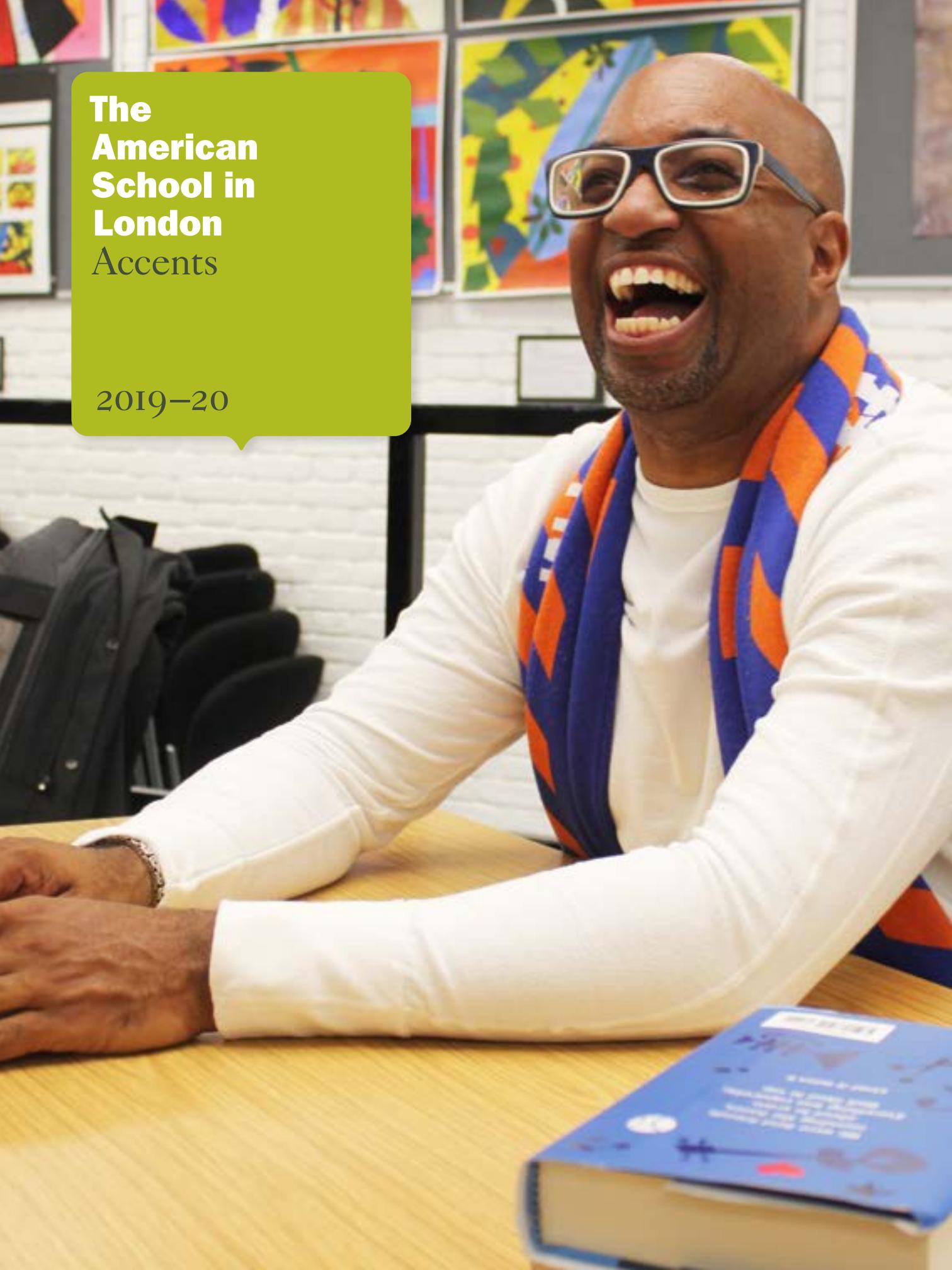


**The
American
School in
London**
Accents

2019–20



The American School in London empowers each student to thrive as a lifelong learner and courageous global citizen by fostering intellect, creativity, inclusivity and character.

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The American School in London, founded in 1951, is an independent, non-profit, college preparatory day school for students in Kindergarten through Grade 12. The student body comprises 1,350 boys and girls who represent more than 50 nationalities.

The American School in London is a non-denominational school and does not discriminate against any individual in any way on the basis of race, color, gender, sexual orientation, religion, or ethnic or national origin in the administration of its recruitment, admissions and educational policies.

Cover: Kwame Alexander, Innovator in Residence

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COMMUNITY ACTION
Community engagement K-12 in action at ASL

SUSTAINABILITY
ASL wins the Green Flag Award for the School for its commitment to sustainability



A NEW MISSION FOR ASL
A community-wide mission review results in a new mission statement for ASL



INNOVATOR IN RESIDENCE: KWAME ALEXANDER
A new initiative to support innovative learning across all areas of the curriculum



Welcome

GREETINGS FROM ASL!

ROBIN S. APPLEBY P '24
(ASL 2017–PRESENT)
HEAD OF SCHOOL

Dear ASL community,

Working from home, I write from Bruce House in unparalleled times as we face global challenges none of us could have imagined just a few months ago. While the world is changing around us—in many ways for the better—we rely more and more on the support of others as we navigate our way to a “new normal,” however that might look in the months and years ahead.

In March, our school community bid a temporary goodbye to the Waverley campus as we embraced working and learning from home, and swiftly adopted our distance learning plan. Our teachers and staff rose to the challenge of distance learning, and our students, adapting to necessary change with true ASL spirit, embraced a new approach to learning with determination, creativity and good humor. Thanks to strong partnerships with our families and a determination to protect the health, safety and well-being of all, our community continues to thrive as we actively plan our return to campus in the fall. Together, we have learned much from this period of distance learning, which will enable us to continuously improve in the future, whether we are on campus or having to temporarily learn at home once more.

This issue of Accents is filled with stories of change and growth as ASL embraces the challenges posed by the global pandemics of both COVID-19 and systemic racism. Articles about the successful inaugural year of our new Innovator-in-Residence program, the adoption of a new mission for ASL, the expansion of our community action program, and our progress towards increased sustainability serve as powerful reminders of our community's growth mindset and the importance of the values we share.

This spring, ASL's Board of Trustees approved a new statement on diversity, equity and inclusion. This DEI statement



is the culmination of eight months of dedicated work from a committee of administrators, faculty and staff, who researched, questioned and ultimately delivered a vision for ASL, one that is our collective responsibility to realize and uphold.

ASL DIVERSITY, EQUITY AND INCLUSION STATEMENT

The American School in London (ASL) is committed to building and sustaining a diverse, equitable and inclusive school community. Our strength is in our diversity. We are committed to providing equitable access to all facets of school life. ASL is dedicated to fostering an inclusive school environment in which members can thrive and be themselves in a fully authentic manner.

ASL upholds the right to an educational experience in which diverse identities, experiences and ideas are recognized and human dignity is affirmed. Diversity develops better collaborators, braver explorers, stronger communicators, greater innovators and deeper thinkers. From the time children enter the School, they learn to celebrate their differences and similarities, confront stereotypes and biases, and develop an understanding of historical and contemporary struggles and victories in the face of injustice. Through this education, students are empowered to advocate for a more just world and acquire the skills to be courageous global citizens.

Creating a diverse, equitable and inclusive school community is an ever-evolving journey. We challenge ourselves to do this work on a personal and institutional level, with empathy and mutual respect. Building and sustaining

a diverse, equitable and inclusive school community is the responsibility of all. Our commitment to diversity, equity and inclusion holds the promise of a better future for all our children.

At ASL, as always, we remain true to our mission. We will face the challenges of the day, and of the future, together, and embrace our responsibilities as global citizens in this period of crisis. We look forward to returning to campus in fall 2020, with appropriate safety measures in place, and to once more looking to London as an extension of our ASL classroom.

I wish you and your families all the very best for the summer. We look forward to seeing you at One Waverley Place very soon.

For now, take care and be well.

Opposite: Grade 4 musical, Joust!, April 2019



1

1 Ingie Elkhazindar '21
Swimming figure
Watercolor and mixed media

2 Emilie Faracci '20
Oil paint

3 Grade 4 students
collaborative class
gesture drawing, in
which they used their
upper bodies, not just
their hands

4 Esme Montgomery '20
Hands
Oil paint

5 Grade 5 collaborative
color-thinking art project,
with a size and pattern
arrangement, based on
the art of Knolling



3



2



4



5

SERVICE IN ACTION AT ASL

BY BRANDON BLOCK (ASL 2014–PRESENT)
DIRECTOR OF COMMUNITY ACTION, K–12

From the climate change marches, to the organization in response to the tragedy of school shootings in the United States, this generation of young people is intent on making their voices heard and taking action for a better world. The winds of change have also swept through ASL in the past years, with more and more students taking on local and global concerns. Our Social Justice Council, formed in 2013, now plays a significant role in leading the charge for a more inclusive and culturally competent school environment, organizing our annual Aequitas week, during which students attend a day of workshops on a wide-range of social justice issues. In recent years, their energy has been matched by our burgeoning Sustainability Council (SUSCO), raising awareness of environmental issues across the School, and leading ASL's successful quest to achieve a Green Flag award.

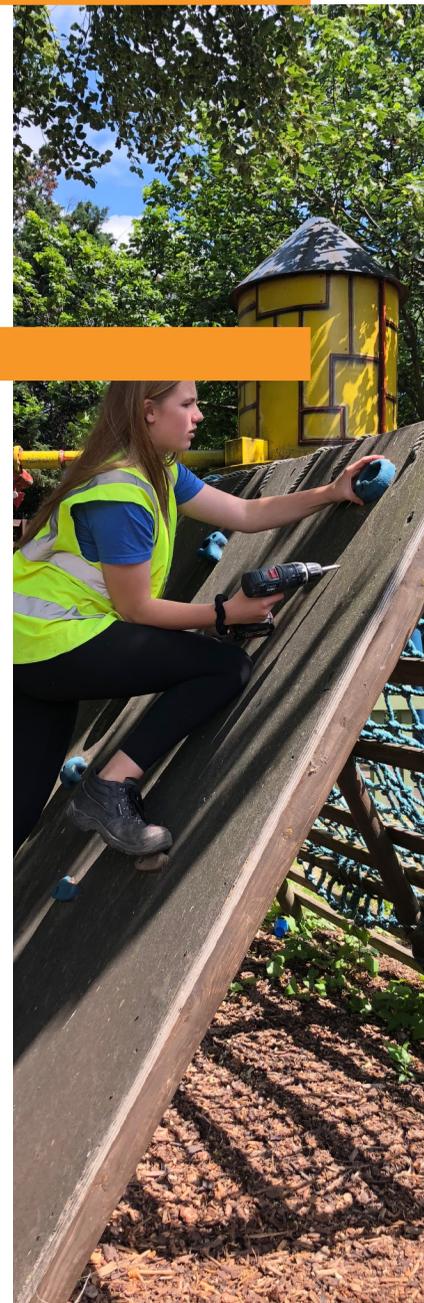
Over the past few years, this activist streak has transformed our long-standing community service and service learning initiatives as students seek means to make a positive and lasting impact on the local community. The School has changed its language to reflect the tenor of the times, as we encourage our students to take on community action projects. Community action encompasses three strands—community service (activities such as fundraising, where we take action for good, but without necessarily connecting with those benefitting); community engagement (where we work in a sustained way alongside members of the broader community, learning with and from them); and service learning, (in which we strengthen our curricular-based lessons with action outside the classroom). We find this language useful to think about the kind of work we are doing in the broader world, and as an effective tool to conceptualize student experience.

But whatever it's called, community action is thriving at ASL. The beating heart of the high school program is our wonderful and very popular community partnership program. These weekly activities operate like sports teams; students sign up to work with one of our local community partners, join a partnership team, work with a faculty coach, and commit to going along with their team once a week to volunteer at a local school, youth club, homeless shelter, or elderly club. In any given week, more than 100 high school students participate in these service opportunities—tutoring, playing, teaching dance or drama, braiding hair, performing 5-a-side tackles, and giving hugs to young people from eight of our community partners.

