

BROOKSTONE

THE MAGAZINE 2024 - 2025 • FALL 2024



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BROOKSTONE MAGAZINE FALL 2024

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Letters and suggestions for articles are
welcomed.

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BROOKSTONE MAGAZINE

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Dear Brookstone Family and Friends,

As we launched a new school year in August, our vibrant campus has been abuzz with activity and accomplishments. *Aladdin Jr.* was a hit, our girls Cross Country and Volleyball teams finished as state runners-up, Homecoming Week and Alumni Weekend brought huge, enthusiastic crowds to campus, The Jug returned home, our One Act team earned their third consecutive state championship, and I unveiled the school's new strategic plan at the State of the School Address. The fall semester has been nothing short of remarkable!

The busy day-to-day of our fall semester did not leave significant time for reading. However, I did manage to make my way through Dr. Robert Putnam's most recent work, *The Upswing: How America Came Together a Century Ago and How We Can Do It Again*. A Public Policy researcher at Harvard University and former Dean of the JFK School of Government, Putnam has long been interested in, among other things, how communities form and what makes them deteriorate. In this work, he explores the historical arch of individualism and communitarianism. In the late 1800s, the so-called Gilded Age, Americans were hyper focused on individual successes, often at the expense of the greater good. But, by the early to mid 20th Century, a major shift had occurred. America had become a

nation made up largely of community-minded people, all pulling our country forward in the same direction. Since the peak of this movement in the 1950s, however, we have seen a slow decline in that mindset, and as COVID so clearly exposed, our society has reached a nadir that, as Putnam argues, rivals that of the late 19th Century. Putnam's exploration of community and individualism aligns closely with the values we cherish at Brookstone.

Here, we deeply value community and assuredly lean far more towards communitarianism than individualism. Candidly, in many things we do, we might be considered countercultural. Living in a world that seems obsessed with individuality at the expense of community, Brookstone stands out. Our programming, particularly related to Servant Leadership, ensures that we spend time thinking of others and building empathy. During Homecoming Week and at other times, we celebrate our commonalities rather than focus on our differences. When we gather around The Bonfire or engage in similar activities, we seek ways to be together rather than finding excuses to be alone. Our mobile device policies recognize the healthy value of face-to-face interactions versus digital communication through social media. With a continued and intentional emphasis on nurturing community, the Brookstone family can become more stoutly immune to the vices of our greater external culture and even more welcoming and inviting to those who are new to Brookstone or who are not yet part of the family but are considering joining us.

The Brookstone EDGE, our new student-centered Strategic Plan, presents a myriad of opportunities to build on our strong community by accentuating strengths and shoring up vulnerabilities. Very little we do here will be unaffected. We will focus on people - recruiting and retaining talent in our faculty and supporting the health, safety, and wellbeing of our students. We will focus on programming - optimally challenging our students and finding innovative ways to enhance learning at every turn. We will focus on brick and mortar - refreshing a campus master plan that will contain some exciting new buildings along with renovation or refurbishment of others. We will focus on finances - continuing to value balanced budgets, growing our endowment, and taking great care of our beautiful campus. In sum and always in the service of our students, we will move the school forward into the next seventy-five years.

As I reflect upon this year's accomplishments and look ahead to an exciting future of growth and progress, I am deeply grateful for the partnership and support of our Brookstone family and friends. Together, we continue to build a school community rooted in excellence, resilience, and care for one another. On behalf of our faculty, staff, and administration, I wish you all a joyful holiday season and hopeful start to 2025!



Henry Heil
Head of School



A letter from the Chairman of the Board

Dear Brookstone Family and Friends,

At the November meeting of the Brookstone Board of Trustees, a new strategic plan was approved. Navigating priorities and important initiatives for the next 5 to 10 years has been a detailed and involved process. Our strategic planning began pre-COVID and, like many things in our lives, was ultimately paused as we found our way as a school through that difficult time.

As planning resumed, we experienced a leadership change, and Henry Heil was ultimately called to lead Brookstone forward. As a board, we were focused on completing a plan prior to Henry's arrival; however, in consultation with our accreditation team, extending that

timeline to include both input from Henry and additional feedback from our self-study proved a wise decision. With input from all parts of our community, the board was empowered to complete a forward-looking plan in line with what Brookstone needs to grow and improve for the next 10 years and beyond.

What an exciting task this has been! It has involved dreaming about and visualizing what our school might provide for our current students over the short term and building the school of the future.

Our Strategic Plan has four main pillars highlighted by the acronym EDGE:

Engaged Community:

This strategic focus is not first by accident. Fundamental to a successful

educational experience is a safe, healthy, inclusive environment. Empowering Community is about focusing on student wellness, both physical and emotional; continuing to enhance and improve our already unique leadership development programs, and educating our children about the cultural differences that make us a stronger community as a whole.

Dynamic Curriculum:

Throughout its history, Brookstone has had a unique opportunity in Columbus. We are able to create an independent school experience that connects and links all aspects of student growth from 3K to 12th grade. Every step, or grade, in this process is critical to a student's having the full Brookstone Experience. Henry Heil has created a new position, now filled by Hunter Chapman, to study, improve, and enhance this academic alignment. Similar work will take place in both Fine Arts and Athletics. For example, music lessons taught in our preschool are the beginning of a process that might culminate in the Schley Holiday Concert or the Spring Musical! Also included here is a focus on enhancing College Guidance and expanding the Learning Center's reach and programming.

Growing Financial Position:

One of the most important tasks for the board is a continual focus on being good stewards of our resources. This starts with a balanced annual budget and a focus on consistent enrollment. Growing our endowment is important for a number of reasons. A healthy endowment will provide additional tuition assistance, allow us to better maintain our beautiful campus, and perhaps most importantly, better control the direction and level of

tuition costs placed on families. Finally, a strong financial position enables us to keep salaries for our faculty and administration competitive and attractive relative to local public schools and our peers.

Empowered Future:

While all pillars of the plan are critically important, this last one is perhaps the most exciting. It asks the question: What improvements or additions are needed for our campus to provide an educational experience that reflects all we know about student learning? Near the top of this list is a new Lower School that allows for flexible, dynamic classrooms and continues to enhance the security of our campus. Also important is an evaluation of the space utilized by our Learning Center and planning for future expansion and growth. Additional campus changes will be guided by an updated Master Plan. In summary, the Board of Trustees is excited about the Brookstone of today and is even more motivated to guide it into the future, led by The Brookstone EDGE Partnership from all corners of our community will be important as we seek to plan for and fund these goals. Thank you for being a part of the Brookstone Family and for working together to ensure Brookstone serves a critical role in this community and serves our students for many, many years to come.



Travis Wade
Chairman of the Board



TRADITION
meets
PROGRESS



“I find the great thing in this world is not so much where we stand, as in what direction we are moving. We must sail sometimes with the wind and sometimes against it—but sail we must, and not drift, nor lie at anchor.”

—Oliver Wendell Holmes

When I take my morning walk around the quad and see Lower School students bouncing like Tigger on their way to class, I am touched by the ease of their joy and laughter. I can't help but imagine where their Brookstone journeys will take them in the next decade. My daughter, Aubrey, is in the class of 2032. I wonder what direction Aubrey is headed. What passions and joys will she discover in Middle and Upper School? When and where will she sail into the wind?

As we celebrate the holiday season and flip the page to a new year, Brookstone is charting a bold and ambitious course for the future. We launch our 2025-2030 strategic plan with great enthusiasm, knowing the wind will not always be at our backs. I hope you will share in my optimism about potential new programs to enhance learning and the evolution of our beautiful 100-acre campus to meet the needs of students for generations to come. Exciting initiatives are on the horizon, all while staying committed to our core values, student-centered approach, and standard of excellence. We were recognized this fall as a 2024 Platinum AP Honor Roll School—the highest recognition from the College Board for AP Schools—for the second year in a row. And according to Niche, Brookstone School is the #1 Best Private K-12 School, #1 Best Private High School, and #1 Best College Prep Private High School in Columbus. We must not rest on our laurels. There is no growth in standing still.

Change is also coming to one of our primary communication platforms. Beginning with the current issue, we are transitioning the December edition of Brookstone magazine which is produced twice a year, from a printed year-in-review to a digital format featuring stories that illuminate the Brookstone experience. These changes in delivery and content are driven by the ability to reach a wider audience instantly on mobile devices or computers, offer interactive features like videos, audio clips, and hyperlinks not possible in print; and maintain dynamic content that can be quickly updated or edited after publication, unlike printed magazines. This transition will also reduce costs while enabling us to track reader engagement more effectively, helping us tailor content to our audience's preferences.

We look forward to hearing feedback on the content and delivery of this issue. When you're enjoying some quiet time or gathering with loved ones in the weeks ahead, click through the pages. Let us know how well we captured the essence of *“Why Brookstone?”*

All the best,



Ed Martin
Assistant Head of School for Institutional Advancement
emartin@brookstoneschool.org

PEOPLE MATTER

At Brookstone, our people are at the heart of everything we do. From dedicated faculty and engaged families to exceptional students and active alumni, our community thrives on a shared commitment of honor, character, and cultural competency within a safe and secure environment.



First Day of School 2024

Back to School Bash & Block Party

BROOKSTONE PARENTS ASSOCIATION

Community in Action: Hurricane Helene & the Pinter Family

MEGHAN BLACKMON & ANNE PARKER

Servant Leadership 2024

MEGHAN BLACKMON & LEIGH ANNE FLOYD

Meet Science Sam: Brookstone's Dynamic Science Duo

BEN FOUST & SAM CELLINO

Brookstone Under the Lights

BROOKSTONE PARENTS ASSOCIATION



BE THE ONE



COMING HOME TO BROOKSTONE.

Every year, it's the same. Summer is great. It's a time to recharge and soak up the sunshine, but by the end, we're all ready to be back at Brookstone. For those of us who spend the summer on campus, it's just too quiet without the faculty, students, and families who bring it to life. We miss the greetings in the quad, the buzz of the cafeteria, the noise on the playground, and the daily moments that make Brookstone feel like home.

The first day of school is always a busy one. Everyone's adjusting to new routines, but there's an energy in the air that makes it all feel right. Our administration, football players, and cheerleaders are ready at drop-off, helping kids out of cars with smiles and showing younger ones the way to their classrooms.

Inside, the halls come alive. Students stop to catch up with teachers and swap summer stories with friends. There's laughter, chatter, and that familiar sense of community that reminds us why we love this place. The start of a new year always feels like coming home.





BPA
BROOKSTONE
PARENTS
ASSOCIATION

ALL SCHOOL

BLOCK PARTY

One of the Brookstone Parents Association's (BPA) primary missions is to foster community among our families, students, faculty, and administration. Throughout the school year, the BPA hosts various community-building events, with two of the best kicking off the year: the ALL SCHOOL BLOCK PARTY and the BACK TO SCHOOL BASH.

[VIEW MORE PHOTOS FROM
THE ALL SCHOOL BLOCK PARTY](#)

BACK SCHOOL BASH

“

The BPA's Back to School Bash is an all-school tailgate before Brookstone's first home football game. Every Brookstone family is welcome to join the pre-game festivities and use their \$10 Bubba Bucks, provided by the BPA, at the concession stand. This year, we celebrated in style with Bubba, the cheerleaders, and exciting raffle prizes.



Jennifer Adams
BPA President

VIEW MORE PHOTOS FROM
THE BACK TO SCHOOL BASH

BPA
BROOKSTONE
PARENTS
ASSOCIATION

PEOPLE MATTER



According to the American Red Cross, "Helene was the strongest hurricane to ever hit Florida's Big Bend region. At 420 miles wide, it impacted regions and communities across a vast area of the country." The destruction and devastation caused by Hurricane Helene stretched from coastal Florida to the Blue Ridge Mountains, and Brookstone School was committed to helping.

During the two weeks following Hurricane Helene, Brookstone became a collection site for a variety of needed items ranging from diapers and baby formula to batteries, blankets, and bottled water. Through partnerships with parents, alumni, and local organizations, Brookstone was able to share thousands of pounds worth of relief items with affected areas of Georgia, North Carolina, South Carolina, and Tennessee. We continue to be grateful for the way our Brookstone family always responds to help those who are in need.

COMMUNITY IN ACTION HURRICANE HELENE & THE PINTER FAMILY



The Pinter family, led by mom Peggy ('97), joined the Brookstone community in September after being displaced by Hurricane Helene. As an alum, Peggy's return to Brookstone has been a unique and meaningful experience, not only for her but for her son, Xander, as well. In this Q&A, Peggy reflects on their journey to Brookstone, the impact of the storm, and the overwhelming support they've received from the school community.

Can you share a bit about your journey to Brookstone and how the sudden move impacted your family?

We left as soon as the neighbors cleared a path off the mountain where we live, which was on Sunday, September 29th, after the storm. It's a private road, and for several days, there was no communication with the outside world—only face-to-face conversations. My family contributed gasoline, so the chainsaws could keep working. At that moment, I knew leaving was the best decision for my family, and I don't regret it one bit!

How did it feel returning to Brookstone as an alum and now as a parent with your son attending the school?

It's been a fun experience. The school has grown and changed so much since I was a student. Xander and I went to the fall festival, and on the way, we walked past the Lower School. I was able to show him each classroom I was in, grade by grade, as if it were yesterday! We have a strong community in Asheville as well, so I was confident Xander would acclimate well.

How has the Brookstone community supported your family and Xander during this transition, especially after the impact of Hurricane Helene?

It truly only took one email—just one. I explained that I needed to get my son back into a familiar routine, and Anne immediately sprung into action. By mid-October, he was back in classes.



THE SENSE OF COMMUNITY AND SUPPORT DURING SUCH A TIME OF FEAR, LOSS,

AND CONFUSION WAS ABSOLUTELY ESSENTIAL TO KEEPING OUR FAMILY FEELING WHOLE.

Additionally, there were numerous donation drives to support the people of western North Carolina who lost far more than we did. Meghan played a significant role in organizing much of that effort, as well.

Xander joined Brookstone midway through the semester. What are some of the things he's really enjoying here?

He loves having P.E. every day and finds it funny that I grew up with so many of his classmates' parents. He's also interested in hearing my stories about Brookstone from my childhood.

