

The Blue Doors



The Blue Doors

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Cover

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At Nightingale, the goal is always the same: to become more true—to ourselves, to our mission, and to the particular power and responsibility of being a girls' school.

In moments of stability, that means asking hard questions. Are we serving every student fully? Are there dimensions of her intellect, confidence, leadership, or sense of self that remain underdeveloped? Are our teachers, parents, and alumnae deeply connected to the life and purpose of the school?

In moments of rapid change, the questions become even more important. What should we preserve? What should we strengthen? And how might changes beyond our walls help us live our mission more fully?

These questions have shaped much of our thinking this year, including our plans for a transformative new athletics facility—the second building in Nightingale's history and a project that will shape the experience of generations of students to come.

Its significance is not measured in square footage, but in what it makes possible.

At Nightingale, we have become increasingly clear about two things athletics contribute to a girl's education.

First, athletics help us raise healthy young women. Research consistently demonstrates the connection between physical activity and mental well-being. Physically active girls are significantly less likely to experience anxiety and depression. At a time when schools everywhere are thinking deeply about student wellness, this matters.

Second, athletics help us develop leaders. An Ernst & Young study found that 94 percent of women in C-suite leadership positions participated in sports during their middle and high school years. When former athletes are asked what they gained most from their experience, the most common answer is learning how to be part of a team.

Neither outcome is accidental.

Athletics asks young women to persevere through setbacks, communicate under pressure, support teammates, and contribute to collective success. They learn confidence not simply as a feeling, but as a practice.

In a girls' school, these lessons carry particular power. Athletics become one more place where young women learn to lead visibly, test themselves publicly, take up space confidently, and discover strengths they may not yet know they possess.

The facility will create more opportunities for this kind of growth. It will also create a place where students across divisions come together repeatedly—to compete, gather, study, celebrate, and support one another. Community is not built through aspiration alone. It is built through shared experience, repeated over time.

As I have reflected on these aspirations for our students, I have found myself thinking about another topic that has occupied much of the national conversation: artificial intelligence.

At first glance, AI and athletics seem to have little in common. Yet both raise the same fundamental question: What capacities will matter most in the lives our students are preparing to lead?

There is little debate about whether AI will shape the future. It already is. Its influence will be felt across every profession, every institution, and every classroom. The more important question for schools is how to respond.

At Nightingale, our response begins with clarity about what education is for.

Schools do more than transmit knowledge. Girls' schools, in particular, are charged with something larger. We are not simply preparing students to succeed within the world as it exists; we are helping young women develop the confidence, judgment, voice, and agency to shape the world as it should be.

AI may transform how students access information, receive feedback, and explore ideas. But as technology grows more powerful, the qualities that matter most remain deeply human: health, resilience, judgment, teamwork, confidence, leadership, and agency.

For more than a century, Nightingale has accumulated deep knowledge about how girls grow, struggle, connect, and learn. This moment asks us not to retreat from that knowledge, but to lean into it with confidence and care.

The question before us is not whether change will come. It is how we will meet it.

How do we embrace new tools and new spaces while preserving what is most essential about a relationship-based education that inspires girls to go beyond barriers?

How do we ensure that broader change helps us become not less human, but more human?

At Nightingale, I believe that is the work before us.

And I believe it is the work we will do best together.


Paul A. Burke,
Head of School

LEARNING FROM THE GROUND UP

**A Middle School minimester
turns Nightingale's
construction site into a
real-world classroom.**

What does it take to turn an idea into a building? For 14 students in Classes VII and VIII, this year's Building Empowerment minimester offered a chance to explore that question through one of Nightingale's most exciting real-world projects: the new athletics facility.

Organized by Chief Administrative Officer Eizelle Taino P'23 P'26 P'28 P'29 and Chief Financial Officer Genevieve Madigan, the three-day course introduced students to the world of architecture, engineering, design, and construction. Using the future athletics facility as inspiration, students learned how a major building project moves from early vision to finished space, while meeting some of the professionals helping bring the project to life.

The course began at the 92nd Street Schoolhouse, where students explored how designers generate ideas and how buildings and neighborhoods can





reflect a sense of community. From there, they traveled to the 108th Street project site and visited an active construction site at the Apollo Theater, gaining a firsthand view of the coordination, planning, and problem-solving required to bring a building to life. The minimester concluded at the SoHo offices of STUDIOS Architecture, the firm designing Nightingale's facility, where students continued developing their own ideas and saw how early design sketches evolve into real places.

"Using our athletics facility as inspiration, students discovered how architects ask questions, solve problems, and think deeply about community," said Ms. Taino. "It was a wonderful opportunity for them to see that design is not only about buildings, but about the people who will use them."

For students, the experience revealed just how much work happens behind the scenes before a space is complete.

"Construction is not just the final physical buildings we see in the city...[we] learned more about the different pipes inside the walls and how many parts are hidden from view. We learned about how architects and engineers use many 3D models and websites to see how the different pipes, construction, and design pieces work together. After visiting the



new construction site, I gained knowledge on what goes on behind the scenes and how long and strenuous the process for building is! I loved being able to see what was going on in my school and the blueprints and models. We were also able to see a rendering of what the building will look like when it's done. I'm so excited for this new athletics building and I hope that students next year will also be able to participate in this minimester when the project is farther along," said Siobhan Y. '31.

The minimester also made the athletics facility feel more immediate and more personal. Students were able to connect the renderings they had seen with the real work underway at the site, gaining a clearer understanding of the many stages required before a finished building can open its doors.

"Our trip to the new athletics facility construction site was such an exciting experience! It made me feel proud to be a part of this community and to be a Nightingale student. I'm especially looking forward to how the new athletics facility will bring everyone at

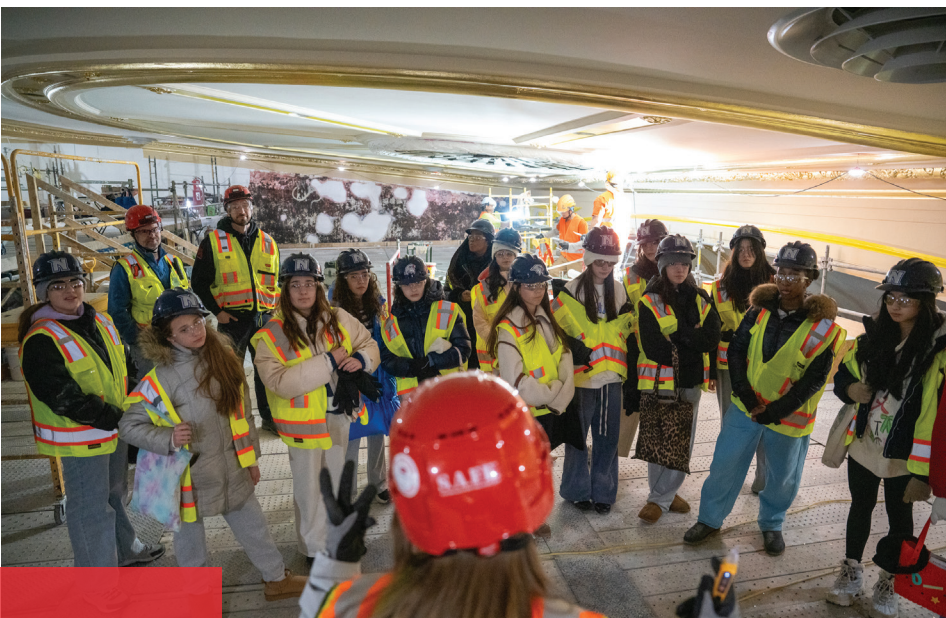




Nightingale together and create new opportunities for girls' sports in the near future," said Makensie S. '30.

