school years with my own family looking on and bringing brownies.

What is your favorite family tradition?

My favorite family tradition is getting take-out Indian food from the same

restaurant, Heritage India, and enjoying it while watching a movie or TV show nearly every Friday night since before our kids were born.

What expertise do you bring to the Board?

I bring to the Board over two decades of experience as an attorney, with a practice that includes extensive experience in the areas of media and content development, executive compensation (representing, among others, leaders of major non-profit institutions and colleges and universities), publishing (representing both fiction and non-fiction authors), and corporate governance. I also bring past and concurrent board experience, having previously served for ten years on the board of the Folger Shakespeare Library and currently serving on the boards of The Fuller Project, the White House Historical Association, and Cogent Communications.

DONALD SAELINGER



(left to right) Katherine Dube, Nate '28, Hazel '32,
Donald Saelinger

Donald Saelinger is the President of Flashpoint, a cybersecurity company that protects commercial and government enterprises from threats and cyber risk. At Flashpoint, Donald leads the company's strategy and go-to-market functions, including corporate and business development, marketing, customer success, legal, and the company's national security business.

As a lawyer and entrepreneur, Donald has helped rapidly growing, mission-focused technology companies expand and succeed through key stages of maturity. Prior to Flashpoint, he was Chief Operating Officer and General Counsel of Endgame, Inc., a cybersecurity software company. Donald was also General Counsel at Opower, Inc. and an attorney at Covington and Burling, LLP.

Why GDS?

We joined the GDS community in the Fall of 2014, when our oldest Hopper (Nate '28) started in Barbara and Nichelle's Pre-K class. (Daughter, Hazel '32, is also a Hopper.) GDS's balanced approach to academic achievement

CECILIA KANG

Cecilia Kang is a national correspondent for *The New York Times*, focused on technology and public policy. She was a finalist for the 2019 Pulitzer Prize and received the Gerald Loeb and George Polk journalism awards along with a team of reporters for their coverage of technology. Cecilia is a co-author of *An Ugly Truth: Inside Facebook's Battle for Domination*. Prior to the *Times*, Cecilia was the senior technology writer for *The Washington Post* and Seoul bureau chief for *Dow Jones*.



(left to right) Leyla, Oltac Unsal, Tigin '25, Cecilia Kang

Why GDS?

We joined seven years ago when our son, Tigin '25, entered 3rd grade. It's hard to find a more compelling reason to join GDS than to look at its origin story as Washington's first integrated school. Seventy-five years later, GDS has stayed true to its commitment to diversity, inclusion, and social justice. We have been struck by the joy students and teachers bring each day to the classroom. We've seen how the Free to Be Me assembly, high school clubs, and Lunar New Year festivities celebrate the diversity of our student body. We've also seen how Hill Day and the Civic Lab push students to think critically and as citizens of the world.

What is your favorite GDS memory?

Just one? A few favorite events include the Lower School dance assembly, the Free to Be Me assembly, and Country Market Day. But if I were to choose one memory, it would have to do with an endearing thing known as "the necessary." Yes, I'm talking about Turkey Run, the beloved third-grade tradition that brought students

and their families just a few miles outside DC to recreate life in colonial times. We cooked on open fires, hiked the woods and slept in cloth tents. We really got to know each other, especially after digging, sharing, and then covering up the "necessaries."

What is your favorite family tradition?

On New Year's day, we have a Korean tradition of paying respect to elders and ringing in the new year with a bowing ceremony. Since my parents are on the West Coast, that means Zoom New Year's celebrations for the extended family.

What expertise do you bring to the Board?

I'm a communicator with subject expertise in governance, public policy, and technology. I have served on the board of a charter school in Washington, DC.

and social justice is the ideal formula to help kids grow into smart, empathetic, humble, and innovative young citizens. GDS prepares its students to tackle the world as it is today...which is imperfect and complex, but with untapped potential. This is the result of tireless work by the school faculty, staff, and leadership, along with the entire student and family communities. I have loved seeing the impact that this approach has had on our kids, as GDS helps them become creative, confident, and well-rounded young adults.

What is your favorite GDS memory?

Memorable moments at GDS are too many to count, but I've always loved joining the camp trips at Camps Letts, Pecometh, and Overlook. Getting to see the kids out of their element and in the wild is a blast.

What is your favorite family tradition?

Board game nights and weekend family hikes with the dog.

What expertise do you bring to the Board?

In my professional roles, I have helped mission-driven organizations mature and grow, without sacrificing their distinctive culture, their commitment to their core values, or their ability to succeed. My background as both a lawyer and entrepreneur has instilled a view on how to balance institutional risk and boldness, and will help me bring a consistent, creative, and collaborative voice to GDS leadership. Finally, having served on and worked closely with successful boards in the past, I understand and am committed to the board's mandate to support GDS's near-term needs, while ensuring that the institution is making the right decisions for long-term sustainability and success.

Belonging

What it is and why it matters

Belonging is a heavy word, complex and fraught with layers.

Intuitively, it's associated with acceptance in a group—an antidote to loneliness and rejection. The desire to belong is rooted in our evolutionary history, when our ancestors relied on group living for hunting, food gathering, and safety; in other words, for their very survival. It's a primal craving so hard-wired in our brains that the humanist Abraham Maslow placed “love and belonging” half way up the hierarchy of basic human needs, a prerequisite to living up to one's full potential.

But does belonging to one group mean breaking away from another? Is one excluded when another belongs? Does belonging mean fitting in by changing who you are? In schools, the term has become a buzzword because a growing body of research shows belonging contributes to academic success, peer bonding, and better emotional and physical health. Still, as a concept, belonging is tough to measure.

“That's why we've been working hard to define what belonging means to us at GDS, as individuals and as a community,” said Marlo Thomas, the School's director of diversity, equity, and inclusion (DEI). “We're grappling with two truths. The diversity in our School lends itself to more inclusivity, more breadth and depth of cultural awareness. But it also presents more opportunities for conflict because that's what happens when more people come into a space together. Now, our values have more tension points.”

Adding to the tension are the alarming trends in mental health among youth. One in three high school students nationwide have persistent feelings of sadness or hopelessness, a 40 percent jump from 2009 to 2019, according to federal statistics. The COVID-19 pandemic exacerbated the mental health crisis, prompting U.S. Surgeon General Vivek Murphy to issue a call to action, in which he emphasized the role schools can play in helping students find “a sense of purpose, fulfillment, and belonging.”

At GDS, belonging has been a pillar of the School's mission since it opened its doors in 1945, an integrated institution in a city that kept its public schools segregated. But GDS is not immune to the political and social strife outside its doors, which is why it's been doubling down on its effort to further infuse belonging into its culture.

The approach makes sense because any cognitive energy that kids spend feeling uncomfortable or out of place at school comes at the expense of their classroom performance, said Bobby Asher, director of student life and wellness at GDS. “We want kids to feel that school is home,” Bobby said. “Belonging is bigger than ‘nobody makes fun of me.’ It's feeling ownership, equal, positioned in space, empowered.”

Fun?

What a strange concept

By several measures, GDS is making progress on all those fronts.

Our students consistently report a very high “sense of belonging” on average compared to the hundreds of other schools surveyed by Challenge Success, a nonprofit school reform organization affiliated with Stanford University. The results show very little variation when the data are disaggregated by race and gender. The most recent 2021 survey ranked GDS on the high end of the range compared to schools of similar size and type nationwide, said Sarah Miles, research director at Challenge Success.



The results showed that roughly two thirds of GDS High School and Middle School students somewhat or strongly agree that they “feel accepted” at the School and that “other students like me the way I am.” In describing GDS, “fun” and “caring and welcoming” were among the top three terms cited by students in both divisions.

Drew Schrader, a school program manager at Challenge Success, said he rarely sees “fun” as a top descriptor among high school students in particular and notes that “fun” and “belonging” are mutually reinforcing concepts. “We never have fun in a place where we feel we don’t belong, or that we’re a bad match, or that we’re being judged,” Schrader said. “We call fun the ‘tailwind.’ You can have interesting, meaningful, hard work. But wow, doesn’t it make everything easier if it’s fun?”