What has it meant to you as a parent to see your child thriving in a community that you were once a part of yourself?

My mother and father passed away just a year and a day apart, with my mother passing in late March of this year. The natural disaster deeply shook me to my core. Providing comfort and a sense of familiarity, not just for myself but also for my children, became my primary focus. I will be forever grateful to the Brookstone community for making that possible.

Looking back, are there any moments from the past few months that stand out to you that really highlight the Brookstone spirit?

It's been so much fun running into former classmates whose children now attend Brookstone. It's crazy to think we're all grown up now! It truly embodies the spirit of the Brookstone family.



SERVANT LEADERSHIP DAYS OF SERVICE

Our focus on **Servant Leadership** with students of all ages is intentional and part of the culture of Brookstone. Each division at Brookstone participates in a week of service. These days are meant to encourage our students to continue cultivating their hearts of service.

ENJOY THE HIGHLIGHTS FROM EACH
DIVISION'S WEEK OF SERVICE

PRESCHOOL

Our Preschool Week of Service is an important week as we begin laying the groundwork with our youngest Cougars for what it means to be a servant leader and to have a servant's heart. 3K students learn about helping animals and partner with PAWS Humane, while Pre-K students learn about the important work of soldiers as they prepare treat bags for those soldiers in the Soldier Recovery Unit at Fort Moore.

[VIEW HIGHLIGHTS](#)

INTERMEDIATE SCHOOL

During the Intermediate School Week of Service, students in 4th grade learned about food insecurity and took part in a service project at Feeding the Valley. Students in 5th grade learned about community building, took part in a service project at Truth Spring Academy, and welcomed their Truth Spring buddies to campus for lunch and a service project.

[VIEW HIGHLIGHTS](#)

UPPER SCHOOL

While the Upper School Day of Service will take place in the Spring, Upper School students are regularly engaged with service to the community. From volunteering after school with Open Door community house or on the weekend with Habitat for Humanity, our students are continuing to live out the attitude of serving others while developing as leaders.

Upper School students will participate in this year's Day of Service in March 2025.

LOWER SCHOOL

Our young Cougars continue to learn about how they can make a positive difference and help our community. Kindergarten students focus on sharing sunshine with the elderly and partner with our next door neighbors at Brookside Glen. 1st grade students learn about people experiencing homelessness and partner with Valley Rescue Mission Women and Children's Center. 2nd grade students focus on people with differing abilities and partner with Easter Seals, and 3rd grade students learn about support for those with illnesses and partner with The Family House of West Georgia. The 3rd grade also leads the Pull Tab campaign for Brookstone to support the Family House of West Georgia.

[VIEW HIGHLIGHTS](#)

MIDDLE SCHOOL

The Middle School Day of Service, also known as Fox Fun Day, took place on the morning of Thursday, October 31. All Middle School students served as buddies and hosts for Kindergarten through 5th grade Fox Elementary students as they visited Brookstone to take part in Fox Fun Day. While on campus, Fox students took part in field day activities and enjoyed carnival games and a reptile show from Oxbow Meadows. Brookstone Middle School students are also serving as Reading Buddies to the Fox Kindergarten classes as we make regular visits to Fox during one PE class for Middle School students each semester.

[VIEW HIGHLIGHTS](#)



VETERANS DAY 2024



At Brookstone, we proudly honor Veterans Day with a heartfelt, student-led program celebrating and expressing our deep gratitude to those who have served our country. Veterans from our community are invited to join us for this special event, which features inspiring contributions from students across all divisions. Through music, speeches, and tributes, our students come together to recognize the sacrifices and dedication of our veterans, creating a memorable celebration of their service.

[VIEW MORE PHOTOS FROM
OUR VETERANS DAY EVENT](#)

During **Thanks-for-Giving Week**, Brookstone students and faculty came together to support our community and reflect on the spirit of gratitude. Aligned with National Hunger and Homelessness Awareness Week, this meaningful initiative included the collection of non-perishable food items for local organizations, new and gently used coats for the East Carver Heights Community Development Corporation, and new toys for Santa's Castle.

Students and faculty also shared heartfelt messages on the **Give Thanks** sign, expressing gratitude for our many blessings. Through these efforts, Brookstone demonstrated the power of giving and the importance of serving others during this season of thankfulness.





MEET SCIENCE SAM

BROOKSTONE'S DYNAMIC SCIENCE DUO

Ben Foust & Sam Cellino

INTERMEDIATE SCHOOL SCIENCE

What happens when a curious fifth grader teams up with an imaginative science teacher? You get "Science Sam," a YouTube series that's captured the hearts and minds

of the Brookstone community.

The idea for the videos began with Ben Foust, Brookstone's Intermediate School

Science Teacher, who has a gift for bringing science to life. During COVID-19, while teaching at another school over Zoom, Ben created a character called "Captain Crazy" to keep his students engaged.

Fast forward to Brookstone, where Ben found a kindred spirit in fifth grader Sam Cellino. "He just wanted to know how things worked," Ben recalls. "It reminded me of myself growing up, always full of questions about science."

Sam's curiosity kicked off the project when he started pulling items out of Ben's classroom cabinets and asking how they worked. To redirect Sam's energy, Ben started filming their experiments. The first video was a hit, and soon, students and teachers began asking, "When's the next

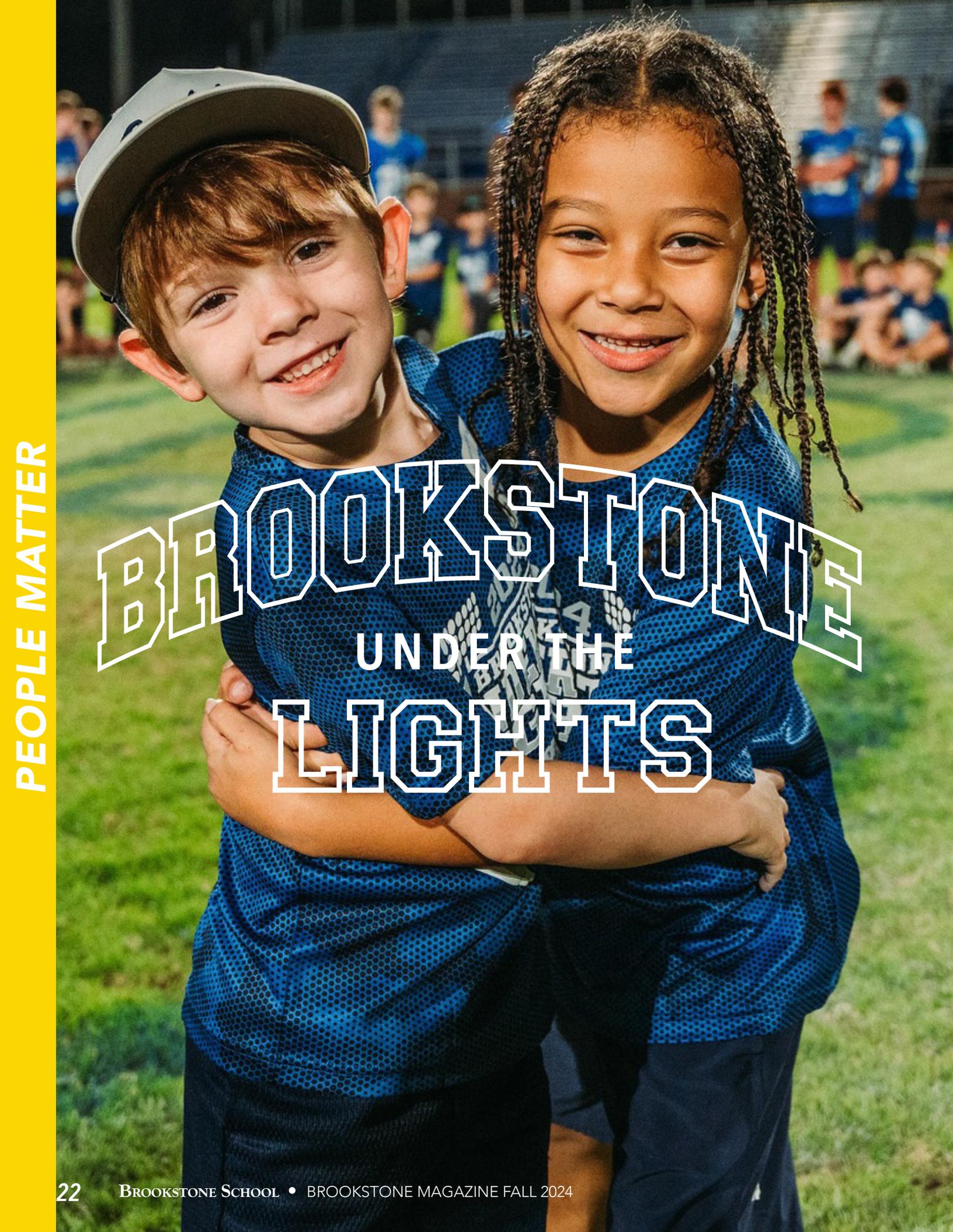
one?"

Now, the duo answers questions from all over campus. For example, when Mrs. Lane's Kindergarten class wondered, "Why does your hair stick up when you go down the slide?" Science Sam created a video to explain static electricity in a fun, hands-on style.

What makes the series special is its authenticity. Each video starts with a real question, often sparked by Sam's endless curiosity, and evolves into an exciting exploration of science.

"We just want people to see how fun science can be," Ben says. And judging by the buzz around the videos, Brookstone is loving every moment.

WANT TO SEE WHAT SCIENCE SAM IS ALL ABOUT? WATCH THIS VIDEO TO SEE BEN AND SCIENCE SAM IN ACTION!

A young boy and girl are smiling and hugging each other on a grassy field. The boy is wearing a grey baseball cap and a blue athletic jersey. The girl is wearing a blue athletic jersey and has her arms around the boy. In the background, other people in blue athletic gear are visible, suggesting a sports event or practice.

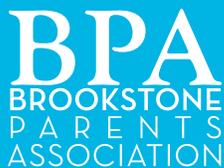
BROOKSTONE

UNDER THE

LIGHTS

Brookstone Under the Lights took place this year at Mack Strong stadium on a picturesque Thursday evening. Boys 3K through 5th grade and their moms arrived excited and ready to play. Varsity football players and coaches were on hand to guide the boys through various football drills, ensuring that everyone, regardless of skill level, had fun.

This unique football experience not only fosters a sense of community but also strengthens the bond between moms and their sons through friendly athletic challenges. The mom and son throwing competition was a crowd favorite, and winners were awarded footballs autographed by the senior football players.



The atmosphere was electric, filled with laughter and camaraderie as families came together to support young athletes.

At the end of the evening, the festivities continued with delicious pizza, donuts, and ice cream, providing a perfect way to celebrate and cool off from the excitement. This fun-filled event encourages teamwork, sportsmanship, and healthy competition, making it a highlight of the season for not only boys and their moms but for the football players and coaches, too.

With this event, Brookstone creates lasting memories for families, showcasing the joy created among our youngest and oldest students in a vibrant and supportive environment.

Written by Samantha Blair

[VIEW MORE PHOTOS FROM THIS YEAR'S EVENT](#)



**BE
THE
ONE
WHO
LEARN**



INNOVATIVE PROCESS

Innovation drives learning at Brookstone. With a focus on forward-thinking teaching methods, computational skills, and real-world connections, we equip our students with the tools and knowledge they need to thrive in a changing world.

Bonnie Smith: SAIS Accreditation

Joe Mills: The Importance of Play

CLASSROOM SPOTLIGHT

***Brookstone's Head Prefects:
Leadership in Action***

ANKITA NUKALA & HANK WYLIE

***Javonne Stewart: A Day in the Life of
a Growing Reader***

CLASSROOM SPOTLIGHT

***Sarah Meyer von Bremen: Why
Annotate?***

FACULTY SPOTLIGHT

S

BROOKSTONE SCHOOL ACHIEVES SUCCESSFUL SAIS REACCREDITATION

HIGHLIGHTING GROWTH AND EXCELLENCE

Every five years, Brookstone School participates in the Southern Association of Independent Schools (SAIS) reaccreditation process, a rigorous and reflective Self Study that serves as a benchmark for school quality and continuous improvement. Our year-long review began in August of 2023 and took place in two essential phases.

The first phase focused on showing evidence of meeting SAIS standards that apply to all accredited schools, covering critical areas of mission alignment, governance and leadership, teaching and learning, communication and relationships with stakeholders, and our resource and support systems.

Using a comprehensive SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for a balanced evaluation, the second phase focused on areas of opportunity, identifying strategic improvements to enhance Brookstone’s impact and educational excellence.

In October, we hosted our SAIS

accreditation Visiting Team for the culminating review, evaluation, and verification regarding our self study process, our plan for improvement, and our compliance with SAIS standards. This three-day visit required tremendous collaborative effort, preparation, and participation across campus, and we were proud to share our incredible school with this peer review team.

We are grateful to everyone who contributed to this in-depth process. Your engagement and insights allowed us to understand our strengths from the community’s perspective and surface areas needing improvement. We value the collective strength of the Brookstone community and celebrate this opportunity for reflection and growth.

We are deeply proud of our school, our community, and the impactful work we undertake to enhance the lives of our students and their families. We consider it a privilege to be a part of this chapter in Brookstone’s history, honoring the legacy built by those before us and ensuring an innovative and enduring future.

Written by Bonnie Smith



SAIS

SERVING &
ACCREDITING
INDEPENDENT
SCHOOLS

2024-2025 ACCREDITED MEMBER SCHOOL

Brookstone School has earned status as an accredited member of SAIS, a professional association committed to serving and accrediting independent schools. To earn this accreditation, Brookstone complied with quality standards, was evaluated by an outside group of peer professionals, and implemented a school plan focused on strategic improvement and student performance in accordance with the school's mission.

SAIS-accredited member schools are part of an international network of accredited schools that have demonstrated success in educating children. As such, SAIS accreditation is recognized throughout the world as a symbol of quality in education for students and teachers.

To earn accreditation, Brookstone was visited by a team of peer school representatives to review the school's self-study, standards compliance, and adherence to its mission. The team was comprised of diverse educational leaders from institutions across the region who sought answers to strategic questions raised as part of preparation for the visit.

