

Wakefield School





Ashley Harper

LETTER FROM HEAD OF SCHOOL ASHLEY HARPER

Dear Wakefield Community,

As we approach the end of 2023, I am truly humbled as I reflect on all our Wakefield Community has accomplished since our last Annual Report in December of 2022. The tireless efforts and generosity of our entire community—students, faculty, staff, parents, alumni, alumni parents, and friends—never cease to amaze me. The sense of calling to something more than ourselves and belonging as a member of the Wakefield Community drew so many of us to the Hill in the first place. From this unique bird’s eye view, our campus invites us to ponder the world around us, our place in it, and our responsibility to live up to the ideals and values of the Wakefield Way, both now and in the future.

As you will read in this annual report, our Board of Trustees took significant steps over the past year towards this imagining of the future and Wakefield’s role in it. The work they did to clarify and re-focus Wakefield’s mission on 21st-century needs and opportunities is already re-invigorating our school’s ongoing process of self-examination, growth, and improvement.

I am inspired by the work of our Board of Trustees, our faculty and staff, and most importantly, our students in their early demonstrations of our mission to foster the character, curiosity, and clear voices necessary to make an impact and change our world for the better.

As we celebrate the generosity of our community and the many accomplishments and new opportunities forged in the past year, I invite you to consider your part in our story, and how you might continue to make the Wakefield Way known in our world.

With gratitude and appreciation,

Ashley Harper
Head of School

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Table of contents

Letter from the Head of School	Above
Commencement 2023	1
The Wakefield Way in Action: The Purpose-Driven School	5
The Wakefield Way in Action: Designing the Future	7
Annual Giving Lists	10
Endowment Donors	15
2023 Gala Auction	16
Thank You, Volunteers!	17

If you have received more than one copy of our Annual Report, then we are likely in need of an updated address for someone formerly in your household. Please contact the Development Office (540-253-7530).

Celebrating the Class of 2023

Co-Valedictorians
Kate Neff,
Sydney Spytek

Salutatorian
Vik Giyanani

Outstanding Senior Thesis Awards
David Blackburn,
Nahee Jeong, Callie Rector

Wakefield Courtesies Award
Nahee Jeong

Sportsmanship Award
Brady Sawyers and
Aya Mason '24

Scholar-Athlete Award
Boston Chute and
Julia Austin '24

Society for Leadership &
 Engagement Platinum Award
North Cooper, Sanya Kapil,
David Lowry, Kathryn Myer,
Kate Neff, Ben Pieja, Erik Renz

New Student Award
Alexandra Fuhs '24

Most Improved Award
Xavier Jenkins '24

Robert F. Roberts Jr. Citizenship Award
Callie Rector

U.S. Marine Corp Leadership Award
Kate Neff

Barbara Myatt Award
Callie Rector

Arthur Zoebelin Award
Ben Pieja

Head of School Award
Kate Neff

2023 Faculty/Staff Awards

Lower School Educator of the Year
Mrs. Tiffany Navin

Middle School Educator of the Year
Mrs. Carolyn Findler

Upper School Educator of the Year
Mme Jeannine McKee

Above & Beyond Award
Ms. Gray Carr Bridgers

Peter Quinn Award for
 Excellence in Education
Mrs. Keturah Maraska



Gray Brosnan, Boston Chute, Brady Sawyers, Erik Renz, Dani Teie, Cam Carnegie, Jess Seaborn, David Blackburn, Iggy Wait, and Jack Gerard.



Jackson Musgrove and Holland Buzzelli.

Robbie Buck, Sam Shi, and Jerry Huang.



Katherine Myer and Callie Rector.



Vikram Chander Giyanani '23
Salutatorian

...Looking back on my time here at Wakefield, one thing stands out the most, and that is the Wakefield community. I remember walking through those doors on my first day of fifth grade and how I was immediately accepted into the grade. All my nerves went away after that first day as the class made me feel at home, and I knew then that I wanted to stay and graduate with this class. My first struggle at Wakefield came in Mrs. Bates' English class when we were sentence diagramming. I failed the first quiz, and Mrs. Bates—like many teachers at this institution—took time with me one-on-one to help me learn the subject and catch up. But outside of the teachers, my fellow classmates were my biggest assets when it came to learning and fitting in.

...As Junior year came to a close, reality set in that our work at Wakefield was almost done. The kayak trip started senior year off with a bang as we all grew even closer and bonded with each other. We were able to get to know each and every one, and talk to some of the classmates we had never gotten to really know. Pushing down the river as a class formed an unbreakable bond, only strengthened by the talking circle that brought it to a close. The three-hour talking circle where memories, shoutouts, and tears were all put on display allowed this class to get closer than it ever had been before in all the years I have been at Wakefield. It was something truly special...Now, we are all here today to take the final step in this chapter of our lives.



Katherine Sophia Neff '23
Co-Valedictorian

...The Class of 2023 has had a reputation for being a little more challenging than the typical class. Around third grade, we gained (or earned, depending on whom you talk to) the distinction of occasionally being the “problem child” of the school. I can only imagine the talk in the teacher’s lounge at the end of every year. It is most likely a mixture of sighs of relief from those who survived our class and weary, doubtful teachers questioning their ability to survive the upcoming school year with us. When considering why we had been doomed with this reputation, I could quickly sum it up in three qualities: disruptive, opinionated, and unpredictable. Despite our being routinely criticized for these qualities, I truly believe that they are, in fact, positive traits that we can use to change the world for the better.