A group of GDS students reached similar conclusions after they spent the 2021-22 school year gauging the High School’s culture of belonging. In a paper presented to the School’s leadership team, the group concluded that GDS does a great overall job of making community members feel welcomed and appreciated, though new students entering 9th grade felt less integrated than students who had been attending GDS for years.

“We had a few suggestions of what we could do to kind of help the freshmen out a little bit,” said Deepa Bhargava ’23, one of the students involved in the research, which took place in an Upper Level class called Youth-led Participatory Action Research (YPAR). “But seeing that a lot of students in 10th, 11th, and 12th grades felt they belonged means that in time, these freshmen hopefully will feel the same way when they become more familiar with the teachers, their classmates, and the building.”

Deepa speaks from experience. Having joined GDS in first grade, she’s grown to appreciate the School’s rituals and traditions. Calling teachers by their first names, she said, makes them feel more accessible to her. She loves that Head of School Russell Shaw knows everyone by name and greets students at the door most mornings. And she’s deeply bonded with her varsity volleyball teammates and her co-leaders on the Environmental Task Force, which hosted the school’s first-ever Eco-Market Day in spring.

“I’m passionate about sustainability, and at GDS, I found my space with a niche of students who feel the same way I do,” Deepa said. “Doing this event with them is one of the reasons I feel I belong here.”

Affinity Groups

Why it’s not all about making friends

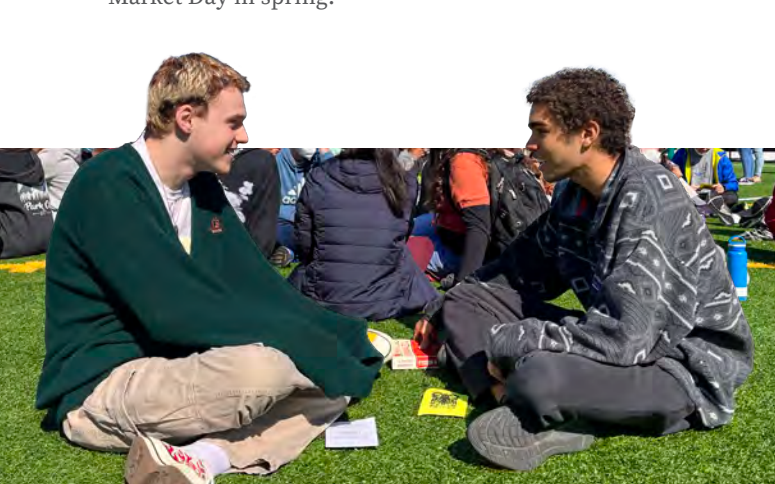
Finding a “niche” is the key. Research shows that simply having friends or being surrounded by people is not enough to foster self-esteem and a sense of belonging. Far more important is being part of a group with people with whom you identify, as in people who are “psychologically important and internalized as part of social identity,” according to a 2015 study published in PlosOne.

Jacqueline Elna Metzger ’23 instinctively understood the need for that kind of engagement in 2020. The pandemic had shut down in-person schooling. The police killings of Breonna Taylor and George Floyd had riveted the nation. And Black GDS students started posting on social media about incidents in which they felt devalued at the School, where 48 percent of the student body and 47 percent of faculty and staff identify as people of color.

Even while the School began digging into a proper organizational response to these events, Jacqueline and some of her friends were inspired to create CROWNS, an affinity group for GDS female students who identify as Black, African American and/or of African descent. “We really wanted a space where we could talk comfortably about experiences that are specific to being Black and female,” said Jacqueline, whose mother is from Sierra Leone. “I named it CROWNS because Black women’s hair is so politicized. It’s one thing that connects all women who identify as Black.”

The group discussed how it feels when other people touch their hair, even when the gesture is well-intentioned. They often talk about colorism, or skin-tone discrimination that favors light skin over dark skin in the same racial or ethnic group, especially among women. They notice how so many Black women are murdered or go missing without much attention.

Having this outlet not only offers her some psychic relief, but it also raises social awareness schoolwide, Jacqueline said. “We’ll leave a meeting and talk to our friends who are not Black, who



are not female, about the things we've discussed, and they're all curious and open to listening," she said. "Even if it's a casual conversation at lunch, people outside of the affinity group still get something out of what we're doing and talking about."

Words Hurt and Ache

The emotional distress, or "social pain," brought on by social rejection and exclusion has become a growing area of neuroscientific research. One study shows that acetaminophen (the active ingredient in Tylenol) can help reduce social pain the same way it does physical pain because both types of suffering are activated in the same region of the brain. Other research concludes that prolonged exposure to racial offenses can lead to headaches, chest pain, and other physical reactions. So basically, words really do hurt.

In his graduation speech to the Class of 2022, Miles Huh said that the GDS community "offered the safety for me to develop my own identity and become comfortable in my own skin," and he credited that in part to his membership in Triple A, the Asian American affinity group.

Miles, who is of Chinese and Korean descent, said that he had a "complicated relationship with race" prior to joining GDS in 9th grade. His middle school had few Asian Americans, and he always felt that his culture was the butt of lots of jokes. Classmates spoke in stereotypical Asian accents around him, asked him if he eats dogs and cats, and questioned whether his vision was impaired, Miles said more recently.

"You give up on correcting people. I felt defeated," Miles said. "I was afraid of confrontation, so I made excuses for them. ... I'm not proud to say this, but I'd sometimes laugh along or do the voice. It was easier than saying: 'Hey, that's not cool.'"

But at GDS, students promoted self advocacy, especially his older peers in Triple A, who acted as mentors. They spoke about hot-button issues, such as the legacy of the Korean-Black conflict in the wake of the 1992 L.A. riots and the "Tiger Mom" narrative. At School, he felt he could sit or talk to anyone without fear of ostracism. He even felt welcomed into the theater community, knowing full well he wasn't a great actor. "I wasn't dealing with

microaggressions anymore," Miles said. "That worry lifted off of me and allowed me to grow into the person that I am now."

The summer after his freshman year, Miles finally spoke up. He was volunteering at a camp, where some of the 8-year-olds he was overseeing would make "squinty eyes" and speak with an accent when they saw him. "Time at GDS gave me the voice to say: 'It's not okay,'" Miles said.

Identity and Social-Emotional Skills Go Hand-In-Hand

Starting this school year, a new provision in the GDS enrollment contract mandates that parents and students support the School's effort to actively work against racism, hatred, oppression, and bigotry.

GDS also initiated a third-party audit of its DEI practices that led to immediate actions, including a commitment to integrate a multi-year DEI vision into the School's strategic planning starting this year. In addition, the School is adopting restorative practices to resolve conflicts and repair relationships. It's gathering data to gain insights into the community's vital DEI indicators, such as student achievement, incident reporting, and hiring/retention. And it's monitoring its progress on a dashboard that's currently being developed. All of these steps are part of a broader anti-racist initiative underway at the School.

At the granular level, the focus on the intersection between belonging and identity is being bolstered with a health education curriculum steeped in SEL, also known as social-emotional learning. SEL focuses on developing self-awareness, regulating emotions, and building interpersonal skills.

"DEI and SEL go hand in hand," said Bessie Oster, a health education consultant working with GDS. "If we're talking about body image, are we talking about White beauty standards? If we're talking about nutrition, what does that mean in different cultures? What does



it mean in terms of socioeconomic status?" If pricey organic food is presented as a marker of healthful eating, she said, that might not feel right for some kids and erode their sense of belonging in the class.

Caitlin Hutcheon, GDS HS health and wellness teacher, said that when she's teaching students about stress, she delves into how racism plays a role. Her lessons on intimacy include talk about healthy LGBTQ+ relationships. "And I'm always having them think about: If you're in an unhealthy relationship, or suffering from addiction or suicidal ideation, which adult will you go to about it?" Caitlin said.

