

The Blue Doors

The Nightingale-Bamford School Volume 18 | Issue 1 | Winter 2024



The Blue Doors

Volume 18 | Issue 1 | Winter 2024

A biannual publication of
The Nightingale-Bamford School
20 East 92nd Street
New York, New York 10128
nightingale.org

We would like to hear from you!
Letters to the editor, story suggestions,
corrections, and questions may be directed
to bluedoors@nightingale.org. Submit class
notes online at nightingale.org/sharenews.

Layout

CZ Design

Printing and Mailing

Allied Printing Services

Photography

All photography courtesy of subject,
unless otherwise noted.

Cover

Class V and Class I buddies reading together,
Emily Effren

Table of Contents

Students dissecting sheep brain, Emily Effren; Lower
School Students singing, Jordan Hollender; Ashima B. '26
receiving medal at AAIS Championships, Al Pereira

Head of School Letter

Mr. Burke welcoming student at blue doors, Da Ping Luo

Seeds of Change

Students selecting sustainable items, students playing
with materials on the floor, students in circle selecting
materials on yellow mat, students playing with materials
on table, students building materials in pairs, Emily Peters;
students spraying red house, Amy Helgeson

All the World's a Stage

Chamber chorus practicing, Lower School students
dancing, Class I practicing tap dancing with Ms. Tyner,
Emily Peters; The Addams Family performance,
The Lion King JR. performance, Willy Wonka JR.
performance, Sandra Coudert; Middle School strings
students practicing with guest lecturer, Emily Effren;
Ms. Hens-Piazza smiling, Middle School strings
students sitting on the floor, Da Ping Luo

An All New Nighthawk

Student athletes holding up posters, students at
the logo reveal assembly, Emily Effren

New Faces at Nightingale

Photos of new ProCom, Emily Effren

Celebrating the Class of 2023

All images, Matthew Septimus

Moving Up

All images, Emily Effren

Through the Daisy Arch and Onto Middle School

Class IV students walking through daisy arch,
Emily Peters; Lower School students walking through
Daisy arch, students singing, students dancing on stage,
Emily Effren

Homecoming Hoorahs!

Volleyball player dance circle, #4 jumping to volley
the ball, volleyball players celebrating a win, Al Pereira;
Auditorium during Homecoming, student athletes
smiling, students at ice cream truck, cross country
running start, Mr. Goede winning ProCom relay,
Emily Effren; Lower School students cheering in the
bleachers, Veronica Uribe; Students dancing on stage
at Homecoming, food trucks on 92nd Street, Matthew
Septimus; Soccer players running onto field during
Friday Night Lights, #11 kicking soccer ball, Gordon O.

Dissecting, Inspecting, and Analyzing in Neurobiology

All images, Emily Effren

Leading the Pack

Cross country athletes running as a group, Emily Effren;
Students with AAIS medals, athletes cheering,
Ashima B. '26 running, cross country running together
as a pack, cross country athletes beginning a race,
Lexie B. '24 speaking to team, cross country group
hug at AAIS Championships, Al Pereira

The Luscinia Society

Lower School students hugging during recess, Da Ping Luo

The Nightingale Fund

Students at their desks laughing, students walking in
Middle School hallway, Da Ping Luo; Lower School
buddies working together, Emily Effren

Back Cover

Upper School students presenting on stage, Emily Effren



42

Contents

- | | | | |
|----|---|----|---|
| 4 | Seeds of Change | 38 | From the Court to the Clinic |
| 8 | All the World's a Stage | 42 | Dissecting, Inspecting, and Analyzing in Neurobiology |
| 14 | An All New Nighthawk | 46 | Leading the Pack |
| 18 | New Faces at Nightingale | 52 | Breaking Barriers on Broadway |
| 22 | Celebrating the Class of 2023 | 57 | Class Notes |
| 28 | Moving Up | 71 | Voices: Betsy Carrol '07 |
| 30 | Through the Daisy Arch and Onto Middle School | | |
| 32 | Homecoming Hoorahs! | | |



8



46

Nightingale's boundless capacity is a wonder to behold, and those of us inside 92nd Street's big blue doors get to see evidence of it every day.

The far-flung readers of our *Blue Doors* magazine get this biannual snapshot: a twice-arriving, curated collection of evidence, showcasing a school that is proud and also very much on the move.

Thanks to our exceptional communications team our *Blue Doors* stands out as a publication that testifies to our school's underlying ethos. More than anything, you get a glimpse of a community whose richness stems from its people.

Any school amounts to what its many people make of it. At Nightingale we celebrate that, and also ask for it. We want our students to contribute to their own transport as well as those of their friends and classmates. As the physicists among us can affirm: when a collective jumps on a springboard, they soar far beyond any one person ever could. Conversely, when an individual places herself on even the most stable and steadily moving conveyor, they are merely riding from place A to place B. We are not merely an A to B kind of school.

We are a school where all of its people—our students, our professional community, our families, our alumnae—work hard to fortify, and then to remake Nightingale. Springboard girls, indeed a diverse collection of students and alumnae from many years, each one leveraging familiar endeavors while seeking new opportunities. In every instance, jumping on-board and then soaring in community.

I invite you to read this issue, and make meaning out of it. Revel in the images. Consider how the school remains and how it has been amended. Importantly, take note and then celebrate the voices. See within these pages the individual lives that are being pursued. Students simultaneously who reach for tomorrow while also honoring today. Alumnae continuing their pursuit, building on their yesterdays for a today that will pave the way for even better tomorrows.

Also take note of that collective: a community that finds its strength when directed toward a shared interest in today's students. Indeed, that is what I have come to believe distinguishes our alumnae. It is that first question that they so routinely ask of us: "How are today's students? Tell me about the girls. Are we helping them? What is on their mind? What are their fears? What are their hopes?"

Those questions bind together a community, taking a small school and broadening its capacity from a moment-in-time A to B experience to a lifelong, boundless pursuit of truth, friends, and loyalty.



Paul A. Burke,
Head of School





SEEDS OF CHANGE

Cultivating Sustainability in the Lower School



To be a Kindergarten student at Nightingale encompasses a multitude of experiences. Learning how to read; counting to 100 by ones, twos, fives, and tens; and exploring identity, family, community, and traditions are all a part of the curriculum. This year, there has been an important addition to the course of study—a capstone project on sustainability and learning how to reduce our carbon footprint.

The brainchild of Amy Helgeson, Kindergarten science teacher, Jenn Pentecost, Kindergarten art teacher, and Jessica Reich, Kindergarten homeroom teacher, this capstone sets the stage for the Class of 2036 to lead the way towards a more sustainable Lower School and Nightingale. “We’ve seen in the kitchen and other parts of the school where they’ve ramped up sustainability efforts—things like not using as much plastic and bringing in composting. So the Kindergarten students will be able to take that knowledge and way of doing things, add in their approach to play, and keep moving forward. I think they really do understand that the planet is in trouble, and while they don’t necessarily feel like the weight is on them to fix it, they do have a generation of parents who are aware of it and talk to them about it,” Ms. Reich noted.

Their inaugural sustainability exercise included a multi-step collaboration with Teaching Beyond the Square, a nonprofit based in New York City which aims to improve the quality of early childhood education. At the start of the year, Teaching Beyond the Square brought their “materials trailer” to Nightingale and every Kindergarten student went “shopping” for recycled objects. They were given free reign to browse the very full shelves of the trailer and instructed to collect five objects each that intrigued them. Through this experience, Teaching Beyond the Square encourages the idea of ownership of play

materials and reinforces how important it is to reuse materials and use imagination to repurpose objects in new ways. A building block of sustainability, this philosophy will be revisited through the school year.

After returning upstairs, students gathered in a circle around their selected materials and had the opportunity to sort through them and make observations about what they had collected. Each student was asked to describe an object using color, shape, and material for classmates to find. Finally, the students were then able to dig into the materials to create, storytell, collaborate, and imagine with one another. An important note: glue and tape are never used so that the materials can be used multiple times.

Seeing the students’ imagination run wild was especially rewarding, as they built entire worlds and scenarios out of bottle caps, corks, paper clips, buttons, and more. Ms. Helgeson noticed that students made a pulley before they had learned about simple machines in science class!

“We really want to see the Kindergarten take the lead in this and show the rest of the school how to do it. They play with these materials the best because their brains just work differently—it’s incredible to observe,” Ms. Pentecost said.

Ms. Reich continued, “If a student can choose to do that in play, it makes you wonder what can we do in other areas that make us a more sustainable school?”

Moving forward, the materials that the class collected will live in the classroom and the students will learn what it looks like to store them in a meaningful way. They’ll continue to work and play with them throughout the year—a perfect example of sustainability.

In science with Ms. Helgeson, students spent the entirety of their first semester learning about the differences between climate and weather, their impact on the future health of the earth, and how sustainable practices both big and small can make a difference. “I want our students to be future stewards of the Earth. By starting these practices earlier, it helps to ensure a more sustainable future,” Ms. Helgeson said.

Through hands-on learning, students carried out experiments and challenges to reinforce the realities of climate change. In one class, they were tasked with building a house in a rainy climate. A tissue was placed inside their structure and their goal was to keep the tissue dry after spraying water over the top of it for two minutes. Next up, students were introduced to the greenhouse gasses and the effect they have on creating a warmer climate. Their challenge at that time was to build a house that could keep an ice cube from melting inside when heated with a hairdryer.


Their studies continued with learning about the impact that an increasingly warmer climate has on wildlife near the ice caps, what the water cycle is and how climate change has increased the probability of flooding, and how wind turbines can help reduce global warming. Using pinwheels, a final challenge asked them to determine where on the Nightingale rooftop wind turbines could be constructed to create energy for the school to use. To officially complete the unit, the Kindergarten class created a video with advice for Nightingale community members on how they can live more sustainably and contribute towards protecting a very fragile planet Earth. Some of their advice included, planting trees, composting food scraps, and drinking from reusable water bottles. ●



“Now more than ever it is key to give students the facts about climate change. Using hands-on activities helps our Kindergarten scientists understand why it is taking place and why it matters.”

—Amy Helgeson, Lower School Science Faculty





As Nightingale continues to charge ahead into its second century, enhancing the learning experience of the 700+ students who arrive at the blue doors every day is at the forefront of all decision making. For the 2023–2024 academic year, this included the creation of the performing arts department, which now holds the music, dance, and theatre programs within it. Michael Goede, director of choral programs, is chairing this new department and has embraced the role with aplomb.

ALL THE WORLD'S A STAGE

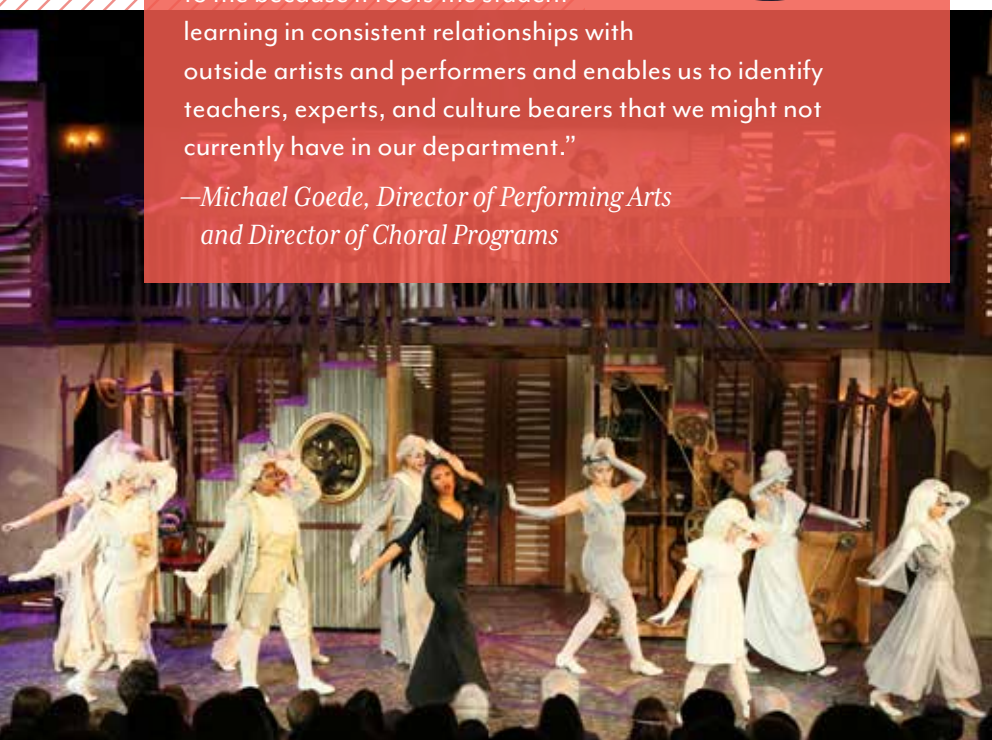
“Nightingale has had strong dance, music, and theatre programs for many years. This is a moment for us to consolidate and combine our excellence, to move out of silos into a connected and unified department, and to align our values and philosophies so our students have a similar experience whether they are acting on the stage, dancing in the studio, or performing in a concert,” Mr. Goede reflected.

To be a part of the performing arts department at Nightingale means embracing the philosophy that participating in the performing arts inherently teaches essential life skills that can be called upon in other academic classes, careers of any kind, and interpersonal relationships. Collaboration, futures-thinking, cultivating empathy, recognizing difference as a source of strength, and striving to reach one’s own potential while casting aside comparison are all a part of becoming a well-rounded individual that is capable of building strong relationships and respecting the value of hard work. Whether performing artists at Nightingale continue on in their chosen artistic path after leaving the blue doors or not, their training will always be a part of their identity, and that is the gift that keeps on giving from the department to its students.

Because the dance, theatre, and music programs are all built on the art of collaboration, the move towards a performing arts department could be viewed as inevitable. By combining them, students will now have access to the best aspects of the individual programs and also begin to speak a shared language between them. This will allow the curriculum and in turn, the student experience, to grow in new ways.

“I’m hopeful we can begin a residency program where guest teachers are able to work with our students over the course of multiple weeks or even months. This is particularly exciting to me because it roots the student learning in consistent relationships with outside artists and performers and enables us to identify teachers, experts, and culture bearers that we might not currently have in our department.”

—Michael Goede, Director of Performing Arts and Director of Choral Programs



One example of this, will be the opportunity for students involved in extracurricular productions to work directly with Nightingale faculty, which will only serve to elevate the already high quality of the work and build stronger relationships within the Schoolhouse. Bria Tyner, dance faculty, joined the Nightingale community this fall, and will choreograph *Pippin*, the Upper School musical this year.

“Her background in musical theatre is a real asset to our community and dance program, and I think it’s wonderful that our students will see her in the building every day and then learn from her during their rehearsals,” Mr. Goede noted.

