HEAD’S GREETING

Dear Green Hedges Families,

Green Hedges School’s Impact Report for the 2022-2023 school year seeks to highlight what you, our donors, have helped Green Hedges School achieve this year. From exciting Opening and Closing Assemblies for our students to new and improved materials to enhance the Science and Math curriculum, the 2022–2023 school year was another successful year of joyful learning 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 makes Green Hedges a school where all students thrive as learners and as young people. This impact report shows us that our faculty and staff are the engine that drives our students to do great things every day and that our community continues to be our greatest asset.

Thank you for making an impact this year. You have made a difference at Green Hedges School and have helped us enhance our program, and for that we are grateful.

Sincerely,

Jennifer P. Bohnen
Head of School
# FINANCIAL OVERVIEW 2022-2023

## OPERATING FUND

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<tr>
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<td><strong>REVENUE</strong></td>
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<td>Change in Net Assets from Operation Reserves</td>
<td>125,017</td>
<td>427,762</td>
<td>535,339</td>
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*Tuition & Fees are net of Financial Aid
YOUR IMPACT 2022–2023

Through their generosity, the following donors directly benefited our students and teachers 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.

**ANNUAL FUND**

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<thead>
<tr>
<th>Name</th>
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Darryl and Carla Franklin
Anthony and Cara Fratta
Craig and Kathy Gavin**
Jonathan and Jill Ghareeb
Jane Gibb
John and Lisa Gibb**
Carol Gideon
Adam Glenos and
Natasha Christidis
Wanda Green*
Alisa L. Grindstaff
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Camille Hartshorn

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Higginbotham
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Todd and Hilary Huse**
Marc and Mary Hutchinson***
Carl Hutzler*
Jacquelyn C. Ingersoll
Corey Ingham
Mohammad and Samina Islam
Alnoor Jamal and
Shamsah Dhala

Anne Marie Johnson
Alexander and
Lindsey Johnston
Slade and Rachael Jones
Teklay Kahsray and
Tsige Amare
Samir Kanani and Shazia Khan
Ardass Khalsa
Heather Kinkead
Dave and Blake Kohn*
Kristin Kvasnyuk
Juan and Karla Lacayo
Lonnie Lazear and
Lisa Namerow
Cayla Lee
Danielle Lee
Chris Leggett and
Christi Thorn*
Bronwen Lewis
Crystal Lewis
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Rohan and Urmila Oberoi*
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Brian and Rebecca Orban
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Kathleen Paddock
Frederic and Gloria Peikin
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Wif and Aimee Petersberger*
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Elize Rijneveldshoek
Meghan Rogers
Jill and Karen Ross
Berengée Russell
Amer and Lynn Saba**
Sholeh Sabeti
Aman Sachdev and
Rekha Jhamnani
Ekrem and Lauren Sarper
Bear and Emily Schofield
Elastics Search
Jane Seegar
Mike and Anna Shaw**
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Ranieri Shinoara
Jon and Jennifer Shore
Chris and Kristin Simons
Sunny Singh and Neha Bawa
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Adam and Jennifer Starr
Michael and Damaris Stetzer
Glenn Stockton
Shawn and
Anastasia Swearingen
Faezeh Tabyanian
Matt and Cristina Tallent
Eileen Tallent
Tjeerd Tim and Evelien
Gottgens-Tim
Dave and Tiffany Tomasso
Stacey Vagoun
Vida Vahdat
Harro and Els van Maanen
Katherine Vazquez*
Thomas and Lindsay Velarde*
Sammy and
Leyden Velasquez*
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Heidi Warrington
Lydia Warshaw
Timothy Weaver and
Suha Kassira*
Warwick and Kathleen Webb*
Roger and Jeanne White
Wayne and Rene Wilkinson**
Fred and Marcia Williams
Elizabeth Williams
Rendell Williams*
Stu and Rachelle Work**
Fei Xiong and Li Qu
Boris and Megan Zamyatin

*5 years consecutive giving | **10 years consecutive giving | ***20+ years giving

GIFTS IN KIND
Ajit Dutta and Bonnie Galat
Carl Hutzler

IMPACT REPORT 2022–2023 5
Faculty professional development has always been a priority at Green Hedges and teachers are encouraged to seek out opportunities to further enhance their own learning. This school year, the Montessori team, made up of four Montessori Directresses and their assistants, participated in monthly professional development through the American Montessori Society (AMS). Topics included: Ways to Support Early Childhood Mental Health, Fostering Student Independence, and Identifying and Supporting Students with Learning Differences.