Being disruptive, opinionated, and unpredictable will allow us to embody the change we want to see. Instead of accepting the world as it is, we will see it for what it could be and work to see that difference occur. By shifting these qualities from negatives to positives, we can own and use them to inspire our own goodness, creativity, and success.



The Alumni Speaker Series continued this year with a commencement speech by Ian Martin '09. Well-known during his time at Wakefield for his launch of both an online student newspaper and the broadcasting of play-by-play live coverage of Wakefield sporting events, Ian has gone on to create a career in sports broadcasting and is a two-time Emmy winner at FOX Sports. To parallel his advice to the Class of 2023 to his own experiences in broadcast journalism, both at Wakefield and beyond, Ian encouraged the new graduates to “embrace failure,” citing it as something not to fear, but to recognize as one of the best learning tools around.

Celebrating the Class of 2023



Ben Pieja, left, and Callie Rector received the coveted Arthur J. Zobelein and Barbara Myatt Awards.



North Cooper, right, received the Maximilian Schaefer Scholarship. Sanya Kapil, far right, received the Justin Updike Scholarship.



A cherished tradition!



Eileen Quenell

A LETTER FROM THE CHAIR

Last year, under the direction and leadership of the Wakefield School Board of Trustees and in collaboration with Ashley Harper, the leadership team at Wakefield, and the National Association of Independent Schools, we completed a year-long process of envisioning the long-term future of Wakefield School.

Building on the strengths of Wakefield’s liberal arts foundation and history, researching and understanding global trends in education, and most importantly, considering the needs and desires of our students and families, we have embarked on a journey to enrich and enhance teaching and learning at Wakefield. It is with excitement and anticipation that we share the reimagined mission and guiding principles of Wakefield School.

This preamble to the newly adopted mission and guiding principles will provide context for our hoped-for outcomes.

The greatest challenge in education is preparing students to thrive in a rapidly evolving world. Unprecedented societal and technological advances are coalescing to capture our imagination, influence how we learn, and shape how we interact with each other and with society at large. In response to these sea changes in our human experience, how we educate and how students learn must also evolve. Yet, certain fundamental skills will always be necessary for the successful and joyful pursuit of lifelong learning: acting ethically, thinking critically, and communicating effectively. It is to the development of these timeless qualities that Wakefield School’s mission is dedicated. Our mission is to foster the character, curiosity, and clear voices the world will always need.

The articles enclosed in this edition of the Annual Report further illuminate this mission and illustrate the faculty’s and students’ earliest steps on the path forward for our School. We look forward to your part in that journey and our collective story.

With Warmest Regards,

Eileen Quenell
Chair of the Board of Trustees

Wakefield’s Mission:

To foster the character, curiosity, and clear voices the world needs.

Guiding Principles:

FOSTER

To foster something is to help it grow. Education, at its most powerful, enables students to nurture, explore, and expand their innate abilities and dispositions. At the heart of a Wakefield education is the partnership between the student, their family, and the school that empowers students to take ownership of their unique learning experience. A transformational educational experience fosters the earned confidence foundational to achievement and lifetime fulfillment.

CHARACTER

Wakefield’s founding motto, *Virtus et Sapientia* (Virtue and Wisdom), reflects the primary importance of character development to Wakefield’s educational mission. Our values of respect, empathy, integrity, and community define the “Wakefield Way.” Ownership of learning demands higher levels of engagement, accountability, and service from Wakefield students, from which character development naturally ensues. Students with good character embrace responsibility and challenge, flourish individually and communally, and understand that success is earned.

CURIOSITY

Curiosity is the instinct to question and the desire to learn more. Curious students greet the unknown and suspend judgment, recognizing that diverse fields of study and perspectives promote deeper understanding. A Wakefield education fosters student-initiated inquiries into new areas of study shaped by the energy of students’ own interests and passions. Fostering curiosity promotes initiative, creativity, and exploration. Curiosity is foundational to a lifelong love of learning—the ultimate gift of education.

CLEAR VOICES

Clear voices communicate with authenticity, civility, efficiency, and a deep understanding of both the subject and the audience. Beginning with studious inquiry, encouraged by supportive faculty, and reinforced by the “Wakefield Way,” students develop the confidence to express themselves through various means inside and outside the classroom. Clear voices enable students to work effectively with others and impact their world through the skillful articulation of thoughts and ideas.



The Purpose-Driven School

Reimagining the mission of Wakefield School

Everywhere, around the globe and at every level, the priorities and processes of education are changing.

In the Summer 2023 issue of *Independent School*, the magazine of the National Association of Independent Schools, NAIS devoted the whole edition to the theme “New Dimensions of Governance”—signaling that independent school boards, as well as the administrators, faculty, and students of the schools they serve, are in the process of re-thinking themselves in response to the challenges of the 21st century.