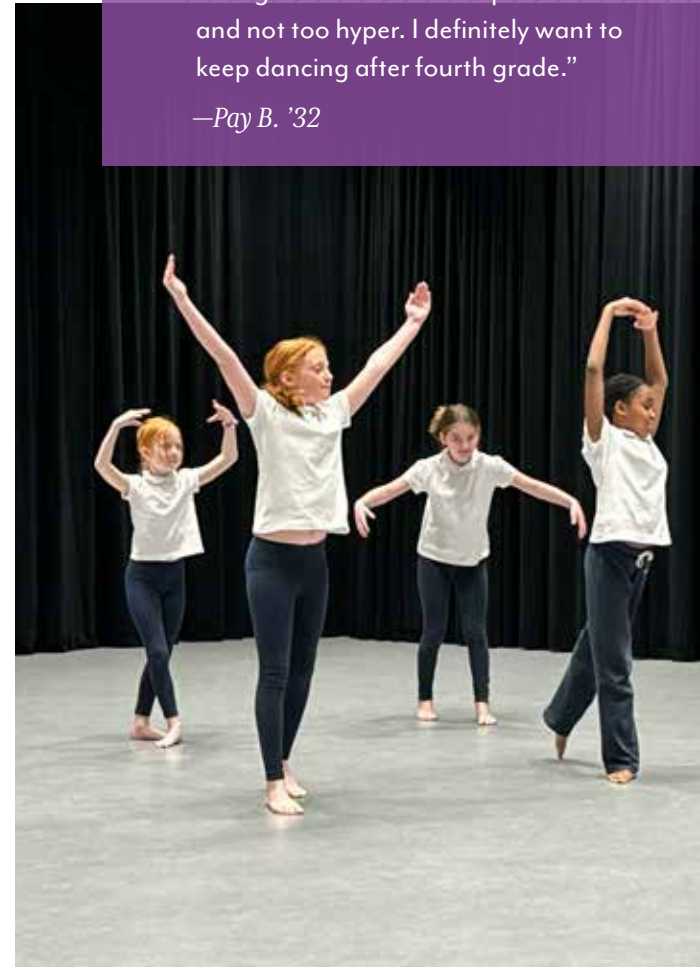
The academic experience within the performing arts department is not to be discounted either. “Sometimes there is a perception that creative classes are not rigorous, academic, or challenging. This couldn’t be further from the truth! Being a musician, dancer, or actor requires exceptional thoughtfulness, commitment, and courage. Performers are constantly multi-tasking at every moment... The learning might look different from a math classroom or a science lab, but it is rigorous, academic work. And it is so much fun! There is deep joy and human connection found in creating something with other people,” Mr. Goede shared.

When looking ahead, the future of performing arts at Nightingale looks bright. Faculty who had previously been merely colleagues are growing into true thought-partners uncovering new methods of collaboration with more intention behind them. The programs are continuing to flourish in their excellence—working towards the goal of establishing Nightingale as a destination for students who want to experience a purposeful and thriving performing arts education in tandem with rigorous academics and a competitive athletics program.

In the years to come, Mr. Goede is also looking to incorporate a dedicated performing arts series that features outside musicians, dancers, actors, and artists both in the classrooms during the school day and then in performances open to the larger community in the evening. Constructing this bridge between the academic and the professional world will continue to open doors for students and further emphasizes that indeed, the world is their stage—and Nightingale is here to help them find their light.

“I like that you get to be free and express your feelings while dancing and there’s not a lot of pressure on you. Sometimes it’s challenging to get the right moves and to be peaceful and not too hyper. I definitely want to keep dancing after fourth grade.”

—Pay B. '32



“My hope is for students to see themselves in the world of dance—no matter the color of their skin or their body type. My classes provide that introductory approach to dance where it doesn’t matter what you thought dance was, I want my students to see themselves in the room of dance surrounded by other dancers.”

—Bria Tyner, Dance Faculty



SPOTLIGHT ON DANCE

Building a Strong Foundation in Lower School

Formal dance instruction at Nightingale begins in Kindergarten with the exploration of multiple genres of dance as a way of introduction to the practice and art form. This includes ballet, jazz, hip-hop, modern, and folk and students are able to fill their dancer toolboxes with a variety of techniques that they can bring with them in the future.

This year, welcoming Ms. Tyner to the dance faculty also meant the introduction of a full-year tap program in Class I. When asked why this age is particularly well suited to the study of tap, Ms. Tyner noted that the combination of rhythmic movement and self-expression lights up young minds in a unique way. Plus, it’s fun! “Moreover, tap dance fosters creativity, builds confidence, and promotes a sense of community as students learn together. Overall, this early exposure to tap dance not only instills a love for the art form, but also contributes to the holistic development of young learners,” Ms. Tyner shared.

Class II delves into the world of classical ballet and Classes III and IV study the work of modern dance masters Isadora Duncan and Martha Graham by learning their repertory or creating their own etudes based on their well-known work. A key feature of these classes, taught by Ian Spencer Bell, includes actively working with Lauren Aloia, collaborative pianist, in the classroom. By incorporating a live pianist in the classroom, and not only dancing to a recording, the dancers are able to respond to her playing in real time and vice versa. “This is the goal of live performance and creative practice: to be in the moment, awake to opportunity, alive with the pleasure of the senses and intuition,” Mr. Bell commented.

Dancing to live music also allows the students to play with the art of improvisation, which is deeply fundamental to the practice. Mr. Bell continued, “And in the case of our Duncan work, Ms. Aloia plays the Brahms, Chopin, and Schubert repertory so that we experience the dances as Duncan and her dancers and audiences did. Right now in Class IV, Ms. Aloia joins our choreographic process and is composing an original work for our Martha Graham-inspired etude. Modeling a collaboration between a musician and a dancer is essential for young people.”

Throughout their time in Lower School, students also learn about aspects of dance history, choreography, and yoga while gaining a greater understanding of musicality, ensemble work, body control, and awareness.

SPOTLIGHT ON MUSIC

Strings Players Find Growth Through Challenge

When students enter Middle School, they are given the opportunity to personalize their academic study of music by choosing one of three tracks: strings, guitar, or composition. By giving students this agency over their course of study, their buy-in is inherently higher, which leads to stronger and happier players overall. For students who select strings as their track, they further define their study by selecting violin, viola, or cello to learn in a small group setting.

Class V is a year dedicated to getting set up for success and learning the fundamentals of the instrument. Director of Strings Program Hannah Hens-Piazza lovingly notes that stringed instruments do not lend themselves to making a beautiful sound in the beginning of study, which only serves to highlight the patience and discipline that is required by this choice—also an important transferable skill for students at that age. “I say to them from the beginning, if it’s challenging, you’re doing it right,” she noted.

Class VI welcomes the art of collaboration as students begin to play ensemble music—each with their own part. “A key part of this journey is learning that it’s more important to be together and prioritize the group over the individual, than to be ‘right.’” A stark change from the way that Ms. Hens-Piazza grew up playing music. “Yes, I played in orchestras, but there was always a competitive edge about classical string playing. A lot of my work here at Nightingale is intentionally trying to decolonize the curriculum and move us away from the idea that the Western European traditions of classical music, and string playing specifically, is the ‘only way’ or the ‘right way,’” she shared.

Classes VII and VIII continue their course of study in the classroom and also have the option to join the Middle School String Ensemble, which meets twice in the eight-day cycle during the Enrichment period. This year also saw the advent of the Class V and VI string ensemble, which meets after school. In Classes IX through XII, Upper School Ensemble is officially a minor academic class that meets during the school day for a full academic period.

Taking advantage of all that New York City has to offer musically is a priority and passion for Ms. Hens-Piazza as well. She will frequently invite guest artists into her classroom, which is a unique opportunity for students to see how musicians make a life by carving out music as a career. “I think that it is really valuable for kids to hear from people with different perspectives and different musical expertise than what I have,” she said.

This year Class VI worked with Sugar Vendil, a Filipinx American artist, who combines movement and sound in creative and non-traditional ways. They were able to study the art of improvisation with her, which will inform their performance of a fully improvised piece of music in their winter concert. Last year’s Class VII string players worked with Chinese American musician Vivi Hu in a series of workshops learning about traditional Chinese instruments and



how she incorporates Chinese folk melodies into her own pop songs. The students performed her original arrangement of a Chinese folk song called “Chasing Butterflies and Picking Tea Leaves” in the spring concert.

Attending musical performances throughout New York City is also an essential part of the strings program in both divisions and allows students the opportunity to expand their learning beyond the strings classroom. Highlights from last year include the Upper School Ensemble visit to Carnegie Hall to hear the group Sphinx Virtuosi, which is specifically devoted to elevating Black and Latine voices in the field of classical music. In addition, Class VIII strings players and Upper School Ensemble members attended a performance by Imani Winds, a group that programs music with intentional connections to social justice. This year students have attended concerts by the Juilliard Orchestra, the Kaleidoscope Chamber Collective, and the Orchestra of St. Luke’s—with many more to come!



“I want students to leave the program having full confidence in themselves as musicians—to know that music can be meaningful in their lives and they can continue to engage with it in whatever ways feel right and natural to them.”

—Hannah Hens-Piazza,
Director of Strings Program



SPOTLIGHT ON THEATRE

Class VI Musicals Bringing Down The House

A highlight of the Middle School theatre experience is the Class VI musical with Allen-Stevenson. This fall marked 30 years of collaboration between the two schools, which has brought together the entire sixth grade class from Nightingale and the majority of sixth grade boys from Allen-Stevenson. The initial goal was to provide a co-ed experience that wasn’t purely social in nature, such as a school dance. Coming together to rehearse a show ensures a creative and educational experience for the students, with the added bonus of making new friends along the way.

Auditions are typically held within the first weeks of school and curtain goes up in late October. The cast also has the opportunity to showcase their hard work in Lower and Middle School assemblies, which allows as many community members as possible to see the show. Class V students wait with bated breath in the spring for the announcement of their show and Lower Schoolers have been known to speculate years in advance as to what their musical will be. Recent productions have included *The Lion King, JR.*, *Willy Wonka, JR.*, *Matilda, JR.*, *You’re a Good Man, Charlie Brown*, and *Aladdin, JR.*

“Being in *The Lion King, JR.* taught me how to collaborate with a very large group of performers and how every role was important to the production. We all had support and specifically in my situation being Timon I had Jonah who was Pumba by my side the entire time. The experience left me with memories and friends for years to come.”

—Skye B. '30



“I love standing backstage and watching the parents watch their children on stage. It is an amazing moment and one that always resonates with me. The final product is always special, but the best part for me has always been about the rehearsal process and the friendships made between the boys and the girls that will last with them forever.”

—Diane Davis, Theatre Faculty





30 years after it was first introduced as the official Nightingale mascot, a new Nighthawk brand was unveiled to the community this fall. Meet the new...

NIGHTINGALE NIGHTHAWKS



Students gathered in the gym on Tuesday, November 21 for the exciting reveal of the new Nighthawks logos. Pictured, left: Upper School student athletes join Head of Upper School Nichole Foster-Hinds and Associate Head of School/Head of Middle School Claire du Nouy for a photo with the new Nighthawk logos.



During a fall 1993 meeting of Nightingale trustees, then-Head of School Dorothy Hutcheson announced that, “recently, the first ever Nightingale pep rally was held, and the students have selected a mascot—the Nighthawks.” Our own English Faculty Laura Kirk ‘94 was a member of the student athletics board all those years ago that helped identify the small-but-mighty nocturnal bird as our official athletics symbol.

Throughout these past 30 years, students have embraced our mascot—coming up with creative posters, spirited chants, and a surplus of energy when sporting the mascot suit to high-five Lower School students as they scream and beam from afar.

In the late spring, a branding committee was formed and tasked with defining designs for a new set of logos—our first-ever, Nightingale athletics brand. These new designs reflect the collaborative voices of a committee that included students, professional community members (ProCom), parents, and trustees. It is also the latest update to the schoolwide rebranding initiative initiated a few years ago that has refreshed our website, emails, magazines, hallways, and so much more. The Nightingale brand serves as the visual representation of our mission and values, and helps foster a sense of unity, pride, and belonging for our entire community.

“I immediately got excited,” Student Committee Member Jada C. ’25 said when reflecting on when she found out about the new brand. “Athletics and Nightingale mean a lot to me, and getting a new logo shows to us and other schools around us that we are putting a bigger emphasis on athletics.”

Mya B.’24, student council president and committee member shared that she was also thrilled when she’d learned about the new brand, and wanted for the brand to depict strength, resilience, aggression, grit, and passion.

“Right now, I feel like Nightingale athletics is starting to take off. We’re starting to kind of take it a little more seriously. I love that, honestly,” Mya said.

Looking ahead, Mya hopes that this change will help the Nightingale community place more of an emphasis on sports—with more community members cheering Nighthawks on at games, matches, and competitions. And, to have more championship banners decorate the Nightingale gym. Student committee member Jane B. ’27 echoed this.

“A refreshed brand for Nightingale means that we are refreshing the ideology around Nightingale athletics,” she said. “Right now, to be a Nightingale athlete to me means to constantly be in a place to learn and grow, in skills, in leadership, and as a team player. In 20 years, I am hoping for each of these aspects to still be true—but true for every Nightingale athlete and not just some.”

On the Tuesday before Thanksgiving break, the entire Nightingale community gathered in the gym for a special surprise. As students made their way onto the seventh floor, their eyes darted to the front of the room where three long banners were rolled up—waiting to be revealed. After a brief introduction from Director of Athletics and Physical Education Mandy Cecil, Upper School student members of the rebranding committee shared a brief history of the Nighthawk, the importance of an athletics brand, and what it means to them as student athletes. Members of the Middle School athletics board then recited a fun poem written about the new Nighthawk.

With that, the room counted down from 10, culminating in the release of the banners. Displayed were three new and powerful logos for Nightingale athletics. The room erupted with cheer, and each student went home with a sheet full of stickers featuring the new athletics logos so they could decorate their belongings with Nightingale spirit. •

“A refreshed brand for Nightingale means that we are refreshing the ideology around Nightingale athletics. To be a Nightingale athlete means to constantly be in a place to learn and grow—in skills, in leadership, and as a team player. ”

—JANE B. ’27

OUR NIGHTHAWK DEBUT!

Moments before the new Nighthawk logos were unveiled, Middle School athletics board members recited the following poem to the student body:

*In the world of sports,
where passions ignite,
team logos emerge:
symbols of prowess and might.*

*They become more than just shapes,
words, colors, and lines.
They represent a team’s heartbeat,
where unity shines.*

*With each curve and color,
they often display
a visual anthem
in a spirited array.*

*They become a beacon of identity,
strong and clear;
a beloved rallying cry
that fans can hold dear.*

*Exactly thirty years ago,
right here on 92nd Street,
the Nighthawk was chosen:
a spirited feat.*

*It’s essence has been woven
into the tapestry of our school:
on the field, around the track,
on the court, and in the pool.*

*Yes, our great Nighthawk spirit
continues to stand tall.
From Class K through Class XII,
it reverberates through every hall.*

*And while through each passing year
our spirit has soared,
our beloved Nighthawk has lacked
its own unique symbol to be adored.*

*So today—together:
we reveal a new Nighthawk face.
It is infused with our spirit,
our energy, and our grace.*

*It is an emblem of strength
in a vibrant Nightingale hue.
Get ready to cheer:
it’s our new Nighthawk’s debut!*

ABOUT THE NEW NIGHTHAWK



In the logo showcasing the bird’s profile view, the white feathers that represent the Nighthawks’s neck form the letter “N” for Nightingale.

The Nighthawk’s head faces forward (to the right), future-focused and looking toward our second century. The mascot’s features—particularly the eyes and beak—evoke, strength, fierceness, and spirit.



Nighthawks have a distinct white stripe visible on each wing. The Nightingale Nighthawk’s stripe is divided into three segments—representing truth, friendship, and loyalty from the Nightingale motto.

The Nighthawk beak is open—a salute to the Nightingale slogan, “be heard,” reiterating that at Nightingale, students are taught to discover their own voices.

A unique monogram “N” logo serves as another mark to distinguish the Nightingale Athletics program. The slightly hitched upper left and lower right corners provide a sense of motion and dynamism.