That sense of possibility was central to the course. By leveraging Nightingale's relationships with the architects, construction managers, and project partners helping to build the new facility, Building Empowerment gave students access to fields where creativity, technical skill, collaboration, and leadership come together. It also introduced them to careers in architecture, engineering, construction, and design, where seeing the work up close can be an important first step toward imagining oneself in the field.

The future athletics facility will create new space for athletics, wellness, physical education, and community. Through Building Empowerment, students had the opportunity to look beyond the renderings and construction updates and see the project through the eyes of the architects, engineers, builders, and school leaders helping bring it to life. •



Chamber Chorus Strikes Gold at NYSSMA



Nightingale's Chamber Chorus returned from its New York State School Music Association (NYSSMA) performance with a rare and meaningful honor: a Gold Rating with Distinction, one of the highest recognitions an ensemble can receive through the association's adjudication process.



At NYSSMA Major Organization Evaluation Festivals, school bands, choruses, and orchestras perform for trained adjudicators, receiving feedback designed to support continued musical growth. For Chamber Chorus, the experience reflected months of focused preparation, collaboration, and artistic development.

To earn a Gold rating, an ensemble must “demonstrate an outstanding level of technical and artistic skill in every category for every song performed.” Adjudicators may also award Gold with Distinction to ensembles that not only qualify for Gold, but achieve a standard of performance deemed exceptional in every piece. It is a rare recognition—and one that speaks to the maturity, discipline, and artistry of this group of singers.

“Chamber Chorus has three class meetings in the 10-day cycle, which is simply not enough time to learn and memorize a challenging three-song program at the highest level,” said Director of Performing Arts and Director of Choral Programs Michael Goede. “This Gold with Distinction is a direct result of the students’ choice to go above and beyond, including sacrificing their own time for intensive Saturday rehearsals. Mastering a complex, multilingual program in Latin, English, and French required a level of intellectual and emotional maturity that was palpable on stage. Their performance wasn’t just a display of musical nuance; it was a demonstration of the profound growth and confidence that come when students take full ownership of their craft and push past every obstacle.”

After months of preparation, students felt that same sense of shared purpose when they arrived at NYSSMA. “Once we entered the room and stood on the risers, I looked around and felt a strong sense of unity among all of us,” said Violet S. ’27. “No matter the outcome, we were proud of all the effort we had put in, and shared one goal: to show all of our hard work and do the best we could.”

On performance day, Chamber Chorus sang with grace, energy, connection, and confidence, offering some of its strongest work of the year. The students brought sophistication and nuance to their program, then left the performance space with smiles, hugs, gratitude, and the group’s traditional post-performance selfie.

For the students, the recognition was meaningful not only because of the rating, but because of what it represented. “Receiving Gold with Distinction was not only a reflection of our musical ability, but also the commitment, teamwork, and trust we built as a choir,” Violet said.

The achievement reflects not only the talent of the students, but also the depth of support behind them. Over the course of four months, members of the performing arts department helped guide and prepare the singers, while faculty and staff across the school supported them through rehearsals, scheduling conflicts, and the many small adjustments that made the experience possible. •

STATE CHAMPIONS!



CROSS COUNTRY

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Nighthawks Claim First State Basketball Championship

For four months, the goal was clear. The Nightingale varsity basketball team believed they could win the NYSAIS State Championship. From the first practices of the winter season, the players spoke openly about it, setting a standard for themselves and committing to the work it would take to get there.

On championship night, they delivered.

On February 27, with a hard-fought victory over Riverdale Country School, the Nighthawks captured the first NYSAIS State Basketball Championship in school history. The team went 7-0 in AAIS league play to complete an undefeated regular season and finished the year with an outstanding 21-6 overall record. More than a single shining moment, the championship was the product of a season that steadily built momentum.

"This team had talent early in the season," said Varsity Basketball Coach Kailey Boyd. "But midway through the year, something shifted. Their on-court communication got sharper and accountability became player-owned. That's when I knew we weren't just playing good basketball, we were becoming connected."

A TURNING POINT IN SPRINGFIELD

In January, the team adventured to Springfield, Massachusetts: the birthplace of basketball. They traveled together for a series of games and a trip that included two unique opportunities: a visit to the Basketball Hall of Fame, and a clinic led by former NBA player Travis Best. But the most meaningful outcome of the trip had little to do with basketball.

"Being on the road together, away from our normal routines and distractions, gave us space to connect differently," Coach Boyd said. "It wasn't just a trip, it was intentional time together."

Team meals, bus rides, laughter, and long conversations strengthened relationships that would later prove crucial on the court. "It stopped being about individual performance and became about our collective purpose," Coach Boyd added.

When the team returned to New York, the shift was visible. Practices boasted new energy and players trusted one another more deeply. "That trip didn't win us the championship," Boyd said. "But it helped build the foundation, tactically and relationally, to win one."

A SEASON DEFINED BY BELIEF

For the players, the season was defined by a shared commitment to a goal that initially seemed distant. Student-athlete Azzy R. '27 remembers the moment the team collectively set its sights on the NYSAIS title.

"Our team's success began when we sat down and wholeheartedly agreed that we wanted to be NYSAIS

champions,” she said. “We started the season by putting a title so large and so far away within reach. The only thing separating us from that title was the four months it would take to get there.”

Over those four months, the players spent countless hours together: early mornings, late practices, games, team meals, and out-of-state travel. “So much can happen in just one month,” Azzy said. “The amount of growth and togetherness we experienced over four months was immeasurable, and it translated directly into our games.”

That closeness became the defining characteristic of the team. “They love each other,” Coach Boyd said simply. “That doesn’t show up in points or rebounds. But it shows up in sacrifice. In sprinting back to protect a teammate. In celebrating someone else’s success as if it’s your own.”