For Wakefield School, then, it is encouraging indeed that among the many individuals upon whom NAIS could have chosen to shine a spotlight to get U.S. independent schools thinking about the processes of timely change, they chose two of our own: Wakefield Board Chair Eileen Quenell and Head of School Ashley Harper. In a conversation titled, “Partners First: A head of school and board chair discuss their shared leadership model,” Ms. Quenell and Mrs. Harper share insights on the benefits they have found in treating one another as members of a “challenge team”—for example, ensuring that they are looking at situations they confront from multiple perspectives. The relationship, they say, involves trust, vulnerability, open-mindedness, and a lack of ego—and, according to Mrs. Harper, “You must ask more questions than you give answers.”

These particular qualities and more proved their usefulness when Ms. Quenell, Mrs. Harper, and Board members Piers Carey, John Neff, George McLamb, and Kathryn Aleda undertook the Board’s most significant and far-reaching work of the 2022-23 school year:



a re-examination and reimagining of Wakefield’s mission statement.

Like many things at Wakefield, the reimagined mission is both old and new—rooted in Wakefield’s traditional values and priorities, and reimagined in light of both the demands and the opportunities of the 21st century.

Identifying needs, choosing influencers

Pinning down the final wording of the mission itself, “To foster the character, curiosity, and clear voices the world needs,” represented only a minute fraction of the decisions, both linguistic and pedagogical, that the Board

committee had to consider, both in reimagining Wakefield’s future goals and vision, and in stating them in a way that would provide true and long-lasting direction for the school’s future.

For that important work, and for providing guidance to faculty on their implementation of the reimagined mission’s new “asks,” the committee’s research identified two bodies of work on 21st-century educational trends that they felt were both a good fit with Wakefield’s existing culture and a good impetus for desirable growth: the Progressive Education Network, and the principles of “Understanding by Design.”

The Progressive Education Network, or PEN (progressiveeducationnetwork.org), believes “that the purpose of education transcends preparation for college or career.”

Citing schools' responsibility to "nurture citizens in an increasingly diverse democracy," it lists as the first of its priorities that education for the 21st century "engages students as active participants in their learning and in society." According to PEN, education must "amplify students' voice, agency, conscience, and intellect to create a more equitable, just, and sustainable world...encourage active participation...honor and nurture students' natural curiosity...[foster] empathy, communication, and collaboration across difference...[and] foster respectfully collaborative and critical relationships..."

The influence of these inspiring ideas is easy to see in both the language and the implicit intent of the reimagined Wakefield mission and guiding principles.

"Understanding by Design," or UbD, is marketed by its creators, educators Grant Wiggins and Jay McTighe, not as a philosophy or a methodology but as a "framework"—it is intended to help teachers focus curricular planning and teaching "on the development and deepening of student understanding and the transfer" [i.e., application] of learning.

Specifically, UbD encourages teachers to use the same reverse-design process to create learning experiences as is used in science laboratories and innovation hubs: begin with the desired outcome, and work backwards, identifying what evidence would show student mastery, and then what teaching methods or student experiences could bring the students to produce that evidence. Similarly, students are encouraged to problem-solve and design their own learning experiments through the same reverse engineering: identify the desired outcome, determine what would indicate success, then plan how to achieve that goal.

And for teachers and students alike, a longstanding truism applies: "If at first you don't succeed, try, try again." This hands-on, process-heavy, learn-by-doing, fail-fast-fail-often approach is at the core of UbD.

Implementation

The evolution of a school's educational mission is obviously going to raise appropriate questions for faculty on how to undertake new practices and achieve new student outcomes. According to Mrs. Harper, she and the Senior Leadership Team foresaw from the beginning an intentional approach to integrating the reimagined mission and guiding principles into teachers' curricula and day-to-day approaches.

For example, the 2023-24 school year began with the writing of Departmental philosophies, the search for examples of current practices



and/or assignments that are a good fit for the reimagined mission and priorities, and teachers' individual goal setting for the year.

Over the course of the school year, achievable whole-faculty goals like "Begin making movement with lessons and plans to address the gaps between our current state and our ideal state" and "Continue showing change in your area of leadership" were arrayed in comfortable two-month intervals by Mrs. Harper and the SLT, so that no one needed to feel pressured to implement sudden changes—teachers could use this first year to reflect and adjust. Mrs. Harper cites the need for ongoing professional development as an important opportunity to help faculty transition their differing curricula and methodologies to reflect the reimagined mission.

In other words, curricular change is a process, undertaken by faculty and administration together, as everyone works towards the school's reimagined destination.

The "Ideal State"

In Mrs. Harper's presentation to the faculty unveiling the reimagined mission and guiding principles at the close of the 2022-23 school year, she characterized Wakefield's "Ideal State" as follows: "Rigorous, actively-engaged, student-centered program fostering timeless

dispositions and character as well as the futures-oriented skills and deep academic inquiry necessary for an unscripted future."

The many qualities that emerged during the Board committee's work as vital to Wakefield's second 50 years—"engagement," "student-centered," "application," "collaboration," "deep inquiry," "unscripted future," our old friend "rigor," and most importantly, the evergreen primacy of good character—are present and accounted for. As noted, the reimagined mission is both old and new.

And in a nod to the nuanced understanding that an appreciation for irony can provide, it should be noted that Wakefield itself is now engaged in the Design Thinking Process! With an aspirational ideal state identified by Mrs. Harper and the Board, faculty and staff will now begin the work of designing the steps through which that destination will be reached.



