

WESLEYAN

THE MAGAZINE OF WESLEYAN SCHOOL • VOLUME XVI, ISSUE I



FALL 2024

OUR MISSION: Wesleyan's mission is to be a Christian school of academic excellence by providing each student a diverse college preparatory education guided by Christian principles and beliefs; by challenging and nurturing the mind, body, and spirit; and by developing responsible stewardship in our changing world.

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Let's have a
SUMMER
to remember!

WESLEYAN
**SUMMER
CAMPS**

Wesleyan Summer Camps feature full-day and
half-day options in arts, athletics, STEM, and more!
Camps are open to all children ages 3-14.
Registration opens January 2025.



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ON THE COVER: Anna Kate Brown '35 smiles as she passes the Young Hall construction site on her way to school.

Special appreciation goes out to the alumni, faculty, parents, and staff of Wesleyan School whose contributions make this magazine successful.

Comments, inquiries, or contributions should be directed to communications@wesleyanschool.org. The Wesleyan magazine is published by the Wesleyan School Office of Communications and printed by Bennett Graphics.

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DEAR WESLEYAN FAMILY AND FRIENDS,



Thank you for your continued interest in Wesleyan School and for taking the time to read the 2024 fall edition of the Wesleyan magazine. It is our hope that the magazine arrives in your mailbox as you and your family are enjoying a Christmas season filled with the joy of celebrating the birth of our Savior, Jesus Christ, while also eagerly anticipating the arrival of the New Year.

As you turn through the following pages, you will see the familiar features of the fall magazine: highlights of our new faculty and staff members, faculty who participated in the school's summer sabbatical program, class notes and alumni news, wedding and birth announcements, and the school's annual report that will update you on fundraising from our most recent fiscal year. I hope you will be informed, encouraged, and inspired by the work of our incredible faculty, staff, and students while celebrating life-changing events in the lives of our employees and alumni.

You will also discover excellent feature articles on a broad range of topics that touch on multiple facets of our community, including the importance of emotional regulation, the value and impact of experiential learning, unique traditions that have become ingrained in the Wesleyan community, and the prevalence of multisensory learning in all three divisions of the school.

One article in this edition of our magazine that is especially important to me is the history and application of the school's J. O. Y. motto. I think you will enjoy learning about the origin of this motto at Wesleyan, its physical presence in every building and venue on campus, and its application in the lives of children (and adults) as we seek to prioritize our lives to put our needs last and the needs of others above our own. But, as Greg Lisson, director of Christian life, is quick to remind us all, the most important aspect of the J. O. Y. motto is that Jesus always comes first. The supremacy of Jesus Christ must always be our highest priority, and in a subtle and consistent way, the school's motto reinforces this belief each day.

The continued construction of Young Hall has been exciting to observe during the fall semester. For those of us who are on campus each day, we have enjoyed our front row seat of significant, visible progress from week to week since we returned to campus in August. This construction serves as a powerful metaphor for the work God is doing each day on our campus. As exciting as it is to see steel framing set in place, masons laying bricks, shingles being applied to the roof, and a dream and design transitioning from two-dimensional drawings to a three-dimensional building, those things pale in comparison to the work God is doing every day in the lives of the children in our care.

Like all of us, Wesleyan School is a work in progress that will never stop being refined. While there will undoubtedly be future projects on our campus to build new facilities, repurpose existing ones, and initiate new programs, we are called to the work of allowing God to use us to nurture, shape, and refine children to become the best version of who God created them to be, all for His glory and to accomplish His will.

It is a privilege to play a small role in the unfolding story God is writing in and through the men, women, and children of Wesleyan School.

May God continue to bless our community and your family.

For His Glory,

Chris Cleveland, *Head of School*

More than a Motto

CULTIVATING J.O.Y.



“And [Jesus] said to him, ‘You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself.’”

MATTHEW 22:37-39

It is written on banners draped above stairwells and hung near every athletic field. You might even see it on the back of a Wesleyan bus driving down Peachtree Parkway. Wesleyan’s J.O.Y. motto is one of our more recognizable images.

J.O.Y. stands for Jesus. Others. Yourself. These words have been displayed across campus since Wesleyan’s earliest days in Peachtree Corners, and the prominence of the motto serves first and foremost as an ever-present reminder of the school’s commitment to Christ.

“We wanted to make sure that people who came on the campus were almost immediately greeted with the name of Jesus,” explains **ZACH YOUNG, headmaster emeritus**.

More than just a catchy tagline, J.O.Y. is a Scripture-based worldview that Wesleyan hopes to model to students, parents, and visitors. In Matthew 22:37-39, we learn that the greatest commandment for Christians is to love the Lord with all your heart, and the second greatest commandment is to love your neighbor as yourself.

“Most people don’t naturally put others before themselves,” explains **CHRIS CLEVELAND, head of school**. “We certainly want to teach our students to do this, which is why we want our school to have a service-oriented culture.”

J.O.Y. is something that must be learned over time, and though we don’t always get it right, Wesleyan is a place committed to living our motto as best we can.

J.O.Y. IN THE CLASSROOM

The “Wesleyan Way” is a phrase commonly heard around campus. It refers to a list of expectations for Wesleyan students that are taught beginning in lower school. Though there is grace extended when students fall short, these expectations teach students to respect others, act with kindness, and have compassion – all of which are forming them into the likeness of Christ as they grow and mature.

“The Wesleyan Way” is used daily in our verbiage for the students,” explains **PAIGE GLASS, kindergarten grade chair and lead teacher**.

Some of the expectations include:

- Respecting the property of others.
- Waiting to raise your hand until your classmate or teacher has finished speaking.
- Holding the door for the person behind you.
- Greeting everyone by their names.
- Showing empathy by trying to see the situation from another’s point of view.

“As a kindergarten teacher, I spend a great deal of time all year helping my students know mistakes are how we learn, and Jesus gives us mercy each morning,” explains Glass.

Lower school students are taught that the gift of following Jesus is knowing that we are not perfect but that God has created us in His image to be people who love others well. Learning how to consider others and follow the J.O.Y. motto in lower school sets the stage for a lifetime of learning.

In middle school, students establish deeper friendships, discover areas of interest, and learn their strengths. All these experiences allow them to gain confidence and discern who they are as individuals.

“Middle school students are bombarded with many conflicting messages telling them who they should be and what they should value. I hope the message they receive at Wesleyan – to be people who model J.O.Y. – will resonate more strongly than any other message they receive,” reflects **JANE LEAKE, middle school English teacher**.

At the beginning of the school year, middle school teachers were encouraged to display a laminated copy of the brand new “Wesleyan Middle School Core 50.” The Core 50 includes basic rules for life and human interactions that encourage middle school students to consider the needs and feelings of others. During the school day, rules from the Core 50 are displayed on screens in Wesley Hall.

During lunch, rule number nine is displayed, and students are reminded to avoid throwing trash into trash cans that are already full as a way to respect those responsible for managing the loads of trash when lunch is over. Going beyond basic classroom rules, the Core 50 encourages and teaches middle school students to go out of their way to make others feel special, pick up something if someone drops it, refrain from gossip, greet visitors, and more.

High school brings added responsibility for students. For many, academic and extracurricular pressures increase as students begin thinking about college and their futures. The hope is that at this point students have built a solid foundation in Jesus with a J.O.Y. ordered view of the world.

Having rightly ordered priorities releases high school students from the pressure to have everything figured out. Matthew 11:28-30 tells us that Jesus is gentle and humble in heart, and in Him we can find rest for our souls. Considering Jesus first and foremost allows high school students to rest in the plan Jesus has for their lives, knowing He alone is sovereign.

“Come to me, all who labor and are heavy laden, and I will give you rest. Take my yoke upon you, and learn from me, for I am gentle and lowly in heart, and you will find rest for your souls. *For my yoke is easy, and my burden is light.*”

MATTHEW 11:28-30

Service to others is built into the high school fabric as students are taught to take the focus off their own troubles by serving and considering others. This fall, the college advising office hosted a “Wonderful Wednesday” event for seniors. Students assembled 50 giant welcome baskets of toiletry items for residents at the Spring of Peace community, whose mission is to take the Gospel to the people.

“Internal and external turmoil that many young people deal with today is put on pause when students’ minds are fixed on Jesus and serving others,” reflects **ISIAH HILL, high school assistant dean of student life**.

J.O.Y. IN OUR PASSIONS

Whether painting a mural, reciting a monologue on stage, diving for a football, or training for a race, we want Wesleyan students to be people that use their talents to glorify God and serve others.

Students at Wesleyan are taught to view their passions and talents as gifts from God to be used to bring Him praise. We believe that by fully embracing these opportunities, we are praising God and expressing gratitude.

“Consider a small child drawing a portrait, which is really just scribbles. They hand it to their father, and the father loves that art because it was made by his child even though it lacks a lot of form and artistry,” explains **CAROLINE MITCHELL ‘15, high school theatre director**. “In the imperfection of our wholehearted scribbles that we present as gifts, Jesus loves it because He loves us.”

Artists and athletes at Wesleyan are also taught to reflect on the needs of their audience and their opponents when creating or competing.



"Before a performance, I encourage my students to consider audience members and make sure their hearts are in the right place so that the performance isn't coming from a place of vanity or selfishness. I encourage them to view each show as a means to serve others through their gift of telling stories," shares Mitchell.

Similarly, visual arts teachers at Wesleyan teach their students to remember the dualistic nature of art between the artist and the viewer, considering how their art will be viewed and perceived.

"I've witnessed several pivotal moments where someone creates something from a place of deep vulnerability, and it becomes a missional piece that helps others feel less alone," explains **MEAGAN BROOKER, assistant director of fine arts**. "I teach my students that art can become the hope that someone needs, and I encourage them to use their emotions and techniques to speak and breathe life into someone else."

Taught to help unload a rival team's equipment, welcome officials with kindness, and show good sportsmanship, Wesleyan athletes also learn to consider the needs of others, even in competition.

"We teach our players to win with humility and lose with grace," explains **LACY GILBERT, director of athletics**.

Though Wesleyan strives to be competitive in each of our athletic offerings, the greatest hope of our athletic program is not to win a state championship or even a game. The hope is that each player's faith and perspective would deepen through both wins and losses and that they would reflect this faith to every single one of their competitors.

"Ultimately, we want our athletes to love Jesus and to love others and themselves. Our hope and prayer is that they put God first in their lives and treat others with kindness, respect, and love," says **FIONA (HOCKING) OWEN '03, cheer coach**.

"J.O.Y. is preserved through people. And we are a community of people committed to modeling and striving for a worldview that *puts Christ first, others second, and ourselves last.*"

CHRIS CLEVELAND, HEAD OF SCHOOL



A FUTURE OF J.O.Y.

When asked if J.O.Y. is something that Wesleyan will still be talking about 25 years from now, Cleveland smiled and replied, "Absolutely, because J.O.Y. is preserved through people. And we are a community of people committed to modeling and striving for a worldview that puts Christ first, others second, and ourselves last."

In the early days of the school, the motto was lived out by pioneer families in a very tangible way as they dreamed big dreams about what the school could offer. While their children went to school in modular education units, these families paved the way for future generations to reap benefits that their own children would never personally experience.

Wesleyan's earliest families established a commitment to and a culture of J.O.Y. that continues to characterize this school today.

Someone could come on campus and scrape the Scripture off our buildings and remove all our J.O.Y. banners, but J.O.Y. would still remain because it flows from the hearts of the people of Wesleyan School.

Wesleyan has a future of J.O.Y. ■

LEARNING *beyond* CAMPUS

An old proverb advises parents to give children both roots and wings, a solid foundation and independence. Wesleyan faculty strive to do the same with the children in their care. These educators pour time, devotion, and resources into creating a classroom or “home base” that is steady and conducive to learning, but sometimes everyone just needs a change of scenery.

Curiosity can spark, confidence can build, and relationships can blossom when teachers take their students to a new setting and coaches give their teams a break from the field.

LEARNING COMES TO LIFE

Just as a fresh coat of paint can revitalize the character of a home, a new environment can breathe life into an academic concept and create core memories for students. Every year, third grade students visit the Georgia State Capitol. **MADISON (BOYD) THOMAS '09, third grade chair and teacher**, shares, “We study branches of government, and the ability to really see and replicate how our government works can only be done to a certain extent in the classroom. Meeting politicians, sitting in their seats, and undergoing a bill simulation process brings learning to life.”

After a guided tour through the Capitol, the students and teachers discuss the historical significance of various art in the museum and even complete a scavenger hunt. Last year, the students attended both the governor’s press conference on the main steps and the Christmas tree lighting. It is not every day that we get to watch the governor in action!



While new environments can stimulate learning, they can also bolster comprehension as students delve into context, history, and details. Every year, the high school marine science class heads down to the Georgia Aquarium to enjoy an exclusive, behind-the-scenes experience, but before they ever step foot on the site, the class hears from **JEFF PETTIT, construction project manager**.

Pettit served as the lead construction manager on the aquarium build in the early 2000s. He shares his faith journey with the class and explains the story of the late Bernard Marcus, co-founder of Home Depot, who generously donated the aquarium out of an urgency to steward his blessings well and to benefit the next generation.



"Marcus intentionally created a facility where marine life is not only enjoyed, but it is also thriving and protected," shares **ANNA MYRICK, science department chair and teacher**.

When students leave campus to visit professional spheres, they see how the classroom connects to their futures, how vast a project's scope can extend, and how professionals from a diversity of fields must collaborate to achieve a goal. As Pettit addresses the overlapping of professions and necessary teamwork for full project success, students observe it first-hand as they soak up all the moving parts of the aquarium. They explore the research and training areas of the facility and observe specialists feeding animals from the tops of tanks; they witness the vet services the aquarium provides onsite to animals, and they peruse the areas where early-stage coral and various species are grown.

From the thickness of the glass for support of water pressure to action plans in case of emergency, every detail of the aquarium was carefully considered. All these details require skill sets from a variety of professionals, and if the students were not privy to this background information and access, they probably would not notice all the hidden hands at work.

RISK BUILDS RESILIENCE

A group of rising seniors and teachers embraced challenges during their backpacking adventure to Banff: the goodness of feeling small or inferior, the act of intentionally placing themselves in spaces where they may feel afraid, and the courage to live outside one's comfort zone.

For nearly a year leading up to the trip, the group prepared mentally, physically, and spiritually, and upon reflection, **ELLEN PAROLI, high school English teacher**, confirmed the complicated and worthy undertaking. They wrestled with fears of the unknown, the vastness of the backcountry, and a persistent lack of control. But the benefits far outweighed the risks.



BANFF
NATIONAL
PARK
high school
students

Paroli shares, "We gained an appreciation for being outside, for cultivating a quietness as we spent time away from the hustle and bustle. We found space and time to connect with ourselves, with each other, and with the Lord. A desire to grow in boldness and adventuring with friends certainly transpired. And we all gained a desire to pursue hard things. There is so much goodness in the process even if the endeavor seems daunting. And when you genuinely try, you build confidence and resilience because you have done something hard."

Similar to these rising seniors embracing new hurdles, pre-first students also encounter unfamiliar responsibilities even just down the street at Whole Foods. The students and their dads are tasked with gathering ingredients for their Stone Soup Feast. Each pair has a list of both fresh produce and canned items to buy.