What Students Bring to Class

Challenge Success, the Stanford University affiliate, reported that more than 70 percent of GDS students said they have an adult they can go to at school if they have a problem. In a recent meeting with faculty and staff, Head of School Russell Shaw said the results underscore the awesome influence educators wield in students' lives.

"Each student arrives in the classroom with their own story. This story, shaped by life experience, is sometimes rich and joyful and sometimes deeply painful," Russell said. "A student's story informs how they show up each day, even when it's a story of which they're not completely conscious. Our job as educators is to take time to know our students and their stories. When we do, they feel it, and they are more likely to thrive."

Marlo, the DEI director, said that it's incumbent on educators to do the same kind of self-reflection that we're asking students to do about their identities and unintended biases. Speaking at an orientation for new faculty and staff, Marlo urged everyone to think about their own personal journeys as students, when or if they



ever saw reflections of themselves at school, and whether they found emotional and psychological safety there.

"We remember the teachers we loved, and

we remember the teachers who we didn't like so much," Marlo said. "And that's for good reason."

High School learning specialist Meredith Chase-Mitchell remembers her school days in Brooklyn, NY. The daughter of two Caribbean immigrants, she moved to the U.S. with her parents. Meredith remembers placing her home-packed lunch on her lap, trying to hide it from her classmates in the cafeteria. She wanted to toss the mango and fresh carrot juice and replace it with pizza or anything that would help her fit in.

It wasn't until she joined a black sorority in her predominantly white college that she connected with other girls whose parents came from other countries and whose moms had accents. "Being in that sorority taught me that you have to love yourself before you can branch out and fully embrace others," she said. Now, as faculty advisor to CROWNS, she's gratified to see that the members are learning that lesson earlier than she ever did.

Meredith likes to think it's because GDS practices and reminds students of the values it cherishes: kindness, activism, anti-racism, self-advocacy. "But young people are hard to read," she added. "Are they all getting it?"

Jacqueline said she does. She remembers how, during her sophomore year, GDS gave her a "collective hug" when her mother died of cancer. Her math teacher would make sure she got her lunch. Her theater friends dedicated that year's show to her mother. A GDS couple now acts as her guardians. Jacqueline said she wants to pay that kindness forward through CROWNS and her new role as GDS Staff-Student Council president.

"I really want to make sure that everyone at this School understands that nobody has to leave key parts of their identity at the door to fit in," Jacqueline said. "In the end, that's what belonging really means."



KEVIN SHEEKEY '84: GDS'S KNIGHTED HOPPER

Sheekey talks about a career “in the wings”



THEN

Kevin Sheekey (second from right, back row) and Kevin Barr (fourth from left, back row) at GDS



NOW

Kevin Sheekey and Kevin Barr at Sheekey's decorating ceremony

Kevin Sheekey's path to knighthood started five years ago in a Frankfurt airport, when he read a newspaper article about how President Trump's looming decision to withdraw from the Paris climate accord would create a huge funding gap in the fight against global warming.

Within minutes, Sheekey '84 was calling his billionaire philanthropist boss, former New York City Mayor Michael Bloomberg, with a proposal: What if Bloomberg's charitable foundation pledges up to \$15 million to cover the U.S.'s unmet financial obligation? The plan expanded. Since Sheekey and Bloomberg were already in Europe on business, why not unveil the funding pledge in Paris?

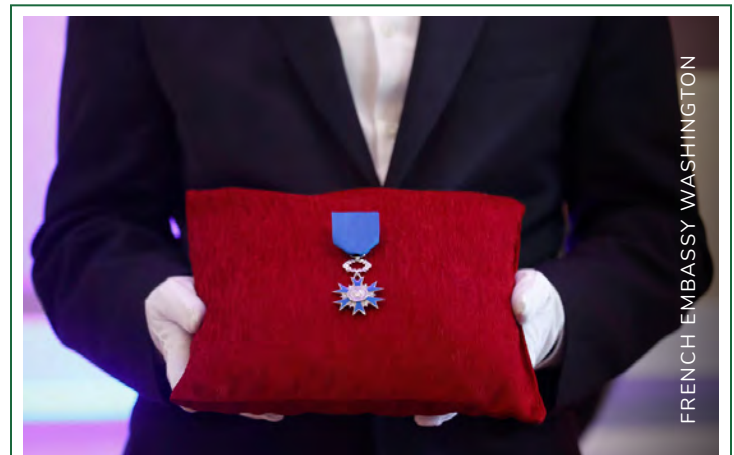
And so it was that Sheekey found himself arranging a meeting within 48 hours between Bloomberg, French President Emmanuel Macron, and Paris Mayor Anne Hidalgo at the Élysée Palace. The meeting led to a press briefing hours after the White House withdrew from the deal. Bloomberg, flanked by Macron and Hidalgo, told the world that the United States would fulfill its financial obligations under the climate pact, with or without Washington's support.

In April 2022, the French government bestowed Sheekey with the Insignia of the Chevalier de l'Ordre National du Mérite, in effect making him a knight for his work on behalf of the landmark climate deal. The honor marks the latest in a string of career successes for Sheekey, who has earned a reputation as an astute political

strategist after 25 years by Bloomberg's side. It also offers insight into how Sheekey prefers to get things done: off center stage.

"I basically view politics as a great stage play, and that's not to take away the positive impact it can have," said Sheekey, who joined GDS in 5th grade. "But I do enjoy watching who is good at it, who is bad, who succeeds. I enjoy being part of the production, but I'd rather do it from the wings."

Kevin Barr, who was Sheekey's advisor throughout his High School years, was among the few dozen people invited to the



Insignia of the Chevalier de l'Ordre National du Mérite

private decorating ceremony at the DC residence of the French ambassador to the United States, Philippe Étienne. Barr described it as an “august” occasion. The ambassador’s praise of Sheekey was exalted, he said, and Bloomberg spoke of Sheekey the way a proud father would of a beloved son.

“Kevin was honored and moved and, at the same time, so genuinely himself,” Barr said. “He’s always combined this wonderfully ebullient, outgoing, generous, deeply curious, fascinated, optimistic personality with a lot of integrity. ... When he’s his warm, friendly self, it’s not an act. From the time he was a kid, he was that way.”

“THE BLOOMBERG WHISPERER”

The 56-year old DC native grew up the oldest of three children in a civic-minded household. His father, Arthur, helped create the Department of Education in the 1970s. His mother, Kathleen, was legislative director at Common Cause for a decade.

Sheekey said that his family and his GDS education taught him to care about his community and fostered his willingness to engage people, traits that served him well professionally. But it was his mom who gave him his big break in politics. Her Capitol Hill connections helped him land a summer internship with Rep. James Scheuer (D-NY) after his junior year at Washington University in St. Louis.

“Don’t ever apologize for how you got into the door because, I’ll tell you, I’ve never seen anyone succeed because of who got them in,” Sheekey said. “That may not be true everywhere, but in most places, once you’re in, you have to work hard, think smart, and work well with others to succeed.”

The internship paved the way for a 10-year career on Capitol Hill; five years with Scheuer after graduation and another five with the legendary Sen. Daniel

Patrick Moynihan starting in 1992. The four-term senator from New York was a notoriously tough boss whose office was always teeming with talent. Within a year, Sheekey went from managing the senator’s schedule to managing his 1994 re-election campaign. He kept climbing, moving on to serve as the senator’s press secretary and then his chief of staff.

The run in Moynihan’s office was “the best professional education of my life,” Sheekey said. But he felt that he’d hit the glass ceiling on the Hill and started shopping around for a lobbying job, with an eye toward a media or finance firm in New York that wanted to build its Washington presence. “I stumbled across [Bloomberg LP] and it checked all the boxes,” Sheekey said.

Michael Bloomberg hired Sheekey as chief Washington lobbyist in 1997 and tasked him with raising the company’s profile and dealing with its mounting regulatory demands.