The full Nighthawk flies forward with wings outspread. Ten feathers points face outward on each side. The twenty total are a subtle reference to our street address (20 East 92nd Street) and our founding year, 1920.



Navy and silver are the two dominant colors in the Nightingale Athletics color palette. These two colors are an homage to the use of blue and silver on Field Days throughout Nightingale’s history. Coral, found in Nightingale’s overall brand, serves as the accent color for the Nighthawk’s beak.

NIGHTHAWKS

New Faces at Nightingale

One of the best parts of a brand new school year is welcoming new students and families to Nightingale. Equally as delightful, is welcoming our new professional community members.

This year we are excited to welcome 30 new professional community members to Nightingale. Coming to 92nd Street from a variety of different backgrounds, these new professional community members bring with them years of real-world experience and are excited to continue Nightingale's mission of inspiring students to be joyful learners who have the intellectual depth and the courage to be critical thinkers, compassionate citizens, and agents of their own lives.

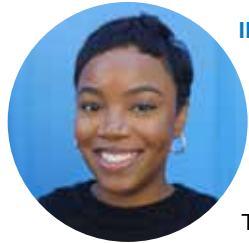
Please join us in welcoming this wonderful group! Meet our new professional community members.



AYOKA ADEGBILE

Kindergarten Fellow

Ayoka comes to Nightingale from Reggio Emilia Preschool where she co-taught and functioned as the lead teacher in a two-year-old classroom. Prior to her role there, Ayoka worked within public schools as an intern, student teacher, tutor, and assistant teacher. Ayoka graduated cum laude with a bachelor's in early childhood education and early childhood special education from New York University. There, she also double minored in American Sign Language and communicative sciences and disorders.



IMANI BENOIT, LCSW

Upper School Counselor

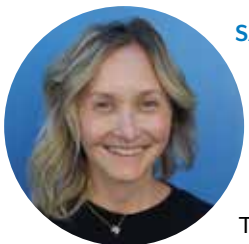
Imani Benoit is a licensed clinical social worker. She most recently provided psychotherapy to children and young adults ages 10–26 at The Adolescent Health Center at Mount Sinai Hospital. She graduated with a MSW from the Silberman School of Social Work at Hunter College and obtained a BS from the University of Delaware. In addition to obtaining her MSW, Imani has continued to further her education and is certified in trauma focused cognitive behavioral therapy and recently completed a course in advanced clinical practice through NYU's post-master's program.



BRIGID BERGER

Campaign and Stewardship Director

Previously at The Chapin School as the director of annual giving, Brigid has over a decade of experience in fundraising for nonprofits in New York City spanning education, the arts, and social services. She completed a bachelor of music in vocal performance at The Jacobs School of Music at Indiana University and received her master's in arts and cultural management at Pratt Institute.



SARI BIDDELMAN

Lower School Learning Specialist

Sari earned her BA from Lehigh University and her MA in middle school special and general education from Bank Street College of Education. Throughout her career, she has worked as a special education teacher and learning specialist in Manhattan independent schools across all age groups. Sari was most recently a middle school learning specialist at Trevor Day School.



GRACE BOUDREAU

Lower School Faculty Fellow

Grace is a recent graduate of Washington and Lee University. There, she studied cognitive and behavioral science and education. While in Lexington, Grace spent time working in local elementary school classrooms and preschools.



KAILEY BOYD

Assistant Director of Athletics

Kailey holds bachelors' degrees from Bethel University in human kinetics and applied health science, as well as teaching licenses for 5–12 health education, K–12 physical education, and developmental adapted physical education. Kailey earned a master's degree in strategic leadership as well as a graduate certificate in sports management, and is working toward an MBS.



AURA CARLSON

Lower School Fellow

Aura earned her degree in English and a minor in government and legal studies at Bowdoin College. From working as a camp counselor at a progressive arts camp throughout middle school and high school, to tutoring elementary to young adult students of diverse economic backgrounds in high school and college, Aura has always enjoyed working with children.



OLIVIA CHIGAS

Art Fellow

A born and raised Upper East sider, Olivia graduated with a BFA in printmaking from Rhode Island School of Design (RISD) in 2016, and is also a recent painting MFA graduate from the New York Academy of Art. When asked in Kindergarten what she wanted to be when she grew up, Olivia said: "I want to be a painter like Picasso!"



JOHN CORSELLO

Classics Faculty, Fall Semester Leave Replacement

John studied Classics at the University of California, Irvine and Santa Barbara, and received a master's in Classics in 1978. He began working at the Harvard School for Boys in Los Angeles where he began their Latin program. Throughout the course of this 41-year career at Harvard Westlake, John served as a Latin and history teacher, a department head of languages and history, and was also a seventh grade dean. Most recently, John taught Latin at Columbus Academy in Ohio and The Dalton School.



AVA EASTERWOOD

Advancement Associate

Ava graduated from the University of Michigan with a bachelor's in international studies and women's studies. She then went on to earn her master's in international educational development from Teachers College at Columbia University. Prior to joining Nightingale, Ava worked with organizations such as the International Rescue Committee, Thabyay Education Network Foundation, and numerous automotive startups.



EMMA EGAN

Associate Librarian

Emma joined the Nightingale community in December 2022 as a library associate. This winter, she will complete her master's in library and information science. Before making the switch to librarianship, Emma worked as a teacher in various grade levels for several years, both in New York City and in her home state of Maine.



KATHERINE ENRIGHT

Math Faculty

Katherine has been teaching math for twelve years, and started her academic

career at a charter school in Brooklyn. She spent the past eight years teaching at Bank Street School for Children where she taught eighth grade math and science. Katherine earned a BA from Georgetown University, a JD from Boston College Law School, and a MAT from the Relay Graduate School of Education.



LIZ GATLIN

Faculty Fellow

After first being introduced to the community last year as a substitute teacher, Liz now joins our community as a faculty fellow. Liz comes to Nightingale with a variety of experiences working with students of all age groups. She holds a BA in environmental sciences from Loyola University.



REBECCA HABER

Lower School Faculty

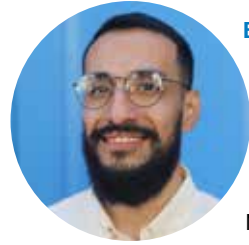
With a bachelor of business from LaTrobe University, a DipEd in Primary Education from Swinburne University, and ongoing pursuit of a master's of education in pedagogy at Melbourne University, Rebecca brings a diverse knowledge base to the classroom. Prior to joining Nightingale, Rebecca taught various grade levels at Overnewton College in Melbourne, Australia, and the Academy of St. Joseph in Manhattan, New York.



GABRIELLA KULA

Visual Education Coordinator

Gabriella comes to Nightingale with over a decade of experience in the field of museum education. With a bachelor's in art history from the University of Michigan and a master's in museum education from Bank Street College of Education, Gabriella believes that museums have the possibility to lead us to a more equitable world and she looks forward to working with the Nightingale community to use museum tools to deepen imaginations, heal divides, and inspire dreams of change.



EDUARDO MARTINEZ

English Faculty
Eduardo joins the Nightingale community as a Middle and Upper School English teacher.

Eduardo was born in El Paso, TX to Mexican immigrants. He received his MFA in poetry and literary translation from Columbia University, where he was a teaching fellow. Eduardo has taught at independent schools in New York City and Washington, D.C. throughout his career. Most recently, he held the writer-in-residence position at St. Albans School in the nation's capital.



CAMERON MENCHEL

English Faculty
Cameron joined Nightingale last year as an English teacher. He received his BA from The College of William &

Mary and an MFA in writing from Columbia University, where he was also a teaching fellow.



ELIANA MILLER-COHEN

Athletic Trainer
Eliana comes to Nightingale from the Trinity School where she served as assistant athletic trainer. Entering

her fourth year as an athletic trainer, Eliana holds a bachelor's in exercise science from Endicott College and a master's in athletic training from Merrimack College.



ELIZABETH "OZ" OSWALD

Director of Institutional Advancement
A native of Atlanta, Georgia and a proud alumna of the University of Virginia,

Oz has been fundraising for independent schools for over 15 years—first at her alma mater, The Westminster Schools, and more recently at The Brearley School and The Cathedral School of St. John the Divine. Oz also serves on the University of Virginia's Alumni Association Board of Managers.



SAMANTHA PANTOWICH

Middle School Assistant
Samantha graduated summa cum laude with a BA in Spanish language, literature, and

culture from the State University of New York College at Old Westbury. Prior to Nightingale, Samantha taught for six years, half of that time which was spent teaching in Spain.



MICHAEL PIENCIAK

Mathematics Faculty
Michael comes to Nightingale from The School at Columbia University, where he served as the K-8 math liaison.

In that role, Michael oversaw mathematics curriculum design, instructional methodology, and family engagement. Prior to The School, Mike taught at various institutions, including The Brearley School, Friends Seminary, and The Speyer Legacy School. He graduated with a BA from Eugene Lang College, The New School.



MEGAN SANDERVILLE

Annual Giving Manager
Megan is joining Nightingale after a nine-year tenure at The Calhoun School.

There, Megan fulfilled various roles in the school, including special events coordinator and assistant to the head of school. Megan hails from San Diego and received a BA in English literature from Seton Hall University in New Jersey.



GYANASH NASH SHARMA, PHD

Mathematics Faculty
With a decade of experience teaching math and science in independent schools,

Nash joins the Nightingale community as an Upper School math teacher. Prior to teaching, Nash was a senior scientist at McGill University and a scientist at Columbia University. Nash earned a bachelor

of engineering from Bombay University, a master's in biomedical engineering from Louisiana State University (LSU) and a PhD in biochemistry and molecular biology from LSU.



REBECCA SOMOGYI

Science Faculty
Rebecca comes to Nightingale after teaching middle school science at The Ramaz School,

where she was also an advisor. She received her undergraduate degree in biology and chemistry at Sarah Lawrence College. Rebecca then received her master's degree in science education at the University of Texas.



BRIA J. TYNER

Performing Arts/ Dance Faculty
Bria is a movement artist, choreographer, and researcher from Fairfield, Alabama.

A former company member of Cleo Parker Robinson Dance and recipient of the Alabama Repertory Dance Theater Award and Lenny Williams Choreography Award, Bria earned her BA and MFA in dance from the University of Alabama. As an advocate for outreach, her work has been commissioned in public schools and studios in Colorado and Alabama. Her research examines the historical context of southern university dance programs, in aims of eliminating racial marginalization and imposter phenomenon in Black women in the field of dance.



ISABEL WALTON

Lower School Faculty, Fall Leave Replacement
Before Nightingale, Isabel was a first, second, and third grade teacher at

St. Luke's School and as a second grade teacher at Grace Church School. Isabel has a BA in psychology and early childhood education from Tulane University, as well as a dual master's degree in childhood general and special education from Bank Street College of Education.



SARAH WHALEN

English Faculty

Sarah comes to Nightingale from The Blue School, where she taught seventh and eighth grade theatre. Prior to that, she taught several years of

ninth and eleventh grade English at both Poly Prep and Kingswood Oxford. Sarah majored in both English and theatre at Skidmore College. After a few years of acting in Off-Broadway shows, she decided to use her energy for good and pursued a master's in the teaching of English at Teachers College.



EIZELLE TAINO P'23 P'26 P'28 P'29

Chief Administrative Officer
Eizelle joins the Nightingale community as the school's first-ever Chief Administrative Officer. She is well-known to our community as a past president

of the PA and also as a trustee who helped guide our safety committee throughout the most uncertain moments of the COVID-19 pandemic. She began her career in finance in New York City, followed by overseeing a successful business in Hong Kong. Eizelle earned a BA from Barnard College.



LISA ZHEUTLIN

Lower School Associate Teacher (fall) Interim Director of Hobbyhorse (spring)
Now in her second year at Nightingale, Lisa served as Kindergarten associate

teacher while Ms. Allison was on maternity leave. This spring she is the interim director of Hobbyhorse. After graduating from Amherst College, Lisa worked as an after-school educator at a Brooklyn-based non-profit and at *The Late Show* with Stephen Colbert.

Meet the New Members of the Board of Trustees



PHILIP BERLINSKI P'24 P'31

Philip is the father of Lena '24 and Estelle '31. Philip Berlinski is global treasurer of Goldman Sachs, chief executive officer of Goldman Sachs Bank USA, and interim head of Platform Solutions. He joined Goldman Sachs as an analyst in equity derivatives research in 1998 in London. Philip and his family moved to New York from London in 2019. He grew up in Frankfurt, Germany and earned an MS in physics from St. Catherine's College at Oxford University in 1998.



MALEHA HAROON P'22 P'24 P'28, PARENTS ASSOCIATION PRESIDENT, EX OFFICIO

Maleha is the mom of three beautiful girls Zenna '22, Alaina '24, and Anya '28. Originally from Pakistan, Maleha and her family moved to New York in 2017 and joined the Nightingale community. She is a passionate supporter of all-things Nightingale, especially the badminton team, and fondly refers to the

school as her second home. Maleha holds a BA in economics from McGill University and an MSc in population & development from The London School of Economics. In her past life, she worked as a finance professional at UBS in New York, London, and Zurich. Maleha transitioned to the non-profit sector in 2012 while living in Singapore, supporting youth and educational causes. Currently, she works at The Prince's Trust USA, where she oversees U.S. and Global Institutional Investments.



ALAIN V. MASSENA, ESQ. P'31 P'33

is the proud father of Ava Lourdes '31, Soleil and Laline '33. He is the principal of Massena Law, PC, a boutique law firm specializing in complex federal and state criminal defense, labor law, and civil rights litigation. Alain is a former prosecutor from the Brooklyn District Attorney's office and was trial counsel for the Jewish Association for Services for the Aged (JASA).

Alain earned both his BA and his JD from St. John's University. He was awarded the law school's Hon. Theodore T. Jones, Jr. award and its highest honor, the St. Thomas More Award for his commitment to justice and community service. Alain received a citation from then Brooklyn Borough President Eric Adams for his volunteer activity in Ghana, West Africa that included drafting legislation against domestic violence and child abuse and raising money to build an orphanage. Alain currently serves as the president of the Alumni Association for St. John's Law School, Board of Directors for the Kings County Criminal Bar Association, and St. John's University Presidential Advisory Board. Alain has served as president of the St. John's Law School Alumni of Color Chapter and on several judicial screening committees including for the New York City Bar. He was also an adjunct professor at St. John's University School of Law.



**“THANK YOU
TO THE CLASS
OF 2023.
YOU WILL
ALWAYS BE
WHERE I SAY
I AM FROM.”**

—Tori Browne '23, commencement student speaker



Celebrating The Class of 2023



On the morning of Thursday, June 15, families, friends, Upper School peers, and professional community members eagerly found their seats in the pews of the Church of Heavenly Rest, welcoming over 900 guests for the seniors' special day.

Once all community members were seated, the familiar and nostalgic tune of "Pomp and Circumstance" played as the Class of 2023 entered the great hall and walked to the front of the room.

After a welcome from Head of School Paul A. Burke, Class XII Co-President Julia Demeny '23 moved to the podium to share the wonderful accomplishments of her peers.

"For so long, June 15 has been a distant date circled on the calendar but now, whether you have been here for 13 years or three, our moment has come," Julia said. "Each one of us has contributed to Nightingale in unique ways, and I would like to take the time now to acknowledge the accomplishments, leadership and long lasting impact that our class has had on our community. Every member of the graduating class has contributed broadly to the academic and extracurricular life of the school."

