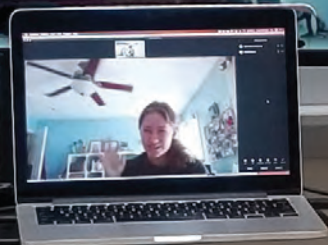
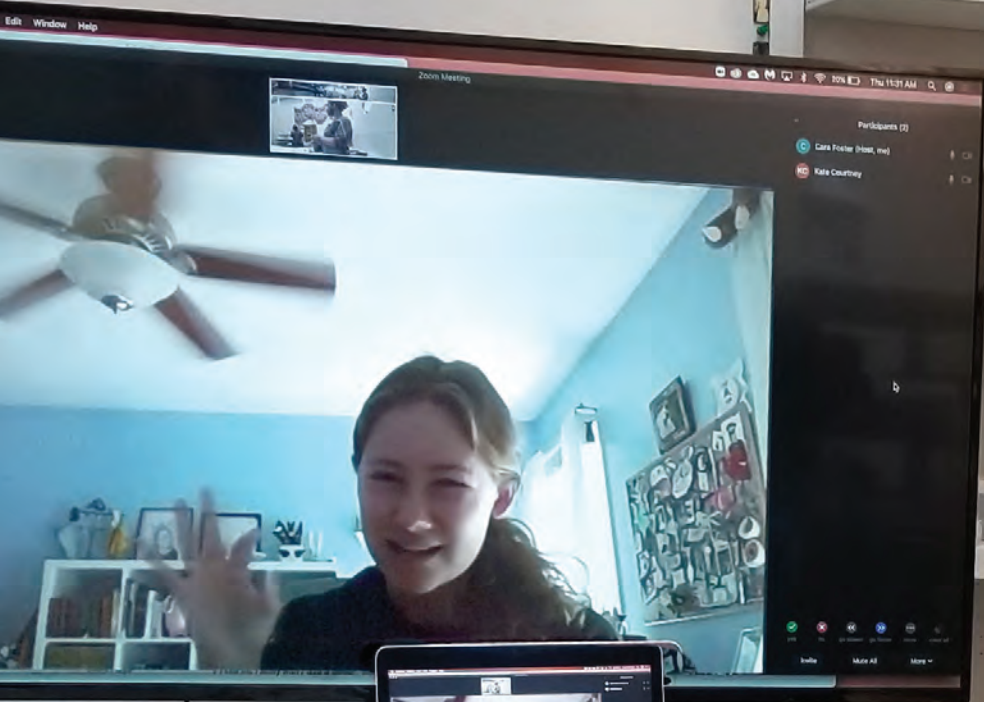


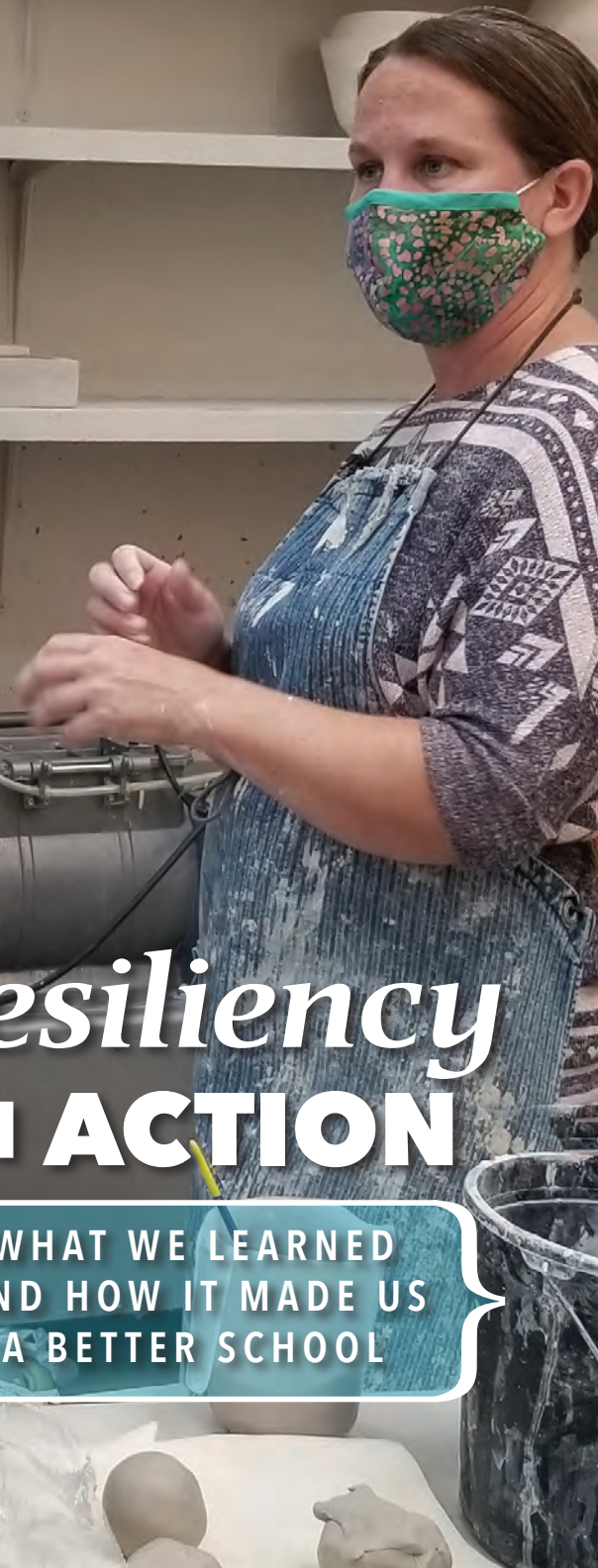
in SIGHTS

2019-2020



Resiliency IN ACTION

WHAT WE LEARNED
AND HOW IT MADE US
A BETTER SCHOOL



Dear Whitfield Families and Friends,

As I reflect on the 2019-2020 school year, the word that continues to come to mind is “unprecedented.” This period of our lives brought challenges unlike anything we had witnessed previously. And yet, despite the obligation to reinvent ourselves as a school and a community, thanks to the support of all our constituencies, we prevailed.

As the effects of the coronavirus began to emerge in the late winter and spring, we found a way to complete the academic year with integrity, learning much about new modes of teaching in the process. Thanks to the support of our families, we were able to celebrate the Class of 2020 who once again raised the bar for the amount of merit scholarships awarded to a single group of Whitfield graduates: more than \$3,300,000 for freshman year alone, with 89% of the class receiving an award of some amount. These successes contributed to the start of a new school year marked – in spite of current events – with robust numbers in both admissions and revenue.

Our collective experience thus far has been the result of good communication, good listening, and a shared vision of what contributes to student health and growth in the midst of a global health crisis. Having made a commitment to return to in-person instruction early on, many factors were required to make our plan a reality: parental support and faculty buy-in were chief among them, but the unanimity of the Board of Trustees and the talent of the school’s administrative leadership also proved essential. Looking back, the process has required some measure of sacrifice from each of our constituencies, but gratefully that requirement has produced a heightened sense of unity and purpose based on shared experience. And even if this particular chapter in the school’s life is far from over, it is appropriate to acknowledge that together we have accomplished much.

One of the tasks before us now is to take stock of the lessons the current moment can teach us. We have all learned that “gathering” remotely, rather than in person, has some advantages, not the least of which is a dramatic increase in attendance. We have benefited from some of the recent developments in communication technology; but we have also defined some of its limits. We have discovered a capacity for seriousness and for shouldering responsibility among even our youngest students that was generally underestimated previously. Most meaningfully perhaps, we have received a clear confirmation of our mission and core values: in difficult circumstances good character is essential.

Warmest regards,



John Delautre
Head of School



MISSION

Whitfield School cultivates ethical, confident, successful students in a community of innovation, collaboration, and trust.

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2019-2020

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Visit Whitfield’s web site:
whitfieldschool.org

Whitfield School is an independent, coeducational, college-preparatory day school for grades 6–12. Whitfield seeks to maintain a student body diverse in geographic, economic, racial and religious backgrounds. It does not discriminate on the basis of race, religion or color in administering its academic policies, admissions policies, athletic policies, financial aid program or other school activities.

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Resiliency IN ACTION

WHAT WE LEARNED AND HOW IT MADE US A BETTER SCHOOL

The sudden and unprecedented closure of Whitfield's physical campus because of the COVID-19 pandemic last spring challenged our faculty and administration to design a 'virtual campus' that would facilitate a robust eLearning experience. While some schools slowed down the pace of learning in the face of the challenges presented, we leaned into this shift, seeing it as an opportunity to evaluate, innovate and evolve; to reaffirm our foundation as a school dedicated to relationships, and to update our processes and delivery systems to emerge as a more relevant, responsive, and savvy school.

ADAPTABILITY & FLEXIBILITY

During the two weeks of Spring Break administrators and faculty worked feverishly to develop and launch our eLearning experience. The approach was rooted in the Habits of Mind & Heart, with emphasis on three areas: relationships & facetime, collaboration & discussion, and physical & mental wellness. We launched eLearning as a fully asynchronous program—a decision very thoughtfully made to support the functionality of our technology. Yet, a mere 48-hours into the first week, it was clear that our approach needed revision. There was a felt need by our families, students, and faculty to engage in real-time with one another.

Whitfield's size, inherent adaptability and flexibility made pivoting to a hybrid approach that supplemented independent morning lessons with "live" afternoon classes, not just possible, but relatively easy. This hybrid approach was a success.

Approximately 52% of Whitfield families participated in a post-eLearning survey. Of those participants, 72% were satisfied or very satisfied with their child's experience. And, for those who also have children at other schools, 89% of respondents found Whitfield's program better in most or all ways than the other eLearning programs they were experiencing. Families shared, through survey comments, that the greatest strengths of Whitfield's program were its infrastructure and schedule, the engagement experienced through "live" classes, and the hybrid format overall.

“

We gained a whole new appreciation of what it means to have a school-home partnership. With parents serving as teaching assistants, they learned a lot about their children's learning styles and level of executive functioning. We, as an administration, strived to better communicate with parents and to support learning at home. This role reversal renewed our commitment to strong and transparent communication between school and home and to an open-door policy that encourages outreach for help.

— Sara Ringe, Upper School Director

”



HOME + SCHOOL PARTNERSHIP

Over the course of the spring, the relationships between families and administrators evolved as the two groups navigated the challenges of eLearning together. Sara Ringe, Upper School Director, shares, "We gained a whole new appreciation of what it means to have a school-home partnership. With parents serving as teaching assistants, they learned a lot about their children's learning styles and level of executive functioning. We, as an administration, strived to better communicate with parents and to support learning at home. This role reversal renewed our commitment to strong and transparent communication between school and home and to an open-door policy that encourages outreach for help."

CLASSROOM REVELATIONS & INNOVATIONS

As the third trimester progressed, Whitfield faculty members had to increase their use of (and in some cases, comfort level with) technology. Faculty members had to retool their curriculum to align with a different schedule and different venue. They had to adjust to authentically connect with and support their students with less face-to-face time. From world languages to math, revelations were happening all across virtual wires. Revelations that made learning more conceptually relevant, that capitalized on every minute spent face-to-face with students, and that embraced new technologies and modes.

In her Spanish classroom, prior to eLearning Rachel Gassner enthusiastically incorporated tech into coursework in order to engage her 21st century students. Mrs. Gassner delivered curriculum using platforms such as Microsoft OneNote, Quizlet, Kahoot, and VoiceThread. Over Spring Break she took advantage of the tutorials facilitated by Whitfield's technology team, and when layering these new tools with what she was already doing, she felt confident pivoting to digital learning. The use of VoiceThread, specifically, made it possible to collect authentic feedback about the progression and development of students' oral language skills. This program provided the entire language department with a great deal of comfort as they moved to a virtual platform.

In addition to embracing new technologies (see *Finding Their Voice* sidebar on the right), Mrs. Gassner and her students improved low-tech skills. She observed that her students—used to hearing, reading, seeing and hearing again—now only had written instructions for assignments and were forced to become increasingly aware of the



directions presented to them. In turn, they took greater ownership of their learning. She found this to be particularly true among her youngest students.

Similarly, when asked what she learned during eLearning that may impact her instruction moving forward, Mrs. Gassner shared, "in a language class that focuses on oral proficiency, we talk a lot! And, I have a lot of energy and bring that into my classrooms. But, the same kind of communication that works in

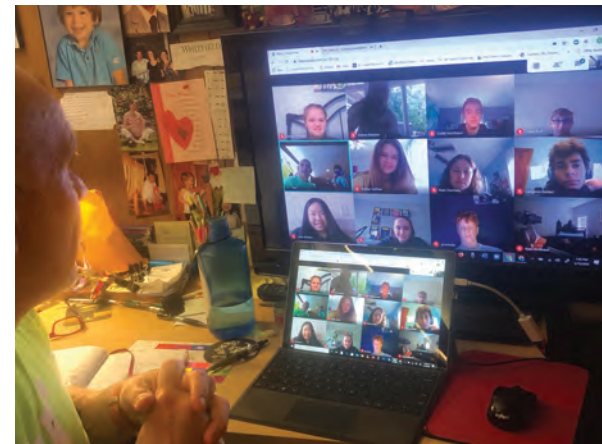
FINDING THEIR VOICE (IN SPANISH, OF COURSE)

During spring 2020 eLearning, Rachel Gassner connected new technologies with project-based learning. She employed the VoiceThread Program in her Spanish language classes, a teaching tool that allows educators to narrate slideshows, to create *living diagrams*.

First, her students in "lock-down" photographed a favorite room in their home, prepared a slideshow, then using VoiceThread narrated these slideshows (in Spanish, of course). Students shared what they liked about the room or rooms, and why. All members of the class were asked to provide a peer review by reviewing their classmates' work and leaving comments and questions (in Spanish, of course). For their final assessment, students designed their dream homes and shared images, inspiration and a narrative with their classmates, again using VoiceThread. And, again, their peers reviewed and recorded oral questions and comments. Gassner's overall instructions were relatively vague. While she provided the tool and a general sense of the desired artifact, it was up to each student to interpret the instructions and prepare a script for narration that demonstrated Spanish proficiency, while further showcasing their language skills as they commented on the work of their peers.

The project was 100% online and primarily required independent, asynchronous work. Yet the project also allowed students opportunities to engage with one another, to learn about one another, to learn about new technology tools and practice their Spanish speaking skills. Says Gassner of VoiceThread, "I will definitely use it again! It got them talking and listening without the in-person piece."

a classroom doesn't work in a Google Meet." As Mrs. Gassner slowed down her pace to ensure every voice was heard on each call, it struck her that after what felt like a long, almost uncomfortable, silence, "the questions and comments came...really good ones. Processing a new language takes time for many people, maybe I wasn't giving kids the proper processing time before." Wanting to be a better teacher for her students, Mrs. Gassner promises to "embrace the silence."



PLANNING FOR 2020-21

We used all that we learned this spring as a starting point to develop plans for the 2020-21 school year. The flexibility and determination of our faculty and administration is a great strength of Whitfield. As we diversify our curriculum and delivery, we prepare ourselves to pivot from on-campus to remote learning should the need arise. Also, we further develop an ability to individualize instruction and engage and inspire every Whitfield student. To this end, both academic and technology administrators offered a full calendar of professional development opportunities for faculty over the summer to help them integrate new learning tools and academic structures. Specific examples include the establishment of a partnership with Washington University's Institute for School Partnership. Science faculty participated in a two-day workshop that emphasized the Ambitious Science Teaching Framework; a framework that deliberately aims to support students of all backgrounds in order to deeply understand science ideas, participate in the activities of the discipline, and solve authentic problems using evidenced-based problem solving. In addition to this workshop other faculty members were invited to complete technology trainings and professional development. Our Tech Team offered sessions to improve virtual communication, and enhance curriculum through platforms such as OneNote, EdPuzzle, and Flipid. Other professional development modules created by our Director of Teaching & Learning Meade Ploszay focused on Inquiry Based Teaching and Learning, Project Based Teaching and Learning, Assessment Practice and Effective Student Feedback. Collectively, the summer work our faculty participated in readied them to leverage the benefits of remote learning. (See *Inquiry- & Project-Based Curriculum* sidebar on the following page.)