Today, a quick online search turns up dozens of articles about Sheekey. They mention his “blarney-coated candor” (*The Atlantic*), his tendency to “speak without periods” (*New York Times*), and always his trademark “tieless preppy

look” (*Esquire*). Many also refer to his mischievous streak. Case in point: As a college freshman, Sheekey was elected dorm president promising frequent parties for all (*New York Magazine*).

The headlines usually highlight Sheekey’s role as the architect of Bloomberg’s political rise from a little-known billionaire with a growing media empire to three-term mayor of New York City and presidential contender.

“The Bloomberg Whisperer,” one headline read. “Mike’s Brain,” read another.

UPROOTING THE FAMILY, SETTLING IN NEW YORK

When Bloomberg mounted his longshot bid for mayor in 2001, it was Sheekey who ran the campaign, despite misgivings about his boss’s chances of winning.

In a joint interview with his wife, Robin Caiola, Sheekey told *New York Family* that he was commuting between Washington and New York in those early days. “Every Friday night I would get home and Robin would say, ‘If he wins, we’re not moving to New York,’” Sheekey said. “And I would say, ‘Don’t worry, we’re not going to win.’”



Kevin Sheekey (left) and Michael Bloomberg (right) lobbying for the climate in Brussels at the EU parliament

But his outlook changed when the 9/11 terrorist attack devastated New York and the nation. “Kevin knew what to do with it politically,” Hank Sheinkopf, who worked for Bloomberg’s 2001 opponent, told *New York Magazine*. “Instead of talking about the towers falling they talked about leadership and management. ... Kevin understood organically what had to be done. That’s a big skill.”

It didn’t hurt that Bloomberg pumped \$75 million of his own fortune into the campaign, switched parties to run as a Republican (a strategic move to avoid competing in the crowded Democratic primary), and won the coveted endorsement of his predecessor, Mayor Rudy Giuliani.

Come January 2002, the Sheekeys were moving to New York with their infant twins in tow. (Dillon and Samantha are now sophomores at Brown University and Duke University, respectively.) They now call New York home.

SLEEPING LIKE A BABY

During the mayor’s 12 years in office, Sheekey considered exploring other career paths a few times: in 2003, when he felt restless at City Hall; in 2004, after he helped lure the Republican National Convention to New York and ran the event on behalf of the city; and in 2005, after the mayor’s re-election when he got an offer to run California Governor Arnold Schwarzenegger’s re-election campaign.

But Bloomberg convinced him to stay and appointed him deputy mayor of government affairs in December 2005, a new post that enhanced Sheekey’s political influence. “He knows everybody on the Democratic side, particularly in Washington, and then he was my guy to do the city’s half of the Republican convention, so he got to know everybody on the other side of the aisle,” the mayor said at the time.

Sheekey says he’s proud of the role he played in his boss’s success: reviving New York City post 9/11, turning around a dysfunctional public school system, and pushing for sustainability long before it was cool. Sheekey helped create Bloomberg’s PlaNYC in 2007, an ambitious, long-term, environmental agenda for the city that turned into a “passion project” for him. His interest in sustainability has grown and evolved ever since, hence his effort to get his boss involved in the Paris climate accord in 2017. (Under President Biden, the U.S. has since rejoined the treaty. Bloomberg Philanthropies kicked in roughly \$7.5 million during the Trump years.)

Sheekey is not too disappointed in Bloomberg’s failed 2020 presidential bid either, even though he’d been urging his boss to run for years and managed his self-funded presidential campaign. “Our early polling for the Democratic primary never showed that Mike could win,” said Sheekey, who is known for his number-crunching prowess. “But he didn’t want to sit on the sidelines. He got in with a singular focus: defeat Donald Trump. We were determined that Mike would be the nominee or he would be part of the campaign that removes Trump from office.”

Bloomberg, who ran as a Democrat, spent \$275 million of his own fortune on negative Trump ads that Democrats needed to win in the general election. And when Biden won the Democratic primary, Bloomberg spent a lot of money on the Biden campaign, \$100 million in Florida alone. “Had Mike not run that campaign, it is my belief that Trump would still be in office,” Sheekey said. “So I can go to sleep at night, no problem.”

Today, Sheekey is global head of external relations at Bloomberg LP, splitting his time between New York and London for the job. A few years after Bloomberg left office in 2013, Sheekey briefly considered running for mayor himself, at his



Kevin Sheekey with French President Emmanuel Macron, Paris Mayor Anne Hidalgo, and Michael Bloomberg



On the campaign trail with Bloomberg in 2005, Dillon Sheekey rides on his dad’s shoulders.

daughter’s urging, but decided against it.

“Let’s just say my skills are better put to use electing other people, and making sure others don’t get re-elected,” Sheekey said. “Sam is still a bit upset. ... Perhaps one day she will run and I can help run her campaign.”



DERRICK RUTLEDGE '79: MAKEUP, MUSIC & MAGIC

Celebrity makeup artist Derrick Rutledge '79
on life's layers



LISTEN WHILE YOU READ

Derrick's 12+3 Tunes that Take Him Back

PRIMER



Derrick Rutledge '79 is a work in progress. At 61, with the face and buoyant spirit of a 38-year-old, he's like a phoenix rising from all the broken bits and anguish of life.

Derrick was a bullied child, who found refuge at GDS—only to have his musical dreams deferred in college. Instead, he found his calling through the pages of fashion magazines. Barely a few years out of college, he became known as the “big man who could ‘beat face’”—shorthand for applying makeup with breathtaking results.

He gained devoted clientele among the stars, then the superstars. Early 2009 found Derrick splitting his days between the East Wing of the White House with First Lady Michelle Obama; Chicago, South Africa, and Los Angeles with Oprah Winfrey; church on Sundays; and his mother's Washington, DC bedside as she battled cancer.

As much as he's gained in the last two decades, he's also lost a lot. From just before his 40th birthday until today, he lost both hip bones (since replaced), pieces of his pelvis, and 300 pounds from his lifelong struggle with obesity. He lost his mother to cancer and nearly lost his life, when an 18-wheeler flung his car from the road.

And still, he's rising. The “Makeup Maestro's” art now graces countless covers of those same fashion magazines that emancipated him.

In a 2011 *Washington Post* article on Derrick, reporter Keith L. Alexander wrote, “Derrick's magic rested beyond his brushes and powders, in his demeanor. The man who was



Derrick Rutledge '79 with Oprah Winfrey

often hurt by others' words used his own words to make people feel confident.”

Every Oprah public appearance in the last 12 years, including all her movies, show tapings, and magazine covers, has showcased Derrick's handiwork. He runs two cosmetic brands—Derrick Rutledge About Face (DRAF) and Perfecting Your Presence (PYP)—works out daily, and works tirelessly to help others achieve the best version of themselves.

“I see my time on this Earth as a healer,” Derrick said.

FOUNDATION



Derrick always struggled with his weight and his self-esteem, particularly in the face of actual (and perceived) persecution by his peers. In public elementary school, he protected himself by doing their homework and hiding. He was different and smart, teachers said; when his handwriting was recognized on others' pages one too many times, they urged his family to find a private school.

Derrick attended GDS from 7th grade to graduation and keeps up with friends, including Kamal Ali '80, Marc Fuller '79, Thomas Johnson '79, Ron Lucas '79, Leroy Nesbitt '78, and Scott Shepperd '79, several of whom also sent their own children to GDS.

He remembers close relationships with teachers, among others, Kevin Barr—"Love me some Kevin Barr!"—Harold McNeill—"He was like a big brother to me!"—and Dorothy Jackson—"I'm getting the chills seeing Dorothy's number is still in my phone!" They stayed in touch regularly until her passing in 2010.

Derrick was an artist and a talented singer at GDS, who performed in all the musicals, seder programs, and Christmas assemblies. "Music has always been in my soul," he said. Derrick was a superfan of the 'Godmother of Soul' herself, Patti LaBelle, who used to pick him out of the crowd at her concerts and invite him onto the stage to sing his heart out on "Lady Marmalade." (Several years after a vocal coach at Webster University shut down his dreams of ever being an opera lead because of his big body, he would go on to spend nearly 20 years on tour with LaBelle, not as a singer, but as her makeup artist).