The most exciting of these programs are those that are conceived of and organized by students. Taking advantage of the PCA's Community Connections Grants Program, students can propose and launch activities that reflect their own passions and interests. In recent times, students have started their own after-school dance club at a local primary school, launched monthly Elder IT cafés at local care homes, taught robotics at local schools, and so much more.

In these pages, we feature some of our most exciting initiatives. These include activities that transform the way that ASL lives in our London community, and the way our young people learn—about themselves, and the impact they can have on the world.

COMMUNITY ACTION





A COMMUNITY COMES TOGETHER TO SUPPORT COMMUNITY ACTION AT ASL

The funds from the 2019 auction, Live Well ASL, had an immediate impact on the community action program at ASL. The School is managing these much-needed funds with care, disbursing them over a five-year period, and investing significantly in staffing and professional development to ensure that programmatic growth is impactful and reaches all corners of the School.

The funding has enabled us to reconceive staffing to ensure that community action is placed at the heart of the school, in every division.

ALL AGES BENEFIT

In the Lower School, the funds have allowed us an important opportunity to double the impact of the Grade 3 Chickenshed human rights theater project by providing the students with six sessions with students from Barrow Hill, a local primary school, and the drama practitioners, rather than the three sessions held in previous years. The School believes this will greatly enhance the impact of the program on our young people.

In the Middle School, the funds have allowed us to put in place a new community action integrationist for service learning. This post will allow for the development of new after-school service opportunities for the Middle School, provide much-needed, consistent staff support in the Grade 5 program, offer additional community action electives, and integrate further service opportunities into the curriculum.

In the High School, funds have allowed the development of a range of new service opportunities for our students, and have already resulted in a significant boost in enrollment in our community partnerships. We have achieved the following:

Developed a new partnership with Play Adventure and Community Enrichment (PACE) Fairfield (Camden). Our students provide after-school homework support and help lead healthy recreation activities for young children at PACE. This partnership has proven very popular and is now running three times per week

Doubled our partnership with PACE Fortune Green so that it is now running two days a week instead of one

Commenced a new partnership enabling our students to work with autistic children at the Tresham Centre in Maida Vale

Maintained work previously funded by now expiring PCA grants. These include:
 — The CARIS Camden program, helping the homeless
 — Providing for the financial stability of the SHINE program

Appointed a coordinator for the youngPOWER project, so that the community action director is available to focus more on new initiatives.

Last year during the winter season, we had 110 participants; this year we have 140 students registered, by far the largest season in the history of the program.

Another new initiative has begun with Barrow Hill School to create a community sustainability project.



This has taken the form of a Green Art and Gardening Club, delivered by three leaders of our student Sustainability Council. Longer term, the hope is to increase this work to include a pollinator garden at both schools, and to create a community “buzzway link” to connect the two schools.

extend the Model UN into a one-and-a-half-day event. In line with our students passion for community action on sustainability, we are considering launching a new Sustainability Action Conference for students from across London.

FUTURE PLANS

We plan to use funds to further enhance provisions across all three divisions of the School. In the Middle School, this will mean support for the youngERpower conference, provision of food at the West London Model UN, youngPOWER, and youngERpower events. Funds from the auction will help provide meals for the conference planning committees and the conferences.

Additional funds are being set aside to support future initiatives in the Middle School. We also hope to support the integration of similar work into the Lower School, by appointing three integrationists whose current jobs would be increased to address this work on a consistent basis.

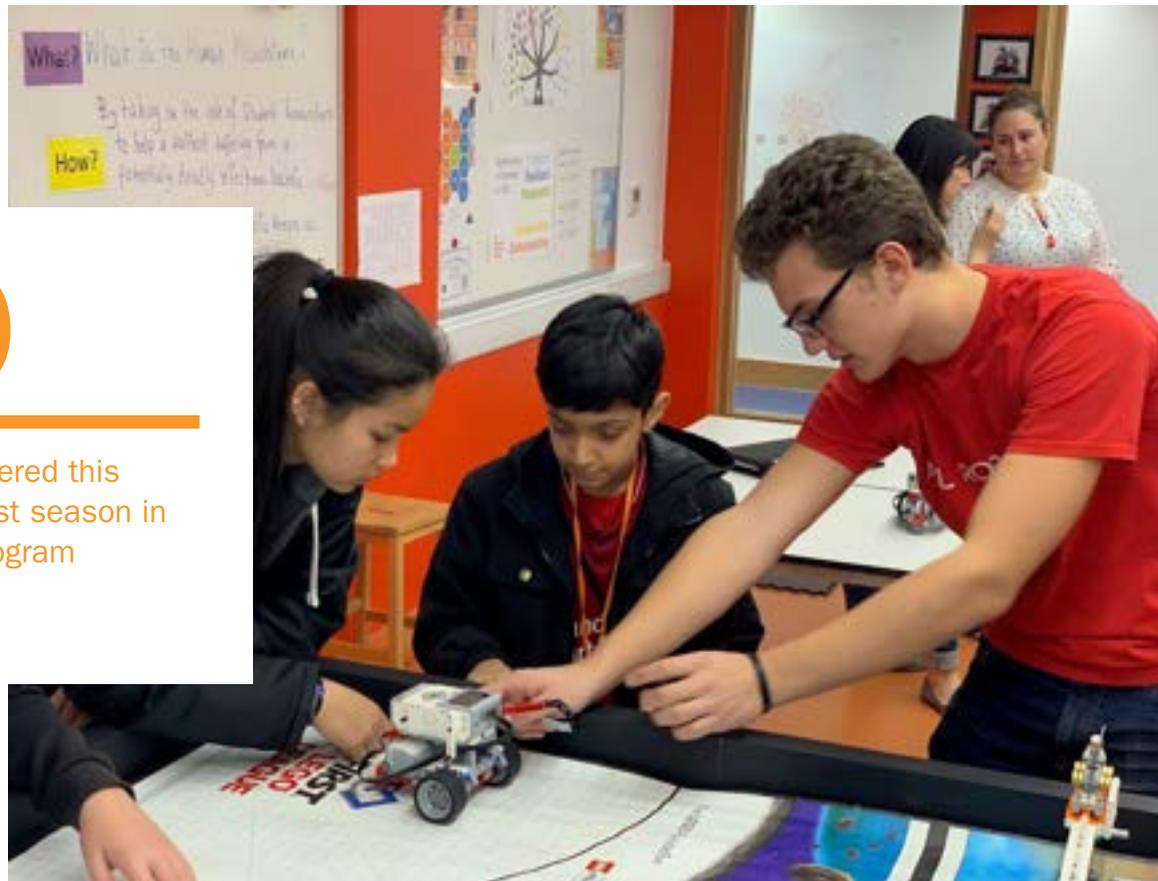
In the High School, we will continue to grow the partnership programs as is commensurate with demand. We will also seek to extend the youngPOWER conference into a two-day event and

YOU MADE IT POSSIBLE!
 We are extremely grateful to all the donors who contributed to the 2019 Live Well ASL Auction, who generously supported community action, among other key initiatives.



140

students have registered this year, by far the largest season in the history of the program



CHICKENSHED THEATRE

HARRY HOBBS '28

Last year, we met with Chickenshed drama company and Barrow Hill School. Chickenshed helped us to create a concert about human rights. It was great because a lot of kids get their picture of other schools from their parents, so to connect with another school helped us make up our own minds. Chickenshed not only helped us put on a concert about human rights, it made us learn about human rights so we can shape the future.

ADA KAPLAN '28

At first, some of us might have felt unsure about performing but most of the kids at Barrow Hill were really enthusiastic about it and the lessons were never boring. Sometimes before when I would see that we had Chickenshed, I would doubt it would be fun, but my partner never failed to be happy. She really seemed like the most grateful and happiest person ever. I honestly think that it was really worth it—not only because the students were great but also because the moves and drama were fun to watch and do. Chickenshed were really great at teaching how to perform. The people in Chickenshed were never a group of people I would regret spending time with.



COMMUNITY SERVICE DAY: AMERICAN CHURCH SOUP KITCHEN

LAURA DE BEER '20

The courage to act is arguably ASL's most unique core value. A student who possesses and displays the courage to act is one who firmly advocates for their beliefs. They rise to the challenge and accept the call to action, wishing to instill change. They use their youth and voice to their advantage, as a means of communication. They speak willingly and openly about how to effect change, and Community Service Day, which happens twice a year, gives them that opportunity.

Community Service Day allows a new generation of leaders to create change in their communities. Through a collaborative process, student innovators and creators, alongside dedicated parents, lead and carry out a project directly targeted at reaching out and extending a helping hand to distinct sites around London, including the American Church Soup Kitchen, where I have been privileged to lend a helping hand as site leader on more than one occasion.

Our work begins almost three weeks in advance. Through a series of emails and text messages, we were able to coordinate and complete certain tasks ahead of time, establishing a sense of trust and joint cooperation.

On the day, the eagerness of the 22 volunteers contributed to the atmosphere of energy and dedication. We accomplished a great deal before the clock struck 1 pm.

We need to use the privileges and opportunities we have been granted to strengthen our community. Community Service Day is an amazing way to do so, and I am beyond grateful to have been a part of it.

DOCUMENTARY FILM PROJECT

DAYA BENAMI NARASIMHAN '20

On a Friday night, while the streets are silent, the Granville Community Kitchen in South Kilburn buzzes with activity. In the kitchen is award-winning chef Dee Woods making free meals from donated food, and at the tables young and old come for a hot meal, conversation, and the warmth of community. For the residents of the South Kilburn estates, the kitchen provides camaraderie, dinner and baskets of healthy free food they can take home to their own kitchens. For generations, this space has been the heart of the community, but, as we quickly learned, the Granville is under threat.

The extensive gentrification occurring in South Kilburn is impacting the homes of many residents, but losing the Granville will affect the entire community. We five ASL students, along with filmmaker Dhelia Snoussi, were inspired to take action to help save the Granville through the creation of a documentary film. Every Friday night for months, while the center filled with people and smells from the kitchen, we sat in the Granville's dance studio to interview members of the community about what the Granville has contributed to their life and sense of home and belonging. From children to elderly citizens, people of all races and professions opened up about how crucial the sense of community cultivated by the Granville was to their upbringing and worldview.

Going into this project, many of us knew nearly nothing about South Kilburn, despite its proximity to our school. South Kilburn receives a negative reputation in the media, which precipitates into many people's biases. But throughout the process, we were welcomed into their community as we worked together towards a common goal. By meeting this incredible group of people, we learned the importance of leaving our assumptions behind in order to truly connect with the people around us. We came together to stand as allies against injustice.

The film was completed in 2019 and aired to the South Kilburn community in October. It is set to be released to the public in hopes of raising awareness by gaining social media coverage.

Three workshops for students at ASL and other schools took place to enable students to grasp the complexities of gentrification in their local area.

DANCE SQUAD

BY THALIA BONAS '20 AND TOM DEAGAN '20

At the end of Grade 9, we created a community partnership in which ASL students could share their love of dance with young people from the local area. We have been dancing on and off since we were young children and have developed a strong passion for the sport. However, since the art is so time consuming, we felt like we couldn't contribute to our community in a way that fit our schedules and interests. We knew that many other students at ASL felt the same way and we wanted to create an environment in which students have the chance to teach something that they love and enjoy. With the help of a community connections grant from the PCA, the program is now in its third year, with five ASL students teaching dance every Thursday to children at Barrow Hill school.

This community partnership has given us the opportunity to grow as students, teachers and people. Last year, we participated in the Sports Leadership program here at ASL, which enhanced our teaching skills and helped us become more successful leaders. We are able to apply these skills in this partnership, while also being able to learn hands on. While at times it has been challenging to maintain the attention of the students, the experience has been incredibly rewarding.