Designing the Future

As faculty begin exploring the implementation of Wakefield’s reimagined mission and guiding principles, some classic questions can give direction to the process

As anyone who has ever moved from one home to another knows, there are three questions that have to be examined at every turn: *What to keep? What to let go of? And which needs call for something new?*

As faculty consider Wakefield’s shifts in focus and priority, they will look at their curricula with those same questions in mind: *What parts of what I already do are in alignment with the reimagined mission? What should I consider letting go of? And what new ideas will I be inspired to dream up from scratch?*

“Rome wasn’t built in a day,” someone (actually several people) said—and the changes intended to be brought about by Wakefield’s reimagined mission will happen incrementally as well. But already, the wheels are turning. Following are examples of four areas—character education, science and STEAM, the English Department, and student independent studies—in which faculty have already begun identifying practices and student experiences that support the reimagined mission’s objectives—some that currently exist, some newly-minted.

Character education

Character education has been an integral part of Wakefield’s mission and culture for a long time. As it occupies a significant role in Wakefield’s reimagined mission, it is not surprising to find it at the leading edge of both identifying “keepers,” and of growing the school’s character education in exciting new ways.

“For character education, we really focus on our Wakefield Courtesies—and always with



an emphasis on kindness,” says Lydia Crooks, Wakefield’s Lower and Middle School Counselor. “When we talk about the Courtesies, we talk about how we can not just abide by them, but really use them with our personalities, to feel them and practice them at home, and at school, and with our friends. When we talk about responsibility, for example, we talk about how we can apply responsibility and self-discipline to all aspects of our lives—how we can really make that our character.”

Though the Wakefield Courtesies are as old as Wakefield itself, this global application of the Courtesies to homelife, to character development, to relationship building, is much newer. In Mrs. Crooks’s work with Lower School classes, character education also crosses over into the essential areas of team building, verbal communication, and listening—areas identified as key skills in the collaborative environment of progressive education. These tenets continue to be emphasized in the Middle School’s new Wellness classes for 6th and 7th grades, in which team building, communication, and working together

are applied in experiential-education exercises weekly.

Character education also involves knowledge of self-care, and care of the community. According to Amrit Daryanani, Director of Student Services, faculty professional development this past fall included training and certification in “Mental Health First Aid,” a skills-based training program that teaches about mental health and substance abuse. An associated program, “Teen Mental Health First Aid,” is being made available to seniors, juniors, and sophomores this year as well.

Character education is not only the domain of the school’s counselors, however. In fact, it is not possible to discuss character education at Wakefield without encountering the broad efforts of Peter Fidler, Chair of the Social Studies Department and Upper School teacher. Practices and programs he has been developing for years are superb templates for the type of curricular and extracurricular focus on

character that the reimagined mission calls for.

In his U.S. Government classes, for example, students complete a Civic Engagement Project, in which they identify an area of need in their community and then develop a solution. “They can’t go too broad—they don’t need to try to solve world hunger!” says Mr. Findler. “They just do what they can to help alleviate the problem.”

Some of last year’s notable projects included a Mental Health Awareness Day, in which the student offered a chance for other students to learn about the role of animals in the science of mental health (Lola the mini-pony was on hand for petting, as students learned about what beneficial chemicals are released in our brains when we pet an animal); a “Take a Book/Leave a Book” Library, constructed on campus near the Upper School parking and designed to bring students’ favorite reading to other students; and the writing of a book on the Wakefield Courtesies, for which each Kindergarten student illustrated a page—the book was then printed by Piedmont Press and made available to the Lower School office, the school library, and every student who participated in creating it.

“I was proud of my students’ creativity, initiative, and heart for the world” that their projects showed, says Mr. Findler. And others were impressed, as well: Mr. Findler and his students entered projects created for the assignment into the “My Impact Challenge,” a national service-learning competition sponsored by the Bill of Rights Institute, and came away with twelve awards!

“Next year we are going to extend the project, and entry into the ‘My Impact Challenge,’ to the 8th grade’s Civics and Democracy class as well—they will choose an on-campus need to address, while the U.S. Government students will work in the off-campus community,” Mr. Findler says. “An important way of enhancing civics education is by requiring that students are active, positive contributors to their communities.”

Outside the classroom, Mr. Findler has engaged Upper School students in an after-school club that has a powerful service-learning component: participating students interview veterans of the U.S. military. Under the program Mr. Findler has created, entitled Project CREST, the students interview vets on their leadership relating to five core attributes: Courage, Resilience, Empowerment, Service, and Teamwork.

Because the interviews the students conduct will be preserved at the Library of Congress, says Mr. Findler, the students are both providing a service, and allowing the veterans the chance to serve their country further by talking to young people. And after Mr. Findler spoke about the project at the 2023 VAIS Conference, three other Virginia schools, including Highland, want to become involved and offer CREST programs as well.



Despite these and other impressive initiatives, though, the Upper School cannot steal all of the thunder for service work. The fifth grade, for example, just raised and donated a whopping \$3500 to benefit the animals of the Hope and Serenity Farm Sanctuary, which they had visited and felt the pull to help—and advisor John Pennisi’s Interact service club remains the largest club for Middle and Upper School students, doing hands-on work to help those experiencing food insecurity, and more. Service, character, kindness, empathy: they are alive and flourishing—and growing—at Wakefield, in all three divisions.