LAURA JENSEN, pre-first grade chair and teacher, explains, "I could easily show up with the groceries ready for the students to prep and cook, but I think it is so much more meaningful when they choose the carrots from the produce bin, smell the onions, and find the right size of diced tomatoes."

The mission is no small feat, as the students will cook soup for around 50 people, including their families and Wesleyan administrators. For these students, the act of choosing the groceries and the art of engaging with unfamiliar adults can only happen outside their classroom. They learned how to detect ripeness, avoid eye-level marketing, and wait patiently in line to purchase their groceries.



WHOLE
FOODS
pre-first

"They interact with the employees and practice their Wesleyan manners," Jensen explains. "They see the full process that goes into preparing a meal. I love how capable they realize they are. Some of the dads give freer rein than the others with the shopping list, simply providing supervision and pushing the cart, and those are generally the groups who enjoy it the most."

When we find the strength to confront a task that involves risk and the unknown, and then we complete that task, we recognize our resilience. We become more independent, more courageous, and more solidified in our sense of self.

EXPOSURE OPENS EYES

"Our perspective of life is largely shaped by experience," **MEAGAN BROOKER, assistant director of fine arts**, shares. "Seeing the world, specifically immersing ourselves in other cultures, opens our eyes to understand how God created us uniquely yet beautifully to reflect Him."

When Brooker and a group of teachers and students travelled to France with Joshua Expeditions this past summer, they experienced a culture that heralds art and architecture. They spent nine days exploring the regions from Paris to Mont Saint Michel: cruising down the Seine, strolling through the gardens of Versailles, touring Monet's home in Giverny, beholding pieces in the Louvre, climbing the Eiffel Tower, and remembering lives lost on the beaches of Normandy.

Students witnessed how art is integral to culture and humanity in France. They dove in, soaked it up, and left as changed people. I believe that our day in Normandy when we visited Pont du Hoc, Omaha Beach, The American Cemetery, and the World War II Museum was sobering for all of us," Brooker continues.

"We have learned basic details in history class or movies, but actually seeing the sacrifice that took place and the courage of the soldiers against terrifying odds gave us such immense appreciation for their sacrifice, pride in our country, and gratitude for our safety. Standing on the beach of Omaha and picturing the soldiers running for safety cannot be replicated in a desk."

When we walk a mile in another's shoes, our worldviews deepen. During the fall sports season, the varsity football cheer team drives minibuses down to the Ronald McDonald House to tour the facility, learn the latest news from the organization, and cook a meal for the families living there.

EMILY ZAVITZ, ninth grade girls chair and varsity cheer coach, shares, "Getting off campus to the Ronald McDonald House gives us a glimpse of what life is like when a family member is sick for an extended period of time. It opens the girls' eyes to the idea of having to temporarily move to another city or state to receive medical treatment for long-term illnesses. They witness the emotional and financial burden of living in limbo, too. We always leave thankful for our health, thankful to live in a city with excellent medical facilities, and thankful for the opportunity to serve our neighbors."



CURIOSITY, CONNECTION, AND COMMUNITY

As people navigate a new setting together, sometimes they find themselves engaging with one another in new ways, too. As the Banff backpackers hiked together without any digital distractions, they grew curious. Paroli noted, "In a classroom, sometimes only one or two people are curious. But when you're backpacking, there are no distractions. Everyone is engaged."

The students thought more creatively about how to connect with their fellow campers because nothing was dividing their attention. From plane ride discussions about current books, to existential debates on hikes, students' personalities surfaced. Campfire chats often began with the question, "What surprised you today?" but always spun in amusing directions as the group discussed prompts like, "Describe the animated character to whom you are most similar."

We often settle for snippets of one another, as phone calls, texts, and scrolls cut up conversation and suspend the potential for deep connection. But in the backcountry, face-to-face interactions and uninhibited conversations abound.

Paroli adds, "There is also another communal component to backpacking that is unique from a typical classroom experience: your progress and your ability to keep moving forward and complete the task at hand is tied to the efforts and contributions of the entire group. No matter how dedicated one person may be, if everyone is not doing their job or role, your progress will be stunted."

Tasks like carrying community food, setting up tents, navigating trails, or accessing and sharing water all need to be completed. Everyone plays a part.

Sometimes, a break in the normal agenda and setting fosters conversation. **RAMONA BLANKENSHIP, associate head of school**, says, "Off-campus trips promote collaboration and a sense of community among students and their teachers or coaches."



Zavitz agrees. “The Ronald McDonald House trip,” she explains, “provides quality time around a large kitchen island where we work and spend time together. There is no agenda other than chopping, mixing, and talking.

“I love it because we don’t talk about cheerleading. We talk about our lives. We laugh so much as we navigate deboning chicken and making pounds and pounds of rice for the casseroles. It gives the coaches quality, screen-free, and practice-plan-free time with our team, and it is a highlight of our pre-season.” If the cheerleaders were practicing a routine on the field, some of these topics may never come up, but the annual outing gives them a space in which to share, to fellowship, and to serve.



ROOTS AND WINGS

We need both the classroom on-campus and the trips off-campus. We need both instruction and exploration. Without one, the other depreciates. Brooker reflects on being in Normandy two days before the 80th anniversary: “At the World War II Museum, five veterans who stormed the beaches of Normandy were there being interviewed by *Good Morning America*. Several Wesleyan students got to meet them and shake their hands. One student said, ‘Thank you for your service.’ And the veteran responded, ‘Thank you for remembering.’”



With years of on-campus instruction, this student recognized both the gravity of Normandy and the call for gratitude in this moment. And yet, by being off-campus, she gains a whole new perspective on the sacrifice that veteran made 80 years ago.

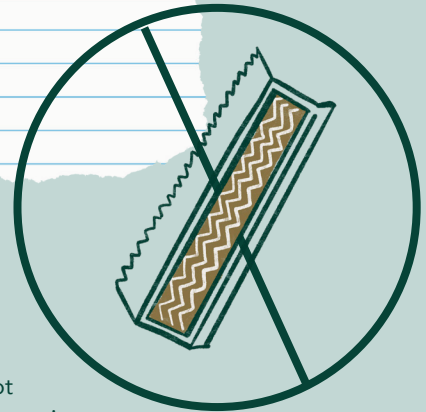
These trips force us to smell the produce, shake the hand, notice the minutiae, ask another question, and set up the tent. Together, we experience and witness different cultures, unfamiliar landscapes, formidable tasks, and unimaginable suffering. Yet, through these exposures, our worldviews broaden and compassion deepens, as we see more clearly our God, His people, and His beautiful creation. ■

dear wolfie.

Dear Wolfie,

I received a detention for chewing gum in class. But in the car, my brother told me I desperately needed it. Why did I get penalized for doing something good for the community?

Sincerely,
Confused Chiclet



DEAR CONFUSED CHICLET,

To keep our campus spic and span, we prohibit gum chewing. No one wants gum stuck on their white Nikes as they walk to class! Plus, we've got to keep those buildings sparkling clean! I recommend double brushing or a swig of mouthwash. When on campus, mints are your best friend.

Dear Wolfie,

On my first day of school, I was a little creeped out and started to wonder if someone had taped a nametag on my back because everyone seemed to call me by name – even the principal! How did so many people know me when I literally just started at this school?

Sincerely,
Popular & Puzzled



DEAR POPULAR & PUZZLED,

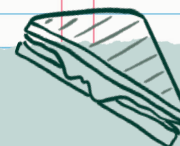
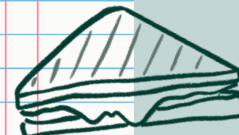
Welcome to Wesleyan! No need for student nametags around here because teachers have been praying over you since the beginning of summer. I'm sorry for any alarm we may have caused – we're just trying to live out that J.O.Y. motto from day one!

Dear Wolfie,



Do you offer to-go boxes at lunch?! How's a foodie supposed to choose between a pesto panini, cheeseburger soup, a yogurt parfait, and a Banh Mi bowl? Maybe I could take SAGE home with me for dinner?!

Sincerely,
Overwhelmed with Options



DEAR OVERWHELMED WITH OPTIONS,

At Wesleyan, we believe in the power of **AND**. You can enjoy a salad loaded with fresh toppings, and you can gobble up comfort food from the hot line. The options seem limitless at lunch, and that's how we like it! Feel free to grab an apple or orange on your way out of DuBose Dining Hall, but to-go boxes aren't permitted.

Dear Wolfie,

Rumor has it that the new STEM building will have a hot tub! Is that true?

Sincerely,
Science in Saunas

DEAR SCIENCE IN SAUNAS,

While Studie and Zach Young Hall will not have a hot tub, the 48,000 square-foot building will be equipped with updated technology, STEM and science labs, and tons of space for group work! Plus, the college advising suite will be there, along with the high school academic resource center and a prayer chapel. You may not be relaxing in a jacuzzi at school, but your mind is going to soak up content in these new collaborative spaces!

Dear Wolfie,

After a decade of trying to teach my child to consistently use "sir and ma'am" with very little success, he now says it like clockwork after two months in middle school. What kind of bribe or secret sauce did you use?!?!

Sincerely,
Gratefully Mystified



DEAR GRATEFULLY MYSTIFIED,

I'm so glad to hear that my wolf spray has been working! Jk, jk. Hey, sometimes kids just need to hear instruction from adults other than their parents. And that's normal! We have high expectations for respecting the people around us, and it sounds like your kid is all in. You know what they all say – it takes a village!



Dear Wolfie,

I'm like a kid in a candy shop – literally! What would you buy in the Spirit Shop if you received \$15?

Sincerely,
(Spirit) Shop Till You Drop

DEAR (SPIRIT) SHOP TILL YOU DROP,

Oooo that is a tough one! You can't go wrong with four or five chicken biscuits (a crowd favorite!), but maybe switch it up and snag some fresh-baked chocolate chip cookies and a Dunkin' Donuts french vanilla coffee for an afternoon pick-me-up. If you really want to "fit" in, grab a hoodie, but you may have to wait for the annual Spirit Shop Tent Sale in the spring because only Costco carries \$15 hoodies.

Dear Wolfie,

One of my goals this year is to prioritize generosity. As a recent graduate of Wesleyan, I would really like to give back to the school that helped shape me. How would I go about this?

Sincerely,
Adulting as Alumni



DEAR ADULTING AS ALUMNI,

The best way to give is through our website. And while you're perusing the site, please consider setting up the recurring feature to automate your gift either monthly, quarterly, or annually. Foundations who give out grants to schools like ours look to see what percentage of our alumni (and parents!) choose to give. We appreciate you! Once a Wolf, always a Wolf!

Dear Wolfie,

After leaving a new parent coffee (and a brief stop at the Spirit Shop for some new swag), I noticed that every building (sometimes even classrooms, offices, and foyers!) has a name? What's the story, here?

Sincerely,
Guess Who

DEAR GUESS WHO,

We believe that names matter (I wish I knew yours!). To honor our generous and beloved community members, we always refer to spaces on campus by their names. When we are intentional with how we speak, we create a common language on campus, too. But hey, one thing that remains nameless is the panini press...interested?



Dear Wolfie,

We are new to Wesleyan this year, and we are really trying to dive right in to all that's offered. I noticed some dates in the family calendar are labeled "Family Night?" What should we expect and/or prepare for "Family Nights?"

Sincerely,
Prone to Plan

DEAR PRONE TO PLAN,

We are thrilled you've joined our pack! Family Nights are planned throughout the course of the school year to give the community a homework-free evening. We can spend time with family without schoolwork and events crashing the party! Pretty cool, right? Change lives, change the world!

Dear Wolfie,

I saw on TikTok that cardis are in. Will these be allowed in the high school at Wesleyan?

Sincerely,
Rizz & Responsibility



DEAR RIZZ & RESPONSIBILITY,

Great question! Unfortunately, green cardigans (we're referring to cardigans, correct?) are only available to the lower school students. But you do have options! You can wear the hunter green v-neck pullover sweater (with the required logo), hunter green vest (with the required logo), Wesleyan regulation fleece (half or full zip with the logo), or a Wesleyan EVOLUX fleece (with the required logo). Lots of jacket options are available, too!

Dear Wolfie,

My sweet 16 is coming up, and I was wondering if I could rent out a few Wesleyan minibuses for my birthday dinner?

Sincerely,

Looking for a J.O.Y. ride



DEAR LOOKING FOR A J.O.Y. RIDE,

Happy birthday! As much as we'd love to celebrate you, the buses are for school-related purposes only. They're busy serving more than 40 zip codes across northeast metro-Atlanta in both the morning and afternoon. Coaches also use minibuses to shuttle their athletes to and from sporting events. You should join our faculty and staff one day, and then you can drive one for yourself!



Dear Wolfie,

I saw an ad for Wesleyan's summer camps! Is there an overnight option? I've always wanted to go to a sleepaway camp.

Sincerely,

A Happy (And Hopeful) Camper

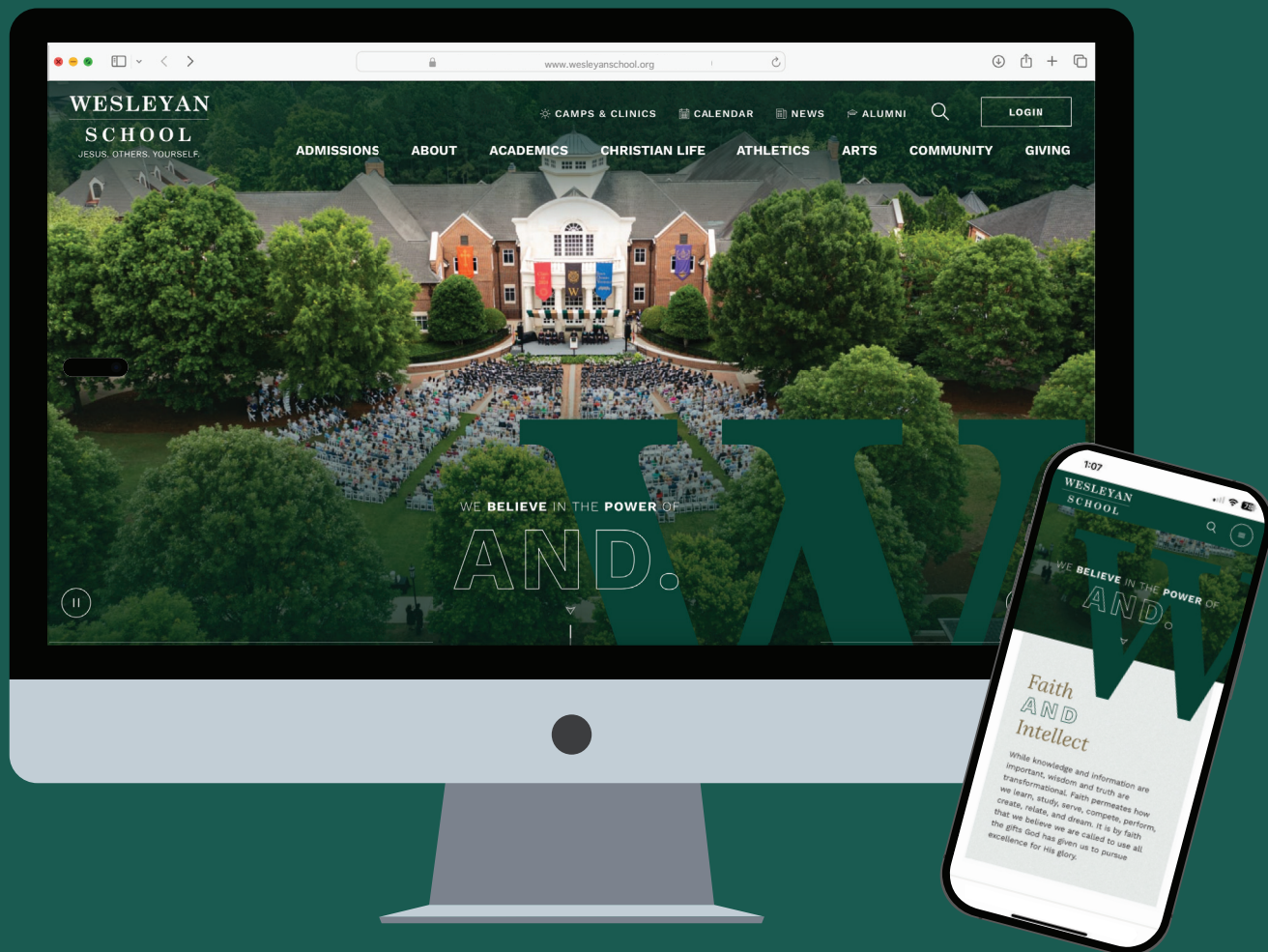
DEAR HAPPY (AND HOPEFUL) CAMPER,

Great question! We are a day camp crew over here. Our camps range from arts to athletics, STEM to life skills, and we offer morning, afternoon, and full-day options. All kids ages 3-14 are welcome! If s'mores are what you're after, I'm sure we can make that happen.