That shared responsibility was also something the team practiced intentionally throughout the season. “Our coaches would assign roles for the day: energy checker, early communicator, spirit lifter,” Azzy explained. “We learned that every person on the team had a critical role to play. No one person was responsible for bringing the energy or uplifting others. We all had a voice and we all had a purpose.”

For Azzy, the experience of being part of a team reshaped her understanding of what athletics could offer. “I came from a Middle School that didn’t offer sports,” she said. “Playing basketball here showed me so many things that can’t really be explained unless you experience them—the pressure, the anticipation, the sense of togetherness. Being on this team has made me who I am today.”

THE FINAL MOMENTS

By the time the Nighthawks reached the championship game against Riverdale Country School, the stakes and the emotions could not have been higher. The contest unfolded as a tightly fought battle that came down to the final possessions. “Every point feels ten times more exciting, and every mistake feels that much more final,” said sophomore Georgia C. ’28.

In one of the final timeouts, Coach Boyd gave Georgia a clear instruction: “Georgia, get every rebound.” The message stayed with her as the game reached its closing seconds. “I kept repeating to myself, ‘This is the most important rebound you will ever have,’” she said. And when the buzzer finally sounded, the emotions were immediate. “I burst into tears,” Georgia said. “I knew how much this team meant to me.”

Jane B. ’27 remembers exactly what she looked for in that moment: “When the buzzer sounded, all I did was look for my teammates,” she said. “We all ran to each other with tears and a hug, realizing the history we had just made.”

A moment later, she searched the crowd. “Then I looked for my family. I wouldn’t have been in that moment without the opportunities and support they’ve given me.”



In the locker room, the celebration continued. “That kind of joy only comes from shared accomplishment,” Coach Boyd said.

A COMMUNITY MOMENT

The atmosphere inside the gym that night reflected something larger than a championship game. “I saw a school united,” said Amanda Cecil, Nightingale’s director of athletics and physical education. “Lower School, Middle School, Upper School students, families, teachers, administrators: everyone together. It was joy, pride, and history in the making.”

For Jane, the moment made clear just how deeply athletics connects the Nightingale community. “Holding the state plaque and walking over to the stands, I was overwhelmed not only by how many people were there, but by the range of Nighthawks who showed up to support our team,” she said. “It was something I’d never seen before at Nightingale.”

For Ms. Cecil, the championship represented a milestone not just for the team, but for the evolution of Nightingale’s athletics program. “This championship reflects what intentionality can build,” she said. “Athletics matters: not as an after-school add-on, but as a vital part of a girls’ education.”

In recent years, more students across all grades at Nightingale have embraced the identity of student-athlete. “That identity fosters pride and accountability,” Ms. Cecil explained. “Athletics has become part of how students understand who they are.”

The championship, she said, is best understood not as validation but as celebration. “Winning doesn’t validate a philosophy; growth does,” she said. “The championship is the celebration, but the growth is the validation.”



A POWERFUL MOMENT FOR GIRLS' ATHLETICS

At a girls' school like Nightingale, the significance of the victory extends well beyond the scoreboard. "To win as a girls school is powerful," Ms. Cecil said. "Here, girls' sports are not secondary. They are the main event."

That philosophy will continue to shape the future of athletics at Nightingale, including the development of a new athletics facility designed to expand opportunities for students. "The facility is being built to create opportunities," Ms. Cecil continued. "Championships may come, but success will look like many things: athletes developing skills, younger students finding their place in athletics, students discovering leadership roles."

Moments like the basketball championship reveal what can happen when girls are given the space to compete and lead. "These athletes were encouraged to shine and take up space," Ms. Cecil said. "This group rose, and others rose with them."

INSPIRING THE NEXT GENERATION

For younger students watching from the stands, the championship may serve as inspiration for years to come. Georgia knows exactly how that feels. "I have watched Nightingale sports since Kindergarten," she said. "Playing on this team has given me more than I ever dreamed of when I was that Lower School student in the stands."

Jane sees herself in those younger fans as well. "Years ago I was that Lower School student in the stands counting down the days until I could play," she said. "And yes, it really is as fun as it looks."

In the end, the state championship will be remembered not only for the banner that now hangs in the gym but for what the team became along the way. "Relief, pride, gratitude, and awe," Coach Boyd said of the moment the buzzer sounded. "Not just because we won, but because of who they became to get there." ●



"To win as a girls' school is powerful.
Here, girls' sports are not secondary.
They are the main event."

— AMANDA CECIL, DIRECTOR OF ATHLETICS



THREE DECADES OF

Learning

WITH LAURA

For 30 years, Laura Hale has helped Nightingale's youngest students discover the joy of reading, the courage to make mistakes, and the confidence to do hard things.

At 7:30 a.m. each morning, before the students arrive, the Lower School floor is quiet.

The hallways are still. Classroom lights flicker on. Teachers settle into their routines before the energy of the day begins; some slip down to the student center to get a coffee and greet colleagues, before readying their rooms for the day ahead. Then, gradually, the students arrive. Voices fill the hallways. Lessons commence. Laughter echoes from classroom to classroom.

For Lower School faculty member Laura Hale, that daily transformation has never lost its magic.

"It's energetic," she said.

For 30 years, Mrs. Hale has been one of those teachers welcoming that joyful energy each morning. Since joining the Lower School in 1996, she has taught generations of students, most notably in Class I and Class II, helping young learners take some of the most important first steps in their educational journeys. She has taught Nighthawks to read, guided them through moments of self-discovery, encouraged them through challenges, and helped them build confidence in themselves and their abilities. Along the way, she has also become a trusted colleague, mentor, curriculum innovator, and beloved member of the Nightingale community.





Mrs. Hale's connection to Nightingale actually began before she ever stepped into a classroom as a teacher. Her mother and aunt both attended the school years earlier, creating a family connection that would eventually help bring her to East 92nd Street. After studying history in college, volunteering in after-school programs, working as a camp counselor, and later earning a master's degree in teaching, Mrs. Hale knew she had found her calling—gravitating toward the youngest learners.

"I've always just been drawn to the little people," she explained. "They're so bright and curious and eager, and they come running up these stairs every day. It's such a concrete [experience]. In the first grade, they don't quite know how to read yet but, by the end of the year, they're reading—and it's so tangible to me. And they're just so into it; they're excited to be here."



"From mastering compound words to site reading out loud in class to conquering my very first chapter book, Ms. Hale led the way with kindness and vigor. She encouraged us endlessly and challenged us when we needed it most. When I finally got to crack open that copy of *The Boxcar Children*, the pride and discovery of my new found skill made me fall in love with reading (and for the next 12 years at Nightingale, my parents made sure to budget extra for the Book Fair)...Ms. Hale, thank you for teaching me to read. There are not enough words in all of the books written to describe the depth of my gratitude."

