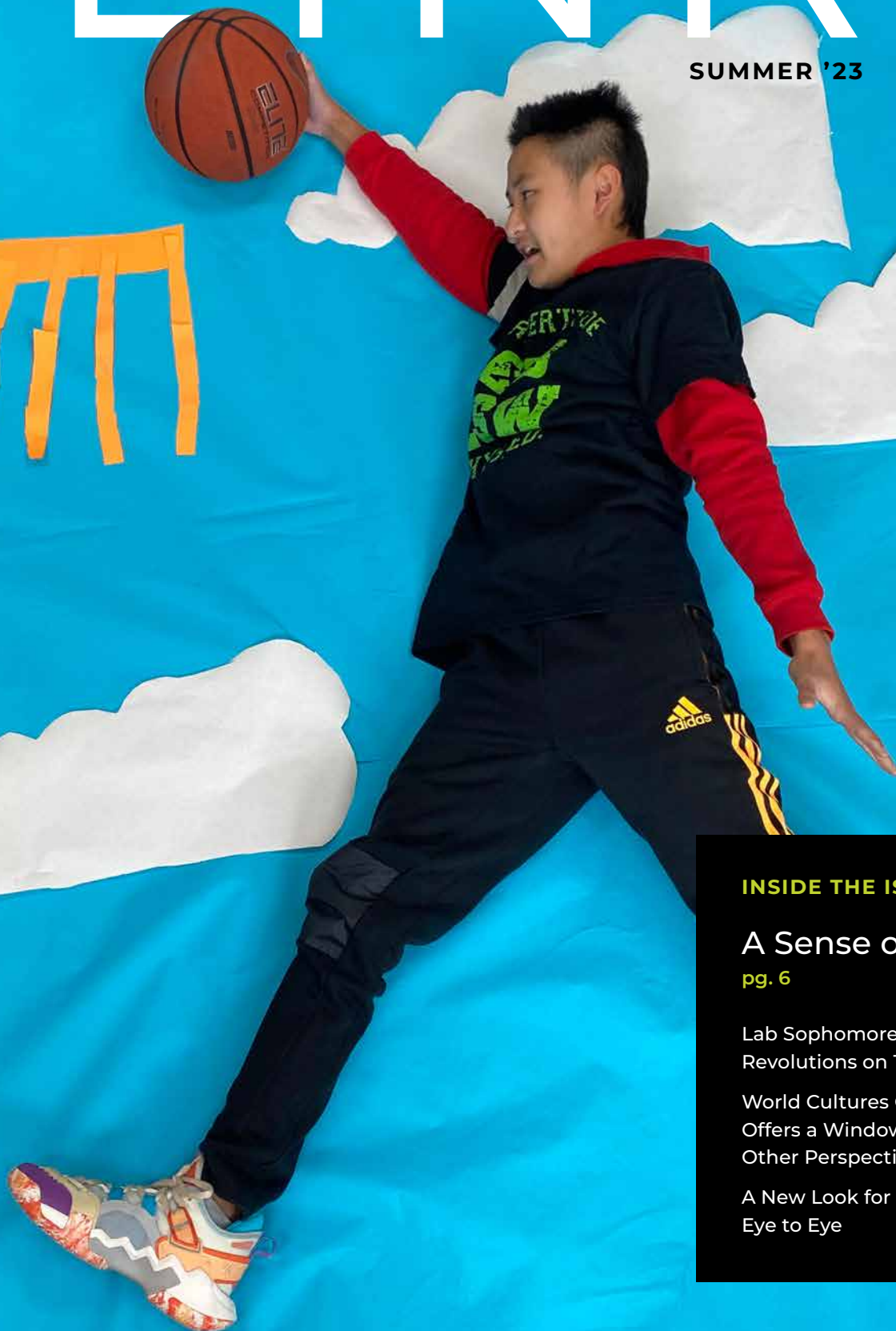


THE LAB SCHOOL LINK

SUMMER '23



INSIDE THE ISSUE

A Sense of Scale

pg. 6

Lab Sophomores Put
Revolutions on Trial

pg. 2

World Cultures Club
Offers a Window to
Other Perspectives

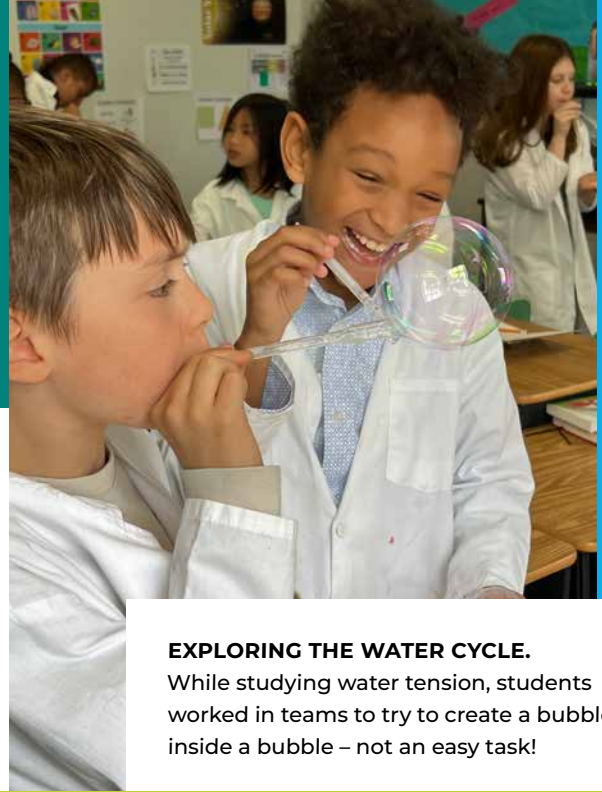
pg. 10

A New Look for
Eye to Eye

pg. 14



ARTS EDUCATION. Upper School visual arts courses cover a wide range of mediums. Here, a student carefully aligns a paper to use in a monotype print.



EXPLORING THE WATER CYCLE.

While studying water tension, students worked in teams to try to create a bubble inside a bubble – not an easy task!

LAB SCHOOL SCENE



AN ANCIENT FORM OF WRITING. Students in Museum Club study cuneiform script and learn to engrave characters on clay tablets.



RECLAIMING THE COLOR RED. In October, the Lab community joined the “Go Red For Dyslexia” campaign by wearing red to spread awareness and end the stigma for people living with dyslexia.



SUMMER 2023

Table of Contents

The Lab School of Washington

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FEATURES

- 2 Lab Sophomores Put Revolutions on Trial
- 6 A Sense of Scale: Lessons on Math and Art
- 10 World Cultures Club Offers a Window to Other Perspectives
- 14 A New Look for Eye to Eye
- 18 The Sky's the Limit: The 38th Annual Gala
- 22 The Global Division Finds Success at Destination Imagination

ON CAMPUS & NEWS

- 25 Steve Wolfe Innovative Teaching Award
- 26 Graduation 2023
- 30 Departures
- 32 Shorts
- 38 Alumni Notes

The Lab School of Washington is an innovative learning community fostering scholarship and creativity in students with language-based learning differences. In an environment of inquiry and hands-on exploration, Lab School students learn to advocate for themselves as they become engaged and compassionate members of a global society.



Lab Sophomores Put Revolutions on Trial

In a joint midterm for their English 10 and Modern World History classes, students develop the skills of real historians in order to evaluate the success or failure of three historical revolutions. Arguing their cases as lawyers and witnesses, this interdisciplinary project relies on the teamwork and accountability that are crucial for success in the Upper School and beyond.

IN THE JOINT MIDTERM project *Revolutions on Trial*, Lab School sophomores, all in English 10 and Modern World History, must litigate some of the most famous revolutions from history and evaluate whether or not they were successful. Students are given roles as either lawyers or expert witnesses and divided into six groups, each assigned a position on one of the three revolutions selected for the project: the Russian Revolution of 1917, the South African Anti-Apartheid movement, and the Industrial Revolution. After approximately a month and a half of research and preparation, the groups must argue their positions before a jury of their peers. Presiding over the trial as judges are English Teacher **Vena Reed** and Social Studies and Rhetoric Teacher **Kyle Leonard**, the leaders of the project.