HAVE A QUESTION FOR wolfie?

Scan the QR code to send in your question to Wolfie for a chance to be featured in the next "Dear Wolfie" segment!





Welcome to the new wesleyanschool.org!



Scan the QR code
to explore the new site!

The background of the entire page is filled with thick, expressive teal-colored brushstrokes. These strokes are of varying lengths and directions, creating a sense of movement and energy. Some strokes are curved, while others are more linear, and they overlap each other, giving the background a layered, textured appearance.

navigating
BIG
emotions

Every parent has been there.

You're in public, wishing for a place to hide, and your toddler is throwing a tantrum; your opinionated elementary schooler is pushing back relentlessly; your middle school child is sighing deeply with dissatisfaction and dramatic eyerolls; or your high schooler is demonstrating their thirst for independence... in a way that does not provoke confidence to give them that independence.

Maybe it is because you said "no" to a piece of candy at check out; or the store didn't have the specific snack they wanted; or they are tired and have a mountain of homework ahead of them. Regardless of the reason, when our children are struggling to manage big feelings, being the adult in their lives can be difficult to say the least.

More than one parent has wondered silently, or even asked aloud, "When will they grow out of this?"

"Figuring out how to handle our children when they aren't at their best is a challenge," acknowledges **NANCY JONES, lower school dean of counseling and student services**. "And if you're a parent, you know what I mean. From toddlers to teenagers, emotions can run away from them as can their ability to manage what they are feeling in the moment."

Emotional regulation – the ability to manage or control one's emotions – is a life skill that no one is born with. Rather, it is learned incrementally over the course of our lives. Childhood is a season where we experience a significant amount of growth in the ability to understand, identify, and manage our emotions.

"Frustration tolerance is a skill that is developed as children mature," explains Jones. "Because emotional regulation is developmental, we don't expect the same reaction from a toddler that we expect from a 10-year old."

When children learn to name what they are feeling and persevere through what may feel like a negative emotion, it helps to build resiliency that will serve children well in all areas of life.

"We're not just hoping they stop melting down, although that would be nice, right?" **KRISTEN BELL, lower school counselor**, points out.

"Ultimately learning to regulate emotions teaches children emotional resiliency. It can be a conduit for adopting a growth mindset, and that mindset can then be applied to many facets of life."

Like many skills, learning emotional regulation takes time, and it can be helpful for parents and adults who love kids to be mindful of the end objectives of emotional regulation.

FIRST THINGS FIRST

Typically, younger children are not yet equipped to identify the emotion they are feeling in the moment, which is one of the first steps to intentional emotional regulation. When children learn to name what they are feeling and persevere through what may feel like a negative emotion, it helps to build resiliency that will serve children well in all areas of life.

"Because we know emotional regulation is a skill that is developed over the course of life, we must be intentional about finding ways to support our children as they learn how to appropriately deal with their emotions," Bell goes on to say.



When a parent or trusted adult provides a safe space for children to process their emotions, we create space for a healthy, sustainable pattern of managing emotions to emerge.

"As parents, while it would never be wise to set our children up for failure, we do have opportunities to allow the organic and inevitable setbacks to play out," explains Bell. "Giving them the space to experience challenges, sorting out how they feel about them, and then figuring out a way through the challenge helps kids learn that they can persevere, even when they feel angry or frustrated or sad."

When do young children experience setbacks or challenges? Starting a new school. Learning a sport. Navigating changing social dynamics that naturally take place as children grow. Doing something vulnerable for the first time and learning to be comfortable with vulnerability.

"Parents and caregivers help their child immensely when they resist the temptation to rescue them from discomfort," Bell points out. "Instead, adults can come alongside a child as he or she walks

through a new experience and offer support." Bell and Jones recommend coaching younger children to start naming the emotion they are feeling and to help them refrain from blaming others when things are not going the way they want. And while advising on these two points, Bell also points out that being a good listener is possibly one of the best ways an adult can support a child in their life.

"Sometimes, even when their emotions are really big and may feel out of control, our children just want us to listen," she says. "Rushing to solve or figure out who was wrong in the situation robs the child of the chance to experience the emotion and process it verbally with a trusted adult."

When a parent or trusted adult provides a safe space for children to process their emotions, we create space for a healthy, sustainable pattern of managing emotions to emerge.

EXCITEMENT OF ADOLESCENT EMOTIONS

As children get older and move into middle school, they have usually developed a broader, and yet still incomplete, skill set for managing emotions.

"Middle school often gets a bad rap when parents think about the years they worry about the most," observes **SEAN NESTOR, middle school counselor**. "While I understand why adolescence has the reputation it has, it is also an exciting time in the life of a child."



How are academics impacted by emotional regulation?

Emotional resiliency equips us to persevere when we meet a challenge, instead of shutting down. Developing this growth mindset trains a child to find creative solutions rather than throwing up their hands and refusing to try a new approach.

And not surprisingly, this shows up in the classroom.

"In addition to being a skill set children learn as they develop, emotional regulation is an executive function that all people need to productively function in the world and alongside other people," says **KARYN VICKERY, director of academic support**. "Like most executive skills, emotional regulation doesn't develop in a linear fashion. So, it is common to feel some sense of 'one step forward, two steps back' as that skill is developing."

In the classroom, as students learn new material and how to manage increasing expectations and workloads, it is inevitable that at some point any student may feel overwhelmed. "Learning new things is hard," says Vickery. "Part of what we do as educators is not just teach content. Our goal is to help students understand the world around them and to help them grow in their capacity to do life both in and out of the classroom. This means that while we are teaching math facts, history lessons, and computer coding, we also are mindful of the emotional being at the desk in front of us."

When students struggle to regulate their emotions, their academic performance can be impacted. Unchecked emotions can lead to struggles in problem solving, an increased temptation to procrastinate, and suppression of creativity. Helping students to work through times of big emotions can help them not only regulate what they are feeling but also position them for success in the classroom.



Middle school students are experiencing a new degree of independence and responsibility, expanded opportunities to socialize with friends, and more extracurricular choices at school. Usually, they also have developed an awareness of their emotions and some vocabulary about what they may be feeling.

In his book *Raising Emotionally Strong Boys*, David Thomas identifies three steps to being emotionally strong:

- **Recognize** – know what you are feeling
- **Regulate** – slow down the spiral of emotions in the moment
- **Repair** – identify what may need to be mended as a result of time spent in emotional dysregulation.

“As children move through middle school, they gain the ability to recognize their emotions, and they are beginning to learn to regulate their responses to some degree,” says Nestor. “Any parent of a middle schooler understands that this season brings with it a lot of big and quickly changing emotions, so we need to be careful not to expect perfection out of the gate. Regulation requires a degree of self-control, and we know that can be a struggle at this age.

“But we also need to understand that they are building that skill to regulate, and the more encouragement and coaching we give them to regulate, the more emotionally healthy our children will be in the future,” Nestor continues.

Middle school can be a difficult season for anyone. In light of these challenges, we can support our children in a way that equips them to manage emotions in a healthy way that not only helps them successfully navigate the middle school years, but also creates a solid foundation for the following seasons of life.

“Any parent of a middle schooler understands that this season brings with it a lot of big and quickly changing emotions, so we need to be careful not to expect perfection out of the gate.”

Sean Nestor, middle school counselor

Reading Recommendations

For parents, grandparents, or adults with children in their lives who want to learn more about supporting the development of emotional regulation, here are some resources.

- 1** *Yardsticks: Child and Adolescent Development*
CHIP WOODS
- 2** *Raising Emotionally Strong Boys*
DAVID THOMAS
- 3** *Raising Worry-Free Girls*
SISSY GOFF
- 4** *The Emotional Lives of Teenagers*
LISA DAMOUR

As children move into and through adolescence, it is important for the adults in their lives to remember that at this age, the emotional centers of their brains are developing more quickly than the logic centers in their brain.

LEANING INTO EMOTIONAL STRENGTHS

Entering high school is a big milestone for children and the adults in their lives. Academic workloads increase, social lives begin to develop more independently from the family, and the pressure of the college selection process is inevitably on the radar for most students. Emotions can run high, and teenagers are still learning how to manage them. "High schoolers are usually still challenged by self-control to some degree," says **AMY BARRETT, high school counselor.**

"At the same time, most high school students do have the ability to read people, and they tend to have a better understanding of how their choices impact others," Barrett explains. "While those skills may not always balance out struggles with self-control, they are skills that are helpful when a teenager is on the other side of an emotional moment. Once high schoolers come down from the emotion, they have the ability at this age to reflect on what happened and reconcile with people in their lives, if needed."

One of Barrett's favorite questions to ask teenagers is, "What is it like to live life on the other side of you?" Not only does the question encourage empathy, but the prompt also guides teens to tap into their skill of reading people. It coaches them to combine those skills to evaluate how they handled a particular situation.

"As they begin to better understand how their reactions may impact the people in their lives, they may become more prone to pause in the middle of the emotions and think before they act," Barrett goes on to say. "And that is a huge win in the process of developing emotional self-control."

As children move into and through adolescence, it is important for the adults in their lives to remember that at this age, the emotional centers of their brains are developing much more quickly than the logic centers of their brains. By coaching teens to dial into their developed skills of reading others and considering the weight of their actions, adults can help them begin to expand on those building blocks of emotional regulation.

While self-control is an important building block of emotional regulation, parents and caregivers must keep in mind that self-control is not about stifling or denying all emotions. Walking through new seasons of life, both the challenging seasons and the exciting ones, will always bring big and small feelings for us to navigate. We know this not just from caring for children, but from our own lives as well.

The counseling team from lower to high school all agree that the best thing adults can do to support children in learning emotional regulation is to be well-regulated themselves. Modeling emotional self-control is not only helpful for supporting someone who is struggling to manage what they are feeling; it is also an opportunity to give your child a road map for dealing with inevitable challenges in life in a healthy way. ■

Walking through new seasons of life, both the challenging seasons and the exciting ones, will always bring big and small feelings for us to navigate.



What can adults do to help?

Both the counseling and academic support teams agree that adults in children's lives can have a significant impact on how they learn to regulate their emotions. Here are a few tips to keep in mind:

MODEL IT

"The challenge to manage emotions is not only for children," says **KARYN VICKERY, director of academic support**.

"We all encounter circumstances that test our ability to keep our emotions in check. When we encounter those situations, particularly when our children are involved or they are watching, we have the chance to demonstrate how to deal with challenges while keeping our emotions appropriately in check."

When children observe their caregivers navigating a difficult situation by acknowledging the challenge and then managing their emotions with honesty and self-control, children subconsciously learn to mimic those same steps. "Children will imitate what is modeled for them," reminds Vickery. "As they mature, if they have role models in their lives who are emotionally regulated, they will begin to reflect that behavior when they, too, meet a challenge that tries their emotions."

CREATE SPACE TO NAME EMOTIONS

A key part of emotional regulation is acknowledging that the emotions exist in the first place. "When a child is upset, it is important for caregivers to not shut down the emotion," says Jones. "Providing space for a child to share what they are feeling – even if they are highly emotional while sharing – and then helping them appropriately name or categorize those feelings is an important place to start. Keeping what we are feeling in perspective is part of learning to regulate. And we gain perspective each time we name what we are feeling so that we can put the situation in the right context."

BE A GOOD LISTENER

When our children are upset or hurt, it is tempting as a parent to join them in that emotional space. "We have to remember that our reaction could exacerbate the issue our child is experiencing," reminds Bell. "When our children are upset, the most important thing we can do is to be a good listener. In my experience, when kids are upset, they want an adult to listen to them more than anything. Doing that, and refraining from sharing the emotions you may be feeling as the parent in that moment, can go a long way towards defusing the situation and teaching your child to fully process what they are feeling so they can get back to a regulated state."



learning with the 5 senses

Multisensory learning sparks creativity and deepens critical thinking

The invisible wheels churning spark a lightbulb moment. As students learn through these unseen moments of growth, it can be tempting to limit education to the intangible depths of the mind. But the best and brightest educators find creative ways to make learning visible. Wesleyan teachers are indeed some of the best and brightest, and they serve curious students who thrive in multisensory classrooms.



A multisensory classroom is one in which students learn by using all five senses – their sight, smell, sound, touch, and taste. For Wesleyan students, learning is more than just what they see on the SmartBoard or hear from a teacher at a podium. Learning is an embodied experience that strengthens well-rounded awareness.



"The number one reason for multisensory learning is because we do not all learn the same. Some of us are more auditory and some more kinesthetic," explains **JESSICA HOLMES, high school science teacher**. "Our student body reflects a diversity of learning styles, and as a teacher, it is my job to try to meet students where they are." While Holmes' chemistry lab may seem like an obvious location for hands-on learning, multisensory learning is critical for our youngest students, too.



MEGHAN SMITH, fourth grade chair and lead teacher and lower school curriculum and instruction coordinator, explains "Using the different senses, such as taste and touch, creates a more enriching learning environment for my students. We know that long-term retention of content and skills is deeply connected to meaningful and tangible application. I want my students to feel curiosity and excitement about what we are studying so they can continue to develop into lifelong learners!"



In addition to supporting long-term retention, learning with all five senses sparks creativity and deepens critical thinking, so let's take a peek at some of these multisensory learning experiences around Wesleyan.



sight

In Warren Hall, bright colors abound, and vibrant bulletin boards invite and deepen student engagement. Not only do the bulletin boards showcase student work, the displays also feature seasonal learning, like interactive bat displays during October, and special points of emphasis, like embracing how each child is made uniquely.

Across the quad and tucked into a wing of Wesley Hall, eighth grade scientists explore the differences in physical reactions and chemical reactions. "You have to observe using all of your senses to determine the type of reaction," explains **JAMES GREGORY, middle school science teacher**. "Students may see a change in color, smoke or vapor, or modifications to the consistency of a substance, which could indicate a certain type of reaction."