From Nature-Based Science to the LAUNCH of STEAM

Over the last two years, Wakefield’s offerings in both science and technology have moved in directions consistent with the reimagined mission: following student-identified areas of interest, encouraging innovation, adopting the Design Thinking process (aka Understanding by Design, or UbD), promoting civic engagement with outside organizations, and teaching character and accountability through the understanding and stewardship of nature, on our campus and in our world.

In the Upper School, for example, new sections of environmental sciences have been added to meet student demand. In addition to the trip last spring led by Science Department Chair, Dr. Vickie Miller, to the Galapagos Islands—perhaps an environmentalist’s ultimate one-person-can-make-a-difference field trip experience—AP Environmental Science students recently studied impacts on the health of the Chesapeake Bay on a three-day immersion at the Karen Noonan Center in Bishop’s Head, Maryland, a Chesapeake Bay Foundation research center. In the Local Ecology class, students have worked locally with the Goose Creek Association on the watershed’s biodiversity and the benefits of protecting it.

Last year, Director of Technology Terry

Lowry chaired the newly-formed STEAM Committee, which focused its attention first on bringing increased STEAM opportunities, Design Thinking/UbD, and innovation to the Middle School. According to Mrs. Lowry, the committee wanted not only to re-align the Middle School science curriculum with these principles; they wanted to re-vamp the Middle School rotational elective offerings as well, both to offer opportunities in technology and engineering as well as the visual and performing arts, and to provide Middle School students with additional choices, so that they could begin as early as 6th grade to follow their own curiosity and passions—a key tenet of the reimagined mission. “We wanted the science studies for Middle School to be authentic, and relevant,” says Mrs. Lowry.

A third goal of the STEAM committee was to provide encouragement for UbD principles to be applied in other areas beyond science. The use last year of the UbD acronym LAUNCH (Look/Listen/Learn; Ask Tons of Questions; Understand the Process or Problem; Navigate Ideas; Create a Prototype; Highlight and Fix) across science, technology, and even English classes was an intentional step towards this goal of broad acceptance and use of UbD.

In all of these areas, the STEAM committee met with success.

The re-aligned Middle School science curriculum for grades 6 and 7 incorporates not only additional STEAM-related topics of study, but real-life applications through grade-level science fair topics (grade 6: Human Expansion on Mars (!); grade 7: World Hunger); community engagement, through field trips and through sharing their learning within the Wakefield community; and cross-curricular connections to explore. In Middle School science teacher Carolyn Findler’s classes, every experiment students work on now follows the UbD process. And the Middle School rotational electives plan now includes offerings like Robotics, Video

Design, and Sustainable Solutions, alongside Technical Theater, Improv, and Scientific Illustration.

In the Lower School, STEAM and innovation are keeping pace as well. Along the Innovation Hallway in the Roberts Building, the Design Lab and Makerspace stay busy: 3rd through 5th graders utilize TinkerCAD to design a variety of projects, which they can sometimes have the chance to bring to 3D reality with the 3D printer or the GlowForge laser cutter. Even 2nd graders are learning about reverse engineering and algorithms through age-appropriate application of the UbD process.

As exciting as all of that STEAM is, though, in JK-3rd grade, there is further engagement afoot outdoors. Mrs. Findler has collaborated with Lower School Head Erin Leonard in creating “Exploring Our Piedmont: Experiential Science, Sustainability, and Stewardship,” a new science curriculum. According to their documentation of the program, Exploring Our Piedmont “incorporates the natural world and practical, nature-based learning skills...In ‘Exploring Our Piedmont,’ Wakefield endeavors to create life-long learning in an atmosphere that fosters creativity and empowers students to develop a deep understanding of science and nature.”

In the new curriculum, “students will use different resources in the Junior Master Gardener program, in correlation with Next Generation Science Standards, to become certified in different levels of the Junior Master Gardener curriculum at the end of each year.”

Future plans for Wakefield’s “growing” emphasis on environmental stewardship include the incorporation onto the school’s campus of a working mini-farm. According to Mrs. Findler, “Exploring Our Piedmont” would serve as the ideal foundation for a program of JK-12th grade involvement in the practical skills of growing food and raising farm animals.

The English Department LAUNCH

As noted, the 2023–24 school year’s earliest tasks for faculty were for all academic departments to craft Departmental Philosophies and to set departmental goals tailored to the reimagined mission. Department chairs received guidance for this process from Mrs. Harper and from Matthew Zontine, English Department Chair and Chair of the Academic Committee. Suggested areas of reflection:

Guiding questions and required prompts for Departmental Philosophy/Goals:

- Our department endeavors to ignite passion by:
- It reflects our mission statement by:
- The hopeful outcome of this philosophy and approach is:

Questions that may assist your thinking:

- Are there projects/activities/exercises that you are proud of and feel are unique to Wakefield?
- What are five things you are doing this year that support our new mission and guiding principles?
- Are there any things that students always look forward to every year?
- What are your favorite aspects of your department that you feel set Wakefield apart from other schools, independent or public? Please use specific examples from your curriculum.