The headteacher at Barrow Hill informed Westminster Council that our project was a model for how schools can work together to make a difference for young people. We are so grateful to the PCA, ASL and Barrow Hill for giving us the opportunity to deliver this program. We believe it has been an wonderful learning experience for both us and the kids we are teaching.

DOORSTEP

ALICE MOYLE '20

For the past four years, I have been volunteering along with three friends at Doorstep Homeless Shelter. It has become more than just an extracurricular activity for me, but an integral part of my life and who I have become as a person. I have formed extremely close bonds with the children and the other volunteers who work at the shelter full time. The children I have the pleasure to spend time with are some of the brightest, funniest and most ambitious people I've ever met. They never allow their circumstances to get in the way of their dreams and they never put themselves or anyone around them down based on their situation. This attitude has been wonderfully eye-opening and impactful for me. It is incredible to see how resilient and kind these kids are in spite of their unimaginable circumstances. I have been asked why I have done the same community partnership for so long, and my response is always an easy one. I have built relationships with these children. They trust and confide in me, and for a lot of these children this attention is something that is hard to come by. Their parents often work long hours and there are up to 30 kids in Doorstep at any one time, so there is little opportunity for them to have one-on-one interaction. For two hours a week, the other volunteers and I have the time to give them individual attention. I get to sit with Mohammad as he writes poems about his mum's cooking. I get to play Connect-4 with Nasteho as she unloads the events of her day on me. I get to play football with Billay as he tells me how he wishes to one day have his own backyard to play in. These simple moments, when the conversation is raw and truthful, and when they know they have my complete attention, is when I see the difference I am making in their lives. Doorstep has helped me to understand that each and every person has a responsibility in this world to help at least one other person. Having the ability to create a smile on someone else's face by simply spending your afternoon with them is the greatest power there is. These experiences have helped me to fully understand that no matter how trivial they seem to you, your actions and decisions can change someone else's entire life and outlook on the world.



YOUNGERPOWER

BY CAMPBELL LAZAR '23

In 2018, four Grade 7 students, myself included, were invited to participate in youngPOWER, a high school program that brings together students from schools across London to explore social justice panels and workshops, to share their own experiences and to discuss topics that impact students and their daily lives. I found the speakers and discussions very interesting. I also learned a different perspective while listening to students from different parts of London and from different backgrounds.

Afterwards, my friends and I felt certain that other middle school students would benefit from a similar event geared towards students in Grades 7 and 8. With the help of our ASL teachers, youngERpower was born. We organized a one-day event with speakers, panels, workshops and discussion groups, and invited students our age from schools throughout London. We explored issues including race and identity, LGBTQIA+, feminism, sexism, and other important topics. We found common ground and shared ideas with many students we had never met before. This opportunity for open dialogue across a range of students from different schools was completely new for the Middle School. The conversations sparked among students not only opened the attendees' eyes to different perspectives but was a refreshing way to connect with new people. I hope to continue with youngPOWER now that I'm in high school, and I hope a new group of middle school students will continue a tradition of hosting a youngERpower conference each year.



WEST LONDON MODEL UNITED NATIONS

BY LAURA DE BEER '20

Tides are rising, temperatures escalating, CO2 levels skyrocketing, and with each passing day, our Earth becomes more uninhabitable, past the point of no return. From burning rainforests to disappearing coral reefs, the past 12 months have been a tumultuous time eclipsed with environmental setbacks. Yet it has also unveiled a new generation of changemakers, willing to set the stage for a more optimistic future. Young students became activists as they took to the streets in a plea for government action, joining Greta Thunberg's worldwide campaign "Friday's for the Future"; they became thinkers and doers, creating councils and clubs to tackle the issue at a community level; and this year, the West London Model United Nations Conference (WLMUN) gives them the opportunity to assume the role of global leaders as they craft creative, international solutions to the prevalent climate crisis.

Hosted by ASL, the annual Model United Nations conference brings 200–300 students from around West London together for a day full of collaborative and engaging debate. Following the Global Classroom style of MUN, students become delegates as they are assigned individual countries to represent and debate on their behalf. For some, this proves to be the hardest challenge: separating personal views from their appointed country's opinions and remaining true to their nation's policies at all times. By the end of the day, each committee is expected to produce a resolution, a formalized plan of action agreed on by a majority of the delegates.

In 2020, WLMUN surrounded the theme of "Livable Planet: Building a Sustainable Future," entertaining topics such as deforestation, air pollution, sustainable energy, and the Arctic Crisis. Each issue is targeted towards strengthening delegates' understanding of the planet around them and understanding the factors global leaders must consider when making decisions regarding the matter. These committees don't only call for collaboration, but often for compromise, pushing students to work on their negotiation skills.

Traditionally, the conference has mainly been targeted towards beginner delegates from local state schools, functioning as a gateway into the daunting yet thrilling world of Model United Nations for students from local state schools who might otherwise not have access to the rich learning of MUN. Therefore, coupled with the event itself, ASL hosts a Delegate Training Day, where students are invited beforehand to become more proficient with their topics. This year, the day was a success, with approximately 40 students in attendance. Students participated in trivia games and mock debates as they learned more about their topics and procedures while simultaneously getting to know one another. First-time chairs, moderators of each committee, were also invited to a Chair Training Day in January, where MUN experts help delineate procedure, alongside any added responsibilities.

The WLMUN Secretariat Team, a group of four ASL students under the leadership of Community Action Director **Brandon Block (ASL 2014–present)**, excitedly planned the conference as early as June of last year, and couldn't wait to see the energy delegates brought with them at the February 2020 conference, which everyone agreed was an unforgettable experience.



AN ALUM'S PERSPECTIVE

BY SHAURYA PRAKASH '18
CURRENTLY STUDYING ECONOMICS AT
THE UNIVERSITY OF CAMBRIDGE

Like most students at ASL entering high school, my involvement in community partnerships started somewhat superficially. I knew joining a program was probably good for my personal development, but also probably good for my college applications come senior year. Signing up for Rugby Portobello as a Grade 10 student, I was annoyed that the placements my friends had signed up for were full, but some part of me was also definitely excited to teach kids math, travel to west London, and even interact with ASL students I didn't know well. Little did I know that Rugby Portobello would become a pillar of my life at ASL, giving me the patience, empathy and communication skills that would make me a bettered version of myself and a bettered member of the ASL community.

Like most students at ASL involved in community partnerships, understanding diverse perspectives enriched my high school experience and offered humility and empathy that would have eluded me without my nascent understanding of my place in London and society at large. The world outside One Waverley Place and St. John's Wood includes people of all ages and backgrounds from which so much is to be learned. Talking to dementia patients in Hampstead gave me an insight into the impact of austerity on elderly care homes, and talking to primary school students in Notting Hill informed me how difficult doing school-work in English can be for non-native speakers. These are experiences worth

listening, and of not offering simple solutions to problems (inside and outside the classroom), and instead empowering students to come up with their own. Although most of my responsibilities as a homework helper at Rugby Portobello were very professional and straightforward, the awareness I gained of lesser privileged communities and of my own power and privilege was not a happy coincidence, but an integral aspect of community partnerships.

In my four years at ASL, little was as rewarding as attending and organizing the youngPOWER Conference, now a staple in the school calendar. The conference is not only a hallmark of ASL's increasing engagement with British communities,

having and worth the giving up a couple of hours on a school night.

Like most students at ASL volunteering with underprivileged children, I didn't share the experiences of the children I worked with. My life in London was blissfully ignorant, and sheltered, with an excellent education and experiences that could be afforded owing to my family's wealth. My privilege only came with a strong sense of responsibility when I started volunteering at Rugby Portobello. In this role, I became aware that I had a responsibility of not naturally assuming leadership when more was to be gained from

but also evidence of the large amount of work that is required in bridging the gap with local schools across London. Although ASL is distinct in its American identity and its resources, students attending the conference are often remarkably similar: we all share a desire to use our knowledge and our experiences as catalysts of local and global change, and to improve our lives and the lives of others through activism. We have similar academic, extracurricular and social interests; what divides us is mostly not what we want, but what we have.

The youngPOWER Conference offered me and many others hope in the face of a seemingly polarized world, underscoring the power of human connectedness over political division. In listening to truly diverse perspectives and sharing my own story, I finally knew who I was and my place in various communities. The conference was an introspective experience that deepened my self-awareness and particularly built on my ideas of oppression and privilege that had been informed by my participation in community partnerships.

I would encourage all students at ASL to engage in community action at some point in their high school career. Purely existing in the ASL bubble that is economically and demographically unrepresentative of both the city it is in and the country in its name is not only a disservice to society, but also greatly unsatisfying. ASL students are armed with innumerable opportunities, and they have the power to use some of these opportunities to create opportunities for others, in a manner that epitomizes the school's core values and best prepares them for life after ASL.



**“The world outside
One Waverley Place
and St. John's Wood
includes people of all
ages and backgrounds
from which so much
is to be learned.”**

To read more, visit wlmun.org and ypower.org



SUSTAINABILITY



1. Waste

2. Healthy Living

3. Biodiversity

4. Energy



LINE

KEEPING with last year's theme of **Take Care**, students and adults in the ASL community have become more involved than ever in taking care of the planet—so much so that ASL earned the internationally recognized Green Flag Award from Eco-Schools in 2019. Lessons and activities

centered around the environment, such as the Grade 2 shoreline project, the Grade 8 water unit, and the high school Ecology class trip to South Africa, have always been important to students at ASL.

Recently, a group of K–12 students formed the Eco-Committee and moved the School to the next level. They conducted a school-wide environmental review, created an action plan, and developed and documented school activities centered around all things green. The fruit of their labor, the Green Flag Award, now hangs above the front desk in Waverley Place Reception.

The Green Flag Award has been a four-year endeavor beginning in 2016 with the formation of the High School Sustainability Council, or SusCo, and resulted in more deliberate action to address environmental issues. Students, selected for SusCo through an application and interview process, conducted an environmental review of how ASL promotes biodiversity, recycling, healthy living and global citizenship; how ASL uses energy, the school grounds, transportation, and water; and what ASL

is doing to reduce litter and our impact on the marine environment. The review included a survey of campus wildlife, an evaluation of recycling, and an examination of the school's procurement policy. Students interviewed facilities managers **Kevin Moffat (ASL 2013–present)** and **Cosmo Murphy (ASL 2013–present)** to learn more about energy usage and waste management, and discussed food and packaging with Christine Kent from BaxterStorey, ASL's catering service. Students from the middle school Green Team, advised by science teacher **Alison Muthig (ASL 2016–present)**, and the lower school ChangeMakers iPoP, run by PE teacher **Jody Matey (ASL 2006–present)**, also helped out with the review to provide more comprehensive K–12 data. SusCo's longest serving member, Anna Podurgiel '20, said about the review, "Our community has come together to do amazing work and enact change. By completing a thorough review of the whole school, students in all divisions have been able to tackle big issues with creative solutions." The next step was to write an Action Plan based on the environmental review. This was done by the Eco Committee, a group of 12 students from SusCo, the Green Team, and the Changemakers. The review helped the students pinpoint four specific Eco Schools topic areas, Waste, Healthy Living, Biodiversity and Energy, in which significant progress could be made in building awareness and promoting change. According to Ms. Matey, "The Changemakers are particularly passionate about waste. They conducted regular campus litter walks to identify rubbish hot spots and designed an informative library window to educate the LS community about sustainability."

BY MARISA WILSON
(ASL 2002–PRESENT),
HIGH SCHOOL SCIENCE
TEACHER AND SUSTAINABILITY
COORDINATOR

BE PART OF
THE SOLUTION,
NOT PART
OF THE
POLLUTION



In March 2019, more than 150 high school students walked out of the building to protest in Parliament Square against government inaction on climate change.

there is no
planet b!