Similarly, high school chemists studying LeChatelier's Principle rely on their observation skills to identify how equilibrium systems respond to added stress. To illustrate LeChatelier's Principle, which states that "if an equilibrium system is subjected to a stress, the system will react to remove the stress," students tinker with sodium chloride, hydrochloric acid, potassium thiocyanate, and other solutions, as well as temperature adjustments, to create color changes.



Leveraging observation skills is not limited to younger years or science labs; even high school English classes seek to strengthen observation skills via creative writing. **DAWSON ZIMMERMAN, high school English teacher**, asks his freshmen to describe a chocolate chip cookie. "Beige." "Round." "Hopefully gooey."

Though optimistic, their descriptive language did not yet paint a very specific picture. Then, after presenting each student with an enormous homemade cookie and inviting them to invoke all five senses, Zimmerman's students crafted more precise observations that could both inform and entertain readers. Now, chocolate chips are transformed into mountain ranges divided by doughy rivers, and golden-brown edges twist into waves.

"I want students to be skilled at writing within any genre and for any purpose. That's real-world writing. And that development is helped by real-world cookies," laughs Zimmerman with a wink.

Students in **JANE LEAKE'S** eighth grade English class approach figurative language in Harper Lee's *To Kill a Mockingbird* from a different starting point than Zimmerman's high school students. Working in small groups, Leake's students identify some of Lee's most vivid descriptions and then draw the Radley house and various characters, prompting students to create the images that Lee crafts with her words.



smell

As sight deepens our understanding of imagery, sometimes our sense of smell can deepen appreciation or intensify awareness of our surroundings. Lower school students rejoice when the greasy aroma of chicken tenders wafts down the hall from Bowen Cafetorium. On the other hand, middle school teachers urge students to consider regular use of deodorant following PE class.

Because our noses may awaken recognition of our environment, our sense of smell can also alert us to problems that need to be addressed. In **MICHAEL TABLADA'S** 3D visual arts classes, he trains students to use their noses in addition to their hands. "Students grow accustomed to the 'normal' smells of the kiln firing pottery or melty hot glue assembling designs," explains Tablada. "If any of those smells start to seem a little off, we know that we need to stop using the tool and evaluate if it is still functioning properly."



Developing fluency in reading and strong phonic skills requires students to match letters and sounds. For first grade students, “Five Vowels” is a class favorite for practicing these skills. In this interactive game modeled after “Four Corners,” vowel cards are taped to the walls around the room, and a teacher announces

a word. Students must hear the word and vowel sound, identify its corresponding letter, and stand by the appropriate vowel card taped to the wall. “If kids learn something while using more than one sense, the information is more likely to stick,” describes **ANGIE DAUGHERTY, first grade chair and lead teacher.** “We believe that all children benefit from a multisensory approach to learning.”

Because multisensory learning is a building block to memory, students continue to engage their sense of sound in middle and high school. For example, many middle school English classes incorporate audiobooks to help students maintain focus while reading. In AP Language and Composition, students analyze rhetoric by listening to assigned podcasts in addition to studying written speeches, poems, and short stories.

“If kids learn something while using more than one sense, the information is more likely to stick.”

ANGIE DAUGHERTY,
FIRST GRADE CHAIR & LEAD TEACHER



We also connect to learning through our hands and feet. Lower school teachers and students demonstrate countless examples of tactile learning. From kindergarten students practicing handwriting on “bumpy boards” to third grade students acing their spelling tests because of their practice tracing their words in shaving cream, lessons learned with unique physical experiences are more memorable. Who would not want to practice identifying geographical features by modeling them with salt dough?

In middle school, games and choreographed motions help to engage all students and solidify retention for kinesthetic learners. In fifth grade Bible, students practice memory verses with hand motions, and in sixth grade English, students roll a pair of dice that correspond to questions about key concepts from Ellen Raskin’s *Westing Game*.

“The dice review game gives students an opportunity to learn from each other as they discuss each question, and it creates more autonomy and spontaneity in how they review,” explains **BRITTANY (STEVENS) COXHEAD ’13, middle school English and Bible teacher.** “They have so much fun playing that they hardly even realize they are reviewing!” In addition to using games for review, hands-on learning is a great way to begin exploring a new idea.

“Using manipulatives in the classroom can provide an opportunity to learn through discovery,” describes **NICOLE SCALF, high school math teacher.** “Plus, hands-on learning allows students to model mathematics in ways that provide a physical representation of new topics. This helps students build their conceptual understanding even before they dig into every step and detail.”

For example, when geometry students start to explore the surface area of 3D shapes like pyramids, prisms, cones, and cylinders, they use “nets,” or deconstructed versions of each shape, to identify which 2D shapes are combined to make up the 3D shape.





Taste is one of our most powerful senses, which means that when students use taste in the classroom, the lesson is very “sticky” in their memory – and sometimes on their hands, too!

In fourth grade, young economists learn first-hand the power of specialization, price incentives, opportunity cost, voluntary exchange, and trade. They sell fictitious, new drinks for Starbucks while observing how market trends, dictated by their teacher, impact their bottom line. Even though their “almond joy jolts” and “caramel cloud lattes” become chocolate milk for the tasting portion of the lesson, the hands-on application helps ensure that these economic concepts sink into long-term retention.

While students may outgrow their affinity for chocolate milk, they do not age out of their affection for learning by taste, as evidenced by “culture days” in ninth grade world history. Each semester, students select a country from the region they are studying, choose a traditional recipe from that country, prepare it from scratch, and present the food’s cultural significance to their classmates. “Food is the perfect avenue for our students to broaden their horizons and get out of their dietary routines while gaining an appreciation for items important to various other cultures,” explains **TED RUSSELL, social sciences department chair and teacher.**

Learning with all five senses deepens engagement, embodies education, and quite simply makes school more fun.

Eleventh grade students enjoy a flavorful journey while studying *Beowulf*. In a classroom designed to replicate a mead hall, students experience learning the narrative in its original genre – as an oral story. With medieval background music and desks pushed together into one communal table, students sip ginger ale and imagine a trained storyteller performing the epic story they are soon to study in class.

“Experiential lessons like this should help them understand something more about the historical context of *Beowulf*,” shares **BROOKS HANRAHAN, 10th grade boys chair and high school English teacher.**



“It’s more important that my English students come to learn that stories are always something a bit more than words on a page,” Hanrahan continues. “Stories are indelibly tied to everyday life; to human bodies; to the tactile, divinely created world in which we live.”

Learning with all five senses deepens engagement, embodies education, and quite simply makes school more fun. While not every lesson can utilize every sense, when Wesleyan students can see, smell, hear, touch, and taste their learning, curiosity ignites, retention strengthens, and connections flourish. ■

FALL 2024

TOP 10

SOCIAL MEDIA MOMENTS

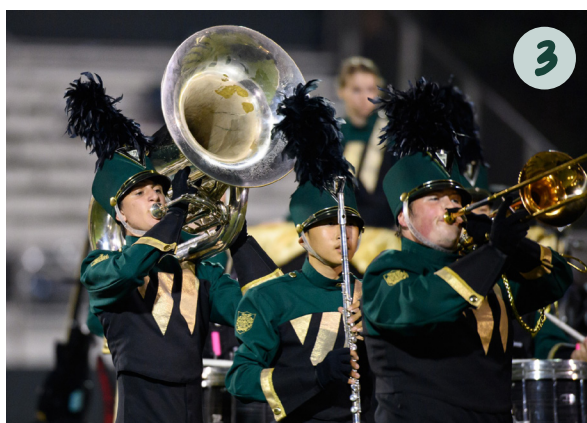
1. FIRST DAY OF SCHOOL

Welcome back, Wolves! We kicked off the new school year with excitement and J.O.Y.



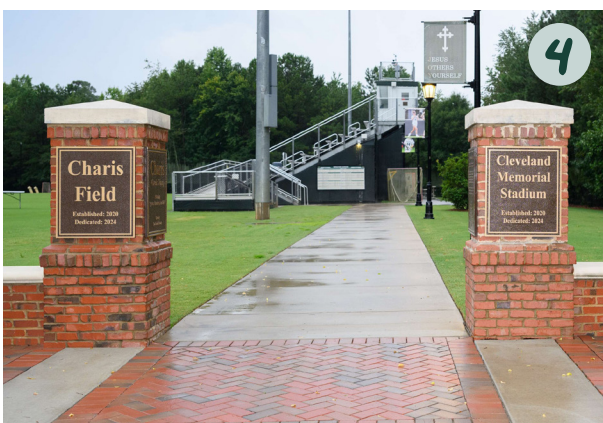
2. HOUSE SORTING CEREMONY

New middle school students were sorted into one of four houses!



3. 25TH ANNIVERSARY OF THE MARCHING WOLVES

Wesleyan's Marching Wolves celebrated 25 years!



4. DEDICATING CLEVELAND MEMORIAL STADIUM

The Wesleyan lacrosse stadium was dedicated to Bobby Cleveland and is now called the Cleveland Memorial Stadium.



5. EVERGREEN WALK AT ALL SCHOOL CHAPEL

Kindergarten students and senior Evergreens carried on the tradition of the Evergreen Walk at All School Chapel!



6. WESLEYAN'S LEADERSHIP TEAM VISITS YOUNG HALL
We've been making progress on Young Hall – check it out!



7. PASSPORT CLUB
We love passport club! Lower school students or distinguished geographers? The world may never know.



8. MISSION TRIPS ANNOUNCED
Mission trip locations were revealed! Spring Break 2025 can't come soon enough.



9. HOMECOMING KING & QUEEN
Seniors Britain Bridgers and Martin Johnson were crowned Homecoming Queen and King!



10. COMMUNITY DINNERS
Wesleyan families paused to break bread and enjoy dinner with one another.

FOLLOW US ON SOCIAL MEDIA!

 @WESLEYANINSTA
 @WESLEYANSCHOOL

 @WESLEYAN_SCHOOL
 @WESLEYAN-SCHOOL



DONN GAEBELEIN

JULY 12, 1928 – OCTOBER 9, 2024

This fall, the Wesleyan community lost a man who made an indelible mark on Wesleyan. Donn Gaebelein passed away in October at the age of 96. For most in our community, Donn is known as the namesake of our baseball field; however, his history with Wesleyan School runs much deeper.

"It is not an overstatement to say that were it not for Donn Gaebelein, **Headmaster Emeritus ZACH YOUNG** would have never entered the school business, much less become headmaster at Wesleyan School in 1996," says **CHRIS CLEVELAND, head of school**. "It was Donn, while president at Westminster Schools of Atlanta, who recruited Zach to leave the banking world and establish the development office at Westminster in 1980. Donn mentored Zach personally, professionally, and spiritually, encouraging him to pursue his graduate degree to place himself in the strongest possible position to become a head of school in the future."

Cleveland goes on to share, "Profound is not too strong of a word to describe the level of influence Donn had on Zach Young. And because of the significant investment Donn made in Zach's life, the Wesleyan community owes Donn an eternal debt of gratitude."

Donn arrived at Westminster as a faculty member in 1952 and over the course of the next 11 years became the English department chair, academic dean, and principal of the boys school. Donn left Westminster in 1963 to become the headmaster at Stony Brook School on Long Island, New York, a school founded in 1922 by his father, Frank. Donn returned to Atlanta in 1976 to become the president of Westminster, a role in which he served until his retirement in 1991.

Donn was preceded in death by his daughter, Polly, and his wife, Norma. He is survived by his children, Thad, Laura, and Frank.

There is an inscription in front of Gillfillan Hall that reads as follows: "May the world be better and Heaven be richer because of the faith and works of the people of Wesleyan School."

Donn was a giant in the education industry, and there is no question that the world is better and Heaven is richer today because of his faith and his lifetime of service to the cause of Christian education. ■



we love our faculty ♡

Summer Sabbaticals

At Wesleyan, we believe that you never outgrow learning. The Summer Sabbatical Grant allows faculty members to embrace the gifts of learning, discovery, and growth. Sabbatical grant recipients may apply awarded funds to study, volunteer work, Christian missions, research, or other scholarly activities.

This year's grant recipients were **ELIZABETH ABLES**, lower school art teacher; **MYRIAM LIVERANCE**, high school Spanish teacher; and **ARI YOUNG**, high school social sciences teacher.

"Elizabeth, Myriam, and Ari were selected for this well-deserved recognition because of their years of service to Wesleyan School and their dedication, passion, and commitment to both their professional growth and desire to inspire their students to be lifelong learners," shares **RAMONA BLANKENSHIP**, associate head of school. "We are all extremely grateful for the ways that Elizabeth, Myriam, and Ari deliver Wesleyan's mission and influence students in ways that make long-lasting impressions."

Ables traveled to Italy where she studied intricate architecture and created art of her own. Liverance journeyed to Spain to immerse herself in the local culture, and Young traveled to Japan to observe the country and culture that has always fascinated and inspired him.

"A summer sabbatical encourages lifelong learning by providing dedicated time for teachers to step away from their daily responsibilities, reflect, and engage in personal, spiritual, and professional growth tailored to their unique interests which leaves them with lasting memories," continues Blankenship. "It allows teachers to explore new areas of interest, acquire fresh skills, and pursue research or projects that can reignite their passion for teaching and learning."

A curious spirit and a desire to explore opens the doors to new aspects of the Lord's goodness and shows us that the depths of His glory are infinite.



ELIZABETH ABLES

lower school art teacher

Elizabeth Ables deepened her knowledge of art this summer by observing Italian craftsmanship.

Ables kicked off the adventure in Rome, beginning with a tour of the Vatican.

"The art and sculptures throughout the Vatican Museums demonstrate how interwoven the church and world history are. The Sistine Chapel stands out as a highlight, and the intricate lapis lazuli mosaic was stunning in its brilliance and detail," remembers Ables.

Next, she toured the 2,000-year-old Roman Colosseum and Forum where she stood in awe of its remarkable craftsmanship.

"I worked with a local artist to explore watercolor painting in the Villa Borghese Botanical Gardens," remembers Ables. "What a magical opportunity to paint and connect with an Italian artist!"

Following Rome, Ables' adventure migrated south to Sorrento and the Amalfi coast. She enjoyed a boat ride around Capri, a chairlift up to Anacapri, and the crowded streets of the market area.

Ables continued her adventure driving to Tuscany and the Monteriggioni area. She explored the historic town of Siena, known for its medieval brick buildings and the fan-shaped central square. The Duomo of Siena features an octagonal pulpit and an intricately detailed marble mosaic floor.

"The floor is striking for its black and white façade while inside lays magnificent artwork by Bernini, Michelangelo, and other famous Italian Renaissance artists," explains Ables.

The adventure concluded by visiting "The Floating City," Venice. This dynamic city along the river shines for its architecture and museums featuring Renaissance art.

"Italy has so much to offer – spectacular cities, ancient ruins, art museums, architecture, beaches, culture, and delicious food. Art is such an integral part of Italian culture," shares Ables.

Congratulazioni, or congratulations, to Elizabeth Ables for this hard-earned recognition!

READ MORE →





MYRIAM LIVERANCE

high school Spanish teacher

Myriam Liverance embraced the opportunity to travel to Spain and experience places and concepts she had only seen in textbooks.