Of the summer programming for faculty, Director of Teaching & Learning Mead Ploszay shares, "What we learned through this spring was that our faculty were willing to try new products and new technologies—they were focused on the needs of their students. Through summer professional development, faculty can take what they started during eLearning and build on those basics, to use those tools to be more fluid in order to amplify the student experience." Mrs. Ploszay, entering her second year at Whitfield, found teachers eager for opportunities to grow and learn; to have space and encouragement to act on all their innovative ideas.

UNWAVERING COMMITMENT TO TECHNOLOGY

In last year's *Insights*, we shared our innovative approach to STEAM education, rooted in a robust technology infrastructure, 1:1 laptop program, and flexible staffing structure. This foundation set us up for a successful transition to remote learning in March 2020. In fact, in our post-eLearning survey nearly 40% of our families wrote in an open comment box that the great strength of our technology program strengthened the overall eLearning experience for their children (other strengths written in include: the live classes and the hybrid synchronous/asynchronous format).

All students at Whitfield receive a computer from the Microsoft Surface Pro line. As tools during on-campus learning, these computers provide a window for our teachers to track progress, coach students about organizational choices, and allow faculty, staff and parents opportunities to guide students as they make screen time decisions that impact wellness, and make ethical and kind choices about the content they share.

As we transitioned to remote learning, these computers meant that every student had tools needed to fully engage from the start. Occasionally prospective families wonder if a 1:1 laptop program may be detrimental to students (considering all the time they spend online!). Prior to March, in response to this concern we believed that tech fluency was essential for readiness for the world beyond Whitfield. Additionally, by layering "digital wellness" on top of fluency, we were helping our students set healthy boundaries and develop a sustainable relationship with technology.

After our successful pivot to eLearning, we know that our approach to technology is preparing our students for the real world.

BORDERLESS CLASSROOMS

As we begin the 2020-21 school year with new challenges and opportunities, we are taking classroom technology one step further.

In this unprecedented time, we need to make bold decisions and we need to continue to invest in the resources necessary to create a classroom experience that maintains the values and academic rigor expected of Whitfield, no matter where learning takes place. The result of our values-driven investments: borderless classrooms.

Microsoft Surface Pros have exceptional cameras, and a recent investment in infrastructure (installing new campus networking equipment, upgrading the school's internet bandwidth and speed—now comparable to many universities) allows



Whitfield students and faculty tremendous flexibility. Yet, these computers alone were not good enough last spring. In order to seamlessly integrate the on- and off-campus academic experience during the 2020-21 school year, we needed one more tool.

Enter: The Meeting OWL Pro smart video conferencing camera system. In every classroom.

In September 2019 OWL Labs, in partnership with Global Workplace Analytics, published a report

"State of Remote Work 2019" (<https://owllabs.com/state-of-remote-work/2019>) analyzing data from 1,202 full-time workers across the United States between the ages of 22 and 65. Of the 1,202 people surveyed, 745 (62%) work remotely at any frequency, and 457 (38%) work onsite; nearly two-thirds of U.S. workers polled shared they work remotely at least some of the time. In September 2019, the survey reported that more than 40% of remote workers plan to work remotely more frequently in the future, and more than 50% of on-site workers want to work remotely in the future.

Imagine how these numbers will look in the coming years.

The world is changing. Whitfield is preparing its students for the new-normal working environment while at the same time learning from the industries that do this best. Whitfield's technology team is approaching adaptive learning by employing the best tools and resources available to bring our people together—wherever they may be. The Meeting OWL smart video conferencing camera system captures 360° video and audio for a near face-to-face experience. Specifically designed for smaller spaces, this system allows a cohort model to not just exist, but to thrive. Students in small groups in various spaces around campus and at home can come together for their classes. They can have an interactive classroom experience no matter where they are. While historically, lectures may be filmed, and students could watch their teachers asynchronously or synchronously, with this system the focus shifts from a camera targeting a single teacher to the whole class.



OUR COMMITMENT TO GROWTH (AND A GROWTH MINDSET)

This forward-thinking approach expands Whitfield's portfolio of possible services for the future. Of course, it serves us well today as we strive to minimize traffic around campus and engage students who are unable or uncomfortable coming to campus. Also, it opens us up for future innovations, like better connecting with students across the world, including those taking classes in our partner school in China. It allows for guest speakers located around the country, or even the world, to authentically join a class and take our students on virtual field trips allowing for experiences well beyond the St. Louis community. And, it offers our students access to the kind of technology used by today's workforce, so that they may develop a familiarity that gives them an advantage over their peers.

Through this pandemic Whitfield faculty, staff and students have learned a lot about ourselves and about one another. As a school, we have put a stake in the ground with determination. We will use this opportunity: to further our technological infrastructure and offerings; to enrich our curriculum delivery so that it remains robust and relevant whether on or off campus; and, to better serve our students.

We are determined to continue to learn and grow as an institution. This means that as a school we must embrace imperfection. We don't always get it right the first time, every time, and we don't expect our students to. Instead, we are resilient, and we deeply believe that as we embrace our hiccups—learning and growing from them—we are teaching our students to be resilient, too. We are teaching our students to embrace change (expected or not) as it pushes us to adapt, learn, grow, and advance.

INQUIRY- & PROJECT-BASED CURRICULUM

Whitfield teachers have always prioritized process over product. Through coursework and instruction, our faculty members aim to instill in students a love of learning, and help them discover and explore their unique intellectual curiosities. Working within this paradigm, Whitfield faculty members often employ inquiry-based and project-based learning.

Inquiry-based learning = student-directed exploration of a topic that they have chosen (within the parameters of the driving course curriculum) to investigate. Their investigation and thinking leads to the learning that culminates in creating an artifact to present to the class and reflect on.

Project-based learning = teacher-driven projects that allow the students some independence through the research process and some level of creativity with their finished product but requires the students to meet criteria that is set by the teacher.

Through eLearning, this kind of learning proved particularly effective, as it is rooted in independent study and individualized research by each student. Last spring several teachers employed project-based learning in connection with current events. Rachel Gassner assigned her Spanish language students a narrated study of their "home," while they were housebound. In Brandon Haynes'

math classes, students prepared papers that combined data analysis with judgement supported by math as they answered questions about whether or not Missouri should reopen.

Over the summer, professional development led by Director of Teaching & Learning Mead Ploszay helped frame opportunities within these two approaches to learning for all teachers. These curriculum designs make the most of a hybrid learning experience, as they require independent research and allow students to dig into areas of great interest. Both approaches "help kids take more ownership over their learning if we have to go online again for periods of time," shares Mrs. Ploszay. Yet, there are many advantages to this kind of curriculum design, well beyond supporting a hybrid learning model.

Project-based teaching can connect content to the world around us--bringing curriculum to life and increasing its relevance. Inquiry-based learning can help our students learn how to learn, how to question, how to push themselves for the sake of knowledge alone.

As a practice, inquiry-based education, specifically, allows students to develop divergent thinking, to strengthen their ability to address issues with multiple solutions, and to develop the skills and attitudes essential to continue a quest for knowledge throughout their lives. In short, inquiry-based learning will prepare our students to be the kind of adaptive and creative thinkers necessary to thrive in our ever-changing world.

Math in (Virtual) Action

Whitfield’s mathematics program assists students in gaining mathematical confidence as well as competence. Learning objectives are focused on developing our students’ abilities to apply algorithms and nontraditional strategies to problem-solving solutions. Whether on-campus or eLearning, students use a variety of resources to learn new content. Math faculty utilize Microsoft OneNote to track their students’ problem-solving process. During eLearning, faculty responded to the student work shared through OneNote with personalized audio clips that provided one-on-one feedback. In this way, students built an archive of audio clips from their teachers that they can draw upon as a resource moving forward.

“As math teachers, it is so important for us to track a student’s process –it’s not just about the final product,” said Mathematics Department Chair Bridgett Hanks.



“
So much of learning math is about conversation, talking about problem-solving strategies and learning how to ask for help. The online study groups are a way to continue that skill-building and to maintain authentic connectivity.
– Bridgett Hanks, faculty member
”

“The features of OneNote allow us to see that process. For example, I can highlight a section of a student’s homework and ask the program to play it back for me so that I can watch them do their math just as I would if they were doing it on the board or on a piece of paper in front of me.”

In addition to live online classes during eLearning, several teachers created virtual study groups of three or four students to meet weekly via Google Hangouts and work on math problems together. “Our in-person classrooms look like kids are having conversations all the time with each other and they are,” said Mrs. Hanks. “So much of learning math is about conversation, talking about problem-solving strategies and learning how to ask for help. The online study groups are a way to continue that skill-building and to maintain authentic connectivity.”

Whitfield Team Receives Award at WWT Hackathon

At the 2019-2020 World Wide Technology (WWT) STEM Student Forum hackathon event held on Saturday, February 29, 2020, Whitfield’s team earned a \$1,000 award. The award will be used to support Whitfield’s STEM initiatives.

Whitfield student participants included Kaelyn Beeman ’20, Xingda “Danny” Chen ’20, Agha Haider ’21, Danny Sallis ’21, Josh Schmidt ’21, Dane Shuler ’22, Owen Taylor ’20, Robbie Wetzel ’20, and Yutiancheng “William” Yang ’20. Whitfield’s Assistant Director of Technology Lisa Barry Jenkins and Computer Science Integration Specialist Andrew Asikainen served as faculty sponsors.

For the hackathon, students were asked to develop a solution that uses technology to solve a problem that exists at their school. Whitfield’s team introduced



a prototype of the “Warrior Zone,” a new website, with a forum platform like Reddit, that would give students the opportunity to post and chat about upcoming events and activities.

TSA Hauls in the Hardware at State

Whitfield’s Technology Student Association (TSA) middle school team competed in the TSA virtual competition held April 20 – May 29, 2020.

The Warriors excelled in the competition earning 11 first place plaques and 30 individual medals! Faculty sponsor Michelle Brown drove to Jefferson City to haul home the hardware.

“I am so proud of these students!” said Ms. Brown. “We learned that the in-person competition had been cancelled and moved to a virtual event on our last day before Spring Break. I quickly packed up equipment and supplies for the kids to take home and reviewed what they would need to do. They had already prepared extensively for the competition, so they were ready. During the next two months, they stayed focused and were ‘all in’ throughout the competition.”

Whitfield’s 2019-2020 TSA participants were: Nolan Baird ’26, Isabel Cepeda ’24, Lachlan Costabile ’25, Jenny Frazier ’24, Anna Gau ’24, Kira Glanton ’24, Lucy Heidenry ’24, Nihar Murali ’24, Cohen Panneri ’24, Braydon Sellers ’24, Sloane Shatzer ’24, and Finley Wilkins ’26.

TSA is a national, non-profit organization of middle and high school students who are engaged in science, technology, engineering, and mathematics (STEM).

At the hackathon, each team had just seven minutes to present to a panel of judges from WWT followed by a three minute Q&A. Teams were judged on the efficacy and technical quality of their solution; the overall creativity and innovation of their project; how well they articulated their solution; and how well the team displayed the STEM Hackathon Core Values (team work, consistent effort and commitment, embrace change, and learning).



WWT STEM Student Forum is an annual program that encourages high school juniors and seniors to consider careers within the industries of science, technology, engineering, and mathematics (STEM).

TSA STATE COMPETITION EVENTS AND RESULTS

FORENSIC TECHNOLOGY Sloane Shatzer ’24 (1st) Braydon Sellers ’24 (2nd) Cohen Panneri ’24 (3rd) Lucy Heidenry ’24 (4th)	JUNIOR SOLAR SPRINT Nihar Murali ’24 Braydon Sellers ’24 Cohen Panneri ’24 (2nd)
CAREER PREP Anna Gau ’24 (1st)	WEBSITE DESIGN Isabel Cepeda ’24 Anna Gau ’24 Sloane Shatzer ’24 (1st)
TECHNICAL DESIGN Lucy Heidenry ’24 Finley Wilkins ’26 (1st)	CYBERSECURITY Lachlan Costible ’24 (1st) Kira Glanton ’24 (3rd)
DIGITAL PHOTOGRAPHY Isabel Cepeda ’24 (2nd)	CHALLENGING TECHNOLOGY ISSUES Kira Glanton ’24 Sloane Shatzer ’24 (1st)
PREPARED SPEECH Sloane Shatzer ’24 (1st)	CHAPTER TEAM Braydon Sellers ’24 (1st) Nihar Murali ’24 (2nd)
LEADERSHIP STRATEGIES Isabel Cepeda ’24 Anna Gau ’24 Jenny Frazier ’24 (1st) Nihar Murali ’24 Cohen Panneri ’24 Braydon Sellers ’24 (3rd)	TECH BOWL Lachlan Costible ’24 (3rd)
PROMOTIONAL MARKETING Lachlan Costible ’25 (1st)	PROBLEM SOLVING Lucy Heidenry ’24 (4th)
STEM ANIMATION Isabel Cepeda ’24 Jenny Frazier ’24 Lucy Heidenry ’24 Sloane Shatzer ’24 (1st)	

Framing Universal Human Rights

Intentionally titled “Social Studies,” rather than, “History,” the curriculum of this department at Whitfield focuses on the experience of diverse historical actors and the study of diverse historical narratives. The teaching of critical thinking skills is emphasized, and a premium is placed on helping students learn how to integrate, analyze, synthesize, and evaluate both primary and secondary sources and to develop empathy for the people who lived in different times and places.

Students in Modern World History 10 explored the themes of power and equality through the lens of the Universal Declaration of Human Rights (UDHR) adopted in 1948 in response to the Holocaust and WWII. As students examined the UDHR they dissected its 30 articles, identifying purpose and theme repetition, and developed a historical frame of reference through supportive readings and class discussions.

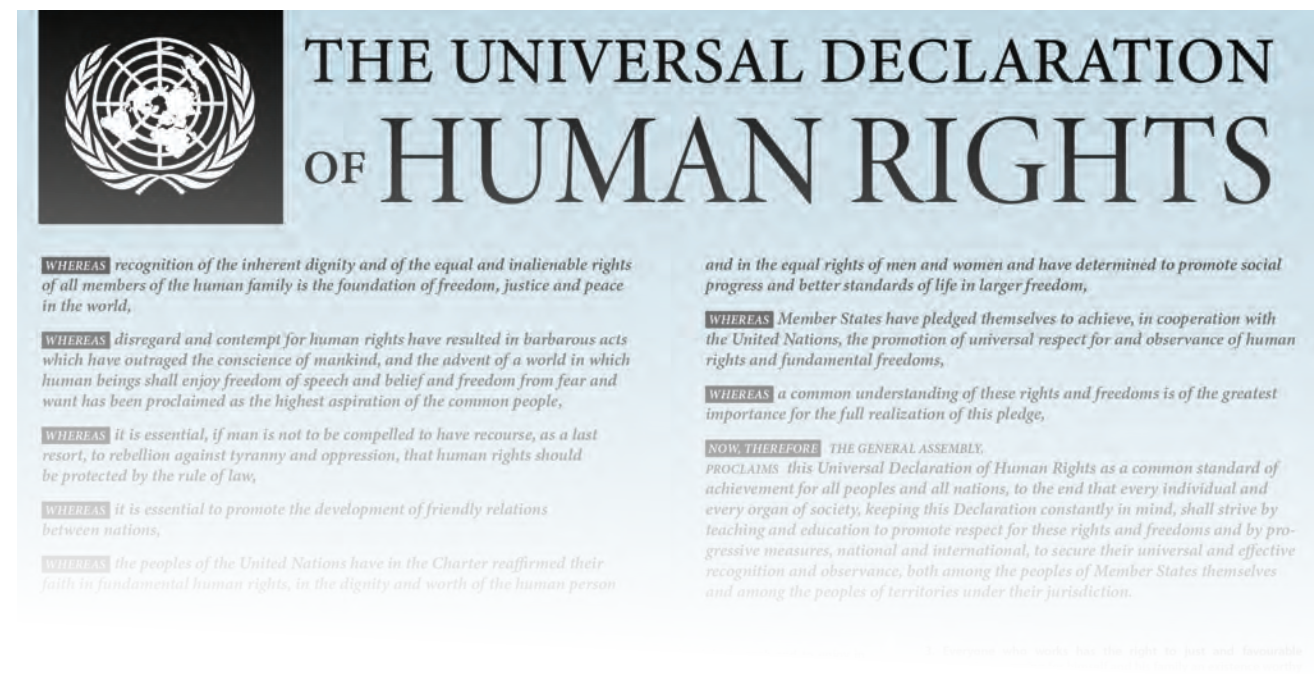
“At the beginning of this unit I asked the students to come up with topics they were interested in learning about in relation to the themes of power and equality

and overwhelmingly they wrote down WWII and the Holocaust,” said faculty member Grace Barlow. “I hope they will gain perspective on the lives of others and gain a broader world view of what it means to be human.”