By participating in the workshops and learning together, the Montessori team became more cohesive in their ability to reach for new knowledge and wisdom from a common source. Opportunities for collaboration across Montessori classrooms also increased since the Montessori faculty were all able to participate in the monthly workshops and then immediately discuss how they could implement what they learned. Montessori Directress Allison Nichols says of professional development through AMS, “The combination of learning and discussion every month made a big impact on what we were able to do in the classroom. It also felt like we were a truly unified Montessori team, always working to support our students.”

**YOUR IMPACT:** Donations to the Green Hedges Fund allow faculty to belong to national organizations like the American Montessori Society, and your support allows them access to professional development, training, and resources, all of which are fundamental to growth in their careers. Students, of course, feel supported when professional development opportunities are implemented into the Montessori curriculum and are tailored to their unique needs.
LOWER SCHOOL

Our younger students are cultivating a love of math because the way Green Hedges faculty is teaching it is evolving. Grade 1’s approach to their math curriculum incorporates hands-on activities and games that foster flexible thinking about numbers and operations. Students are introduced to multiple strategies for solving a problem and are encouraged to approach each problem using the most efficient strategy. Sometimes, students may be provided with the answer, requiring them to work backward to figure out how the problem was solved. This type of curriculum provides our students with the tools they need to be flexible mathematicians, cultivating a love for the subject. In thinking about the math curriculum in Grade 1 and what students would need for their “toolbox,” teachers Danielle Lee and Nancy Powell added the following materials and manipulatives to their classroom collection:

- Individual student clocks
- Clock Dice (one die tells the hour, the other tells minute, and students create the time on their clock)
- 10-sided and 12-sided dice for adding big numbers
- Magnetic base-ten blocks for teaching place value and regrouping
- Magnetic tens frames that helped with visualizing/subitizing sums to ten and sums to 20
- Magnetic coins
- Games for reinforcing math concepts
- Logic puzzles

“The bottom line is that we felt very supported when we needed specific materials to enhance our curriculum,” says Ms. Powell.

YOUR IMPACT: Grade 1 teachers purchased materials and manipulatives for the Grade 1 math curriculum thanks to your generous donations. These materials not only benefited this year’s class but will continue to be a valuable resource for future classes as the math curriculum continues to be refined at Green Hedges.
The Middle School science curriculum was so vast this year that Science teacher Nancy Osborne says she purchased everything from different size potatoes so students could model the rate of cooling of the Earth in comparison to the moon to stream tables to enhance the curriculum and engage students. The stream tables were used to investigate river formation and erosion and then later, wave action. Every year, science equipment becomes more innovative and Green Hedges strives to provide our students with the latest technology to enhance learning. For example, Nancy Osborne says, “I got great little dissection scopes that let you look at the surface of organisms to see details like hairs on the legs of insects. The scopes are lightweight, easy to use, and provide a great image.” These were purchased with a gift from an anonymous donor.

**YOUR IMPACT:** Annual Fund donations go towards the big and small items in the Science curriculum, but they all make a difference in helping to create unforgettable learning experiences for our students in the classroom.
OPENINGS & CLOSINGS

A highlight of the school year, Openings and Closings were full of joy, excitement, and learning. Imagine a Navy Jazz Band performing, live animals visiting from Leesburg Animal Park, and culturally and historically relevant programs. Montessori and Lower School Music teacher Julie Erickson led the planning and execution of this year’s Openings and Closings and while each one was unique, the unifying factor was that the Green Hedges community was once again able to enjoy these assemblies together.