Julia then asked her peers to stand if one of the following accomplishments or achievements applied to their time at Nightingale. At the end of the recognition, the room erupted in applause as all students were standing—each having been recognized for the unique ways in which they impacted, led, and inspired their community. Students were recognized for their academic pursuits, leadership, athletic achievements, extracurricular involvement, and more.

Council Vice President Aashtha Amin '23 then honored the accomplishments of their outgoing leaders and recognized the students who would serve on the council for the 2023-2024 school year. Each incoming leader was presented with a medallion, created by Daria de Koning '98, to honor their new roles. Aashtha explained that Council President Nisa Williams recently presented the blue book of council proceedings to the new, incoming council president, Mya B. '24. In the book, each board head and council president had written a summary of their goals for the year, accomplishments, and suggestions for the future.

"This book is the tangible connection between the school's past, and reminds each new council of the important legacy of leadership they have received from the Nightingale students who have gone before them," Aashtha explained.



With each name read, senior student leaders gave their successors the medallion along with a big hug. In these moments, new student leaders assumed their new titles for the 2023-2024 school year.

Class XII Co-President Annique Bien-Aime '23 then introduced the senior that had been elected by their classmates to be their commencement student speaker.

"The person our class has elected is unfailingly kind and a friend to all. Her warm personality and effervescence draws people in and adds so much to our Upper School. She is just the kind of person people want to be around. This senior always puts herself out there, whether she is leaving audiences floored with her singing, acting,

and dancing, or enlisting laughter in a Steve Harvey costume for Halloween. Furthermore, she works hard to make sure everyone in our community feels included and heard," Annique shared. "As head of the inclusivity board, she has organized for students of color, she has organized affinity groups, and advocated to ensure every voice in the Upper School is heard and represented. Apart from her more formal roles, you can see this senior embodying the values of inclusivity in everything she does. You'll often find her chatting with underclassmen in the hallway in between classes or cheering for her friends at sports games or performances. It's clear just how much this person cares for the people around her. With that, I'm proud to invite one of my dearest friends to the podium, Tori Browne '23."



The Class of 2023: First row: Jade Gonzalez, Sophia Wyse, Maia Gil, Alex Cacciarelli, Sienna Gruss, Claire Young, Veronica Paulus, Abigail Cohen, Abigail Green, Jane Buckhurst, Skylar Medina-Minerva, Sophia Sharma, Emma Hügler, Stella Skrobe
Second row: Sabine Bieler, Annique Bien-Aimé, Justine Davies, Elizabeth Stearns, Jaylynn Cortes, Alexis Horner, Ellie Palm, Francesca Casciari, Alexandra Ingram, Aashtha Amin, Ava Dahl, Diya Arora, Emma Torres
Third row: Taylor O'Gallagher, Leah Cruz, Marisol Miller Richa, Marcia Cordon, Victoria Browne, Lucille Ley, Julia Demeny, Esmé Towles, Willa Glazer, Juliette Whitecross, Phoebe Abitbol, Bella Rosenfeld
Fourth row: Phoebe McCormack, Maya Hall, Stephanie Reed, Genevieve Freed, Hannah Dietz, Sophia LaGrúa, Carolina Addison, Kaia Benedetti, Elizabeth Lawrence, Amelia Kay, Adeline Blakeman, Nisa Williams
Not Pictured: Katherine Ortiz

Colleges: Amherst College (3), Auburn University, Bowdoin College, Cal Poly - San Luis Obispo, University of California - Los Angeles, Carnegie Mellon University, Case Western Reserve University, Chapman University, Colby College, Colgate University (2), Cornell University (3), Davidson College, Dickinson College, Duke University, Emerson College, Fordham University, Harvard University, John Cabot University (Italy), Kenyon College (2), Lafayette College, McGill University (Canada) (2), Middlebury College (2), University of Notre Dame, Oberlin College, Occidental College, The Ohio State University, Pitzer College, Princeton University, Rochester Institute of Technology, Scripps College, Skidmore College, University of Southern California (2), The University of Texas at Austin, University of Toronto (Canada), Vanderbilt University (3), University of Virginia (2) Wake Forest University, Washington University in St. Louis, Yale University (2)



After a big hug between the pair of longtime friends, Tori made her way to the podium and addressed everyone in attendance.

“When I reflect on the beginning of my Nightingale experience, I think about my life before I even enrolled here. My sister had attended Nightingale since Kindergarten long before I joined her in ninth grade. My old school didn’t have many yearly traditions, so I would always latch on to Nightingale’s, causing an early and strong attachment to this institution,” Tori shared. “I would attend Nightingale spring and winter concerts, musicals, musical rehearsals, Homecomings and PODOC meetings; many of the events that embody Nightingale’s community-oriented conscience. My favorite Nightingale tradition, however, was Cultural Night, and my favorite segment of Cultural Night were the *I Am From* poems.”

Tori shared that, in these poems, the performers would always begin with “I am from…” and describe themselves and their background in this way, filling the remainder of the sentence. Tori explained that, while she wasn’t able to perform one of these during a Cultural Night, she would share a variation of the project she had always dreamed of sharing. So, for her speech, Tori created a *We Are From* poem about the Class of 2023.

“We are from small moments, early morning handshakes from Mr. Burke and goodbyes from Ms. Smith, Mr. Bell, Ms. Jones and the entire security team at the end of the day. We are from chocolate Wednesdays from fruity Fridays, and the pleasant surprises of cookies in the cafeteria and popsicles in the freezer.”

She continued: “We are from homecomings, the sticky lemon candies, the blue fingers and the pom poms. We are from pep rallies in the gym, and from pounding the bleachers with our feet during sports games. We are from drawing elaborate silly posters in the lounge to root for our classmates and from the sports managers who lead our teams to victory with their support.”

Throughout her speech, Tori highlighted the many ways in which the Class of 2023 remembers Nightingale.

“Now, to my friends in the Class of 2023. For many of us, Nightingale has been all that we know. For others, we have known many other institutions but regardless of that, in a class like the Class of 2023 I believe that it is impossible to not feel that a part of yourself belongs in this class and in this school, and when we leave somewhere that we identify with, and when we leave somewhere that we belong, it is overwhelmingly difficult.”

Tori then recalled a recent moment when she asked Head of the Music Department Mr. Goede if he had ever been afraid to grow up. In his response, Mr. Goede challenged Tori to turn her grief into celebration and fear of the future into excitement.

“We are scared, but we are excited. We are missing the innocence of freshman year but are ready to see what a different kind of freshman year has in store for us in the fall,” Tori said. “So I offer another one’s your advice, Mr. Goede. Rather than us shifting anxieties and sadness into excitement and celebration, let’s recognize that we can do it all at the same time. Bittersweet, happy, sad—whatever dichotomies of emotion—we are feeling at all.”

She continued: “We are from the Class of 2023; a group filled with vibrancy, love, intelligence and curiosity. A class of train of change makers, dreamers, and passionate members of the Nightingale community. As we leave where we’re from and venture out into the unknown, I ask that we learn to embrace our nostalgia, our celebration, our fear, and our excitement,” Tori said. “With all of these emotions, we must recognize that leaving—although it is very daunting—is the only way for us to grow and diversify our personal list of ‘I am froms.’ Now that I’ve accomplished my goal, I would like to say thank you to every student, professional community member, family member, and friend in the audience and the Nightingale

community. Thank you for fostering building and being who we are and where we are from. Most of all, thank you to the Class of 2023. You will always be where I say I am from.”

After a round of applause, the community came together in song to sing “Simple Gifts” by Elder Joseph Brackett, Jr. and Justin Warner.

Council President Nisa Williams ’23 then introduced the Class of 2023’s commencement speaker; someone they had chosen who could not only relate to their experiences at Nightingale, but who was also artistic, creative, young, entertaining, joyful, and caring.

Astrophysicist and Nightingale alumnae Lucia Perez, PhD ’10 began her speech by acknowledging the many emotions the seniors were feeling in that moment.

“What was most special to me about my time here was how Nightingale gave me opportunities to explore all the different parts of myself as I discovered them,” Lucia remarked. “I had the space to try new things, and the continual encouragement from my teachers and peers to keep at them even if I wasn’t very good. Nightingale taught me this attitude of audaciously looking for new things I wanted to try.”

Lucia continued: “My advice to you is to face it the same way I told you to face the fear of failing and not being good enough—by wholly and wildly celebrating yourselves. Celebrate all of the weird and cool things you did together in Upper School. Lean into the delight of the journey you have had together. And let the sadness of having your time at Nightingale end move through you, because that sadness is born of the very joy and growth you found at Nightingale.”

It was finally time for the moment the Class of 2023 had been waiting for: the presentation of diplomas. As Head of Upper School Nichole Foster-Hinds read the names of each graduate, students shook hands with Board of Trustees President Kathleen McCarthy Baldwin P’31 P’33 and Mr. Burke. After each row returned to their seats, seniors moved their tassels, now Nightingale graduates.

With a congratulations from Ms. Foster-Hinds, graduates tossed their navy caps in the air above them.

Before closing, Upper School Chorus members came together to perform “Lift Thine Eyes” by Felix Mendelssohn, led by Mr. Goede.

“Alright, 2023, here we are,” Mr. Burke began in his closing remarks, “you have your diplomas, and we have lifted thine eyes. You are sitting with your classmates for the last time as members of Nightingale’s senior class. Before you go, a public word of thanks. You did something quite special for your school. You brought us back. You let us be us again. Even better, you asked us to be better than back. Because of you 2023, we are better.”

He continued: “You see, 2023 for you, this is not the Class of 2023, this is your class. It will always be your class. Your class taught you that life is better in-person. Life in-person leads to connection. Connection is the great reward in life. You are connected to each other 2023. And that is for life.” •



“We are from Homecomings, the sticky lemon candies, the blue fingers and the pom poms. We are from pep rallies in the gym, and from pounding the bleachers with our feet during sports games. We are from drawing elaborate silly posters in the lounge to root for our classmates and from the sports managers who lead our teams to victory with their support.”
—Tori Browne ’23, Elected Student Speaker





Moving Up

Class VIII Elevates to Upper School

On the morning of June 14, Class VIII students filed into the auditorium to the tune of “When I Grow Up,”—a nod to their Daisy Ceremony four years prior—and a round of applause from excited families, friends, and fellow peers. To kick off the ceremony, 2022-2023 Class VIII Dean Emily Peters shared immense gratitude for everyone that has supported the Class of 2027 throughout their Middle School journey: parents, teachers, Ms. Goodwin, Ms. St. Jean, and the Class VIII advising team—and of course, Class of 2027—for showing up exactly as they are, for cheering each other on in all arenas, for finding humor in any situation.

Mr. Burke shared five observations he’s collected throughout his many years of being “in high school,” such as the dangers of “should,” choosing who to surround themselves with, connecting and learning with teachers, growing independence, and how they are enough—always.

Over the course of the ceremony, the Nightingale community heard from multiple class speakers: Amelia G. '27 and Aldea S.L. '27, who were elected by their classmates to share their reflections, Middle School Co-Presidents Lily T. '27 and Tyler M. '27, and Dahlia B. '27 who shared an original poem. Each student recalled their own special memories from their Middle School years and expressed their gratitude for the time they shared together as a class. In particular, they noted their classmates’ resilience when it came to

overcoming the limitations that the COVID years presented, and their classmates’ exceptional involvement in athletics, performing arts, and clubs.

In her address to the Class of 2027, former Head of Middle School Amanda Goodwin marveled at the many pieces that make up the puzzle of their class. “You, the Class of 2027, possess remarkable perspective. In my 12 years at Nightingale, I’ve never met a class—or a group of people, who are better at accepting the things they can’t control. No matter what is thrown your way, you roll with it. There’s a quote, which is attributed to a few different sources, which goes, ‘We do not see things as they are. We see things as WE are.’ Class of 2027, We should all be so lucky as to see things as you are,” she said. She went on to describe their enthusiasm, courage, and determination when it came to achieving their goals or overcoming obstacles. She also noted their true embodiment of one Nightingale’s values—friendship. Or, in Latin as it is in the school’s motto: *amicitia*. The Class of 2027 will always carry their commitment to this value, as they were all gifted a bracelet that read: *AMICITIA*—a special surprise from the Class VIII leadership team at the conclusion of the ceremony.

Also woven into the ceremony were two videos highlighting the Class of 2027. The first, titled “Class of 2027: Words of Appreciation,” included individualized messages of gratitude from each member of the class to one

another. The second, was the traditional photo montage featuring baby photos juxtaposed with recent photos of the class, in addition to a kaleidoscope of images from their time in Lower and Middle School at Nightingale. Smiles, laughter, and tears were present in equal measure throughout each viewing.

Head of Upper Middle School Martha St. Jean also shared three pieces of advice with the Class of 2027 as they hovered on the precipice of their new Upper School beginning. Her first was that love is legacy and friendships are a part of that, her second was that love allows for different perspectives, and her third was that love allows for new beginnings. She shared, “Today is a new beginning. Change does not have to be bad. Do not allow yourself to be a creature of comfort. I admit it is sometimes challenging to change because transformation is messy and mysterious. The key is to persevere through the process. Transformation, like moving up, demonstrates the paradox of beginnings and endings. Beautiful people, I’m sure caterpillars are comfortable, but becoming a butterfly is pretty awesome.”

Finally, it was time for the presentation of roses. One by one, each student received a pink rose, a hug, and congratulations from Ms. St. Jean. After a round of applause, the Class of 2027 returned to their seats onstage—now, as Upper School students—and beamed at their audience of loved ones. •

“As you prepare to enter high school, I have one piece of advice—stay true to who you are, because YOU are exceptional.”

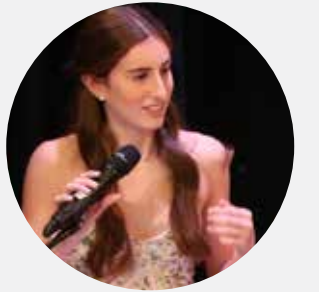
—Amanda Goodwin, Former Head of Middle School



Memories in the Middle

“So what did Nightingale teach us so far? It taught us how to be leaders, to use our voices, to be part of a community, and to be loud and proud. We are the class that works hard, has fun, and I know we are going to make history. So where do we go from here? We will each take our own paths in high school, but we will always be held together by the magic of what happens inside the blue doors.”

—LILY T. '27



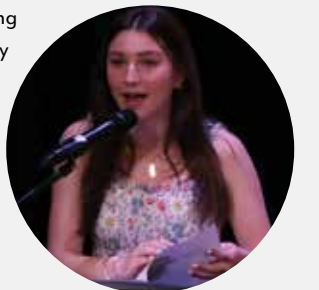
“My time is almost up now, but I just want to let this moment sink in, because it will be the last time this version of the Class of 2027 will all be together in one room, and even though Upper School will bring many changes, this building that we call home, will always be here, with its blue doors and red brick walls.”

—ALDEA S.L. '27



“A year ago at this time, I was sitting where the seventh graders currently are, listening to these speeches, and imagining myself standing in front of you all right here. Lily, my co-president, was imagining the same thing. It is surreal to me that we were both able to accomplish our dreams together, just like we had hoped for. If there is any seventh, sixth, or even fifth grader who is wishing for what I had wished for, remember that you can do anything you put your mind to.”

—TYLER M. '27



“But through all of it, we ended up here. On this stage graduating from eighth grade. Again, like in fourth grade, we caused some trouble. I am so fortunate to be a part of such a special class. You all are smart, caring, and talented, but we do have trouble understanding what in-uniform sweatshirts look like.”