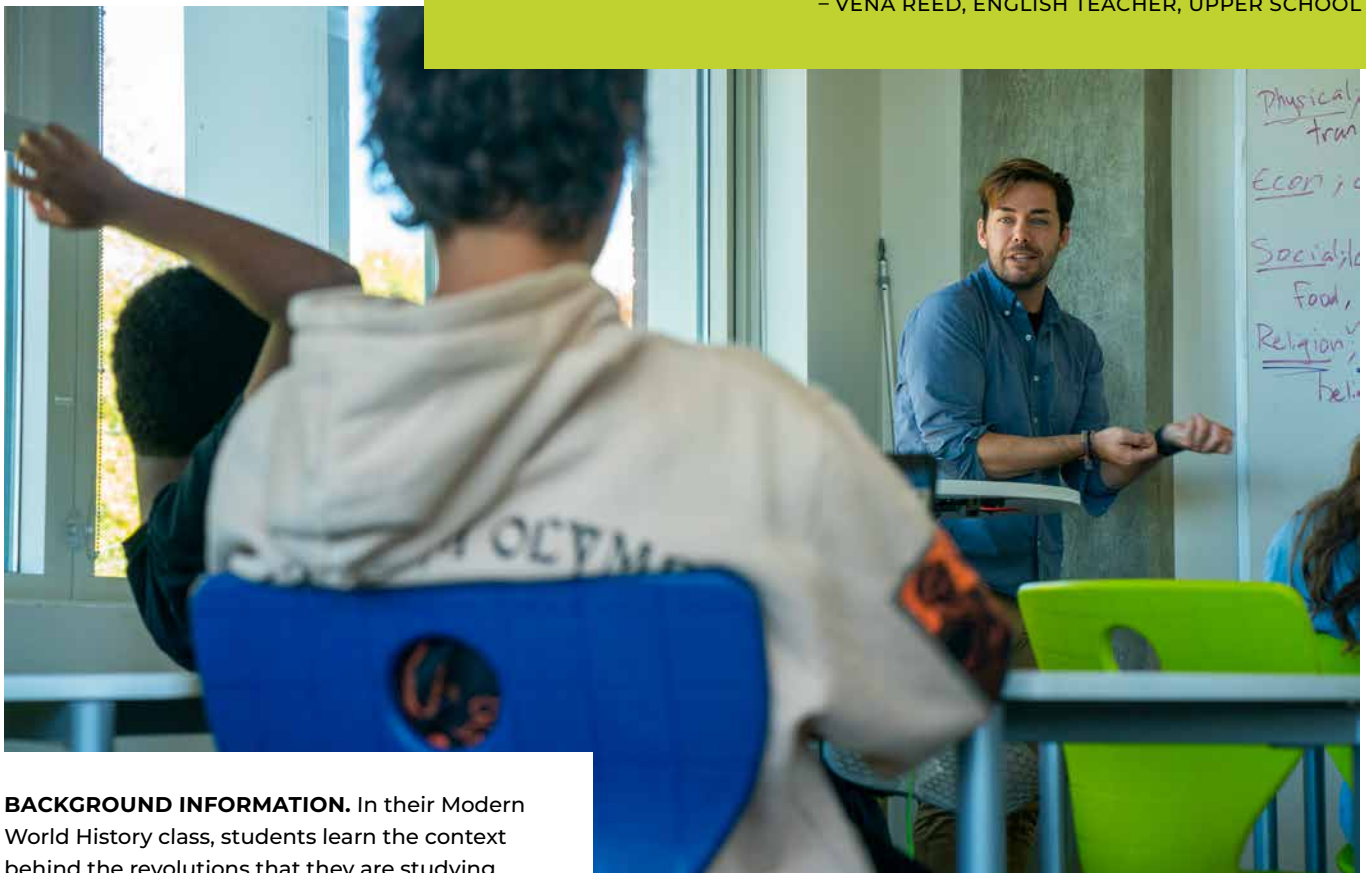
“We were very explicit that the goal of the trial is to assess whether or not the revolution met its goals, not whether the revolution was good or bad,” explains Ms. Reed. “Obviously people are going to have opinions around that, but what does the research prior to the revolution, leading up to it, during it, and after it, suggest about whether or not it met its goals? There’s a lot of background on that in history which is really helpful for kids when they come to English class to start firming up their arguments.” The coursework is organized into five main tasks the groups have to complete over the duration of the project. The earlier

tasks are centered on researching the context and goals of the revolutions and go towards students’ history grade, while the English grade is based on the groups’ written thesis report on the success or failure of their chosen revolutions.

Alongside their work on the midterm project, the students continue their normal history and English coursework which presents interdisciplinary opportunities like the study of George Orwell’s *Animal Farm* in English 10. By reading the allegorical novella, “they learned a little bit about the background of the Russian Revolution, so this was a good

“We were very explicit that the goal of the trial is to assess whether or not the revolution met its goals, not whether the revolution was good or bad.”

– VENA REED, ENGLISH TEACHER, UPPER SCHOOL



BACKGROUND INFORMATION. In their Modern World History class, students learn the context behind the revolutions that they are studying.

way to build interest in the project,” says Ms. Reed. The students used a ranked choice system to vote on three revolutions from a starting list of nine provided by Ms. Reed and Mr. Leonard. “We made a list and worked backwards from the idea that not all revolutions are violent or political; some of them are more technological or social,” says Mr. Leonard. “This year, we expanded the project to involve more revolutions with people of color.” The revolutions not selected (examples include the Haitian Revolution, the Indian Independence Movement, and the Iranian Revolution) were covered further during Modern World History classes.

Students are sorted into groups and assigned roles as either lawyers or witnesses. One or two students from each team fill the lawyer role; they are responsible for preparing lines of questioning and cross-examination, as well as serving as team leaders. Outside

Outside of the one shared class period a lot of the work is done individually, so teamwork and accountability is very important.

of one shared class period a lot of the work is done individually so teamwork and accountability are very important. “One of the big focuses for us was the group projects the students will have in the upper grades in high school and in college,” says Mr. Leonard. “They’re going to have to work outside the confines of the classroom, so here students are working on developing a lot of organizational skills – time management, communications skills, and coordinating with groups and teams.”

This year, as a part of the preparation for the project, Ms. Reed arranged for some lawyers to come in and speak with the students. “They

talked to the kids about the process of cross-examining and what it’s like to be a lawyer and the ways you need to be prepared,” says Ms. Reed. “So, the kids got to hear from people who are actively attorneys today.” While the “lawyers” worked on their lines of questioning, other students created witness profiles on some aspect of each revolution. For the trial on the Anti-Apartheid movement, a student might become a professor of South African law who can speak to its success from that perspective. These profiles are based on the research that students conduct using the library of primary sources provided by the teachers.



THE TRIALS BEGIN. The students made their arguments on stage in the Shaun Miskell Theater.



On the library of sources, Mr. Leonard says, “it’s not super text heavy; there are a lot of different means for kids to access information depending on their learning style.” In addition to written resources, the libraries for each revolution contain photographs, music, and videos students can use to build their witness testimony. “This is what actual history work looks like: you’re just going to have to look,” says Mr. Leonard. “The kids are wrapping their heads around the idea that ‘oh, I’m going to have to just look through photos and I have to look through texts. I have to watch videos and see what I find.’ I think, conceptually, that was a big step for them.”

The project culminates with the trial itself, and each group presents its case. This year, the trial took place on stage in the Shaun Miskell Theater. With Judge Leonard and Judge Reed presiding, the teams on either side of a revolution made their argument while the rest of the students followed along

with the arguments from the audience as the jury. “It was a good balance of being challenging but also being fun,” says Ms. Reed. At the end of the project, the students had built a strong base of knowledge that they can layer on going forward.

With such an intense focus on these three revolutions, the class won’t need to spend time on introductions when the topics arise in Modern World History. “Not only do I have a third of the 10th graders who know it front to back, I also have two thirds of the 10th graders who know what it was, the problems with it, and its successes and failures,” says Mr. Leonard. “What I like about this project, is that there’s no learning loss. It’s not as if we’re just taking a month off to do something that we wouldn’t learn about anyway, and the skills that they develop along the way include knowing that research is hard...writing is hard. If that’s what they got out of it, then that’s a win.”