“
At the beginning of this unit I asked the students to come up with topics they were interested in learning about in relation to the themes of power and equality and overwhelmingly they wrote down WWII and the Holocaust. I hope they will gain perspective on the lives of others and gain a broader world view of what it means to be human.

– Grace Barlow, faculty member

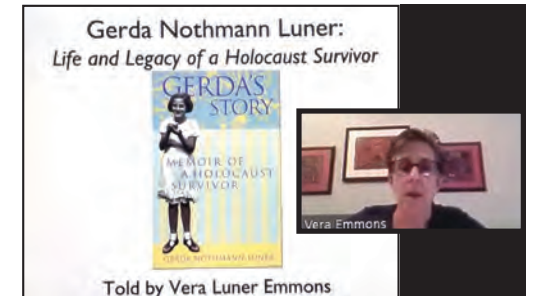
“I think it’s good that we are having these conversations so that we can be more informed about the concepts of power and equality as they relate to history and to current events,” said Savannah Harris ’22. “During our seminar discussions one of the questions we talk about is *What can we do?* because these atrocities keep happening. I think if we can try to care more about other people and their cultures that would help.”



Whitfield Hosts Holocaust Speaker via Live Webinar

On Monday, April 27, 2020 in lieu of “live” afternoon eLearning classes, Whitfield students, family members, and faculty & staff had the opportunity to hear from Holocaust speaker Vera Emmons. Over 500 attendees participated in the webinar via Zoom and YouTube. At the conclusion of the presentation, questions were moderated by Director of Equity & Inclusion Anna Warbelow, Middle School Director Jarrett Young, and Social Studies Department Chair Michał Kwiecień. Following the Q&A, students virtually met with their Advisories to discuss the presentation.

“I can’t imagine a more meaningful way to use this time together as a community than listening to and discussing a story that emphasizes Whitfield’s Habits of Mind & Heart—particularly cultural competence and good citizenship—builds empathy, and reminds us of the impact one person can have when they choose to act bravely as an upstander,” said Dr. Warbelow.



Learning About Liberty

In US Government & Civics, eighth grade students study the evolution of American democracy from colonialism to today as they develop a deeper understanding of what it means to be a citizen of the United States. Through assignments and projects, students strengthen effective research, writing, public speaking, presentation, and critical thinking skills.

To bring to life their study of the Bill of Rights, students participated in a mock trial. Faculty member Matt Kingston developed four hypothetical cases which revolved around the First, Second, Fourth, and Eighth Amendments. Working in small groups, students were presented with a set of facts for their case and assigned a side to represent. Some groups represented those whose rights may have been violated and others represented the business establishment, school, or government agency that was being sued.



“Understanding the Bill of Rights is one of the most important things in terms of understanding the meaning of liberty in America.

– Matt Kingston, faculty member

“Understanding the Bill of Rights is one of the most important things in terms of understanding the meaning of liberty in America,” said Mr. Kingston. “I focused on the First, Second, Fourth, and Eighth Amendments because they are accessible for eighth graders—they can see the relevancy in their lives. While the processes in our mock

trial are similar to those of an actual trial, the bigger emphasis is on helping students gain an understanding of the meaning of the Bill of Rights.”

Although students could not alter the facts of their assigned case, they had the opportunity to show their creativity as they developed and presented opening statements, arguments, and cross examinations. Some groups also introduced and questioned fictitious witnesses to support their arguments. Playing roles such as lawyer or witness, allowed students the opportunity to evoke their theatrical skills in addition to public speaking, presentation and logical argumentation skills.

“Participating in the mock trial was a challenging and fun experience that helped me learn about the Bill of Rights,” said Samriddhi Patankar ’24. “The cases were about contemporary topics and we had to do a lot of research to prepare. I want to be a lawyer or a person working in government after college, so this was really fun for me because I want to do this for a living.”

Young People Making A Difference

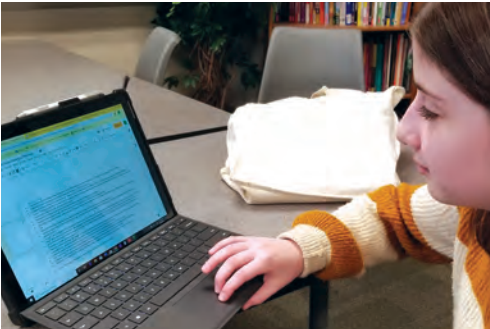
Whitfield’s sixth grade English curriculum is designed to support and guide students as they explore and develop their voices as readers and writers. Writing is approached as a spiraling process that evolves and strengthens throughout their time at Whitfield.

In winter, sixth graders created eBooks that highlight young agents of change who are making a difference in our world addressing topics such as climate change, racism, LGBTQ rights, gun control, and other global issues.

“Before the students began their eBook project, we talked about activism and what they think about when they hear the word activist,” said faculty member Samantha Alul. “They created a list of adult activists they know of and respect, then reflected upon whether or not an activist has to be an adult. We decided that we didn’t know enough about young people who are also making a difference as activists.”

For their eBook, each student chose a topic or issue they care about, conducted research, and identified at least three young people under the age of 18 who are raising awareness through their activism. They discovered young activists such as Dutch inventor Boyan Slat who at the age of 18 founded The Ocean Cleanup, a non-profit

organization, that is developing advanced technologies to rid the world’s oceans of plastic, and climate activist Greta Thunburg who at 16 years old delivered an address at the United Nations 2019 Climate Action Summit.



“Before the students began their eBook project, we talked about activism and what they think about when they hear the word activist.”

– Samantha Alul, faculty member

“I focused on the activism of students who survived the Parkland shooting [Marjory Stoneman Douglas High School in Parkland, Florida]. People like David Hogg, who cares a lot about making a positive difference and stopping gun violence in schools,” said Zeke McMullen ’26.

Finley Wilkins ’26 researched the rights of transgender people. “I focused on the laws and some recent changes in the legal protections for transgender people that have created struggles for them,” said Finley. “One of the activists I focused on is Rebekah Bruesehoff who works to advocate for policy changes that protect and support transgender and all LGBTQ people.”

Once completed, each eBook included a topic overview, profiles on selected activists, and a list of organizations and local volunteer opportunities that support the issue. Students used Canva, a multimedia design platform, to publish their eBooks.

Celebrating eLearning Creativity Through Video Logs

One component of the English 9 eLearning coursework was the “Pandemic Video Log,” a student-recorded video in which students responded to daily prompts provided by faculty member Sari Rotskoff '00. The video logs gave students the opportunity to record their reflections about this unprecedented time in history. For their fourth entry, students were asked to name some things they have always wanted to learn, read, watch or do for which they have never had time. Then in their video log, they shared their responses by showing off a new activity, a piece of writing or artwork or even a new TikTok. Ms. Rotskoff

compiled clips and screen grabs from the students’ video logs and created a master video.

“Their responses to this prompt opened a window into their moments of joy and creativity during this difficult time. I created this video with the hope of making them smile and as a way to stay connected to their classmates,” said Ms. Rotskoff.

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Africa Infographic Project

Before Spring Break, students in seventh grade World Cultures and Geography completed the Africa Infographic Project—a challenging assignment that combined their study of Africa with the creation of high-quality, interactive, digital infographics using PowerPoint within their OneNote notebooks.

Through this six-week-long project, these middle school students strengthened their research, writing, and critical thinking skills, built digital fluency, and expanded their cultural competence.

This year, Director of Technology Matt DiGuilio guided the students in learning and implementing the real-world application of Agile Planning methods including scrum and stand up meetings. “Agile” is an approach to project management for addressing complex problems, that includes implementing Scrum, which emphasizes teamwork and the ability to respond quickly to change, in order to create and deploy products of the highest possible value.

“Using Agile Planning was a huge change for us this year in terms of how we approached the Africa Infographic Project,” said faculty member Mary Schnitzler. “We would start each class as a scrum team with a stand-up meeting where we would gather around a white board, review the task list for that day, review what was completed, and celebrate project milestones. We would move Post-It Notes along the board so that we could visually track their progress. There are so many

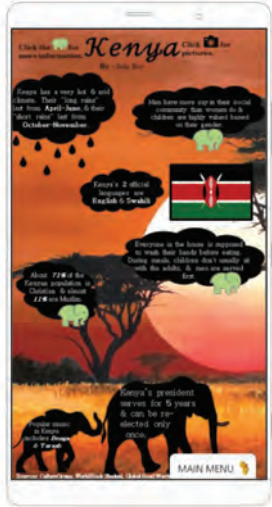
components to this project, and I think it really helped students visually see the project as a whole.”

To begin the project, students selected five African countries they were interested in exploring. Their research included specific information regarding geography and the seven elements of culture: social organization, customs and traditions, language, arts and literature, religion, government, and economic systems.

Before beginning the visual portion of the project, students were asked to narrow their focus to a single country and select three elements of culture to explore in greater depth. Next, students researched the elements of culture and created detailed pieces of writing. Using Whitfield’s multiple draft writing approach, students received specific feedback regarding how to avoid plagiarism, organization of ideas, sentence structure, word choice, spelling, and grammar.

An infographic is a visual representation of information and data that combines elements of text, images, charts, or diagrams to explain complex issues in a way that can quickly lead to insight and better understanding. Whether online or in print, infographics are effective tools that convey information in a compact and easily navigable format.

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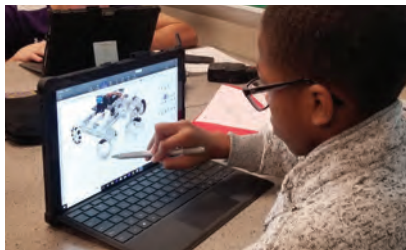


Sixth Graders Explore the Final Frontier

Across grade levels and academic departments, Whitfield students and teachers immerse themselves in STEAM-forward learning in ways that are meaningful, authentic, and relevant. Our school environment encourages exploration and cultivates innovative and creative thinkers.

In sixth grade science and math, students completed their Final Frontier project before leaving for Winter Break as part of a cross-curricular unit on space systems. Working in small groups, students researched one of the planets in our solar system and designed, constructed, and wired rover robots for their planet using Pitsco Tetrix Robotics equipment.

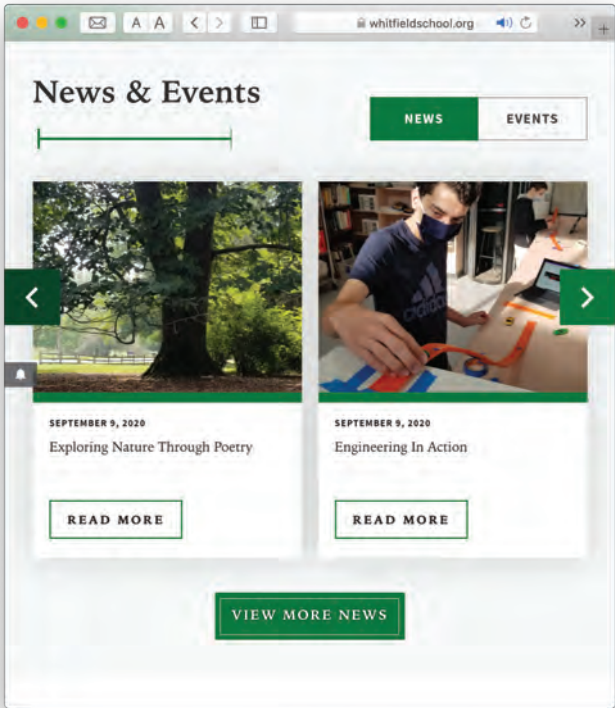
"This project reinforces critical thinking, creative problem-solving, and collaboration in a cross-curricular atmosphere," said middle school science teacher Michelle Brown. "It challenges students to analyze and interpret data to determine scale properties of objects



in the solar system. The project also addresses human impact on Earth. Hypothetically if our world becomes too damaged to sustain life, we would have to determine where to move. These students are applying what they learned about each of the planets to develop requirements for their unique robots. They have had to be really strong researchers and problem-solvers."

Students had to design their rovers to successfully complete three distinct tasks and moves based on their planetary research.

Kaitlin Cochran '26 and her group used their creative problem-solving skills to re-engineer their original rover design. "In the beginning when my group was building our first design, we realized our idea wasn't going to work," said Cochran. "So, we changed a lot of things and that was difficult, but it turned out awesome! At my old school, we had a very specific way that we had to build a robot. In Ms. Brown's class, I liked that we had a lot more freedom in the way we designed this project."



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English Innovation: *The Great Gatsby* Project

Whitfield's English curriculum prioritizes communication, connectivity, and innovative thinking. Courses challenge students to examine ideas, read critically, make presentations, design media products, and communicate in a variety of ways. This diversity in research and presentation prepares students to meet the expectations of college, careers, and citizenship.

Upper School students in *Pursuit of the American Dream*, a year-long English elective, spent the majority of the first trimester reading and analyzing F. Scott Fitzgerald's *The Great Gatsby*. To conclude their exploration of Fitzgerald's classic text, students completed a final assignment in two parts: writing a five-paragraph analytical response essay and designing a project using the medium of sound-tracking, thematic cartography, or prop design.

For their written response essay, students were asked to come up with an original idea or theme in *The Great Gatsby*, develop a thesis, and analyze how Fitzgerald's use of literary elements, techniques, or rhetorical devices support their central idea. Then to supplement their essay, students created original projects to further prove their theses.

"These students brought new and creative ideas to the table in their analysis of the characters in *The Great Gatsby*," said faculty member David Records. "The more I look at their projects, the more I am impressed with the quality of the work that they produced."

Malik Smith '21 chose sound-tracking for his *Gatsby* project. First, he identified three scenes he believed were important to the story. Next, he selected one song per scene that was appropriate musically or lyrically. Finally, Malik wrote an analysis of how each song reflected the tone and mood of the

scenes, all from the perspective of three literary characters.

"The goal of this project was to have a more creative outlook on *The Great Gatsby* rather than just analyzing it by writing a few paragraphs," said Smith. "I selected the sound-tracking option for my project because I love music. I think music is an extension of people's innermost thoughts, so I created a

“These students brought new and creative ideas to the table in their analysis of the characters in *The Great Gatsby*,” said faculty member David Records. “The more I look at their projects, the more I am impressed with the quality of the work that they produced.”

– David Records, faculty member

journal that matched three songs with three important scenes. When I annotated the lyrics, the words came from Daisy, Gatsby, and Mr. Wilson and showed how they were experiencing the scene at that moment. This project was a really good experience for me because it helped me gain a deeper understanding of the book.”

Students who chose the medium of prop design created a

three-dimensional object, or prop, 'owned' by one of the characters and illustrated that character's traits. In addition, they wrote an artist statement to justify the approach of their piece.

Several students chose an artist or movement from the 1920s time-period as inspiration for their projects. Zoe Brandenstein '21 created an intricate collage that referenced themes of the Dada art movement.

"I did a lot of research about the Dada movement that informed my project," said Brandenstein. Her artist statement explores color, symbolism and the celebration of absurdity that is integral to this artistic movement. "At the heart of my essay is the idea that certain characters in *The Great Gatsby* create false identities, or masks, in order to fit into high society—that idea is represented by the mask in my collage. I learned a lot from this project, and I am sure that other students did, too. Listening to other people present their projects gave us insight into different perspectives and connections."



Senior Retrospective

Whitfield's Senior Retrospective Virtual Show opened Wednesday, May 13, 2020. Visit our website to view the virtual gallery.

This annual exhibit showcases both the best work and the artistic evolution of graduating seniors in the school's visual arts program. 27 seniors participated in the show.