—AMELIA G. '27



ARCH

AND ON TO MIDDLE SCHOOL!

One by one, Lower School students arrived to the H. Dale Hemmerdinger Auditorium on the morning of June 14—first Kindergarten, then Class I, Class II, and Class III. Each class found their spot on the floor of the auditorium, awaiting Nightingale’s Class of 2031—the honorees of the 2023 Daisy Ceremony.

With the beautiful harmonies of the piano as their signal, Class IV walked into the auditorium and found their seats on the stage, each student smiling while eagerly waving to their parents and guardians in the balcony audience.

Associate Head of Lower School Claire Anderson began the ceremony by addressing each class in the Lower School, highlighting how they have grown throughout the year. Before moving on to Class IV, Ms. Anderson turned the microphone over to someone that knows Class IV better than most—Ms. Oshins.

She explained that the Class of 2031 had been focusing on the theme of leadership throughout their final year in Lower School. In the fall, all Class IV students collaborated to identify a motto for the remainder of the year: the only failure is not trying.

“I am so happy and so proud to say that this motto encapsulates you as a class perfectly; you are willing to try it all,” Ms. Oshins explained. “Try a hard math problem; try to convince me it’s okay to wear out-of-uniform sweatshirts; try to make the perfect s’more on an overnight; try out a new form of poetry; try to change the world. When I think about this class, it’s that spirit of trying that makes me the most proud. I have seen what this class can do when they put their minds to it.”

Ms. Oshins shared her admiration for Class IV’s dedication and thoughtfulness on their capstone projects, which were presented only hours earlier that morning.

“You chose projects that you knew would challenge you. And then you rose to that challenge. That’s the spirit of this grade in a nutshell, ready to try, ready to succeed,” she said.

In weeks prior to the Daisy Ceremony, Class IV students completed a questionnaire and shared their favorite memories, what they have learned, and how they have grown throughout their time in Lower School.

“Well, Class IV, on behalf of all of your teachers, thank you for being you, and adding so much life and energy to the Lower School,” Ms. Oshins said. “We know that you have been strong leaders of this Lower School—you have taken it really seriously. We know that your positive energy, your intellectual curiosity, and your relentless pursuit of both truth and delight will travel with you to the Middle School. And as you do, I will be there right next to you, reminding you that it is that very pursuit, that ability to try to flex that academic courageousness, to focus on the process, not the product, that is what truly matters. I’m so proud of you. Congratulations, Class IV.”

Following her remarks, each Lower School class sang a song they chose for their older peers. With the guidance of Ms. Alexander and Ms. Spiridellis, Kindergarteners sang “Three Little Birds” by Bob Marley, Class I students sang “I Got Rhythm” by Ira and George Gershwin, Class II students sang “You Gotta Be” by Des’ree and Ashley Ingham, and Class III students sang “Don’t You Worry ‘Bout a Thing” by Stevie Wonder.

“It’s the best day of the year,” Head of School Paul A. Burke said, addressing the Class of 2031. “Do you know why it’s the best day of the year? Because it’s your day.”

In his remarks, Mr. Burke reflected on the lyrics from each song sung only moments before, and the wonderful pieces of advice and joy shared in each message for the fourth graders.

Recalling Class III’s song, Mr. Burke said, “They said ‘Don’t worry about a thing,’ but sometimes in life, we do worry about things. But, you know what helps? This room—that’s what helps. Knowing that this room is here, not just for this moment, not just for today, not just for this school year, but forever—and the most important people in this room are Class IV.”

Fourth graders then sang “The Climb” by Jessi Alexander and Jon Mabe, featuring new lyrics by Class IV, as well as “Wavin’ Flag (Coca-Cola Celebration Remix)” by Keinan Abdi Warsam, Peter Hernandez, Philip Lawrence, and Jean Daval. During their final song, students leaped up from their seats, danced, and sang to the tune, before coming to the front of the stage and jumping to the end of the song. Class IV students ended, holding their hands in the air saying: “2031, OUT!”

Before Class IV formed the long-awaited daisy arch, all community members came together in song to sing “For Nightingale” by Lisa Grunwald ’77 and Peter Lurye.

Finally, each Lower School class then walked through the daisy arch until it was finally Class IV’s turn. One by one, students lowered their daisies and filed through, beaming with pride; the moment they had been waiting years for had finally arrived. Soon, the arch grew shorter and shorter until all Class IV students walked through the arch, marking the completion of their Lower School years—and the beginning of Middle School. •



“We know that your positive energy, your intellectual curiosity, and your relentless pursuit of both truth and delight will travel with you to the Middle School. And as you do, I will be there right next to you, reminding you that it is that very pursuit, that ability to try to flex that academic courageousness, to focus on the process, not the product, that is what truly matters.”

—Rebecca Oshins, Head of Lower Middle School



HOMECOMING HOORAHS!

Rain couldn't keep the Nighthawk community from celebrating our athletes at Homecoming 2023.





Excited chants and screams bellowed throughout the gym on September 29 as Lower School, Middle School, and Upper School students brought their Nighthawk spirit to their divisional pep rallies. In the Lower School, students learned several chants (that they later used at the Homecoming volleyball games!), and got to cheer with the Nighthawk. In the Middle and Upper School, students competed against one another in various races: wheeling from one end of the court to the other on a scooter using a toilet plunger, a doughnut eating competition (hung from hockey sticks), and a whipped cream eating contest.

While the evening soccer game was rained out and rescheduled, no amount of downpour could wash away the community's Homecoming spirit. On Saturday, September 30, students, families, alumnae, and professional community members came together on 92nd Street for a fun-filled day complete with delicious food

trucks, a photo booth, general store shopping, face painting, hair painting, a DJ, and JV and varsity volleyball games.

Reflecting on the JV volleyball game, co-captain Eveline J-B. '27 was proud of the team's communication and energy throughout the close match.

"It was really encouraging to have such a big crowd come and watch us. We really appreciated the support and it made the game even more enjoyable," she said. "The Nighthawk spirit in the Schoolhouse was unparalleled, there was so much enthusiasm and excitement for all the events going on."

Director of Athletics and Physical Education Mandy Cecil shared: "The support from the entire community could be seen, felt and heard throughout the building. Athletics really prides itself on





being a community-building arena and this was evident in each of our Homecoming events."

Reflecting on the day, Ms. Cecil said she was most proud of the effort and determination displayed by Nightingale's student athletes, and their "desire to compete and push themselves beyond barriers."

On October 13, the Nightingale community cheered on varsity soccer as they took on Sacred Heart at Friday Night Lights on Randall's Island. Following the game, students, families, and professional community members enjoyed Jiannetto's Pizza and Mr. Softee.

"I was most proud of how motivated the team stayed throughout the entire game, playing our hardest until the final whistle blew," Zoey E. '24, varsity soccer co-captain shared. "My favorite part of the experience was watching the beautiful sunset throughout the game. The Nighthawk spirit was loud! Cheering was constant from the bench and the stands."



On October 16, varsity tennis played valiantly as they faced off against Packer at the Columbia Athletic Facilities.

"Inspired by an enthusiastic crowd of parents, ProCom, and JV volleyball players, the varsity tennis team won the match 5-0," varsity tennis co-captain Lillian G. '25 said. "It was a great team effort. We had lots of fun—and cupcakes!"

On October 26, community members gathered at Central Park in the afternoon for the long-awaited Students and ProCom Mile Relay Race. In the weeks leading up to homecoming, students found creative ways to ask ProCom to run with them, including making

special signs. With wristlets to identify each team, student athletes and ProCom ran strong. The Yellow Team—Alexa C. '27, Katherine H. '27, Mr. Goede, and Dr. Dakouras—took the lead and won first place.

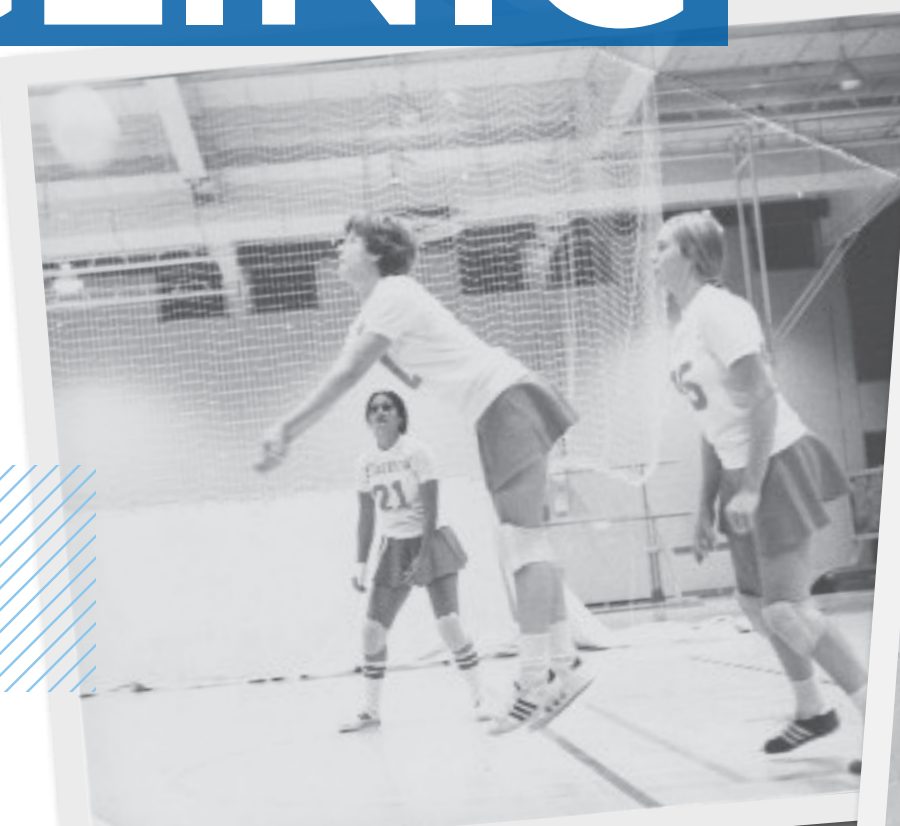
Now in her final year at Nightingale, varsity volleyball player Grace S. '24 shared: "I look forward to returning to Nightingale during Homecoming to cheer on [the varsity volleyball team] and witness their success from the stands. I have complete faith that the team will continue to improve every year and I am excited to watch their accomplishments." •



"The support from the entire community could be seen, felt and heard throughout the building. Athletics really prides itself on being a community-building arena and this was evident in each of our Homecoming events."
—Amanda Cecil, Director of Athletics and Physical Education



FROM THE COURT TO THE CLINIC



Nightingale alumna and former collegiate volleyball athlete Anne Liebling shares what brought her to the court at Cornell University, what it was like to compete at the advent of Title IX, and her impressive career as a rheumatologist.

In Upper School at Nightingale, Anne Liebling '72 was nothing short of busy. While balancing Nightingale's courses, working as a mother's helper and babysitter, and taking piano lessons, Anne dove headfirst into athletics. She was a member of the basketball team, volleyball team, dance team, and also competed in gymnastics and water skiing—in addition to being a regular runner.

"I think that I kind of knew that [participating in sports] was a healthy and social thing to do—and it was a lot of fun," Anne reflected.

During her sophomore year, Anne's chemistry teacher and Former Chair of the Science Department Ms. Hsu shared that a doctor had reached out looking for someone to volunteer in his lab for the summer. Anne applied, interviewed, and got the job, which then connected her with another lab to work at the following summer. There, Anne learned how to count snake chromosomes, prepare slides for the microscope, harvest cells to get their chromosomes, and also began to learn about prenatal diagnostics. The following summer, Anne worked at the Southbury Training School in Connecticut under Dr. W. Roy Breg—a pioneer in genetics research. A competitive water skier during the summer, Anne would ski in the early hours of the morning and then work in the lab during the day.

Following her graduation from Nightingale in 1972, Anne went on to work at Yale University as a cytogenetics technician under Dr. Breg, working with human chromosomes and doing prenatal diagnostic works. That fall, Anne began her undergraduate studies at Cornell University as a genetics major.

Anne went from a class of 28 peers at Nightingale to a class of thousands at Cornell. In an effort to find her niche, as so many do while in college, Anne attended tryouts for the university's women's volleyball team. She made the varsity team, a status which she held throughout her college career at Cornell.

"We didn't have much of anything [at the time]," Anne said. "It was a small team—it was just starting out."

Indicative of this, a coach—who had originally been hired to coach golf—was placed to coach volleyball, Anne reflected.

"Title IX was the big turning point because we didn't have that in the beginning. We used to share our uniforms with the women's basketball team," she explained. "So they would have their games, they would bring it to the laundry, and then we'd get our turn with their uniforms."

Even when they traveled for away games, Anne reflected that the women's volleyball team would sleep on friends' floors, since there wasn't a budget for lodging at the time.

Signed into law by President Richard M. Nixon on June 23, 1972, Title IX of the Civil Rights Act protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Following the legislation, Anne and her teammates began to see change within their sport. They finally received their own uniforms, they stayed at hotels for away games, they received better, healthier food options when traveling for games, and a new professional volleyball coach had been hired from California to coach them.

"There were some men who were very upset with the Title IX thing. Some of the smaller men's sports lost their funding because, in order to give us the funding, they had to cut back on some of their stuff."