A Sense of Scale

Students learning through the arts is an essential part of The Lab School's philosophy. In addition to fostering an appreciation of "art for art's sake," the arts-based education at Lab informs many different subjects within the classroom. The Reservoir Campus's Dragon Fountain is an example of how students can apply their lessons about scaling and the mathematical relationships between different sized objects to create art. Today, Math Teacher and Robotics and Engineering Teacher **Maria Brinza** has continued to use art to teach about math's real-world applications while engaging with new technology and honing 21st century skills.

THE DRAGON AND the child had seen better days. Though structurally intact, the statue had lost large patches of paint leaving its fiberglass skeleton exposed to the elements. Upkeep of the fountain statue had been difficult on the empty campus during the pandemic, but once full, in-person schooling returned, it was important to Director of Visual Arts for the Lower and Middle Schools **Sara Hawkins** to restore the piece. “The dragon fountain has been such a symbol of the care we put towards teaching the students here,” she explains. The dragon reading to the child under the protection of an umbrella is not only a metaphor for The Lab School’s support of its students, the statue and the story of its creation exemplifies the method of combining art and math that continues at Lab today.



RESTORING THE FOUNTAIN.
The dragon and child statue gets a fresh coat of gold paint.



The dragon fountain has been such a symbol of the care we put towards teaching the students here.



– SARA HAWKINS, DIRECTOR OF VISUAL ARTS, LOWER AND MIDDLE SCHOOLS



A LAB LANDMARK.
Lab founder Sally Smith posing with students at the fountain in 2005.



The dragon fountain has been a staple of the Reservoir Campus since it was first built by Lab students more than twenty years ago under the guidance of former Visual Arts Teacher **Mark Jarvis**, who would go on to be the director of visual arts at Lab. He wanted to work with students to create a piece of public art for the community, and a depiction of the school mascot seemed like an apt subject. Lab student **Billy Clipper '03** was talented at working with clay and created the initial design of the statue by building a foot-high maquette, or a scale model of the

larger sculpture. From there, the work shifted to math students who were tasked with enlarging the sculpture mathematically.

Using wires, the students sliced the maquette into cross-sections, shaped like “enlarged slices of baloney” as Jarvis describes it. Having studied ratios and scale factors, the students took the measurements of the maquette pieces and used multiplication to calculate how to enlarge them for the final sculpture. The class used a projector as a visual aid, projecting the outline of the cross-sections up onto a screen and moving the projector away from the screen until they found the correct ratio for the now scaled up pieces. After recreating the “baloney

slices” at their new size using foam, the slices were glued together and then covered in a layer of paper-mâché. A few enterprising students joined Mr. Jarvis over the weekend to cover the completed statue in a layer of fiberglass. Actually turning the sculpture into a fountain was outside the purview of the class; that was completed thanks to a donation from a Lab parent and the help of one of Mr. Jarvis’ sculptor friends who built the stainless steel tube that carried water through the dragon. (*see sidebar*)

Reminiscing on the origins of the statue, Jarvis said that for him, “the joy of the project was the number of kids who were not artists that were a part of its’ creation.” Building the sculpture was a way for the class to see first hand how their lessons on scale factors and ratios could be applied to constructing a work of art, even if the students didn’t see themselves as artists. Finding the real-world applications while teaching math students is also a focus for current Middle School Math Teacher and Robotics and Engineering Teacher **Maria Brinza**. “It’s something we try to do a lot of at Lab,” she says. “We learn something in a math classroom and ask

‘how do we generalize it to the world around us?’, ‘how will we use that skill?’, ‘how does it appear somewhere else?’” The arts projects she developed this year for her 7th and 8th grade math classes show how her lessons on scaling and ratios apply to the creation of art as well as the tech literacy that is so important to students today.

For Ms. Brinza, who previously completed a fellowship for arts integration with The Phillips Collection, using art in the classroom is a way to counterbalance some of math’s inherent difficulties: “Some of the stress and anxiety that math naturally provokes, when you put it in an art setting, starts to go away since you’re activating an emotional part of the brain that has a good experience with art. The students are happy about it and enthusiastic, and so it makes the math less painful. It’s a good carrot: we’re going to use these skills and build this cool thing.”

For the scaling-up project, this “carrot” took the form of a drawing that the students would recreate at a larger scale so that they could insert themselves into the artwork.

The math process used is the same used by students creating the dragon sculpture: multiplying the dimensions of their drawing by their chosen scaling factor to find the new, larger dimensions. Since this project was focused on multiplying mixed numbers the drawings’ original dimensions and their scaling factors had to include a fraction. Once they had calculated the new dimensions they needed, students were able to use household objects to recreate the scenes from their drawings.

To practice division, an inverse of the project saw students using their scaling factor to reduce a design in size. Their goal was to use division to scale-down a 2D design to $\frac{1}{4}$ of its original size and use Lab’s BOSS LS1420 laser printer to engrave it on a piece of wood. To do so, however, they would need to recreate their design at the newly calculated dimensions in Tinkercad, the 3D modeling program;



SCALING UP. Students use mathematics to insert themselves into life-size versions of their artwork.



those files would then be converted to the 2D laser engraving LightBurn format used by the laser printer to cut out the final product. This complexity was by design, explains Ms. Brinza. “Transfer of technology from one platform to another is so important as a 21st century skill,” she says. “How do different software languages talk to each other in different types of hardware? Because we’re now combining all these different kinds of hardware together, we have to know how to transfer software to meet those demands.” The scaling-down project lets students practice both their division skills and their use of computer software while demonstrating one of math’s many real-world applications.

“Transfer of technology from one platform to another is so important as a 21st century skill.”

The math skills required to scale up or down an object have not changed in the two decades between the Dragon Fountain’s creation and Ms. Brinza’s scaling projects this year. A dimension is multiplied or divided by a scale factor in order to change its size. Yet, through these projects, we can see how the real-world applications the students are learning have changed. Before, a projector was used as a visual demonstration of the scale factor,



and now the lesson involves recreating objects on software and transferring them across programs. The through line is the use of art to bring these lessons alive. “Art helps to generalize the world around us because art and construction go together,” says Ms. Brinza. “The thing about art is that it also brings a sense of joy and well-being and fun and creativity.”

This is why it was so important to Ms. Hawkins to restore the Dragon Fountain. The symbolism of the sculpture and knowing it was built by students was worth preserving. With a few cans of spray paint and a protective seal, Ms. Hawkins was able to restore the statue to its original condition. “It gives people a really good feeling to see it running and hear the sounds of the fountain on campus.”

SCALING DOWN. Students use 3D and 2D software to convert their artwork into a laser engraving.



Hidden Treasures in the Dragon Fountain

DID YOU KNOW the Dragon Fountain shares some similarities with a sarcophagus? In ancient Egypt, personal possessions and supplies known as grave goods would often be sealed into the tomb or sarcophagus of a person who has died in order to smooth the journey into the afterlife. Though there isn’t a body inside of the statue, Lab’s Gods and Goddesses Club did seal a number of grave goods inside of the statue when it was first being built!

In order to insert the stainless-steel tube that allows water to come out of the dragon’s umbrella, a part of the statue had to be hollowed out. While this was going on, the Gods and Goddesses Club was learning about ancient Egypt and the practice of sealing objects such as pottery and metal tools inside of tombs. Before the statue was installed in the fountain, the Club created their own artwork and pottery pieces to seal inside its hollow interior where they remain to this day!



Art helps to generalize the world around us because art and construction go together... it also brings a sense of joy and well-being and fun and creativity.



– MARIA BRINZA, MATH, ROBOTICS AND ENGINEERING TEACHER,
MIDDLE SCHOOL



World Cultures Club Offers a Window to Other Perspectives

This new Academic Club uses art, storytelling, and curiosity to introduce students to ancient cultures from around the globe. Drawing on her own interests exploring the world, Math Teacher and Academic Club Teacher **Adzua Robinson** created the Club to give her students a way to see the common experiences between different groups of people.



We go to Africa, Europe, and Asia, North and South America, and Australia. We travel around the globe to study the cultures of old. 

AT THE BEGINNING of each class these words are repeated in unison by every student in the World Cultures Club while facing the large map of the world that dominates one wall of the classroom. Created by Lower School teacher **Adzua Robinson**, World Cultures Club is the newest of Lab's Academic Clubs, one of the foundational methodologies of The Lab School pioneered by founder **Sally Smith**. Like all of the Academic Clubs at Lab, World Cultures Club is a hands-on experience in which students use costumes and art projects to fully immerse themselves in their studies.