Rigorous and thorough accreditation serves as a critical component of a school's demonstrated effectiveness and ability to provide successful education for children. A school that achieves accreditation demonstrates a commitment to a process that requires meeting a set of rigorous standards, engaging in continuous school improvement, and demonstrating quality assurance to stakeholders through self-evaluation and peer review. SAIS accreditation provides access to an integrated network of services and resources that supports every school's ability to improve the teaching and learning process and mission-focused outcomes for students.

About SAIS

SAIS began in 1903 as the Mid-South Association of Independent Schools (MAIS). In 1953, another organization was formed as the Southern Association of Independent Schools, providing a coordinated voice in the expanding world of accreditation in the Southeast. MAIS and SAIS merged in 1986 to form the present-day SAIS, which now works at the state, regional, and national levels, to serve and strengthen member schools by providing high-quality accreditation processes, comprehensive professional growth opportunities, and visionary leadership development programs.

THE IMPORTANT

If you visit the Preschool at nearly any time, on any given day, you would likely notice right away that we wholeheartedly believe in the importance of play in early childhood education. In fact, one of my personal heroes, Mr. Rogers, once said, "Play is the work of the young child." Let me say that again: PLAY is the WORK of the young child. This idea is supported by many great thinkers in human and child development—from Plato and Aristotle to Piaget and Vygotsky.

As young children, we are naturally wired to explore, question, and make discoveries about the world around us. We are also naturally wired to pretend, make up stories, and imagine worlds beyond our own. The types of play we are wired with at birth inform the type of play we enjoy. According to play researchers, the styles of play we gravitate toward include: collecting, competing, creating/artistic, directing, exploring, joking, moving/kinesthetic, and storytelling.

So, if play is the work of the young child, then any "work" we want young children to do must be play-like. I like to say that it needs to look like, smell like, sound like, taste like, and feel like play. Otherwise, young children might comply with an activity, but they are unlikely to truly engage with it. Our Preschool teachers work hard to infuse this sense of play into nearly every aspect of our children's learning.

As it turns out, it's not as difficult to do this as it might sound! Play really comes down to a few basic elements, and these elements are simple to introduce in most learning activities. They are choice, personal control, the opportunity to imagine or pretend, intrinsic motivation, and, of course, pleasure or fun. These are the ingredients that turn any activity into play.

Learning about the letter H? Just add hobby horses to the dramatic play center, and you're off to the races. Learning about the 5 senses? Try creating a sensory walk with trays filled with different materials like pebbles, sand, jello, cotton, and warm water. Have everyone take off their shoes and walk along while describing how each material feels underfoot. Add a blindfold, and you'll have a room filled with squeals of delight and some very imaginative descriptions of the sensations they feel. Is this a bit messy? Yes, but it's also memorable and loads of fun!

Of course, entirely free play is important, as well. In Preschool, we devote extended blocks of our day to indoor free play, in centers and in open-ended "Brain Bin" activities and to outdoor free play. In free play, children learn to negotiate, to take turns, to persevere, to take on the perspective of others, to invent, to improvise, and so much more. If you've ever watched a group of young children playing house or school, you've seen all of these skills in action as they determine who will play what role, what kind of mommy or teacher they will be, and how the story evolves as they play. Free play allows children to try on different emotions and take risks with little fear of failure. There is a reason centers and recess are most children's favorite times of day!

If you would like to see these ideas in action during the course of an actual school day, plan a visit to Brookstone Preschool where we believe that childhood is a journey, not a race. You can see how the journey begins and how play is woven in along the way. We would love to see you there!

Written by Joe Mills

VOICE OF PLAY

INNOVATIVE PROCESS

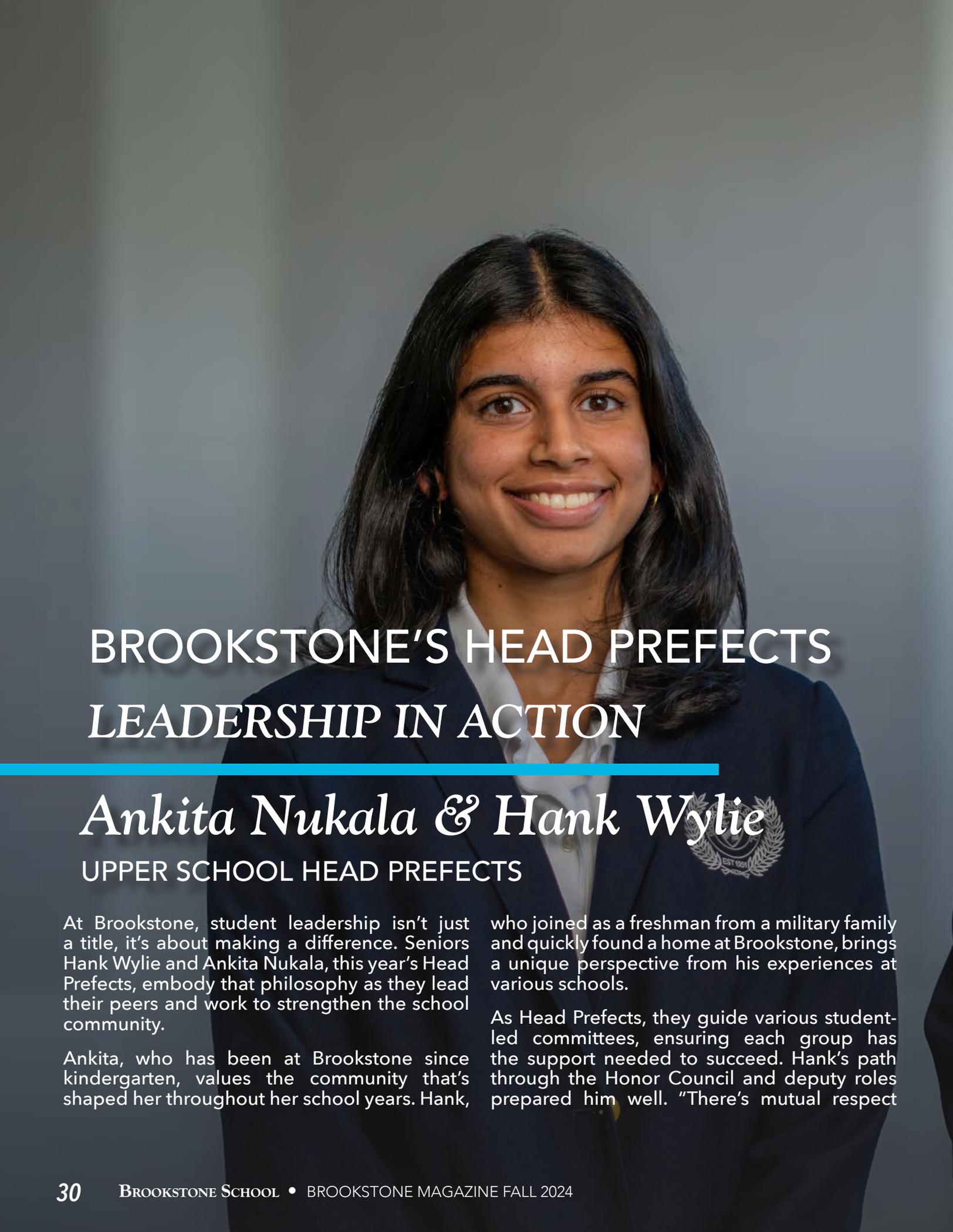
“

**PLAY IS THE
WORK OF THE
YOUNG CHILD.**

Joe Mills

HEAD OF PRESCHOOL

[CLICK HERE TO WATCH](#)

A portrait of Ankita Nukala, a young woman with long dark hair, smiling. She is wearing a dark blue blazer over a light-colored collared shirt. The background is a plain, light grey color.

BROOKSTONE'S HEAD PREFECTS LEADERSHIP IN ACTION

Ankita Nukala & Hank Wylie

UPPER SCHOOL HEAD PREFECTS

At Brookstone, student leadership isn't just a title, it's about making a difference. Seniors Hank Wylie and Ankita Nukala, this year's Head Prefects, embody that philosophy as they lead their peers and work to strengthen the school community.

Ankita, who has been at Brookstone since kindergarten, values the community that's shaped her throughout her school years. Hank,

who joined as a freshman from a military family and quickly found a home at Brookstone, brings a unique perspective from his experiences at various schools.

As Head Prefects, they guide various student-led committees, ensuring each group has the support needed to succeed. Hank's path through the Honor Council and deputy roles prepared him well. "There's mutual respect



among students here, which makes leading fun and impactful," he says. Meanwhile, Ankita views her role as a chance to build on past initiatives, hoping their work today makes a difference for years to come.

Growth has been a major part of their journey. Both Hank and Ankita have grown through public speaking, tackling everything from assemblies to special projects. Hank recalls a Middle School assembly that turned out to be a much bigger audience than he expected, complete with parents, teachers, and Mr. Heil. "It taught me to find confidence under pressure," he says. Ankita, too, has taken on leadership projects, like working with Ms. Todt to create a slideshow to celebrate students who have gone above and beyond in academics or athletics. "I've learned skills here that I know will stay with me," she reflects.

Both Hank and Ankita credit Brookstone's teachers for their growth. Hank mentions Mrs. Lumsden's contagious passion for science and Dr. Harkey's engaging discussions as examples

of faculty who go above and beyond. Ankita shares that Mrs. Lumsden inspired her to apply for a prefect role, while Mrs. Jones guided her efforts to strengthen Brookstone's academic environment. "The teachers here genuinely want us to succeed," she says.

For Hank and Ankita, leading at Brookstone is about connection. They see their role not only as representatives but as bridge-builders among their peers. "Brookstone's tight-knit community makes it special," Hank says. "Being a leader here means staying connected with everyone and making sure our voices work together."

As they prepare to graduate, Hank and Ankita hope their impact will last beyond their time at Brookstone, knowing they've participated in the work to build a strong foundation for future students to build upon and grow.

[CLICK HERE TO WATCH](#)



A DAY IN THE LIFE *of a growing reader*

There is a buzz of excitement as students transition from engaging intensely in letter recognition and phonics instruction on the carpet to moving quickly and smoothly to small group centers. It is obvious that procedures and routines have been established, as each student knowingly joins a center, arranges the necessary materials, and waits for the teacher to begin Word Study. One teacher begins by showing the group a letter card:

“What’s the letter?”

“A!”

What’s the word?

“Apple!”

“What’s the sound?”

“Aaaa!”

She quickly moves to the next letter card, and the choral response continues. In true scaffolding fashion, the teacher switches the process up and then asks:

“What’s the word?”

“Rib!”

“Tap it out!”

“R-I-B!”

This routine is coupled with hand motions where students are instructed to “tap it out” or “chop it.” When tapping it out, students extend one arm and “tap out” the letter sound by touching their shoulder, the middle of their arm, and their wrist with their other hand. The “Chop it” method is similar, yet allows students to chop the air horizontally while pronouncing the sounds. This is a glimpse into the beginning of learning how to sound out a three letter word. This is one of many strategies for teaching letter recognition, phonics, and phonemic awareness. This is how our students learn to read. And, boy, is it an amazing process!

While in-class instruction can be a mystery to parents, the process is methodical and intentional for our teachers. Although letter recognition and sounds form the basis of reading, the same instructional method includes multiple skills, handwriting and sentence formation being just two. After recognizing the word and spelling the word, the teacher guides students into reading a sentence, and then writing the sentence.

“Read the sentence!”

(Students respond)

“Write the sentence!”

(Students write the sentence)

Students begin writing their sentences, some with knowing intent, others hesitantly. All the while, students are encouraged to continue, with teachers using words of affirmation and accolades as each student completes the task. It is absolutely mindblowing to see kindergartners confidently respond to their teachers while reading and writing sentences, sentences they were unable to write a couple of weeks prior to the lesson.

In another classroom, students are learning to read full sentences together. At the top of the board is written, “Let’s read together.” A teacher uses her pointer to guide students through the following sentence:

Can Kat get the kit?

Students read the words that form the sentence, and some break the sounds apart when they are unsure. Ultimately, each student is using and applying the decoding and stretching strategies that their teachers have been focused on for much of the first trimester.

Years of research in reading readiness and acquisition has taught us that reading instruction focuses on the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Phonemic awareness and phonics is what is described above. Each teacher structures their class differently; however, the goal is the same - that all students are reading at or above grade level by the end of the school year. Fluency, vocabulary acquisition, and comprehension are taught, assessed, and monitored through the use of decodable texts and teacher-led read alouds. These skills are also taught



HANDS ON LEARNING BEGINS HERE.



in small groups and one-to-one instruction. Each teacher also has a system for putting books in their kindergartner's hands, whether that is taking leveled decodable texts home for reading practice or allowing students to choose a "good fit" book that is interesting to them. Practice and exposure are integral parts of literacy development.

Fluency, in particular, can be taught in a number of ways. Using a repeated recitation of a poem to guide fluency is just one instructional method. When observing in one kindergarten class, a kid-friendly poem is projected on the Viewsonic Board. A choral reading of the poem begins. The teacher uses a pointer to guide the students and to keep the cadence in sync. After the choral reading and when prompted, students are excited to find a sight word in the passage. They are then asked to name the word and to circle it in the text. This practice not only helps with prosody and fluency (patterns of intonation and rate) but also builds confidence by allowing them to find, circle, and present the word to the class.

The depth and speed at which our students learn to read is directly related to the number of teachers who teach and support each of our students. At Brookstone, we are privileged to have two teachers in each kindergarten classroom lowering the student-teacher ratio. This allows us the opportunity to engage with each student, meeting them where they are and pushing them to perform at a higher level. Our lower student-teacher ratio also allows us to give pointed intervention and support when needed. At times, all five pillars of literacy can be happening simultaneously as both teachers tackle the joys of literacy instruction. At one station, a teacher is using sight word cards to sharpen the skills of students who need more support. At another station with a different teacher, students are breaking apart and blending

higher level words to strengthen and extend their skillset. At two separate centers, students are working independently, writing sentences and drawing pictures to help the reader (and the writer) visualize what is happening in the sentence. I think of this process as a reading puzzle, where all of the parts add up to the whole - a strong and confident kindergarten reader.