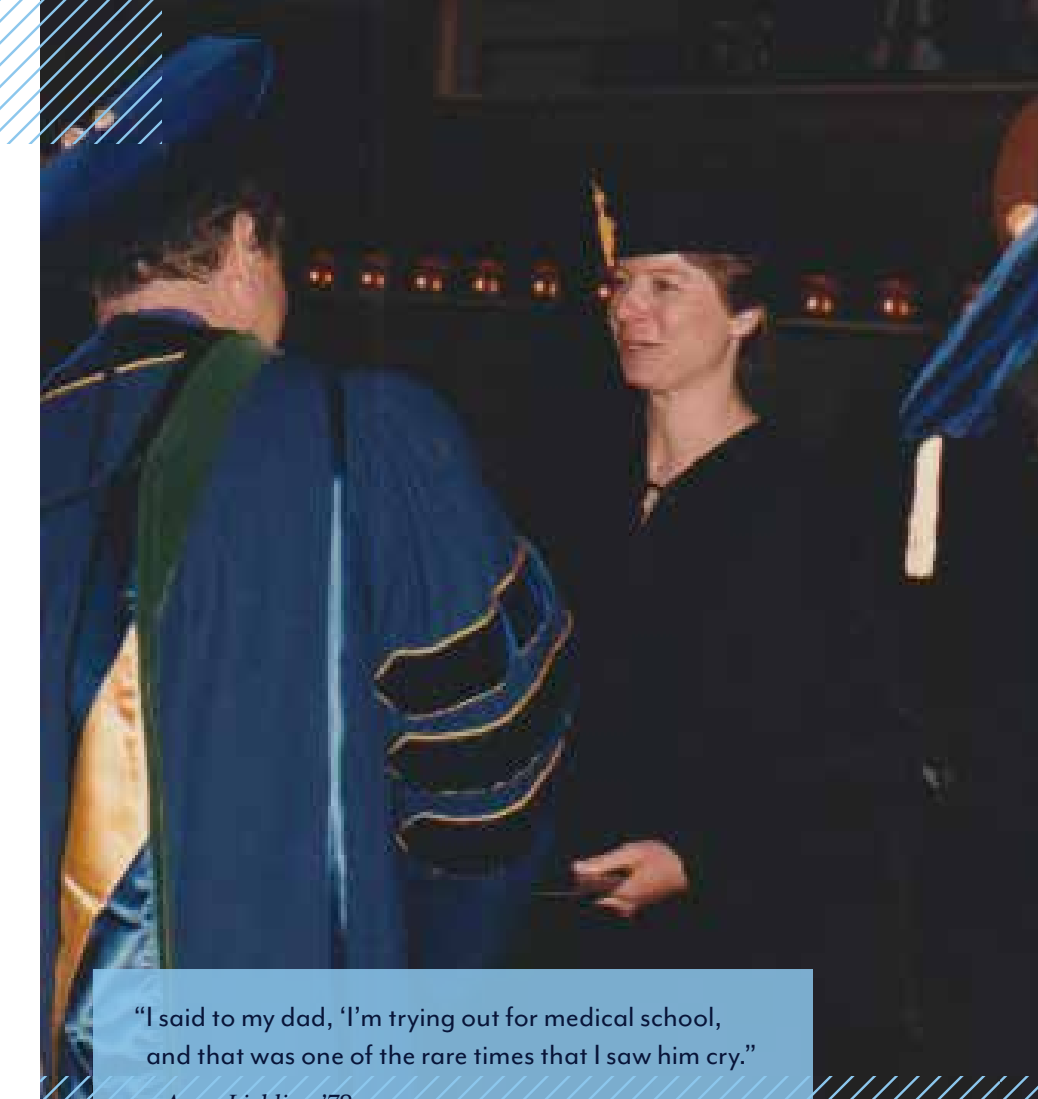
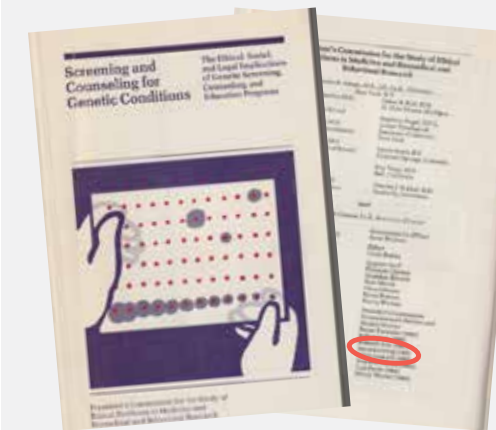
In 2022, Anne and her teammates were invited back to their alma mater for a special luncheon and celebration to honor the first Title IX teams. There, the team was honored and paid a tribute to, as they were the first team to receive equality through Title IX.

"I'm still friends with one of the volleyball players from Cornell," Anne shared. "It was my social group at Cornell too. I guess the camaraderie and the team spirit teaches you a lot of important stuff—and I saw it at the [Nightingale Homecoming] varsity volleyball game in September."

In 1977, Anne graduated from Cornell and moved to Seattle for two years, where she worked in a cytogenetics lab. Once she returned to the east coast, Anne spent two years at Sarah Lawrence in their genetic counseling program, earning her master's in genetic counseling. Halfway through the program, Anne made the decision to pursue medical school—following in her father's footsteps as he had been a general practitioner throughout his career. While preparing for the MCAT, Anne would spend three days a week working 10-hour days as a clinical technician in Dr. Breg's lab, and spend the rest of the week in the MCAT prep course.

"I said to my dad, 'I'm trying out for medical school,'" Anne reflected fondly. "And that was one of the rare times that I saw him cry."

Anne attended SUNY Downstate Medical School after which she became part of a relatively new residency of Combined Internal Medicine/Pediatrics at University of Chicago. She had originally intended to become a general practitioner, but while in residency, became attracted to rheumatology. Soon after, she went into a program of rheumatology for fellowship.



"I said to my dad, 'I'm trying out for medical school, and that was one of the rare times that I saw him cry.'
—Anne Liebling '72



"I'm still friends with one of the volleyball players from Cornell. It was my social group at Cornell too. I guess the camaraderie and the team spirit teaches you a lot of important stuff—and I saw it at the [Nightingale Homecoming] varsity volleyball game in September."
—Anne Liebling '72

"It was perfect because, as a rheumatologist, you have to know something about all the fields," she explained. "So it takes you through all the subspecialties. It was kind of a generalist's subspecialty and that's kind of the way I ended up."

Upon reflecting on the decades spent working as a rheumatologist, Anne is particularly proud of her time participating on the President's Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research while she was working at Sarah Lawrence as a commonwealth fellow. During that time, Anne commuted to Washington, D.C. to work with the commission which studied the ethical, social, and legal implications of genetic counseling.

While Anne is grateful for the robust education afforded to her at Nightingale, she is perhaps most thankful that her time on 92nd Street is where she met her best friend, Emme Deland '72—whom she was first introduced to in first grade and to whom she is still close to this day.

"One of the greatest joys of my life is having—I'm crying now—is having Emme as a friend," Anne said. "I mean, she's been just the most wonderful friend."

Anne and her family moved to Hudson Valley, New York in 2016, and she retired at the end of 2021. While she's no longer serving spikes on the court, Anne has discovered Jazzercise and is enjoying the activity—in addition to a busy schedule of playing bridge, starting a chair caning business, and writing her first book. •

An in-depth look at Nightingale's Upper School neurobiology course with Science Department Chair, Dr. Mary Beth Spina.

Dissecting, Inspecting, and Analyzing in Neurobiology



Tell us about the outline of your neurobiology class.

What topics are covered?

The class is designed as an introduction to neurobiology in which the students learn a little bit about neuroanatomy, neurophysiology, disease states, and neuropharmacology.

How long has neurobiology been taught at Nightingale?

What made you want to create this course?

I created the neurobiology class my first year at Nightingale. This was the first year that we no longer offered AP classes and science teachers were asked to develop one semester specialized, focused classes in an area of their expertise. This would allow students to mix and match within the science disciplines. In other words, a student could take one semester of an Advanced Chemistry class and one semester of an Advanced Biology or Advanced Physics class. I have a PhD in neurobiology from Mount Sinai so this was a great opportunity for me to develop a class around my expertise and passion. Since my focus at Mount Sinai and later at Regeneron (where I did my post-doc), was on neurodegenerative diseases, such as Parkinson's disease, Alzheimer's disease, multiple sclerosis (MS), and amyotrophic lateral sclerosis (ALS), I chose to develop a class on neurobiology and some of its diseases.

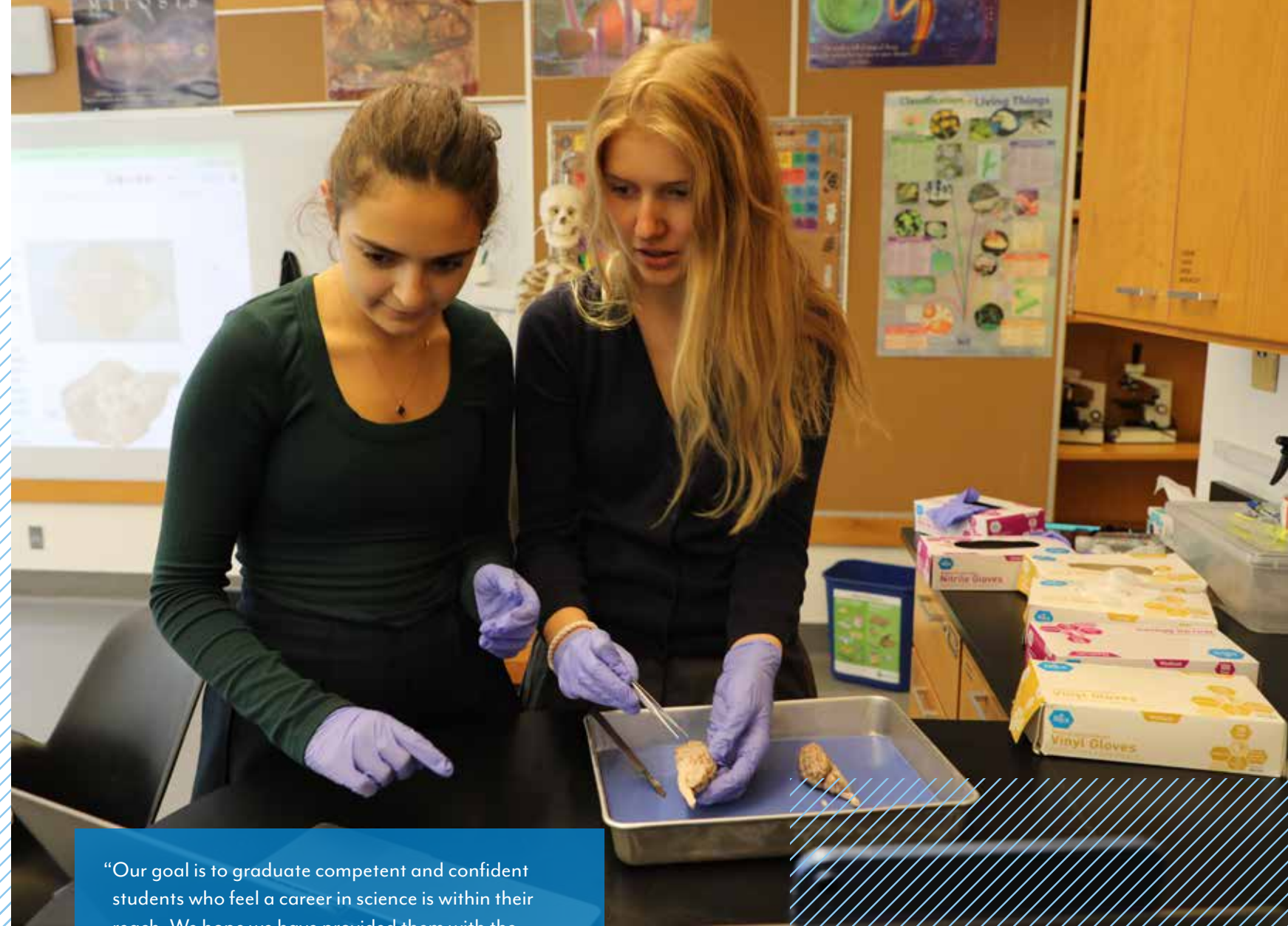
Tell me about the hand-on experiences in this course.

What are they, and why are they incorporated throughout the class?

We spend almost 50% of class time performing lab activities. These include dissection of mammalian brains (pig and sheep), which is always exciting for the students. For the first time ever, this year we are studying chemotaxis in a model organism, called *C. elegans*. We were lucky enough to be able to purchase dissection microscopes which has allowed us to study the behavior of these organisms. Having lab skills will help in any lab-based science course in college as well as any summer internship. Hands-on experiences are a great way to better understand the topics of study and also experience the job of a scientist first hand.

Neurobiology has recently welcomed many guest speakers to the classroom. Why is it valuable for students to hear from experts in the field?

In addition to our class work, it is important for our students to hear from women working in the field of neuroscience. This year, we were lucky enough to hear from both a neurosurgeon (Chief of Neuroscience at UHS in Binghamton Dr. Simone Betchen P'24) and a neurologist (Associate Professor of Neurology and Neuroscience at Mount Sinai Dr. Ana Pereira P'32) who presented about her work on Alzheimer's disease to my neuro class. I think this is a great way for our students to begin to understand the application of what they have learned in class and what a possible career in the field looks like.



“Our goal is to graduate competent and confident students who feel a career in science is within their reach. We hope we have provided them with the background in skills and knowledge to feel well prepared as they enter college and choose their paths.”
—Mary Beth Spina, PhD, Science Department Chair

What are you hoping for students to take away from this course?

In the end, the sole purpose of the class is to expose our students to an area of science that we are not able to cover in other science classes. As with all our advanced classes, we hope to spark an interest in an area of study and perhaps have students continue to study in their college careers.

Has this course inspired students to pursue careers in neuroscience or medicine?

Our goal is to graduate competent and confident students who feel a career in science is within their reach. We hope we have provided them with the background in skills and knowledge to feel well prepared as they enter college and choose their paths. I have had a few students in the past few years who have kept in touch and are thrilled to let me know they are studying neurobiology in college. •



Leading the Pack

How varsity cross country strides to victory



In September, Nightingale's varsity cross country team arrived in Jackson Township, New Jersey for a non-league meet: the Six Flags Invitational. Little did the runners know they were about to be met with one of the most challenging, grueling, and physically demanding environments to race in.

With rain pouring down, winds whipping through the crowd at 20 miles per hour, and mud puddles in the fields up to the students' ankles, the concept of racing that day seemed impossible.

"They were warming up and I said to them that they didn't have to race if they didn't want to since the conditions were so horrible. They ALL said they were already wet, and wanted to do it. I think the weather took the pressure off of them," Varsity Cross Country Coach Hallie Nicoll reflected. "They all raced really well and were grinning ear to ear the whole time—I've never seen them so happy running before. They ran fast too!"

For sophomore runner Ashima B. '26, even though the inclement weather threatened their spirit, the team was able to relax and stay positive, which ended up being just what they needed to finish the competition.

"This was one of the best meets...of the entire season, with many personal bests in the varsity race and the freshmen team winning their race," Ashi explained.

At Nightingale, student athletes are incredibly passionate about their chosen sport. They are constantly focused on improving both

in and out of season, and dedicated to achieving goals established at the beginning of each year while supporting their teammates, Coach Nicoll explained.

"Our cross country runners exemplify all of these qualities. Cross country is a unique sport in that the sport itself attracts athletes who are willing to put in hard work—and know there are no shortcuts. This is one of the reasons why I love cross country so much because the sport itself attracts kids who have inherent drive and dedication. I find you can get so much more out of the athletes who really want to be there and who want to improve. The biggest difference this year with this team is that they not only wanted to improve for themselves, they wanted to do it for each other. They really pushed and encouraged each other as teammates, and this quality is what it truly means to be a Nighthawk athlete," Coach Nicoll said.

Over the course of this past season, our student athletes didn't just run the course; they conquered it. By season's end, every single runner's time had dropped significantly. The team ultimately ended an impressive fall campaign with a second place finish at the Athletic Association of Independent Schools (AAIS) Championships.

Typical of any sport, the season wasn't without its own adversities and opportunities. Our Nighthawks navigated these moments in distinctive ways. Here are three examples of times when members of our cross country team showcased resilience, dedication, and the true spirit of a student-athlete willing to grow from every stride taken on the course.

"We also had some very strong leadership from the seniors this year and they really helped foster team camaraderie and excitement around both practices and races. Cross country is such a hard sport—the training is hard, and the races are long and it can feel daunting. But building that team spirit and excitement around running really helped everyone on the team."

—Hallie Nicoll, Cross Country Coach

SPRINTING TOWARD SUCCESS

A lifelong soccer player and second year varsity track team runner, this season marked Ashi's first year on the varsity cross country team—and an impressive one, at that. Over the course of the fall season, Ashi quickly emerged as one of the most talented runners on the team.

"I played soccer almost my entire life, but only got into running over COVID when I would go for runs with my dad," Ashi explained.

This year, Nightingale's varsity cross country team placed sixth as a team at the New York State Association of Independent Schools (NYS AIS) Championships with Ashi—the team's top runner—placing fifth individually, making her a top female runner in the league. With this placing, Ashi earned a spot to compete at New York State Federations. Ashi had also come in third place at the Athletic Association of Independent Schools (AAIS) Championships.