"I ended up really loving GDS," Derrick said. "I never felt that I fit in, even though I had a good life there. Not to say that people treated me badly but rather because I didn't feel good about myself. That [feeling] expanded into how I believed people felt about me. I always believed that weight was an issue. Dorothy was a person I could talk to about that. She taught me that I could believe in myself and go after what I really wanted to do."

CONCEALER



Fashion and art were his means of escaping. He picked up photography in college, attempting to mimic what he saw in magazines. Later, with a tackle box of cheap wet n wild beauty products, he began to do free makeup for female classmates; and, after college, he continued with the free or \$5 makeup audition jobs for producers he met at fashion shows. A few good breaks later, he got a call from Black Entertainment Television (BET) because Miss USA Kenya Moore had requested him for her appearance on the network. He stayed with BET for almost a decade, doing makeup for the hosts and celebrity guests, including a young Beyoncé with Destiny's Child, Sisters With Voices (SWV), TLC, En Vogue—"all the girl groups from the 90's"—as well as Lil' Kim, Aaliyah, and Queen Latifah.

Despite his size, Derrick had a way of positioning himself out of view: hidden in corners to eat alone, watching the stars from offstage, and working behind the makeup chair. Even when his five-foot seven-inch frame at one point carried nearly 600-pounds, with a 72-inch waist, he managed to conceal himself—and his deteriorating physical and mental health—behind the beautiful faces and the work.

In 1999, Derrick underwent gastric bypass surgery and began the long journey to health, wellness, and self-esteem.



A young Beyoncé Knowles from her Destiny's Child days with makeup artist Derrick Rutledge '79



HIGHLIGHTS

Derrick knows and follows the latest makeup trends but is known for giving timeless looks. You've seen his work, even if you didn't realize it. After hanging up on a White House phone call, thinking it was a prank, Derrick began working with FLOTUS, and it was her *TIME* magazine cover that caught Winfrey's eye. His artistry for Winfrey's turn as Mrs. Which (pictured) in Disney's 2018 film *A Wrinkle in Time* is unmatched.

SHADOW, EYEBROWS, LIPS

Derrick works happily in the shadow of all these stunning Black women, but he's learned to spread his wings. He's perfecting his presence and adopting some of his most confidence-boosting techniques on his own face, including his signature arched eyebrows. Makeup with Derrick is joyful work: music is ever-present, whether he's singing and dancing with his clients, including the former First Lady, or hearing Whitney Houston in his head as he does Ms. Winfrey's lips, while she reviews a script or reads a book for an author visit. ("You're the lip master," she tells him.) Other times, they'll pop on some Teddy Pendergrass or the Aretha Franklin gospel album, sing, and reminisce.



WALT DISNEY PICTURES

Ms. Winfrey as Mrs. Which in Disney's 2018 *A Wrinkle in Time*. Makeup by Derrick Rutledge '79.

FINAL DUSTING, SET, AND SEAL



These days, he's looking after himself, even while bouncing between time zones, weddings, funerals (including for Ms. Winfrey's father in July 2022), movies, and magazine shoots. He's been at this work long enough that those first brides he made up for next to nothing when getting his start are now calling him up to do their daughters' wedding makeup.

"He makes every day your prettiest day, and every woman is looking for her prettiest day," Ms. Winfrey told *The Washington Post*.

His smile and soft speaking voice radiate warmth. "The makeup person is the last person you see before you go on set, and his energy affects your energy," Moore said of Derrick for the 2011 *Post* feature. "He has the most beautiful spirit."

"There are a lot of layers to me and my life," Derrick said. "I'm a constant work in progress, always looking to be a better Derrick and help someone along."

That's a legacy worth leaving.

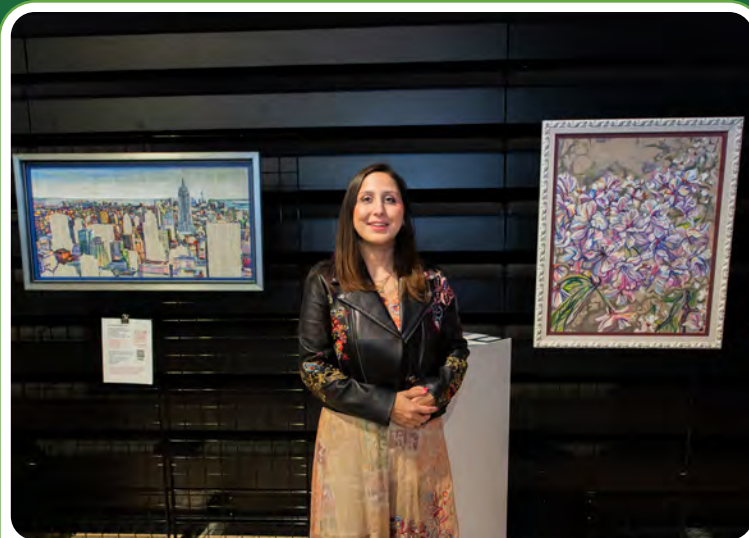
ALUMNI WEEKEND 2022



All-Alumni Party



High School history teacher Sue Ikenberry featured teacher during Classes Without Quizzes



Artist Caitlin Greenhill Caldera '10 at the Alumni Art Show and Reception

PLANNING FOR ALUMNI WEEKEND 2023

Celebrating classes ending in 3 and 8!

Help us the plan the weekend as a Class Reunion Chair. Email Correy at chudson@gds.org for more information.



UPDATES ON THE HOPPER ALUMNI NETWORK

CORDENIA PAIGE '83

as Chair of the Hopper Alumni Network in 2021 and a thrill to hit the ground running. In the past year, we've hosted an array of events designed to connect GDS alumni of all ages and affinities to one another and to the School. Our alumni weekend in April—the first we've held in person since the pandemic hit in 2019—offered more than the traditional class reunions and our signature party. It featured our first LGBTQ alumni happy hour, the first Black Alumni Day party, an alumni arts show, and a “Night at Nats Park” with our Young Alumni Council. Legendary GDS educators Kevin Barr, Sue Ikenberry, and Bobby Asher graciously held lectures that weekend for visitors yearning for their old school days.

Alumni events were held year-round with panel discussions on important topics, such as the war in Ukraine and the changing landscape of Washington, DC, all of which featured

It was an honor to be nominated

alumni speakers. We kept our doors open to any GDS alumni who wanted to share their expertise, career paths, and passions with GDS students and faculty. In the past year, we heard from Jacob Kaplan '16 (comedy writing for TV), Andrew Weiner '90 (co-writing a graphic novel with Alicia Keyes), and Sheldon Gay '00 (STEM careers for men of color). We also spread our wings beyond the District and held a GDS alumni reception in New York, which roughly coincided with the High School chorus's performance at Carnegie Hall in May.

To all the Hoppers, past and present, please know that the Hopper Alumni Network is working hard to celebrate your talents and serve as a resource. Let us know what you're doing, how you're doing, and what we can do for you. You can reach us at alumni@gds.org.



Black Alumni Day Party during All-Alumni Weekend

NEW MEMBERS OF THE ALUMNI BOARD



CORNELIUS GAULT '98

Cornelius, a native Washingtonian, still wears his GDS Men's Varsity Basketball warm-up jersey around the house. Since graduating from Northeastern University in 2003, he's enjoyed a career in federal

contracting, most recently at Booz Allen Hamilton, where he is a Procurement Compliance Manager. Cornelius is also a licensed real estate agent in the DC region, a freelance voice-over actor, an event emcee, and a wedding officiant. At GDS, he felt surrounded by a community that worked to promote diversity and inclusion. On the alumni board, he hopes to assist in keeping that culture alive.