The young anthropologists in the Club follow a winding path around the globe as they hop from continent to continent looking for people groups and learning about what they do. Focusing on the time frame of the Middle Ages, the class attempts to expand the world view of that period beyond the typical emphasis on Europe. Beginning with the Yolngu and Ngarinyin peoples native to Australia, the class moved through Indonesia and India before making stops along the Silk Road as they traveled west through Asia, Africa, and Europe, and ending their studies in the Americas (*see sidebar*).

As they forge this path across the world from unit to unit, students can choose how they engage with the cultures they are studying. For example, while studying the Inuit peoples inhabiting the Arctic, some students focused on an art project recreating the aurora borealis, or northern lights, which are important to Inuit mythology, while others ventured outside to imagine a hunt for the polar bears that can be a part of the typical high-protein, high-fat Inuit diet. By comparing differences such as the food people eat or the stories they tell, the students are also learning about the humanity of these groups that make them the same.



As they forge this path across the world from unit to unit, students can choose how they engage with the cultures they are studying.

CONNECTING TO CULTURES. Students create the Rainbow Serpent from Yolngu mythology and try their hand at drop spinning after learning about tartans and kilts in their unit on the Picts in Scotland.





The new Club is about being able to present different cultures to the kids. It's not weird, it's just different.



— ADZUA ROBINSON, MATH AND ACADEMIC CLUB TEACHER, LOWER SCHOOL



The groups studied during the World Cultures Club's travels around the world:



NORTH AMERICA

- Anacostan
- Inuit
- Lakota
- Puyallup
- Pueblo

SOUTH AMERICA

- Pirahã
- Inca
- Selk'nam

Being the closest group to Antarctica, the Selk'nam presented the opportunity to introduce Antarctica, the only continent without an indigenous population.

EUROPE

- Gaels (Ireland)
- Picts (Scotland)
- Norse and Sami (Scandinavia)

AFRICA

- Ghana Empire/Asante
- Bantu (Congo)
- San (South Africa)
- Turkana (Kenya)

ASIA

- Kutai (Indonesia)
- Gupta Empire (India)
- Quick stops along the Silk Road: Mongolia, China, Iran, and Turkey

AUSTRALIA

- Yolngu
- Ngarinyin

“A lot of kids in my class had very little experience engaging with other groups of people,” says Ms. Robinson. “The new Club is about being able to present different cultures to the kids. It’s not weird, it’s just different.” Ms. Robinson’s work on the World Cultures Club resulted in her receiving the Steve Wolfe Innovative Teaching Award (*see page 25*).

In developing the new Club, Ms. Robinson worked closely with Head of Academic Clubs **Liora Valero** to develop a course that supported the school’s Diversity, Equity, Inclusion, and Belonging (DEIB) goals. “The Academic Club system offers doors, mirrors, and windows to other perspectives,” explains Ms. Liora. This goes beyond geographic or racial differences, applying to multiple intelligences and neurodiversity as well. “There were empires that thrived without reading and writing,” she adds. “Our goal is to build up the idea that it’s a big world and that all of our identities are valid.”

The idea for the new Club grew out of two units that Ms. Robinson had introduced while teaching its

By studying how a group’s environment shapes these shared experiences, students have the opportunity to expand their worldviews and appreciate cultures outside of their own.

predecessor, American Revolution Club. In addition to the traditional focus on the Founding Fathers, she had introduced units on Native Americans and West Africans to the class as a way to explore other perspectives of the era. “The kids know who Pocahontas is, but I wanted them to understand that these people have their own stories,” Ms. Robinson says. Even so, these units had to deal with the ways these groups were oppressed and enslaved by the American colonists. Taken in combination with the role-playing involving students dressing as the colonists, it was clear that there might be a more appropriate direction to take the class. “It’s a nuanced time to explore at that age,” notes Ms. Liora. To best explore these topics, she asked herself, “How can we take the good, acknowledge the bad, repair harm, and find the true American dream?” Ultimately, knowing that students would later cover US History in their social studies class allowed Ms. Robinson to make the shift to a more global centric perspective in the new Club.

The preexisting units on the Asante people of Ghana and the Anacostan tribe native to what is now Washington DC became jumping-off points as Ms. Robinson brainstormed how to organize World Cultures Club. She ended up using her own interests in traveling to develop the globetrotting perspective of the club. “It’s what I like to do: I enjoy going from place to place to learn about the similarities between people,” explains Ms. Robinson. “What are the common experiences between incredibly different groups of people?” All around the world people are united by the need for companionship, food, and shelter. They get married, have children, and form communities. Through religion and myth, different people around the world question where we came from and what happens after death. By studying how a group’s environment shapes these shared experiences, students have the opportunity to expand their worldviews and appreciate cultures outside of their own. As Ms. Robinson reminds us, “We all need a little practice respecting the differences of others and noticing them in a good way.”



“The Academic Club system offers doors, mirrors, and windows to other perspectives.”

— LIORA VALERO, HEAD OF ACADEMIC CLUBS, DEIB COORDINATOR, MIDDLE SCHOOL

HANDS ON ART PROJECTS. Students blended brown construction paper to create paper-mâché Celtic roundhouses, adding thatch roofs made from shredded corn husks.



A New Look for Eye to Eye

In the wake of a pandemic-based hiatus, The Lab School chapter of the Eye to Eye program saw an opportunity to build a bridge connecting students across divisions. The program expanded to include students in the Lower and Middle School who would be mentored by their counterparts in the Upper School.



IN 2015, THE LAB SCHOOL was chosen to be the first high school chapter of Eye to Eye in the Washington, DC area. Eye to Eye is a nation-wide mentoring program that bridges the age gap between students of all ages who have learning differences like dyslexia and ADHD. College mentors are matched with mentees in middle school, while high school chapters like that of The Lab School would be paired with nearby elementary schools.

For The Lab School, this mentee school was DC's Stoddert Elementary and for six years, Lab students enjoyed a fruitful partnership engaging with their younger peers. Unfortunately, Eye to Eye was one of the many educational programs impacted by the shutdowns resulting from the Covid-19 pandemic. Even once both schools had reopened in person, new security measures made continuing the partnership unsustainable.

Despite these disappointing circumstances, Upper School English Teacher and Eye to Eye Advisor **Marla Brazier** was determined to keep the program running and saw an opening in last year's divisional reorganization at The Lab School. As an alternative to working with another school, the Upper School students in The Lab School Eye to Eye chapter would mentor younger Lab students and build a bridge between the school divisions within Lab itself. "There was an opportunity to establish community in ways we hadn't been able to before," says Ms. Brazier of the initial decision to expand the Eye to Eye program to the Middle and Lower Schools.

Though certain schoolwide events like the Identity, Arts, Music, and Unity (IAMU) festival or the Spirit Week pep rally bring together students from Lab's Foxhall and Reservoir campuses, the Eye to Eye program provides an opportunity for some



ART ROOM MEETINGS.

Upper School English teacher Marla Brazier guides the week's activities as the chapter's Eye to Eye Advisor.

As an alternative to working with another school, the Upper School students in The Lab School Eye to Eye chapter mentored younger Lab students and built a bridge between the school divisions within Lab itself.



of these students to truly build a connection with each other. For each of the 18 Eye to Eye meetings, students from the Middle School (all from the 5th grade, though going forward the program will also be open to students in the 6th grade) and the Lower School travel to the Upper School for their “Art Room” meetings with the mentors in the program. Each meeting revolves around the students working on a different art project that serves as a springboard for conversations about having confidence in one’s learning abilities. Though the activities are all different, at their core, they each provide an opportunity for students to discuss the challenges of living with a learning difference with mentors that know exactly what they are going through.

Each meeting revolves around the students working on a different art project that serves as a springboard for conversations about having confidence in one’s learning abilities.



The mentors are a model for what it looks like to be older and have the tools to overcome the challenges that they’ve faced. 

