Dear Green Hedges Families,

Green Hedges School’s Impact Report for the 2021–2022 school year seeks to highlight what you, our donors, have helped Green Hedges School achieve this year. From returning to time-honored traditions to helping the School grow its Equitable Experience Fund, the 2021–2022 school year was successful and fulfilling because of the support of this incredible community of families, faculty, and students.

As you read this year’s Impact Report, remember that it is the collective generosity of parents, alumni, faculty, grandparents, and many other constituents that make Green Hedges a school where all students are inspired to be engaged scholars and leaders, kind peers and neighbors, and purposeful citizens of the world. This impact report shows us that our community is our greatest asset, traditions help ground us, and that diversity and inclusion is a goal that we strive toward every day.

Thank you for making an impact this year. You have made a difference at Green Hedges School and have helped us imagine all that is possible, and for that we are grateful.

Sincerely,

Jennifer P. Bohnen
Head of School
Your Impact 2021–2022

With their generosity, the following donors directly impacted the Green Hedges Fund and allowed us to create and implement the initiatives and programs highlighted throughout this report. It is with tremendous gratitude that Green Hedges acknowledges the individuals listed on this page.

Chuck Adams
Crystal Al
Ashley Aford
Muneera Albedal and Arahman Alhajeri
MaryAnn Anderson
Susan W. Anderson
Noelie and Ed Angevine
Anonymous
Ardass Khalsa
Lauren and Edward Armstrong
Ray Armstrong
Liz and Byron Back
Yohul and Josh Baker
Julie and Samuel Barnett
Daniella Beale
Jane Beale
Melanie Beale
Wayne Beale
Lisa Beaudin
Alicia and Craig Beckman
Jean Bergeval
Sabine and Andrew Bergwall
Monti Biss
Betsy and John Bland
Carolyn and Andrew Blucher
Jennifer and David Bolhnen
Carole and Myron Bonsorosky
Jennie and Vincent Bos
Elizabeth Boyes
Sheila Boyd
Carolyn and Doug Brandon
Jessica and Kevin Brandt
Karl Blittner and Willem Binnemans
Collen Dalton and Doug Briggs
Chavonagh Brown
Judy Buxher
Melanie and Brigg Bunker
John Buscher
Christine and James Cannon 1955
Chadwick Carlough
Maria Paz Castillo
Laura Chadwick
Sakiko Ishihara and Alex Chang
Yorick Chese
Yolande and William Christle
Carole Commander
Gerard Conway
Carrie Siroco Coogan and Mike Coogan
Stephanie and Joe Costello
Adesike and Jim Cotter
Emilie and David Cotter
Anne Craig
Jan S. Craig
Phebe Crow

Operational Fund FY 2021–2022 (unaudited)

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Expenses

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Change in Net Assets from Operation Reserves

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<td>427,762</td>
<td>535,390</td>
<td>12,337</td>
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*Tuition & Fees are net of Financial Aid