Our kindergarten teachers strive to provide the foundational skills needed for students to soar in reading and writing in the later grades. Their commitment to language and literacy development in the early years provides the starting point for a first grade experience that includes a higher level focus on phonological and phonemic awareness and also lays the groundwork for first grade teachers to dive further into comprehension. This is not an easy task, yet our students are ready to take on the challenge.

As I walk out of the class, some students are eager to show me the sentences they have written and the pictures that they have drawn to complement their sentences. The pride they show as they read their sentences and share their writing is contagious. Everyone should be able to take a glimpse into the life of a growing reader. It's pretty amazing!

Written by Javonne Stewart

National Center on Improving Literacy (2022). The Science of Reading: The Basics. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy.

Retrieved from <https://www.improvingliteracy.org>.



LEARN MORE ABOUT
THE MIDDLE SCHOOL
STUDENT LEADERSHIP
COALITION ON P. 50

WHY ANNOTATE?

Sarah Meyer von Bremen
MIDDLE SCHOOL

It's a question worth asking and a question that gets to the heart of the English classroom, starting with my favorite division of Middle School. When I receive the question from either a student or a parent, the answers often correlate with why we read. Reading we see as valuable, no question. But, there is a different expectation to reading as students walk through the Middle School doors.

It is a complete shift in mindset and approach from their Lower School days where students were learning to read. Reading was fun. Teachers may have dressed up wearing Dr. Seuss or Junie B. Jones attire. Perhaps there was a game to play that infused the content of the reading. Students may often be partnered with younger or older classmates and share in the experience of reading. They might even have scheduled time in the day to quietly read. The approach to reading in Lower School is to share in its joy in learning how to read, and that is how it should be. In Lower School, we see the value of reading. Then, students get to Middle School and they are told they must desecrate the book with personalized notes. The horror! Instead of sharing in the joy of reading, they must discuss the themes with a profundity of literary terminology that overwhelms and consumes the brain. They have to write about their reading with that same profundity,

showcasing what they understand about the story. Sure, they discussed these things in their Intermediate days, but they largely did so in class and as a class. Now they have to read more and write more independently. They are asked to apply what they know, not just showcase it. The stakes have grown higher because students are not just learning to read; they are now reading to learn - a fundamental leap in their growth as a critical thinker and reader. Annotations support this shift and draw on the thinking that derives while reading.

The magic of annotation is in its flexibility and solidarity. I myself didn't learn to annotate properly until college. In high school, I always wondered how my AP classmates understood the greater themes a lot faster than I did. When I got to college, I saw my fellow literary connoisseurs write in their own books. And, learning while doing, I found the magic in storytelling I should have probably grasped much earlier. I came in with my notes, my underlined phrases that caught my attention. As the professor spoke, he had the same quotations underlined, the same moments dwelled upon, the same philosophical inquiries I had been making. Annotation, in its simplicity and yet variety, brought out more clearly the intended shared moments the writer had carefully crafted, and I had to know more. Fast forward about five years or so, the concept of annotation began filtering through the English teacher network. The headline - Harvard University encourages annotation with the "Six Reading Strategies for First Year Harvard Students" - and annotation was listed as the second reading strategy. It wasn't surprising to hear this, but what was surprising is that there wasn't much information on how to make it magical for middle school students. It was time to get to work.

Annotation falls in the discussion of close reading. In *Notice and Note* by Beers and Probst (2012), there are several strategies to guide middle school students in how to annotate by asking the question - What do you notice? One of the many ways to get at the heart of storytelling is to discover the bread crumbs writers use to propel their themes forward. As critical readers, we are asked to notice them. We call these bread crumbs the "aha moments." These are the moments worth writing about, but they take a

great deal of time to develop. A writer doesn't just build tension, they build on these moments of the human experience, and readers have to be guided to these moments or else they may prove meaningless. When students learn to annotate, they learn how to notice these carefully crafted patterns that truly make the text more interesting and engaging to them. With annotation, it is encouraged for students to develop a coded system of thinking. Some use sticky notes and some use a color-coded system. But there are do's and don'ts of annotation, as well. If I gave a 12 year old a set of highlighters and told them to highlight what they notice, I will more than likely end up with a rainbowed page where the colors become far more important than the words that are highlighted. Annotation is a system that is unique to the reader, but it is a system that takes a bit of practice to develop. In Middle School, students are given guidelines as to how to code and what to avoid. Middle School students love to interact with emotion first, but then as we go along through each Middle School year, students start picking up patterns and drawing connections to other works and to the world beyond themselves. Annotation helps take the students out of their own worlds to begin critically thinking about the world around them.

Annotation gets to the heart of any story. Without annotation and perhaps in the beginning of the process, Middle Schoolers are more inclined to say that this device is used because it draws on the interest of the reader - a throw away thought to be sure (Aren't all books written to engage a reader?). But, as they notice more intention behind the writing, that initial thought will develop into suggesting a concept applicable to the human experience as they themselves experience it. And, that is a new sensation of fun worth waiting for. That is the "aha moment" of the classroom that makes annotation worthwhile. Annotations do not only seek to value reading, but they also seek to value students' independent thoughts in their reading. And that makes all the difference.

Written by Sarah Meyer von Bremen

[CLICK HERE TO WATCH](#)



**BE
THE
ONE
WHO
SERVE**

PERSONAL APPROACH

Every student at Brookstone is unique. By building meaningful relationships and fostering a culture that values each individual, we create an environment where students can grow and succeed.



Ava Chang: A Summer at the Georgia Governor's Honors Program

STUDENT SPOTLIGHT

Cougar Cup 2024

BROOKSTONE PARENTS ASSOCIATION

From Prospective Student to Friends: A Full Circle Moment

ANAYA JOHNSON & KATIE CASTO

The Anxious Generation: Parent Coffees

PRESENTED BY THE BROOKSTONE COUNSELING DEPT.

AVA CHANG

A SUMMER AT THE GEORGIA GOVERNOR'S HONORS PROGRAM



This past summer, Brookstone senior Ava Chang had the incredible opportunity to attend the Georgia Governor's Honors Program (GHP), where she immersed herself in the arts alongside some of the state's most talented students. Known for her dedication and creativity, Ava was one of the few in the state selected through a challenging application process for this four-week intensive experience.

Ava's journey to GHP was guided by Brookstone's own Mrs. Gretchen Brand, Upper School art teacher and beloved mentor to many. Mrs. Brand, who has long encouraged Ava's unique perspective and talent, played a huge role in helping Ava prepare for GHP.

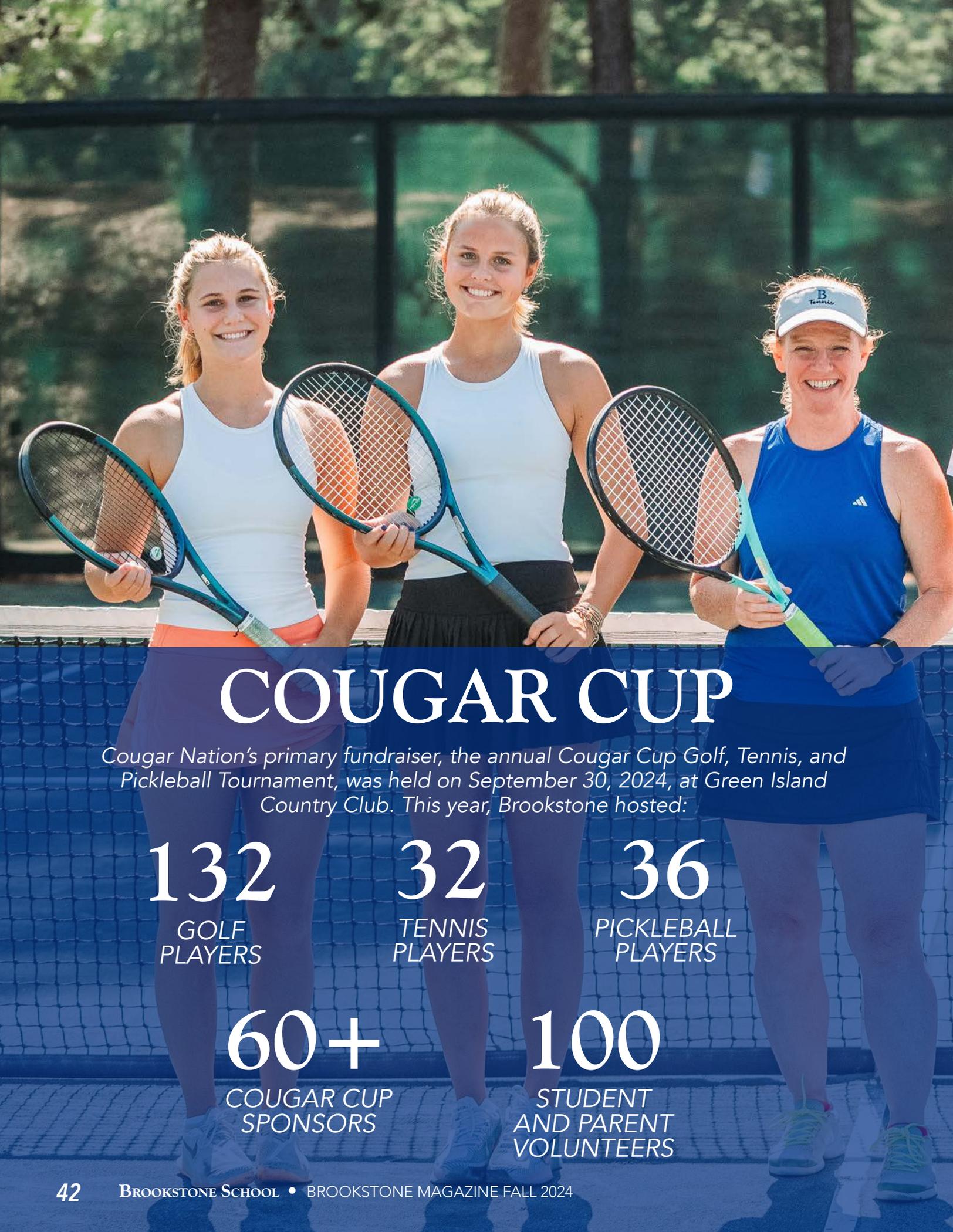


I'VE HAD SO MUCH SUPPORT FROM TEACHERS. THAT'S MY FAVORITE THING TO TALK ABOUT WHEN I'M ASKED WHY I LOVE BROOKSTONE. I ALWAYS MENTION MY TEACHERS FIRST.

During GHP, Ava had the chance to explore new techniques and styles, expanding her artistic range and collaborating with students who shared her interests. The experience reinforced her love for art and gave her fresh inspiration to blend creativity with her dream of a career in the medical field. Ava envisions a future where her art could play a role in healthcare; she's intrigued by the calming effects art can bring to medical environments and hopes to incorporate that someday in her practice.

Curious to hear more about Ava's summer experience, her college goals, and how she sees art fitting into her future as a doctor? Check out our video interview during which Ava shares her insights from her time at GHP, her love of art, and her dreams to make a difference in medicine.

[CLICK HERE TO WATCH](#)



COUGAR CUP

Cougar Nation's primary fundraiser, the annual Cougar Cup Golf, Tennis, and Pickleball Tournament, was held on September 30, 2024, at Green Island Country Club. This year, Brookstone hosted:

132

GOLF
PLAYERS

32

TENNIS
PLAYERS

36

PICKLEBALL
PLAYERS

60+

COUGAR CUP
SPONSORS

100

STUDENT
AND PARENT
VOLUNTEERS



COUGAR NATION

The Cougar Nation Athletic Booster Club is a division of the BPA dedicated to providing support for the Brookstone athletic department and fundraising to support the athletic program. This year's Cougar Nation President is Rik Lane. With over 60 sponsors and nearly 100 parent and student volunteers, Chair Gayla Arrington, Co-Chair Edie Evans, and their committee flawlessly executed three tournaments in one. Participants enjoyed the beautiful weather while supporting a great cause.

[CLICK HERE TO LEARN MORE](#)

[CLICK HERE TO VIEW GALLERY](#)

FROM PROSPECTIVE STUDENT TO FRIENDS: A FULL CIRCLE MOMENT

Anaya Johnson and Katie Casto

THE ADMISSIONS PROCESS

When Katie Casto first set foot on Brookstone's campus, she was searching for more than just a school. After feeling the need for stronger academics, a tighter-knit community, and a positive environment, Katie decided to explore what Brookstone could offer. What she discovered on her tour, led by current student Anaya, surpassed her expectations and ultimately led her to a new home, new opportunities, and a new friend.

During her tour, Katie remembers being struck by how welcoming everyone was. Students introduced themselves, took an interest in getting to know her,

and even told her they hoped she would come to Brookstone. But what stood out most to Katie was how genuine the experience felt.

"I loved having a student give my tour," Katie shared. "Anaya didn't just show me classrooms, she made it personal. She said things like, 'This is where *your* science class would be' and 'This is where *your* locker would be.' She helped me picture myself at Brookstone, and it felt like I was already a part of the community."

That welcoming spirit and personal touch made all the difference. Katie was impressed by the way students interacted with each other and how collaboratively



teachers and students worked together. "I could see how everyone wanted me to succeed," Katie said. "That's exactly what my experience at Brookstone has been like. The teachers support you academically, athletically, and personally."

For Anaya, giving Katie her tour was about more than showing a prospective student around. She wanted Katie to experience the same warm welcome that she had when she first toured Brookstone in sixth grade. Like Katie, Anaya had been looking for a place where she truly belonged, and her tour had given her a glimpse of the supportive environment she would later grow to love.

"I remember Katie being a little shy at first," Anaya said. "When she mentioned she was a runner, I made sure to connect her with the cross country and track coaches. Showing her the track and trails was one of my favorite parts."

When Katie officially enrolled at Brookstone, Anaya made sure to check in with her. On Katie's first day, Anaya invited her to sit with her friends at lunch and asked how things were going. It was a simple gesture but one that underscored the sense of belonging Katie had first felt on her tour.