At the heart of Openings and Closings are the presentations from students. Grade 4, for example, presented on the food chain. Grade 2 students presented their animal projects, and Middle School students presented on various topics throughout the year, including Grade 8’s annual tradition of the Science Show during STEM Week.

In addition to these presentations, Ms. Erickson wove in presenters who showcased Latin dance, actors who performed a play about Harriet Tubman, scientists who spoke about bird migration, and local college students who showcased their improv skills. All of these presentations showed our students what is possible and provided both entertainment and opportunities to showcase their learning throughout the year.

YOUR IMPACT: Openings and Closings with guests from around the region would not be possible without the Green Hedges Fund. The experiences gained from this year’s assemblies help make a tradition like Openings and Closings go from ordinary to extraordinary.
The Equitable Experience Fund (EEF), established in 2020, aims to ensure that all students have the same opportunities and experiences while at Green Hedges. Grants from this fund are 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 increased this Fund significantly in its third year. The generosity of our community was the highlight of this year’s 80th Anniversary Celebration, during which families “raised their paddles” to donate to the Equitable Experience Fund. The following donors helped raise over $20,000 for the EEF in 2022–2023:

Lisa Beaudoin
Carl and Jossie Biggs
Kevin and Jessica Brandt
Greg and Christina Cullison
Jim and Pat Daly
Khalil and Courtney El-Ghoul
John and Lisa Gibb
Walter Gomez and Claudia Torres
Zafar and Zaiba Hasan
Drew and Heather Howell
Carl Hutzler
Barry Isaacs and Ingrid Willenz-Isaacs
Alexander and Lindsey Johnston
Samir Kanani and Ms. Shazia Khan
Jay and Deb Lechtman
Darshan and Sejal Makim
Mike and Tracy McCarty
Scott and Rasheda McKinney
Brad and Heather Pontz
Amer and Lynn Saba
Mike and Anna Shaw
Frederico and Ranieli Shinohara
Michael and Damaris Stetzer
Matt and Cristina Tallent
Jon and Nina Thomas
Sammy and Leyden Velasquez
Anand Vora and Pritika Chandiramani
Ashit Vora and Nehal Gandhi
Ray and Jessica Wadlow
Chris and Jessica Young
Thank you to our Green Hedges 80th Anniversary sponsors and patrons, who helped make the evening possible:

**HOCUS POCUS SPONSORS**
Glass House Modern Real Estate
Fairfax Mental Health and Wellness
John Marshall Bank
The Compass Group

**ALAKAZAM SPONSORS**
Odin, Feldman & Pittleman PC
Virginia Tire & Auto

**GREEN HEDGES 80TH ANNIVERSARY CELEBRATION PATRONS**

**PATRONS**
Juanita and Ralph Draetta
Heather and Drew Howell
Lindsey and Alex Johnston
Deb and Jay Lechtman
Heather and Brad Pontz
Charene and Neil Potts
Lynn and Amer Saba
JESSICA COSTA

Grade 3 Assistant Jessica Costa has a wealth of experience in education and human relations. Before coming to Green Hedges, she served for 10 years as a Lead Montessori Teacher in programs in Northern Virginia, where she also mentored colleagues, took on responsibility for program coordination, and specialized in a formal classroom observation method that entailed close communication with parents. “I love getting to know people, learning about them,” she says enthusiastically. “When we discover what we have in common with others, it brings extra joy to educating children, and to collaborating with adults.”

The cherishing of relationships has been a lifelong theme for Ms. Costa, who early on practiced her budding teaching skills on her younger brother and later spent several years as a nanny. A few talented and devoted teachers marked her youth academically and personally by “making us feel seen and heard.” The remembered experience is a touchstone of her teaching, and is one of the reasons she feels at home at Green Hedges.

Ms. Costa is a lifelong resident of this area. She holds an Associate of Science degree from Northern Virginia Community College and an Associate Early Childhood Credential from the Northern Virginia Montessori Institute in Ashburn, VA. She and her husband are family to two rescue dogs. Also included in her family of beings are “honu,” the sea turtles of Hawaii, with whom she loves to swim.