Liverance began her journey in Spain by traveling to the port city of Vigo to the Cathedral of Santiago de Compostela, where the apostle James is buried, making it one of the most famous Christian pilgrimage sites in the world.

"On my journey to Santiago de Compostela, I had an incredible opportunity to experience the emotional and physical pilgrimage to where the apostle James' tomb rests," explains Liverance. "My AP students have traditionally learned about 'The Way of St. James' through a reading comprehension article in their Global Challenges unit, and I am so delighted to have a greater insight."

Learning the history, observing the pilgrims as they arrived, and attending the mass was a deeply spiritual experience that she is excited to share firsthand with her students. She even lodged at a local camping site in Compostela and immersed herself in the local culture.

"The food, people, and sightseeing were phenomenal," shares Liverance.

Next, Liverance journeyed by car to Madrid where she visited The Reina Sofia Museum which houses Pablo Picasso's controversial war painting, "Guernica" (1937). The Reina Sofia is also home to works by Salvador Dali, Juan Gris, and many other modern artists. She also traveled to Las Ventas, where one of the few bullfighting rings is still operating.

Following Madrid, Liverance explored Barcelona.

"Barcelona is such an artistic inspiration," smiles Liverance. "The highlight was to see all things Antonio Gaudi, including the Sagrada Familia cathedral, whose nativity façade and crypt were declared a UNESCO heritage site in 2005, and Parc Guell where so much of Gaudi's artistic expression is found."

While Liverance's trip focused on Spanish culture, she also visited these top UNESCO World Heritage sites in England: Liverpool maritime port area, Stonehenge, Windsor Palace, Tower of London, The Lakes District, and the Giant's Causeway in North Ireland.



Felicidades, or congratulations, to Myriam Liverance for earning this opportunity of a lifetime!

← [READ MORE](#)



ARI YOUNG

high school social sciences teacher

Ari Young used his grant to explore Japan and deepen his awareness of the people and culture of the country.

"I was fortunate enough to receive an award for a sabbatical this year, and there was only one place I could imagine visiting," explains Young. "After receiving the award, I planned a two-week, three-city excursion to Japan. I have always been fascinated by the country, its people, its history, and its culture."

Young's first stop was Tokyo where he saw beautiful shrines including the Meiji Shrine and the Hei Shrine. He also visited the Imperial Palace, home to Japan's Emperor. Additionally, he visited the Diet, Japan's Parliament, for a guided tour.

"My visits to Tokyo's Imperial Palace and National Diet will help me convey Japan's transformation from an isolated imperial nation to a key player on the world stage. These examples will make discussions on governance, political transitions, and the role of institutions more relatable and dynamic for my students," explains Young.

Young also visited Osaka, a thriving metropolis in the center of the nation.

"The city has lots of history from the Dotonbori shopping district to the historic Osaka castle," explains Young. "My visit to Osaka, a city known for its innovation and unique cultural blend, has given me a fresh perspective on regional economic hubs and their impact on national and global economies."



"This will enrich discussions about urbanization and the economics of cities, helping my students better grasp the dynamics of modern economic development."

Young's final stop was Hiroshima, the site of the world's first nuclear attack. The epicenter, the Peace Dome, is a structure that partially survived the blast and has been preserved as a memorial.

"This summer sabbatical to Japan has provided me with an invaluable perspective that will significantly enhance my teaching of history, government, and economics. By immersing myself in Japan's rich culture, history, and modern-day realities, I gained insights that will allow me to bring a more global and nuanced approach to my classroom," reflects Young.

Omedetō, or congratulations, to Ari Young for his well-deserved sabbatical! ■

READ MORE →



Welcome, NEW FACULTY 2024-25!



COURTNEY BURTON

Third Grade,
Teaching Assistant



AUSTEN CROSSLEY

Second Grade,
Teaching Assistant



SUZANNA FIELDS

Third Grade,
Teaching Assistant



TAMIA MILLS

Kindergarten,
Teaching Assistant



ANNA MUNGENAST

Fourth Grade,
Lead Teacher



TAYLOR BOUMA

Middle School
Science



SAVANNAH PEPPERS

Middle School
Physical Education



MELISSA GRAMMONT

High School
Librarian & Archivist



KATHE HART

High School
Spanish



BETH MCCONNELL

High School
Science



CASEY MARKULIKE

High School Math
Faculty Fellow



MALLORY PARKER

Middle School Science
Faculty Fellow



ALYSSA SHERLING

Lower School Science
Faculty Fellow



MAGGIE TANNER

Middle School English
Faculty Fellow



JANA WRENN

High School English
Faculty Fellow



MARK POPE

Student Activities
Coordinator



EMILY SAYLE

Athletics Administrative
Assistant



ABBY HOOPER

Fine Arts Administrative
Assistant & Substitute
Coordinator



AMANDA HANRAHAN

Special Events
Manager



SCAN THE QR CODE
TO LEARN MORE
ABOUT FACULTY
& STAFF UPDATES.



Congratulations, **MASTER TEACHERS!**

The Georgia Independent School Association (GISA) Master Teacher program annually recognizes independent school teachers who exhibit best practices in the classroom and a willingness to share and collaborate with other educators. Wesleyan is proud of and thankful for our four newly minted Master Teachers, who join 24 other Master Teachers at Wesleyan!

Jacki Freeman

Lower School Librarian and
Diversity Coordinator

Ryan Hodges

Middle School Physical Education Teacher

Kendra Morris

12th Grade Girls Chair and
High School English Teacher

Anna Myrick

Science Department Chair and Teacher

SCAN TO
READ MORE →



Next Chapter

Congratulations to our current employees who moved into new roles in August 2024.



AUTUMN AKIN

Third Grade,
Lead Teacher



KELSEY BONDESON

Fourth Grade,
Teaching Assistant



CAIRO BOOKER '16

Admissions
Assistant



EMMA GRACE BURNS

Lower School Bible
Teacher & Christian
Life Coordinator



MINOO MAYFIELD

Technology Specialist



MEGHAN SMITH

Fourth Grade Chair



ASHLEY TASHMAN

Kindergarten,
Lead Teacher



MEGAN PRESSMAN

Development
Coordinator

FACULTY WEDDINGS



07 / 20 / 2024

JENNIFER (PINKETT SMITH) JOHNSON

married **DONALD JOHNSON, JR.**

IN PEACHTREE CORNERS, GEORGIA.



**JAMES "JIMMY" ALLEN
BLALOCK**

SON OF FACULTY
MARY (STEPHENSON) BLALOCK '04
BORN ON MAY 17, 2024,
AT 8 LBS, 13 OZ.



HALLE LOVELL BROWN

DAUGHTER OF
FACULTY DAVIS BROWN '10
BORN ON APRIL 11, 2024,
AT 9 LBS, 3 OZ.



**CHARLES "CHARLIE"
LAIRD BURNS**

SON OF FACULTY EMMA GRACE BURNS
BORN ON JULY 27, 2024,
AT 7 LBS, 14 OZ.



**VIRGINIA "GIGI" GRACE
GUIBERNAU**

DAUGHTER OF FACULTY KAYLA GUIBERNAU
BORN ON JUNE 17, 2024,
AT 8 LBS, 10 OZ.



PHOEBE MAE HANRAHAN

DAUGHTER OF STAFF AMANDA HANRAHAN
AND FACULTY BROOKS HANRAHAN
BORN ON JULY 15, 2024,
AT 6 LBS, 4 OZ.



JAMES DANIEL LISSON

SON OF ADMINISTRATOR GREG LISSON
BORN ON SEPTEMBER 2, 2024,
AT 9 LBS, 9 OZ.

IN MEMORIAM



WILLIE OMOTOSO

SEPTEMBER 20, 1952 – AUGUST 6, 2024

Willie Omotoso, member of the Wesleyan facilities team from 2000 to 2018, passed away on August 6, 2024. Known for his joy and humility, Willie had a contagious and friendly spirit that reflected Christ.

"Willie brought a trademark smile and infectious laughter into every situation," remembers **CHRIS CLEVELAND, head of school**. "We will never know how often his smile or laugh changed the outlook on the day for a tired parent or a discouraged student, but I am confident God used Willie countless times to encourage a child, a colleague, or a parent at exactly the right moment, just when they needed it most."

SPENCER CORNETT, director of facilities, recalls, "Willie's smile and animated laughter brought joy to everyone working with him. His animation would reach even higher levels if you brought up his favorite soccer team, Chelsea, and that excitement was matched by his love for Wesleyan and all the people with whom he engaged."

Willie is survived by his wife, children, 10 grandchildren, and many other family and friends, and he will be deeply missed.

ALUMNI
ALUMNI
ALUMNI
ALUMNI

we love our alumni ♡





WELCOME, NEW LEGACY WOLVES!



From L to R: Mason McWhorter, Zoe Brown, Beau Bonnaffons, Woodward Rowson, Miles Joyner, Emily Nall, Campbell Sawyer, Kasen Davis, Caroline Dawson, William Karempelis, and Sloane King.

Beau Bonnaffons '37

KERRI (CAMPBELL) BONNAFFONS '02

Zoe Brown '37

GRACE (COWART) BROWN '10
DAVIS BROWN '10

Kasen Davis '37

RACHEL (ZIMMERMAN) DAVIS '07

Caroline Dawson '37

KRISTINA (MOHME) DAWSON '04
ANDREW DAWSON '04

Miles Joyner '37

DAVID JOYNER '05

William Karempelis '37

EMILY (WORTHINGTON) KAREMPELIS '08
MATT KAREMPELIS '08

Sloane King '37

TYLER KING '05

Mason McWhorter '37

BRYAN MCWHORTER '05

Emily Nall '32

TRICIA (KLAER) NALL '02

Woodward Rowson '37

GEOFFREY ROWSON '04

Campbell Sawyer '37

MEGHAN (BRESLIN) SAWYER '06
TRENT SAWYER '04

Facilitator of *Nourishment*

How Darby Blount '14
excels in culinary arts
and hospitality

Snow-dusted fir branches bow under the weight of twinkly lights, and black and white checkered floors beckon guests to enter through stately, columned doors. From there, guests at the Greenbrier, or "America's resort," established in West Virginia in 1913, are welcomed to a respite from busyness and to-do lists into a luxurious experience of connection.

The fellowship opportunities include carriage rides, fishing excursions, skeet shooting, and of course, meals shared around the table. After being greeted warmly and seated by a maître d', guests peruse a seasonal menu featuring cozy appetizers, comforting soups, fresh salads, and entrees ranging from fish to meat to pasta, each dish carefully curated and designed by **Wesleyan alumna DARBY BLOUNT '14, chef de cuisine** of the main dining room at the Greenbrier.



"The 2018 version of me would have never imagined this," smiles Blount. "To be in this role at this place is truly an insane opportunity, and I am both confident in my abilities and humbled to serve."

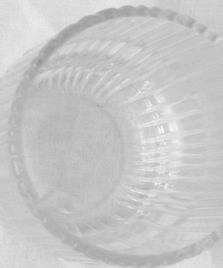
After working in an Atlanta bistro while attending the Art Institute of Atlanta, the "2018 version" of Blount started in the apprenticeship program at the Greenbrier. At the time, she was still running a hobbyist Instagram account about preparing vegan recipes with her college roommate. But the apprentice program would open the door to incredible career growth.

"For aspiring chefs, the Greenbrier Apprentice Program gives you major street cred in the culinary world," explains Blount, who then laughs, "but I did not get in at first. Instead, they hired me as a line cook for the fish station in the main dining room."

Six months later, she was accepted into the Apprentice Program and praised for her "thirst for learning." As an apprentice, students rotate through ten of the Greenbrier restaurants, and they gain hands-on experience in menu planning, cuisine styles, food and wine pairings, butchery, and leadership through the diverse and immersive experiences.

"The 2018 version of me would have never imagined this. To be in this role at this place is truly an insane opportunity, and I am both confident in my abilities and humbled to serve."

Darby Blount '14, chef de cuisine





"As an apprentice, I was easily working 50-60 hours a week. Sometimes it felt more like a 'fake it 'til you make it' situation, and I was just buying time until I could grab my phone to Google something," recalls Blount.

When Blount graduated from the Apprentice Program in 2021, she accepted a position in the main dining room as the sous chef, or second in command. "As the sous chef, I took on as much responsibility as I could, and looking back, that is why I am so prepared for my current role as the chef de cuisine," reflects Blount.

However, after serving as the sous chef, Blount explored other culinary opportunities that expanded her portfolio and skillset. As the chef de tournant at Hotel Hershey in Pennsylvania, Blount describes her role as the "substitute teacher." "I bounced between three restaurants, jumping into whatever responsibilities needed fulfilling," explains Blount.

Blount continues, "The bouncing around was exhausting, but it introduced me more to culinary leadership responsibilities like ordering, payroll, and team management."

After this additional leadership development at Hershey, Blount's former boss at the Greenbrier began recruiting her to return as the chef de cuisine, or head honcho, of the main dining room. Each weekend, a couple hundred people visit the main dining room, expecting to be wowed with seasonal flavors and exceptionally artistic plating styles, and the chef de cuisine is responsible for curating the 20-item menu, 16 of which are redesigned four times a year. In this role, Blount manages a team of 12 to 14, depending on the year. We should also mention she does it as the first woman to ever hold this position.

"Early on, I think people were a little skeptical of me," remembers Blount.

Reflecting on this milestone achievement, Blount humbly shares that "I still have to fight a little bit of imposter syndrome, but mostly I'm just Darby showing up for work. When anxiety or fear creep in, it is so important that I just get started. I cannot let those concerns keep me idle for too long."

"I see my role as a facilitator of nourishment, someone who helps our guests take care of their well-being."

Darby Blount '14, chef de cuisine

One of her favorite ways to "just get started" is gathering inspiration for new menus and dishes. "I love to modernize old or traditional recipes," says Blount. "And I look to incorporate fresh, seasonal ingredients that connect with the mood."

By crafting dishes with fresh fruit in the summer, nutty warmth in the fall and winter, and crunchy greens in the springtime, Blount seeks to balance colors and textures in a way that enhances each guest's stay at the Greenbrier. "Guests should leave their meal completely satisfied, feeling like it was worth every penny, and that is so much more than food. It is the entire experience," explains Blount.

"Everyone wants to be taken care of, right?" she asks. "Especially on vacation. So I see my role as a facilitator of nourishment, someone who helps our guests take care of their well-being."

To be equipped as a facilitator of nourishment, Blount's role requires creativity paired with organization and discipline coupled with kindness. "Both my upbringing and my time at Wesleyan helped me develop so many of the soft skills needed for my job," describes Blount. "I learned how to be kind and composed in the midst of a challenge, the importance of getting a task done the right way even when no one is looking, and really just treating others the way you want to be treated."

With the golden rule as part of her firm foundation, Blount is prepared for continued growth and success in the culinary industry, and the rest of us get to enjoy bellies and souls full of nourishment in the meantime. ■



02/24/2024

KENNINGTON GROFF KUZMIN '10
married **ANDREY KUZMIN**

IN WEST PALM BEACH, FLORIDA. THE
KUZMINS LIVE IN ATLANTA, GEORGIA.



03/16/2024

SOPHIE ZETZSCHE MCENTYRE '19
married **CAMERON MCENTYRE**

AT FLINT HILL IN NORCROSS, GEORGIA.
THE MCENTYRES LIVE IN SAVANNAH,
GEORGIA.