Source: Audited Financial Statements

Impact Report 2021–2022

3
Brian Crum
Pat and Jim Daly
Andrew Dempster
James Derrington
Dwight Dillon
Thelma Diaz
Scott Dietrick
Jaydew and David DiGiovanni
Meg Donald
Daniel Donohue
Jennifer Domnick
Bethany Douliery
Lisa and George Dowell, IV
John Dowling
Juanita and Ralph Draetta
Pat H. Dresser
AnnaVictoria Dua
Sonia Dua
Diane Duran
Sheila Eck
Abraham El-Ghoul
Courtney and Khalil El-Ghoul
Nina El-Ghoul
Aya Mohamed and Ahmed Elsaid
Joe Enman
Kendall Erickson
Ralph Everett
Susan Fayon
Sarah Farzayee
Hind Berjelouz and Marc Foglia
Michelae and Joe Fore
Mia and Manuel Fortes
Beth and Michael Foster
Tove Hoffman
Emily and Benjamin Foyd
Helen Fratta
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Ryan and Carl Hutzel
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Chris Innote
Matt Irons
Ingrid Wilkins-Iacisco and Barry Isaacs
Junko Ishihara
Barbara Johnson and Christopher Johns
Rachel and Stade Jones
Tanya Jones
Perry Katz
Harjeet Kaur
Julia and Nicholas Kilmer 1955
Heather Kinkel
Blake and Dave Kohn
John Koos
Kristin Kravetz
Katia and Juan Lacayo
Tracie and David Lattimore
Lisa Nameeves and Lonnie Lasser
Deb Brauer Lechtman and Jay Lecaitman
John Lee
Carol and Robert Leggett
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Lisa and John Lipton
Pat and Barbara Marck
Tanya Matthews
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Aimee and Wilfried Petersberger
Ralph Petersberger
Jenne Nardi
Carol and Robert Leggett
Chris Loth
Adam R. Liu
Lisa and John Lipton
Pat and Barbara Marck
Tanya Matthews
Brent Perry
Aimee and Wilfried Petersberger
Ralph Petersberger
Jenne Nardi
Sue Miles
Ratt Khaesri and T.J. Radtke
Rohini and Prem Pillai
Jim E. Pinnell
Lauren Woods and Frank Pintilie
Heather and Brad Pontz
Brian Poppe
Gerald Poppe
Samantha and Toby Poppe
Annette Porter
Debby Poiclo
Margaret and Michael Porcio
Cherene and Neil Potts
Renee and David Priss
Chris Pritchard
Connie Pritchard
Jack and Benjamin Pritchard
Steve Pritchard
Howard and Joel Pritchard
Debrah Shaugnessy and TJ Radtke
Ruth Bandler and Mark Raffa
Yasamin and Aram Rasool
Linda and Jim Salazar
Lauren and Eyren Sarper
Gayori Schell
Rachael and Steve Schroeder
Schwab Charitable Foundation
Peter Scourby
Service Now
Anna and Mike Shaw
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GREEN HEDGES SCHOOL
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GREEN HEDGES SCHOOL
IMPACT REPORT
Impacting a Community: The 2021-2022 School Year

Green Hedges is committed to maintaining a deeply-connected and diverse community. Initiatives to broaden and deepen the School’s commitment to this important were a focus of faculty professional development this year. This school year, Green Hedges worked with Lawrence Alexander and Justine Medina from Carney, Sandoe & Associates’ Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB) Practice. Mr. Alexander and Ms. Medina guided two of our faculty professional development days centered around DEIJB practices and pedagogy. Working with the faculty, they shared current thinking, steps to think about DEIJB practices in their classroom, frameworks, and spent time individually with faculty and grade level teams.

Mr. Alexander also joined a Board Meeting to discuss ways our current Board can use the DEIJB lens when making decisions at the board level. Board members were given the opportunity to ask questions as they think about framing Board work moving forward. Green Hedges continues to grow by opening the door for different perspectives to be heard, working towards creating an inclusive community, and diving into the curriculum to ensure windows and mirrors are reflected. The School is also poised to develop a culturally responsive curriculum and build upon the initial work to create an environment where all members of the community enjoy the same sense of belonging.

The following made gifts in memory of Barbara White, grandmother of Caden Wilkinson ’21:

Susan W. Anderson
Susie and Gary Anderson
Jan S. Craig
Len and Mary Kate Dillon
Thomas P. Fitzgibbons
Becky and Al Waddouss
Emily and Bill Yosmanovich
Audrey and Dave Young
Jessica and Chris Young
Yasmeen Youngs
Laura Lee and Ramsey Zacharias
Taaseen Mir and Tanjila Zahir
Fatima Zaman

DIVERSITY, EQUITY, & INCLUSION (DEI)
A RETURN TO TIME-HONORED TRADITIONS

In the midst of COVID, Green Hedges paused many of the traditions that make this school so special. During the 2021-2022 school year, there were more opportunities to bring the students and parents at all grade levels back together to enhance community. A great tradition at Green Hedges are Opening and Closing assemblies that happen weekly. Returning to in-person, these gatherings were an opportunity to come together and share all the good work happening both inside and outside of the classroom.

In addition, Montessori students once again participated in traditions so important to their three-year journey, including the Kindergarten French play. Lower School students participated in the State Fair, Wax Museum, and performed all of their class plays in the Multipurpose Room in front of an audience of family members. These time-honored projects and plays returned to as normal possible this year. Middle School students very much embraced student-led experiences and the choices that they were given as leaders of the School. Middle School students participated in an array of experiential learning opportunities, often providing their own input in what they would like to learn about in the community.