“When we discover what we have in common with others, it brings extra joy to educating children, and to collaborating with adults.”
Assistant Head of School Trish Dougherty names one of the Green Hedges Core Values, Become Yourself, as part of what drew her to this school, saying, "I value schools that cherish the individual child, where kids can be themselves and flourish, not in a cookie cutter way. I like to help all children shine and find their smart, and it doesn’t have to look the same for everybody." Diversity, she says, includes race, religion, culture, economic situation, gender, family configuration, and neurodivergence, among other dimensions. "The more we deepen our diversity work, the more diverse our definition of diversity becomes," she observes, adding that, done well, inclusiveness is not diluted by the many directions, but strengthened by respect, genuine appreciation, support, and commitment to recruitment and hiring.

A native of New Jersey, Ms. Dougherty spent her early years entranced by education, counting days until school would begin again and teaching other children on her parents’ back porch. After earning a B.S. in Business Administration at Washington and Lee University in Lexington, VA, and working in the advancement office of an independent school, Ms. Dougherty returned to her first love, the classroom, earning an M.Ed. in Elementary Education from Marymount University in Arlington, VA. She taught at St. Stephen’s & St. Agnes School in Alexandria, VA for over a dozen years and she spent seven years as Assistant Head, and then Head, of Lower School at the Walker School in Marietta, GA, where she helped found the New Avenues Dyslexia Program.

Ms. Dougherty is the mother of a Green Hedges Middle School student and of a college student in South Carolina. She enjoys crafts, and, as befits someone who does not believe in a cookie cutter philosophy, loves decorating cookies in unique and beautiful ways.

"I value schools that cherish the individual child, where kids can be themselves and flourish, not in a cookie cutter way. I like to help all children shine and find their smart, and it doesn’t have to look the same for everybody."
If you visit Nicole Foronda’s Grade 3 classroom one day, you might hear a story about the invention of the chronometer for measuring longitude at sea; be invited to show, in movement, the difference between smaller and larger numbers; or become part of a hands-on inquiry about simple machines. Ms. Foronda, who has spent time teaching living history at Historic Annapolis and other local sites in Maryland and Virginia, says that third graders are “so much fun. They’re receptive and they’re savvy.” The constant question behind her teaching is, “How can I get them more invested in their learning?”

Ms. Foronda’s recognition of students as active, budding experts may have its roots in childhood, when her parents and teachers encouraged her to pursue studies based on personal interest. After receiving a Bachelor’s degree in English Literature from the University of California, Los Angeles, and working in the private nonprofit sector, her focus gradually turned to history. She earned a Master’s degree in History from Catholic University and began volunteering as a living history interpreter. She intended to become a museum educator until she met third graders while leading field trips at Colvin Run Mill. “They were such a delight, I wanted to spend all my time with them!” she remembers. The rest, as the saying goes, is history.

Before coming to Green Hedges, Ms. Foronda was Grade 3 Lead Teacher at Seneca Academy in Maryland, an independent school that follows the International Baccalaureate Primary Years Program. She uses Inclusive Classroom practices and is a self-described history geek.

“They were such a delight, I wanted to spend all my time with them!”
ASHLEA HOWARD

Creativity is [about] connecting things. —Steve Jobs

Director of Auxiliary Programs/Extended Day and Technology Teacher Ashlea Howard has spent her entire life in education and says that, along the way, she has enjoyed learning to “think on my feet and be creative.” Steeped in Head Start, professional child care, and Girl Scouts, programs in which her closest relatives taught, and in which she herself participated, she honed early the skills she uses to this day. “We went camping, learned to tie knots, learned survival skills...At the same time, we were learning relationship skills, how to get along with others, and how to be inventive,” she says, adding, “Nowadays, I enjoy painting, drawing, and crafts, and using my creativity to design classes and build the technology curriculum around each grade’s classroom studies.”

“their fresh perspective, and watching them grow as unique individuals.”