SARAH DOWNIE '99

Sarah, a Silver Spring resident, started attending GDS in kindergarten and credits the School for fostering her love of learning and social consciousness. For more than 15 years, Sarah has worked

in public policy and social science research. She currently specializes in health policy as a Senior Research Director at the Bethesda office of NORC, a non-partisan research institution at the University of Chicago. Sarah received a B.A. in sociology from the University of California San Diego and an M.A. in Public Policy from George Washington University. On the alumni board, Sarah will work to encourage connections between alumni and with current GDS students.



ISSA BRAITHEWAITE '07

Issa helps various brands humanize data and better understand the drivers of consumption. He is constantly watching or talking to people and learning about them and their behavior (himself

included). Issa, a Washington DC native, graduated from Ohio University in 2011 and moved to Vancouver four years later. He received an MBA from the University of British Columbia in 2017. Always tinkering and trying new things, Issa enjoys many hobbies, including sailing, photography, comedy improvisation and hosting Off the Beat & Path on CiTR community radio. He credits his curiosity to his years at GDS.

WHERE ARE THEY NOW IN ATHLETICS



Seniors Arjun Narayan, Haidyn Green, Claire Cooper, and Hayden Martz at the GDS College Athlete Recognition Event on May 4, 2022

SOCCER

Arjun Narayan '22 (pictured above) will start his collegiate soccer career at the University of Pennsylvania.

Hayden Shepperd '21 is currently playing with Copenhagen-based club Boldklubben Frem.

Mike Klain '12 completed his collegiate career with Division I Harvard, where he led the Ivy League with five assists in his senior season. He recently graduated from the JD/MBA program at Harvard, where he served as an Editor of the Harvard Law Review.

WRESTLING

Speaking of the Shepperds, Grayson Shepperd '11 wrestled at Princeton University, where he twice won the Navy Classic. He now coaches the GDS wrestling team. Under Grayson's leadership, the wrestlers won their first two MAC Championship banners in the history of the program (see page 34).

Captain Hayden Martz '22 (pictured above) will be wrestling at Trinity College.

VOLLEYBALL

Claire Cooper '22 (pictured to left) is off to play volleyball at Hamilton College after leading the GDS women's volleyball team to its first state championship appearance, setting GDS records for career assists (1,448), season assists (567), season aces (89), and wins in a season (20).

Former teammate Thandiwe Eversley '19 is playing at Bryn Mawr College, where she averaged 3.90 digs per set as the starting libero for the Owls.

TENNIS

Haidyn Green '22 (pictured to left), who finished third in the DC State Championships in May 2022, will play at Brandeis University.



Leo Cooper '22 center left and the Class of 2022 mens track team

RUNNING

Leo Cooper '22 is planning to run track at Williams after having earned himself the fourth fastest 800 meter time in GDS history.

Ziyah Holman '20 has continued to set and reset records at the University of Michigan, where she competed in the NCAA National Outdoor Championships for the second straight year in the 400 meters.

Jacob Gaba '18 closed out his collegiate running career at Haverford College in June, earning himself the Pop Haddleton Award for his excellence. He's starting at GWU Law School this fall.



BASEBALL

Jaren Zinn '17 signed to the Washington Nationals organization in July 2022 after a standout collegiate career with the Harvard University Crimson. He posted a team-best 63 strikeouts over 42 innings—1.5 strikeouts per inning—ranking sixth in the Ivy League in strikeouts. Let's show some Natitude as this #Hopper4Life makes his start in pro baseball.



YOUR LEGACY. THEIR FUTURE.

HAVE YOU CONSIDERED MAKING A GIFT TO GDS IN YOUR WILL?

A charitable bequest is a written statement in a will directing that a gift be made to Georgetown Day School upon the death of the donor. It is simple to execute, and it is the most popular method for establishing a legacy gift.

A BEQUEST COULD BE RIGHT FOR YOU IF:

- You want to make a gift to GDS.
- You want continued access to your assets, should you need it.
- You want the flexibility to change your mind.
- You are concerned about outliving your resources.

Your bequest may be a specific dollar amount, a percentage of your estate, or the remainder after all other provisions are specified.

WE ARE HERE TO ASSIST:

For more information, please visit legacyplanning.gds.org. You may also contact our Development Office by calling 202-295-6239, or by sending an email to legacy@gds.org.



THE GLADYS STERN SOCIETY

By establishing a legacy gift, you join the Gladys Stern Society. Gladys served GDS for 42 years, 21 of them as our Head of School. Your legacy gift remembers Gladys and provides an investment in our future.



REPORT ON PHILANTHROPY

2021-22

GEORGETOWN DAY SCHOOL

2021-22

TREASURER'S REPORT

As I reflect on the 2021-22 year, I am buoyed by the spirit of the Georgetown Day School community. This spring in particular, as our community partially emerged from a pandemic of more than two years, we welcomed parents to campus for concerts, presentations, promotion ceremonies and more. As I took in the incredible student work and marveled at the promise of our students and the dedication of our faculty, I was overcome by a profound sense of gratitude. Gratitude for this community, which has held each other through extraordinary times. Gratitude for our tireless faculty who shepherd our young people through their academic, social, and emotional growth. And of course, gratitude for the philanthropic support of our community which has made it all possible.

In that spirit of appreciation, I am proud to present the Report on Philanthropy for the 2021-22 year. Thank you for your philanthropic support of our students, our community, and our mission this year.

With gratitude,

Russell

Russell Shaw
Head of School



I write this letter with the hope that our GDS community members are healthy and participating in the joys of the new school year. I think we all expected our lives to return to normal by now, but the post-COVID world is vastly different than we could have imagined when the pandemic started. As is the case each year, the Treasurer of the Board of Trustees writes to report on the financial position of the school and to thank our community for your philanthropic partnership. While these are challenging times, I'm proud to report that the financial state of the school is strong.

The work of managing GDS and its finances is a priority for school leadership and a governance focus for the Board of Trustees. GDS maintains adequate reserves, runs a balanced budget, and regularly receives clean financial audits. The endowment, while modest for a school of GDS's size, is invested sensibly and used prudently. Further, the Board of Trustees actively monitors the school's debt levels to ensure the financial health of the institution.

Once again, our GDS community was incredibly generous this year, through donations to the The Hopper Fund and financial aid. Your support is vital since tuition covers just 90% of the cost of educating each student. Each year, this gap is closed through philanthropic gifts and a draw from the school's endowment. Thank you for supporting GDS!

When setting the school's budget, the Board of Trustees prioritizes financial aid to expand access to GDS. Today, 24% of our students receive financial aid with an average award of over \$34,000. In all, GDS awarded \$8,298,050 in financial aid for the 2021-22 school year.

As we begin another successful school year in September, my hope is that there are increasingly more opportunities to connect with one another and be in community. On behalf of the Board, we are so grateful for your support of GDS and dedication to fulfilling our mission.

Warmly,

Ciera Ashley

Ciera Ashley
Board Treasurer (2021-22 school year)

\$1,035,860

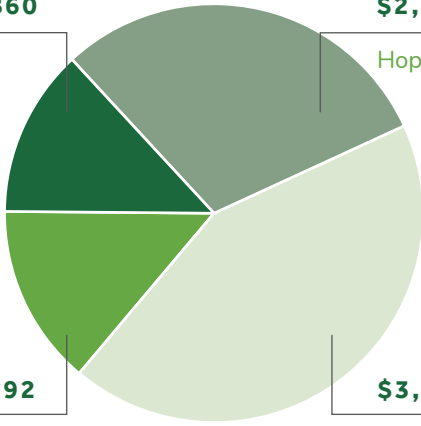
Other

\$2,384,518

Hopper Fund

\$1,042,192

Financial Aid



\$3,373,393

Building Fund
Pledge payments

**Total Cash
Received 2021-22:**

\$ 7,835,963

**TOTAL NUMBERS OF
DONORS 2020-21:**

1,498

**NUMBER OF HOPPER FUND
LEADERSHIP DONORS:**

318

**NUMBER OF NEW
DONORS/DONORS WHO MADE
THEIR FIRST GIFT IN 2021-22:**

151

**TOTAL NUMBER OF GIFTS
FROM ALUMNI:**

433

TOTAL AMOUNT RAISED FROM ALUMNI:

\$ 813,987

IMPACT OF PHILANTHROPY



SUPPORT OUR MISSION IN ACTION

The Hopper Fund provides critical support for all of our programming, facilities, staff salaries, and professional development and allows us to offer more robust financial aid packages. Quite simply, the Hopper Fund supports everything, every day. Your gift to The Hopper Fund allows us to continue to invest in the people and programs that make GDS unique.