Here are some other examples of events centered around the four Eco School topics in the Action Plan:

In April 2019, during Earth Week, in order to combat waste and raise awareness of local biodiversity, the Lower and High schools, and a group of parents, teamed up to pick up litter on the way to St. John's Wood Church grounds, where they then took part in a nature scavenger hunt. Organizer and last year's SusCo co-president Monet Streit '20 said about the event, "It was a wonderful way to see different groups within the ASL community come together to benefit our local environment, and it was especially inspiring for me to see how much lower school students cared for the natural world around them."

The Middle School, working with Facilities Manager Cosmo Murphy, designed a new and improved waste management system in the Commons to divert as much waste as possible away from landfill and into recycling and compost.

Over the past two years, high school and middle school students worked with parent volunteers on the now annual ASL Community Swap in order to prevent waste and promote the continued usage of nearly new items, including sports equipment and children's clothing.

Once a month, ASL's catering team features Meatless Monday in the School cafeteria.

LED lightbulbs have been installed throughout the building by the facilities team.

School-wide Earth Hours have led to an estimated 15 percent reduction in electricity usage during each event. SusCo fundraised £1,000 for ZSL's Edge of Existence program in order to support endangered species research and conservation.

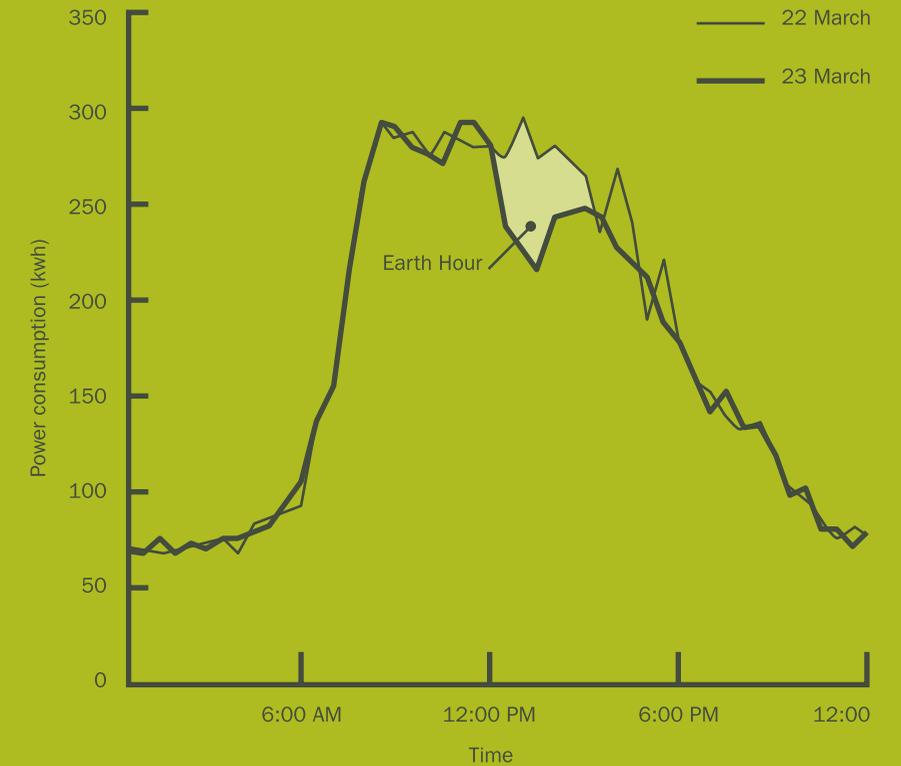
meatless
monday!

The climate is
changing, why
aren't we?



In addition to the requirements of the Green Flag award, SusCo has sponsored evening community events and school assembly speakers with the help of **Jessica Sweidan P '20 '22 '25**, parent and founder of Synchronicity Earth, and Director of Communications **Wendy Robinson (ASL 1992–present)**, in the advancement office. In 2017, a Speakers Series event featured a panel of sustainable fashion industry experts and the screening of *The True Cost*, a hard-hitting documentary about the environmental and human costs of the fashion industry. During last year's Earth Week, ASL hosted Daniel Raven-Ellison, the dynamic visionary behind London's designation as a National Park City in July. Middle school and high school assemblies have also featured exciting speakers such as Claudia Grey from ZSL's Edge of Existence program and Joel Salatin, organic farmer, made famous in Michael Pollan's book *The Omnivore's Dilemma* and the film *Food, Inc.* Students frequently comment on the impact that these speakers and films have had in inspiring them to learn more and take action.

The urgency felt globally to reduce carbon emissions, save biodiversity, and promote sustainability has inspired ASL students to take action right here on campus in a variety of ways that go beyond the Green Flag award. On 15 March 2019, more than 150 high school students walked out of the building to protest government inaction on climate change in Parliament Square. The excitement was palpable as students gathered at ASL's entrance with their signs and showing they had "the courage to act." Students are reaching out to all parts of the community to engage in sustainability work. A few years ago, high school students **Delilah Artus '18** and George Yardley '21 began looking into solar panels at ASL. Today solar panels are up and running at Canons Park thanks to the continued collaboration between facilities manager Kevin Moffat, George,



and fellow students, Kenzie Morris '20 and Lindsay Harris '20.

Middle and high school students teamed up with parents to improve sustainability at the 2018 Global Festival and at last year's Auction. Parent and 2019 Auction chair **Hannah Seminar P '24 '27 '30** says, "The students bring such important new [sustainable] ideas and excitement to our ASL traditions. The Earth Week Community Swap is now a beloved tradition and the Auction and Global Festival have made meaningful changes due to student input. I hope that we will continue to make school-wide decisions and celebrate our traditions through the lens of sustainability."

And of course, it's hard to imagine a more timely 2019 commencement speaker than **Emily Wasley '00**. An ASL graduate and climate change specialist, Emily encouraged the audience to have the courage to be brave. She urged, "Connecting with your community will only strengthen as time passes. As Mark Twain said, the day we are born and the day we discover why we are born are the two most important days in our lives. I discovered my 'why' on the Ecology trip to South Africa. My time on this ASL trip help to solidify this passion."

To quote the Eco-School assessor, Hillary Bauer, who visited ASL in

June 2019, the School "stands out as a leader in environmental awareness, as 'eco' topics seem to be covered in almost all classes. All levels of the School are engaged and the various Eco-Committees in the Lower, Middle and High schools are active and enthusiastic. There are posters and reminders and samples of 'eco' work all over the School and they must be praised for holding Earth Hours and Earth Weeks to focus on reducing all kinds of consumption. They have made special efforts over food sourcing, reduction in meat consumption (Meatless Mondays), food-related recycling, holding swap shops and generally spreading awareness of the need for sustainable living. They have hugely reduced plastic bottles, plastic cups and overall plastic usage among their initiatives." When it comes to climate change and biodiversity and habitat loss, we are at a critical point in human history. Students worldwide know this and the feeling is no different at ASL. The Green Flag award is just the start of many good things to come.

A NEW MISSION FOR ASL



In readiness for the 2019–20 academic year, ASL’s Board of Trustees approved a new mission statement for the School, as well as a set of action statements that will guide both our daily priorities and our future strategic planning. Our previous mission had served the School well since spring of 2008, but much has changed in the educational and global landscapes, in London and at ASL itself. It was decided to spend the 2018–19 academic year carrying out a full review, with the aim of ensuring that our shared mission appropriately reflects the identity of ASL today and for the future. It is key that the School’s mission articulates a strategically compelling and relevant purpose for both the institution that binds us and the community it serves.



ASL’s mission, supported by our values, drives our vision for the future and is the cornerstone for our ongoing strategic work.

To begin the review, the School engaged the support of Stephanie Rogen, founder of Greenwich Leadership Partners, a consulting firm based in the US that specializes in leadership and governance work in the not-for-profit sector. Stephanie began work with the Board and the Senior Leadership Team (SLT) in spring 2018 to develop the format for the mission review, which ultimately provided all constituencies (students, parents, faculty, staff, alumni, and alumni parents) with the opportunity to participate in the process and share their voices. The review engaged stakeholders through a qualitative survey, focus groups, interviews and dialogue. To ensure institutional continuity and to demonstrate our commitment to our community’s feedback, the design of the process took into consideration the

priorities identified by the community during the 2016 head of school search: identity; innovation; community and cultural competency; program development; and strategic resource planning.

A Mission Review Team (MRT) co-chaired by Head of School Robin Appleby and board member, parent and ASL alumna **Stephanie Schueppert ’89 P ’24 ’26**, drove the work and in-depth study across the course of the year. The MRT comprised a cross section of all community constituents: board members, senior leaders, faculty, staff members, parents, and students who represented the multiple perspectives and talents in the ASL community. The team’s dedication and commitment to this important task was outstanding. Each member of the team approached the work with great care for the past, present and future of ASL.

At the same time, working with Stephanie Rogen, the Board and the SLT identified essential questions we

wanted to explore with our community through this work, and a comprehensive survey was sent to all of our current community members, and a cross-section of alumni and alumni parents. Stephanie Rogen and her partners presented the findings of the survey to our community at ASL in January 2019, and then the School engaged in deeper work through more than 35 focus groups and interviews across the course of the winter and into early spring, multiple group drafting exercises, and internal and external draft language testing with a variety of constituents. Hundreds of members of the ASL family contributed to this project, and for their commitment, thoughtfulness and creativity, we are truly grateful. Our goal was to launch the results of this work to the ASL community by June 2019.



After Board approval at the final meeting of the 2018–19 academic year, the new mission for ASL, along with its vision and educational ethos, was launched to the community in summer 2019:

The American School in London empowers each student to thrive as a lifelong learner and courageous global citizen by fostering intellect, creativity, inclusivity and character.

To provide an outstanding educational experience, we strive to:

Develop intellectual engagement through critical thinking, experiential learning, collaboration and breadth of opportunity

Cultivate curiosity and innovation

Inspire thoughtful leadership and the courage to act

Nurture empathy and embrace diversity

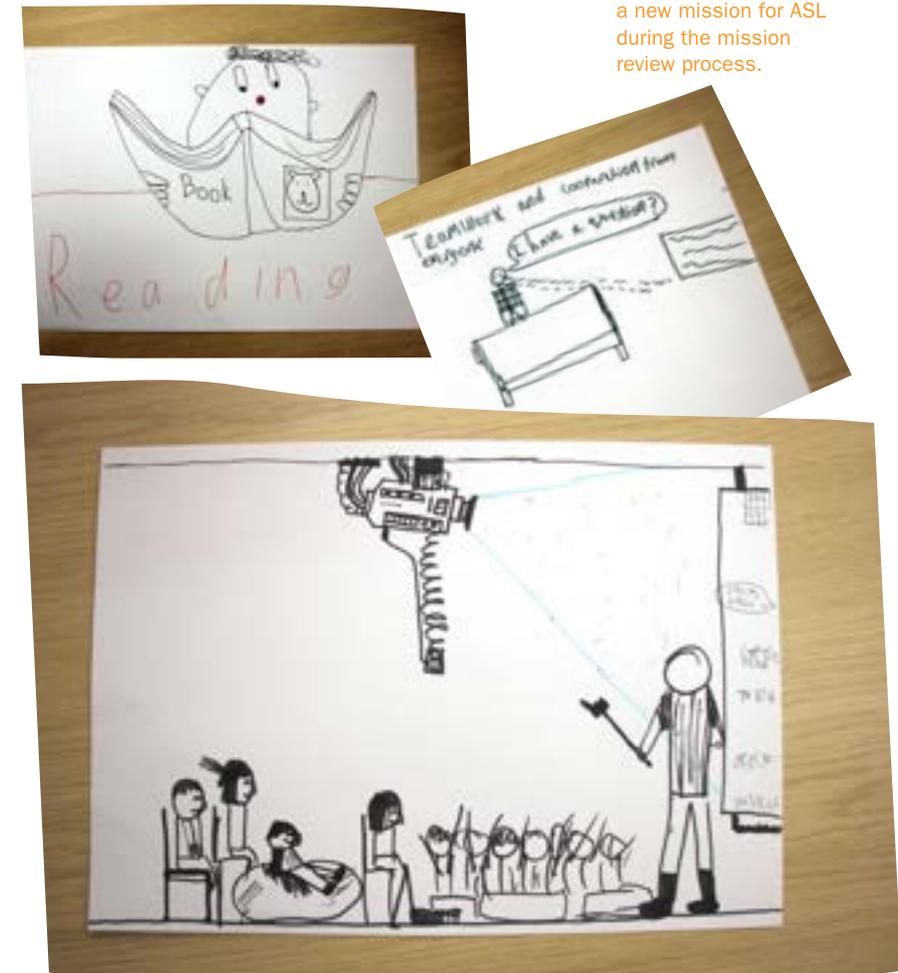
Promote confidence, self-expression and well-being

Build a vibrant international community within and beyond ASL

The School retains its existing Core Values (Respect, Responsibility, Kindness, Integrity and the Courage to Act), and the ASL Portrait of a Learner, both of which are highly valued by our community and consistent with the articulation of our new mission statement.