Ms. Howard’s early studies included participation in a Spanish immersion program from Grade 2. In college, she pursued an interdisciplinary college degree leading to a Bachelor of Science in Human Resources Management from Old Dominion University in Norfolk, VA. The coursework included Spanish language and Latin American Studies classes at the Universidad de Guadalajara. She has been a camp counselor and a nanny, and a classroom and community educator. Her continuing development has included teaching the Reggio Method, whose philosophy focuses on children developing self-sufficiency and confidence; serving as a communication bridge between parents and school personnel; and managing technology projects for community organizations. What she loves best about working with students, she says, is “their fresh perspective, and watching them grow as unique individuals.”
“Seeing their faces every day, their excitement, the big jumps they make in learning, discovering; seeing them grow: that’s my joy,” says Grade 1 teacher Danielle Lee. After a budding career in business, Mrs. Lee returned to her passion and her extended family’s tradition, teaching. She earned a Master of Arts degree from Columbia University in International Education Development, and, while teaching in traditional Kindergarten and Montessori programs, and later teaching Grade 1, she developed an abiding respect for the individuality of students and for their courage as risk takers in learning. Errors made by children and adults provide teachable moments and are part of a growth mindset, she says.

In 2016 Mrs. Lee moved to Vienna after living in New York City for almost 10 years. Her family soon grew to include three children. “One thing I learned after becoming a mom, she says, “is how different even kids in the same family can be. And sometimes, kids act differently at home than at school. When teachers and parents form a team, kids might be surprised that we talk to each other, but they are happy about it and it helps them feel safe.”

Co-teaching is another kind of teaming Mrs. Lee values. Students benefit from having adults with different skills and perspectives respond to their individual needs, she points out, and it helps the teachers grow, too.

For leisure, Mrs. Lee enjoys great annual skiing and camping adventures with her husband and children.
HALLEY MURPHY

This is how Middle School Performing Arts teacher Haley Murphy describes the creative process: “Being creative means being a problem solver, thinking of alternatives, striving to communicate; drama is not just about the students who will become actors,” she says. “We’re giving them opportunities that will benefit them lifelong in interviews, in doing presentations at work, and in developing empathy. Acting is always about thinking on your feet and about walking in another person’s shoes. The creative process calls each person to develop both individual talents and the interpersonal skills that help the whole group succeed. Teaching drama is about facilitating all these experiences, creating meaningful moments for each student, on and offstage.”

The young Haley grew up handing out theater programs as part of a family professionally involved in the theater, and her interest in performance grew during high school. She attended Bennington College, where she majored in Directing, and minored in Early Childhood. She has taught theater at several area schools and at the Capitol Hill Arts Workshop in D.C. She is also the founder, director, and teaching artist of Dodgeball Theater in Reston, and of its Teen Ensemble. Her own creative process is sparked when using the arts to support middle schoolers going through their exciting and sometimes unsettling developmental changes, helping them navigate the shifting internal landscape with moments of joy and mastery as they mature.

Ms. Murphy is a student in the Creative Teaching Through Drama program at Catholic University.

“Being creative means being a problem solver, thinking of alternatives, striving to communicate; drama is not just about the students who will become actors.”
One of the first things that caught Nancy Osborne’s eye after she arrived on campus was Goldfinches eating seeds outside Kilmer House. Mrs. Osborne, who is always discovering interesting things, teaches Science to Grades 5–8 with a verve that belies the seriousness of her passion for the natural world, for beauty, and for engaging her students. Growing up, she learned early to observe the outdoors with joy and to record her impressions under the guidance of her grandfather, who was a draftsman and a painter. She participated in team sports, dance classes, and theater with enthusiasm, honing skills and energetically pursuing varied activities as she matured. After attending Middlebury College, she earned a Master of Science degree in Policy and the Environment from the University of Rochester.

Mrs. Osborne has found teaching to be a great way of combining her interests and of inspiring others to gain confidence in their own interests and capabilities. She has taught science at many independent schools in this area, relishing the collegiality and the opportunity to innovate, always with a sense of play. Aside from the Goldfinches and natural beauty of the Green Hedges campus, she values and loves contributing to the palpable sense of community here.