And now, in a true full-circle movement, Katie has become an ambassador herself, giving tours to prospective students just like Anaya did for her. She takes pride in creating the same welcoming experience she once had, knowing firsthand how impactful it can be in helping someone picture their future at Brookstone. It's a role that allows her to give back to the community that means so much to her.

Today, Katie and Anaya share much more than that first tour. They run track together, attend Young Life, and spend time together outside of school. Sitting side by side in the same classrooms that Anaya once pointed out, their friendship has come full-circle.

For both Katie and Anaya, Brookstone has become more than just a school, it's a place where friendships and connections thrive, and where prospective students can see the future waiting for them. Katie's journey, from a shy prospective student to a thriving senior, beautifully demonstrates Brookstone's ability to build community, foster personal growth, and create lasting friendships like hers with Anaya.

[CLICK HERE TO WATCH THEIR STORY](#)



BE THE ONE WITH INSATIABLE CURIOSITY.

Forest Friday was introduced after our return from COVID-19 to give students opportunities to connect with nature and enjoy outdoor learning, addressing the need for new, engaging activities amid schedule changes. Teachers like Billie Flowers, Taylor Turner, Brooke Schneider, and Deana Graham creatively wove music, art, and reading into outdoor lessons, creating a dynamic and enriching experience.

Each Friday, students from kindergarten through third grade engage in activities such as pitching tents, petting animals, enjoying water days, and participating in unique experiences like Birds of Prey shows. These activities often take place at special locations on campus, including Sam Pate's cabin, Courtney's Pond, the school garden, and the chapel, which is used for special moments like honoring faculty. Research supports the benefits of spending time outdoors, showing positive impacts on students' behavior, mental health, and academics. Forest Friday exemplifies Brookstone's focus to entertain students' curiosity by using themed curricula, instilling an adventurous spirit, and welcoming any questions and research for things found in nature.

[VIEW THIS YEAR'S
FOREST FRIDAY HIGHLIGHTS](#)



HONORING LEADERS IN THE BROOKSTONE COMMUNITY

As part of Forest Friday, students have learned about leaders from our community who have impacted Brookstone greatly. Mr. Sam Pate and Bill Turner have been highlighted in years past. This year the lower school students learned about and celebrated Mrs. Dee Dee Branham.

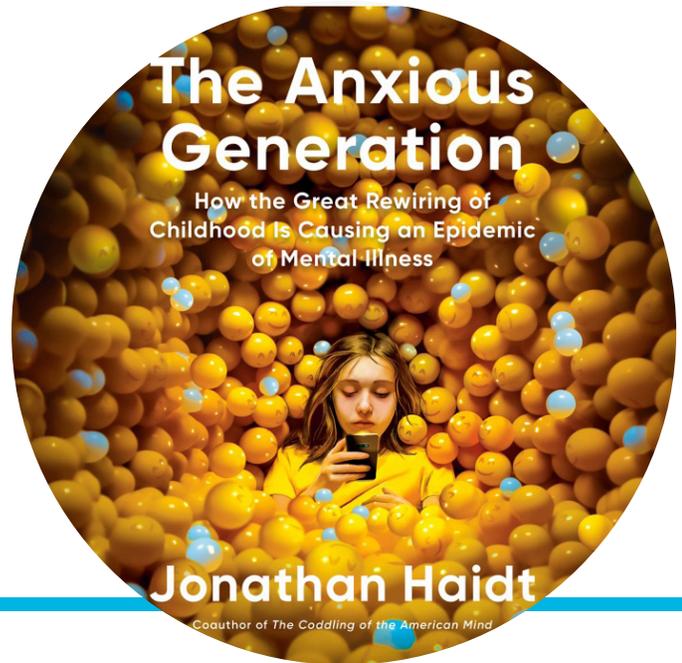
THE ANXIOUS Generation

PARENT COFFEES PRESENTED BY THE
COUNSELING DEPARTMENT

“

My central claim in this book is that these two trends—overprotection in the real world and underprotection in the virtual world—are the major reasons why children born after 1995 became the anxious generation.

Jonathan Haidt



This summer, our Counseling Team led a community read of *Anxious Generation* by Jonathan Haidt. This engaging book sparked a truly rich and rewarding conversation for our school community about the challenges and opportunities our children face in our digital age.

To delve into these topics, we held three parent coffee sessions for Lower, Middle, and Upper School families. Each session was filled with thoughtful discussions, diverse perspectives, and a shared commitment to our children's well-being. It was heartening to see so many parents attending and actively participating. We discussed setting boundaries around screen time, the appropriate age for introducing devices, and how to foster open communication with our children.

In the Lower School session, we explored the delicate balance between technology and free play, emphasizing the importance of mindful screen time. We discussed the challenges, as parents, of dealing with the "busy-ness" of life and the convenience

of screens for children. While a temporary convenience, all parents agreed that working to be more present in our children's spaces was a goal worthy of pursuing. We also talked about the importance of fostering creativity and problem solving skills in our young children and championed the idea of using creative play spaces highlighted in the book.

Middle School parents shared insights on guiding children through their first experiences with smartphones and apps, emphasizing the need for guidance during this pivotal stage. This seemed to be the most pivotal time during which our parents are wrestling with whether to give their child a device. We talked about how the book spoke about delaying giving a child a device until Upper School and how to solve our fears of not being able to connect with our children if they needed a ride from a practice or similar situation.

At the Upper School level, discussions focused on helping our teens manage their

digital presence responsibly and understand the real-world consequences of their online actions. The tone of these conversations leaned toward encouraging students to use technology productively, with an eye toward the responsibilities of adulthood on the horizon. We also explored ways to help teens consider what future colleges and employers might learn about them based on their digital presence. Upper School parents expressed how pleased they are with the new device-free policy during the school day, noting how beneficial it is for students to focus in class without the distractions of notifications and texts.

As I reflected on the discussions, I thought about how really easy it is to feel like you are the only parent who is setting boundaries with technology. Our students love to deal in absolutes. Time and time again, we hear that we are the only ones who are providing rules or structure for using technology. I am happy to tell you that this just isn't true, even if it feels that way. These meetings were evidence of that. I was deeply moved by the sense of unity and determination in our discussions. While we may not have all the answers or be able to implement every

suggestion overnight, our school community's commitment to fostering a healthy, supportive environment for our children could be felt from every parent we encountered at these coffees.

As with all of our parent discussions, I walked away filled with hope and determination. Each meeting underscored a powerful truth: we are stronger when we work together. As a school community, we have the unique opportunity to shape a healthy digital culture that reflects our core values. Brookstone is truly a special place filled with amazing people.

In the coming months, let's continue to prioritize open communication with our children, creating safe spaces for them to share their experiences and challenges. Let's model healthy technology use and encourage our children to engage with the world around them. By staying connected, sharing our experiences, and supporting one another, we can navigate this journey together while nurturing the next generation of thoughtful, resilient, and compassionate leaders.

Written by Jacob Crowder



Watch the latest **Wellness in 90** segments on CougarLive.

[CLICK HERE TO WATCH](#)

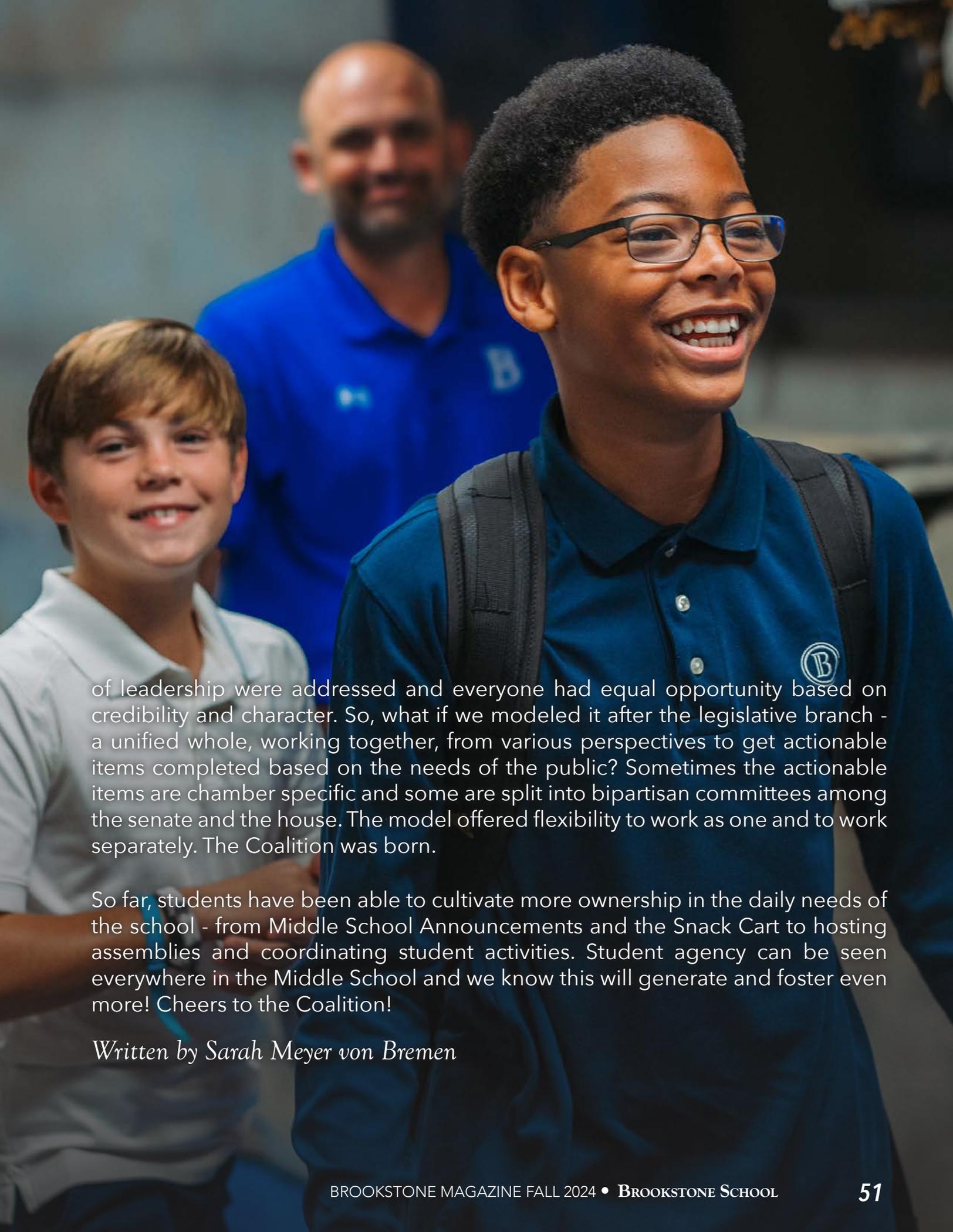




WHY BROOKSTONE? WE BUILD LEADERS.

The Middle School Student Leadership Coalition was formed from a single idea - agency. We asked the students what they wanted to see from student leaders. The student leaders said they wanted to meet more often and across Prefect committees. The student body said they wanted more choice and voice in the decision-making process. Students wanted to have the opportunity to be more visible as leaders and they wanted the opportunity to share ideas with decision-making powers, particularly when it came to 8th grade. In other words, Middle School students wanted more agency in the Middle School environment, but they also wanted more unity in the organization of student leadership. So, how do you do that?

When thinking about student government, what often comes to mind is the student council four-position structure, modeled after our executive branch of government: president, vice president, treasurer, and secretary. We loved the absence of campaigning in the Prefect Leadership model, and we also loved the abundance of leadership positions available in the Prefect Leadership model. The application process was key to ensure all perspectives



of leadership were addressed and everyone had equal opportunity based on credibility and character. So, what if we modeled it after the legislative branch - a unified whole, working together, from various perspectives to get actionable items completed based on the needs of the public? Sometimes the actionable items are chamber specific and some are split into bipartisan committees among the senate and the house. The model offered flexibility to work as one and to work separately. The Coalition was born.

So far, students have been able to cultivate more ownership in the daily needs of the school - from Middle School Announcements and the Snack Cart to hosting assemblies and coordinating student activities. Student agency can be seen everywhere in the Middle School and we know this will generate and foster even more! Cheers to the Coalition!

Written by Sarah Meyer von Bremen

ENDLESS OPPORTUNITIES

At Brookstone, the possibilities are endless. From transformative leadership experiences to individualized college counseling, we prepare students to make an impact as servant leaders equipped for success.

Danielle Sutton: Inspiring a Love for Literature at Brookstone

FACULTY SPOTLIGHT

Be the One Podcast

Hatch Joy: Heather Rabinowitz '04

ALUMNI SPOTLIGHT

Jaxson James: The Power of One

STUDENT SPOTLIGHT

Fall Sports & Fine Arts Highlights

Charles McPherson: A Journey from Brookstone to the Vatican

STUDENT SPOTLIGHT

Brookstone Homecoming & Alumni Reunions 2024

Class Notes



**BE THE
ONE
WHO
LEADS**

Danielle Sutton joined Brookstone four years ago after moving to Columbus, Georgia from Illinois. With a PhD and experience teaching in higher education, she decided to focus on high school students, appreciating the chance to build day-to-day relationships with them. "In high school, you see students outside of class. They'll stop by on their way to lunch or during a break, and you really get to know them," she says.

Danielle teaches American Literature to sophomores and British Literature to juniors, finding joy in introducing students to stories that have stood the test of time. One of her favorite moments in American Literature is the Gatsby party she hosts after students finish reading *The Great Gatsby*.

“

I LOVE INTRODUCING THEM TO COMPLEX CHARACTERS LIKE JAY GATSBY. THESE ARE STORIES THEY OFTEN POINT OUT THEIR SIBLINGS HAVE READ, AND NOW THEY'RE PART OF THAT TRADITION.

What Danielle finds most rewarding is when students tell her they've started reading for fun after taking her class. "I love when they share with me that they haven't liked a book in a long time, but now they are choosing to read for fun," she says. Her goal is to create a space where students develop a love for books and begin to discover their own voices through writing.