—Katie Quinn '14

It was that curiosity that continued to inspire her for three decades, in addition to their honesty. Lower School students, she added, often have a willingness to ask questions, explore new ideas, and approach each day with enthusiasm.

"Their excitement is contagious," she said, with a smile.

HER BREAD AND BUTTER

More than anything, she loves watching them discover what they are capable of accomplishing—and that they can do hard things. Perhaps nowhere is that more evident than in reading instruction, which has been at the heart of her work throughout her career. Ask Mrs. Hale what she is proudest of professionally, and her answer is remarkably simple: teaching children how to read. Her "bread and butter," as she described it.

Over the years, educational trends have evolved just as classrooms have transformed. Yet, Mrs. Hale's passion for helping children unlock the world of reading has remained constant. She still delights in the tangible growth that takes place during a single school year. Oftentimes, Mrs. Hale would teach students who didn't know how to read at the beginning of the school year. But, by the end, they are able to read—confidently.

For hundreds of Nightingale students, Mrs. Hale was among the first people to help them understand how letters become words, words become stories, and stories become lifelong companions. She introduced generations of children to phonics, decoding, and the confidence that comes from realizing they can read independently. It may not always be the most visible work, but it is foundational—and few things have brought her greater satisfaction.

The lessons Mrs. Hale taught, however, extended far beyond literacy.

Throughout her career, she worked to create classrooms where students felt valued, respected, and supported. One of the beliefs she returned to again and again was the importance of embracing mistakes—not fearing them. That philosophy shaped the culture of her classroom. Students were encouraged to take risks, try new things, and persevere when challenges arose. Mrs. Hale wanted students to understand that learning is not about getting everything right the first time, it is about growth.

Her commitment to helping children develop a strong sense of self also influenced her work beyond the classroom. In the 2000s, she developed a first-grade self-esteem unit that encouraged students to celebrate their individuality and appreciate the differences among their classmates. Through books, discussions, and projects, students explored identity, family, and belonging.

That same spirit informed her work developing a social studies curriculum focused on global cultures, particularly studies of Japan and Mexico. Long before many schools embraced global education in the ways they do today, Mrs. Hale worked to create opportunities for students to engage thoughtfully with traditions, customs, and ways of life beyond their own experiences. Her efforts helped establish traditions that continue in the Lower School today, including experiences connected to Japanese tea ceremony and cultural study.

CARE FOR COLLEAGUES

Just as important as her work with students has been her role within the faculty community. Over 30 years, Mrs. Hale has served on countless committees, contributed to curriculum development initiatives, and become a source of wisdom and support for colleagues across divisions. She speaks with particular pride about mentoring younger teachers and being someone others could turn to during challenging moments.

“I’ve really enjoyed being an unofficial mentor to younger colleagues; listening to them, imparting my wisdom,” Mrs. Hale said. “That has meant a lot to me over the years, being there for colleagues when they’re having a rough day, being a good listener.”

Her generosity has extended beyond formal responsibilities. Whether covering for a colleague, helping a student in the hallway, or simply offering a listening ear, Mrs. Hale has built a reputation for showing up when people need her. The relationships she has formed with colleagues are among the aspects of Nightingale she treasures most. Over the years, coworkers became close friends and trusted confidants in both teaching and life. As a working parent herself, she found tremendous support among fellow faculty members who shared similar experiences and challenges. Each of those moments, no matter how long or brief, was meaningful to her. Whether it was a passing ‘good morning’ while getting coffee or sharing laughter over lunch in the

“Laura has helped so many Nightingale students develop the foundational skills that would serve them throughout their academic careers and lives—as readers, writers, mathematicians, critical thinkers, and problem-solvers. Countless students have benefited from her expertise and unwavering belief in their potential.”

—Rebecca J. Urciuoli, PhD, Head of Lower School



Laura (back right) with Class I in the 1999 Yearbook



Laura with colleagues at a retirement party celebrating Rosanne Quinn and Marisue Cummins.

student center with colleagues across divisions, Mrs. Hale cherished those moments significantly.

Similar to her students, Mrs. Hale, too, grew up at Nightingale. She arrived at Nightingale in her twenties. She got married while teaching at Nightingale. She raised her children while teaching at Nightingale. And the community celebrated those milestones alongside her. She fondly recalls first-grade families throwing her a bridal shower and, later, a baby shower.

As she looks back, what emerges most clearly is a deep appreciation for the community that has surrounded her throughout her life and career. That sense of connection is perhaps most visible during commencement each year. As Mrs. Hale watches seniors cross the stage, she often finds herself paging through the program and recognizing names, thinking to herself ‘Oh, I taught her. I taught her. I taught her first grade!’

For Mrs. Hale, watching those young children grow into confident graduates has been one of the great privileges of her career.

WHAT’S NEXT FOR MRS. HALE

Now, after three decades, Mrs. Hale is preparing for a new chapter: retirement.

While she looks forward to opportunities to relax, travel, and enjoy a different pace of life, Mrs. Hale reflected on her departure as bittersweet. She joked that she may eventually find herself working in a preschool because, after all, children have always been at the center of her world. Yet even as she looks forward, she knows there are aspects of Nightingale she will miss deeply: the daily interactions, the friendships, the spontaneous conversations, and the joyful energy that has greeted her each morning for 30 years.

For generations of Nightingale students, Laura Hale was one of the first teachers to show them that they could read, that they could persevere, and that mistakes were not failures but opportunities to learn. She helped young children discover confidence in themselves and curiosity about the world around them. She did so with patience, warmth, humor, and an enduring belief in the potential of every child who walked through her classroom door.

And while her time at Nightingale may be coming to a close, the impact of those lessons—and the joy with which she taught them—will continue to resonate for years to come. •

RESOLVED: READY TO WIN

**Inside Nightingale's debate program,
where students learn to command
a room, challenge assumptions,
and compete without apology.**

It's a frigid Saturday morning in February on the campus of Harvard University. While most teenagers across the country are catching up on sleep, a determined group of Nightingale Upper School students walk into a university classroom, meticulously organized binders tucked under their arms. Across the table stand two opponents who will spend the next hour fiercely dismantling every syllable they utter.

This is the arena of competitive high school debate, an activity demanding immense psychological endurance and intellectual agility. To the uninitiated, debate looks like an eloquent exchange of opinions. To the 32 members of the Nightingale debate team, it is an exhilarating, sometimes terrifying gauntlet spanning a staggering 32 days of competition. Their expansive season begins in September with local Manhattan Debate League scrimmages and multiplies into grueling regional and national weekend invitationals at Yale, Princeton, Bronx Science, Ridge, Harvard, and ultimately, the New York State Championships in April.