– JUDY SHINCARICK, ASSOCIATE HEAD OF LOWER SCHOOL

One week, the students spent their time together literally building bridges. In small groups, students used construction materials decorated with words describing their strengths to build small model bridges that traversed a river filled with their challenges. Whether words “math,” “spelling,” and “reading” described students’ strengths or their weaknesses, the exercise showed the young mentees that their older counterparts face some of the same struggles that they do, but they can overcome them by focusing instead on their strengths and abilities.

For the mentees, the meetings can be a window into the future. “It’s more than just ‘I have a learning difference and you have a learning difference,’

says Associate Head of Lower School **Judy Shincarick**, who coordinates the Lower School side of the Eye to Eye program and provides a calming presence to the students from Foxhall. For the mentees “it’s about learning to project out their futures and see themselves in the Upper School. The mentors are a model for what it looks like to be older and have the tools to overcome the challenges that they’ve faced.” Figuring out how to communicate this lived experience to the mentees is an important lesson for the Upper School students. “It’s a win-win for the Lower School and the Upper School. The older students learn to talk about themselves in ways they don’t normally have to,” says Ms. Brazier.

In some instances, the bonds between the students have even appeared outside of the Eye to Eye meetings. Ms. Brazier recalls attending the LabDrama production of *The Odyssey* in the spring and hearing a mentee's voice following the performance. "She had demanded to come to the play and give flowers to her mentor. She couldn't be kept away." By forging connections like this, the Eye to Eye program has helped strengthen the ties between the Divisions at The Lab School. In just a few years, some of the mentees will themselves be old enough to be role models for young students building confidence in their own learning abilities.



Strong ties between The Lab School and Eye to Eye

The Lab School had connections to Eye to Eye even before it was chosen to host the program's first high school chapter. Founders **David Flink** and **Jonathan Mooney** had visited the school on numerous occasions, including to speak about their book *Thinking Differently*, a comprehensive guide to help parents understand their children's learning differences. In 2009, Jonathan Mooney was recognized as an Outstanding Achiever with Learning Differences at the Lab School's Annual Gala.

Several of the student coordinators from The Lab School Eye to Eye chapter have also continued their work with the program after leaving. **Grayson Butler '17** was part of Lab's inaugural Eye to Eye mentor group and went on to work for the national Eye to Eye program, while **Davis FitzGerald '18** founded a chapter at Vassar College.

You can learn more about Eye to Eye by visiting the website www.eyetoeyenational.org.





The Sky's The Limit

On April 29, 2023, The Lab School of Washington held its 38th Annual Gala Honoring Outstanding Achievers with Learning Differences.

ONCE AGAIN HELD at the Reservoir Campus, the evening soiree raised much needed funds for supporting financial aid programs and increasing salaries for the incredible teachers here at Lab. Hosted by Emmy Award-winning anchor for WUSA9 **Allison Seymour**, the Gala honored

three Outstanding Achievers – writer and educator **Caela Carter**, actress **Megan Cavanagh**, and postdoctoral research fellow **Billy Vermillion '06** was this year's Outstanding Alumnus.

The night was full of cocktails, delicious food, and dancing to live music from Central City Orchestra. Guests were able to bid on art, wine, tickets, vacations, and more at the silent auction and this year also saw the exciting return of the live auction for items like Taylor Swift tickets and the first ever Lab Class Sleepover.

The theme of the evening was that “The Sky’s the Limit,” reflecting the limitless possibilities for all of our

students and the power of dyslexic thinking. “We are here because we know that our kids have the potential to change the world,” said Head of School **Kim Wargo** in her remarks to the parents, faculty, staff, alumni, and other guests attending the Gala. “We know that creativity, problem solving, and thinking differently about the world is necessary to solve the problems that we’re facing today and, frankly, very necessary to solve the problems we are facing tomorrow. The world needs our kids.”

A few of these kids made a special appearance at the Gala for a performance involving this year’s



Outstanding Achievers – writer and educator Caela Carter, actress Megan Cavanagh. Carter is the author of *Fifty-Four Things Wrong with Gwendolyn Rogers*, a novel about a young girl’s journey to understand her learning differences that was adapted into a play by Lab Teaching Artist **Amal Saade** (read more about the play on page 33). To perform at the Gala, Saade condensed the play into a few short scenes and Middle School students from the original production performed with a guest appearance from Megan Cavanagh.

Cavanagh, perhaps best known for her role as Marla Hooch in the film *A League of Their Own*, was not diagnosed with her ADHD until adulthood and, before the performance, she spoke about her admiration for The Lab School. “Yesterday I had an opportunity to tour this school and I was blown away with the creativity that was spilling from the walls,” she said to the audience. “The interest driven learning, the student to teacher ratio, the complete understanding of ‘spicy’ brains. I kept saying ‘I want to go back in time, I want to go to this school!’”



During their tour of the campus, the Outstanding Achievers had the chance to learn about the innovative programs at Lab, while for alum Billy Vermillion, it was an opportunity to reconnect with some familiar faces like College Advisor **Trudy Fleisher** and Latin Teacher **Marc Ferrara**. Billy was also able to tour Lab’s Upper School, which was still a decade away from being built when he graduated.

“The big skill Lab helped nurture in me was the ability to convey ideas in such a way that everyone is able to understand regardless of their background,” explained Vermillion at the Gala. This skill has proved invaluable in his work developing medical devices in the cardiology department at the Yale School of Medicine.

The guests toured each division, including a virtual meet-and-greet with the Global Division, and shared their stories of growing up with learning differences. “I could’ve loved school if I went somewhere where the teachers strived to understand me, to unlock the hard things about the world for me, and where they saw my love of learning as a strength instead of an impossibility,” said Carter. “I would’ve loved a school where different kinds of brains are valued and respected. In other words, I would’ve loved this school. Here I would’ve learned.”

The money raised at the Gala directly ensures that more students have access to The Lab School and supporting the amazing teachers that make the school what it is. Closing her speech at the Gala, Kim Wargo told the crowd that, “dyslexia is a challenge, not a problem. That’s what we are all about at The Lab School. We are about helping kids use their strengths to overcome the things that are challenging, and we know that they can, and they can because of the amazing teachers who are here in this room tonight who do the work of magic for them.”



SAVE THE DATE

THE LAB SCHOOL LAB

39TH ANNUAL GALA

Saturday, March 16, 2024



The Lab School Fund

Show your love for Lab by making a gift to The Lab School Fund, which supports the general operating budget and impacts all aspects of the school.

Learn more by visiting us online at labschool.org/support-lab or contacting Nia Graham, Director of Annual Giving at nia.graham@labschool.org.

Make a gift at labschool.org/giving or scan the QR code.





The Global Division Finds Success at Destination Imagination

In May 2021, The Lab School's Global Division enrolled its first student. Since then, Lab's Global Division has continued to grow and now has an enrollment of fourteen students who attend their virtual classes from across the United States, and even other countries. Though their physical classrooms are quite remote from each other, once a year many of the Global Division students and faculty come together in person for the Destination Imagination learning event in Baltimore, MD.

DESTINATION IMAGINATION brings together students, educators, and creative thinkers from all over to compete in challenges designed to stimulate participants' creativity and critical thinking abilities. "The Global Division participates in Destination Imagination because, in short, Destination Imagination's mission is well matched with the Global Division's: a global organization that encourages teamwork, creativity, and problem solving," says Lab's Director of Innovation/Head of the Global Division **Amy Oswalt**. "Our students benefit from being involved in this program because it helps build their imagination and problem-solving skills."

Destination Imagination has a number of challenges that teams can participate in. The Global Division's team, The Pioneers of the Future, chose the "Far Fetched" Scientific Challenge: their goal was to write their own tall tale that demonstrated how science can be used to put the impossible to the test. The Global Division is split into two cohorts by age, so The Pioneers of the Future split along these lines into two smaller groups: the elementary level "Purple" team, and the middle level "Green" team. Drawing inspiration from tall tale figures like Paul Bunyan or John Henry, each team met in breakout rooms to create their own folk heroes for the challenge.

The teams collaborated on shared documents to write their skits and figure out what kinds of props and costumes they would need for their challenge. This led to some very creative solutions like the Purple team's JJ creating a reversible set for their scenes, and Parker crocheting a tail for their tall tale hero: a cat who can make rainbows with its tail. After writing their scripts and practicing these scenes online, the eight students who traveled for the competition had only a few in-person rehearsals before having to perform for the judges. Even with their limited time together in-person, both the Purple and Green teams thrived, each coming in first place in the joint DC and Maryland state challenges.