The English Department undertook this mandate for reflection with zeal, and every teacher in grades 4 through 12 came up with the requested five examples of mission-aligned assignments, and answered the other questions with examples as well.

In all, more than 70 individual assignments, units, and approaches were identified by the English Department in grades 4–12 as significant student experiences in light of the reimagined mission—some new, some old favorites. Especially intriguing among new additions: the growing emphasis on choice in Middle School literature, and a new Poetry unit for 10th grade, to include reading, research, and writing—of both research results, and original poetry.

Both 9th grade Composition and the Senior Thesis were already slated for mission-aligned curricular updates in 2023–24. In 9th grade Composition, the interdisciplinary focus the course had some years back is being resurrected. This year, the class will complete a research-based project during the second semester focusing on authors tied to the philosophies of Truth, Beauty, Goodness, and Commitment. Going forward, students will complete a research project in each semester; their first-semester project, written in concert with the History Department, will focus on the issues of censorship and book banning.

Re-christened as the Senior Capstone Project, the former Senior Thesis is rebooting in several ways. According to the Department, “To better address student agency and to foster curiosity and clear voices, the following changes were made to the program: Regular Thesis students will no longer make a portfolio of five separate assignments, but instead, they will create a single thesis (a shorter version of the Honors thesis). The completed thesis will include a presentation format specific to the discipline—this aspect may be the final product itself or a supplemental piece (e.g., painting, podcast, etc.). Students will give presentations to the Upper School during assembly to share their work and perhaps inspire future students. Honors students will have a faculty advisor to

assist them throughout the year. All Thesis students will interview someone either in the Wakefield community or beyond. Students will be reflecting upon their progress through journaling to better understand how they learn. Students will lead class discussions on their thesis topics to engage with their peers on their topic. Students will conclude the year with a Capstone Day where they will share their work with the faculty, students, and invited guests from outside the school.”

In addition, the Senior Capstone Project has been aligned for seniors within the LAUNCH framework of Design Thinking/UbD—the same framework utilized in the re-aligned Middle School science curriculum.

Independent Studies, and the meaning of life

Well...perhaps that *slightly* overstates the significance of three Upper School independent studies this year. And yet...the juxtaposition of the three somehow speaks in the largest sense to what Wakefield is working to achieve in its new direction.

With words like “curiosity,” “voice,” “agency,” “choice,” “student-centered,” and more occupying everyone’s thoughts, imaginations, and planning, it is worth pausing to consider the implications of this grouping of 2023–24 student choices for a year of their individual efforts:

- A dual study in international relations and French on economic development in Francophone Africa
- A study in physiology and health on how to create safety protocols, safety training, and safe organization for Wakefield’s weight room
- A study in conjunction with the Fabrication Lab at NVCC on creating and implementing a Design Thinking curriculum for Middle School students

At the risk of oversimplification, the following two observations seem relevant.

First, the far-flung, wildly individual, and exuberant interests of these three students imply a learning environment where far-flung, wildly individual, and exuberant intellectual pursuit is not just tolerated, but embraced and encouraged.

Second, only a school that knows its students truly well would have wound up with such a disparate list of approved studies—and truly knowing students is the first requirement of curiosity-driven, student-centered education. The merit of each proposal was judged on the proper match of individual student to chosen material.

Already, Wakefield shows itself to be well on its way to its reimagined mission.

Annual Giving 2022-2023

Wakefield's Annual Fund provides our school with the necessary resources to continue advancing the school and our shared mission. Thank you to the many individuals, organizations, and businesses who helped us meet and exceed our annual giving goals this year, allowing us to have the financial flexibility to enhance our learning spaces, offer additional opportunities for experiential learning, and continue to bolster an already robust and dynamic Wakefield experience.

A highlight of the 2022-23 school year for many of us was the renovation of the Treptow Library in the Lt. Gen. John S. Fairfield Building. After a successful fundraising effort led by the Class of 2023, the library received new carpet, fresh paint, and a new layout that invites student collaboration. In February 2023, we celebrated our 50th anniversary with our community, visiting with former school leadership like past Head of School Peter Quinn and with many alumni and alumni parents, who made the journey back to The Plains for what truly felt like a family reunion. We are energized by our new 2023-2024 strategic goals, which, with the continued support of our community, will help us continue to elevate our pedagogy and rejuvenate our campus.

Constituency	Percent Participation
Trustees	100%
Faculty & Staff	100%
Parents	51%
Grandparents	7%
Alumni	2%
Alumni Parents	4%
Alumni Grandparents	1%

Unrestricted Annual Fund	\$456,781
Restricted Annual Fund	\$163,990
Gifts-in-Kind	\$36,243
Auction (net)	\$175,232
Boosters (net)	\$15,226

Total Annual Giving \$847,472



Figures in the Annual Report are unaudited.

In the following pages, every effort has been made to include all of our generous donors. If you find a discrepancy, please contact the Development Office (540-253-7530).

Annual Giving Donors 2022-2023

Corporate Sponsors

Thank you to our corporate sponsors, who helped support Wakefield students through their generous giving during the 2022-2023 academic year. Corporate giving to Wakefield's Annual Fund underwrites student experiential learning, professional development for our faculty and staff, athletics, arts, and more. If your business is interested in joining Wakefield as a corporate sponsor, please contact Wakefield's Development team at development@wakefieldschool.org or 540-253-7530.