In addition to teaching, Danielle is a published author. She has published her dissertation and contributed a pedagogy chapter on teaching methods. She wrote her dissertation on graphic novels for young adults, such as *Real Friends* and *Smile*, both of which are based on true stories. Her goal is eventually to compile her work into a book. Danielle is also brainstorming ways to engage her students in creative writing, with ideas ranging from classroom projects to publishing student stories through magazines, literary competitions, or camps. By starting with structured activities in the classroom, she hopes to create opportunities for students to share their work with a wider audience.

At the end of the day, Danielle hopes her students walk away with two things: a love of reading and the confidence to express themselves through words. "That's what it's all about," she says simply.

TO HEAR MORE FROM DANIELLE SUTTON ABOUT HER PASSION FOR TEACHING AND INSPIRING STUDENTS, [CLICK HERE](#).

A portrait of Danielle Sutton, a woman with long, wavy brown hair, smiling warmly. She is wearing a colorful floral patterned top. The background is a blurred indoor setting.

INSPIRING A LOVE FOR LITERATURE AT BROOKSTONE

Danielle Sutton

UPPER SCHOOL



Lights, costumes, and unforgettable memories! This week on the *Be the One* podcast, we sit down with Kate Depue and Charles McPherson as they take us behind the scenes of *Aladdin Jr.* and share their passion for Brookstone's thriving fine arts program. From the stage to the classroom, they explore how creativity and community go hand in hand. Don't miss this inspiring conversation!



Tune in for an inspiring episode of the *Be the One* podcast featuring Brookstone alumnus Derrill Rice from the Class of '79! Hear his journey from Brookstone to the professional world and the lasting impact Brookstone has had on his life. Don't miss this chance to catch a glimpse of his story and the values that unite our Brookstone family!



This week's episode of the *Be the One* podcast features Brookstone's Middle and Upper School Music Teacher, Andrew Stubbs! Tune in as he shares how it's the students who are making a lasting impact on his life.



This week on the *Be the One* podcast, we had the pleasure of sitting down with Jason Branch—Brookstone alumni, parent, and board member. Jason shared his inspiring journey at Brookstone, the growth he's witnessed in his own children, and his hopes for the future of our school. Don't miss this special episode!

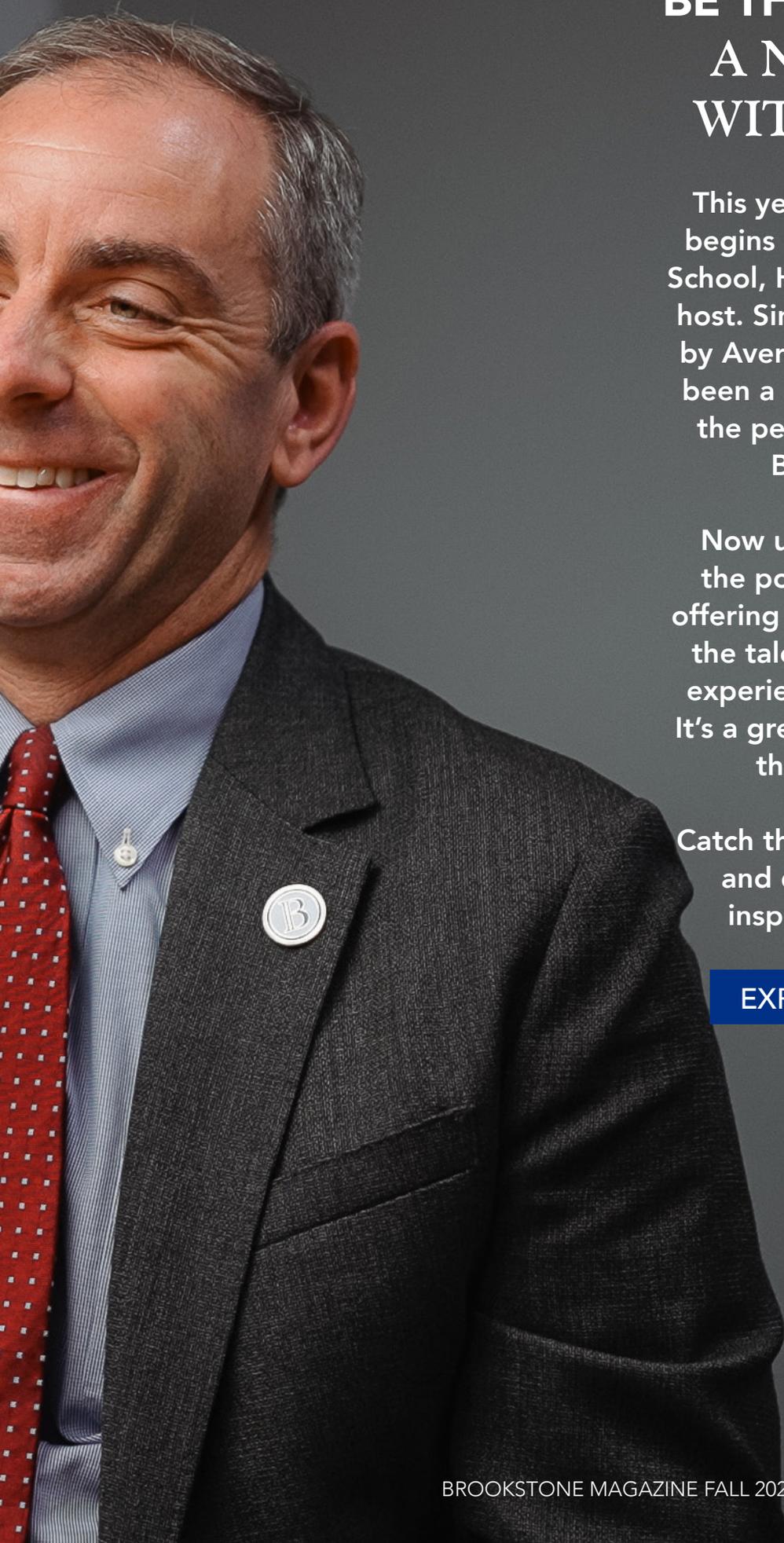


This week on the *Be the One* podcast, we're joined by Brookstone seniors and state champions Maxwell Jones and Katie Casto! Hear them share their journey to the top, their goals for the upcoming year, and their time here at Brookstone. Don't miss this inspiring conversation!



In this week's episode, we sit down with Ed Martin, Brookstone School's Assistant Head of School for Institutional Advancement. Ed shares his vision for the future of Brookstone, reflecting on the successes and challenges of his first year with the school. He also provides exciting insights into an upcoming capital campaign that promises to propel Brookstone to new heights.





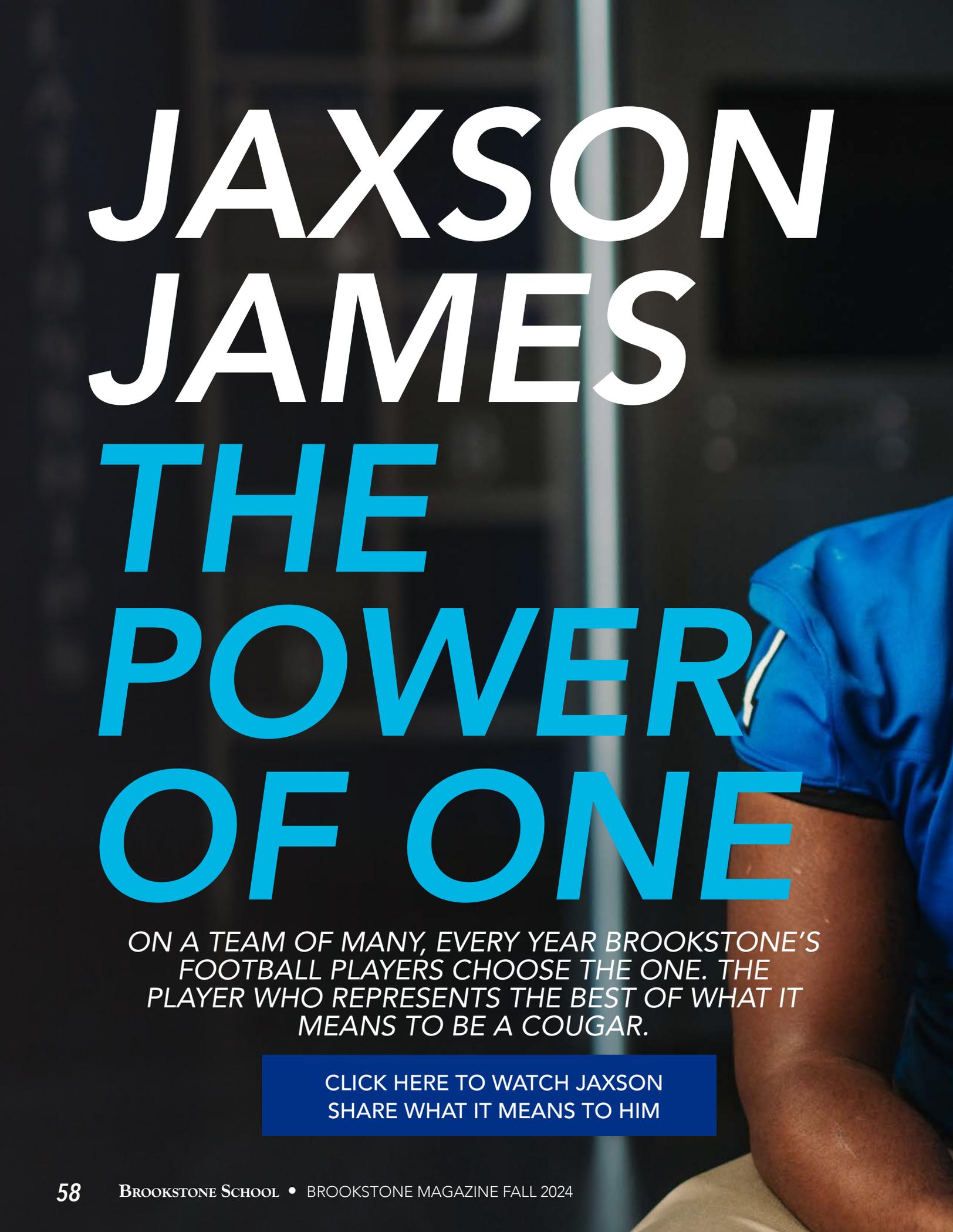
BE THE ONE PODCAST: A NEW CHAPTER WITH HENRY HEIL

This year, the *Be the One* podcast begins a new chapter with Head of School, Henry Heil, stepping in as the host. Since its launch and cultivation by Avery Wolff '91, the podcast has been a meaningful way to highlight the people and stories that make Brookstone so unique.

Now under Mr. Heil's leadership, the podcast continues to evolve, offering conversations that celebrate the talents, accomplishments, and experiences within our community. It's a great way to stay connected to the heart of Brookstone.

Catch the latest episodes on Spotify and discover how Brookstone inspires us all to *Be the One!*

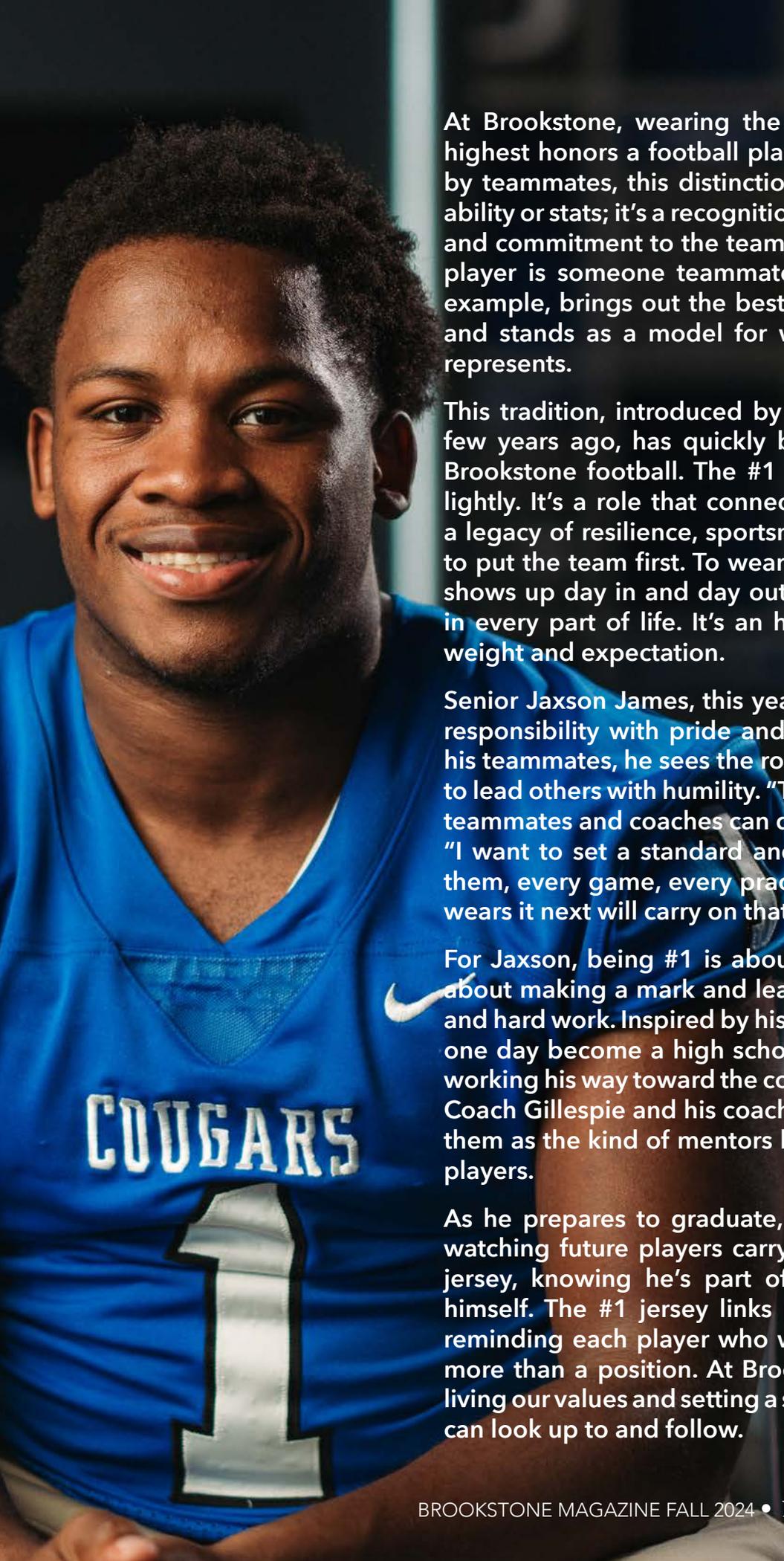
EXPERIENCE THE PODCAST



JAXSON JAMIES THE POWER OF ONE

ON A TEAM OF MANY, EVERY YEAR BROOKSTONE'S FOOTBALL PLAYERS CHOOSE THE ONE. THE PLAYER WHO REPRESENTS THE BEST OF WHAT IT MEANS TO BE A COUGAR.