The physical and mental toll is immense. Debaters head straight from a full day of academic classes to compete deep into Friday evenings, or face a weekend marathon of five rounds per day requiring razor-sharp focus over a span of 12 hours.

"People look at the grueling schedule and wonder why they do it, but when you see them between rounds, you realize they've built a sanctuary here," said L.E. Hartmann, PhD, the program's longtime coach and history faculty





member. “It’s a space where being intensely smart is celebrated, and that brings a profound kind of joy.”

To maintain that sanctuary amid the pressure of the national circuit, Dr. Hartmann intentionally changes the metrics of achievement. When her debaters step out of a room, the first question they face isn’t about the scoreboard.

“I like to privilege bravery and work over just success,” Dr. Hartmann explained. “I love when a student goes and is undaunted and just really works on it. When I ask them, ‘How was the round?’ That is not the same as my asking, ‘Did you win?’ I want to know what transpired. What felt good to you? What was hard? Did you have answers to all of the questions? I try very hard to tell them: ‘No, I didn’t ask you if you won. I asked you how the round went.’”

The sheer weight of the topics they must master is not for the faint of heart. Consider the dense resolutions tackled this season: Britain rejoining the European Union (international trade), providing lawful access to encrypted communications (digital surveillance), reducing international extraction of natural resources (environmental policy), regulating sports betting (corporate finance), and eliminating the President’s authority to deploy military forces abroad without congressional approval (constitutional war powers).

And yet, this is what teenagers are craving. “Students debate because they want to understand the world they live in, much more so than we give them credit for. Students love to be challenged much more so than they realize,” Dr. Hartmann asserted.

Crucially, the mechanics of Public Forum debate require students to prepare cases for both sides of the resolution. In any given tournament, a team will fiercely champion the affirmative side in round one, only to flip their perspective entirely and defend the negative side with equal passion in round two.

While critics occasionally suggest that this constant ideological pivoting breeds insincerity, the reality within the Schoolhouse is quite the opposite. By forcing students to meticulously map out the flaws and strengths of their own beliefs, debate builds an extraordinary muscle for critical thinking and genuine empathy. You cannot truly defeat an opponent’s case until you have climbed inside it and looked at the world from their perspective.



But the Upper School debate team aren’t the only ones to watch at Nightingale. The Middle School debate team—made up of students in Classes VII and VIII—grew to an impressive 24 members this season under the guidance of Middle School Science Teacher and Debate Coach Rachel Rodriguez. They meet twice a week during Enrichment periods to prepare for the demanding schedule of six tournaments a year under the auspices of the New York Debate League.

Developmentally, early adolescence is defined by a deep yearning for independence, and debate taps directly into that headspace. “I think it’s just the joy of the autonomy behind it,” Coach Rodriguez observed. “The idea that they are really in control of the narrative here. It is very empowering for them to be able to have a choice in what they decide they want to spend their time on academically. Usually, it’s just, ‘I have to do math homework, I have to study.’ This is, ‘No, I actually want to do this.’ They have true agency here.”

Much like their older peers, these Middle Schoolers must navigate the professional grace of a highly subjective arena, surrendering individual ego to rely on their three-person teams. Facing live, face-to-face judge critiques at the end of a round requires them to accept feedback politely—a monumental skill at any age. Coach Rodriguez noted that the ripples of this respectful self-advocacy manifest instantly back on 92nd Street, boosting the students’ confidence in their writing and speech, and even leading to clever, polite negotiations with faculty to change their classroom seats.

There is a distinct comfort in the structured environments of modern youth activities, a phenomenon Dr. Hartmann captured perfectly: “So many of the activities that students engage in, rightfully, are activities where they are almost bowling with guard rails.” When a student steps into an Upper School debate tournament, however, those guardrails vanish. The competitive environment is wildly unpredictable. Students find themselves walking into classrooms completely on their own, separated from their coach, facing judges whose backgrounds, beliefs, and investment in their success are entirely unknown.

For young women, this unshielded environment carries a historical and persistent challenge. Nationally, the statistics surrounding gender in the debate community remain frustratingly stagnant. According to data highlighted in the national documentary *Girl Talk*, while women make up roughly 40% of all competitive debaters, they occupy a mere 10% of advanced elimination rounds on the

“Our students learn that you can be opponents and friends, that the world is not always fair, and that in this subjective activity you will sometimes lose when you should have won—and that’s okay. There are lessons in everything.”

—L.E. Hartmann, PhD,
Debate Coach and History Faculty



national circuit. Girls are also significantly more likely to quit the activity than their male peers, often hitting a formidable structural barrier known as “perceptual dominance.”

When walking into a round, a female debater frequently faces a room where both her opponents and her judge are male, creating an implicit bias that can subconsciously favor the confident, booming delivery of a teenage boy over a paced, precise female argument. Co-captain Christina S. '27 acknowledged how this dynamic directly targets how young women are perceived when they speak.

“A truly skilled debater communicates at a measured, normal volume,” Christina asserted. “Because women’s voices are too important to be eased to a whisper or pushed to a defensive scream, true confidence doesn’t need to diminish itself to be heard.” By focusing on a paced, precise argument rather than a performance of volume, Nightingale debaters learn to shift the power dynamic in a room entirely back to the strength of their ideas.

Co-captain Sarah B. '27 recalled a striking example of this dynamic from a tournament earlier this year. Debating the regulation of sports gambling, she and Christina constructed a highly complex, unconventional argument that ultimately linked the policy impact to a civil war scenario.

“Our opponents were like, ‘That is the most ridiculous thing ever.’ They laughed,” Sarah remembered. “We were up against two boys, which I think that’s important to know...You need to get up there, you need to sound confident, and you need to say, ‘Judge. It might sound ridiculous to you, but look at the evidence that we presented...My opponents have said nothing, but that it’s ridiculous. You know that’s not allowed.’” Nightingale won the round and advanced to the elimination brackets.

Dr. Hartmann addresses the reality of gender bias openly, ensuring that no Nightingale debater ever walks into a round adopting a victim mentality. This unyielding support from their coach allows the team to feel worthy and capable of attaining any trophy on the circuit, secure in the knowledge that gender will only limit them if they allow it to. When a third-party judge with no prior knowledge of these girls sits down, listens, and hands them the ballot, it delivers a profound jolt of objective validation. They learn that they



can stand toe-to-toe with the most intimidating traditional powerhouses in the country and out-think, out-speak, and out-maneuver them.

While the frantic, fast-paced crossfire of a debate round takes place in pairs, the engine that powers the Nightingale debate team is entirely collective. The success of the program relies on an intricate, behind-the-scenes network of peer mentorship, collaborative strategy, and a shared commitment to ensuring that no new student feels like a fish out of water.