In the fall of 2019, the School's diversity statement was reviewed and updated, and the new diversity, equity and inclusion statement was shared with the community in spring 2020. We are confident that our new mission statement, in line with our perspectives and values, demonstrates our commitment to educating the whole child and will guide us in our continuing efforts to develop well-rounded, empathetic and engaged young people who will live healthy and impactful lives.

Lower school students illustrate their vision of a new mission for ASL during the mission review process.



Kwame Alexander, left, and special guest Randy Preston, right, present to the community in fall 2019



What impact has working with Kwame had on you?

“While working with Kwame, I witnessed the impact he had on the students. Kwame was very inspirational because he spoke about black history, which really resonated. Kwame is a great person to be around since his bright personality shines through. The students were moved by his poetry and used him as an inspiration in their writing. I was impacted by how Kwame is able to inspire younger generations, and act as a role model to the ASL community. I hope I can make an impact on others like he does.”

—Raquel Dawson '22

ASL WELCOMES FIRST INNOVATOR IN RESIDENCE:

KWAME ALEXANDER

The ASL Innovator in Residence Program, launched in fall 2019, is a new initiative to support innovative teaching and learning across all areas of the curriculum, made possible by the commitment of generous and visionary anonymous donors to the School. As a result of this gift, students will have direct access to innovative leaders in a diverse range of fields whose work will complement and enhance the ASL approach to interdisciplinary studies.



“I participated in a poetry-writing session with Kwame where he shared his story, *Undefeated*. It was incredibly moving! He then used the story as a template to encourage us all to produce our own poetry, which were to be published in a book. It was really special for the students who participated to be able to contribute towards something meaningful, and to have a tangible product to share with family and friends and say, “Look! I’m a published author!”

I’m aware that Kwame gave a talk to Grade 9 students at the beginning of the school year about pursuing your passions, which is a great way to start your high school journey. I wish I could have attended a session like that when I was in Grade 9!”

—Marie Ogino '20

“Kwame was great fun working as a mentor with the SHINE kids to publish a book of their own poems—a few of mine were included as well! He keeps the energy high and lively, and not only do his interesting stories hook and inspire us, but the way he speaks is also very compelling and charismatic. The SHINE kids were certainly very excited to work with a ‘celebrity’ author. Kwame is able to reach out to a wide range of kids and get them excited about reading and writing.”

—Stella Schabel '22

“If I were to describe Kwame Alexander in two words, I would definitely say: energetic and welcoming! The first time we met, he was so generous with his time and was even kind enough to give me his book, “Swing” to read. When we met later in the year, he mentioned that he had read one of my articles in *The Standard* and even mentioned that he encouraged his daughter to read it. Another example of his kindness is through his organizing for students who went to Washington, DC, for the journalism convention to have a guided tour of NPR students during one of the trip days.”

—Houdah Daniels '20

“I worked with Kwame as part of his collaboration with the SHINE program. We worked with students to create poetry depicting our identities and cultures. I feel like Kwame would be the greatest English teacher—the way he presents ideas is really enthusiastic and inspirational, and he plays characters so well in his reading! He’s really flexible to work with and gives great advice, both on a personal and an academic level.”

—Reuben Ross '20



Reflecting on his residency in January, Kwame writes,

“As this was the inaugural year, I came into the position improvising a little (actually, a lot!) trying to discover what my mission would be.”

Kwame continues, “The first few months, I was all over the place—from readers theater with K1 to seminar on writing the college essay for graduating seniors to professional development for faculty. I happen to enjoy that type of cognitive multi-tasking, and it has definitely kept me engaged and on my toes so to speak. Each day on campus, I’m focused on inspiring a culture of shared humanity through shared literature, and using poetry as an innovative literacy strategy to engage and empower students



across all grade levels. And when all that world-changing stuff is done, I write. And, I must say, I’ve written some of my best work since being at ASL. I’m looking forward to the new book coming out, and spending more time at the School.”

The focus of the Innovator in Residence Program will change annually and take many different forms—the program itself has the flexibility to be just that—“innovative.” Future innovators will represent a combination of fields of interest, and the program will introduce our students, particularly our high schoolers, to individuals with different life experiences, who think and work

“outside the box.”

The goal of this initiative is to help our students find fulfillment and purpose in their professional paths, wherever those paths may lead. Innovators in residence may be from abroad, or from right here in London. They may hold the residency for one academic year or for shorter, more intensely focused periods of time—as appropriate to their interests and work.

Kwame Alexander is one of America’s most inventive writers of children’s and young adult fiction and poetry. He is a passionate educator and the *New York Times* bestselling author of 33 books, including *The Undefeated*, *How to Read a Book*, *Swing*, *Rebound*, which was shortlisted for the prestigious Carnegie Medal, and his Newbery medal-winning novel, *The Crossover*. Other works include *Booked*, a National Book Award nominee, *The Playbook: 52 Rules to Help You Aim*, *Shoot and Score in this Game of Life*, the picture books *Surf’s Up*, and *Out of Wonder*, which won the Coretta Scott King Illustrator Award.

Kwame believes ardently in the power of poetry and literature to inspire, engage and empower young people. He brings to ASL an abundance of experience that encapsulates the expansion mindset. Having worked extensively with students K–12 on writing for publication, Kwame has helped them explore connections between writing and business—fueling the imagination, and turning perceived failures into successes. He has spent years encouraging students to be authentic in their writing, to enhance their worldview, and to read, read, read.

Spotlight on London



A VISIT TO THE BRITISH MUSEUM

Field trips in London and beyond are one of the highlights of an ASL education. The Foundation's Annual Fund provides essential funding to ensure that students K-12 make the most of the school's location in central London. In January, groups of middle school students made their way to Bloomsbury to follow up on their classroom studies.

On behalf of the Grade 5 social studies team, **Matt Twiest (ASL 2010–present)** writes, "In Grade 5 humanities, students started the year by exploring the origins of human civilization in the Fertile Crescent, examining the earliest Sumerian city-states of Mesopotamia. Students have explored how and why civilization developed in the Fertile Crescent, and how Mesopotamians overcame problems to survive. This unit concludes with a field trip to the British Museum, where the class applies what they have learned by examining actual artifacts from Mesopotamia. The Grade 5 students imagine what an Assyrian lion hunt would have been like from the perspectives of the soldiers, the king, or even the lions. They also revel in the opportunity to see, first hand, the Code of Hammurabi and the Standard of Ur. The trip also includes time to visit exhibits of ancient Greek artifacts and temples, which is the exciting launch of their next unit of study."



HIGH FIVE TO ASL VOLUNTEERS!

School life at ASL is rich with activities that enhance learning, community engagement, and brings students, parents, alumni, and faculty and staff together to share experiences. At the soul of these experiences are ASL volunteers who help to build community and provide invaluable support in many remarkable ways throughout the school year.

From helping out in the classroom, chaperoning field trips and competitions in athletics, robotics, and the performing arts (choral and music tours) to chairing community-building and fundraising events, the opportunities for engagement are plentiful! The contribution of time, diverse skills, and extraordinary talents our volunteers share truly makes ASL a transformational place and the School is extremely grateful.

To recognize and honor the amazing breadth and depth of the volunteer commitment at ASL, the School held its annual volunteer reception on 8 May 2019. To commemorate their service, each volunteer was given a pin designed to reflect the 2018–19 school theme of the “Take Care” tree. Shaped like a leaf, the pin represents all the leaves in our tree and how each and every one of our volunteers helps to make our tree and our community the special one that it is.

We thank each and every volunteer for their service and for being a vital part of the ASL community!



1 Members of the PCA Executive Board, 2019–20
2 Note from appreciation day

TRUSTEE NEWS

We remain grateful to our Board of Trustees for volunteering their time and talent in providing sound governance for the present and future of ASL. In recent times, we have welcomed a number of new trustees to the Board:

1 **Chris Anderson P '19 '22**

2 **George Hatzmann P '16 '20 '23 '26**

3 **Frank Ledahawsky of the US Embassy**

4 **Hannah Seminara P '24 '27 '30**

5 **Ravi Thakrar P '29 '31**

6 **Irene Zia P '29**

Over the same period, we have said a fond farewell to four trustees: **Ginger Keener of the US Embassy, Alison LeMaire P '12 '14 '17, Elaine Proctor-Bonbright P '14 '18, and Julie Skattum P '12 '15 '17.** We thank them all for their years of dedication to ASL.

[Read more about the ASL Board of Trustees, its members and its work, on the ASL website.](#)



3 Kindergarten field trip volunteers
4 Field trip chaperones
5 Community service day
6 Classroom volunteer
7 Take care commemorative pin



PARENT COMMUNITY ASSOCIATION: GIVING BACK TO ASL FOR DECADES

- 1 & 2 Community Service Day
- 3 PCA Workx at SCOOP, with Barbara Kim P '21 '22
- 4 PCA faculty and staff appreciation day

Hundreds of ASL parents have given liberally of their time and talent to the Parent Community Association (PCA) over the years to further the mission of our school and to provide essential support for ASL and its programs. This year's PCA is headed by President **Laura Beal P '23 '27**, and paves the way for a host of community-building activities at our school and beyond. Supported by the PCA Board, an intrepid and capable group of volunteers who work tirelessly to help make ASL a place of inclusivity and collaboration.

Seamlessly organizing a host of events throughout the academic year, the PCA is never far from the hub of the action at ASL. The various groups that operate under the umbrella of the PCA include Families Integration Diversity (FIND), Community Service, Family Support Group, Friends of the Arts (FOTA), Friends

of the Libraries (FOTL), Grade Reps, Mini Grants, Community Connections Grants, Community Events, Booster Club, Parent-School Liaison, Communications, Auction, Parent Education Resource Committee (PERC), Welcome Programs, WorkX and Community Bulletin Board. These groups are involved in a wide variety of activities, from scheduling the Global Festival and Auction, which take place on alternate years, to working shifts at the Booster Club concession stand, and providing a repository of grant funding to support innovative ideas that promise to make ASL a better place.

Our hearty thanks to all our PCA volunteers for their dedication to our school and for going more than one step beyond in making ASL a place of belonging, where everyone has a role to play.



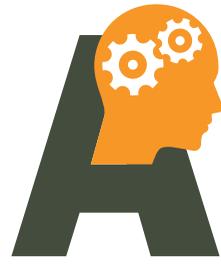
COMMENCEMENT FOR THE CLASS OF 2019!

High school commencement to celebrate the 118 members of the graduating Class of 2019 took place at Central Hall Westminster on Saturday, 8 June. Grade 12 students officially ended their ASL educational careers on the stage of this iconic venue, accompanied by Head of School Robin Appleby, Chair of the Board of Trustees **Dave Novak P '18 '20**, HS Principal Devan Ganeshanathan, commencement speaker and alumna Emily Wasley '00, and the Lord Mayor of Westminster Councillor Ruth Bush. The audience, which included alumni from across the years, parents and families, faculty and staff, and friends, enjoyed speeches by Salutatorian **Annie Howell '19** and Valedictorian **Juliette Rooney '19**, in a ceremony that also celebrated 14 new "lifers" who join the growing ranks of those who attended ASL from "first to last." The memorable event was punctuated by musical interludes by the High School Concert Choir and featured the now-traditional Senior Farewell Tribute by the graduating class.