Mrs. Osborne is an inveterate crafter and the faculty sponsor of a stitch club that helps students develop manual dexterity. She and her husband have two young adult children and two dogs.

“...teaching to be a great way of combining her interests and of inspiring others to gain confidence in their own interests and capabilities.”
ASHLEY POTTER

Ashley Potter teaches Math to Grades 6-8 and Science to Grade 4, a combination she calls getting the best of both worlds. Having taught math and science in Tulsa, Oklahoma Public Schools, and science at Fredericksburg Academy, Mrs. Potter is delighted for the opportunity to teach both subjects and not have to choose between the two. To top it off, she teaches coding as the teacher sponsor for Robotics Club. “It’s exciting that I get to teach the intersection of science and math, and get into engineering and coding,” she says, pointing out that the robotics skills often complement classroom learning, and draw a lot of student interest.

Mrs. Potter’s childhood included lots of team sports, and curiosity about science. Her interest in math blossomed in high school, motivated by an inspiring teacher and by her own desire for rigorous learning. She earned a Bachelor of Science in Biology at Virginia Tech, fell in love with teaching as a college volunteer in public schools, and, instead of becoming a laboratory biologist, was accepted into Teach for America, a challenging and competitive program that honed her teaching skills and led her to earning a Master in Education from the University of San Diego. “Schools offer something different every day,” she says, explaining her enthusiasm for the classroom.

In her spare time, Mrs. Potter enjoys sewing, crochet, and other crafts. She and her husband have two rescue dogs who like ice cream.

“It’s exciting that I get to teach the intersection of science and math, and get into engineering and coding,”
A long-time resident of Vienna and a former administrator returning to the classroom, Grade 1 teacher Nancy Powell reflects on her current calling and says, “I see myself coming full circle as an educator.” Before she came to Green Hedges, Mrs. Powell’s many roles at the Potomac School included: Head of Lower School, Reading Specialist, classroom teacher, and Academic and Special Projects Advisor. Prior to that, she taught for several years at the Langley School.

A constant in Mrs. Powell’s journey has been the sense that the early elementary grades are, in her words, “where the magic happens. It’s a critical time when students start to see themselves as learners and members of a community in which every person has something to contribute.” Parents and teachers support the young learners in a complementary way, she says, since, “parents know their children better than anyone else, while teachers have experience with many children of the same age.” This balance, she says, helps students thrive.

Mrs. Powell holds a Master of Education degree in Reading Instruction from the University of Virginia. She considers herself to be a life-long learner, having returned to piano study after many years. “Beginning again,” she notes, “reminds me what it’s like for kids to learn to read or do math, figuring out how those little symbols all work together.”

An avid hiker who has been to the bottom of the Grand Canyon and back, Mrs. Powell loves sharing the magic of discovery with her family, which includes three grandchildren.

“I see myself coming full circle as an educator.”
Angela Rovegno grew up in a multicultural, multinational family in Lima, Peru, with an Italian father deeply influenced by Maria Montessori. There was no formal Montessori schooling available to the young Angela. Still, she was raised to be independent, to take pride in completing tasks in the manner of the Method, and to love learning while participating in the family business.

Ms. Rovegno attended Newton College, a Peruvian-British high school with an international reputation for excellence in academics and service learning. She subsequently graduated from the Universidad San Martin de Porres in Lima, Peru with a Bachelor of Science in Law. After a career in Juvenile Justice, she moved to the United States and, while teaching law courses online to students in her native country, pursued other career directions, eventually becoming drawn back to the Montessori Method and earning an Early Childhood Teaching Certificate from the Age of Montessori program in Bozeman, Montana. She has been an Assistant Teacher, Lead Teacher, and Director of a Spanish Immersion Program in several schools in Northern Virginia. Of coming full circle, she says: “I love young children and guiding them to learn. Children with open minds and hearts can help achieve a peaceful world, one where we learn from each other.”

Ms. Rovegno loves taking adventure trips throughout the world with her two daughters and enjoys drinking espresso.

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