During the peak of the fall and winter season, the team gathers early in the morning at least once a week for captain-led practices. Here, Sarah, Christina, and fellow co-captain Zoe L. '27 command the room, guiding

underclassmen through the shifting terrain of new resolutions. For the novices just starting out with a blank slate, the captains initially provide pre-written cases to demonstrate what a structurally sound argument looks like. But as the year progresses, the training wheels come off. Underclassmen are expected to conduct their own research and draft their own cases, which are then rigorously vetted through intrasquad practice rounds.

This intensive prep work highlights a fundamental truth of Public Forum debate: logic is meaningless without empirical proof. As Sarah noted, “You can give the most logical

argument... but if you don’t have evidence, the other team can respond by saying, ‘We have no way of knowing this is true.’” To weaponize this evidence on a large scale and match the research output of larger powerhouses, the team relies on a crucial strategy called the “bloc doc”—pooling their resources into massive, shared digital databases filled with thousands of pieces of counter-evidence. And yet, that’s only a part of the strategy.

Christina noted, “When a Nightingale debater walks into a room, the first words she tells herself are these: I have a response to every argument. It is not enough to trust in the seventy-page document—called a “bloc doc”—of responses she and her teammates pre-wrote for a month; she must believe that she is clever enough to spin anything, especially in regards to points that she has never heard before. A response delivered with confidence hits home 99% of the time—even if it’s spontaneous and imperfect.”

This fierce sense of community creates a deep bond that cuts through typical high school social boundaries and fundamentally changes how they treat their opponents. While rounds can become incredibly spirited and hostile—an aggressive energy Zoe admitted she can share—the team actively counters this by building a culture of mutual respect. By connecting with opponents before the timers start, they transform what could be shouting matches into true intellectual exchanges.

The payoff of this collective was felt deeply this season by the team’s rising underclassmen. Beatrice S. ’29 recalled the sheer terror of her first few tournaments. “I would sit back down in my seat after a brief 30 seconds of speaking—with a remainder of two and a half minutes to speak; I was silenced by the thought of what others thought about me. Now, I possess a more aggressive spirit; with the acknowledgement that everyone who debates is often attacked by this feeling, but learning how to persevere through it and be willing to make mistakes has undoubtedly taken me far. Debate is so mental in this aspect.” And indeed, she found her breakthrough, pushing past the anxiety to reach the elimination rounds at the prestigious Harvard National Circuit Tournament—and ultimately breaking into the elimination brackets at the New York State Championship.

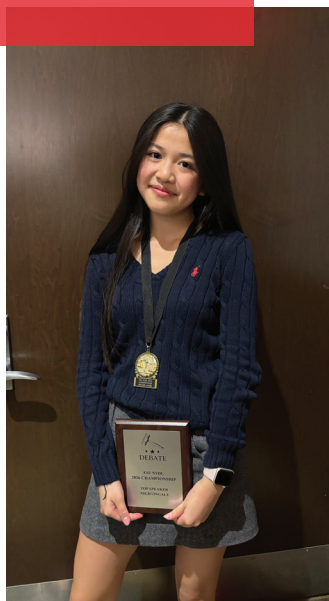
For her fellow freshman debater, Gabrielle B. ’29, the path to that breakthrough was a profound lesson in endurance. Though she initially considered taking a break from the sport during her transition to the Upper School, she chose to continue after realizing how much she missed the thrill of competition and the meaningful connections built within the debate community.

That choice culminated in an unforgettable milestone at the massive, 500-competitor Harvard tournament. Having only recently been paired up, Gabrielle and her partner weathered the intense pressure of the field. “Reaching elimination rounds was a huge accomplishment and a real breakthrough moment for me,” Gabrielle reflected. “I felt so much joy and relief after receiving an email on my phone



“Thanks to [Dr. Hartmann’s] belief in us as debaters and as intellectuals, no Nightingale debater ever walks into a round thinking that she is a victim—not of the patriarchy, and certainly not of the men in the room. As a team, we believe that we are worthy and capable of attaining any trophy that we set eyes on. Her belief in my capabilities has allowed me to believe in them, too. When it comes to applying the wealth of knowledge that she has enriched us with, I am confident that I will be able to navigate any dynamic, even if I am the only female in the room.”

— Christina S. ’27





“By speaking with debaters before the round, debates go much more smoothly, and we all treat each other with much more respect. As a result, the rounds are much more enjoyable, and much more fun. Because less time goes into yelling at each other, we are able to really interact with each other’s cases, bringing up interesting bits of evidence and refutations. Speaking to your opponents after the round is over can also be very rewarding. Although emotions are always high, especially if the judge states his decision, most debaters are open to conversation. Speaking with them after round is a great way to lower the tension, and I think it has taught me that you can disagree with someone and still be respectful, which is a skill I now value highly.”

—Zoe L. '27

saying that we had gotten another round, when I had spent the last hour in my hotel bed sulking about how I thought it was over! It was especially rewarding because it helped us secure a spot at the state championship, making all of the preparation and hard work throughout the season feel all the more worthwhile.”

Crucially, this camaraderie is paired with a strict sense of professional decorum enforced by Dr. Hartmann. Once a round is over, a Nightingale debater immediately trains her eyes forward. Long before a tournament begins, and long after the final speeches are delivered, the students are taught that they are ambassadors for their school and their ideas. No matter how devastating a loss, the expectation remains unyielding: walk up to the opponents, look them in the eye, shake their hands confidently, and say, “Good round.”

“You carry yourself the way you want to be perceived at all times,” Dr. Hartmann noted. By anchoring their identity in that dignity, the scoreboard loses its power to break them. As long as they are pushing their limits and learning, they are winning.

And yet, the deepest evolution of the Nightingale debate team lies in a profound cultural shift—one that directly challenges how young women are historically taught to navigate competitive spaces. In many youth activities, educators and mentors default to a familiar script: the primary value of an endeavor is the learning experience, and winning is merely secondary.

The Nightingale co-captains are ready to flip that script. “I actually think that’s one of the most important lessons of debate, especially as women,” Christina said. “Win! If you want to win, just go do it.”

Sarah echoed this sentiment, identifying the subtle gender dynamics that often govern competitive environments. “You would never hear a team that’s a group of boys saying, ‘And if you don’t win, that’s okay, because it’s about the learning experience.’ As women, we’re taught that our goals should go in the back of our mind, and we should focus on helping everyone generally. Like, no, it’s okay that, as a team of women, we want to win, and we want to show up, and we want to be better than the competition. It’s totally okay to be ambitious.”

For the younger debaters entering the high school arena, this unapologetic pursuit of success acts as a crucial antidote to the persistent nationwide double standards highlighted by Beatrice, where soft-spoken female debaters are labeled weak while assertive ones are deemed aggressive. Though she initially struggled with holding back in hostile crossfires, she credited Nightingale’s encouraging atmosphere with teaching her never to shrink from a challenge. Gabrielle has experienced a similar transformation in her intellectual identity as a “second speaker” responsible for rapid-fire rebuttals, noting that the pressure to analyze arguments on her feet has sharpened her critical listening skills both inside and outside the round. Ultimately, Nightingale’s empowering, all-girls environment equips these young women to think boldly, take up space, and confidently command any room they walk into.