ACADEMIC EXCELLENCE AND INSTRUCTIONAL COACHING

Academic excellence is paramount to the GDS education, realized through academic skill building, differentiation, and robust course offerings. Thanks to your support, we were able to build on our excellent academic program and provide ongoing professional development for our faculty with the addition of four full-time instructional coaches in the 21-22 year.

Much of the appeal of instructional coaching as a professional learning program is that it's ongoing, on campus, and relationship-based. It's also backed by reputable research.

Our experience at GDS this year affirms that research. We found that instructional coaching encourages collaboration and reflective practice and reminds us that we can rely on one another as thought partners and that we all need ongoing opportunities to learn and grow. Instructional coaching leads to an increase in teachers' use of data (everything from assessment data to observational data) to inform practice that centers the needs and interests of our students. Instructional coaching also promotes a

collaborative culture and distributed leadership model for teaching and learning efforts. Instructional coaching correlates with greater job satisfaction, allowing us to co-create a healthier school culture and a deeper sense of belonging.

High School instructional coach Cara Henderson described the process: "With all colleagues, conversations began with sharing our professional journey stories, our teaching philosophies, and the values that guide our practice. Then, we turned our focus to goal-setting. For some colleagues, this involved the development of rubrics that were clear and supported the success of all students. For others, this involved creating the time and space for regular reflection on noticings from student interactions in both teaching and advising contexts. Instructional coaching (just like teaching and learning) looks different for each colleague and changes over time. As coaches, it is important for us to be fully present during our conversations so that we can adapt to the needs and interests of our colleagues."

I believe so strongly in the transformative power of instructional coaching because it helps us be committed to equitable practices and its focus on relationships. The ongoing one-on-one relationship developed between a coach and a teacher directly and measurably supports that teacher in their individual growth and helps sharpen their focus on equitable practices—all of which is carried directly into their classrooms and to their students.

— **KATHERINE DUNBAR**

HS Instructional Coach, HS English Teacher



**NICOLE LEWIS TYSON
& DERRICK TYSON**

“Change starts with us, first. If we wait for another person or another time to give, change will not happen. Giving to deserving causes like the Hopper Fund is a lesson we want to teach our daughter. We believe it’s crucial to continue to build a legacy of equity and inclusion at and beyond the walls of GDS.”

INVESTING IN PEOPLE WITH EQUITABLE COMPENSATION

In addition to providing resources for professional development, staff benefits, and salaries, The Hopper Fund supports our commitment to equitable faculty compensation. In the 2021–22 school year, we invested in examining our compensation structure and realigning it with current standards. The Hopper Fund allowed us to increase our median salary bands to ensure our teachers are fairly compensated and that we are in line with best practices and peer schools. This project is key to helping us recruit and retain excellent faculty and staff, which The Hopper Fund helps make possible.



STUDENT SUPPORT AND WELLBEING

Georgetown Day School recognizes that there is a direct relationship between a student's overall health and their ability to learn. With your support, we have been able to expand our Student Support and Wellbeing teams to 15 people, including nurses, counselors, and learning specialists. Our collective goal is to do all we can to help students thrive academically, socially, and emotionally. In addition to providing individual support to students who need it, whether it be for a specific moment in time or throughout their journeys, the team is also committed to providing resources and support for GDS students both in and outside of the classroom.

With consideration for the whole child, our student services encourage students and families to lead balanced

lives by providing both preventative and supplemental assistance. Our team provides resources, guidance, advocacy, and support for students, families, faculty, and staff through distinct but interrelated areas of learning, health, wellness, and counseling.

By investing in this critical infrastructure, we have the scaffolding to support students at all levels and to more effectively coordinate all efforts between academic support and social and emotional support. At all three divisions, our Student Support Teams, which also include administrators, meet weekly to discuss individual students and to develop "student success plans" with specific strategies and interventions designed to help students flourish.

The timing could not have been better for hiring two additional full-time counselors and increasing a part-time position to full time. With the pandemic, increased social stressors, and other things impacting students, having a team of six counselors has been incredible. We are committed to caring for students and supporting our adult community too. With two counselors in every division, we can collectively do so much more to promote mental health and wellbeing for all, and that is incredibly powerful.

— **MERYL HEYLIGER**

Counseling Services Department Chair





JARED JOINER '01

"I attended GDS from kindergarten through 8th grade. GDS wove a love of learning, sports, play, art, diversity, and social justice into my experiences—and these values date back to its founding as the first racially-integrated school in Washington, DC. I support GDS because it's the type of education that every student should experience, and I think I owe my career in education to those formative and joyful school days."

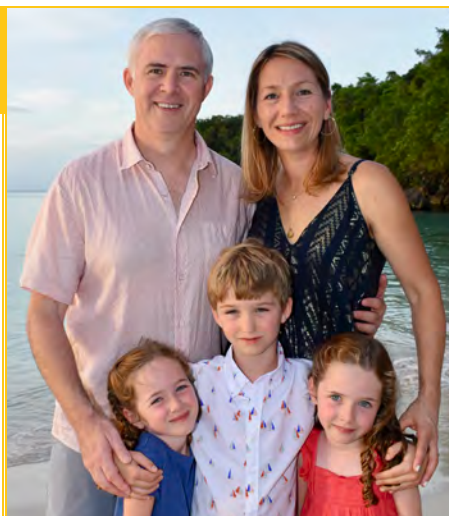
In these especially challenging times, GDS has prioritized the health and wellbeing of our students and their families. In addition to redesigning Health programming for students at all three divisions, the School has doubled our number of counselors and learning specialists over the past couple years. I feel both lucky and inspired to work with a group of true professionals who work tirelessly on behalf of our kids and who give so much of themselves every day.

— BOBBY ASHER

Director of Student Life and Wellness

CHRISTINA LINDGREN '98

"My 12 years at Georgetown Day School set the stage for the rest of my life. GDS taught me to approach issues critically and to reflect on real-world problems through a lens of equity; ultimately GDS fostered a lifelong love of learning. By celebrating uniqueness and promoting inquiry, GDS students graduate with a desire to make the world better, and I hope that GDS continues to serve as a model for promoting diversity, fairness, and inclusion within education in the face of a world that is increasingly unkind. By supporting the Hopper Fund, my goal is to provide this experience to current and future students."



LIVING OUR MISSION AND BUILDING COMMUNITY

At GDS, our North Star remains fostering a community in which each child experiences a deep sense of belonging, allowing them to thrive. Our recent Equity Audit has helped us to better understand the ways in which we're delivering on this goal, and where we still have work to do. The work of fostering belonging will always be a priority at GDS. The audit revealed that many of our community members have been drawn to GDS because of our history and our institutional commitment to diversity and inclusion. However, the audit also made clear that community members have disparate views of the relevance of our DEI principles to today's learning environment, and do not

always appreciate the connection between DEI and academic excellence. One key take away was the importance of clearly articulating our DEI philosophy, with the goal of fostering a shared community vision, including identifying specific and shared priorities, goals, and metrics.

Support for The Hopper Fund helped make the Equity Audit possible and will be key to ensuring GDS has the necessary resources to implement the Audit's findings and recommendations.

We are grateful for every contribution to the Hopper Fund, which supports the advancement of DEI initiatives, including the Equity Audit. Our DEI work is one of many ways we live our School's mission and commitment to 'honor the integrity and worth of each individual within a diverse school community.' This work results in a community where each individual has a strong sense of connection and belonging and contributes to each student's ability to thrive academically and social-emotionally.