[CLICK HERE TO WATCH JAXSON
SHARE WHAT IT MEANS TO HIM](#)



At Brookstone, wearing the #1 jersey is one of the highest honors a football player can receive. Voted on by teammates, this distinction isn't just about athletic ability or stats; it's a recognition of character, leadership, and commitment to the team. Each season, the chosen player is someone teammates rely on, who leads by example, brings out the best in everyone around him, and stands as a model for what Brookstone football represents.

This tradition, introduced by Coach Rance Gillespie a few years ago, has quickly become a cornerstone of Brookstone football. The #1 jersey is not handed out lightly. It's a role that connects each chosen player to a legacy of resilience, sportsmanship, and the courage to put the team first. To wear #1 is to be a leader who shows up day in and day out, not just on the field but in every part of life. It's an honor that holds a lasting weight and expectation.

Senior Jaxson James, this year's #1, has embraced the responsibility with pride and dedication. Voted on by his teammates, he sees the role as a privilege and a call to lead others with humility. "To me, being #1 means my teammates and coaches can depend on me," he shares. "I want to set a standard and show that I'm there for them, every game, every practice. I hope that whoever wears it next will carry on that tradition."

For Jaxson, being #1 is about more than a jersey; it's about making a mark and leaving a legacy of integrity and hard work. Inspired by his coaches, Jaxson hopes to one day become a high school football coach himself, working his way toward the college level. He looks up to Coach Gillespie and his coaches as role models, seeing them as the kind of mentors he aspires to be for future players.

As he prepares to graduate, Jaxson looks forward to watching future players carry on the legacy of the #1 jersey, knowing he's part of something bigger than himself. The #1 jersey links past and future Cougars, reminding each player who wears it that leadership is more than a position. At Brookstone, being #1 means living our values and setting a standard that each Cougar can look up to and follow.



[CLICK HERE TO VIEW GALLERY](#)



[CLICK HERE TO VIEW GALLERY](#)



[CLICK HERE](#)

As the leaves turned and the weather cooled, Brookstone athletes bled days to practice drills, our teams put in the work and left it all out there. These photos capture the heart of Brookstone sports - our athletes, coaches, and fans for showing up, cheering loudly, and



[CLICK HERE TO VIEW GALLERY](#)



[CLICK HERE TO VIEW GALLERY](#)



[CLICK HERE TO VIEW GALLERY](#)

brought the heat to fields, courts, and courses this fall. From game
re. Please click on each team photo to view more from their season.
our coaches, and the moments that brought us together. Thank you
d supporting Brookstone athletics!

At Brookstone, arts and athletics aren't just extracurriculars—they're core in helping our students grow into confident, well-rounded individuals. Nothing showed that more than the closing night of the Middle School's production of *Aladdin, Jr.* Picture this: cast members who double as JV football players, and an audience full of friends who cheer just as loudly from the bleachers as they do from the auditorium seats. The show wasn't just a performance—it was a true snapshot of Brookstone's unique culture. Here, students don't have to pick between their passions. They're fully supported in exploring it all.

Take the four football players in the cast that night. They missed a big game to step onto that stage in costume, a true testament to how Brookstone lets students dive into every one of their interests. And, in the most "Brookstone" moment of all, the directors held the show for ten extra minutes to make sure teammates, cheerleaders, and families who were at the game had enough time to grab a seat. When everyone finally packed into the theater, you could feel the unity in the air. It was one of those moments that reminds us why Brookstone values both teamwork and artistic expression so much.

Looking back on the night, Carrie Beth Wallace put it best: "This photo is so special to me because of what it represents. Last night's final performance of *Aladdin, Jr.* coincided with one of the last football games of the season, and four of the leads missed the game to be on stage. Everyone was fine with the decision, but what we absolutely did not expect was for the directors to hold the show so that a ton of football and cheerleading families could make it into the audience. It made me cry! Why Brookstone? Because of this, right here."

Brookstone's dedication to creating an all-in-one experience encourages students to thrive in both sports and the arts. Moments like this make it clear that our students don't have to choose. They're encouraged to dive into everything, building skills and friendships that go far beyond the field or the stage. Here, being part of both arts and athletics isn't just accepted, it's celebrated. As the lights dimmed and the curtain finally rose, the audience got to see more than just a performance. They saw Brookstone's spirit—a community that values its well-rounded, engaged students who are ready to lead and make an impact in every part of life.





**WHEN
ATHLETICS &
THE ARTS
TAKE THE STAGE TOGETHER**



[CLICK HERE TO VIEW GALLERY](#)



[CLICK HERE TO VIEW GALLERY](#)

This fall, Brookstone's fine arts programs came alive with creativity themselves in ways that inspired and amazed us all. Please click on [artistry](#), featuring highlights from performances, competitions, and [the arts at Brookstone and end](#)



The Arts Alliance sponsored a Character Breakfast to accompany the recent Middle School Musical, *Aladdin, Jr.* in September. This event allows 3K-3rd grade students to register for breakfast and a morning of fun with the cast and crew of the musical. Students are also treated to a sneak peak



of the musical with the cast performing one of the numbers from the show. This popular event has become a fun tradition to accompany the show and usually sells out within a day or two! We are grateful for the support of the Brookstone community for all of the Fine Arts efforts and initiatives.

[CLICK HERE TO VIEW GALLERY](#)



and talent. From the stage to the classroom, our students expressed each section to view more photos that celebrate their dedication and the work that happens behind the scenes. Thank you for supporting our students to shine!

CHARLES McPHERSON

A JOURNEY FROM
BROOKSTONE TO
THE VATICAN



For senior, Charles McPherson, this summer was a dream come true. After 14 years at Brookstone, Charles traveled with Voices of the Valley to Italy, where the group had the incredible opportunity to sing at the Vatican. Surrounded by statues that seemed to reach the sky, Charles was struck by the awe-inspiring scale of St. Peter's Basilica in Vatican City. "There are no words to describe how immense and awesome it is," he shared, reflecting on the humbling experience of singing in such a historic space.

This journey to Italy was the result of months of preparation and a vision championed by the late Rick McKnight, who worked tirelessly to make the trip possible. The group, which included faculty chaperone Karen Hearn and two Brookstone alumni, Cassidy Rogers ('22) and Genesis Woods ('22), also visited several other churches around Italy, sharing their voices and love for music.

ON

Genesis Woods, who joined the Voices of the Valley choir at age nine, summed up the trip beautifully: "Traveling to Italy with my hometown choir was absolutely incredible. It's amazing to see how far we've come. I'll never forget the sanctified beauty of Saint Peter's Basilica and the wonderful memories that will surely last forever."

Charles also recalled a special moment in Pisa, where the choir sang in a smaller church with stunning acoustics. Hearing every note echo through the space, he recalls feeling in that moment "the most connected to music" he's ever felt. It was

a reminder of why he first fell in love with singing.

Throughout his years at Brookstone, Charles has found a place to explore his passions—whether on stage in the theater or through choir performances like this one. He fondly remembers early days in Cougar Chorus with Mrs. Hearn, performing for the Harlem Globetrotters, and the encouragement he received from faculty members like the Davises.



BROOKSTONE HAS ALWAYS ENCOURAGED ME TO TRY DIFFERENT THINGS...IT HELPED ME DISCOVER MY LOVE FOR SINGING AND THEATER STARTING AT AN EARLY AGE.

For Charles, this trip to Italy wasn't just about the destination; it was about the journey that led him there, shaped by the experiences and support he found among friends and faculty at Brookstone. Singing at the Vatican was a once-in-a-lifetime experience, but the confidence and perspective he's gained will carry him far beyond the walls of St. Peter's and the halls of Brookstone.

The journey from Brookstone to the Vatican is a testament to how far a love for music can take you and how the right support and encouragement can turn dreams into reality.

[CLICK HERE TO HEAR FROM CHARLES](#)



BE THE ONE WHO COMES HOME

This year's Homecoming weekend welcomed over 200 Alumni back to campus to celebrate their time here as Brookstone students. Friday night, the Jordan Quadrangle was filled with reminiscent chatter during our annual Alumni picnic featuring hometown favorite, Dinglewood scrambled dogs! The classes of 74, 79, 84, 89, 94, 99, 09, and 14 all hosted reunion parties across Columbus over the course of the weekend.

Chris McCann, class of 1984, made a cross-country journey from San Diego to reconnect with his alma mater and former classmates. From attending our first-ever Honor Scholar Reunion Brunch to enjoying a student-led tour of campus, this alum had the chance to witness how Brookstone continues to foster the spirit of leadership and community that he remembers so well. We caught up with him to hear about his return to Brookstone, his pride as an alum, and what he's up to now.

What was it like to return to campus and see Brookstone through fresh eyes?

Forty years hence from graduation was an unfathomably long time span when I was at Brookstone, but as an adult looking back, time has seemingly flown by. Though I've been back on campus many times since graduating, coming back to celebrate our 40th reunion and taking a tour of campus really highlighted how much it's grown and changed. First, the trees! There are so many beautiful, mature trees now that were tiny saplings in 1984. Second, there are buildings like the Turner and Cheves Centers that simply didn't exist and are incredible. Finally, the two-story Upper School really accentuated how much Brookstone and its mission have advanced in the intervening years, and how much promise it holds for the future.

What makes you most proud to be a Brookstone alum?

Brookstone creates an environment that allows anyone who's willing to work hard to flourish and go well beyond what they think they're capable of. It attracts people who are curious, energetic, and who value education, and that's true across the student body, their families, faculty, and staff. In class and on the athletic fields, I constantly felt encouraged to go further and not be afraid of failure. Reconnecting with my BHS classmates after 40 years, I realized that we all seemed to be still living by that ethos, and it struck me how uncommon that must be outside of an environment like we have at Brookstone. That made me feel very proud to be an alum.

Can you share a bit about what you're doing now and how Brookstone influenced your journey?

Barely a month after graduating from Brookstone, I entered the US Air Force Academy. I served on active duty in the Air Force for almost 21 years, including multiple combat deployments and three tours as a Test Pilot. Upon retirement, I became a software developer and am now a Director of Engineering for a technology company. Brookstone helped set me on that course by preparing me for college, introducing me to math, science, and foreign language, and teaching me how to study and apply critical thinking. Playing soccer and football also helped prepare me for the rigors of basic training, though not so much all the yelling!

How has the Brookstone community or connections with fellow alumni impacted your personal or professional life over the years?

I've maintained close friendships with a few of my classmates since graduating and have visited with them over the years. Keeping these connections that we made in our formative years has helped keep me grounded and has given us ample opportunities to laugh about our high school antics. Keeping tabs on some of my favorite faculty members via the Brookstone magazine always brought a smile to my face, made me thankful for their dedication as educators, coaches and advisors, and reminded me of how tiny course corrections early in life can make a huge difference on where your journey takes you.

As we look back on another unforgettable Homecoming weekend, it's clear that Brookstone's influence resonates far beyond campus. Alumni like Chris McCann remind us of the enduring strength of the Brookstone community, where bonds formed over decades continue to shape lives, careers, and friendships. From inspiring new generations of students to rekindling connections among our alumni, Brookstone stands as a testament to a legacy of growth, resilience, and shared values. We are proud to see our graduates carrying forward the Brookstone spirit, and we look forward to many more Homecomings filled with stories of transformation, friendship, and a deep, lifelong pride.



CLASS OF 1974



CLASS OF 2004



CLASS OF 1989



CLASS OF 1984



CLASS OF 1994



CLASS OF 1979

Homecoming celebrations honoring the following class years:
1974, 1979, 1984, 1989, 1994, 1999, 2004, 2009, and 2014



CLASS OF 2014



CLASS OF 1999



CLASS OF 2009



Fun Fact: Amidst the close of my corporate job back in 2022, I bought 4 baby chicks and started a backyard flock. Tending to my now six-chicken-strong flock and the joy they bring me inspired the Hatch Joy name.

ALUMNI SPOTLIGHT

Heather Rabinowitz

CLASS OF 2004

We are thrilled to share this Alumni Spotlight of Heather Robinowitz ('04), featuring an inspiring journey that highlights the achievements and unique story of one of our own. This alum has taken her Brookstone foundation and forged an impressive path, and we can't wait for you to discover the ways she's making a difference today. Her story is a testament to the values and education that Brookstone instills in its students, and we are so proud of the impact she's having in her field and community.

Throughout 2022, I wrestled with feeling disconnected from my corporate job; this was a role I had been so passionate about and committed to just a year prior, but I couldn't shake the lingering feeling that my strengths and talents could be better utilized in a different capacity, but I had no idea what that might look like (or how to figure it out). I took a leap of faith, resigned from my job, and gave myself a six-month sabbatical to discover what I would do next.



Hatch Joy

Learn more by visiting
www.hatchjoy.com

That six-month period proved to be the most critical experiment of my life; I uncovered truths about my identity, my flaws, and how I want to show up in this world as a human, a wife, a parent, and a friend, and I stumbled into the scientific field of Positive Psychology.

Positive Psychology is a branch of Psychology that studies the behaviors and elements that support individuals in building lives of meaning and purpose. Instead of focusing on what is going wrong, Positive Psychology seeks to nurture what is strong. In my own time of uncertainty, I discovered the evidence-based principles of this field to be incredibly powerful in shaping the future human I wanted to be. To double down, I earned a Master's Degree in Applied Positive Psychology and Coaching Psychology and launched my practice, Hatch Joy, to bring this valuable knowledge to others.