FIRST PLACE. Both the Purple and Green teams won the top prize in the joint DC and Maryland state challenges.

“Our students benefit from being involved in [Destination Imagination] because it helps build their imagination and problem-solving skills.”

— AMY OSWALT, DIRECTOR OF INNOVATION, HEAD OF THE GLOBAL DIVISION

The benefits of attending the Destination Imagination competition was not purely academic for the Global Division. Though the students spend a great deal of time together in their online classes, congregating for the week that culminated in Destination Imagination provided a time to bond outside of their virtual classrooms. “We spent the week together and really got to interact in informal settings,” says Global teacher **Jill Silva**, who lives in Brazil. “I’ve worked with the Global Division for a year and a half

and had never met any of my students in person, so it was really cool for me particularly.”

Annual in-person events like Destination Imagination supplements Global Division students’ virtual small-group learning by enhancing their sense of community. Working together on their projects for Destination Imagination provides a valuable team-building exercise. “Competition is a great way to develop confidence, resilience, and it also provides a motivation for learning, however,

the most important reason for us to participate in this is because we get to have FUN!” says Ms. Oswalt. The fun will continue at next year’s Destination Imagination, when the Pioneers of the Future return to defend their state title.

Faculty Award



2023 Steve Wolfe Innovative Teaching Award

ADZUA ROBINSON

This year, the **Steve Wolfe Innovative Teaching Award** was given to **Adzua Robinson** based on her creation of the new World Cultures Club. Named for an innovative former science teacher at Lab, this endowed award celebrates and supports the creative and innovative teaching that is central to Lab's mission. It was created in 2018 thanks to generous gifts from alumni parents **Evan and Sondra Wolff** and **Tige and Elizabeth Savage**.

Robinson was chosen to receive the award out of a pool of nominees submitted by parents, faculty, and staff members of The Lab School. In addition to creating the new Academic Club, she teaches math in a hands-on, experiential, and multi-sensory manner. Her work on the World Cultures Club aimed to demonstrate for students the diversity of human thought and the human experience.

Creating the new Club required a great deal of study, research, learning, and imagination. Robinson reports that the process was filled with fears, frustrations, success and fun. You can read more about the new Club in the feature on page 10.





Graduation 2023



ON JUNE 16, 2023, The Lab School of Washington community came together to celebrate the graduation of the Class of 2023. The convocation ceremony is the end of a long road filled with hard work, dedication, and personal growth, yet it is also a time to look forward to the future. As senior class representative **Knox West '23** said in his address to the crowd, "This class of 2023 represents a diversity of talents and ambitions. We are made up of artists, poets, mathematicians, athletes, debaters, and activists. None of us have had the same journey

leading us here today. None of us will have the same journey going forward. This unknown is what makes today so exciting."

This year's commencement speaker was **The Honorable Joseph Crowley**. A Lab parent, Congressman Crowley represented New York's 14th congressional district for 20 years and now serves as a senior policy director in Dentons' Public Policy practice. Before the seniors set off on their next adventures, Congressman Crowley charged the graduating class with finding a way to do good in the



“What better way to acknowledge all that this school has given you than by becoming engaged and compassionate members of society? You will leave this school today with a set of values instilled in you – from your families, from your education. They weren’t found on your list of chores or a class syllabus. They were found in all those little moments that have happened thus far in your life and have helped shaped who you are today. And these values will help guide your ambition tomorrow.”

– THE HONORABLE JOSEPH CROWLEY

world: “I hope you don’t forget your experiences here at the Lab School. A school that pushed you, that inspired you, and that prepared you to leave here not just successful in your own right, but to be that engaged and compassionate member of society.” As a group, the Class of 2023 has gotten a head start on this, having completed more than 3,870 hours of community service over the last four years. “I can say unequivocally that the members of this class are role models for achieving a community of belonging,” said Head of School **Kim Wargo** in her address. “Their kindness to each other is truly inspirational.”

Ms. Wargo also took a moment to acknowledge the leadership and dedication over the years of Head of Upper School **Lisa McMahon**. Following the 2022–2023 school year, Ms. McMahon is transitioning to a new role as Director of Alumni Engagement and will stay connected to our graduates beginning with the Class of 2023. As each graduate took the stage to receive their diploma, Ms. McMahon gave her traditional remarks highlighting a few of each graduate’s achievements. Fortunately, the rainy weather held off long enough for the graduates to celebrate their remarkable achievement with friends and family in a reception in the courtyard.



“We did not ask to enter a world full of obstacles, not of our making. Yet, every time we think we’ve reached our capacity to meet a challenge, we look to obstacles we have already conquered, like living and navigating through a global pandemic or being high school students who learn differently. These conquered obstacles remind us that our capacity to meet a challenge may well be limitless.”

– KNOX WEST '23, STUDENT SPEAKER

Congratulations to the Class of 2023!



If you ask anyone at Lab, they will tell you that the Class of 2023 – collectively and individually – are independent, collaborative, supportive, and fantastic.



– KIM WARGO, HEAD OF SCHOOL



First Row, left to right: Esteban Alfred, Anja Desel Dolan, Maya Kohn, Isaac Adams-Cutler, Jay Vafiadis, Taylor Lesnak, Lily Rowhani, Renna Bakke, Clare Sorensen, Luna Maz, Mitchell Dickson

Second Row, left to right: Ben Adde, Max McLean, Morgan Singho, Will Rahl, Max McLenaghan, Cameron Wright, Knox West, Hunley Parish, Cameron Hall

Third Row, left to right: Humza Akram, RJ Carroll, Cole Kido, Devion Hall, Chase Bellows, Mayowa Oyedeji, Charles Pusey

Not Pictured: Aree Haecker

Class of 2023 College Acceptances

Adelphi University

Allegheny College

Anne Arundel Community College

Auburn University

Averett University

Champlain College (2)

College of Charleston

Cornell University

Davis & Elkins College (2)

Delaware State University

Delaware Valley University

DePaul University

Douglas Education Center:

Tom Savini Special Make-Up

Effects Program

Drexel University

Duquesne University

Emerson College

Emory and Henry College

Endicott College

Fordham University

Frostburg State University

George Mason University

Gettysburg College

Goucher College

Hartpury University, UK

Hofstra University

Howard University

Ithaca College

Lincoln University

Loyola Marymount University

Lynn University

Marist College

Marquette University

Marymount University

McDaniel College (3)

Montgomery Community College

Morgan State University (2)

Muhlenberg College

New York University

Northern Virginia Community College

Northwestern University

Oberlin College

Pennsylvania College of Technology

Pennsylvania State University

Savannah College of Art & Design

Saint Mary's College of Maryland

St. Andrew's University

Stockton University

Syracuse University

Temple University

University of Cincinnati

University of Delaware

University of New Hampshire

University of Southern California

University of Vermont

Virginia Commonwealth University

Wilson College

Writtle College, UK

**bold text denotes matriculation*

Departures



ANGELO CARMINA

In his 36 years at Lab, **Angelo Carmina** has been involved in nearly every athletic offering available at the school. “I coached soccer, softball, kickball, track...you name it, I’ve coached it,” he says. “I was even a sub for swimming!” His favorite sport to coach, however, was basketball. He led the Lab Dragons basketball team for 26 years and was even named the coach of the year in 1999 by The Washington Post.

Since he first came to The Lab School in 1987, Coach Angelo has been a huge part of the Dragons’ athletic programs. He arrived at Lab from Buffalo, NY and initially interviewed with Lab founder **Sally Smith** for a position as a High School PE teacher and head of the afterschool programs. She offered him a job on the spot. After starting out in the High School, Coach Angelo spent years going back and forth between there and the Junior High Division, but was always involved in the school’s Athletics Program, eventually stepping into a new role as The Lab School’s first Athletic Director. Under his leadership, Lab widely expanded the

number of spots offered, giving students countless opportunities to join a team.

Coach Angelo started out coaching the Lab soccer team until shifting to a position as the assistant coach when **Jon Stocks** was hired. He explains, “I realized he has a ton more knowledge than I do about soccer.” His ability to recognize the strengths of others has allowed him to build strong bonds with his students and fellow coaches. Coach Jon is one of many Lab alumni and former students that have joined the Athletic Department and been mentored by Coach Angelo over the years. Reflecting on his time at Lab, Coach Angelo says, “I’ve made a lot of good friends. My office here is a very close-knit family, and they will truly be missed.”