Olivia Barnes	Audrey Jennings	Maddie Seemiller
Kaelyn Beeman	Ellie Lefton	Ryan Smith
Jillian Bhuyan	Mohan Li	Nina Steinberg
Julia Chrysler	Sam McClellan	Elijah Sykes
Zaria Daniels	Jade Moore	Nic Taylor
Donny Diemer	Abby Morgan	Emily Underwood
Mahlet Fentaw	Maggie Okun	Kylie Wagner
Dinah Garrison	Matt Schueddig	Robbie Wetzell
Matthew Harkwell	Naya Shacham	Rebecca Zlepper

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Droplet • Rebecca Zlepper '20 • Digital Photograph

The Secret Voice

The Secret Voice, Whitfield's annual art and literary magazine, includes original poems, short stories, photographs, and drawings from students, faculty, and staff. Students who work on the staff of The Secret Voice anonymously review and select the works to be published.

"This year, we had new editors, Anna Ruvinov '21 and Caroline Sarris '21. Their enthusiasm for the club and The Secret Voice magazine fueled us throughout the year! They guided the general staff in creative and fun ways to advertise the magazine and encourage students to submit their work for consideration. We are very proud of the final product, especially considering that the pandemic and quarantine meant that we had to layout and finish the magazine remotely. Everyone who has artwork or poetry in the magazine, as well as everyone who took a risk and submitted something for consideration should be proud of their unique, creative work. "One of the reasons I love being the sponsor of this club is because we get to celebrate the incredible originality and artistry of our community. I also appreciate the bravery that it takes to share something as personal as creative expression," Sari Rotskoff '00, faculty sponsor.

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Our Town

Whitfield's Upper School fall play, Thornton Wilder's "Our Town," was performed October 24-27, 2019. Set in the fictional small town of Grover's Corners, N.H., this Pulitzer Prize-winning play invites us into the ordinary lives of two families and their community. Through their experiences, we are reminded of what truly matters in life.

"This will be unlike any other production of 'Our Town' that you have seen," said Director of Productions Amy Allen Cano. "Inspired by David Cromer's critically acclaimed production, ours will be a very intimate show with the actors working on a small stage—the audience will be right there," said Allen Cano. "The cast will be in modern dress and with the minimal set and props, the actors will be extremely focused on making it real and believable."



The Happiness Shop

The Middle School fall play "The Happiness Shop," ran November 12-13, 2019. The story follows three middle school students who suddenly find themselves in another world inside an unusual store—The Happiness Shop. They don't know where they are or how they got there, but they quickly learn that this shop is unlike any other. The shop is filled with Roppets, humans who are part robot and part puppet, programmed to be happy all the time. As they watch the Roppets act out scenes from their personal lives, the three students realize that they have been brought to the shop to make a choice. Will they suppress their problems or face them?

"While the play has some really funny moments, it also addresses themes and issues that today's middle school students face, like self-acceptance, conflict resolution, peer pressure, and family issues such as divorce," said faculty member and director Mary Schnitzler. "We at Whitfield encourage our students to use their strengths to navigate through challenging times and to think about the Habits of Mind & Heart, always being mindful that you never know what someone might be going through at any given time."





Student-Directed One Acts

On December 4-5, 2019, Whitfield’s International Thespian Troupe #5436 presented Student-Directed One Acts. Unlike other theater productions, such as the Middle and Upper School fall plays and the spring musical, the One Act plays are entirely directed and performed by students. In the span of just a few weeks, the student directors select a play, run auditions, choose their casts, hold rehearsals, and present their productions.

According to Director of Productions Amy Allen Cano, the Student-Directed One Acts are an integral component of Whitfield’s theater curriculum.

“We started performing the Student-Directed One Acts many years ago,” said Allen Cano. “This gives Upper School students a chance to direct outside of class for a ‘real’ audience which gives it a different level of importance. Traditionally, a lot of freshmen and sophomores get involved in the casts so it’s a great opportunity for younger actors to get their feet wet in theater. ”

2019-20 directors were: Kate Courtney ’21, Kenny Hill ’20, Sarah Kline ’21, Adam Lauer ’20, Alayah Lipnick ’20, and Owen Taylor ’20.



Quest for Z

The Middle School spring play, “Quest for Z,” was performed March 10-12, 2020. The play is an original script created by faculty member and director Keith Borzillo in partnership with his cast. The show is set in a dystopian world in which a severe allergy has forced a seven-year separation between children and adults. The story follows one team of children who are on a mission to find Responder Z, someone whose genetic makeup will allow them to be an antidote to the allergy and potentially reunite them with the adults.

As is the tradition with the plays directed by Mr. Borzillo, the script is a collaborative effort with the cast. “I developed the story and the basic arcs of the different characters and groups,” said Borzillo. “The students started with that material and then came up with some great ideas through improv and in rehearsals that we added to the final script.”



Vocalists Share State Solos

Three Whitfield vocalists, Liv Hand ’21, Kenny Hill ’20, and Anna Ruvinov ’21, earned the honor to perform at the MSHSAA State Solo and Ensemble Music Festival in Columbia, MO which was scheduled for Friday, May 1, 2020. Because of COVID-19, the festival was canceled. Instead, two of the three vocalists performed solos for the Whitfield community via self-recorded videos shared on Whitfield’s Facebook page on April 30. Liv Hand performed “Se florindo e fedele” by Scarlatti and Kenny Hill performed “Shenandoah” by Dougherty.



Liv Hand '21



Kenny Hill '20



Anna Ruvinov '21

“All three of these young artists dedicated a lot of time and practice in preparing their pieces—please join me in congratulating these awesome singers on their achievement!” said Ms. File.

Musical Merits

Whitfield band and choir students consistently receive top honors at local, regional, and state competitions. Highlights from 2019-20 include:

ALL-DISTRICT CHOIRS

Liv Hand '21, Amari Christie-Pabon '21 and Shannon Riley '21 were selected to the Class 3, District 11 high school All-District Choirs. A total of 362 students from 25 area schools auditioned. Only 154 students were selected for the SATB choir (Liv and Amari) and 80 were selected for the first SSAA Honor Ensemble (Shannon). Liv and Amari also qualified to audition for the All-State Choir.

MSHSAA DISTRICT SOLO & ENSEMBLE FESTIVAL

Band	Choir
KatieMarie Anderson '23* - flute	Liv Hand '21**
Tamir Armoza '22* - flute	Kenny Hill '20**
Peter Blix '23* - saxophone	Anna Ruvinov '21**
Colin Prakken '23** - marimba	Grant Simon '22*
Chad Ruff '22** - marimba	Nora Staley-Brain '23*

* outstanding rating
** exemplary rating/qualified for MSHSAA state music festival

Virtual Choir Performance

Members of Whitfield's Upper School Choir, led by faculty member Mary Kate File, created a virtual choir performance to congratulate the Whitfield community on a successful finish to a very unique school year.

In May, Ms. File introduced the performance by sharing, "We have all experienced a shift to our normal routine and many times we find solace in music to help cope with the ups and downs of it all. Members of the Upper School Choir, along with the tremendous help of Keith Borzillo [Middle School Theater faculty], put together this quick song for your viewing enjoyment. To quote Yip Harburg, songwriter for *The Wizard of Oz*, 'Words make you think thoughts. Music makes you feel a feeling. But a song makes you feel a thought.' We hope you enjoy this video and have a happy and healthy summer."



for *The Wizard of Oz*, 'Words make you think thoughts. Music makes you feel a feeling. But a song makes you feel a thought.' We hope you enjoy this video and have a happy and healthy summer."

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Piecing the Pieces Together • Elise Wheeler '22



Power • Leah Shields '21

Photography Students Create Digital Collages

Students in Photography completed digital collages, a project which required them to create thought-provoking and surreal images using newly learned selection techniques in Adobe Photoshop. “The ability to create precise selections opens up a wide array of opportunities to a digital artist,” said Fine Arts Department Chair Cara Foster. “More importantly, the students had to problem-solve, communicate, and persevere through technical challenges outside of the typical classroom setting.”

Multi-Faceted Self-Portraits

In conjunction with their study of three-dimensional representation, sophomores in *Intro to Drawing* created multifaceted self-portraits as one of their eLearning assignments. This project explored contour and cross-contour lines and addressed planar shifts within the digital landscape. Students used Photoshop to create faceted self-portraits, breaking their photo into planes to address dimensionality. “This is an important technique that I would have shown them if we were in our on-campus class,” said faculty member Jim Daniels. “Now [during eLearning] it’s about how we can be creative using the computer to do these projects together even though we are physically miles apart.”



Aiden Laubinger '22



Dalia Al-Sagr '22



Hadley Wilkins '22



Liz Bierhals '22



Maxine Curlee '22

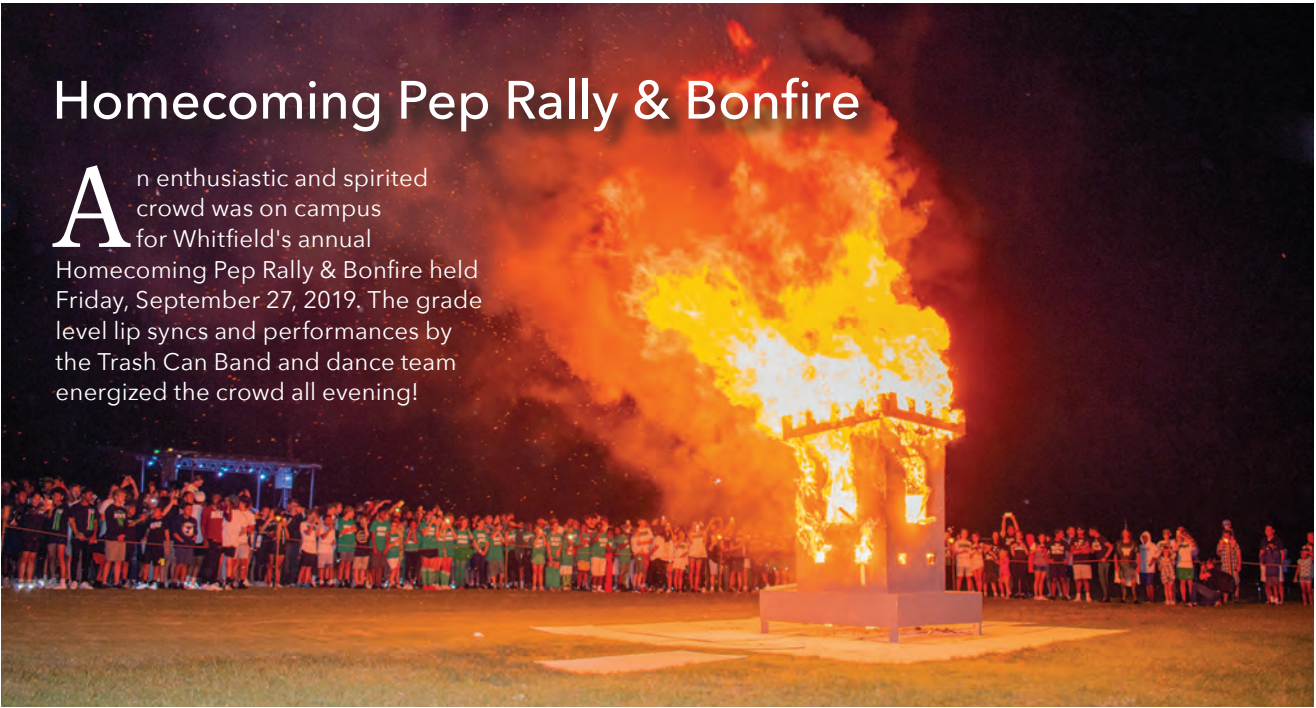


Joey Ursul '22



Homecoming Pep Rally & Bonfire

An enthusiastic and spirited crowd was on campus for Whitfield's annual Homecoming Pep Rally & Bonfire held Friday, September 27, 2019. The grade level lip syncs and performances by the Trash Can Band and dance team energized the crowd all evening!



A Community In Action

Q&A with Director of Equity & Inclusion Dr. Anna Warbelow

Diversity, equity, inclusion, and racial justice are established Whitfield values rooted in our Mission Statement and in the Habits of Mind & Heart. The Equity & Inclusion Task Force, comprised of board members, faculty & staff, and students, leads the continued charge to make good on our community commitment to action. In January 2020, Whitfield students, faculty & staff, and current families participated in a comprehensive survey to assess the school's diversity, equity, and inclusion initiatives. The following Q&A with Director of Equity & Inclusion Dr. Anna Warbelow provides context for the survey, a summary of the results, and action steps for the community.



Q: Why was the survey conducted?

A: We partnered with The Glasgow Group, a firm that specializes in work with independent schools, on this survey because we wanted to make sure that we had qualitative and quantitative data to help inform and establish our priorities as an institution. The resulting data will be used to inform our actions.

Our focus was on student voices. As we told the students leading up to the survey 'their voice matters,' this is their school, and we want them to tell us about their experience. We also wanted to get perspectives from faculty & staff, administrators, current parents, and trustees. Our next iteration will include gathering alumni perspectives.

Q: Could you provide an overview of the survey results?

A: Overall, the survey results are positive and make clear that diversity is an important and valued part of the Whitfield experience. The survey also identified areas for growth and things we need to work on and improve. Our community feels that the school's mission and Habits of Mind & Heart support Whitfield's diversity efforts and are an integral part of the curriculum and culture of the school. The Whitfield student body is racially diverse, especially when compared to other independent schools and survey results suggest that our students feel safe, comfortable, and supported at school. Additionally, our students reported feeling that they have opportunities for meaningful engagement across differences.

Q: What are the next steps?

A: The survey yielded a lot of data that will be guiding our work for a while to come, specifically in terms of areas for growth. Some of the immediate actions we will be taking to work towards addressing inequities and improving our community include: establishing an Inclusive Curriculum Committee that will conduct an audit of the current curriculum to help identify gaps and opportunities and make recommendations to ensure diversity and inclusion across the curriculum; continuing to build civil

dialogue skills amongst our community in preparation for the 2020 election; and, continued professional development for faculty & staff. We continue to pay keen attention to the ongoing national conversations around racism and civil action and are examining our current practices in many areas.

We also created a Resources For Our Community page on our website to help families grow in their understanding of race and racism and to support parents and guardians as they engage in conversations with their children about these issues. Personal education, self-reflection, and courageous conversations are important steps of active allyship and social change. We have also established an equity and inclusion advisory group and an anti-racist learning group, both to support current families.

Q: How has the COVID-19 pandemic impacted Whitfield's DEI work?

A: I feel like we are doing a good job in keeping our values of diversity, equity, and inclusion front and center especially when we had to close our campus last spring. At the start of the pandemic in March, we really worked hard to take an equity lens to everything that we did as we designed our eLearning model, and considered the challenges our students might encounter by not being able to come to campus, including access to technology, quiet work spaces, caring for younger siblings, family members who were essential workers, etc. There were conversations in virtual classes about the pandemic's effects on communities of color and on different socio-economic groups.

Q: How do we measure our progress with DEI work?

A: Establishing benchmarks to measure our progress was another reason why it was important to conduct this survey. It gives us a baseline so we can revisit that survey in four or five years. Then we can measure how we have done with the areas of growth. We also need to continue courageous conversations with our students. They are so incredible, and their voices are so important. I am proud of our Student Diversity Council as well as our affinity groups. The youth are leading the way and are holding us accountable.

REAFFIRMING OUR COMMITMENT TO EQUITY & JUSTICE

On June 2, 2020, Whitfield School shared the following message with our community.

From the Administration and Trustees of Whitfield School:

We are deeply saddened and outraged by the recent violent acts targeting Black Americans, namely the unjust deaths of George Floyd, Ahmaud Abery, Breonna Taylor and Tony McDade. These events demonstrate that our world continues to be plagued by structural racism and other forms of injustice. The fact that these incidents have come amidst the COVID-19 pandemic, which has exposed anew the serious inequities of income and healthcare in our society, underscores the need for all of us to educate ourselves about the issues and to get involved in the solutions.

Whitfield's commitment to Equity & Inclusion and to living by the Habits of Mind & Heart, including citizenship, ethical conduct, and cultural competence, means we cannot stay silent on these issues. We unequivocally stand in solidarity with our black students, families, faculty, staff, alumni, and trustees, and we call on all of our community members to act as allies and advocates.