- 1 The Class of 2019
- 2 Commencement speaker Emily Wasley '00

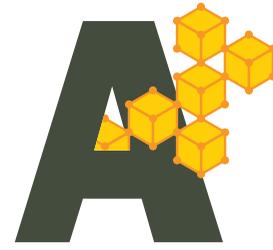
- 3 Salutatorian Annie Howell '19
- 4 Valedictorian Juliette Rooney '19



World-class faculty and staff; salaries and professional development



Area of greatest need



Classroom equipment and technology



Diversity and financial assistance



Band, choir, orchestra



Cultural opportunities

ANNUAL FUND 2018-19

Many of the aspects that contribute to the excellence of an ASL education are made possible by donations to our supporting foundations' Annual Fund. Thanks to the deep generosity of parents, alumni, parents of alumni, grand-parents, faculty and staff as well as the unwavering efforts of an amazing team of volunteers, we were able to exceed our target and achieve a record £1,867,300 in donations. Your selfless sharing of your time, talent and treasure demonstrates your belief in an ASL education and makes a real difference to each and every one of our children.

Annual Fund Chairs
Irene Zia & Larry Small

HS Divisional Chair
Holly Bradford

MS Divisional Chairs
Susie & Kevin Kettler

LS Divisional Chairs
Lala & Akbar Rafiq

Canvassing Team

Liz Allen
Maria McClay & Roberto Ardagna
Silvia Ardagna & Luca Arpaio
Cynthia & Chris Bake
Leila & Luca Bassi
Carol & Mike Bertolino
Lisa & Chuck Bohner
Francesca Durante & Giuseppe Corona
Beth Crutcher
Raquel & Craig Dawson
Rebecca & Bruce Emery
Tessa & Dale Erdei
Pat Fernandes
Dervla Flynn
Lynn Akashi & Ahmed Hamdani
Janel Hastings
Marika Ison '07
Amanda & Blair Jacobson
Libby Jones
Laura & Michael Lang
Stephanie & Josh Lawrence
Heather & Mark Levine
Gretchyn Hise & Mark Lubkeman
Jan & Terry Martin
Sandy Mateus
Eileen & Liad Meidar
Kimberley & Richard Moore
Susan & Jamie Parkinson
Susan Philips *
Emi & Marc Preiser
Rachel & John Rosenberg
Charla & Mark Rudesill
Sherine Magar-Sawiris & Nassef Sawiris
Marita & Nikos Stathopoulos
Fredrik Stenmo

Stacey & Ali Towfighi
Faith & Chris Whitman *

Class Captains

Lisa Chin-A-Young & Mario Bozzo
Mary Maniaci & Rupert Fennelly
Stephanie Gladis '94 & Terry Gladis
Danielle & David Hackmey
Lara & Philip Howell *
Megan & Jason Marine
Sarah & Justin Nichomoff
Julia & Brad Nilson *
Jane Rogers & Bernie Podurgiel
Mafalda Cardim & Ricardo Reis
Sherrie & Walter Schabel
Maria & Kavi Thakrar

ASL Giving Committee

Co-chairs
Vivek Jois '11
John Jensen '97 *
Jim Bexfield '61*
Jessica (Spiegel) Egan '93 *
Deirdre Ely '13
Doug Gilbert '94
Spencer Hodge '11
Paige & Kenton Jernigan P '18 '20 '25 *
Karina Kalb P '15 '17
Diana Lazareva '04
Gabriele Marcotti '91 P '25 *
Charles Scudder '64
Alison (Aronson) Sherman '76 *

* denotes 10+ consecutive years of giving

Class notes

1 1969 alumni pose in the Mellon Library, L-R: Ken Hamer, Tucker Smith, James Ball, Libby Scott, Jim Luedke and Alumni Director Libby Jones



CLASS OF 1969 50TH REUNION

You could say the weekend was as good as gold. For the alumni marking a half-century since they graduated from ASL, it was a golden anniversary full of memories and awe. On 26-29 September, classmates **Ken Hamer, Linda (Tucker) Smith, James Ball, Libby (Scott) Eustis** and **Jim Luedke** spent time with students, explored campus and raised their glasses to their special Eagle affiliation. The reunion kicked-off with an ASL-catered lunch in the Community Arts Building, where alumni met Standard editors and shared stories from their time as Londoners in the '60s. The group returned to campus the following day for an extended tour of One Waverley Place. As the last class to graduate from the 14 Gloucester Gate location before St. John's Wood became ASL's new home, the '69 crew were floored by the pods and the facilities—especially the MILL and the pool! After the tour, the group retired to the Duke of York for a festive reception. Director of Communications **Wendy Robinson (ASL 1991-present)** Past faculty **Paul Morton (ASL 1963-97)**, with partner Nigel, and **Linda Hurcombe (1968-92)** were guests of honor. Thanks for visiting, Class of 1969! Here's to the next 50 years.

60s

1963

John Ehrlich writes that he is enjoying retirement in mid-state New York. He assures us that he and his classmates are "old, but not forgotten!"

1967

Lyman Parragin retired in 2017 after more than 25 years in the benefit consulting field. A year later, he and his godson visited England via the Queen Mary II—Lyman's first UK visit in 25 years!

LET US HEAR FROM YOU!

Make sure we have your up-to-date email and address, and you'll receive:

London Calling: the alumni e-newsletter

Invitations to events in London, New York, Washington, DC, and more

Access to ASL Switchboard, our networking platform

Send us your details! Email alumni@asl.org.

70s

1971

University of Colorado Boulder professor **Larry Frey** received the Distinguished Scholar Award from the National Communication Association in recognition for his service to communication and social justice activism.

1972

Steven Goryl is a staff member of the computer science department at Washington & Lee University. But he is perhaps better known for his experience as a professional mountain guide, and for climbing five of the world's seven highest summits.

1974

Infant care expert and author **Deborah Solomon** wrote the book on parenting—literally! *Baby Knows Best: Raising a Confident and Resourceful Child, The RIE® Way*, is a bestselling resource for parents and childcare professionals, endorsed by Penelope Cruz, Tobey Maguire and Jamie Lee Curtis, among others.

1975

Last February, **Chris (Roller) Emerson**, **Jessie Chapman** and **Francine (Newton) Shanfield '76** traveled from New York to London for a girls weekend. A warm welcome from **Buphendra Patel (ASL 1998–2019)** and a tour of the transformed ASL campus with **Marika Ison '07 (ASL 2013–19)** were highlights of the trip.

1976

Aaron Reed emailed to share that he and his wife, **Pamela Starke-Reed '77**, met up with **Brandon Nordin '77** and **Jon England** at Brandon's home in Sandwich, Massachusetts, this past July. A special reunion on Cape Cod!

1977

On 1 June 2018, **Wesley Lohec** retired from Chevron after 37 years. "I am absolutely loving retirement," he writes, "and am doing all the things that work got in the way of in the past." Wes and his wife, Erin, will stay in the San Francisco bay area to be near their three kids who are also working and living near SF.



1978

Dan Croghan shares both sad and happy news. His brother, **David '79**, died of brain cancer in July 2018. David is survived by his wife, two children and four grandchildren. On a lighter note, Dan moved to Kailua, Hawaii, in 2017. "Living in Hawaii is amazing," he writes. "Any other ASLers in the islands? I would certainly host a reception at our place, or even better on Kailua beach!" [Editor's note: aloha! Let's do it!]

1979

Claire (Engelhart) Garza writes, "I am now living in San Antonio, Texas, with my husband Onofre and am still working as an environmental engineer for Valero Energy at the corporate headquarters. My daughters are grown and gone—Jessica works as a pediatric physical therapist in Austin and



1 Brandon Nordin '77, Jon England '76, Pam Starke-Reed '77 and Aaron Reed '76



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Amanda is a computer engineer in New York City. I enjoyed seeing ASL friends in Seattle in July 2018!

Nick Scott is working for a British trucking company to upgrade his flying licences after being a flying instructor and examiner since 1979. He recently joined the National Business Aviation Association and has one daughter attending university. "Shout out to all friends from ASL whom I dearly miss: **Lisa Hulak, Jon Coble, Pat O'Hara, Robert Engles, DeWitt Faras** and **Matt Cataneo**. Do write, b74four@yahoo.co.uk."

Mike Cottle and wife **Lisa (Thomson) Cottle '80** visited campus in November. The couple canoodled in the Commons for old time's sake!

The tradition continues! In March, former rugby teammates **Scott Mason, Todd Scolah, Raul Biancardi '80, Dave McCloskey '80, Mark Pearson '80** and **Chuck Rhea '80** visited London to catch a match and catch up during the group's annual boys' trip. They also managed to recruit former coaches **Bob Carter (ASL 1969–2014)** and **John Lockwood (ASL 1967–2006)** to join in!

2 Scott Mason '79, Todd Scolah '79, Raul Biancardi '80, Dave McCloskey '80, Mark Pearson '80, Chuck Rhea '80, Bob Carter (ASL 1969–2006) and John Lockwood (ASL 1967–2006)

3 Mike Cottle '79 and Lisa (Thomson) Cottle '80

4 Margaret Mellon P '94 '95 '98 and Gretchen Mellon Aubuchon '94



80s

1980

Over the summer, professional learning education consultant **Dr. Stefani (Arzonetti) Hite** co-wrote a report on teacher change for FIRST educational resources.

William Snead enjoyed getting a chance to hear about the robotics program and meet fellow alums at the Chicago event last February. “It’s exciting to see how far the school has come since my days there in the 70’s.”

1981

Lisa Nevans-Locke teaches English at Montgomery College in Maryland.

John Di Silvestro is now vice president of sales, marketing & commercial operations aircraft turbine systems for Woodward manufacturing company in Rockford, Illinois.

1982

Empty-nester **Sue Fisher** is staying busy with lots of volunteer work. Her son, **Christopher '16**, is a senior at Denison University, working on a degree in biology and wants to pursue a career in medicine. **Sara '13** graduated from Woodbury University in Burbank, CA, with a BFA in animation.

1985

Alumnus **Eric Angel** is executive director of Legal Aid, a non-profit that provides legal services to people living in poverty in Washington, DC. Prior to this, Eric was an associate counsel to President Clinton.

1986

Emailing from Bahrain, **Ian Davies** writes, “I’m very happily married to Anna, with whom I have two beautiful children, Allyson (12) and Carl (9). We continue our global adventures and use every opportunity to return to London to reconnect.”

James Hammet recently launched a vegan, Japanese-inspired haircare brand, Masami (www.lovemasaki.com), which specializes in botanically hydrated hair products.

“It’s exciting to see how far the school has come since my days there in the 70s.”



90s

1992

Elizabeth (Weiner) Georgantas and her husband have co-founded Georgantas Design and Development, a full-service real estate firm that designs and develops inspired spaces for contemporary life.

Jay Habermann lives in Chevy Chase, Maryland, after several years in Washington, DC (Capitol Hill) and, before that, 15 years in New York City. “Best wishes to old ASL friends and classmates!”

In August, **Nadine Hallak** visited campus to promote the launch of her sneakers accessory brand, 4Kix, www.shop4kix.com. With a mission to give shoes a “lacelift,” these bold additions to your footwear will put a spring in your step.

1993

Mika Newton is CEO of xCures, a company that has created an innovative clinical trial platform for cancer patients.

In June, **Sean Brecker** will present to the Class of 2020 as commencement speaker, offering advice earned from his exciting career in finance and now as CEO of mindfulness app Headspace.

1994

Indie music blog *Under The Radar* is co-published by **Mark Redfern '94**.