MARC FERRARA

After nearly three decades teaching Spanish and Latin in the Lab Upper School, **Marc Ferrara** retired at the end of the 2022–2023 school year. Mr. Ferrara first joined Lab as a Spanish teacher during the summer of 1995 after spending the previous 18 years teaching in the Prince George’s County

public school system. He also had some experience teaching Latin and after around ten years at Lab, it became clear that there was interest from Lab students in learning the ancient language. Mr. Ferrara continued to teach Spanish but also introduced a Latin course for these students.

One Latin class turned into two, then three, and eventually, he was teaching mostly Latin. “The program that I suspected would be good for our students was a reading-based program instead of a transcription-based program,” comments Mr. Ferrara. “I look at it as trying to teach holistically. It’s not just learning a lot of vocabulary and grammar and trying to make our own sentences.” The curriculum included a large amount of information on Roman culture and incorporated a lot of English vocabulary building, so it reinforced what students were learning in Ancient World History and in their English classes. In 2010, Mr. Ferrara led an international class trip to Pompeii and Rome so that students could see the locations they were studying first hand. Five years earlier, he had been one of the chaperones on Lab’s first international trip to Costa Rica.

“The Lab School is so inclusive and the students are very well prepared for their lives,” he reflects. “As I leave Lab School, I continue to be impressed by the devotion of the teachers, of the parents, and of the many varied talents of the students.” In his retirement, he plans to spend time volunteering, tutoring students, and teaching Latin to small groups of adults. Mr. Ferrara will also take time to travel, but will continue to visit The Lab School in the future as a substitute teacher.

S H O R T S

Fencing Team Learns Techniques of the Sport

This year, The Lab School's athletics program offered Middle School students the opportunity to join the school's first ever fencing team. The team practiced foil fencing, which is the most precise and mental form of the sport. The students were coached by Global Citizenship teacher **Destin Tunca**, who has more than ten years of fencing experience and was himself instructed by an Olympian fencer. The team was divided by experience level: the Beginner Fencing group learned the basics of the sport by studying the structure of a match and the necessary skills and techniques for competing, while the Advanced Fencing students with previous experience further refined and practiced their form.



The Trap Bob Mural Project

Twelve eighth-grade student artists created a new permanent art installation in the Middle School alongside **Tenbeete Solomon**, better known as **Trap Bob**, a local DC artist. A multidisciplinary artist with work frequently inspired by activism and community issues, Trap Bob had partnered in the past with The Lab School to facilitate workshops at its annual Identity, Arts, Music, and Unity (IAMU) celebration.

Organized by Director of Visual Arts Grades 1–8 **Sara Hawkins**, the students designed a new mural for the hallway of the third floor using words of leadership chosen to represent their class. The bold colors of the work reflect the signature style of Trap Bob who helped guide the students on their project. She spoke to students about life as an artist and how to bridge the gap between her audience and her message. The student's chosen words speak to the qualities they see in themselves and their community and will be a permanent fixture in the building.

Introducing: Belonging Time

The Lab School's Diversity, Equity, Inclusion, and Belonging (DEIB) team implemented a new initiative this year in the Lower School called Belonging Time. Held during morning meeting on Tuesdays and Thursdays, Belonging Time is a way of introducing identity work to Lower School students. Lower School faculty and staff brainstormed what pieces of identity they might want to talk to the kids about and what would work best for their developmental level. The final list of 19 topics included subjects like age, communication style, ethnicity, and family structure, each of which homeroom classes covered over two Belonging Time sessions.

Lower School DEIB Coordinator and Reading and Writing Teacher **Lauren Caldwell** compiled a list of resources and activities for teachers to use depending on the needs of their class. Activities can take a number of forms from reading stories or playing games to class discussions or art projects. In one session, students created "Identity Icebergs" to explore the aspects of their identity that you can't see on the surface in the same way that most of an iceberg exists underwater.

These activities give students the language to start to discuss their identities with one another. Caldwell describes one session where the class was discussing how geographic location can impact one's identity and a normally quite shy eight-year-old spoke up to describe how location's impact on the language you speak, the food you eat, and everything surrounding you can change who you become. Reflecting on this, she says, "I think a lot of people are scared to have these kinds of conversations with this age group but these kids are able to see issues very clearly."





Fifty-Four Things Wrong with Gwendolyn Rogers

The first theatrical experience from the reorganized Middle School featured performances from an astounding 40 students between the fifth and eighth grades. The play was an adaptation of 2023 Gala Outstanding Achiever **Caela Carter**'s *Fifty-Four Things Wrong with Gwendolyn Rogers*. It tells the story of Gwendolyn Rogers, an 11-year-old who gets ahold of her IEP and, after reading it, writes down a list of all of the things said to be wrong with her. The play explores Gwendolyn's journey to understand her learning differences and the realization that "different" is neither right or wrong, instead choosing to view herself positively.

After reading the novel, Lab Teaching Artist **Amal Saade** thought the relatable content of the novel would make it perfect for a Lab theatrical performance. She reached out to the author who quickly granted permission for the adaptation. Carter said that she was grateful to hear about the connection that Lab students had with the book as "the reader on the other side of my page is almost always invisible to her." She and her son Elijah were able to travel to Lab to attend the staged production of her work in November. When Carter was honored as one of the Outstanding Achievers at this year's Gala, an excerpt of the play was performed featuring a guest appearance from the other Outstanding Achiever, **Megan Cavanagh**!



Student Travel Returns

After a hiatus over the past few years, students were once again able to attend some of the long-distance class trips that have been a staple at Lab over the years. Eighth Grade Travel Week saw students traveling to either the Teton Science School or the Bretton Woods Recreation Center, while Upper School students were able to travel to New York City for one of two arts-based trips. Six students also traveled to San Antonio for the Student Diversity Leadership Conference (SDLC).



TETON SCIENCE SCHOOL

In Jackson Hole, Wyoming, students learned about the Greater Yellowstone Ecosystem while learning to cross-country ski. Taking advantage of the environment, they explored an elk refuge and conducted experiments and analyzed data on the best winter habitats and the amount of water in different layers of snow.

BRETTON WOODS RECREATION CENTER

When not ziplining or balancing on the ropes course, students developed outdoor survival techniques like starting campfires and making shelters. Counselors taught students basic woodworking skills that they used to make two benches that were brought back to the Lab campus.





NEW YORK ARTS TRIPS

It was a packed weekend for the Upper School students that visited New York City! Each of the students learned about the migrant experience at the Tenement Museum and saw the Broadway production of August Wilson's *The Piano Lesson* before splitting into two specialized groups.

The Visual Arts group got a view of the city from the Top of the Rock and visited iconic museums like the Guggenheim and the Museum of Modern Art. They toured Christie's Auction House with a contemporary art specialist and met with designers at the Built and Pentagram design firms.

The Performing Arts group spent more time in the world of theater, attending the shows *Juliet*, *Leopoldstadt*, *Kimberly Akimno*, and visiting the Museum of Broadway. They toured the famous Radio City Music Hall and got to participate in acting and makeup workshops at other theaters around town.





STUDENT DIVERSITY LEADERSHIP CONFERENCE

Six Upper School students representing The Lab School traveled to San Antonio, Texas for the SDLC. The students worked on designing effective strategies for social justice practice through dialogue and the arts. Organized by the National Association of Independent Schools, the conference is a multicultural gathering of students from across the US and abroad. This year's theme was "We the People: Leveraging Our Community to Preserve Our Humanity."





Alumni Notes

CLASS OF 2003

Jacob Romanek and his wife Lucila welcomed home their son, Rio, in October, 2022.



CLASS OF 2006

Billy Vermillion is a PhD in Biomedical Engineering. He is currently in his second year as a post-doctoral research fellow in the cardiology department at the Yale School of Medicine, where he builds medical devices and develops medical image analysis techniques. In addition to being honored as Lab's 2023 Outstanding Alumnus at this year's Gala, Billy recently visited Lab where he spoke with students in **Maria Brinza's** robotics and engineering classes. He told them his educational pathway to getting his PhD and building a robotic glove to help stroke patients regain hand mobility for his thesis project, and how he used the skills he developed at Lab in higher education.