These tragic events must serve as a grave reminder of the need to continue and expand our efforts to ensure inclusive and equitable communities here at Whitfield, but also beyond into our local and national communities. We must continue to build empathy and celebrate differences but also to have difficult and courageous conversations and study painful histories.

STATEMENT ON DIVERSITY & INCLUSION

At Whitfield School, we believe that valuing our differences helps us grow as individuals and strengthens our community as a whole. This belief guides our actions with regard to thought, choice, policy, practice, and behavior. As a community, we commit to a culture of active engagement in matters of equity and inclusion, with the goal of developing mindful individuals who participate in an increasingly complex and pluralistic world.

The Middle School Experience

Interview conducted in November 2019

Creating a unique middle school experience within a 6-12 environment is a function of intentionally creating a separate culture, curriculum, and community.

To do this at Whitfield, Middle School Director Jarrett Young shares his perspectives and strategies.

Q: How would you describe Whitfield's middle school experience?

I believe our middle school experience basically distills down into three Essential Questions for our students within the context of their Whitfield experience:

- Sixth grade: Who Am I?
- Seventh grade: Who Are We? As in their collective class as they move forward together.
- Eighth grade: How do I contribute to this middle school program that I have been a part of, and to those who are younger than me?

In sixth grade, everything is about creating opportunities for our sixth graders to discover who they are, what they are interested in, and what they are passionate about.

In seventh grade, we typically have an influx of new students who add energy and perspective to the existing class. We create opportunities to get the group to think more broadly about who they are as a collective. Their outdoor experience trip in the Spring really helps them start to think about themselves as a cohort—how they are going to support one another and cheer one another on.

In eighth grade, there is a focus on how students model positive behavior for younger students here at Whitfield and in the greater community. A key component of the middle school experience is our partnership with North Side Community School (NSCS), a high-performing charter school in North St. Louis. The relationship, rooted in our Habits of Mind & Heart curriculum, creates opportunities for shared learning, for sharing perspectives and experiences, and for growth. Through workshops held on both campuses, students from both schools engage in activities and dialogue about ethical



conduct, cultural competence, citizenship, leadership, scholarship and mindfulness.

Q: How does Whitfield's middle school faculty shape the middle school culture?

Whitfield's middle school faculty members are innovative, energetic, and passionate not just about their respective academic disciplines but about teaching middle school students. They have a growth mindset approach with each student and by focusing on academic excellence and character education, our teachers develop future campus and community leaders. They look for ways to engage with students and build mentor relationships that continue throughout a student's Whitfield career.

Q: How is the middle school curriculum designed?

Our student-centered approach ensures that individual strengths are known, cultivated, and celebrated. Character education, through the Habits of Mind & Heart, is at the center of everything that we do. There

is an intentional curriculum design in which teachers create opportunities for lessons as opposed to simply the pursuit of information. We want our students to take what they are learning in their classes and make it applicable outside of these walls. So much of scholarship is learning how to be a scholar – discovering yourself through scholarship.

Q: What factors contribute to creating our "middle school community"?

Our class size, an average of 14 students, coupled with our engaging and passionate faculty allows for an academic experience that supports differentiation and appropriate academic challenge. Having small classes also provides flexibility for faculty to support individual students' academic growth and creates opportunities for students to collaborate and problem-solve in small groups. In addition, Whitfield's school size enables us to be nimble and responsive to the needs of community members so that everyone can be heard. Hearing one another allows for deeper connection and genuine relationships buoyed by empathy.

Our tightly knit community is the result of our academic setting, the individualized attention we give our students, and the relationships that exist in our building. The overarching goal of the middle school is to enable students to recognize that they create campus culture and have the agency to create a positive and affirming experience.

Q: How would you describe the culture at Whitfield overall, 6-12?

One of the best parts about Whitfield is that all our students move through one building. The person you see playing sports or on stage in the play is the person walking beside you in the hallway. Students acknowledge one another, say, "hi," smile. We educate one another through our actions, how we talk with one another, smile at one another. At Morning Assembly, students across grade levels make announcements and cheer each other on. Middle schoolers hear where the seniors have been accepted to college and have something to aspire to. Because we are all together during the day, we all feel more connected to our community. If the middle and upper schools were separated physically, our culture wouldn't be the same. We are not an upper school or a middle school—we are Whitfield.



Shenzhen Conference on Global Diversity

In fall 2019 Whitfield was chosen as one of three schools in the United States to attend and present at the Shenzhen International High School Students Forum held in Shenzhen, China, December 27-29, 2019. More than 100 students from schools around the world gathered at the conference to share perspectives and opinions on diversity, economic prosperity, and intercultural communication.

Whitfield students in grades 8-12 were given the opportunity to apply for one of the four spots that Whitfield was allotted. Kaelyn Beeman '20, Zoë Goffe '21, Kenny Hill '20, and Isabelle Zhang '24 were selected to attend the conference in the company of John Delautre, Head of School and Sara Rodney, coordinator of Whitfield's International Student Program.

In the weeks leading up to the conference, students worked with faculty members Matt Kingston and Ms. Rodney to create and prepare presentations with corresponding materials which included a video, a research project and paper, and a speech.

"We chose as a school to focus on the theme of community and the value of diversity in a community," said Ms. Rodney. "Our students met twice per week for approximately eight weeks to prepare. Kaelyn and Isabel produced the video, Zoë worked on a research project and corresponding paper, The Benefits of Diversity in a Global Market, which she presented during one of the round tables, and Kenny wrote and delivered a 10-minute speech, Diversity Makes a Community Stronger, which was selected to be one of the keynote speeches to open the conference."

For Kenny Hill '20, attending the conference was an opportunity to experience a different culture, meet new people, and strengthen his leadership skills. "Going to China was way outside of my comfort zone—I haven't studied Mandarin, and I didn't really know much about China's culture or Shenzhen in general," said Hill. "But I really wanted to go because I believe that I can grow when I push myself to be vulnerable and put myself in an unfamiliar environment where people have backgrounds different than mine. Experiences like this gives me the opportunity to learn about other people and about myself."



National Choral Award and Jane Piper Gleason '70 St. Louis Scholar Award winner Liv Hand '21

Community Celebrates with Virtual Awards Assemblies

This spring, the Whitfield community recognized and celebrated the achievements of individual students, faculty, and staff with a week-long series of virtual awards assemblies.

- Monday, May 11: Athletic Commitment Celebration
- Tuesday, May 12: College & Book Awards
- Wednesday, May 13: Departmental Awards
- Thursday, May 14: Service, Scholar & Athletic Awards
- Friday, May 15: Live Awards Event

The first four assemblies featured pre-recorded video presentations. Award certificates were emailed to the recipients. The live webinar event on Friday featured the presentation of the school's flagship annual awards including the Jamie Snow Pannebecker Award, Student Council Student of the Year Award, Peter Maack Ellis '71 Senior of the Year Award, Head of School's Leadership Award, Janet Esrock Spirit of Whitfield Award, Lola B. Goodwin Building Community Award, and the George A. Newton Outstanding Teacher Award.

Visit the *Congratulations Class of 2020* page on Whitfield's website to view videos of the awards assemblies.

2020 AWARD RECIPIENTS

- Brandeis University Book University
Zoe Shacham
- Brown University Book Award
Kirsten Elizabeth Hoerman
- Cornell University Book Award
Olivia Judith Hand
- Dartmouth College Book Award
Caroline S. Sarris
- George Washington Book Award
Lucas Mora Kazmierski
- Harvard University Book Award
Alec Christopher Gau
- Hendrix College Book University
Ella Rose Radke
- Princeton University Book Award
Ian Chenoweth Beracha
- Rhodes College Book Award
Lydia Jean Kibler
- Swarthmore Book Award
Aleksandra Levin
- Wellesley College Book Award
Frances Stephanie Surmon
- Yale University Book Award
Joshua Tanner Schmidt
- American Youth Foundation
"I Dare You!" Leadership Awards
Zoe Ellan Brandenstein
Martin Ariel Cueto Rasetti
- St. Louis County
Outstanding Youth Leader
Agha Sajjad Haider
- University of Rochester Frederick Douglass
and Susan B. Anthony Award
Erika Rose Strum

- University of Rochester
George Eastman Young Leaders Award
Zoë Amelia Joyce Goffe
- Missouri Scholars 100
Matthew Joseph Schueddig
- President's Volunteer Service Award
Julia Madeline Stalker
- Prudential Spirit of Community State Winner
Abigail J.G. Mueller
- Jane Piper Gleason '70
St. Louis Scholar Award
Olivia Judith Hand
- Nancy Clukies
Middle School English Award
Annika Capellupo
- Upper School English Award
Adèle Hartmann
- Social Studies Awards
Middle School - Margaret McLaughlin
Upper School - Ellie Nicole Westerlin
- Science Awards
Middle School - Braydon King Sellers
Upper School - Madelyn Marie Seemiller
- University of Rochester Bausch + Lomb
Honorary Science Award
Danny Warren Sallis
- University of Rochester
Xerox Award for Innovation and
Information Technology
Henry Randall Nordlund
- Lois Banis Middle School
Mathematics Award
Nihar Murthy Murali
- Upper School Mathematics Award
Yutiancheng Yang

- American Mathematics
Competition 8 Award
Oliver Timothy Niemann
- American Mathematics
Competition 10 Award
Yujie Xia
- American Mathematics
Competition 12 Award
Danny Warren Sallis
- French Awards
Middle School -
Lucy Ellen Heidenry
Upper School -
Anna Gabrielle Ruvinov
- Latin Award
Elliot O. Niemann
- Mandarin Awards
Middle School -
Jonah Clyde Stalker
Upper School -
Brooklyn C. Rhodes
- Spanish Awards
Middle School -
Anna Sophia Gau
Upper School -
Jonah F. Boyer
- Performing Arts Awards
Middle School -
Sloane Addison Shatzer
Upper School -
Ethan Emanuel Butler
- Amy Ann Pike Award
Owen Justin Taylor
- Director's Award for Chorus
Samridhi Patankar
- National School Choral Award
Olivia Judith Hand
- Director's Award for Band
Andrew C. Cochran

- John Philip Sousa Award
Benjamin Andrew Weas
- Visual Arts Awards
Middle School - Amali L. Simpson
Upper School - Jillian Alane Bhuyan
- Photography Award
Julia Cammie Chrysler
- Ceramics Awards
Ryan Smith
Abigail Edith Morgan
- Cover Design Award
Rebecca Samantha Zlepper
- Peggy Gundlach Fine Arts Award
Kenyon Christian Hill
- Ruth E. Greathouse
Achievement in the Arts Award
Alayah Tianna Lipnick
- Class of 2020
Community Service Awards
Grace Vera Farr
Giuliet Louise Kibler
Alayah Tianna Lipnick
Anyah G. Mehta
Nativ Lev Rose
Nate Rosenberg
Matthew Joseph Schueddig
Ryan Smith
Elijah Isaiah Abel Sykes
Max Joseph Wild
- Tri-Star Athlete Awards
Janet Judith Pratl
Matthew Joseph Schueddig
- Whitfield School
Cross Country Award
Frances Stephanie Surmon
- James T. Costello Sixth Man Award
Maxwell Eliot Holton

- Whitfield School Coaches Awards
Audrey Irene Jennings
Drew David Newlin
- Ginger Newton Jacobi '73
Athlete of the Year Awards
Kelsey Blakemore
Connor Patrick McAteer
- St. Louis Post-Dispatch
Scholar Athlete Award
Matthew Joseph Schueddig
- Class of 2020
Whitfield School Scholar Awards
Kaelyn Ali Beeman
Jonah F. Boyer
Ethan Emanuel Butler
Julia Cammie Chrysler
Grace Vera Farr
Phoebe Marie Ferris
James Michael Gillardi
Tyler Lynn Harris
Adèle Hartmann
Kenyon Christian Hill
Terrell Hobson
Ruiqi Jin
Giuliet Louise Kibler
Mohan Li
Alayah Tianna Lipnick
Samuel P. McClellan
Anyah G. Mehta
Jade Alexandria Moore
Abigail Edith Morgan
Drew David Newlin
Ross Pohlman
Nativ Lev Rose
Nate Rosenberg
Eric Matthew Ruff
Naya Shacham
Matthew Joseph Schueddig
Madelyn Marie Seemiller
Nina Jane Steinberg
Elijah Isaiah Abell Sykes
Owen Justin Taylor
David Jordan Vaughn

- Kylie Elizabeth Wagner
Benjamin Andrew Weas
Ellie Nicole Westerlin
Max Joseph Wild
Yutiancheng Yang
Rebecca Samantha Zlepper
- Outstanding International
Student Award
Mengxiang Xiao
- Jamie Snow Pannebecker Award
Zack P. Tessler
- Student Council
Student of the Year Award
Kenyon Christian Hill
- Whitfield School
Principal's Service Award
Phoebe Marie Ferris
- Whitfield School
Principal's Community Award
Jorden Williams
- Philip B. Cady Scholar Award
Caleb Joseph Hutchison
- Peter Maack Ellis '71
Senior of the Year Award
Matthew Joseph Schueddig
- Whitfield School
Head of School's Leadership Award
Kenyon Christian Hill
- Janet Esrock
Spirit of Whitfield Award
Rachel Gassner
- Lola B. Goodwin
Building Community Award
Don Frey
- George A. Newton Outstanding
Teacher of the Year
Bridgett Hanks



Jamie Snow Pannebecker Award winner Zach Tessler '24



Middle School Visual Arts Award winner Amali McBride '25



Lois Banis Middle School Mathematics Award winner Nihar Murali '24



James T. Costello Sixth Man Award winner Max Holton '20



Middle School French Award winner Lucy Ellen Heidenry '24



Clockwise from top left:
Rachel Gassner: Janet Esrock Spirit of Whitfield Award
Don Frey: Lola B. Goodwin Building Community Award
Bridgett Hanks: George A. Newton Outstanding Teacher of the Year



John Delautre
HEAD OF SCHOOL



Grace Vera Farr
CLASS OF 2020



Nancy Friedman
FOUNDER & CHAIRMAN OF TELEPHONE
DOCTOR CUSTOMER SERVICE



Congratulations Class of 2020!

Whitfield School awarded diplomas to 66 students during a virtual commencement ceremony held on Tuesday, May 26, 2020. The graduates were also recognized during an in-person ceremony on Sunday, June 28, 2020.

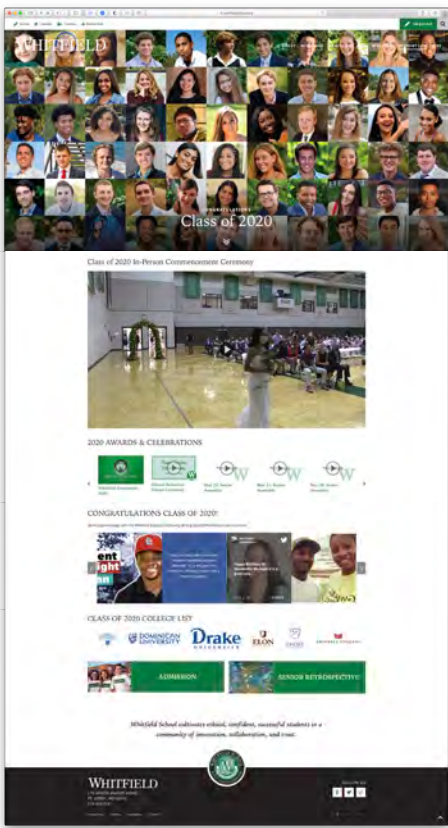
During the virtual ceremony, Head of School John Delautre presented the Louis Lazarus Award to Amy Schueddig (Sam '17, Matt '20). The Senior Class Address was given by Grace Vera Farr '20 and the Commencement Address was given by Nancy Friedman, Founder & Chairman of Telephone Doctor Customer Service. Nancy is the grandmother of five Whitfield graduates: Ben Friedman '10, Alexandra (Friedman) Box '12, Samantha Friedman '14, Lou Steinberg '16, and Nina Steinberg '20.

An impressive 89% of the Class of 2020 received honorary/merit/athletic scholarships totaling more than \$3.3 million per year. Additional stats include:

- These 66 graduates will attend 55 different schools
- 68% chose private colleges and universities
- 86% chose out-of-state or international colleges
- 5 graduates have committed to play collegiate athletics



Visit the *Congratulations Class of 2020* page on Whitfield's website to view videos of the commencement ceremonies. See page 32 to read "Dear Class of 2020" messages from alumni.