GROWING THE EQUITABLE EXPERIENCE FUND

The Equitable Experience Fund (EEF), established by the Poppe family, aims to ensure that all students have the same opportunities and experiences while at Green Hedges. Grants from this fund will be offered to students by race/ethnicity and/or socioeconomic status in Montessori–Grade 8 to help cover non-tuition costs. These include, but are not limited to, class trips, school uniforms, and educational testing. For some families, these fees are minor expenditures, but for others, they may pose a barrier to the full Green Hedges experience.

Our community benefits from a diverse student body and support from this Fund will offer another way to promote an equitable and inclusive environment for all Green Hedges students.

Your impact grew this Fund significantly in its second year. The generosity of our community was the highlight of this year’s Green Hedges at the Derby Night, during which families “raised their paddles” to donate to the Equitable Experience Fund. The following donors helped raise over $20,000 for the EEF at Green Hedges at the Derby:

- Lauren and Edward Armstrong
- Jennifer and David Bohnen
- Kevin and Jessica Brandt
- Cara and Anthony Fratta
- Jill Pritchard-Ghareeb and Jonathan Ghareeb
- Lisa and John Gibb
- Carol Gideon
- Melanie and Andrew Gordon
- Maria Grey
- Heather and Dree Howell
- Tracy and David Lattimore
- Tracy and Mike McCarty
- Beth and Dan McClintock
- Karen and Brian McNiel
- Lisa and Omer Pence
- Heath and Brad Pontzi
- Samantha and Troy Poppe
- Gerald Poppe
- Dwain Shaughnessy and TJ Radtke
- Lynn and Amer Saba
- Anna and Mike Shaw
- Lucia and Michael Shepherd
- Nina and Jon Thomas
- Katherine and Harris Vazquez
- Pratika Chandiramani and Anand Vora
- Nehal and Ashit Vora
- Jessica and Ray Wadhwa
- Heidi and Jeff Warrington
- Melenie and Andrew Gordon
- Maria Grey
- Heather and Dree Howell
- Tracy and David Lattimore
- Tracy and Mike McCarty
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- Nina and Jon Thomas
- Katherine and Harris Vazquez
- Pratika Chandiramani and Anand Vora
- Nehal and Ashit Vora
- Jessica and Ray Wadhwa
- Heidi and Jeff Warrington
PREPARING FOR THE FUTURE OF GREEN HEDGES SCHOOL

With an eye toward the future, Green Hedges will embark on a journey of redesigning Kilmer Hall and creating playgrounds and outdoor spaces to provide inspiring, innovative, and collaborative spaces so our students and teachers may imagine, thrive, and learn to their fullest potential. Improving Kilmer Hall presents the opportunity to also create a developmentally appropriate progression of distinct play areas for each age group that will better serve our students and reflects the importance of play in the growth of a child. Through the support of donors, Green Hedges has already:

- Engaged with the firm Voith & Mactavish Architects to create a conceptual campus master plan for the School.
- Participated in a Planning Commission Work Session with the Town of Vienna.
- Met with the Green Hedges neighbors twice. The purpose of these meetings was to inform neighbors and to be transparent with them about our campus improvement plans. Our commitment to being good neighbors continues, and these meetings were an important part of this effort.

The support of our community will be vital as we envision a Green Hedges of the future.
SARAH FARZAYEE

“You get to see the world through children’s eyes,” says Director of Extended Day and Auxiliary Programs Sarah Farzayee as she reaches for words to explain the most central joy of teaching, a joy that has infused her roles as tutor and enrichment teacher, education management professional, lead instructor, and educational facilitator for families in schools throughout Northern Virginia. She is also co-founder and a remote director of the Sarah Farzayee School in Afghanistan. In that setting, her role has encompassed all aspects of school life, including curriculum, administration, and the safety of children and adults.

Although years ago she imagined herself destined for a career in the medical field, an internship in a school brought Ms. Farzayee an unexpected, deeper sense of purpose and fulfillment. “I would sit and absorb colors and experiences, as if I had entered a different world,” she says, thinking about that time. It set her on a new path.