— **MARLO THOMAS**

Director of Diversity, Equity
and Inclusion



ANNE & STEVE WHATLEY

"I have a very special affinity for GDS, as I served on the Board of Trustees and volunteered for the Hopper Fund with Steve. All done because we believed that GDS was the best fit for our daughter, Christina's, educational pursuits. In addition, we wanted to help GDS be the first choice for other families, especially those who needed support, financially. This is also why I think it is important to continue to support GDS financially."

FINANCIAL AID

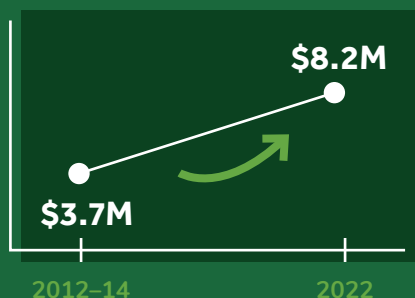
Georgetown Day School has a strong commitment to financial aid, which is rooted in our deep belief that a community of students from a broad range of socioeconomic backgrounds enhances the experience of all GDS students and prepares them for success in the world. By making GDS accessible to a broad range of students, your support for financial aid helps bring our mission to life. In the last decade, we have been able to nearly double our financial aid budget, thanks in large part to the philanthropic support of our community. Thanks to your generosity, we are providing a wide range of students with access to a GDS education and making our mission possible for the next generation.



GDS's generous financial aid budget reflects its strong commitment to socioeconomic diversity, allowing families who wouldn't otherwise consider an independent school education to shift their thinking without tuition costs being a barrier.

— **CHRIS LEVY**

Director of Enrollment Management and Financial Aid



FINANCIAL AID BUDGET

AWARD RANGE:

\$500
to full tuition



24%
OF STUDENTS
RECEIVING AID



\$34,008
AVERAGE FINANCIAL
AID AWARD AMOUNT



15%
OF APPLICANT FAMILIES
APPLY FOR FINANCIAL AID



JEFF BLUM & MIKE REILLY

"GDS is our family's highest philanthropic priority. Over the last eight years, we've seen firsthand the tremendous social and academic foundation that has been laid for our girls. We want to do our part to help provide this opportunity for as many families as possible."



PATRICE WOLF

"The running program at GDS is so special. It attracts a large, diverse group of kids and cultivates an ethos that is very healthy for young athletes. I admire what the team has built over the years. I see how it resonates for my son, and I want to support the program, not just while our son is here, but for years to come."

Our Report on Philanthropy provides a glimpse into what your generosity helps us accomplish, this year and beyond. We are deeply grateful to the alumni, parents, trustees, parents of alumni, grandparents, faculty, staff, and friends whose generosity makes our mission possible for generations of GDS students.

GDS's Advancement Office strives to ensure the listing of donors' names in this report is accurate and complete. If there are errors or omissions, please accept our sincere apologies and contact Miriam Laing, Advancement Systems and Data Reports Manager at mlaing@gds.org or 202-295-6238.

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THE POWER OF PHILANTHROPY

We express our deep gratitude to the members of our community who have made GDS a philanthropic priority this year. Collectively, your philanthropy makes our mission possible. The spirit of generosity in our community has been truly inspiring and will benefit our School and our students for generations to come.

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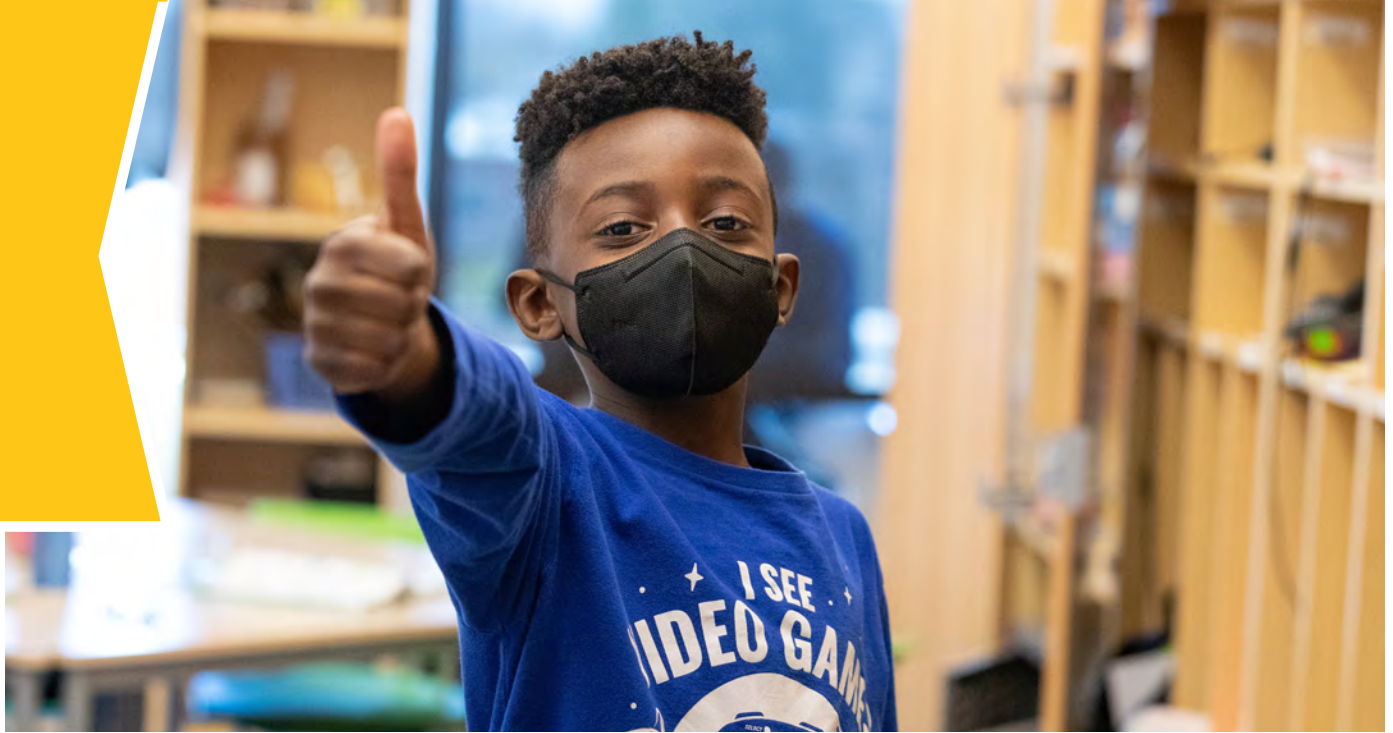
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Then & Now

PLAYGROUND TOWERS

HOW IT STARTED

Before the Big Toy at 4530 MacArthur Boulevard, students played on a tower called the Big House.



HOW IT'S GOING

The playground on our unified campus features two tall towers in the Woodlands area and three smaller towers on a new wooden Big Toy. **What fun!**



In 2022, faculty and staff children recreated an old photo of the Big House, the original Big Toy, in the Woodlands on our unified campus.

GEORGETOWN DAY SCHOOL

4200 Davenport Street, NW

Washington, DC 20016

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Ask a Teacher

If you could witness a moment in history, what would it be and why?



HIGH SCHOOL HISTORY TEACHER TOPHER DUNNE:

The first thing that came to mind was to witness Harry Truman holding up the 'Dewey Defeats Truman' headline of the *Chicago Daily Tribune* while waiting for the 1948 election results to be final. It is a moment when the first draft of history contained errors, and the President believed in himself even when many did not. Truman was behind in the polls. He was under fire for being inexperienced. The pictures I have seen of the moment present more questions than answers. How did he end up getting a copy of the Chicago paper the day after the election when it was still undecided? Was it the press corps that provided it to him? Maybe being there would help explain. Besides, I would blend in with my clothing style. [Topher often dons styles born of that era.]