"She just absolutely loves running, and works so hard," Coach Nicoll reflected. "I'm just so happy for her to have such a great first cross country season. She is also my first runner ever to qualify for Federations in cross country since I've been at Nightingale."

When reflecting upon the season, Ashi shared that she was most proud of her team.

"There is a lot of joy on our team, especially across grades. We are all always very supportive of each other, and we are good at finding the fun and humor in hard workouts and stressful competitions."



"My teammates have become some of my closest friends at Nightingale...My hope for the team next season is to win the AAIS championship—which we lost only by one point this year."

—Ashi B. '26



LEADING FROM THE SIDELINES

It was Lexie B. '24's fourth and final year on the Nightingale varsity cross country team. Halfway through the season, the senior varsity cross country co-captain sustained a stress fracture—an injury that forced her to be out for the remainder of the season. However, Lexie leaned into her leadership role on the sidelines and became a voice of victory for her team.

"Once I had to step out, everybody else had to step up and it was incredible to see them rise to the occasion. And when the team is doing well, you want to keep coming to support. As a runner, I knew the little things that the team needed support in," Lexie explained. "I knew where to stand in the woods where the race would be the hardest, and I knew who would benefit from knowing their position, and who would just want to hear that I was rooting for them. I think I brought that connection with the team that just any old cheerleader couldn't."

Coach Nicoll reflected: "[We] really relied on her talent as a runner but also her leadership and experience...at our first meet with Lexie on the sidelines, we placed second—this gave the team a huge confidence boost! We continued to place second in our league meets for the rest of the season, even by very slim margins sometimes, but this made all of us believe that we really had a shot at championships."

"Coming together as a team and seeing everyone do well, even if it was from the sidelines, was incredibly exciting," Lexie said.

Having never been sidelined with an injury before, Lexie found alternative ways to continue training and strength work on her own.

"I'm gradually working back into it so I don't reinjure myself," Lexie said. "[I'm proud of] continuing to try and stay in shape even if it meant that I couldn't be there right next to the team."



"Everyone has to be in on something for it to succeed. I've always loved running for Nightingale, I've always wanted to see the team do well...and once the goal became collective, I think that's when we really started seeing success."

—Lexie B. '24

EXPLORING NEW OPPORTUNITIES

At the beginning of her junior year, Olivia Y. '24 wasn't planning on running cross country, let alone running at all. When contemplating which sports to pursue, she had originally considered cross country as an absolute "no."

"Before Nightingale, running was something that had never even crossed my mind, but upon being cut from volleyball in Class XI, I decided to give it a shot," Olivia explained.

It was after her first race when Olivia began to enjoy the sport. "The adrenaline, joy, and camaraderie felt after completing each race is unmatched by any sport I have played, and it motivates me to run faster and work harder," she explained.

While only in her second year running cross country, Olivia vastly improved her 5k time from the season prior and even secured a spot as a top-five runner on the team. Throughout her two seasons, Olivia also quickly stepped up to be an leader on the team, and was elected co-captain for her senior season along with Lexie B.

"Olivia is fantastic; she has the most positive attitude. When I was injured, she stepped up in that role. She would pace some of the younger

kids on the team. She would help lead the warm-ups when I would go walking into the woods to cheer for them [on the path]," Lexie B. said. "Even on an individual level, she had such an amazing season."

Olivia is an example of what it means to be a Nightingale athlete: taking advantage of the opportunities in the athletics program to try out a new sport. While she originally didn't have a passion for running, being part of the team has become a core part of her Nightingale experience. "In essence, being part of cross country at Nightingale has woven an integral thread into the fabric of my Upper School life: creating lasting memories, friendships, and a profound sense of belonging," she said.

Olivia continued: "I've learned that I can do hard things—things I never thought I'd find myself doing...I've learned that it's never too late to try something new, and I've also learned that our minds and bodies are capable of so much more than we think." •

"I attribute my growth as a cross country runner to my coaches and teammates because without them, I wouldn't have even known where to begin. Despite running being a solo endeavor, cross country is truly a team sport, and this spirit of lifting others up to help us do better collectively was essential to the big wins we achieved this season."

—Olivia Y. '24



BREAKING BARRIERS ON BROADWAY



The Unique Journey of Alexandra Shiva '90's *How to Dance in Ohio*

When *How to Dance in Ohio* opened at the Belasco Theater in December, Broadway experienced a milestone moment. The new musical, written by Jacob Yandura and Rebekah Greer Melocik, tells the story of a group of young adults preparing to attend their spring formal—a familiar rite of passage likely experienced by many in the audience.

In this instance though, the young adults taking center stage are all autistic, and for the first time ever in a Broadway production, the actors portraying these characters (and all understudies) are also autistic. In addition, there is a “Sensory Space” in the theater filled with stimulation toys and a “Sensory Nook Pod” for those audience members who may want to take a pause from the show. Onstage and off, *How to Dance in Ohio* is taking monumental strides when it comes to visibility and inclusivity on Broadway.

But how did this neurodivergent revolution arrive on the Great White Way? In a world where musicals can be about anything from a murderous, revenge-fueled barber to Alexander Hamilton rapping about the founding of the United States, how did Yandura and Melocik come up with the idea for this particular story?

A debt of gratitude is owed to filmmaker and Nightingale alumna, Alexandra Shiva '90, whose Peabody award-winning documentary of the same name premiered in 2015.

Alexandra arrived at Nightingale in Class IX and immediately discovered a love of photography. Bonding with her photography teacher early on, she spent a lot of time in the darkroom and utilized various rooms throughout the Schoolhouse as her studios. And though she wouldn't exactly describe herself as a rebel, she remembers pushing against some of the boundaries that were put in place for her at Nightingale. In hindsight, she's grateful for the supportive and structured learning environment because it was within that, that she discovered her artistic inclination. “At the time, if I didn't have the containment, I would have been all over the place. I had a lot going on, a lot to say, a lot of thoughts, and a lot of creativity. But I needed the basics. The foundation. Nightingale gave me that foundation,” Alexandra reflected.

Following Nightingale, Alexandra went to Vassar, but not before taking a gap year to work as an intern at *Ms.* magazine. She felt called to take a moment between high school and college to center herself, and seeking that structure allowed her to once again expand in her creativity, which she said ultimately led to the becoming of herself in college.

At Vassar she found herself drawn to art history, psychology, and of course, photography—all of which would prove to be the backbone of her filmmaking career. She recalled taking a class called *Constructions of Reality* during her sophomore year with Gregory Crewdson,

an American photographer and visiting professor from Yale. It was in this year-long course that Alexandra dove into mixed media for the first time—taking photographs and interviewing her subjects. In this instance, her focus was hair and how people chose to wear it. “That was the beginning for me—exploring identity—which has been a huge theme in my work. Capturing a visual representation, while trying to understand where people place themselves in the world, how they understand themselves, how they feel about themselves.”

Upon her graduation from Vassar, Alexandra was leaning towards becoming a psychologist, and she took a job at the Gay Men's Health Crisis while she considered the possibility of graduate school. It was during that time that she attended a friend's wedding in India that would forever change the course of her life.

In college, Alexandra had studied Indian hijras, which roughly translates to eunuchs in Urdu. Present in Hindu mythology, today's hijras include transgender and intersex people, and exist as their own subculture within the LGBTQIA+ community in India. Many work as sex workers, reporting to a guru, who oversees a close-knit community of hijras who have otherwise been cast out from their families. Many hijras consider themselves to be a third gender—neither male or female—and Indian society recognizes them as such. In 2014, the Supreme Court of India declared transgender an official third gender, eligible for government benefits.

After spending time in India for her friend's wedding, Alexandra was determined to return and create a photo essay on the hijra communities. But once she was there and started working, she realized very quickly that photography was not the correct medium to tell this story—it was film. “The subjects needed to move and they needed to speak. The representation of people being able to express themselves and what their experience was in the world was going to be much more meaningful on film,” she said.

Fortunately, Alexandra had met a social worker who was working with a group of hijras and was granted unprecedented access to tell their story. She hired an Indian camera crew and together, with fellow directors Sean MacDonald and Michelle Gucovsky, they filmed what would ultimately become her first documentary, *Bombay Eunuch*, released in 2001. Editing the film took 16 months and Alexandra was especially meticulous about making sure that the translations in the subtitles were as accurate as possible, working with multiple Indian language experts, in order to tell the truest possible story.

Her second film, *Stagedoor*, explores the world of theatre camp in the Catskills, inspired by her husband's experience attending the well-known summer camp, *Stagedoor Manor*. She was fascinated by the idea that the campers, all completely dedicated to the arts, spent an entire year counting down the days until they could return to Loch Sheldrake, NY. And that when they arrived, they knew they were home, finally surrounded by people who understood them and what lit them up inside. At first glance, it would appear to be the total opposite of *Bombay Eunuch*, and yet, both pieces explore identity and one's place

in the world. Two topics that would prove to be essential in the storytelling of her next piece: *How to Dance in Ohio*.

After taking some time off to start a family, Alexandra knew she wanted her next project to focus on autism, after bearing witness to the experiences of close family friends whose daughter, Lucy, now 25 years old, is nonverbal and high-needs. “[Her parents] kept saying, ‘there's so many documentaries about little kids [with autism] or conversations about little kids [with autism]. No one talks about what happens when these kids grow up.’”

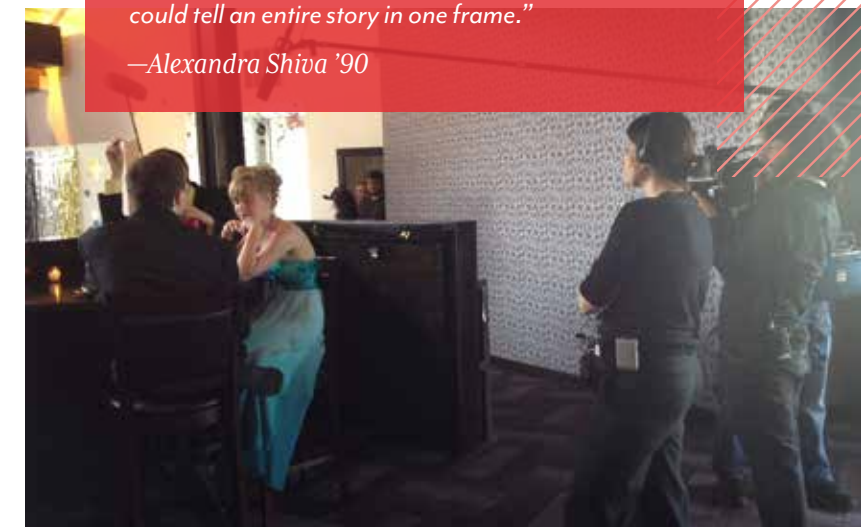
Alexandra began the project and started filming Lucy, but it soon became apparent that because she was nonverbal, she would not be able to tell her own story. Instead it would be told by her parents, doctors, and educators, which was not the road that Alexandra wanted to travel down with this subject matter.

But something in the universe kept pushing this project forward. While attending a conference, Alexandra had a chance meeting with an older autistic woman who insisted that she meet her psychologist, Dr. Emilio Amigo, founder and director of Amigo Family Counseling in Columbus, Ohio. Dr. Amigo's specialization? Working with individuals living with Autism Spectrum Disorders. And his focus with his clients that spring? Preparing them to attend their first formal dance.

“The structure was so clear. Yes, this very engaging doctor was teaching people—not just how to dance—but asking ‘Why dance?’ ‘Why connect?’ And I think there was a part of me that had wanted that manual as a kid. For how to live your life. And to have it broken down in that way around a dance, to see how everybody has those struggles and those fears, but these individuals were experiencing it at a higher volume.”

“I've always been a very visual person. I was very drawn to the way you could tell a story in a photograph. You didn't need words, you could capture an image and it could tell an entire story in one frame.”

—Alexandra Shiva '90



Prior to filming, Dr. Amigo held a town hall with all of his clients and their parents which allowed them to ask Alexandra and her crew questions to ensure that everyone felt comfortable with the filming process. In the beginning, Alexandra also met with four to five clients at a time and they had the opportunity to once again ask questions and become familiar with the camera and film equipment.

Filming took place over the course of three months and captured powerful insights into the lives of these individuals (and their families) as they prepared to attend the spring formal dance—learning to build connections with one another, processing feedback, and celebrating personal wins in group counseling sessions and in their everyday lives. While the film does include a range of clients, and Dr. Amigo himself, the stories of Jessica, Marideth, and Caroline (ages 16, 19, and 22 at the time of filming) are featured in greater depth. Standout scenes from the film depict Jessica and Caroline trying on dresses for the dance, as their mothers beam with pride in the background, and Marideth accepting her friend Drew’s invitation to attend the dance together.

Initially, Alexandra had wanted to focus on a larger group of people. “The thing that got tricky in the edit, and this is what’s so different with a documentary than with a musical or any narrative work of art, is that you’re limited by what your best footage is. You might want to tell a story about everyone, but our best and clearest story was the coming of age story for three young women.” It was also important to Alexandra to feature autistic women—their stories are told less often, mostly due in part to fewer girls receiving the diagnosis than boys.

But then how does a documentary from 2015 ultimately find its way to Broadway in a new musical adaptation in 2023?

For the composer, Jacob Yandura, inspiration struck immediately. An Ohio native himself, he was scanning through documentaries on HBO one night, when *How to Dance in Ohio* caught his eye. “Within the first five minutes of watching the documentary, it sang to me. The themes of how to communicate with others, how to be independent, and the struggles that come with them, are highly emotional and universal. There was an inherent metaphor in the source material, which is why I loved the title, *How to Dance in Ohio*, it was a metaphor for life. I also love musicals that center around a community, which the documentary did, and I knew it was ripe to adapt into a larger ensemble piece,” he shared.

Initially Alexandra was surprised at the request to option the stage rights, as the music in the film had been one of the hardest pieces to nail down. But after meeting with the two young writers and seeing their passion, she encouraged them to move forward with writing a few songs to see how the film could exist as a musical. Yandura and Melocik got to work.

Fast forward four months and the new musical review *Prince of Broadway*, showcasing the illustrious career of Hal Prince, opened on Broadway—directed by Prince himself. As theatre lore tells it, the morning after every opening, Prince would call a meeting with his staff and creatives to begin working on his next show.



Alexandra and her husband Jonathan Marc Sherman in December 2023 at the opening of the musical, *How to Dance in Ohio*.

On this particular morning, Prince made it clear that he wanted his next show to focus on autism—inspired by his granddaughter Lucy. Coincidentally, the same Lucy who was the initial subject of Alexandra’s first attempt at a documentary about autistic young adults. The producer Ben Holtzman, who worked for Prince at the time and had previously collaborated with Yandura and Melocik on another show of theirs, was present in that meeting and pitched him on the idea of *How to Dance in Ohio*, which he knew was in early drafts as a musical.

After a meeting with Yandura and Melocik, Prince called Alexandra and declared that he wanted *How to Dance in Ohio* to be his next musical. Of course, she was 100 percent on board, giving her blessing to this full circle moment. Prince worked on the musical for two years, right up until his death in 2019, at which point Sammi Cannold took the reins. After an out-of-town tryout at Syracuse Stage in 2022, *How to Dance in Ohio* opened on Broadway in December of 2023.

When asked how it feels to know that it’s because of her film that this new piece of groundbreaking art exists, Alexandra almost doesn’t have the words. She does chuckle and notes that she refers to it as her “musical grandchild” sharing, “I come when I’m asked, I don’t interfere, and I love them and support this process without being too overly involved.” But when she really thinks about it, she’s bowled over with how meaningful it is and how it’s really a testament to the story of the real-life subjects who were so giving and open with their lives.