Much of this empowering culture comes down to the deliberate pedagogical philosophy of Dr. Hartmann, whose growth-mindset model replaces internal rivalry with mutual success. Rejecting the toxic, hyper-competitive frameworks of her own 1980s debate experience, Dr. Hartmann has fostered a fun, accessible space where every voice is taken seriously. It is a legacy decades in the making: founded in 1998, the program stands as the longest continuously running debate program in an independent girls’ school—a testament to the unwavering support of the Nightingale administration, faculty, and families who have consistently invested the resources and time to ensure that young women have a permanent seat at the table.

As these students look toward the horizons beyond 92nd Street, the true value of their hours spent in tournament rooms becomes clear. They are building a durable self-confidence and learning to trust their own intellect in the face of skepticism. When the next resolution drops and the team steps onto the circuit for another tournament weekend, the Nightingale debaters will be exactly where they belong: speaking with a measured volume, secure in the depth of their preparation, and entirely undaunted by the competition. ●

A World *Within the* Schoolhouse

Held annually, **Cultural Night** invites families into the Schoolhouse for a special evening, where the building transforms into a global hub of cultural destinations. Students and families enjoy a wide range of activities, performances, and an international potluck dinner.

This year's theme, "One World, One Feast: A Tapestry of Tastes and Traditions," gave Nighthawks the chance to embark on a journey with passports in hand, exploring more than 15 spaces representing different destinations. Thank you to everyone who helped make this year's Cultural Night spectacular!

"Cultural Night reminds us that belonging begins when people feel seen. One of the greatest strengths of the Nightingale community is the rich diversity of cultures, traditions, and perspectives that each student and family contributes. Through the sharing of food, stories, and traditions, we celebrate that diversity while strengthening the connections that bring us together. When students experience that kind of belonging, they gain the confidence to participate fully, take intellectual risks, and engage more deeply in the life of the school. Cultural Night is a powerful reminder that when students see their own stories and traditions reflected at school, our whole community becomes stronger."

—Aruna Chavali P'26 P'28, PA President

**CULTURAL
NIGHT '26**







Hues in the Hallways

Young artists took center stage this spring as the Schoolhouse became a celebration of creativity and self-expression.



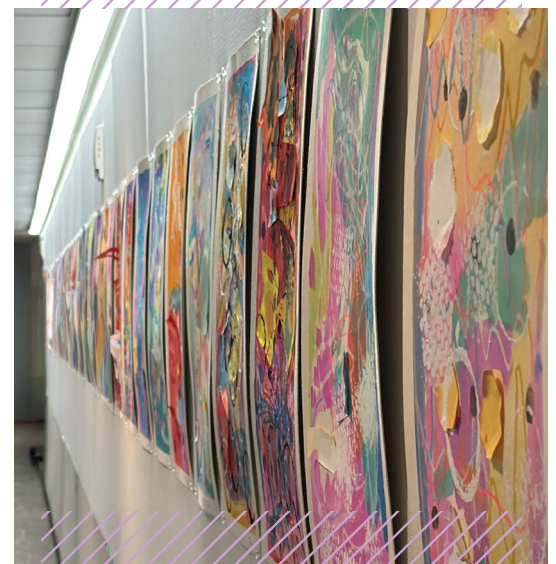
This spring, various walls throughout Nightingale were transformed into a vibrant, school-wide gallery for Lower School’s inaugural art show, featuring work from Kindergarten through Class IV. The installation invited students, families, and faculty to experience the building as a gallery created entirely by young artists.



Over the course of a few days in early April, Lower School Visual Arts Faculty Members Ms. Jenn Pentecost and Ms. Jiwon Song hung students’ work throughout the Schoolhouse, with accompanying pictures of students working on the pieces and information about the work displayed adjacent to each piece—just as one would find in a professional exhibition.

“We wanted to create a school-wide art show that celebrates the creativity and growth of all Lower School students. We imagined students exploring artwork displayed throughout the school while learning to observe and reflect respectfully, and later present their own work,” Ms. Song said. “Our goal was to share their artistic achievements with the wider community while fostering creativity, building a sense of connection across grades, and giving students a meaningful role in presenting and taking pride in their work.”

From floor to floor, each level of the Schoolhouse showcased distinct grade-level materials, explorations, and creations. On the lobby level, Class IV presented “Plaster Food Sculptures,” while the second floor featured Kindergarten’s “What Does Sound Look Like?” exhibit alongside Class III’s “Tape & Space.” The fourth floor highlighted Kindergarten’s “The Colors of Us,” Class I’s clay donuts, Class II’s pictorial weaving, Class II’s “Apple Still Life,” Class II’s “Map of My Home,” Class III’s “Radial Weavings,” and Class III’s mixed media abstracts. On the fifth floor, visitors encountered



Class I's "Donut: Color Exploration," Class III's "One Point Perspective" and wire sculptures, and Class IV's animal portraits.

"The students were filled with excitement and pride as they discovered their artwork showcased throughout the building. While student work is a constant feature in our school, there was something truly transformative about seeing every available space dedicated exclusively to the Lower School," Ms. Pentecost said. "The atmosphere was electric; in the transitions between classes, the hallways hummed with a vibrant energy. Students paused to admire and discuss one another's creations, eagerly asking questions and explaining their own artistic processes. This school-wide celebration of their creativity not only boosted their confidence but also fostered a wonderful sense of community and shared inspiration."

A central feature of the art show was the "gallery walk," designed to mirror the experience of visiting a museum while encouraging students to observe, reflect, and engage thoughtfully with one another's work.



"Just like visiting an art museum, we first discussed what a 'gallery walk' is and how we can observe each other's artwork in a respectful and thoughtful way," Ms. Song reflected. "In smaller groups, students walked throughout the Lower School during art class to view artwork from every grade level. As they gathered around each display, students shared what they noticed, discussed the materials and artistic processes used, and reflected on the ideas behind each project. It was a joyful experience that allowed students to see what other classes were creating, make connections across grades, and offer detailed compliments and encouragement to one another."

While the gallery walk allowed students to experience the exhibition as viewers, the Art Show also emphasized their role as presenters and storytellers of their own work.

The celebration extended beyond the classroom during Early Morning Parent Visits on April 20 and 21, when families toured the exhibition alongside their children and experienced the work through students' voices and interpretations.