1995

Eleanor Lowenthal is the owner of London indie bookstore Pages of Hackney, offering a collection of contemporary fiction, children’s lit, travel books and more. She might even stock the books of classmate and global adventurer **Leon Logothetis**, whose memoir, *The Kindness Diaries*, about his journey circumnavigating the world with a motorbike and a dependence on strangers’ generosity, was developed into a Netflix series.

1997

Now in his eighth year at ASL, **John Farmer (ASL 2012–present)** is the school’s director of athletics.

1999

ASL lifer **Whitney Hintz** is an art consultant and curator of the Hiscox art collection, buying art for the insurance company’s corporate offices around the world. A Barnard graduate, her passion for art history was inspired by **Judy Kisor (ASL 1994–2014)**, “the greatest teacher I ever had.”

On 27 December 2017, **Dan Sharon** and his wife welcomed baby Zachary Sharon. The family lives in New York.

1 Nadine Hallak '92 wears her 4Kix in the yellow staircase

2 1999 classmates and their guests recreate their “tube photo” outside of the St. John’s Wood underground station



PARTY LIKE IT’S 1999!

Two decades, 13 countries and numerous children later, ASL Eagles from the Class of 1999 flew back to the nest on 10 July 2019 for a weekend of reminiscing and revelry. Organized by **Hana Yoshino**, this special 20th high school reunion of nearly 70 classmates, partners and kids kicked off with a campus tour followed by a remake of the senior tube photo, now a much-anticipated tradition for all Grade 12 students. Following a walk down memory lane and a tour of the new facilities, friends and a few faculty, including **Ruth Heuman (ASL 1970–2009)**, **Hazel Simpson (ASL 1969–2006)**, **John Wilson (ASL 1971–2009)** and **Tim Watson (ASL 1973–2007)**, gathered at the Clifton for an ASL-themed happy hour. When asked to share her favorite part of the reunion, Hana described the seamless way she and her peers exchanged stories and nonstop laughs, as if no time had passed. “Life gives us brief moments with one another,” she remarked, “but sometimes, in those brief moments, we get unforgettable memories that last a lifetime.”



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9

1 Emily Wasley '00 with Bhupendra Patel and parents

2 Dave Hughes '06 with wife Katie and daughter Charlie

3 Sarah Breeden '07 with Bhupendra Patel

4 Karim, son of Leila Al-Qattan '07

5 Zak Cherrabi '08 with wife Hillary and son Eden, born 18 April 2019

6 Melanie Tilden, Buzz Zand, Uonna Atytalla, Farris Al Naqueeb, Max Leader, Jess (Hartogs) Oakley '00

7 Megan (Rathman) Ellis '02 daughter with her cousin

8 Rekha Jois '07 with husband Christopher Setian

9 Margaret Bertasi '10, left, on the podium at the 2019 World Rowing Championships

00s

2000

J. Claude Deering and wife Katharine had their second child, Peter, in July. Claude had a lead role in the YouTube Original series, *12 Deadly Days*, and *Canyon*, a play from the IAMA Theatre Company. He continues to teach acting technique as an adjunct professor at NYFA.

Jess (Hartogs) Oakley was lucky enough to have a mini ASL reunion in London this past fall with **Melanie Tilden**, **Buzz Zand**, **Uonna Atytalla**, **Farris Al Naqueeb** and **Max Leader**. Stay tuned for the bigger,

20-year-reunion she and a few others are organizing in London in June 2020!

After returning to ASL to be the Class of 2019's commencement speaker in June, **Emily Wasley** joined the Sustainability, Energy, and Climate Change practice at WSP Global consultant company. She loved her time in London and on campus. "ASL is my second home!"

2002

In October, playwright **Eleanor Burgess** visited London while her hit off-Broadway play, *The Niceties*, had a run at the Finborough Theatre in West Brompton.

Kate (Manthos) Fuller launched an impact investment firm focused on double-bottom-line investing in southern Appalachia in January.

On 1 December 2018, **Megan (Rathman) Ellis** and husband Mike welcomed their third baby (and first girl!) Grace Caroline. Grace joins big brothers Henry and George.

2004

The next time you're strolling down St. John's Wood High Street, check out 55A Dental, a new practice where you can find **Dr. Mesut Mahri**.

Sarah (Rathman) Casnocha, husband John and daughter Catie became a family of four with the arrival of their daughter, Annabel Elizabeth, on 14 March 2019.

2006

Dave Hughes and wife Katie proudly announce the birth of their daughter, Charlie Grace, born on December 2018. The family lives in Houston.

Sasha White is an assistant professor at Johns Hopkins, where he teaches a class called Plagues, Power and Social Control (among others!)

2007

Sarah Breeden is an MBA candidate at HEC Paris and is due to graduate in 2020. She recently visited ASL.

After six years of supporting the ASL advancement office, **Marika Ison '07 (ASL 2013–19)** is now senior alumni manager at King's College London.

Nate Mentzer, a graduate from Texas A&M University, is now a mechanical engineer working for Chevron. His sister, **Rebecca '12**, also graduated from Texas

A&M and is working as an economist with Hope International, a Christian non-profit focused on alleviating poverty in developing countries.

Leila Al-Qattan and husband Tom welcomed their son Karim, on 22 March 2018.

In March 2017, **Lauren Talmor** and her husband welcomed their son, Jonathan.

In December, **Rekha Jois** married Christopher Setian in Bangalore, India. The couple, who met as undergrads at UPenn, celebrated with family and friends (including ASL alumni and teachers) over two weeks of festivities that included a Mehendi ceremony, traditional South-Indian wedding and a Bollywood-themed reception followed by travel to Goa, Delhi, Agra and Singapore. Rekha works for Apple and Christopher works for Cruise, and they live in San Francisco.

2008

After earning his BFA from the School of Visual Arts, **Austin Chang** founded a full-service media production company, Creative Class 6. He also wrote and directed an independent film, *The Riverside Bench*, about a Manhattan family coping with loss and seeking refuge in a public urban space shared with the life of the city. Now in post-production, the film is being entered in a number of film festivals. To learn more, visit www.theriversidebenchfilm.com.

Zak Cherrabi and wife Hillary joyfully announce the arrival of their son, Eden Mehdi, born 18 April 2019. Zak and his family live in Rye, New York.

Pro-quarterback **Andrew Luck** retired from the NFL at age 29. And while he threw for 39 touchdowns during his final season with the Indianapolis Colts, here at ASL, we'll always remember him for throwing passes in the pouring rain to eager MS students during a special campus visit in 2013.

10s

2010

Congratulations to **Margaret Bertasi** who, in her fifth year of competing in the World Rowing Championships this summer, took home a gold medal in the Lightweight Women's Pair. Margaret is currently training

in Boston, rowing out of the Riverside Boat Club on the Charles River. In April, she'll be racing to earn a spot on the US Olympic team!

Eliza Learner married **Charlie Marsh '11** on 1 September 2019 at Elmore Court in the Cotswolds. ASL representation was strong at their wedding! Guests included Charlie's siblings, **Henry '08**, **Margaret '09**, **Clayton '14**, **Freddy '16** and parents **Reid and Mary** as well as Eliza's family: parents **James and Pam Learner** and siblings **Annabel '13**, **Drew '16**, **Jack '18** and **Amelia '21**.

2014

James Fallin graduated from Wake Forest University in May 2018 with a degree in film studies and creative writing. He is currently working in Los Angeles as a film editor for a movie trailer company called Tiny Hero.

2015

Sasha DeOrio has been named the Azita Raji & Gary Syman Scholar in Russian Studies at Barnard College and was recently awarded Columbia University's Robert F. Shinn Fellowship in Public Service.

2016

Ariel Calver is a senior at Georgetown, majoring in math and minoring in philosophy. She's comfortable working with students at any stage of the writing process, from brainstorming to revising. She particularly enjoys helping students with application letters and resumes. Outside of the Writing Center, Ariel is involved in the Carroll Fellows Initiative and Georgetown's hip hop team, Groove Theory.

2017

Shaun Franz is in his third year at Skidmore University, where he plays soccer.

2019

In June, **Rita Edwards** graduated from the International School of Geneva and is now at Parsons School of Design in New York, pursuing a BBA in strategic design and management with a minor in art history. She hopes to work on the business side of the art world.

1 L–R: Clayton Lewis, Pam Schaecher, Bill and Alice Iacuesssa, Tom Osler, Susan Lewis, Bob Schaecher, and Pat Osler.

2 Alice leader, left, and Linda Hurcombe

20s

2021

Mikaela Montanaro, along with brother **Aidan '24** and parents **Marc and Kelli**, are living in Fairfield, CT, after six amazing years at ASL.

2022

Jake Edwards is in Grade 10 at Brookline High School near Boston, Massachusetts. He was a leader on his club basketball team while attending the International School of Geneva and is currently pursuing a burgeoning interest in architecture.

Eloise Franz is in Grade 10 at the American School of Barcelona. She is following in her big brother's footsteps by playing soccer, both for her school and on a Spanish team. Parents **James and Marie** are so thankful for the values and the amazing curriculum that ASL brought into both of their children's lives. "Thank you from our heart," writes Marie.

2024

Gabriel Fernandes is in Grade 8 at the Awty International School in Houston, Texas. He continues to play percussion with the middle school band and is very grateful to **David Papenhagen (ASL 2011–present)** for all his time and wisdom.



Faculty News

Chris Bright (ASL 1993–2001) became Head of Vistamar School, an independent high school near Los Angeles, in 2018. Former ASL Grade 7 teacher and an educator for more than 30 years, Chris was most recently the executive director of CHAMPS Charter High School of the Arts in Van Nuys, California, before joining Vistamar.

Elizabeth Burton (ASL 2014–15) is dean of student life at TASIS.

After serving as headmaster of Stuart Hall School for Boys in San Francisco since 2005, **Jaime Dominguez P '18 (ASL 1997–2005)** is now head of Oakwood School in Hollywood, California. He writes, "Mia is a freshman at Oakwood, Alessio is taking a gap year before NYU and **Antonio '18** is a sophomore at Cornell."

Former HS English teacher **Catherine Harada (ASL 1993–2005)** shared that she and husband **Bob P '92 '94** are enjoying life in Colorado with their six grandchildren.

Alice and Bill Iacuesssa P '82 (ASL 1979–2000) wrote to share a photo of a 2018 gathering of old friends. Alice writes, "All but Pat Osler taught at ASL. **Bob Schaecher P '87 '88 (ASL 1975–84)** was lower school principal before becoming head of Antwerp, and wife **Pam (ASL 1975–84)** taught Grade 1. **Tom Osler (ASL 1974–84)** was high school principal in the 80s. **Clayton Lewis P '01 '03 (ASL 1980–94)** was high school principal and wife **Susan P '01 '03 (ASL 1982–84; 1992–94)** was a lower school teacher. We had a great reunion!"

Two former faculty members, and both published authors, caught up in the London sun last August. Former MS teacher **Alice Leader (ASL 1975–2010)** (*Power and Stone*, *Shield of Fire* and *You'll Love it Here*) and former HS English teacher **Linda Hurcombe (ASL 1968–92)** (*The Jesse Tree*, her recently published debut young-adult novel) got together to celebrate the launch of Linda's new book.

Alumni News



5 QUESTIONS FOR JODI WARREN

Our 5 Questions series offers a glimpse into the lives of ASLers, past and present, who shape our school and rock our world. Check them all out: www.asl.org/alumni/alumni-news

How long has Dean of Admissions **Jodi Warren (ASL 1988–present)** been an ASL institution? Almost as long as she has been living in London, moving here in 1985 with two high school pals from her small farming town in eastern Washington State. Joining the School in 1988 to help drive student recruitment and to oversee the newly formed alumni association, she has worked with six heads of school and thousands of lucky parents and students.

1

What's the best advice you have ever received?

When I was 15, my mom told me that you should never ask someone, "How are you?" unless you are prepared to listen to the answer, however long that might take.

2

What is your favorite book?

A Prayer for Owen Meany, by John Irving.

3

What does the perfect Saturday entail for you?