And how about watching the real-life stars of the film come out on stage to take a bow with their musical counterpart on opening night? “It was extraordinary, moving, and absolutely stunning.”

She recalls recently texting with the mother of real-life Caroline and her expression of gratitude for giving her daughter all of these experiences.

“And I said, ‘Please, thank you for trusting me.’ It is such a big deal to trust a documentary crew with your story. It is so exposing, so scary, and potentially dangerous. To have your kids trust these people they don’t know to synthesize and distill what happened in their lives in a way that you hope is respectful, hope has integrity, and hope that when they watch it they can really feel like ‘this is me.’”

It’s also important to note that the musical is not a word for word retelling of the documentary. Yandura explained, “Documentaries and musicals are very different mediums; therefore, the stories are told differently. Our task was to take the themes of the source material and make our own thing, essentially an original musical infused with dramatic action, plot, and stakes. Alexandra was very supportive of that, and she gave us the space and freedom to explore.” In this way, some parts of the musical are completely true, some are expansions of the original documentary or outtakes of original footage, and some are taken from Yandura and Melocik’s own visits to Amigo Family Counseling.

At the end of the day, both the documentary and the musical are about connection and inclusivity. “We made a very deliberate decision to edit towards connection and what makes us similar instead of what makes us different,” Alexandra said.

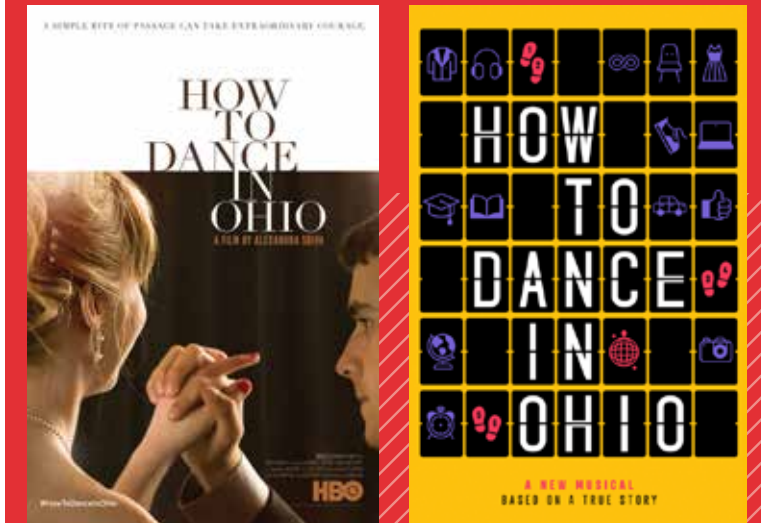
Yandura added, “I hope audiences leave having learned something new about the autism community or themselves, and continue to ask questions, stay curious, and above all else, lead with kindness.”

Following *How to Dance in Ohio*, she released two more feature length documentaries titled *This is Home* and *Each and Every Day*. The former follows the lives of four Syrian refugee families as they adjust to life in America and the latter showcases the stories of young adults who have attempted suicide or experienced suicidal ideation and how they have persevered through those struggles.

This spring, continuing to tap into her interest in psychology, Alexandra will release a new documentary focusing on the mental health of young adults ages 18–25. She has also been working on a documentary about her mother, who died when Alexandra was just 10 years old. “The film explores grief, loss, and the changing vantage point of time. Someone recently watched it and said to me that I’m actually going on a journey with her and we’re meeting in the film. And that’s what I needed to get to know her.”

Tracing her life from 92nd Street to now, Alexandra’s interests and experiences have come together to form a career that almost feels like destiny. Recalling Upper School, she notes, “Nightingale allowed me to get out of my own way at a time when I was very *much* in my own way.” Learning how to chart her own path and trust her instincts has proven to be essential for her as a storyteller then. Her dedication to capturing truth with integrity and heart will no doubt continue to break barriers in ways both big and small. •

How to Dance in Ohio, the documentary, is available to watch on multiple streaming platforms. How to Dance in Ohio, the musical, is currently running at the Belasco Theatre on West 44th Street.



“Alexandra encouraged us to make the musical our own, while ensuring the compassion and ethos of her documentary was maintained by attending every developmental reading, workshop, and performance. Each step of the way, Alexandra assured us that we were on the right track. Her generosity throughout the process—sending additional documentary footage and offering her creative feedback—left such an impression on me. That’s the kind of artist I want to be. The care and curiosity in Alexandra’s approach to the documentary is what compelled us to adapt it in the first place, and she approaches all her work and relationships that way. Her focus on the community and their connections (rather than a more clinical look at autism) made the stories of these Ohioans funny, beautiful, and so relatable. We are so grateful for Alexandra’s artistic vision, and her willingness to take a chance on two young(ish) writers.”

—Rebekah Greer Melocik, Bookwriter and Lyricist,
How to Dance in Ohio

How can **your story** shape our tomorrow?

Planned gifts are integral to the growth of our endowment and can be realized in a variety of ways that are beneficial to you, your family, and Nightingale.

We are grateful to those who have joined The Luscinia Society by including Nightingale in their estate plans to help secure the future of our beloved school for generations to come. If you are interested in designating a planned gift please provide Nightingale's tax ID number: 13-1106710 to your financial advisor.

Join the **Luscinia Society** today!

For more information, contact Brigid Berger at bberger@nightingale.org or 212-933-6774.

Voices

Betsy Carroll '07

"Let's ask Siri the answer!" Mason,* my favorite new math tutoring client asked me for the fourth time in the last twenty-two minutes. Mason is a young-Sheldon-meets-Elon: a 10-year-old who is obsessed with artificial intelligence (A.I.), and thinks he just might be one of the best mathematical minds despite never once getting an answer fully right on his Math ISEE practice exams (nevertheless, I agree with him).

I asked him to stop asking and then told him I never use the A.I. companion that travels in millions, if not billions, of pockets around the world. He questioned why—knowing that I'm also an A.I. engineer—and asked if we were in control of them. It wasn't the right time to dive into the topic, so we turned back to the simpler, more quickly solvable problems at hand: his math work.

After Nightingale, I studied architecture and mathematics at Columbia and as a post-grad I wasn't sure what to do with myself. I was still in touch with former Chair of the Math Department Ms. Sand, and she kindly set me up with some work while I figured it out: tutoring a Nightingale Class III student with the option to substitute teach mathematics if the need came up. A few months later, I began at an ad tech startup as a business analyst, and would (secretly) occasionally call in sick so I could substitute teach math. I continued to tutor on the side and, in fact, enjoyed the role so much that I kept tutoring that same student for the rest of her time at Nightingale, and picked up a few more students here and there.

While working at the ad tech company—and moonlighting as a tutor—I caught the coding bug. I began to teach myself before taking some classes and then went to a coding bootcamp. Soon after, I eagerly transitioned to being a quality assurance engineer, and then to a software engineer, at the same company.

Learning to code was such a wonderful adventure that I was inspired to try my hand at another scary pipe dream of mine:



stand-up comedy. I fell in love with it immediately. (I perform regularly around the city and have made a happy niche for myself in the scene. You can catch me at The Stand, Black Cat Comedy, and Aggressively Chill!) I am so happy I found this beautiful community and creative outlet that adds so much meaning to my life.

It was during those exciting, early days of both coding and stand up that I was so grateful for my Nightingale foundation. Breaking into both worlds—software and comedy—required me to channel the grit and the feminist strength that Nightingale instilled in me.

Nightingale allowed me to see myself as a STEM thinker without the discouraging bias and stereotype threat that pervades the co-ed world. Beyond that, I now see how being a "funny one" at Nightingale, in the safety of my coven of female classmates, was also crucial for me. Due to my ADHD and other learning difficulties, I struggled in Lower and Middle School. Being a "weirdo" to make my friends laugh (sometimes during



class...so sorry to all my teachers!) gave me confidence in myself as a creative thinker, with contributions that people value at a point where I was still not always sure I had anything to offer. Given the sadly pervasive stereotype that "girls aren't funny," I really wonder if I would have become the silly, outspoken jokester I am if I had been around boys in school. I'm guessing that, if I went to a co-ed school, some boy might have taken the role of funny-silly-hyper-freak from me. Basically, I doubt I would have the rewarding outlet in my life that is my stand up comedy career, nor my STEM career, if it were not for the Nightingale girl values in my core.

A few years into being a professional coder, I decided to go back to Columbia to study machine learning (a branch of computer science; machine learning is basically the math powering artificial intelligence agents). After completing my master's of



science in 2018, I began working as a software engineer at a well-known online job placement platform. About a year and a half in, however, I felt ethically compelled to try to transition into being a machine learning engineer there instead.

To put it super simply, the way A.I. models work is by using past data to make future decisions. In the case of hiring, that means using the pool of—for instance—past software engineers, to train a model that would then decide if future candidates should get the opportunity to get a job (the algorithm is looking at how similar you are to existing software engineers, not just in terms of fitting the job requirements, but also in superficial, incidental ways as well). At best, machine learning (ML) models replicate flawed human decision making patterns of the past, because all the historical discrimination and outright injustice of the real world is automatically embedded in the training data, and, at worst, they exacerbate them. As the social justice conversation and movement was picking up in 2020, I realized that I wanted to be involved in making sure that ML/A.I. is being used to improve our lives and make the world better, without causing unnoticed damage behind the scenes. Fortunately, my effort to transition to the ML team went well, and I led the effort to implement both monitoring and mitigation strategies for the inevitable bias baked into our existing models.

I worked hard to make sure that our models would not end up causing harm, and was so proud to do something so important, but still I had a pit in my stomach that made me

wonder if I wanted to continue working as an ML engineer. The pit soon devolved into a feeling of “blaaah,” malaise, and lack of motivation at the thought of working on any A.I. project whatsoever, even super fun, interesting and/or benevolent ones. Maybe—I reasoned—the A.I. model that is my subconscious mind had calculated that, even though there are many good applications of A.I., it is still on track to be a net negative. And maybe, even contributing on the “good” fronts is giving me the ick because the big picture is just not looking right to the neural net that lives in my cranium. Working in/around it was just triggering, and my best bet was to just try to ignore it for my own mental health. So, I decided I needed to take a break from coding and A.I. altogether, and that it was time for a new adventure.

I turned to my own former tutor and forever friend Chevelle Dixon '03 for advice and she recommended that I read Paulo Coelho's *The Alchemist*, which helped me start my introspective journey. When I realized I definitely wanted to make a career change, I sent out a group text to my whole Nightingale '07 class to explain my circumstances, gather their opinions, and inquire for advice on starting a potential private STEM tutoring business. The responses of support I got have helped me immensely—both spiritually and logistically. Several friends helped me get a foot in the door with actual tutoring referrals (Nikki Schloss and Julissa De La Cruz introduced me to people in their close circles who have tutoring businesses themselves), and everyone gave me confidence that my intuition is leading me

on the right track. My Nightingale sisters remember the little child version of me, the one who struggled with learning, and all assured me that I was the perfect person to help other struggling kids.

Nowadays, with a little distance from working in A.I. proper, I no longer feel like the future is all bleak. There is so much wonderful potential for applications in everything from medicine to fighting climate change, so I wonder why I felt so anxious about continuing to work in it at one point. Maybe I was just burnt out on ML engineering because of the loneliness of the engineer lifestyle, especially post-pandemic (I probably should have gotten the hint that I need more human connection in my life from the fact that I have needed to tutor AND do stand up comedy on the side all this time). Or maybe I am just projecting this philosophical repulsion onto a natural inclination for novelty that my ADHD lends me. To quote one of my favorite memes, “What if my ADHD is a defense mechanism to protect me from things that are boring?”

All that said, I have a feeling I may one day get over this “A.I. ick”. In fact, lately I have been considering launching my own A.I. product, toying with application ideas in the field of self-directed learning. But for now, pursuing my private STEM tutoring business has felt so right, and it's my Nightingale values and community that empowered me to even consider charting this new path. I am so energized by the rewarding feeling I have while helping these kids—not just because of the powerful, in-the-moment feedback of watching a kid unlock their potential as I demystify math for them, but also because I have no question that I am doing something positive for the future generation. Kids like Mason are smart, driven, bullish about and determined to make it in A.I. and furthermore, privileged. I am glad that I am able to encounter him at this point and influence him. So, I will tell him what I really think about A.I., and whether or not we are in full control of it, when the time is right—possibly this summer, when he does my “A.I. Ethics and Applications” summer boot camp program. •

**Name has been replaced for privacy purposes.*

Head of School

Paul A. Burke

Board of Trustees

Kathleen McCarthy Baldwin P'31 P'33,
President

Robert Azeke P'29, *Vice President*

Jiyeun Lee P'19 P'21 P'23,
Vice President

Ariel Chaus P'30 P'32, *Treasurer*

Ken Natori P'30, *Secretary*

Paul A. Burke P'27, *Head of School*

Philip Berlinski P'24 P'31

Terri Davis-Merchant '95, *ex officio*

Shoshanna Gruss '93 P'23 P'31

Maleha Haroon P'22 P'24 P'28,

Parents Association President, ex officio

Francesca Harper Cohen '87 P'29

Julia Heaton

Robert Kinderman III P'28 P'30

Alain Massena P'31 P'33 P'33

Celene Menschel '00

Raffiq Nathoo P'19

Sallie R. Permar, MD, PhD P'29

Julienne Silverman P'29 P'30

Roald Smeets P'16 P'20 P'27

Randy Takian P'27 P'29 P'31

Honorary Board Members

Rebecca Grunwald P'19

Nina Joukowsky '79 P'09

Grant F. Winthrop P'97 P'00 P'04

Parents Association Officers

Maleha Haroon P'22 P'24 P'28, *President*

Kathryn Bhirud P'33, *Vice President*

Tammi Brodsky P25, *Treasurer*

Naomi Randolph P'27, *Vice President*

of Community and Belonging

Head of School Emerita

Dorothy A. Hutcheson P'11

Alumnae Board

Terri Davis-Merchant '95, *President*

Anna Spanfeller '08, *Vice President*

Franklyn A. M. E. Arthur '87, *Secretary*

Jessica Taylor Allen-Arney '05

Stacy Calder Clapp '91

Karen Pantzer Gelder '93

Adrianne Glascock '10

Jessie Page Greenberg '03

Fraser Ross Maloney '98

Christina Bott Murphy '09

Lizzie Olesker '06

Pamela Friedland Rabinovici '91

Naomi White Randolph '93

Jane Simmons Bullock '97

Charlene Thomas '07

Ali Jones Thorne '04

Alexis Versandi-Isaacs '01

Lynman Woo '05

Young Alumnae Committee Leadership

Caroline Langan '14 YAC, *Co-President*

Melissa Gaglia '16 YAC, *Co-President*

Isabelle Wood '18 YAC, *Vice President*

Office of Institutional Advancement

Elizabeth Oswald,

Director of Institutional Advancement

Brigid Berger, *Campaign & Stewardship Director*

Emily Bronstein, *Director of Alumnae Relations*

Ava Easterwood, *Advancement Associate*

Rene Mitchell, *Director of Annual & Leadership Giving*

Megan Sanderville, *Annual Giving Manager*

Office of Communications

Thomas A. Hein, *Director of Communications*

Emily Peters, *Associate Director of Communications*

Emily Effren, *Communications Associate*

Nightingale

20 East 92nd Street
New York, NY 10128