College Choices for 2020 Graduates



Olivia Corley Barnes	Maryland Institute College of Art
Kaelyn Ali Beeman	Rochester Institute of Technology
Jillian Alane Bhuyan	Grinnell College
Jonah Francis Boyer	Tulane University
Caden B. Bush	DePaul University
Ethan Emanuel Tice Butler	Loyola University New Orleans
Sanjay Alejandro Chakinala	Purdue University
Xingda Chen	University of California, Davis
Julia Cammie Chrysler	Drake University
Mia Rachel Dalton	The University of Tampa
Zaria Ann-Marie Daniels	Dominican University
Donald Schnuck Diemer	University of Kansas
Grace Vera Farr	Dartmouth College
Mahlet Samuel Fentaw	Washington University in St. Louis
Phoebe Marie Ferris	Truman State University
Amelia Ana Fujii	Northwestern University
Dinah Jo Garrison	Westminster College
James Michael Gillardi	California Polytechnic State University, San Luis Obispo
Matthew Harkwell	Regis University
Tyler Lynn Harris	University of Pennsylvania
Adèle Marie Jeanne Hartmann	Institut National des Sciences Appliquées de Lyon
Kenyon Christian Hill	Vanderbilt University
Terrell Hobson	Clark Atlanta University
Maxwell Eliot Holton	University of Miami
Marissa Nicole Hughes	Trinity University
Audrey Irene Jennings	Bates College
Ruiqi "Seamus" Jin	University of Wisconsin, Madison
Giuliet Louise Kibler	Southern Methodist University
Maddison Elizabeth Kimbrough	Hampton University
Adam Michael Lauer	State Technical College of Missouri

Ellie Shea Lefton	University of Colorado, Boulder
Mohan Li	Pennsylvania State University
Alayah Tianna Lipnick	University of Redlands
Mateo Luna Barrera Cabrera	Lindenwood University
Connor McAteer	United States Merchant Marine Academy
Samuel Purdue McClellan	Cornell College
Peter Michael McKown	Centre College
Anyia G. Mehta	Saint Louis University
Jade Alexandria Moore	University of North Alabama
Abigail Edith Morgan	University of Denver
Drew David Newlin	Arizona State University
Maggie Jade Okun	Regis University
Davide James Pace III	Washington University in St. Louis
Ross S. Pohlman	Colorado Mountain College
Nadiv Lev Rose	Washington University in St. Louis USCJ's Nativ College Leadership Program - Gap Year in Israel
Nathan M. Rosenberg	University of Kansas USCJ's Nativ College Leadership Program - Gap Year in Israel
Eric Matthew Ruff	Colorado School of Mines
Matthew Joseph Schueddig	United States Naval Academy
Madelyn Marie Seemiller	Emory University
Naya Shacham	The University of Tampa
Steven James Shaw	Southern Illinois University - Carbondale
Ryan Smith	Saint Louis University
Nina Jane Steinberg	Butler University
Elijah Isaiah Abell Sykes	Syracuse University
Nicolas Raphael Taylor	Columbia College Chicago
Owen Justin Taylor	Boston University
Carter Alexander Terry	University of Kansas
Emily Margaret Underwood	Cornell College
David Jordan Vaughn	Nova Southeastern University
Kylie Elizabeth Wagner	Butler University
Benjamin Andrew Weas	Elon University
Ellie Nicole Westerlin	University of Georgia
Robert Becker Wetzel	University of Denver
Max Joseph Wild	Case Western Reserve University
Yutiancheng Yang	University of Rochester
Rebecca Samantha Zlepper	Elon University

Dear Class of 2020

Whitfield alumni welcomed the Class of 2020 into the alumni community by sharing messages of congratulations and well-wishes for the future. The "Dear Class of 2020" messages were shared on Whitfield's Alumni Facebook page and with the class as part of their virtual Alumni Induction ceremony.

DEAR CLASS OF 2020: Huge congratulations Class of 2020 for all you've accomplished! These may be challenging times, but there are bright days ahead. You have a lot to look forward to in this exciting new chapter of life. Don't forget: stay connected with friends and loved ones, thank your parents, teachers, and mentors who have helped you along the way, continue growing, learning, and giving back, and have a blast! Congratulations again, and best wishes!
-Evan Milnor '06

DEAR CLASS OF 2020: Your class is forever bonded by the experience of going through this together. Keep in touch with your classmates. Whitfield is such a special place, unlike any other high school experience. Greater memories are ahead!
-Lauren (Wesley) Wilson '03

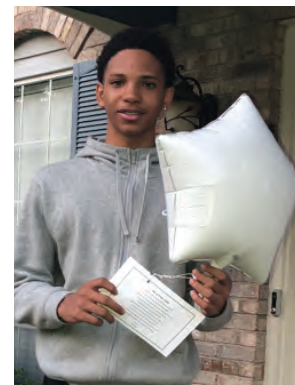
DEAR CLASS OF 2020: Happy graduation to the Class of 2020! While the end of the school year looked much different, know that Whitfield has prepared you to find success in whatever college and career you choose. You are most likely more tech savvy participating in online learning and have even more grit as you persevered through these new challenges. Wishing you all the success as you move onto a new life adventure!!
-Lindsay Weiss '05

DEAR CLASS OF 2020: Congrats Class of 2020! I know times are a bit strange right now but it is a huge accomplishment you all have achieved. My biggest take away is ALWAYS consider Whitfield your home. It has been 15 years since graduation for me, but I know anytime I walk through the hallway at Whitfield, it still feels like home. The rooms may look different, however, the same feeling of community is embedded in those walls. Always come back to visit and remember Whitfield will always welcome you with open arms! Many congrats to you all and best wishes on your next journey.
-Kimberly Stockton '05

Visit the Congratulations Class of 2020! page on Whitfield's website to read more notes of congratulations.

Adapting Traditions

While Whitfield's year-end traditions were certainly impacted by the pandemic, our community commemorated milestone moments and traditions in new and creative ways. From the Senior Drive-Thru Celebration, to the Prom balloon delivery for juniors and seniors, and the Computer Drop Off and Yearbook Pick Up days for grades 6-11, students, faculty, staff and administrators celebrated the end of the academic year! Check out Whitfield's social media platforms for additional photos.



Check out Whitfield's Facebook page to see additional photos.

Special Delivery

Whitfield juniors and seniors received an uplifting surprise on Saturday, May 2, 2020. Whitfield administrators spent a few fun hours as delivery drivers stopping at students' homes to tie festive 'Ode to Prom 2020' balloons on mailboxes and front porch railings.



Senior Week Celebration

Seniors were celebrated throughout the week of May 17-22 with yard signs, special videos announcing college acceptances, and a drive-through celebration.



Senior Capstone Workshops

The site closures and social distancing restrictions employed at local businesses and organizations required Whitfield's senior advising team to re-envision the beloved Senior Internship. The result: Senior Capstone Workshops.

Through conversations with our seniors to understand their thoughts as they transition from high school to college at this unique time in history, several workshops were developed and led by Whitfield faculty and guests. Themes for these workshops included: preparation for college in the current environment, self-care, and "adulting" (personal finance and cooking basics). Seniors signed up for up to eight workshops held over the course of three weeks.



Examples of faculty-led workshops included:

- Cooking Basics: Ginny Fendell and Anna Warbelow
- Current Events Beyond the Pandemic: Michal Kwecien
- Zen and the Art of Adapting to Change: Larry Hays
- Professional Writing: Amanda Henry

Guest-led workshops included:

- Greek Life: Austin Sandoval-Sweeney, Associate Director, Fraternity and Sorority Life - Washington University in St. Louis and Stephanie Weiskopf, Associate Director, Center for Diversity and Inclusion - Washington University in St. Louis
- Understanding Credit and Money Management: Marcus Creighton, Vice President at Wealth Protection Advisors, LLC
- Maintaining Mental Health During Quarantine and Habits of Happiness and Success in College Students: Tim Bono, Assistant Dean in the College of Arts & Sciences Lecturer in Psychological & Brain Sciences. PhD, Washington University
- Establishing Personal and Professional Boundaries: Amber Cline, LPC



Cross Country

Whitfield's varsity girls and boys cross country teams competed in the MSHSAA Class 2 Championships on Saturday, November 9, 2019. The boys team finished seventh and the girls team finished ninth. Zach Gore '21 ran a career personal record (PR) time of 16:27 and medaled with an eighth-place individual finish. The Warrior girls and boys teams each finished second in the district meet.



Field Hockey

POST SEASON HONORS

MWAA ALL CONFERENCE

1ST TEAM: Audrey Jennings '20
2ND TEAM: Abby Morgan '20
HONORABLE MENTION: Liz Bierhals '22

ST. LOUIS FIELD HOCKEY ASSOCIATION SENIOR ALL STAR GAME SELECTIONS

Audrey Jennings '20 and Abby Morgan '20

NFHCA HIGH SCHOOL NATIONAL ACADEMIC SQUAD

Zoe Brandenstein '21, Julia Chrysler '20*, Kate Courtney '21, Sofia Gutierrez '21, Adèle Hartmann '20*, Audrey Jennings '20, Alayah Lipnick '20, Abby Morgan '20, and Naya Shacham '20*.

*scholar of distinction



CONGRATULATIONS

to the following Whitfield varsity volleyball players who earned Academic All-State honors from the Missouri High School Volleyball Coaches Association (MHSVCA): Althea Nordlund '23, Beau Gabbert '22, Emma Loncke '22, Jacquelyn Winfield '22, Tyler Harris '20, and Anya Mehta '20.



Boys Soccer

Whitfield's varsity boys soccer team advanced to the Class 2, District 5 championship with a 5-2 semifinal win over Borgia. The Warriors lost 0-3 to Priory in the championship.

POST SEASON HONORS

ALL REGION

Ethan Butler '20, Francisco Gervasoni '21, Jimmy Milgie '22, Tyler Arulsamy '22

ALL STATE

2ND TEAM: Francisco Gervasoni '21, Jimmy Milgie '22
HONORABLE MENTION: Tyler Arulsamy '22



Girls Tennis

POST SEASON HONORS

MWAA ALL CONFERENCE

2ND TEAM: Elli Rose '22 (singles)



Dance

Whitfield's varsity dance team placed 1st in the Mix category and 4th overall at the Missouri Dance Team Championships. The Warriors have placed 1st in the Mix category and in the top five overall at state in Division 1 for 16 consecutive years. The Missouri Dance Team Association presented Head Coach Leah Fiske with a plaque in recognition of her 20 years of coaching.

SPRING SPORTS CANCELLED

Whitfield student-athletes were unable to participate in spring 2020 sports as a result of the COVID-19 pandemic. Seniors who would have played a spring sport were recognized on our Whitfield Facebook Athletics page @WhitfieldAthletics and on Twitter @WhitfieldSports.



WARRIORS IN THE NEWS

Check out all the great news coverage of Warrior Athletics by visiting: whitfieldschool/warriorsinthenews

Follow us on: Facebook @WhitfieldAthletics
Twitter @WhitfieldSports
Instagram @WhitfieldSports



Wrestling

Whitfield's varsity wrestling team won the MSHSAA Class 1 state championship for the fourth consecutive year on February 22, 2020. This is the wrestling program's ninth state title (2008, 2009, 2012, 2013, 2015, 2017, 2018, 2019, 2020).

STATE MEDALISTS

INDIVIDUAL STATE CHAMPIONS:

AJ Rallo '23, Evan Binder '22,
Connor McAteer '20, Chase Brock '22

SECOND PLACE: Logan Ferrero '23, KJ Miley '22

SIXTH PLACE: Matt Schueddig '20

POST SEASON HONORS

Missouri Wrestling Association Awards

ACADEMIC ALL-STATE: Evan Binder '22,
Logan Ferrero '21, Matt Schueddig '20

CLASS 1 DISTRICT 1 WRESTLER OF THE YEAR:
Evan Binder '22

CLASS 1 DISTRICT 1 COACH OF THE YEAR: Charlie Sherertz

CLASS 1 DISTRICT 1 ASSISTANT COACH OF THE YEAR:
Buddy Smith

CLASS 1 STATE COACH OF THE YEAR: Charlie Sherertz

CLASS 1 STATE ASSISTANT COACH OF THE YEAR:
Whitfield Coaching Staff

St. Louis Wrestling Officials Association Awards

CLASS 1 MOST IMPROVED WRESTLER: Reese Callahan '22

CLASS 1 FRESHMAN OF THE YEAR: AJ Rallo '23

CLASS 1 SOPHOMORE OF THE YEAR: Chase Brock '22

CLASS 1 JUNIOR OF THE YEAR: Logan Ferrero '21

CLASS 1 SENIOR OF THE YEAR: Connor McAteer '20

ALL-ST. LOUIS TEAM: Evan Binder '22, Logan Ferrero '21,
Connor McAteer '20, Chase Brock '22

OUTSTANDING ACADEMIC ACHIEVEMENT AWARD:
Matt Schueddig '20

RYAN GRIFFIN MEMORIAL FOUNDATION SCHOLARSHIP:
Connor McAteer '20

NICK RALLO MERIT AWARD: Charlie Sherertz
CLASS 1 TEAM OF THE YEAR : Whitfield School

St. Louis Post-Dispatch 2020 All-Metro Wrestling Team

1ST TEAM: Evan Binder '22, Chase Brock '22,
Connor McAteer '20

2ND TEAM: Logan Ferrero '21, AJ Rallo '23
3RD TEAM: KJ Miley '22



Girls Basketball

Whitfield's varsity girls basketball team played in the Class 3 MSHSAA semifinal game against Strafford High School on Friday, March 13, 2020 at the JQH Arena on the campus of Missouri State University in Springfield, MO. The Warriors lost 49-67. The third place game was canceled as a result of concerns regarding COVID-19. This was the third time in the last four seasons that our girls basketball team advanced to the state final four. The Warriors finished second in 2017 and third in 2018.

POST SEASON HONORS

MWAA ALL-CONFERENCE

- 1ST TEAM: Kelsey Blakemore '21, Jade Moore '20, Brooklyn Rhodes '23
- 2ND TEAM: TeTe Nelson '23
- HONORABLE MENTION: Zaria Daniels '20, Treasure Jackson '23
- CLASS 3 ALL-STATE: Kelsey Blakemore '21

SCORING MILESTONE

Whitfield varsity girls basketball player Jade Moore '20 scored her 1,000th career point on January 29, 2020 in the Warriors' game against Carnahan during the Villa Duchesne Queen of Hearts Tournament. Jade received her commemorative 1,000th point ball during the team's Senior Night ceremony on February 19, 2020.



Jade is pictured with her parents and Whitfield Girls Varsity Basketball Head Coach Mike Slater.

COLLEGIATE SIGNINGS

Congratulations to the Whitfield student-athletes who made the commitment to continue their athletic careers at the collegiate level.



KAELYN BEEMAN '20
ROCHESTER INSTITUTE
OF TECHNOLOGY
Lacrosse and Club Hockey



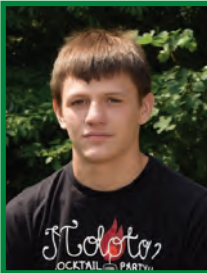
ZARIA DANIELS '20
DOMINICAN UNIVERSITY
Basketball



AUDREY JENNINGS '20
BATES COLLEGE
Field Hockey



JADE MOORE '20
UNIVERSITY OF
NORTH ALABAMA
Basketball



CONNOR MCATEER '20
US MERCHANT
MARINE ACADEMY
Wrestling

ALUMNI NOTES

TO SUBMIT INFORMATION, PLEASE EMAIL ALUMNI@WHITFIELDSCHOOL.ORG, VISIT WHITFIELDSCHOOL.ORG/ALUMNI OR MAIL TO ALUMNI NOTES/INSIGHTS: WHITFIELD SCHOOL • 175 S. MASON RD. • ST. LOUIS, MO 63141

1950s

JOHN GREEN '59 is retired and lives with his wife Janice in Altadena, California. He is a member of vestry, St. Mark's Episcopal Church and is the chair of St. Mark's history/archives ministry. He and Janice have two adult sons, Michael and James.