Coffee, yoga, time to read both *The Guardian* and the *Financial Times*, and cooking for friends. I also love to bake elaborate birthday cakes.

4

What is your preferred spot on campus?

The reading nooks in the Lower School Library make me wish I were in Grade 1.

5

What is your go-to guilty pleasure movie?

If I want a good cry, I'll go for *Truly Madly Deeply* with Juliet Stevenson and Alan Rickman. But if I'm looking to laugh, *Night Shift* is my favorite comedy.



ALUMNI SOCIALS FROM COAST TO COAST

In 2018–19, we caught up with alumni in Washington, LA, San Francisco, Houston, Chicago, NYC, Boston and London! See the photos and the stories on our website: www.asl.org/alumni/alumni-news

1 Alumni social in NYC: Mark Connon, Jeanne Connon '87, Paul Ust '88 and Melissa Waters '87

2 Cat Wolfe '86, Jeff Preston '73 and guest

3 James and Donna McClure P '13 '15, Ray and Bev Mentzer P '07 '12 and their son Nate Mentzer '07

FAREWELL TO BHUPENDRA PATEL, THE “FACE OF ASL”

“ASL won’t be the same.” This was the most common refrain the alumni office overheard when we delivered the news that beloved Access Control Officer **Bhupendra Patel (ASL 1998–2019)** would be retiring after 21 years. A mainstay of the school’s security personnel, and an adopted member of the advancement, admissions and maintenance teams, Bhupa has warmly greeted students, parents, alumni, staff and visitors from his perch in Waverley Place Reception for nearly two decades, after moving from the Loudoun Road patrol to the WPR front desk in 2003. Bhupendra was born in Kenya and moved to London with his parents and siblings when he was 16. His mother, a devout Hindu, instilled in him a profound faith that informs his life today; he goes to temple on Sundays and attends a Hindu retreat in Mogri, India, every year. Bhupendra’s father also played an influential role in his upbringing, modeling the value of hard work and caring for family. Certainly, spending more time with relatives will be a welcome part of Bhupendra’s next chapter, as will more trips to India and, he assures us, regular appearances at future alumni receptions in London! Bhupendra is widely adored, and will be sorely missed.

**SO LONG, BOSS!
A STAFF MEMBER ONCE;
AN EAGLE TO US ALWAYS.**

More than 60 alumni, alumni parents, grandparents and faculty, past and present, sent in tributes to Bhupendra when they learned of his retirement. www.asl.org/alumni/alumni-news



ELEANOR BURGESS’ 02’S THE NICETIES PREMIERES IN LONDON

Age, race, socio-economic status, politics and sexual identity are some of the hot-button topics that simmer, ignite and scorch in *The Niceties*, a provocative play written by alumna **Eleanor Burgess**. Set in an office at an elite American university during the US presidential primaries in 2016, Zoe, a liberal undergraduate, is advised to rewrite her thesis by Janine, a history professor and author whose liberal point-of-view still dramatically clashes with Zoe’s. What unfolds between them is caustic dialogue that raises stirring questions about America’s story—who writes it, who teaches it, who safeguards it, and can it be changed. Eleanor, who attended ASL for Grade 9 before finishing high school in the US, was a history major at Yale and now works as an award-winning playwright. Her work has been produced in theaters in Boston (her hometown), New York and London, where *The Niceties* enjoyed its European debut at the Finborough Theatre. To learn more about Eleanor’s work and to see if *The Niceties* is playing in a city near you, check out her website, www.eleanorburgess.com



UBUNTU PATHWAYS SELECTED AS AN HONOREE OF THE UNIVERSITY OF PENNSYLVANIA’S 2018 LIPMAN FAMILY PRIZE

Ubuntu Pathways, a non-profit founded by alumnus **Jacob Lief ’95**, was named an honoree of the 2018 Barry & Marie Lipman Family Prize at the University of Pennsylvania. One of three organizations to earn this distinction, Ubuntu was recognized for its innovative approach to community transformation, which is focused on not merely touching lives, but fundamentally changing them. The organization now supports 2,000 vulnerable South African children from cradle to career. As a Lipman Family Prize Honoree, Ubuntu will receive \$50,000 in unrestricted funds, as well as executive training and support from Penn’s Wharton School and the University.

Did you know that 21 ASL alumni have worked or interned at Ubuntu! Get the scoop at ASL news: www.asl.org/alumni/alumni-news/alumni-news-archive/archive-post/~post/ubuntu-pathways-selected-as-an-honoree-of-the-university-of-pennsylvanias-2018-lipman-family-prize-20180524



AFTER LAUNCHING HER NEW COMPANY, FARAH ASEMI P ’11 INTRODUCES ECOFLEET TO LOWER SCHOOL

“How many kids could fit in a cargo bike?”

This question, and dozens more, were posed to alumni parent and entrepreneur **Farah Asemi P ’11** in November when she presented to Grade 1 and 4 students about the company she founded, Ecofleet mindful delivery, a carbon-neutral delivery service that employs electric cargo bikes and vans—instead of polluting diesel trucks and vehicles—to provide faster, greener same-day delivery. Farah was a parent at the School from 1998 until 2011, when her daughter, **Roxanne Alaghband ’11**, graduated (as a lifer!).

To understand Ecofleet’s story, Farah explained, we have to start at the beginning: Farah loves living in London but does not like London traffic. So much so that she reduced her city driving three years ago, relying instead on walking and public transportation. Soon after hanging up her car keys, Farah developed a persistent cough and was diagnosed with bronchiectasis, a chronic health condition attributed to air pollution. With a “proactive mindset,” Farah decided to be part of the solution. Researching eco-friendly modes of transportation and the growing e-commerce industry, she understood that the increased demand for delivery trucks was worsening London traffic as well as the environment. With the launch of Ecofleet, businesses can better meet the needs of customers without the costly carbon footprint.

Thank you for inspiring us, Farah! To learn more about Ecofleet, visit www.theecofleet.com.

IN MEMORIAM

We are saddened to report the loss of the following members of the ASL community:

Alumni and parents of alumni

Reggie Bradford P '19 '21 '23 '26 '27, on 22 October 2018

Julienne Callaway P '15 '16 '20, on 28 March 2019

Darlene Carpenter P '81 '84, on 23 September 2018

Eugene Chang P '08, on 9 June 2016

Grace Cozine '17, on 19 December 2018

David Croghan '79, on 11 July 2018

Michael Duggins '64, in October 2019

Jane Flaherty P '89 '89 '93 '98, on 4 February 2019

William Goryl P '72 '74, on 17 March 2018

Carolyn Grandstaff '69, on 6 September 2018

Thomas Hayes '86, on 17 November 2018

Thomas Lawrence '14, on 2 September 2018

Victoria Lewis '75, on 11 June 2018

William Lowe '00, on 21 August 2019

George Macdonald P '94 '98, in May 2018

Avram Machtiger '70, on 30 November 2018

Pablo “Paul” Martin '99, in 2019

Harland Riker P '76 '79 '81 '88 GP '08, on 1 March 2019

Alexander Semernin P '29, in 2018

Jean Siefke P '78 '80, on 4 September 2018

William “Bill” Stahl '82, on 14 August 2018

Omar Hani Zarifeh '86, on 26 November 2019

Former faculty and staff

Freddie Baker (ASL 1964–89) died on 30 January 2019. She worked as personal assistant to the School's founder, Stephen Eckard (ASL 1951–71), and had many interesting stories to share of that time in ASL's history.

Ian Broomfield (ASL 1997–2007), former security guard, passed away on 12 January 2020.

Anna Chamot (ASL 1964–67), former LS principal and HS curriculum coordinator, on 11 February 2017.

Eugenia “Gina” Cornish (ASL 1970–2000), former MS Grade 5 teacher, passed away on 15 December 2019.

Helen Dewey (ASL 1957–?), former math teacher, died on 3 January 2019.

Cathy Funk (ASL 2011–15), former MS Principal, died on 18 January 2019, following a long battle with cancer. In addition to her time at ASL, Cathy served for many years at Taipei American School, Taiwan.

Jack Harrison P '74 '78 (ASL 1971–86) was ASL's second head of school. After a long retirement in La Mesa, CA, Jack died on Friday, 24 January 2020, age 90, following a long illness, with his family, **Lisa '74 and Jeff '78**, close by.

Don Jesse (ASL 1964–91), former HS English teacher, passed away on 24 April 2019. Don taught high school English and is remembered for his unique and compelling approaches to promoting the joys of literature to generations of ASL students.

Steven McCollum (ASL 1975–79) passed away on 31 May 2018. He taught HS history.

Rosemary Moor (ASL 1950s–1958) died on 28 September 2018.

William “Bill” Moore (ASL 1970–80) died on 20 June 2019. A Fulbright Scholar who studied in Germany, Bill taught English in Switzerland, California, New York and of course in London, at ASL.

Millard Shaw P '80 '80 '81 (ASL 1969–92) taught HS science—a job he loved—during his time at the School. He passed away unexpectedly on 4 May 2019. Millard and wife Lorraine were in the process of relocating back to the US—a dream they had held for some time. Millard is survived by daughters

Tina '80 and Claire '81, and son **Richard '80**.

Chris Siegfried (ASL 1961–98) passed away on 26 May 2019. Chris served as the head librarian and was the partner of former HS/MS science teacher **Dick Tener (ASL 1969–98)**, who predeceased her. Chris and Dick enjoyed many happy years at their home in Corfu, which they bought from ASL's founding headmaster, **Stephen Eckard (ASL 1951–71)**.

David Wright (ASL 1982–83) died on 24 June 2018. He served as ASL's business manager under former head of school **Jack Harrison P '74 '78 (ASL 1971–86)**.



The Bruce House Society is a planned giving program, which recognizes those who have made arrangements to include ASL in their estate plans or have given a portion of their estate to ASL. Established in 2006, the Bruce House Society is named for ASL benefactor David K. Bruce, US Ambassador from 1961 to 1969, who was instrumental in helping ASL acquire and develop the St. John's Wood campus.

Society members play an essential role in ensuring ASL's mission continues to thrive in all that we do—from our financial health to our tradition of academic excellence. With a planned gift, you can make an impactful contribution to ASL today and for future generations of students. All individuals who share their intentions to include ASL in their estate plans are recognized with membership in the Bruce House Society.

We are grateful to the following people who support ASL in this meaningful way:

Mike Baldock
 Steve Cary
 Michelle Fish '81 & Bob R. Fish '81
 Frances Hall
 Libby & Craig Heimark
 Donna Hirsh
 Elizabeth & Maurice E. McLoughlin, Jr.
 Ray & Beverly Mentzer *
 Eileen E. Penman
 Jo Ellen Richardson '80
 Philip & Elizabeth Ryan
 Lila Afshar Sampson & Gerald P. Sampson
 MJ (Maryjane) Stout '73
 Michelle A. Strathman '92
 Mildred L. Weinstock †

* denotes 10+ consecutive years of giving

† Deceased

A bequest:

- can provide generous support without affecting your current income or cash flow
- can provide a charitable estate tax deduction
- is easy to accomplish with a simple codicil
- will help future generations at ASL.

To signal your planned giving and be recognized in the Bruce House Society, or if you would like to learn more, please contact Senior Associate Director of Advancement Sandy Mateus, +44 (0)20 7449 1446 or sandy_mateus@asl.org.

PAVING THE WAY FOR FUTURE GENERATIONS

Parents of alumnus **Elizabeth and Maurice McLoughlin P '02** have included ASL in their family's estate plans.

Maurice writes, “Including ASL in our wills is a simple way for us to make a difference to the School and to express what a significant role it has played in our family's life. I heard once from a school head that unrestricted gifts from bequests are very important—it might let a school hire that extra teacher or add a new program.

“We hope that future generations will also be able to rely on ASL as a good school with a long tradition of philanthropy behind it. It seems to me that giving to ASL is a good investment for the future—even if we are not going to reap the rewards ourselves. We want others to have the same opportunity and same great experience that we did.”