At Green Hedges, Ms. Farzayee has found a home for her talents and interests. It is a place she describes as “hidden away with trees and nature, and with a warm, nurturing community.” As she implements the traditional components of the Extended Day program and provides additional academic resources to students and teachers, Ms. Farzayee uses her creativity and passion for learning in a way that takes root in the lives of her students. “I want them to teach themselves,” she says of her educational philosophy, “I give them the tools.”

A native of Port Washington, New York, Ms. Farzayee grew up in Northern Virginia, where she lives with her husband and two sons. She holds a B.S. in Psychology from the University of Mary Washington, and is completing coursework toward a Certificate in Education Management and Leadership from the Harvard Graduate School of Education.

PHILL HARRIS

“I believe in both teaching and performing,” says Music and Band teacher Phill Harris, describing his twin passions. Mr. Harris, who teaches Grades 3-6, has loved music for as long as he can remember. Being a devoted performer gives him insight into the challenges and learning opportunities his students encounter. Describing the neurological benefits of studying music, he says, “Band makes you smarter. You have to learn, and grow, your own music and bring it to life while listening to others and watching the conductor. It’s a brain trainer, and also a team effort.”

Most of all, for Mr. Harris, music has always been a joy. He earned a BA of Arts and Music and an MA in Jazz Pedagogy from George Mason University, but well before his formal training, he was immersed in music within his family, which includes singers, instrumentalists, music engineers, and choir performers and teachers. He learned to work with the whole person, his and that of others, honing everything from breath control and variations in the maturing voice to interpersonal relationships. In sixth grade, he started playing trombone, and by the time he was in high school, he was helping classmates, younger cousins, and later, colleagues, improve their musical performance and enjoyment. “I realized I made a difference. I had a part in their lives,” he says, describing the inspiration that brought.

Mr. Harris has taught music at seven schools in the Northern Virginia and D.C. area and performed with the Duke Ellington Show Choir for several years. He is a Church Musician and Pianist at Grace Covenant Church in Sterling, VA, and is a Jazz and Gospel recording artist and producer with facility playing five instruments: piano, trombone, drums, the organ, and voice.

When he is not involved with music in its many forms, Mr. Harris enjoys playing card games, watching sports, and spending time with family.

“I realized I made a difference. I had a part in their lives.”
CAMILLE HARTSHORN

Why did Grade 4 teacher Camille Hartshorn return to Green Hedges after a two-year hiatus meant to be a trial retirement? It’s simple: “I missed the kids,” she says, smiling.

During her previous stint at Green Hedges, Mrs. Hartshorn taught Middle School Humanities. Teaching the Grade 4 curriculum and meeting the developmental needs of younger students is exhilarating for her, a joy and challenge she finds irresistible. Her philosophy of teaching, to support each student’s unique path, is at the root of how she creates relationships with students. “I want to be a spark, a seed to their courage in learning,” she says. I want them to get the message “You can do this!”

“...a seed to their courage in learning,” she says. I want them to get the message “You can do this!”

KRISTIN KVASYUK

The word “enthusiasm” is derived from ancient Greek, and one of its meanings is “inspired by a god.” Kristin Kvasyuk brings enthusiasm to her Middle School Latin and Humanities teaching in more ways than one, imparting both her fascination with language and her love of mythology to her students. The subjects she teaches and the way she approaches them is meant to nourish their intellect and imagination, because, she says, “Across cultures and languages, we use myths to see ourselves, understand ourselves better. These stories help us make sense of the world. They provide great themes to discuss for Middle School students whose world is in transition.”

Ms. Kvasyuk’s own studies of the Classics and of world languages, modern and ancient, began in late adolescence as she studied Spanish, Latin, and Greek and their related cultures. She received a B.A. in Classics from Washington and Lee University in Lexington, VA, having spent her junior year abroad studying Greek and Latin at Trinity College in Dublin, Ireland. She later attended Classical Summer School at the American Academy in Rome, Italy. Ms. Kvasyuk is also certified to teach English to Speakers of Other Languages (TESOL), and has taught English to aviation professionals in Moscow, Russia.