Platinum - \$10,000



Gold - \$5,000



Silver - \$2,500



Bronze - \$1,000



Annual Giving Donors 2022-2023

Chairman's Order (\$50,000+)

Jay Bryant
Jacqueline Mars
John and Jennifer Neff

Head of School Circle (\$25,000 - \$49,999)

Anonymous
George and Kendra McLamb
Steve Penders and Eileen Quenell

Leadership Council (\$10,000 - \$24,999)

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Clarke and Molly Dunning '86 Ohrstrom
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Coleman and Gina Rector
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Wakefield Friends (\$1 - \$499)

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Anthony Brown
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Parker Bullard ♥
David and Sima Button
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Mike and Nadia '98 Caddy
Patrick and Stevie Capwell
Kyle and Colleen Carnegie
Randolph Carter ♥

Key

- ★ In Honor Of
- ♥ In Memory Of
- ♦ Employee Matching Gift Program

Annual Giving Donors 2022-2023

Ray Chambers
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Zan and Ann Dial
Evan and Jennifer Dicker
Kofi and Rita Domfeh
Miguel Donayre
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Tria Dove
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Gary and Terry Genther
Chad and Jessica Gerald
Ravi Giyanani and Nivedita Chander
Renee Gonzalez
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Henrich and Wendy Heuer
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Caroline Hoffman '13
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Natalie Howard
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Pam Jamieson
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Jessica Johnson
Matthew and Brittany Johnson
Mark and Langdon Johnston
David Jontz
Amrit Kasten-Daryanani
Markwood Keeney ♥
David and Laura Kelsey

Gregory and Victoria Kennedy ★
Billy Kerns
Spencer and Chas Kerr
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Sue Khalil
Barbara Knicely
Anne Kuhta
David Kupfer ★
Eric Kurzhals
Stacie Kurzhals
Bob and Connie Lalonde
Caitlin Lambert
Shawn and Cheryl Landry
Bob and Blair Lawrence ♥
James and Katherine Legat
Erin Leonard
Bobby Lerch
Marc Levenson
Mark and Jinny Lewis
Willy and Ana Lizarraga
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Richard and Stephanie Mahevich
Tim and Jill Mahoney
Sloan and Alexandra Mann
Andrew Maraska '18 ♥
Joseph Maraska '20 ♥
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Dana Massey
Grant Massey
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Robert and Bridget McClanahan ♥
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Matt McDonough
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Brendan '02 and Bonnie McShea
MDU Resources Foundation ♦
Brian and Halley Meadows
Ed Messick
Alki Meyer
Ron and Robbie Milberg ★
Jennifer Miller
Sean Miller '20
Vickie Miller

The following were honored with a gift given to the Annual Fund in their name:

In Honor Of

Athletic and Theatre Departments
Sylvia Allen
Robert and Matthew Bohn
Emily and North Cooper & John Runge
Alex and Hannah Danisek
John Fairfield
Gabriel Himelfarb
Maggie & Alex Johnson
Colleen & Patrick McKay
Avery Messick
Peprah-Lewis Family
Mason Pilant
Michelle Redabaugh
Ann-Charlotte Robinson

In Memory Of

T. Christopher Jenkins
James Lattimer
Max Schaefer
Elizabeth Shanks
Rev. Philip Sindle
Lola Springer



Annual Giving Donors 2022-2023

Gifts made as part of Annual Giving fall into four general categories:

Unrestricted Cash Gifts

make up the largest portion of what is raised each year and are used to provide budget support in every class, department, division, and office in the school. This includes the entirety of major gift donations as well as all money raised each year through events such as the Gala Auction.

Restricted Cash Gifts are made when members of the community identify a need and then make a gift of cash that is earmarked specifically to meet that need.

Matching Gifts occur when donors use their companies' matching-grant opportunities to maximize their own cash donations to Wakefield School.

Gifts in Kind are non-cash gifts of equipment, supplies, and professional time and expertise.

Ryan and Katy Miner
Michael Minor
Brian Montgomery ♥
Brian and Jane Moore
Robert and Karen Mott
Drew Mullen
Kathryn Mullett
Eric and Rachel '06 Munson
Steven and Karen Murphy
Justin and Joy Musgrove
Joe and Tamara Myer
Tiffany and John Navin
Jane Noland ♥
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Ernest and Ernest Oare ♥
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John Pennisi
Lori Perry
Tanya Pickerell
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Jahayra Redabaugh
Nicholas and Lindsey Reichley
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Peter and Linda Rich
Steve and Patty Robey
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Brandon Rutherford '24
Andrew and Jessica Saadeh
Damon and Momina Samuelson
Daniel and Gracie '10 Savage
Ben and Elise Scalise