1960s

WILLIAM RUBIN '60 lives in St. Louis with his wife, Andrea, and celebrated their 55th wedding anniversary in July. They have two children, Mark (52) and Laura (50). After graduating from Whitfield, William earned a business degree from Washington University in St. Louis. Now retired, he serves as a mentor through both Gateway Venture Mentoring Service and SCORE.

CYNTHIA (SIEGEL) NEAL '63 owns NEAL Framing and is an antique dealer and poster

UPCOMING ALUMNI EVENTS

We hope to host many alumni events in the year ahead. However, as we adhere to the guidelines of health officials, rather than promoting a year-long calendar of events at this time, we will promote each event closer to its date with appropriate and accurate details.

dealer. She and husband Michael have been married for 53 years. Their daughter, Natasha, is married with two children and lives in Oak Park, Illinois.

PAMELA (GUFFEY) SAMUELS '63 graduated from Briarcliff College in 1967 with a B.A. in Child Development and Education and then earned her M.Ed. from Temple University focusing on Special Education. She and her husband, Robert, have been married for 49 years and have a daughter, Rebecca (43). In addition to being an administrator of a program for children and young adults with medically-involved disabilities, Pamela is a board member of several non-profits

and community associations in Wyndmoor, Pennsylvania.

JACK FREIHEIT '68 is a retired Lutheran minister, currently pastor emeritus at Crown of Life Lutheran Church (WELS) in Hubertus, Wisconsin. He is a volunteer at several local nature centers and is an avid cyclist, hiker, gardener, and modern art painter. He and his wife, Christine, have six children.

DIANE (ADLER) BAKER '69 graduated from Tulane University in 1973 and then from UC Davis: King Hall School of Law. Diane has recently started a new business named Handimani to change the way people do at-home manicures. Diane and her husband, Todd, live in Berkeley, California.

1970s

GENIE (LUND) DOLL '71 earned her M.A. in Early Childhood Special Education from Webster University. She is currently the Assistant Nursery Director at Kirk of the Hill Church in St. Louis. She is also involved with the Humane Society of Missouri as well as foster parents and children education. She has a son, Christopher, who will attend University of Missouri-St. Louis in the fall.

RICHARD ZEMPEL '71 lives in St. Louis and is retired from a 37-year career as an advertising creative director, media and music producer for Bud, Bud Light, Phillips 66, Jack Daniels, Southwestern Bell, Skittles, and PayDay. Currently, he is a health insurance agent. In addition, he is a part-time musician and media writer and producer. He and wife Liz have three children— Graham (28), John (27), and Joseph (25).

WENDY (RICHARDS) ECHOLS '71 is a realtor for Coldwell Banker Premier Properties. She and her husband, Gene, live in St. Augustine, Florida.

Young Alumni Panel

Whitfield's Senior Seminar course provides the senior class with a wide array of resources to help prepare them for college. When discussing the transition from life at Whitfield to life in college, the best source of information is our recent graduates. During Senior Seminar on January 8, 2020, a group of Whitfield alumni returned to campus to participate in a panel discussion and field questions on topics ranging from declarations of major to roommates and housing selections.



Pictured (l) to (r) are alumni panelists and members of the 12th grade teaching team: Anna Warbelow, Patrick O'Connor, Larry Hays, Casey Hoerman '19 (Chapman University), Michal Kwiecien, Paige Wilder '19 (Howard University), Josh Paine '18 (Morehouse College), Tyrese Peoples '18 (University of Tulsa), Andrew Bergantz '18 (Washington University in St. Louis), Eddy Hahn '18 (Truman State University) and Todd Gienke.

Alumni Relations: 2020-21

We are thrilled to announce that Laura Lotz '95 will play a leading role in the Alumni Relations program again this year. Laura has been a fixture at Whitfield as an alumna and veteran of the English faculty. While she will continue to remain a full-time faculty member, when serving as acting director of alumni relations, she draws upon her institutional knowledge and commitment to Whitfield's school community.

"As we work to build a strong program foundation, I am excited to highlight the stories of our amazing alumni, reconnect alumni with current faculty and students, and create a memorable Reunion and Athletic Hall of Fame Induction in the spring," shares Lotz.

As many aspects of this world and our school environment are different this year, so, too, is our alumni program. While we will not be able to host in-person

events for the foreseeable future, some things remain unchanged. We remain committed to continuous communication, to sharing school news and celebrating the achievements of our alumni. We remain committed to laying a strong programmatic foundation—that includes opportunities for volunteering, enrichment and socializing—that is ready to launch when we can all be together again. We remain committed to supporting our alumni when they reach out in need of contacts, references, or to connect with old friends.

Please continue to send us your News & Notes, and to save the date for Reunion + Athletic Hall of Fame Induction: May 14-15, 2021. Email alumni@whitfieldschool.org to connect!



in its 10-mile running race. He volunteers at the Greater Flint Arts Council and is still involved in Photography. He has had pictures on display in different galleries and art shows.

2000s

SARAH (KELLER) CONE '00, husband Chris, and their three children, Brady, Aubrey, and Oliver, live in Fort Worth, Texas. Sara is a guest educator and tutor in Northwest ISD, and she is also on the PTA-event planning committee. She has a B.A. from the University of Tulsa and an M.A.T. from Webster University.

DAVID PROUDFOOT '02 earned his B.S. from MIT in 2006 and his MBA from Washington University in St. Louis in 2010. He and wife Anele were married on July 20, 2019.

JULIE HARBER '04 earned a certificate of culinary arts from Le Cordon Bleu-Chicago in 2005, a B.A. in English and Psychology from Lake Forest College in 2008, and her M.Ed. in Special Education from University of Illinois-Chicago in 2012. She currently works as a special education teacher and case manager for Chicago public schools.

MEREDITH (BUSH) SCHUH '04 works as Chapter Manager for YPO Gold St. Louis. She and her husband, Kevin, have two daughters, Emerson (5) and Dylan (2).

WILLIAM WILSON '05 is a financial advisor in Dallas, Texas and is also pursuing his MBA at Southern Methodist University.

1980s

KATHRYN (RICH) DAVIS '89 graduated from Cornell College in 1994 with a B.A. in Studio Art (photography). She went back to school to earn a B.A. in Pure Mathematics from the University of Minnesota, Twin Cities in 2005. In 2010, she received an M.Ed. in Mathematics Education from the Licensure/Masters program at the University of Minnesota. Before becoming an online high school math teacher, she worked in computer graphics for almost a decade. She lives in Burnsville, Minnesota with her husband of six years, John.

CRAIG MARGLOUS '95 works at Ascension Genesys Health Club. He has been living in Michigan for about 15 years. He is currently training for the CRIM, an annual race that draws about ten thousand participants, in Flint, MI, and is working to participate

1990s

TONY REJENT '92 works as a US Bank business banking specialist in St. Louis. He is also the Holy Redeemer Men's Club fundraising coordinator and is a member of Bristol School Men's Club, Webster Whiskey Club, and the Maryland Heights Chamber of Commerce. He and wife Christi have two daughters, Cameron (7) and Kennedy (3).



Several members of the Class of 2006 went on a ski trip to Park City, Utah in early 2020. Jennifer Cosgrove, Doug Dalton, Heather Korman, Dylan Schmitter, Lauren Madere, Elsa Goding and Michael Reese were present from class of '06.

Front row: Lauren Madere, Sarah Winslow, Heather Korman, Jennie Cosgrove, Mike Reese. Back row: David Brackett, Doug Dalton, Amy Dalton, Elsa Goding, Terrance Toomey (Elsa's husband), Jeff Wagstaffe, Dylan Schmitter.

REUNION WEEKEND MAY 14-15, 2021



GRADUATING CLASSES THAT END IN 0S, 5S, 1S AND 6S—SAVE THE DATES!

We look forward to celebrating all of you at this mega-reunion to take place the weekend of May 14-15, 2021.

If you'd like to help plan an additional event for your class, please reach out to n.

During this weekend we will also hold our CLASS OF 2020 ATHLETIC HALL OF FAME INDUCTION CEREMONY (previously scheduled for May 2020)

Inductees include:
ASHLEY CHOD '00 TODD WALLACE '00
2000 CLASS 2A STATE CHAMPIONSHIP BOYS BASKETBALL TEAM

We can't wait to see you!

KYLE TISONE '05 works in investment management at Goldman Sachs & Co. in Chicago. He and his wife, Emily, welcomed a baby boy into the world in December, Jack Robert Tisone.

KIM (GOLDSTEIN) STOCKTON '05 married David Stockton in October 2019 with quite a few Whitfield alumni in attendance. They have two wonderful pups named after hockey players, Kopitar and Binnington, and they live in St. Louis.

ELLEN (SIMONS) NAHLIK '06 works as a speech language pathologist at Ranken Jordan Pediatric Bridge Hospital. She married Robert Nahlik in May 2019. They have a puppy named Archie.



ANTHONY PIETROBURGO '06 and Lindsay had their son Mario Micheal Pietroburgo on February 27, 2020.



DREW LASH '07 and wife Paige welcomed their first child, Jack Case Lash on March 17, 2020. Drew and Paige are hoping Jack will play soccer just like his dad!



DREW WILLIAMS '07 and Katelyn welcomed Mason on August 12, 2019. They both agree that Mason is their biggest blessing and best accomplishment.

MADLINE (TRIPLETT) GAUTHIER '08 had her first child, Josephine Ansehl Gauthier who was born on July 22, 2020.

ANNA (DRAPEKIN) GRAULICH '08 and husband Daniel live in Rockville, Maryland.



MELISSA (HOWE) O'CONNOR '08 and husband Logan welcomed their daughter, Dorothy (Dottie), into the world in June.

AVERY MICHELLE DAWN '09 graduated from Rose-Hulman IT in 2013 with a B.S. in Computer Engineering and Math. They currently work as a Senior Software Development Engineer at Amazon in Austin, Texas.

MARGARET (ELLIS) OTT '09 is a NICU nurse and owner of GRIT Training, a fitness and conditioning program for high school and college athletes, focusing on small group and personal training. She has coached locally at the Varsity level for the past six years. She earned her Master of Nursing from Maryville University in 2019 after receiving her B.S. in Biology from DePauw University in 2013. She and her husband, Jason, have been married for two years.

SYDNE STACKER '09 is the Assistant Athletic Director at the University of California, Santa Cruz. She graduated from the University of Michigan in 2013 with a B.A. in Sports Management.

2010s

SARAH AHMED '10 earned her B.A. in Psychology in 2014 and her Master in Public Health in 2017 from the University of Missouri. She is currently working on her M.D. at St. George's University in Grenada, West Indies.

ALEX BLUESTONE '10 earned a Master of Public Administration and Public Social Policy from the London School of Economics after graduating from Washington



Andy and Laura (Pollnow) Bryan '97



Tyler '97 and Courtney (Murphy) Trenary '97



Greg and Missy Hill, Jeff Hill '00 and Lindsay Kuroki



Scott '98 and Kristen (Deffaa) Rhodes '99

TOUCHDOWN! Another Successful Montage!

Thanks to the generosity of current parents, grandparents, alumni, and friends, at Montage on March 7, 2020 we raised more than \$260,000 to support Whitfield's one-of-a-kind educational experience.

Thank you to our alumni who attended this year's Montage!

University in St. Louis in 2014. He works as a political and corporate reputation consultant in London. In addition, he is a board member of Empower the People and a member of the London Gay Men's Chorus.

CODYROSE BOWDEN '10 earned a B.S. in Zoology and Art from Auburn University in 2014. She works as a Hoofstock Keeper II in Phoenix, Arizona. She is a member of her local American Association of Zoo Keepers (AAZK) chapter, does aerial art as a hobby which includes performing for fun, and she paints as time allows.

MO BURNS '10 works as a Content Specialist at LockerDome. He earned his B.S. in Communications from Southeast Missouri State University in 2014.

CHARLOTTE CANDAU '10 graduated from Vassar College in 2014 with a B.A. in Neuroscience & Behavior and a minor in Studio Art. She currently works as a cellar hand, assisting on a rotational basis at various wineries during their harvest seasons.

DEVIN CARTER '10 earned his BFA from the University of Missouri in 2015, majoring in Graphic Design and minoring in Psychology. He currently works as Assistant General Manager at Mission Taco Joint in Soular and as a freelance graphic designer.

KORY CLAWSON '10 graduated with a Master of Science in Pharmaceutical Chemistry in 2019 from the University of Florida and works as a scientist. He also plays on an indoor soccer team with several other alumni.

QUINTUS DRENNAN '10 graduated from Colorado College in 2017 with a B.A. in Economics and Business. He currently works as a ski instructor and bike coach in Montana.

JACKIE (NELSON) DONOVAN '10 married Kevin Donovan in June 2019. After studying social work at Boston College, she now works as a therapist and clinical supervisor in Massachusetts.



ABBY (LEFLER) EAVES '10 & VAN EAVES '07 welcomed their first child, Emma Stone Eaves, on February 21, 2020. You can find Abby and Emma on the sidelines coaching the Whitfield field hockey team!

SARA (BEUCKMAN) FARON '10 works for Bo Beuckman Ford. She and husband Brent have two children, Layla and Brayden.

Alison (Barash) Berman '05 Joins Theater 9

Alison (Barash) Berman '05 (top left in photo) was a guest speaker in Amy Allen Cano's Virtual Theater 9 and Intermediate Theater Arts joint class on Thursday, May 14, 2020. Ali is an Agent and Co-Head of Digital Talent Department at leading talent and literary agency UTA. Students asked Ali questions about her famous clients as well as the rise of influencers, the role of unions, the monetization of YouTube, and creating a career for herself that did not exist before.



ALI (HOEMAN) HARDEE '10 is the Assistant Director of Undergraduate Admission at Southern Methodist University and an active member of the Junior League of Dallas. She married Andrew Hardee on October 19, 2019.



JIMMY HOWE '10 married Ellie Mills in Washington, DC in September 2019. The two are currently living in St. Louis with their golden retriever, Hanley.

LEXI VARVARES LADAGE '10 and husband Drew welcomed baby Rhea into the world in January 2020. Lexi earned her BSN from Jacksonville University in 2019 and works as a NICU nurse at Wolfson's Children's Hospital. She still plays ice hockey and also helps out her husband's club ultimate frisbee team during their season.

WILL MCMAHON '10 graduated from the University of Missouri-Columbia in 2015 with a B.A. in Russian Language. He currently works as a packaging designer.

MARISSA PERNIKOFF '10 graduated from Boston University in 2015 with a B.S. in Applied Mathematics. She is currently working in St. Louis as product lead of a data and analytics team.

JONATHAN ROTHMAN '10 works in human resources in Chicago after earning his MSW at the University of Michigan School of Social Work.

ALEX RUDD '10 earned his B.S. in Business Administration from University of Redlands in 2014. He works as a key account manager in medical device sales.

LIZA SCOTT '10 earned her J.D. from Washington University in Saint Louis in May 2019 and is a lawyer in St. Louis.

MELISSA SHERROD '10 earned her BFA in Interior Design with a minor in Furniture Design from Virginia Commonwealth University in 2014. Then, she went on to earn a Master in Advanced Integration from the Institute for Advanced Architecture in Catalonia, a post-professional degree that explores architectural prototypes and computational design. She recently finished a 14 month certification in UX/UI Design and now works as a UX/UI designer.

DREW SKRAINKA '10 is attending Stanford University where he is pursuing a Master of Science in Product Design. He graduated from The George Washington University



Yasser Naushad '15, Billy Gardner '14, T.J. Chulick '15, Travis Williams '10, Parker Spann '10, David Schultz '07, Jon Schultz '05, Mike Buffa '05, Chris Cady '00, Jay Alberts '99, Kyle Kerner '96, Cory Spielberg '94, Todd Lazarus '96, Ron Fox '74, Nathan Fox '24

Warriors Forever

On Friday, October 4, 2019 Whitfield boys soccer alumni gathered on campus to watch the Warriors play Hazelwood Central. Following Whitfield's 3-0 victory, alumni and Whitfield coaches met at Urban Chestnut (thank you, Jon Shine '96) for food, drinks, and to share memories from their playing days.



Jon Schultz '05, Peter Jacobi '10, Mike Buffa '05, Parker Spann '10, Kyle Clawson '07, Coach Bill Daus, Jay Alberts '99, Coach Mike Quante

with a degree in Biomedical Engineering in 2014.