04/19/2024

MACKENZIE SULLIVAN BURKE '15
married **ALEX BURKE '16**

AT FOUR SEASONS RESORT RANCHO
ENCANTADO IN SANTA FE, NEW MEXICO.
THE BURKES LIVE IN AUSTIN, TEXAS.



04/20/2024

MCKENZIE KEELER MEGGINSON '19
married **JON TYLER MEGGINSON**

AT THE ATLANTA ATHLETIC CLUB. THE
MEGGINSONS LIVE IN JOHNS CREEK,
GEORGIA.



05/11/2024

KRISTEN PACK ALVAREZ '14
married **JOSH ALVAREZ**

AT THE SIXTY TWO IN MADISON,
GEORGIA. THE ALVAREZES LIVE IN
SHARPSBURG, GEORGIA.



06/01/2024

ANSLEY HARPER SMITH '19
married **CAMPBELL SMITH**

AT PEACHTREE CHRISTIAN CHURCH IN
ATLANTA, GEORGIA. THE SMITHS LIVE IN
CHAMBLEE, GEORGIA.



06/08/2024

ASHLEY GODWIN NORFLEET '17
married **NATHAN NORFLEET**

IN CUMMING, GEORGIA. THE NORFLEETS LIVE IN ATLANTA, GEORGIA.



06/15/2024

WILL HARPER '16 *married*
EMILY ANN STROUD HARPER

ON ST. SIMONS ISLAND, GEORGIA. THE HARPERS LIVE IN BROOKHAVEN, GEORGIA.



08/03/2024

ANNA ALEXANDER AUER '17
married **CALEB AUER**

IN ATLANTA, GEORGIA. THE AUERS LIVE IN SUWANEE, GEORGIA.



08/10/2024

ANNE ELIZABETH GOODGAME PRICE '09 *married* **ANDREW PRICE**

IN ATLANTA, GEORGIA. THE PRICES LIVE IN GREENVILLE, SOUTH CAROLINA.



09/06/2024

LEXI BALLARD BALTES '12
married **RYAN BALTES**

AT LITTLE RIVER FARMS IN ALPHARETTA, GEORGIA. THE BALTESSES LIVE IN CANTON, GEORGIA.



**JAMES BENJAMIN
BECKENDORFF**

SON OF
ANNA (MCPHERSON) BECKENDORFF '11
BORN ON JUNE 5, 2024,
AT 7 LBS, 6 OZ.



**JAMES "JIMMY"
ALLEN BLALOCK**

SON OF
MARY (STEPHENSON) BLALOCK '04
BORN ON MAY 17, 2024,
AT 8 LBS, 13 OZ.



HALLE LOVELL BROWN

DAUGHTER OF
GRACE (COWART) BROWN '10
AND DAVIS BROWN '10
BORN ON APRIL 11, 2024,
AT 9 LBS, 3 OZ.



JAMES COLE BUDD

SON OF
BROOKE (BLEWS) BUDD '07
BORN ON JANUARY 26, 2024,
AT 7 LBS, 12 OZ.



CHARLOTTE ROSE CHANG

DAUGHTER OF
SARAH (SETTLAGE) CHANG '13 AND
JEFFREY CHANG '13
BORN ON SEPTEMBER 13, 2024,
AT 7 LBS, 11 OZ.



**WELLS ACKERMAN
HEARIN**

SON OF
AMELIA (CHEELEY) HEARIN '07
BORN ON APRIL 10, 2024,
AT 6 LBS, 12 OZ.



**JONATHAN "BRAND"
JARRARD**

SON OF
MERRY (TEAGUE) JARRARD '09
BORN ON MARCH 5, 2024,
AT 7 LBS, 9 OZ.



**KEEGAN PATRICK
MCLAUGHLIN**

SON OF
JP MCLAUGHLIN '08
BORN ON JULY 22, 2024,
AT 8 LBS.



BROOKS LONDON PIRKLE

SON OF KATIE (FULTON) PIRKLE '07
BORN ON AUGUST 1, 2024,
AT 8 LBS, 3 OZ.



GRAHAM MACKENZIE SIMON

SON OF MACKENZIE (HANSON) SIMON '12
BORN ON MAY 3, 2024,
AT 8 LBS, 8 OZ.

AVERY ROSE CHRIST

DAUGHTER OF CAITLIN (CRABILL) CHRIST '12
BORN ON MAY 15, 2024, AT 7 LBS, 5 OZ.

CHRISTIAN WILLIAMS STARK, JR.

SON OF CHRISTIAN STARK '15
BORN ON APRIL 18, 2024, AT 8 LBS, 1 OZ.

WILLIAM "COLE" THYKESON

SON OF ALEX THYKESON '11
BORN ON APRIL 19, 2024, AT 6 LBS, 15 OZ.



CHELSEA (POPE) WALKER '08 serves as the Director of Programs at Untold, an organization focused on embracing and equipping men and women living with HIV/AIDS. Untold operates in 12 regions across east and southern Africa, providing holistic support through physical, emotional, spiritual, and financial interventions. In her role, Chelsea leads cross-functional teams, supports the training of lay counselors, and ensures the success of Untold's task-shifting model for medical and mental healthcare. Recently, she was recognized as one of the top women leaders in Georgia's non-profit sector by *Women We Admire*, which celebrates the achievements of exceptional women while inspiring others to reach their full potential.

MADDISEN (LOPEZ) MORDEN '09 celebrated the ten-year anniversary of her business, Personify. This milestone year also marks the opening of their second location in downtown Chamblee. Last year, Personify was recognized as "Best of Atlanta" by *Atlanta Magazine*, further solidifying its reputation as a standout in the local retail scene.



Currently working for the Atlanta-based ad agency Majority, **HOLLI WILKINS '12** was recently nominated for The Leading Women Rising Star Award, which recognizes women who have made a significant impact in the advertising, marketing, or media industries.



Recently graduated from the University of Missouri School of Law with a Juris Doctor degree, **KATE FRERKING '13** joined Shook, Hardy, & Bacon LLP as a litigation associate this fall.



KATE LACKEY '13 recently accepted a position as co-head theatrical agent at the Atlanta branch of the Daniel Hoff Agency which is known for representing some of the industry's leading actors in TV, film, and theatre.



MICHAEL VEAL '15 recently graduated with an MBA from the Scheller College of Business at Georgia Tech, concentrating in managing information resources and business analytics. He joined the restaurant finance team at Chick-fil-A, Inc. in June.



GRAYSON BLOUNT '16 works for MistAmerica based out of Dubai. The company as a whole specializes in creating turnkey solutions to help combat the extreme heat in the United Arab Emirates region, and his current project specifically centers around helping supply equipment for the Masjid al-Haram Mosque in Mecca.

Having recently received her PhD in nutritional biochemistry from the Gillings School of Global Public Health at UNC Chapel Hill, **KYLIE REED '16** focused her research on the impact of intestinal health and the gut microbiome on mental health outcomes, particularly in individuals with eating disorders.



MARY COWART '16 is currently rostered on the professional women's ultimate frisbee team, Nashville Nightshade. This marks her third year playing competitive ultimate frisbee but her first at the professional level. As a defensive cutter, she is a valuable asset to her team. The season runs from March to June, and her games can be viewed live on the Professional Ultimate League's channel.



HARRISON COOK '17 recently passed the Florida Bar Exam following his graduation from the University of Miami School of Law in May 2024. He now works as an associate attorney with Weinberg, Wheeler, Hudgins, Gunn, & Dial in their Miami office.



During his time at Southeastern Louisiana University, **MATEO RENGIFO '18** was a four-year member of the football team and earned accolades including Commissioner Honor Roll, Conference All-Academic Team, All-Conference, and conference championship winner in 2022. He completed his bachelor's degree in sports management and a master's degree in business administration. Mateo will be working in the athletic department at the University of the Incarnate Word in San Antonio, Texas as the marketing and fan engagement coordinator.

LEXI MELLOTT '18 recently starred as Lucy Harris in a production of "Jekyll & Hyde: The Musical" at the Little Theatre of Alexandria. Her passion for theatre continued after high school, and she has performed in multiple other community productions in recent years. She is now actively involved in the community theatre scene in D.C. Professionally, Lexi works at a marketing agency in the D.C. area.



Thanks to the Wesleyan Arts Alliance, **DANIEL SALYERS '18** served as the Artist in Residence at Wesleyan this fall. Passionate about visual storytelling, Daniel has been working in the film industry for nearly a decade, and he was the cinematographer for the first-ever high school fall film at Wesleyan. The Wolf Players production of "Knives," written by Dawson Zimmerman, high school English teacher, premiered at NCG Cinemas on Oct. 26.



Following his graduation from the University of Georgia's Terry College of Business, **JOSH ASPINWALL '20** joined Axis-IO, an industrial acquisition group, as an acquisitions and asset management analyst in their Atlanta office. Josh is excited about the opportunity to work alongside strong mentors and to learn from such an innovative and dynamic team.

Thank you to **TRENT SAWYER '04, CHELSEA (POPE) WALKER '08, MARY PATE (MILLS) GRICE '10, JEFFREY CHANG '13, and HANNAH (HOSKIN) WILSON '14** for sharing their career experiences and trajectories with the class of 2025 in small group sessions this fall! These alumni were welcomed back to campus as part of the Alumni Career Connections program. If you are interested in learning more about the Career Connections program or getting involved, please scan the QR code to complete an interest form.



The alumni weddings, babies, and class notes sections reflect updates shared with the alumni office prior to October 6, 2024. Scan the QR code to submit updates for the next magazine.

in memoriam

CHRISTIAN BAUGHN, CLASS OF 2008 1989 – 2024

CHRISTIAN BAUGHN PASSED AWAY ON JUNE 12, 2024. REMEMBERED FOR HIS AUTHENTICITY, COMPASSION, AND HUMILITY, HE IS SURVIVED BY HIS WIFE, ERIKA; HIS PARENTS, LEAH (FORMER FACULTY) AND JEFF; HIS SIBLINGS, JUSTIN '05 AND GRACE LEAH '11; AND COUNTLESS FRIENDS AND FAMILY.

SAVE THE DATE!

VALENTINE'S DAY CARE PACKAGE PARTY

for the parents of the
classes of 2021, 2022,
2023, 2024

Tuesday, February 4, 2025
9:15 – 11:15 a.m.



**REGISTER
TODAY!**

WORKING WOLVES

Alumni Networking Event

Tuesday, February 4, 2025
5:30 – 7:30 p.m.



JOIN US!

MARK YOUR CALENDAR!

Alumni Easter Egg Hunt

For alumni and their spouses, children,
and parents

Saturday, April 12, 2025
10 – 11:30 a.m.



**REGISTER
NOW!**



2023-2024
ANNUAL REPORT



DEAR WESLEYAN FAMILY & FRIENDS,

Thank you for taking the time to review our Annual Report for the 2023 – 2024 school year, a summary of the efforts of so many to support Wesleyan financially. In the pages that follow, you can read summaries of the Campaign for Students capital campaign, Wesleyan Fund, Alumni Fund, special gifts, Georgia GOAL, endowments, and the Legacy Society. It is a joy to be able to report to you all these wonderful accomplishments that aid in furthering our school's mission of being "a Christian school of academic excellence." I hope you will take the time to review the results of these efforts and share in my gratitude and humility as you think about the countless lives of children who have been and will forever be impacted through the generosity of Wesleyan families, friends, and graduates.

By almost any metric you choose, the health of our school is strong. However, as wonderful as these results and metrics are, these are not the things that define us.

These are by-products of a school culture driven by consistently working to further the Christian mission and make the experience better for our current students and families.

This strategic focus has led us to our current capital campaign, the Campaign for Students. Having successfully finished Phase I of the campaign by completing all projects at the Hoyt Family Athletic Complex in the fall of 2020, we broke ground on Studie and Zach Young Hall in March 2024. Young Hall is a two-story, 48,000 square foot academic building that will house middle and high school STEM classrooms, larger high school science labs and classrooms, a college advising suite, high school academic resource center, office and meeting spaces, and a prayer chapel. The building will be equipped with updated technology and will have spaces that can easily be transformed and reconfigured to meet a range of academic offerings and activities. This building will be called Young Hall to honor the significant contributions of Studie and Zach Young.

I am also happy to report that the Wesleyan Fund achieved 95% parent participation for the 22nd time in the last 24 years. The national average for independent school parent participation in annual giving is 66%. Our total amount raised in this year's Wesleyan Fund totaled \$1.260 million. I am also excited to share that the Alumni Fund raised \$58,633, and we received gifts from members of every graduating class from 1998 to 2023. Since the Wesleyan Fund and the Alumni Fund directly support faculty salaries and benefits and need-based financial aid, this year's success puts us in the strongest position to offer competitive compensation packages to our employees, while also making robust financial aid available to qualified applicants.

Thank you for your investment in the spiritual, intellectual, physical, social, and emotional development of children, and thank you for furthering the Kingdom through the mission of Wesleyan School. I continue to be grateful to you for your ongoing support of our school and your confidence in us. I am grateful to God for His many blessings on our school and pray that He will continue to bless you and Wesleyan School over the course of this next year.

Sincerely,

Chad McDaniel, *Director of Development*



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***Please note that the contributions listed in this report are those made during the fiscal year July 1, 2023 through June 30, 2024. If you have made a contribution during the current school year, your donation will be listed in next year's report. Every effort has been made to ensure that the information found in this report is true and accurate. Please inform Megan Pressman, development coordinator, in the Office of Development of any errors or omissions, and accept our sincere apology.*

WESLEYAN FUND QUICK FACTS



\$1,260,113

total dollars
contributed



1,299

total number
of donors



1,472

faculty and
student lives
impacted



\$1,209

average gift
from current
parents

**For 22 of the past 24 years,
more than 95% of our
families have made a gift
to the Wesleyan Fund!**

National Parent
Participation Average

66%

Wesleyan Parent
Participation Average

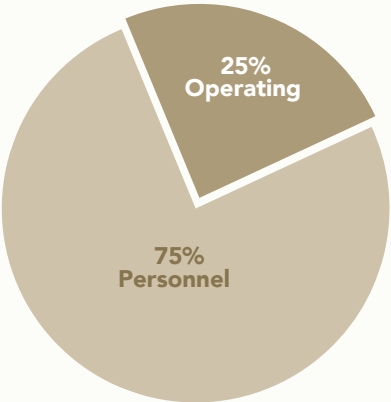
95%

*Wesleyan has been richly
blessed throughout our
history, and we are honored
to steward the resources that
our community has given.*

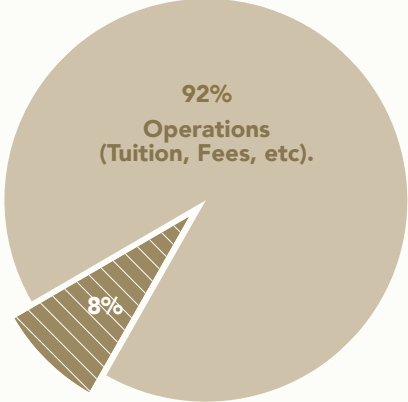
\$195+ in total
million gifts raised
since 1996

100%
DEBT
FREE

EXPENSES



INCOME



Gifts (Wesleyan Fund,
endowment income, etc)



CAMPAIGN FOR STUDENTS

From the earliest days of Wesleyan School, we have been blessed by incredible generosity with more than \$195 million being raised to fund six capital campaigns since 1996. These campaigns built our campus and created an endowment that will have an eternal impact on students, faculty, parents, and friends of Wesleyan. We are currently in the second phase of the Campaign for Students, and our desire is to enhance endowment for financial aid and building maintenance and to build academic facilities that meet the needs of all students on campus. Wesleyan remains debt free, and the endowment stands at \$30 million, as of June 30, 2024.