Of her years teaching students in Grades 6–8, she says, “Some students love the logic of Latin, while others prefer speaking and listening to active Latin,” adding, “All students benefit from comprehensible language approaches. My goal is to make learning interesting and accessible to all students.”

“All students benefit from comprehensible language approaches. My goal is to make learning interesting and accessible to all students.”

Born in Rhode Island, Ms. Kvasyuk has traveled extensively in Europe, where she and her husband often spend time with his Russian family. Some favorite memories include attending the opera in Vienna and going for a reindeer-sled ride in Finland. The couple’s young son is sure to become a world traveler soon.
ROBIN MORONEY

Confronting the obstacles we encounter is an inevitable part of life, but for Grade 2 Assistant Robin Moroney, it is a joy she seeks out, a sport, and something she has turned into a family activity. For the past six years, Ms. Robin, as she likes to be called in the classroom, and her family have avidly participated in obstacle course competitions, including the Spartan Races that draw national attention for their varied, complex, and sometimes aquatic terrain.

This appetite for vital involvement and challenge has served Mrs. Moroney well while parenting four sons and getting involved in their schools on the PTA Board, in the library, as room parent, and as lacrosse coach and team mom over the years. At Green Hedges, where her youngest son, now in Middle School, has been a student since his Montessori days, she became a "lunch lady" supporting teachers, a devoted helper in the Library, and a substitute teacher. After serving as a long-term substitute in Grade 4, she has happily found her place as part of the teaching team in Grade 2.

Describing how she views her new position, Mrs. Moroney says, "I am adaptable and my aim is to use that skill to make the lead teacher's life easier." Reflecting on the students, Mrs. Moroney expresses interest in the social-emotional development of children within the community of the classroom. This interest, too, has its roots in her parenting.

"Our house has been a place for the kids' friends to gather," she says, adding that family dinners are a team effort for which the boys make the main dish, sides, and dessert. Mrs. Moroney grew up in this area and cherishes having family close by. She enjoys taking cultural, adventurous family trips—ask her about the helicopter tour of Baltimore, and the trip to NYC to see The Lion King! And, as she honors all her other commitments, she makes time for training, preparing for more obstacle races ahead.

"I am adaptable and my aim is to use that skill to make the lead teacher's life easier."

MEGHAN ROGERS

When Learning Specialist Meghan Rogers describes how children's minds develop skills and how that process can be supported, the words are dynamic, full of the imagery of evolution, construction, and travel: "How can we change pathways in the brain and create new ones? We approach this from a growth mindset. We build a foundation, provide scaffolding using a multi-sensory approach to the nuts and bolts of reading and other subjects."

She says that learning support functions best in a community designed to meet the needs of the whole child...

"She says that learning support functions best in a community designed to meet the needs of the whole child..."

Since childhood, Ms. Rogers has always thought of herself as a teacher. She has an abiding interest in the science of reading, studying how the brain attains increasingly sophisticated skills for decoding—the art of making meaning from symbols—and encoding—creating symbols, as in learning spelling. She has extensive experience teaching children and adults, and providing assessment and instruction design at several area schools. Ms. Rogers holds a BA from Ohio Wesleyan University in Politics and Government, and a Master of Teaching degree from the University of Virginia's Curry School of Education with Certifications in Special Education and Elementary Education for grades K-12.

When she is not working, Ms. Rogers enjoys spending time with her husband and two sons. The family's activities include four square tournaments, rooting for the Nats, hiking, and going to the beach. Game nights, cooking, and baking also feature prominently. And, the interest that Ms. Rogers manifests in reading has a personal side, as witnessed by her membership in a book club that has been meeting for over two decades.
Jenny Sherwood

Not surprisingly for a person steeped in both theater and education, Grade 1 co-teacher Jenny Sherwood enjoys playing many roles and bringing to each one skills and insights gained from the others. Reflecting on her classroom teaching, she says, “I love this age because the students live in the moment and approach life wide-eyed, with curiosity and wonder.” Turning her thoughts to what she appreciates as a teacher and team member, she adds, “I feel supported, connected to colleagues. We share a dedication to helping each individual child.” Ms. Sherwood is also the mother of one Middle School student and one alum. Looking at the school from that perspective, she says, “Green Hedges is a very special place. The administrators listen and the teachers are responsive partners to families.”