NATHALIE RALLO '10 married Parker Smith on February 29, 2020 in Cabo San Lucas. She works as an insurance broker for commercial real estate and also as a Pure Barre instructor.

JESSICA SMASAL '10 graduated from DePaul University in 2017 with a Master of Science in Public Service Management. She is now the Associate Director of Development at Latin School of Chicago. She is also on the Young Professionals Board of Intuit: The Center for Intuitive and Outsider Art. She and fiance Bryan Wain will be getting married in November.

LAUREN SMITH '10 graduated from University of Pennsylvania in 2014 with a B.A. in Health and Societies. She now lives in Brooklyn, New York.

PARKER SPANN '10 is head of USA operations for consumer finance company Telcoin. He is also on the Young Friends Board at the Danforth Plant and Science Center. He earned his B.S. in Political Science from Miami University of Ohio in 2014.

RYAN SPENCER '10 graduated from Saint Louis University in 2015 with a B.A. in Communication & Marketing. He works in Channel Marketing Management and is currently responsible for marketing to three international customers via new product presentations, new product forecasting, B2B promotional creation and execution, and interfacing with Sales to execute corporate strategy.

JARED STUPP-O'NEILL '10 graduated from the University of Redlands in 2014 with a B.A. in Psychology and Photography. He currently works as a Terrain Park Snowcat Operator and Lead Deckhand on Sierra Cloud Catamaran.

Legacy Luncheon

Whitfield’s second annual Legacy Luncheon was held in the Barnes & Cole Alumni House on Monday, August 19, 2019. The event celebrates the Whitfield experience—past, present and future—by honoring alumni and their children who make Whitfield a family tradition.

2019-20 LEGACY STUDENTS

- Addison Barker ‘21 [Laura Lotz ‘95 & Harold Barker]
- Jillian Bhuyan ‘20 [Mindy & Raj Bhuyan ‘86]
- Whitney Bryan ‘25 [Laura (Pollnow) ‘97 & Andy Bryan]
- Maxine Curlee ‘22 [Molly & Amos Curlee ‘90]
- Garon Fenberg ‘26 [Mitzie & Ryan Fenberg ‘93]
- Nathan Fox ‘24 [Dianna & Ron Fox ‘74]
- Lily “Remi” Hoberman ‘22 [Michelle (Birenbaum) ‘98 & Jason Hoberman]
- Sarah Kline ‘21, Layla Kline ‘23 [Lizzy & Chris Kline ‘92]
- Jayden Norris ‘21, Amalia Norris ‘23 [Sandra & Jonathan Norris ‘00]
- Maggie Okun ‘20 [Holly Suffian ‘88]
- Annabelle Ott ‘21, Caroline Ott ‘22 [Lily (Streett) Ott ‘90 & David Ott ‘91]
- J.R. Rhodes ‘24 [Kristen (Deffaa) ‘99 & Scott Rhodes ‘98]
- Ricky Shea ‘25 [Adam Shea & Courtney (Murphy) Trenary ‘97]
- James Trenary ‘26 [Kristin Trenary & Tyler Trenary ‘97]



Michelle (Birenbaum) Hoberman ‘98, Remi Hoberman ‘22



Nathan Fox ‘24, Ron Fox ‘74, Dianna Fox



Harold Barker, Addison Barker ‘21, Laura Lotz ‘95



David Ott ‘91, Caroline Ott ‘22, Annabelle Ott ‘21, Lily (Streett) Ott ‘90,



Ricky Shea ‘25, Courtney (Murphy) Trenary ‘97, Tyler Trenary ‘97, James Trenary ‘26, Kennedy Shea



Jayden Norris ‘21, Amalia Norris ‘23, Jonathan Norris ‘00

NEW LEGACY STUDENTS FOR THE 2020-21 SCHOOL YEAR

- Andrew Bryan ‘27 [Laura (Pollnow) ‘97 & Andy Bryan]
- David Payne ‘26 [Dorothy (Rhodes) ‘92 & Ben Payne]
- Fritz Rhodes ‘26 [Rachel Rhodes & Idus Lee Rhodes ‘94]
- Tate Rhodes ‘26 [Kristen (Deffaa) ‘99 & Scott Rhodes ‘98]
- Izeen Singh ‘27 [Shakeel Zaffrullah & Harmeeta Singh ‘93]

KATE (GARD) WEAVER ‘10 teaches fourth grade in Greenville, South Carolina. She has also competed in a local competition known as Greenville Sings and earned second place! She and husband Jordan recently celebrated their one-year anniversary.

JORDAN WOODARD ‘10 is currently working towards his MBA at The Wharton School at University of Pennsylvania focusing on Strategic Management and Entrepreneurship & Innovation. He is an investment banking professional. While in Chicago, he was the leader and site coordinator for the West Side mentoring site of 100 Black Men, building curriculum around themes such as financial literacy and political awareness, exposing the site’s mentees to various cultural aspects of the city, and leading weekly sessions. He is currently a member of the Alumni Board of Leadership, Education and Development (LEAD), and he is a Wine Society Member of the University Club of Chicago.

SHANE CARR ‘11 is continuing to pursue his passion for computing and global thinking on the Internationalization Engineering team at Google. Shane is now a Senior

Software Engineer and chair of JavaScript and Unicode standards committees. His team is based in Mountain View, California and Zürich, Switzerland.

NATALIE LIBERMAN ‘12 graduated from the University of Missouri-Columbia College of Veterinary Medicine on May 15, 2020 with her Doctorate in Veterinary Medicine and Summa Cum Laude Honors. She joined Kirkwood Animal Hospital in Kirkwood, Missouri this June and is practicing alongside Dr. Seth Williams ‘05.

DAN MILLER ‘12 currently lives in Dallas, Texas.

ERIC VAN DE RIET ‘12 earned his Master of Engineering degree in 2019 after completing his B.S. in Aeronautical Engineering at The Purdue University. He works as an engineer for American Airlines.

HANA CRANDALL ‘13 graduated from the University of Virginia School of Law with her J.D. in 2020 after earning her B.S. from Vanderbilt University in 2017, double-majoring in Cognitive Studies and

Communication Studies. She works as Law Clerk for a judge in the United States District Court for the Eastern District of Tennessee.

WILLIAM MARGULIS ‘13 graduated Summa Cum Laude from the Savannah College of Art and Design (SCAD) with a Professional Master of Architecture. He has accepted an Emerging Professional II position with LS3P Dawson in Savannah, GA.

NICOLETTE TABER ‘13 earned her J.D. from Loyola University Chicago School of Law in 2020 after earning her B.A. in Political Science and Psychology from the University of Michigan in 2017. After taking the Illinois Bar Exam in the fall, she will start as an associate attorney at the law firm Hall Prangle & Schoonveld in Chicago, specializing primarily in medical malpractice defense.

SAMANTHA FRIEDMAN ‘14 earned her B.A. in Special Education and Hlstory from Elon University in 2018. She then attended the University of Strathclyde (Glasgow, UK) in 2019 funded by a Fulbright UK grant and graduated with an M.S. in Autism.

She is currently working towards her PhD in Psychology from the University of Cambridge.

ALEXIS "LEXY" HUBBARD ‘14 graduated from the University of Arkansas with a Master in Communication. She is moving to Memphis, Tennessee to work at Amazon.

TAYLOR ANDERSON ‘16 graduated from Vanderbilt with a B.A. in Cinema and Media Arts and Communication Studies while minoring in Spanish.

SAM BELL ‘16 graduated with an Economics and Computer Science degree from DePauw University. He is currently looking into studying programming, finance, or going back to school for a Masters.

ETHAN BRADLEY ‘16 graduated from Kenyon College with "Distinction" in Neuroscience and a minor in Anthropology. He is pursuing a Masters in Public Health with a specialization in Health Policy at the Brown School at Washington University in St. Louis next year. He hopes to learn how to strengthen the intersection of

research and policy in the United States healthcare system.

ELIZABETH BRISON ‘16 completed her undergraduate degree in Dance at Smith College. She finished her four years as Artistic Director of the Celebrations Dance Company and was a part of numerous works by notable choreographers, Tony award winners, professional dancers, professors, and colleagues. She will continue to pursue her dance career as well as continue her journey in emergency medical care.

ALEX CURTIN ‘16 graduated from the University of Dayton with a B.A. in Political Science and minor in Human Rights. She now lives in Denver, Colorado where she works on campaigning for the 2020 election.

GRACE COLBERT ‘16 graduated from SMU with a B.A. in Digital Advertising and a minor in Graphic Design and Spanish.

LILY CRANDALL ‘16 graduated from Vanderbilt University majoring in Human

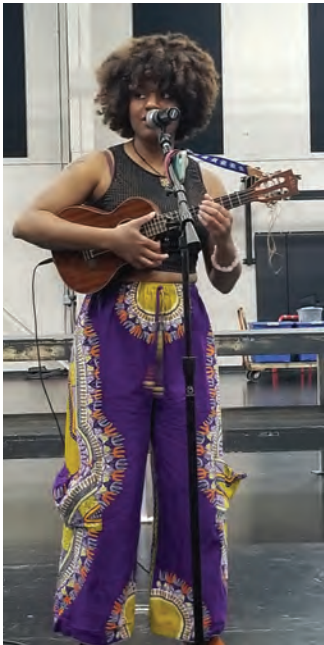
and Organizational Development and minoring in biology. In the fall, she will be attending Colorado State University for veterinary school.

JACKIE DROESCH ‘16 graduated from American University with a B.A. in International Studies and a minor in French. She also received a French Translation certificate.

MACKENZIE FIERCETON ‘16 graduated Summa Cum Laude from University of Pennsylvania with a B.A. in Political Science, and she is four courses away from completing her Masters in Social Work (MSW), which she will walk for next spring.

MAYA GROSS ‘16 received a B.A. in Education with a specialization in Early Childhood Education from Saint Louis University.

KATIE LOGAN ‘16 graduated from The George Washington University with a Bachelors of Arts in International Affairs with academic concentrations in Global Public Health & International Environmental



Morgan Bosman '11 Performs at Morning Assembly

We welcomed back Morgan Bosman '11 to perform for our student body at Morning Assembly on March 12, 2020. Morgan impressed and inspired students and faculty alike as she performed a short set and answered questions about her music and career path. One of Nashville's rising stars, Morgan has performed originals with the Nashville Ballet and has been featured in SingersRoom, Marquee Magazine, Hello Beautiful Magazine, American Songwriter Magazine and Break on a Cloud. In 2018, she was a featured artist and songwriter on EDM duo CAZZETTE's single "Run Run."

You can spot Morgan in a commercial for the Birchbox brand (2019). Check out her music at <http://www.morganbosmanmusic.com/>

Whitfield Alumni Named to St. Louis Post-Dispatch All-Decade Teams

CONGRATULATIONS to the Whitfield alumni who were named to the St. Louis Post Dispatch All-Decade teams.

FIELD HOCKEY

Madison Walsh '17 (2nd team)

BOYS WRESTLING

Max Darrah '18 (2nd team)

Rodney Hahn '14 (1st team)

Mike Kissell '11 (2nd team)

Mike McAteer '18 (1st team)

Chris Wilkes '13 (2nd team)

Studies. She will be pursuing a career in environmental health.

KATE MINORINI '16 graduated from Boston College with a B.A. in Political Science and a minor in International Studies, concentrating on Conflict and Cooperation. She is now attending Boston College Law School.

SARAH MYERS '16 graduated from Miami University with a B.A. in Strategic Communication and Sociology.

ALYSON NEINER '16 graduated from University of Iowa Tippie College of Business with a BBA in Marketing Management, minor in Rhetoric and Persuasion, and a certificate in Event Planning.

JEWELL PAINE '16 graduated with a B.A. in Media Communications from Mizzou.

AIDEN PRATT '16 graduated with a Bachelor of Arts Cum Laude from Lake Forest College.

JOSH RUBIN '16 graduated from University of Denver - Daniels College of Business earning a BSBA in Marketing with minors in Finance and Spanish. He now works for Enterprise Holdings Inc. in the Management Training Program in Denver, Colorado.

DEVAUGHN RUCKER '16 double majored, earning a Bachelor's degree from Washington University in St. Louis in Applied Science Mechanical Engineering and Finance. He is continuing his academic career at the University of West England, Bristol, pursuing a Master in Mechanical

Engineering and continuing his athletic career with the University and the BBL team in England.

MATTHEW RUVINOV '16 earned his Bachelors in pharmaceutical sciences in the spring of 2019. With two semesters completed in graduate pharmacy school to pursue his PharmD, he now has three more years of school left until he graduates and becomes a pharmacist.

EMMA GREENBERG '17 attends Whitman College and is pursuing a degree in Environmental Art and Photography.

Winter Break Welcome Back

Thank you to all young alumni (graduates from classes 2015 - 2019) who joined us at the Winter Break Welcome Back Luncheon on December 18, 2019. It was so good to see you again! Visit Whitfield's Alumni Facebook page: <https://www.facebook.com/Whitfieldalumni/> to see additional event photos.



Back row: Jake Tessler '19, Maria Pace '19, Paige Wilder '19, Marley Hermann '19, Nia Griffin '19, Mick Santos '19, faculty member Michal Kwiecien, Annika Holland '19, Sally Sneider '19, Sanjeevani Patankar '19, Gigi Florek '19, Medha Murali '19

Front row: Max Fujii '19, Kelly Yazdi '19, Clair Woessner '19, Kaela Lewis '19, Hasan El-Amin '19, Ariel Jennings '19, Josh Leuther '19



Homecoming 2019

Whitfield alumni returned to campus on Friday, September 27, 2019 for a family-friendly Alumni Reception prior to the start of the pep rally and bonfire.

- 1) Molly Curlee, Amos Curlee '90 with kids
- 2) Carrie (McCuaig) Dingman '04, Amanda (Freedland) Nesselbush '04, Katie (Schuster) Regel '04 with kids
- 3) Dana (Fromm) Borchert '01 with kids and niece
- 4) Haley Fuller, Hale Rhodes, Kristin (Deffaa) Rhodes '99, Anderson Rhodes
- 5) Mitzi, Garon '26, Ryan Fenberg '93



1



4

Snow Fun: December 7, 2019

Thank you to the many alumni who came out to Snow Fun with their families! We loved seeing you and meeting your little ones!

Visit [Whitfield's Alumni Facebook page](#) to see additional event photos.



5



11



6



12



7



13



2



3



8



9



10



14

- 1) Anne (Kerckhoff) Wolter '71, Alice Marie (Wolter) Henry '04, Hugh Henry, Brandon Henry
- 2) Brady Reichart, Miles Duddy
- 3) Laura Lotz '95, Quinn Barker, Caleb Barker, Harold Barker
- 4) Mary Sigurdson, Stefan Sigurdson '01 with their kids
- 5) Arrow Harris, Nicole Johnson '09, Lira Harris
- 6) Jennifer (Hochman) Sonneland, Henri Sonneland, Ellie Sonneland
- 7) Cory Spielberg '94, Julian Spielberg, Xander Spielberg

- 8) Ellery DuVal, Assistant Director of Development, Annual Fund & Parent Programs Amanda Wilkinson
- 9) Julie (Schwarze) Linihan '96, Jeff Linihan, Mason Linihan, Lilly Linihan
- 10) Zoe Lazarus, Todd Lazarus '96
- 11) Meredith (Bush) Schuh '04, Dylan Schuh, Emerson Schuh
- 12) Nikki Pacheco '05, Victor Pacheco, Nico Pacheco
- 13) Cameron Dingman, Harper Dingman, Lilly Dingman
- 14) Danny Katzman, Peyton Katzman, Samantha (Keller) Katzman '08, Avery Katzman

WHITFIELD

175 South Mason Road
St. Louis, Missouri 63141

Please Note: In an effort to be environmentally conscious, one copy per household has been mailed. Additional copies may be acquired by contacting the Whitfield Development Office at (314) 434-5141.



SATURDAY, NOVEMBER 7, 2020

6:00 PM

TICKETS ON SALE NOW!

\$25 a person

Enter for a chance to win a Treasure Chest of lottery tickets and gift cards



Not necessary to be present to win!

To register for Virtual Trivia Night or purchase Treasure Chest raffle tickets visit

<https://www.whitfieldschool.org/give/trivia-night/trivia-night-2020>