The following benefactors have made capital campaign and endowment commitments to the Campaign for Students, and while we are currently still raising support, total capital gifts and pledges have exceeded \$45 million. We are exceedingly grateful to these donors who are continuing a powerful tradition of philanthropy at Wesleyan School.



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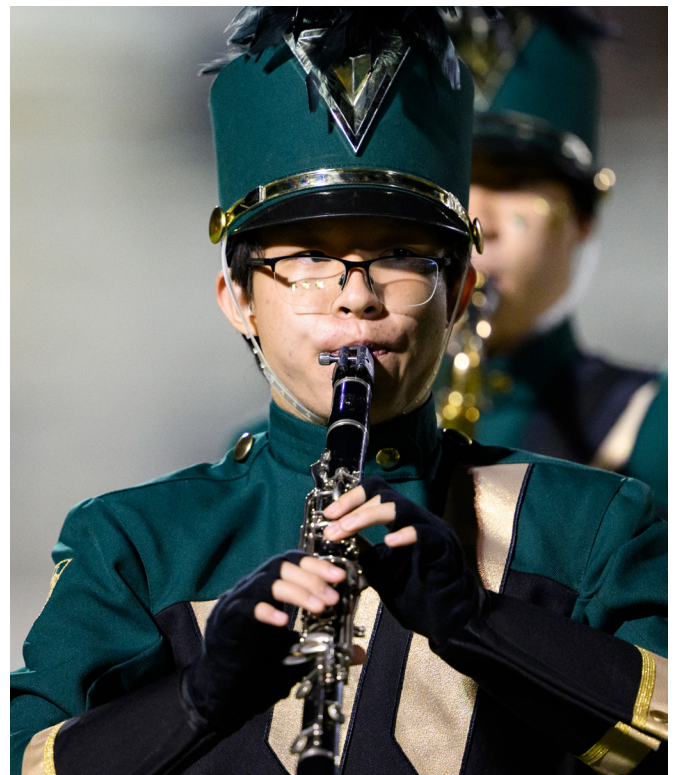
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2015-2019GOLD - \$250+
GREEN - \$100+ALUMNI
2020-2023GOLD - \$50+
GREEN - \$25+

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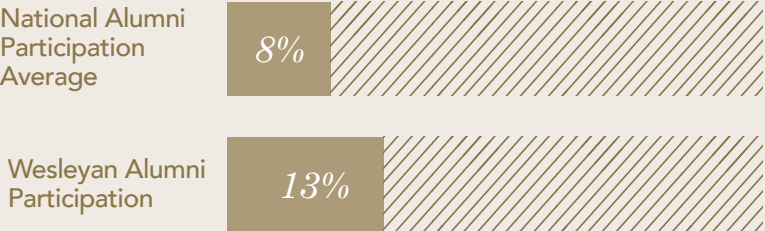
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Mr. & Mrs. Chad McDaniel

Mrs. Susan Traynor
Mr. & Mrs. Chad McDaniel

Mr. Jimmy Williams
Mr. & Mrs. Chad McDaniel
Mr. & Mrs. S. Zachry Young

Mr. Michael Davis Williams
Mr. & Mrs. Chad McDaniel
Mrs. De Anna Williams



MISSIONS GIVING

Since the Wesleyan missions program began in 2000, students and faculty have had the opportunity to explore their faith through service around the world. Nearly 25 years have passed since our first trip to Honduras, and in that time, thousands of students and hundreds of teachers have participated in life-changing mission experiences made possible by the generosity of countless donors.

In 2024, 153 students and 42 faculty members traveled to nine different locations — including Tennessee, Kentucky, Belize, Costa Rica, Italy, Guatemala, Mexico, and two trips to the Dominican Republic. These trips provided opportunities for service, spiritual growth, fellowship, learning, and worship. To make these experiences possible, the Wesleyan missions program received more than 1,200 donations, totaling nearly \$342,000. This incredible generosity allowed students to engage in a variety of ministry opportunities, such as Vacation Bible Schools, work projects, food distribution, home visits and repairs, prayer ministry, sports camps, and more.

Since the Wesleyan missions program is funded entirely by donations, we rely on the support of our community to continue making these trips a reality. We are deeply grateful to everyone who has committed to this significant program. Through your generosity, lives are being transformed!



GEORGIA GOAL

GEORGIA TAX CREDIT SCHOLARSHIP PROGRAM

Financial aid has become increasingly important to Wesleyan. Since 2008, the state of Georgia has allowed for the redirection of state income tax liability to a qualified student scholarship program for the purpose of need-based financial aid. Wesleyan participates with the qualified student scholarship program known as Georgia GOAL.

Through the GOAL program, Wesleyan has provided aid to students whom we might otherwise not have been able to serve, thus furthering Wesleyan's ability to fulfill its Christian mission. We would like to thank Wesleyan parents, grandparents, faculty, and friends for their participation and support. The Georgia GOAL participants are listed for the 2024 tax year through September 30, 2024.

A2Z Brookhaven, LLC
 Mr. & Mrs. Ray Abernathy
 Mr. & Mrs. Mark Adent
 Mr. & Mrs. Randall Allgaier
 Mr. & Ms. Richard Anderson
 Mr. & Mrs. Pramod Arora
 Mr. & Mrs. Pat Ashley
 Ms. Suzanne Beaty
 Mr. & Mrs. Robert Biagioni
 Mr. & Mrs. Rich Billing
 Mr. & Mrs. Rob Binion
 Mr. & Mrs. Doug Black
 Mr. & Mrs. William Blalock
 Mr. & Mrs. Frank Bobo
 Mr. & Mrs. Ronald Bobo
 Mr. & Mrs. Charles Brammer
 Mr. & Mrs. Kenneth Brantley
 Mr. & Mrs. Rich Braund
 Mr. & Mrs. Thomas Brewster
 Mr. & Mrs. Land Bridgers
 Mr. & Mrs. Kenneth Bridges
 Mr. & Mrs. Edward Brown
 Mr. Jason Bryant
 Ms. Lauren Bryant
 Mr. & Mrs. David Burns
 Mr. & Mrs. Jeff Busch
 Mr. & Mrs. M. Patrick Callahan
 Mr. & Mrs. William Capps
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 Mr. & Mrs. Mark Chapman
 Dr. & Mrs. Raymond Cheng
 Dr. Bumyong Choi & Dr. Haykoon Lee
 Mr. & Mrs. Chris Cleveland
 Mr. Bob Clingan & Ms. Mary Neuman
 Mr. & Mrs. Philip Clinkscales
 Mr. & Mrs. William Coxhead
 Mr. Andrew Dawson '04 &
 Dr. Kristina Dawson '04

Mr. & Mrs. Steven Deaton
 Mr. & Mrs. Todd Dorough
 Mr. Kevan Dorsey &
 Mrs. Caroline Porter Dorsey '09
 Mr. & Mrs. John Douglas
 Dr. & Mrs. Trey Duckett
 Mr. & Mrs. Clayton Dudley
 Mr. & Mrs. Andy Dunagan
 Mr. & Mrs. Zachary Eaton
 Mr. & Mrs. Chris Eddy
 Mr. & Mrs. Richard Edge
 Elevate Solutions Group LLC
 Dr. & Mrs. Daniel Eller
 Mr. & Mrs. Curtis Engsberg
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 Mr. & Mrs. Eric Friedman
 Mr. & Mrs. Jonathan Frye
 Mr. & Mrs. Brady Gailey
 Mr. & Mrs. Keith Gallagher
 Mr. & Mrs. Charles Garner
 Mr. & Mrs. Tim Gartland
 Mr. & Mrs. Mitchell Gentry
 Ms. Anne Elizabeth Goodgame '09
 Mr. & Mrs. Kasey Ghomghani
 Mr. & Mrs. K. Brandon Gifford
 Mr. & Mrs. Jacques Gouws
 Mr. & Mrs. Kevin Gracey
 Mr. & Mrs. John Hanger
 Mr. & Mrs. Michael Hanley
 Mr. & Mrs. Richard Harpole
 Mr. & Mrs. John Hawkins
 Mr. Justin Henry '99 & Mrs. Leslie Henry
 Mr. & Mrs. Steven Hewitson
 Mr. & Mrs. Timothy Hillegass
 Mr. & Mrs. Justin Honaman
 Mr. & Mrs. Duane Hoover
 Mr. & Mrs. Thomas Hostetler
 Mr. & Mrs. Alex Hsu
 Mr. & Mrs. Richard Ivy

Ms. Carol Jackovich
 Mr. Benjamin Jackson '08 &
 Mrs. Catherine Schamp Jackson '08
 Dr. & Mrs. William Jamieson
 Mr. J. Bobby & Dr. Betsy John
 John Colegrove, Inc.
 Mr. & Mrs. Carter Johnson
 Mr. & Mrs. Mark Johnson
 Mr. & Mrs. William Jones
 Ms. Catherine Joyce
 Dr. & Mrs. D. Scott Karempelis
 Mr. & Mrs. George Karolis
 Mr. & Mrs. Archibald Kay
 Mr. & Mrs. Keven Keller
 Mr. & Mrs. Stiles Kellett
 Mr. & Mrs. W. Greg Kennedy
 Mr. Marc Khedouri
 Mr. Andrew King &
 Mrs. Megan Green King '08
 Mr. Randy Kirkus & Ms. Exa Covington
 Mr. & Mrs. Kenneth Klaer
 Mr. & Mrs. Charles Koontz
 Dr. & Mrs. Sam Kwon
 Mr. & Mrs. Robert Laughlin
 Mr. Robert Law '09 & Mrs. Olya Law
 Mr. & Mrs. Dennis Lee
 Drs. Sam & Janice Lim
 Dr. & Mrs. Jeffrey Little
 Dr. & Mrs. C. Andrew Loetscher
 Mr. Eric Lohr & Ms. Chenyue Mao
 Mr. & Mrs. Ruben Luna
 Mr. & Mrs. Robert Lynn
 Mr. & Mrs. Jeff Mack
 Mr. & Mrs. Thomas Madison
 Mr. & Mrs. Dake Madray
 Mr. & Mrs. Mike Mahone
 Dr. Kelley Marshall
 Mr. Bradley & Dr. Catherine Maxwell
 Ms. Dale McCain

Ms. Tracey McIntosh
 Mr. & Mrs. Zeb McKinzey
 Mr. & Mrs. Sean McNulty
 Mr. & Mrs. Thomas Menefee
 Mr. & Mrs. Todd Meyer
 Mr. & Mrs. Alexander Michaud
 Mr. & Mrs. Mark Middleton
 Mr. & Mrs. Chester Moore III
 Mr. Robert Morgan &
 Dr. Melissa Seely-Morgan
 Mr. Robert Nall & Mrs. Tricia Klaer Nall '02
 Mr. & Mrs. Scott Nelson
 Mr. & Mrs. Alan Newman
 Mr. & Mrs. Michael Newsome
 Mr. & Mrs. Robert Ohayon
 Mr. & Mrs. Reginald O'Shields
 Mr. & Mrs. Edward Overdyke
 Mr. & Mrs. Thomas Panther
 Mr. & Mrs. Paul Parrish
 Pediatric Dentistry of Johns Creek
 Mr. & Mrs. Matthew Perry
 Mr. & Mrs. J. Todd Peterson
 Dr. & Mrs. Mathew Pombo
 Prehms Financial
 Mr. Drew Prehms '04 &
 Mrs. Sarah Prehms
 Mr. & Mrs. Douglas Proctor
 Mr. & Mrs. Andrew Randrup
 Mr. & Mrs. Todd Ratliff
 Dr. Mark Rheudasil
 Mr. & Mrs. Ned Richards
 Mr. & Mrs. Michael Ritchie
 Mr. & Mrs. Gabriel Rivers
 Mr. & Mrs. W. Tom Roberts
 Mr. & Mrs. Mark Robinson
 Mr. Mark Rockett '06 &
 Mrs. Jennifer Rockett
 SAGE Dining Services
 Mr. & Mrs. John Salamone
 Mr. & Mrs. William Sande
 Mr. & Mrs. Kirk Schamp
 Dr. & Mrs. Justin Scott
 Mr. Shawn Scott & Dr. Christine Scott
 Mr. & Mrs. Larry Seligman
 Mr. & Mrs. Simon Shim
 Mr. & Mrs. Richard Shupert
 Mr. & Mrs. William Smith
 Mr. & Mrs. Eric Smithson
 Mr. & Mrs. Michael Spears
 Ms. Ashley Sperling
 Mr. & Mrs. Steven Spires
 Mr. & Mrs. William Stark, Jr.
 Dr. & Mrs. George Stickney
 Mr. & Mrs. Gregg Stopher
 Mr. & Mrs. Wayne Strayorn

Mr. & Mrs. Jeff Suits
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 Mr. & Mrs. Alan Tapie
 Mr. & Mrs. Sean Taylor
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 Thomas & Hutton Corporation
 Mr. & Mrs. Charles Thompson
 Mr. & Mrs. Michael Thornton
 Mr. Guangsen Tian & Ms. Fu Yan
 Mr. & Mrs. Michael Thornton
 Ms. Hellen Tidwell
 Mr. & Mrs. W. DeVane Tidwell
 Mr. & Mrs. Jason Turner
 Mr. & Mrs. Johnathan Turner
 Mr. & Mrs. Ben Turnipseed, Jr.
 Mr. & Mrs. Robert Vail
 Mr. & Mrs. Joshua Voss
 Mr. & Mrs. Bradford Waite
 Mr. & Mrs. Kris Waldhauser
 Waterproofing Contractors, Inc.
 Mr. & Mrs. Gregory Weller
 Dr. Carol Wiggins
 Mr. & Mrs. Jerry Wilkinson
 Mr. & Mrs. Bill Worthington
 Mr. & Mrs. Robert Worthington
 Mr. Lixin Yang & Mrs. Xuan Kou





ENDOWMENTS

GENERAL FINANCIAL AID ENDOWMENT FUNDS

Barbara F. Adler Scholarship Fund

Established in 1992, Wesleyan's first financial aid scholarship fund was to honor Barbara F. Adler, who was head of school when the decision was made to move to Peachtree Corners. All unrestricted financial aid donations are placed in this fund and are shown in the capital campaign section of the annual report.

JOY Financial Aid Endowment

Established in 2008 through the generosity of two anonymous donors, their challenge gifts totaling \$150,000 were donated to encourage others to give. The income from these two gifts supports need-based financial aid. These donors' generosity had a huge impact on Wesleyan's financial aid funds by encouraging others to make like-minded gifts.

Legacy Financial Aid Endowment

Established in 2008 through the generosity of an anonymous friend of Wesleyan School, this gift of \$100,000 provides the income for partial financial aid to a deserving student. The donor remarked that he made his gift at this time, so that students in need could benefit immediately.