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Grace Seaborn '18
Jackson Seaborn '20
Camden Wood Selig and Ellen Selig ♥
Thomas Sentz ♥
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Kamna Seth
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Jenna Sindle
William and Michelle Smith
Tucker and Alison '00 Sowers
Keith and Maureen St. Germain
Tee and Lish Summers
Tim Thiel
Craig and Nancy Thompson ★
John Turner ♥
Robert Turner ♥
Matt '84 and Daphnie '84 van der Woude
Chandler and Heidi Van Voorhis
Scott '87 and KarolAnne Wayland
Dave and Sarah Weintrob
Michael Whitticar
Arno and Mary Wichers
Ellen Wilbur ♥
Jimario Williams
Maurice Williams
Tee and Cyndi Williams
Kristy Willwerth
Desiree Wing
Dylan Winick '17
Kelsey Winick '16
Eileen Wolf ★
Winston and LeighO Wood
Jason and Robin Worrell
Matt and Jennifer Zickel
Matt and Susan Zontine



Endowment 2022-2023

Apart from Annual Giving, Wakefield's Endowment ensures the long-term sustainability of the school, allowing us to have the financial flexibility needed to respond to a changing world while continuing to offer educational excellence. In honor of the 50th Anniversary Celebration, many members of our community made a gift to the school to help us strengthen our existing endowment. We express our gratitude to the following supporters who made such a donation.

Endowment Donors

Catherine Adams
Lisa Adams
Dave and Laurie Arnold
Randy and Cindy Bapst
David and Sima Button
Piers and Amber Carey
Dax Carney '99 and Andrea Ponce
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Louise B. Cochrane Foundation
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Richard and Diana Corona
Bob and Kerry Dale
Patrick and Sarah DeBenedictis
Randy and Jen Dominick
David and Karissa Epley
Dresden Farmer
Catherine Farr '09
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Rob Hale and Teresa Duke
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Doug and Ashley Harper
Christopher and Sherry Hayes
Gertraud Hechl
Trey and Oksanna Hooper
Brian Hoyt and Kathryn Aleda
Daryl and Laura Hudson
Matthew and Katie Hutchison
Mark and Langdon Johnston
Chuck and Tina Laing
Gordon and Judy Lawrence
Erin Leonard
Brenton '09 and Kathryn Lewis
Steve and Sue Lewis
Steve and Sheryl Ligon
Andrew Maraska '18
Joseph Maraska '20
Don and Keturah Maraska
Chris and Alyson Marcoux
Thomas and Lekha Mathew
Paul Mayer and Sue Southard
Tara McClory '16
Michael McKiernan and
Tutt Stapp-McKiernan
Brian and Jennifer Moores
Dave and Kathy Olimpi
Mike and Beth Putnam
Steve Penders and Eileen Quenell
Devon and Jessica Ramirez
Maria Recarte Pacheco



Coleman and Gina Rector
Robin and Kirsten Reid
Eloise Repeckzy
Martin and Ann-Charlotte Robinson
Michael and Christine Rosenfeld
Helen Ruisi
Deuce and Caroline '09 Schmidlapp
Eldar and Gabriela Tariverdi
Carlos Torres and Gail Ahern
James and Lisa Treptow
Jennifer Tyeryar
Matt '84 and Daphrie '84 van der Woude
Tommy and Joni Veith
Shelby and Anna Vermillion
Andy and Nikki Williamson
Adam and Lisa Winick
Jeff and Leslie Wise
Tucker and Mary Ann Withers
Winston and LeighO Wood

The 2023 Auction, “80s Prom!”

Though it was the first Wakefield auction staged in the new George L. Ohrstrom Jr. Theater, the 2023 Auction Gala was a blast from the past! Attendees came well-dressed and fully embraced our 80s Prom theme. Neon was dripping from the walls to the floor, hair was huge, and attendees cured their dancing fever on an interactive light-up dance floor. In addition to partying like it was 1980, our community members raised their paddles again and again, helping raise vital funding for the student experience.

Auction Item Donors

Keith and Holly Allen
Black Garlic Catering
Blue Valley Vineyard
The Branch, Leesburg
Chick-fil-A (Bristow)
Ellie's Place
Fields of Athenry
Doug and Ashley Harper
Heritage Air, LLC
Lasley Centre for the Performing Arts
Steve and Sue Lewis
Sharon Liebetreu
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Drew and Sarah Saypack
Shelby and Anna Vermillion
White Moose Inn
Susan Whitson Travel
Adam and Lisa Winick
Jason Wright
Stergio and Antonia Zissios

Sponsors



The 2023 Auction, “80s Prom!”



2023 Auction Committee

Jenn Moores
Nicole Price
Shelley Robey
Christina Tonda
Anna Vermillion
Lisa Winick



Thank You, Volunteers!

Wakefield School would not be the place we know and love today without the dedication and volunteerism of our community. We cannot thank our families and friends enough for the countless hours they pour into supporting our students, faculty, and staff, making this a truly special place to learn and be. From Friendsgiving, to concessions sales, to making meals for faculty, and everything in between, we honor our committed individuals who are generous with their time and kindness.

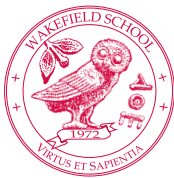


Volunteers of the Year

Lower School
Antonia Zissios

Middle School
Gail Ahern and Carlos Torres

Upper School
Doug Harper



Wakefield School
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"Timeless" by Brandon Rutherford '24. Monochrome digital photograph, 2023. Advanced Photography class, Gary Genter, instructor.