On September 17, 2022, **Elise Diaz** got married to Joe Bagtas in Napa, California. They live in Los Angeles where Elise works as a video producer at PopSpark Media.

CLASS OF 2007

Kirsten Brown is the executive assistant to the chief of staff at Walter Reed Navy Medical Center. She moved into human healthcare after several years fostering animals and working as a vet tech. She is considering going back to school to become an ultrasound technician.

In September 2022, **Nick Clemente** became the vice president of government relations for the Northern Virginia Chamber of Commerce.

CLASS OF 2009

Austen Applegate is a research associate at The National Academies of Sciences, Engineering, and Medicine and is pursuing a master's in public health at The George Washington University.



In February 2023, **Alexander Lipow** started a new position as a legislative affairs specialist at the US Transportation Security Administration. He graduated from law school at William & Mary and recently passed the DC bar exam.



CLASS OF 2011

Peter Gandal and Miguel Hernandez were married in Austin, Texas on September 17, 2022. Lab alum **Alex Hollar '12** attended the wedding.



CLASS OF 2012

After working in communications and marketing, **Amanda Libby** recently completed a coding bootcamp and is currently looking for the best fit for her in the IT field.

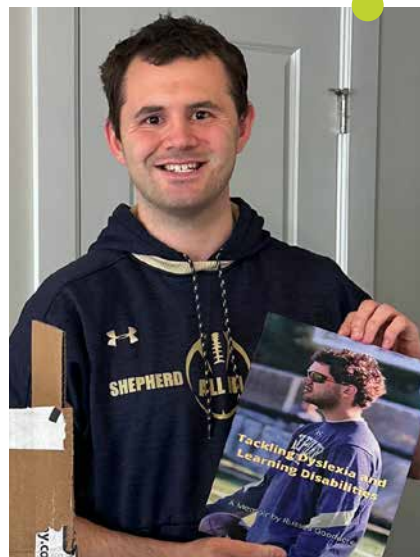
CLASS OF 2013

Kat Kaltenheuser works remotely as a mental health therapist for Aspire Wellness Center, an organization near Baltimore. She really enjoys her work there with individuals from a wide range of ages, diagnoses, and backgrounds. She lives in Frederick, Maryland with her boyfriend.



CLASS OF 2014

Russell Goodacre has written a memoir about his experience growing up and dealing with his learning differences in school, college, and working life. The writing of *Tackling Dyslexia and Learning Disabilities: A Memoir* was nearly a two-year project and was published in May of 2023. Russell describes how The Lab School helped him over the years across two chapters: one covering the Elementary and Intermediate years and another about his time in the Junior High and High School.



CLASS OF 2015

Jed Greenberg is in his second year at the University of Chicago School of Law.

CLASS OF 2016

Noah Hinson graduated *cum laude* from Beacon College in May 2022 with a major in business and a minor in computer science. He appreciated Beacon College because, like The Lab School, it is designed specifically for students with learning differences or ADHD; the college's president was even a friend of Sally Smith! Noah has moved back to the Washington area and plans on becoming a real estate agent.

Kasper Tuomala is now living in Finland where he works as a personal trainer.





This past fall, **Quentin Turner** graduated from George Washington University with a master's degree in legislative affairs. Since September of 2022, he has been working as the manager for state, international, and board relations at the National Association of Broadcasters in Washington, DC. Quentin works with NAB's government relations team and the 50 state broadcast associations to maximize the TV and radio industry's federal advocacy efforts in Washington.

CLASS OF 2017

June Durkee has just finished the first year of a two-year graduate program at her alma mater, Mercyhurst University, where she is pursuing a masters in organizational leadership. She has a graduate employee position with the learning support service department at the university where she oversees the testing center and notetaking services for students with accommodations. Over the summer, she is taking part in the Cornell Hospitality Internship Program.

Ludwig Tamari graduated from Mercyhurst College with a degree in paleontology and is planning to further his study in graduate school. His interest in the field of paleontology was first sparked while at The Lab School.



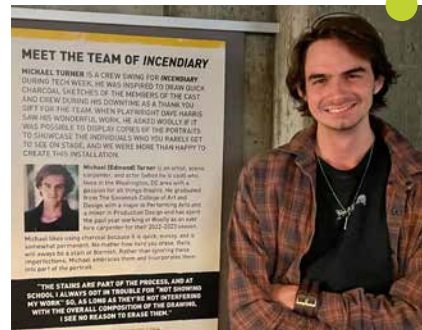
CLASS OF 2018

In May of 2022, **Sammy Adcock** graduated *cum laude* from Hobart and William Smith Colleges. He developed a passion for architecture while taking **Mark Jarvis's** class at Lab and was drawn to Hobart because it was one of the few small, liberal arts colleges with an architectural studies department. Sammy graduated with honors after a project redesigning the Geneva Public Library and defending it before an interdepartmental panel. He is currently in graduate school at Washington University in St. Louis for a three-year long master's program in architecture.

Thomas Gustafson graduated from Davis & Elkins College with a teaching certification in May, 2023.



Michael Turner works as an overhire carpenter at Woolly Mammoth Theatre Company in Washington, DC.



CLASS OF 2019

Cameron Blake is majoring in criminology at Longwood University.

Jack Cameron is at Carleton University where he is studying for a bachelor of arts in psychology with a minor in critical disability studies.

Ethan Feinberg graduated from the Clive Davis Institute of Recorded Music at NYU Tisch. He is an assistant audio sound engineer at Arcade, an independent music publisher based in New York City. Ethan had the opportunity to reconnect with Lab faculty members **Becky Alberts** and **Chris Lanier** during the Upper School Visual Arts trip to New York City.



Benjamin Garris graduated from Davis & Elkins College in May 2023 with a degree in hospitality and tourism management.



Grace Kyle is attending Mitchell College and will be receiving her degree in liberal studies in the fall of 2023. Over the summer, she worked as a group leader at Lab's Summer Programs.

Bailey Lynch is a tattoo artist in West Palm Beach. In January of 2023 she got engaged and is buying a home in West Palm Beach.



After much thought, **Angus McCredie** enlisted in the Army as an infantryman in October of 2022. He graduated basic training at Fort Benning, GA, where he was awarded his Army Patch and blue beret. Angus is now at Fort Lee for advanced training as part of the 244th Quartermaster Battalion before permanent deployment.

Sam McKone is currently at McDaniel College and he will be receiving his degree in philosophy.

Belen Riberas graduated in May of 2023 from Notre Dame, majoring in global affairs and political science with a concentration in human and civil rights law.



Thomas Schad is a forestry major at Davis & Elkins College.

CLASS OF 2021

Mackenzie Jones is attending Davis & Elkins College where she is an early childhood education major.

CLASS OF 2022

After taking a gap year, **Elizabeth Jackson** was accepted into her dream school: The Fashion Institute of Technology. After learning of her admittance, she says that she had felt the same sensation of joy and disbelief once before when she was accepted to The Lab School.

IN MEMORIAM



We are saddened by the loss of **Trey Armstrong '19** who passed away peacefully with his parents at his side on July 18, 2023. Trey's compassion for everyone around him drove him to become a certified paramedic. During his junior year at Lab, he interned with the George Washington University Medical Faculty Associates and went on to volunteer as an EMT and paramedic with the DC Fire Department. After leaving Lab, Trey attended McDaniel College where he studied business and economics. He had decided to become a lawyer, following in his father's footsteps, and had just been admitted to Penn State Dickinson School of Law at the time of his passing. He is survived by his parents Norman Armstrong, Jr. and Kristen Carneal, siblings Adrian and Kaitlin, and many other loving family members.

ALUMNI: Send us your news!

We'd like to hear about your personal and professional accomplishments.

Email:
Alumni@labschool.org

Web:
www.labschool.org/alumni

Lisa McMahon is stepping into a new role as the Director of Alumni Engagement. You can get in touch with her at Lisa.McMahon@labschool.org.



THE LAB SCHOOL

THE LAB SCHOOL OF WASHINGTON

4759 Reservoir Road, NW

Washington, DC 20007-1921

202.965.6600

www.labschool.org