I am a proud Positive Psychology Coach and Practitioner who supports adults, adolescents, and teenagers in navigating life's challenges and stressors by introducing and developing key intrapersonal skills such as emotion regulation, resilience, gratitude, self-awareness, and compassion. I guide individuals going through transitions and inspire them to reimagine what their life could look like. I coach couples to cultivate a more secure and satisfying relationship through healthy conflict, relationship

resilience, and identifying their individual and collective strengths. I meet people where they are in their time of need and walk alongside them as they build positive and regenerating emotions leading to a life of joy and satisfaction.

I am incredibly thankful for the core values instilled in me during my time at Brookstone; the one that has stuck with me the most is Servant Leadership which embodies the principles and characteristics I employ within my work with clients.

Written by Heather Rabinowitz

**HAVE UPDATES OR
ACCOMPLISHMENTS
YOU'D LIKE TO SEE
INCLUDED IN
FUTURE MAGAZINES?**

Email Meg Stewart at
mstewart@brookstoneschool.org!

We'd love to celebrate and
share your story with the
Brookstone community.

CLASS NOTES



Dr. Luke Wolff '91 recently opened the new Columbus Orthopaedic Associates here in Columbus. Dr. Wolff specializes in hip and knee disorders and is passionate about caring for veterans in particular, after serving 13 years in the Army Reserves obtaining the rank of Lieutenant Colonel. In addition to his private practice, Dr. Wolff enjoys teaching medical students as an Assistant Professor in surgery with Mercer Medical School, and is on the Board of Governors of Mercer University School of Medicine.



Tippi Cain Burch '94 is Superior Court Judge for the Chattahoochee Judicial Circuit (Muscogee, Harris, Talbot, Taylor, Marion, and Chattahoochee Counties). She was appointed by Governor Kemp and sworn in earlier this year after practicing law for 23 years in Atlanta and Columbus.



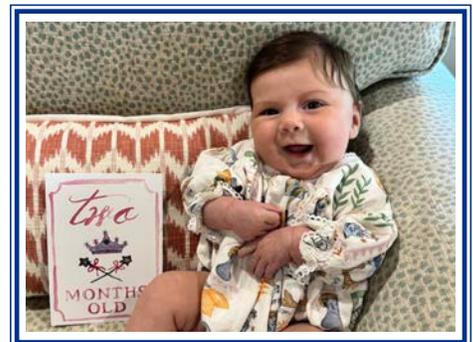
Anna Betbeze '99 received tenure at the University of California- Riverside where she is an associate professor of art. She recently completed a residency fellowship at the BAU Institute in Cassis, France, and was awarded the Guggenheim Fellowship.



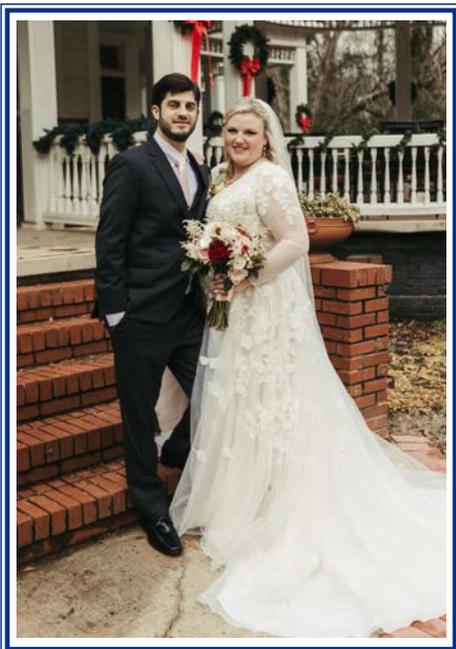
Laura Rickman Potts '05' and her family raised over \$40,000 and delivered 7 truckloads of supplies to Yancey County, NC, to help those impacted by Hurricane Helene. Her parents reside in Yancey County, which was devastated due to catastrophic flooding from the storm.



Palmer Trawick Colson '05 and her husband John welcome their daughter Claire Alexander Colson born July 23, 2024.



Avery (Carreker) '10 and Robert Woolfolk '05 welcomed Hollins Lane Woolfolk on July 28, 2024. Hollins was 8 lbs 9 oz and 21.5 inches long.



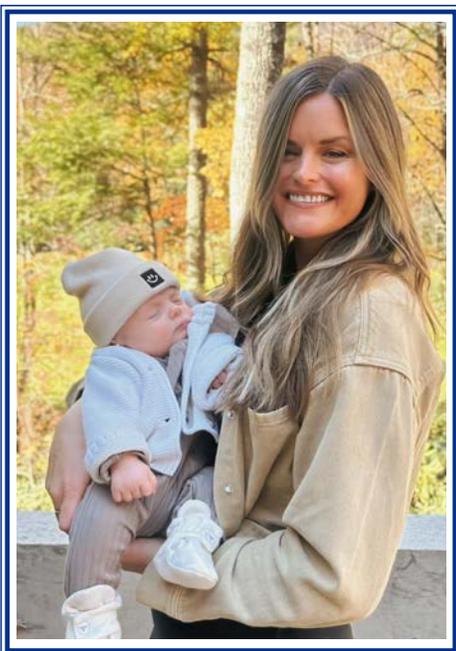
Nicholas Riddle '07 married Elizabeth Allred on December 9, 2023 in Luthersville, Georgia. Nate Copeland ('07) was a member of the wedding party.



Cameron Saunders '08 married **Lucy Pound '09** at St. Paul United Methodist Church in Columbus, GA, on July 13th, 2024. The wedding party included fellow Brookstone alums, Sally Pound Norman '06, Mary Bailey Bryan '09, Remi Poydasheff Hutson '09, Leland Fay '08, Matt Paris '08, and Gerald Saunders III '89. The couple resides in Columbus, GA, where Cameron is an attorney at Page Scrantom Sprouse Tucker & Ford, P.C. and Lucy is a teacher and a coach at Brookstone School.



Andrew Cartledge '07 and **Landy (Sudduth) Cartledge '12** baptized their daughter, Lillian Louise Cartledge "Weezie," at St. Paul Church on October 14, 2024.



Katie Jacobson Dion '08 and husband Regan welcomed Gardner Luca Dion on August 14th, 2024. Katie, Regan, and Luca have recently moved back home to Columbus after being stationed in Hawaii for the past 2 years.



Catherine (Hudson) '09 and **Kenny Henson '09** joyfully welcomed Camille Wright Henson "Millie" on October 17th, 2024, weighing 8 lb 1 oz and measuring 20.25 inches long. They live in Atlanta, Georgia.



Tori Kennedy '10 married Bryan Brown at St. Luke Church in Columbus, GA. The wedding party included many other alums. Avery Carreker Woolfolk '10, Morgan Batson Amos '10, Elizabeth Sudduth Cliatt '10, Rosemary Rice '21, current Brookstone teacher Joy Beth Brown, Tyler Jordan '11, and Timothy Kennedy '13.



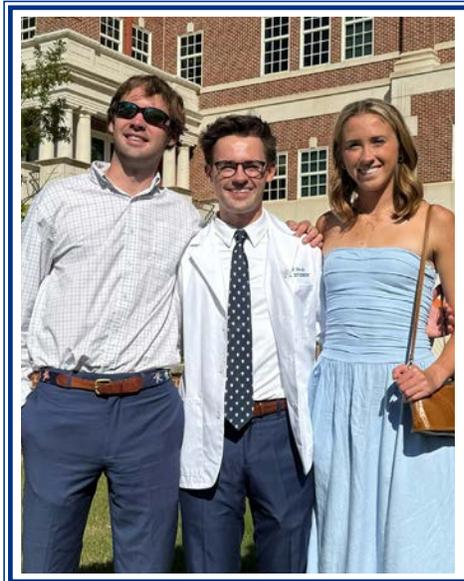
Andrew Hearn '13 has been named Academic Chief Resident for the 2024-2025 academic year for the St. Francis-Emory Healthcare Internal Medicine Residency. Andrew and his wife, Kristen, also welcomed their second daughter, Rosemary "Rosie", on September 22, 2023! Big sister, Lily is a current student at Brookstone '38.



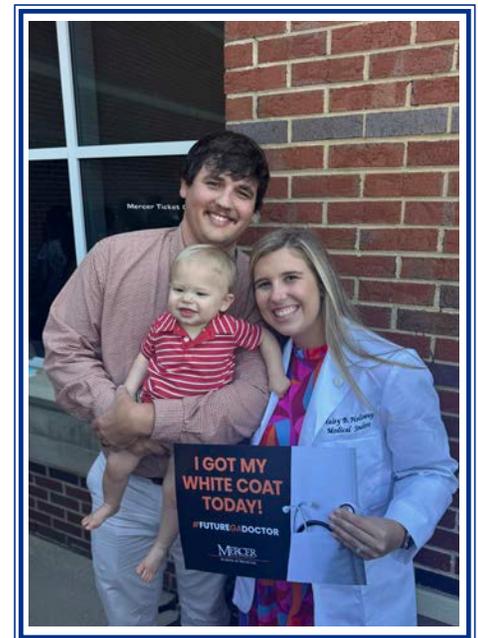
Mary Ashby Ward Gaskins '15 and Matthew Gaskins welcomed Benjamin "Ben" Preston Gaskins on October 2nd, 2024, weighing 11 pounds and 5 ounces and measuring 22.5 inches long! We are so in love with our little Ben, and we are so proud of what a great big sister Evelyn has become!



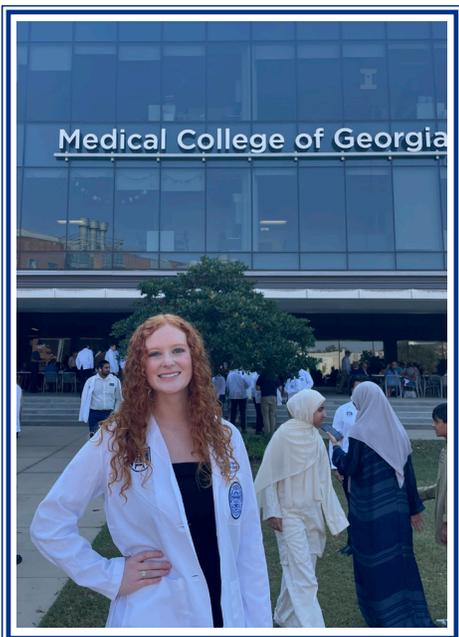
William Jenkins '16 is a Forecasting and Analytics Manager at Walt Disney World where he supports the Transportation Operations team. He recently married **Emily Teague '17**.



Noah Stenslie '19 graduated from Samford University with a BS in Biology in 2023. Following graduation, Noah moved to Blacksburg, VA, for one year to get his Masters of Biomedical Science from VCOM/ Bluefield University. Currently, he is in his first year of medical school at Edward Via College of Osteopathic Medicine in Auburn, AL. Pictured with **Jonas Stenslie '21**, and **Siri Stenslie '23**.



Haley (Johnson) Holloway '19 started medical school at Mercer University School of Medicine on the Columbus Campus. Haley is pictured with husband, Brenn Holloway, and their son, Kase Holloway-11 months old.



Elizabeth Sigman '20 graduated from Georgia Tech in May and began her first year of medical school at The Medical College of Georgia, following in her father, **Chris Sigman's '87**, footsteps. Elizabeth has also been elected Social Chairman of her medical school class.



Dréa Singleton '21, was recently crowned Miss Georgia Southwestern State University. Mr. and Miss GSW is an honor awarded to two students, chosen by their peers, who exemplify leadership, academic excellence, and a commitment to serving the university community. Both Mr. and Miss GSW serve as ambassadors for the university, participating in various events and initiatives, while also upholding the values of the institution both on and off campus.

IN MEMORIAM

Brookstone would like to extend our deepest sympathies for the passing of these in our school community:

HORACE POPE RICHTER
Former Faculty Member
August 27, 2024

BARRON LEE GALBREATH
Class of 1982
October 27, 2024

SAVE THE DATE

BPA Sweetheart Dance

February 7, 2025

Grandparents Day

for Kindergarten, 4th, and 6th grade Brookstone Grandparents
February 21, 2025

Distinguished Alumni Society Award Dinner

March 3, 2025

Bidding for Brookstone

March 20, 2025

Arts Alliance Dinner Theatre

April 17, 2025

Country Fair & Blue and White Day

April 25, 2025

Graduation Class of 2025

May 17, 2025

BE THE ONE



HOW DOES THE BROOKSTONE FUND WORK?

All members of the Brookstone family including parents, alumni, grandparents, parents of alumni, trustees, faculty and staff, and friends are asked to make a contribution to The Brookstone Fund.

THE HEAD OF SCHOOL SOCIETY

Join The Head of School Society! Donors at the Head of School Circle level and above will now be considered part of this special society of supporters. We hope you will consider a gift and celebrate the 2024-2025 campaign with us in the fall of 2025 at a special event!

QUESTIONS?

Contact Ed Martin at emartin@brookstoneschool.org

[CLICK HERE TO GIVE](#)

LEGACY SOCIETY

Extend your legacy and your generosity.



AN INVITATION TO JOIN THE LEGACY SOCIETY

Members of the Legacy Society have expressed their commitment to Brookstone School through a very special and important form of financial support.

These donors have named Brookstone School as a beneficiary of a legacy gift. Such gifts might include a gift in their will and/or charitable income gifts such as charitable gift annuities, charitable remainder unitrusts, charitable remainder annuity trusts, or gifts of life insurance.

Once you finish your estate plans, please let us know. We would like to thank you for your generosity by including you in the Legacy Society.

MEMBERSHIP BENEFITS

Membership involves no dues, obligations, or solicitations, but it does allow us to thank you and recognize you for the plans you have made, and it helps to inspire generosity in others.

The most important benefit you will receive from joining the Legacy Society is the satisfaction derived from making a lasting contribution to our long-term success and enhancing the educational experience of each of our students.

To join, please contact [Ed Martin](#), Assistant Head of School for Institutional Advancement, at [706-243-3547](tel:706-243-3547) or emartin@brookstoneschool.org.

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Thank you.



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