PARENT / ALUMNI SCHOLARSHIP FUNDS

The following parents of Wesleyan students and graduates followed the lead of William and Angie Hoyt in establishing significant financial aid funds in honor of their children. These gifts represent a JOY-filled remembrance of their children's years at Wesleyan. In addition, these gifts will allow children to come to Wesleyan who might otherwise not be able to afford such an educational opportunity:

FRED AND DEBBIE AKERS
in honor of Freddie Akers '07

PAUL AND ELLYN FOLTZ
in honor of Ashby Foltz '07

TED AND SALLY HARRISON
in honor of Tripp '07 & Blair Harrison '09

WILLIAM AND ANGIE HOYT
in honor of Bo Hoyt '04

MONTE AND PHYLLIS JOHNSON
in honor of Carter Johnson '08

DALE AND REBECCA SMITH
in honor of Betsy Smith Freeburg '08
and Maggie Smith Mansour '11

BOB AND PIPER WORTHINGTON
in honor of Maggie Worthington Lawrence '06,
Webb '05, and Will Worthington '09

NAMED / ENDOWED SCHOLARSHIP FUNDS

Roberto Goizueta Scholars Fund

Established in May of 2000, the Roberto Goizueta Foundation awarded Wesleyan a grant of \$200,000. These funds will endow one scholarship for a worthy Hispanic student each year. Mr. Goizueta demonstrated great leadership throughout his entire life as chairman and chief executive of the Coca-Cola Company.

Aldrich and Brown Families Fund

Established in 2023 through the generosity of Dr. Bob Brown and his family, this scholarship fund assists a worthy student attending Wesleyan.

DR. BOB BROWN



Anne Jolley Scholarship Fund and Bettye Jolley Scholarship Fund

Established in 2000 through the generosity of Dr. Fleming Jolley and his family, two awards are given based on need and academic and extracurricular accomplishment. Dr. Jolley was a strong supporter of education. He had a noted career as a neurosurgeon in Atlanta and Brunswick.

Steve and Reba Bomar Scholarship Fund

Established in 2001 through the generosity of the late Mrs. John Wienert and her daughter Meg '00, in memory of Mrs. Wienert's parents and Meg's grandparents, Steve and Reba Bomar, a need-based scholarship has been endowed to assist a worthy student.

John Cowart Scholarship Fund

Established in the winter of 2005 by Mr. John Cowart, a prominent real estate developer and Wesleyan grandfather, these funds are for an unrestricted financial aid award.

Frederick Augustus Hoyt II Scholarship

Established in 2006, this scholarship is in honor of Bo Hoyt '04, by his parents Angie and William Hoyt. For this scholarship, preference will be given to a student who demonstrates leadership as an outstanding role model.

Mike and Traci Nicklaus Endowment Fund

Established in 2006, the Mike and Traci Nicklaus Endowment Fund provides needed financial aid to a student in any grade from sixth through twelfth. It is the desire of the Nicklaus family that a portion of these funds assists a student who struggles academically. The Nicklaus family believes in "giving back" by supporting schools and other charities that share their values.

Juanita G. Binion Scholarship Fund

Established in 2007 through the generosity of Richard, Rob, and Cathy Binion in memory of their wife and mother, Juanita Binion. Mr. Richard Binion, an active grandparent at Wesleyan, and Rob, vice chair of the Wesleyan Board, chose this way to honor their wife and mother.

MR. & MRS. ROB BINION

***Betty Williams Stark Endowment Fund***

Established in 2007, the Betty Williams Stark Endowment Fund provides financial aid to Wesleyan families in need. This fund was established by the Starks in honor of their mother and wife – Betty Williams Stark. Betty Stark, a committed Christian, has been a devoted wife, loving mother, and an enthusiastic supporter of Wesleyan.

James and Therese Bailey Scholarship Fund

Established in 2008 through the generosity of Jim and Therese Bailey, parents of three Wesleyan students, this need-based scholarship fund assists a worthy student attending Wesleyan.

James A Worthington, Jr. Endowment Fund

Established in 2008, the James A. Worthington, Jr. Endowment Fund provides for needed financial aid to a male student in any grade from sixth through twelfth. The endowment was established by Bob and Piper Worthington in honor of Bob's father, James A. Worthington, Jr., who coached and taught for 20 years at Baylor School. Coach Worthington built a reputation as a committed Christian mentor, who was tough but fair, and who left his mark on countless young lives through his daily example of principled living. This endowment provides an opportunity for a deserving Wesleyan student to have the rich blessing of a Wesleyan education as did five of Coach Worthington's grandchildren.



MR. WEBB WORTHINGTON '05 AND MRS. GEORGIA WORTHINGTON

Alan and Lorie Delk Scholarship Fund

Established in 2010, the Alan and Lorie Delk Scholarship Fund provides need-based financial aid to worthy ninth through twelfth grade students who have exhibited attention to scholarship, exemplary character, and perseverance in challenging extracurricular activities. The Delks strongly support the Wesleyan mission to be a Christian school of academic excellence that offers diverse opportunities for its students – encouraging them to grow physically, mentally, and spiritually. In order to support this mission, it is the Delks' desire that recipients participate in all aspects of the Wesleyan experience.

Butters Family Endowment Fund

Established in 2011, the Butters Endowment Fund provides for financial aid to a senior who is interested in graduate school. This fund was established by Drs. W. Gordon and Anna Butters Tanner in honor of Anna's beloved family members: her father, Arthur Colegrove Butters, her uncle, LTC Roger A. Butters, and her grandparents, Katherine Colegrove Butters and Dr. J. Guy Butters.

Beverly Chapman Scholarship Fund

Established in 2011, Don Chapman, a generous benefactor of Wesleyan School, created a financial aid fund to honor his wife, Beverly Chapman. Beverly had a long and distinguished career in teaching, and he honored her by endowing this fund as a 50th wedding anniversary present. The scholarship is to go to a student of need with preference to minority students. Finally, it is hoped that the student has a genuine interest in continuing in education and becoming a teacher.

Young Family Fund

The Young Family Fund was established in 2011 by Studie and Zach Young to provide aid to Wesleyan families with demonstrated financial need. The fund provides financial assistance to those who otherwise could not afford to come to or remain at Wesleyan. The concept of this fund is to allow family and friends to add to its corpus over time, thereby enhancing its capacity to serve more families and students.

MR. & MRS. S. ZACHRY YOUNG

***DeAugustinis Family Scholarship Endowment***

The DeAugustinis Scholarship Endowment was established in 2015 by Richard and the late Tara DeAugustinis in honor of their daughter, Aubrey, to provide aid to Wesleyan families with demonstrated financial need. The fund provides financial assistance to those who otherwise could not afford to come to or remain at Wesleyan. The concept of this fund is to allow family and friends to add to its corpus over time, thereby enhancing its capacity to serve more families and students.

MR. & MRS. R. AUBREY FARR

***The Founders Scholars Fund***

The Founders Scholarship Fund was established in 2017 by an anonymous donor to provide aid to Wesleyan families with demonstrated financial need. The fund provides financial assistance to those who otherwise could not afford to attend or remain at Wesleyan. The concept of this fund is to provide ten scholarships, named after founding Wesleyan employees whose contributions and memory were inspirational and integral to the Wesleyan story. Recipients will be high school students and will be charged with writing an essay on the founder for which their individual award was based.

GENERAL ENDOWMENT FUNDS

General Scholarship Fund

Established in 1995, Wesleyan has a general scholarship fund that provides financial aid to students with need. The Wesleyan Parents Club has been the primary donor to this fund. This fund has an unrestricted spending policy, which allows the school flexibility in the awarding of financial aid.

Dixon Faculty Enrichment Fund

Established in 1996 in honor of Mr. Edwin Dixon and in memory of Mrs. Margaret Dixon, the Dixon Foundation provides support for faculty enrichment.

Lencke Endowment Fund for Teaching

Bobbie Lencke came to Wesleyan over 40 years ago and served as a teacher, administrator, director of admissions, mentor, and friend to hundreds of students and parents alike. As a tribute to her Christian commitment, the board of trustees created the Lencke Endowment Fund for teaching. An anonymous donor contributed a lead gift of \$50,000 towards establishing that fund.

Watkins Christian Endowment Fund

Established in 1999, the Watkins Christian Endowment Fund was created by a very generous gift from the Watkins Christian Foundation. The goal of this fund is to promote Christian teaching and assist the hiring and training of teachers. Additional gifts were made in 2001 and 2003 for the following three funds: The William Freeman Faculty Fund, The Watkins Faculty Enrichment Fund, and The Betty Thrower Freeman Faculty Tuition Assistance Fund.

ENDOWED AWARDS

Wesleyan Award

Established in 2004, the Wesleyan Award was made possible by the generosity of the late Mrs. John Wienert and her daughter, Meg Wienert, and is given in memory of Mrs. Wienert and her parents, Steve and Reba Bomar. This award goes to a senior who has been helpful to both students and faculty in all phases of school life, exhibits a servant's heart, and does tasks for others with unusual good humor. The recipient of this award for 2024 was senior Abigail Glover.

Jack Michael Menefee Leadership Award

Established in 2006, the Jack Michael Menefee Leadership Award is the middle school's first endowed award and is the most prestigious award given by the middle school. This award is given in memory of Jack by his parents, Tom and Pam Menefee. The beneficiary of this award receives a framed picture of Wesley Hall that affords special recognition to the recipient. The recipient of this award in 2024 was Katy Waldhauser.

Raymond L. Abernathy Citizenship Award

Established in 2008, the Raymond L. Abernathy Citizenship Award is given to a middle school student who most exemplifies the high standards of being a good citizen. Ideals of service to school, community, and above all to God are reflected in this award which is given in Mr. Abernathy's memory by his son and daughter-in-law, Ray and Detra Abernathy. Raymond Abernathy worked for 60 years for Morgan Stanley and was active in his church for his entire adult life. He exemplified the highest standards of honor, integrity, and service to God. The beneficiary of this award receives a framed picture of Wesleyan School. The recipient of this award in 2024 was Emma Jane Gillis.

OPPORTUNITIES TO LEAVE A *legacy*

THE ENDOWMENT FUND

The Endowment Fund

For Wesleyan to be a top-tier institution, endowment becomes a pressing need. Endowments are a pool of funds that continue in perpetuity. A designated portion of the return (currently 4%) provides a stream of income to support financial aid, faculty, and capital maintenance. We currently have ongoing needs to add to our current endowment of nearly \$30 million. There are three major components of the Endowment Fund:

Financial Aid

Endowment funds for financial aid allow Wesleyan to help current Wesleyan families in need. In addition, financial aid also provides educational opportunities for students with diverse talents, backgrounds, and interests who will enhance Wesleyan's student body.

Capital Endowment

New buildings have been built, but as they age, they will always require new roofs, new chillers, and major IT improvements. This endowment allows us to enhance these structures.

Faculty Salaries

Wesleyan's commitment is to hire only faculty members who exhibit a personal Christian faith. Every faculty member is expected to lead, teach, and mentor our students by example in the way they conduct their own lives. Endowment for faculty salaries enables the school to attract and retain Christian faculty of the highest caliber.

Legacy Society

Wesleyan, like all independent schools, exists because someone felt a need for the institution. There are only three ways to fund a school such as Wesleyan – tuition, annual giving, and income from endowment.

Currently, our endowment provides less than 1% of the operating budget – ideally, it needs to provide at least 15%. For Wesleyan to be in the top-tier of schools, we need to dramatically raise our endowment to at least \$50 million. One of the best ways to do this is through Legacy Society gifts of life insurance, charitable trusts, will bequests, or retirement plan assets. From our original group of 15 donors, the Legacy Society has grown to over 60, including the entire board of trustees. These people are making a permanent gift that outlasts their tenure as parents and, above that, their service to the school.

Particularly in this area, we are grateful for the small and knowledgeable group of volunteers who work with the Office of Development to direct our planned giving efforts.

Bequests

Including Wesleyan School as a beneficiary in one's will provides a meaningful future gift to the school, as well as savings in estate taxes.

Life Insurance Policies

A life insurance policy naming Wesleyan School as owner and beneficiary may provide a substantial future gift to the school. The value of the policy, as well as the annual premium payments, may be tax-deductible and will be treated as annual gifts to the school.

Charitable Trusts

Charitable remainder trusts may provide lifetime income, immediate tax savings, and avoidance of capital gains tax while establishing a major gift for Wesleyan as the trust's ultimate beneficiary.

MEMBERS OF THE LEGACY SOCIETY

Mr. & Mrs. Ray Abernathy
 Mr. & Mrs. John Adair
 Mr. & Mrs. Mark Adent
 Mr. David Andersen '01
 Mr. Robert Atkinson, Jr.* &
 Mrs. Elison Atkinson
 Mr. & Mrs. Glenn Austin, Jr.
 Mr. & Mrs. Reed Baker
 Mr. & Mrs. Donald W. Barden
 Mr. Frank Bell III
 Mr. & Mrs. David Beltrami
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 Mr. Richard Binion
 Mr. & Mrs. Robert Binion
 Mr. & Mrs. Howard Bowen
 Mr. & Mrs. Land Bridgers
 Mr. & Mrs. Jeffrey Busch
 Mr. & Mrs. Madison F. Cole, Jr.
 Mr. & Mrs. Daniel Cowart
 Mr. Dean & Dr. Edress Darsey
 Mr. Charles Davidson
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 Mr. & Mrs. Danny Strickland
 Drs. Gordon & Anna Tanner
 Mr. & Mrs. Raymond Walker
 Dr. & Mrs. William Warren
 Ms. Margaret Wienert '00
 Mrs. Nancy Wienert*
 Mr. & Mrs. Robert Worthington
 Mr. F. Zachry Young '02 &
 Mrs. Hilary Young
 Mr. & Mrs. S. Zachry Young

*deceased

GIVING TO WESLEYAN

**Wesleyan Fund**

Since tuition does not cover the full cost of a Wesleyan education, tax-deductible gifts to the Wesleyan Fund fulfill a number of needs. These unrestricted contributions supplement the school's operating budget and provide dollars needed for faculty salaries and financial aid. The entire Wesleyan community is asked to give to the Wesleyan Fund. The Wesleyan Fund begins July 1 and ends June 30, coinciding with our fiscal year.

Capital Campaign

The financial support of this school is dependent upon the support of every family. Capital campaigns exist to fund new buildings, purchase additional land, and **grow** the endowment for the school.

Restricted & Memorial Gifts

These gifts are designated for specific requests for program and extracurricular activities.



WESLEYAN SCHOOL

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5405 Spalding Drive
Peachtree Corners, GA 30092
(770) 448-7640

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Parents of Alumni:

If this issue is addressed to your child who no longer maintains a permanent address at your home, or if you would like to add a Class Note to the next magazine, please notify the Alumni Office (Shelley Martin 678-223-2280 or smartin@wesleyanschool.org) or submit via www.wesleyanschool.org/alumniupdates.



WESLEYAN | APRIL **ARTIST** 25-26, MARKET 2025

Mark your calendar to join us for the 27th annual Wesleyan Artist Market benefiting the Wesleyan Arts Alliance in support of Wesleyan Fine Arts. Showcasing approximately 80 professional artists from across the region, the Market includes oil, acrylic, drawing, watercolor, photography, ceramics, jewelry, and more!



**SCAN TO
LEARN MORE!**