Performing arts and education were early interests for Ms. Sherwood. Her mother and aunt were both teachers, and her childhood memories include playing guitar as a music teacher to imaginary classrooms of students. Ms. Sherwood has a Bachelor of Fine Arts in Theater from Ithaca College, New York, and a Master’s in Education from Hunter College in New York City. Her interest in theater led her to become a news anchor for her college, and she has performed in theater productions across New England and South Florida, once landing the lead role in the musical Cabaret at the prestigious Stagedoor Manor in New York State. She has taught first grade, kindergarten, and pre-kindergarten in public schools in Fairfax County and New York City, and before coming to Green Hedges, ran ArtsPlay, a literature-based art and drama enrichment class for preschoolers in Reston.

Ms. Sherwood enjoys spending time with her family, which includes her husband, children, and a Cockapoo named Rosie. When not engaged in her more visible roles, she has devoted time to writing children’s books, including books of poetry.

Vida Vahdat

Important themes of continuity weave themselves in Montessori Assistant Vida Vahdat’s life through years lived on two continents and in different cultures. Born and raised in Iran, where her religious identity severely curtailed opportunities to learn and teach, she nevertheless followed a life path dedicated to education. Despite dangers and severe restrictions, she pursued her goals, secretly participating in advanced studies at the Baha’i Institute for Higher Education, and, thanks to her talents, becoming a sought-after “private teacher.”

After her family, which by then included a husband and two daughters, emigrated to the United States, Ms. Vahdat spent some years helping establish a family business in this country. Then, after rededicating herself to advanced coursework in business and education, she returned full circle to her life as an educator, finding a philosophical home in the Montessori method.

Ms. Vahdat found in the Montessori method a respectful, affirming attitude toward even the youngest students, a perspective compatible with the world-view that underpins the spiritual tradition in which she was raised. Poetically describing her aspiration as “planting seeds of peace in children’s hearts,” Ms. Vahdat explains that children, who start life without an inner narrative voice, assemble their internal dialogue, at least in part, from how the important adults in their lives interact with them. The goal is helping children develop through positive interactions and growing competence.

Ms. Vahdat comes to Green Hedges with over ten years of experience in various educational settings, most recently as Assistant Toddler Teacher at Loudoun Montessori School. The proud mother of two young adult daughters following their own advanced studies and career paths, she enjoys spending time hiking, biking, and boating with her husband and their friends.

Poetically describing her aspiration as “planting seeds of peace in children’s hearts.”
HEIDI WARRINGTON

“We have the expectation that all students will achieve proficiency in reading, yet in math, there is the unspoken notion that some students are capable and others aren’t,” says Middle School Mathematics teacher Heidi Warrington, who aims to create a classroom environment where, in her words, “all students are encouraged to bring their creativity to problem-solving and begin to see themselves as mathematicians.”

After earning a B.A. in Economics and Government from Georgetown University, Mrs. Warrington earned an M.S. in Secondary Education Mathematics from George Mason University. She has taught Grade 6 math through pre-calculus to students with learning exceptionalities, served in leadership roles coordinating mathematics instruction, and created customized learning environments for students at home and online. Her expansive view of mathematics is matched by her sensitivity to Middle School students as individuals. “Students at this age often want more input from their teachers than they overtly ask for,” she says. Reflecting on the importance of school relationships in the lives of students, she adds, “They need trusted adults speaking into their lives, people who can connect with them personally.”

Getting to know students personally enables Mrs. Warrington to assess their instructional needs and learning styles, adapting her teaching to facilitate their progress. She enjoys designing math curriculum content in a way that guides the instruction, saying that this comes more easily in a small school where diversity is valued, and where, “We can easily meet the students where they’re at.” Another thing she appreciates about a small school: “I love having colleagues who can speak in depth about each student as a whole person, and parents who are involved.”

During her leisure time, Mrs. Warrington loves hiking, biking, kayaking, and canoeing. She and her husband have two adult daughters, and they share a longstanding weekly tradition of making pizza together.

Our Mission

We inspire young people of talent and promise to develop clear values, a desire for wisdom, and an appreciation for all endeavors which broaden the mind and enlighten the spirit.
2021–2022 Board of Trustees

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