For Ms. Pentecost these moments highlighted the powerful transition students make from creating to presenting:

"Much like the joy of sharing with their peers, it was incredibly special to witness our young artists



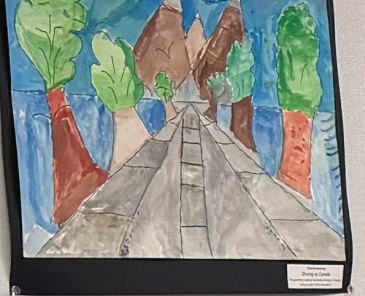
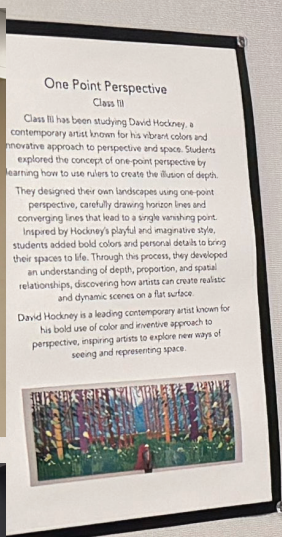
“Moving from the ‘making’ phase to the ‘sharing’ phase adds an entirely new dimension to the creative process. Seeing the students’ excitement as they explained their choices reminded us that art is not just about the final product, but about the voice and agency it gives each artist.”

—JENN PENTECOST, VISUAL ARTS FACULTY

presenting their work to their families with such confidence and poise,” Ms. Pentecost said. The opportunity for students to act as docents further deepened this sense of ownership, as they guided families through the exhibition and shared their creative thinking across grade levels.

“Creating opportunities for families to visit and experience the art show was an important part of the event because it helped strengthen the connection between home and school while giving students an exciting opportunity to share their creativity and artistic growth,” Ms. Song shared. “During the event, each student became a docent, proudly guiding their families through the exhibition and talking not only about their own artwork, but also about projects from other grade levels. It was meaningful for students to explain their artistic process, share what they learned, and celebrate the creativity of the entire Lower School community together with their families.”

Beyond the celebration itself, the art show underscored the developmental impact of visual art in shaping confidence, voice, and community.



“By moving their work from the studio to the spotlight, they learn that their ideas have value, which builds a deep sense of creative confidence.”

—JIWON SONG, VISUAL ARTS FACULTY

“By moving their work from the studio to the spotlight, they learn that their ideas have value, which builds a deep sense of creative confidence. Ultimately, seeing their individual voices contribute to a school-wide art show reinforces that they are part of a supportive community where every artist’s process is celebrated.”

Ms. Song also emphasized the importance of identity-building through artistic practice:

“It is important for young students to see themselves as artists because it helps build confidence in their ideas, persistence in problem-solving, excitement for creativity, and pride in their accomplishments. Through the process of creating and sharing their artwork, students learn that their voices, ideas, and expressions are meaningful and valued. We hope students take away a lasting sense of pride in their artwork—not only during the Art Show, but throughout their lives. More importantly, we hope they continue to see themselves as creative thinkers who can explore, experiment, and express themselves with confidence.”

The exhibition also reinforced how visual art strengthens connection across the Lower School community.





“Visual art builds community by transforming our shared spaces into a vibrant gallery where every student’s voice is visible and celebrated. This collective showcase encourages girls across all grade levels to connect through their creative processes, fostering a deep sense of belonging and mutual inspiration within the school house.”

Looking ahead, both educators expressed pride in the inaugural exhibition and hope for its continued evolution as a tradition.

“We were most proud to see how each student took pride in their artwork and confidently shared their creative process and inspirations with classmates, teachers, and families. It truly felt like a dream come true to witness the entire Lower School community come together to celebrate students’ creativity and artistic growth. Seeing the joy, excitement, and connection that the art show created across the community made the experience incredibly meaningful and rewarding,” Ms. Song reflected.

Ms. Pentecost added: “We look forward to continuing the celebration of our young artists and exploring how the art show can evolve in new and exciting ways each year. It is a joy to witness this tradition grow, reflecting the ever-changing creativity and spirit of our students within the Schoolhouse.” •



WATCH

Scan to hear students share the stories behind their artwork.





Through Her Lens

Sofia Coppola joined the Upper School Film Club for a student-led conversation on creativity, collaboration, and trusting one's artistic vision

On April 14, the Upper School welcomed acclaimed director, producer, and screenwriter Sofia Coppola for a special assembly hosted by the Upper School Film Club. The program featured a student-led conversation with Film Club Co-heads Georgia C. '28 and Violet S. '28, followed by an audience Q&A that invited students into dialogue.

The visit marked a milestone moment for the Film Club, which, in its inaugural year, has quickly developed into a student-led space for creative exploration and discussion around film. In preparation for the assembly, Georgia and Violet spent weeks developing and refining questions intended to spark a thoughtful conversation about filmmaking, artistic process, and careers in the industry.

“We wanted to ensure that Violet and I really incorporated the ideas and voices of the Film Club members and not simply take complete control of this event ourselves, so during a meeting we spent time curating a list of questions and then later editing them. After this process, Violet and I completed the questions and practiced running through the whole assembly...as well as asking possible follow up questions to make it feel like less of a Q&A but rather a conversation,” Georgia said.

For Georgia, the opportunity to help lead the conversation was both meaningful and affirming.

“I was incredibly excited to be able to not only meet and speak with one of my favorite directors, but also showcase the abilities of the Film Club to the Upper School,” she said.

During the assembly, Coppola reflected on her experiences working in the film industry, the evolution of opportunities for women in filmmaking, and her creative process. She also spoke about the importance of persistence in creative work and the value of trusting one’s vision.

“There still are challenges, so I think you just have to, you know, push for what you want to see, and I always make things that I feel like I’m not seeing, or that’s not already out there,” Coppola said.

Collaboration and trust were also recurring themes throughout the discussion. Coppola emphasized the importance of building strong creative teams and working with collaborators who share a similar sensibility and approach to storytelling.

“I spent years working with different people and finding my team—and now it’s like my family. I have my key people that, when I do a movie, I know I can call them, and they will come be there for me. And also, they know how I like to work, and we have a shorthand,” Coppola said. “I think developing those relationships as you’re starting what you



Above, from top: Violet S. '28 and Georgia C. '28 lead a conversation with Sofia Coppola; Sofia Coppola poses for a photo with the Upper School Film Club.



want to do, I think it’s really helpful—and to find support and people that you trust and that will really back you up.”

Reflecting on the experience, Georgia described the event as an opportunity not only to engage with a filmmaker she admires, but also to share the work of a first-year Film Club with the broader Upper School community.

The assembly underscored the power of student-led programming—particularly in its inaugural year—to foster meaningful connections between students and professionals in creative fields, while offering insight into the collaborative, evolving nature of filmmaking and the importance of sustaining one’s artistic voice.

“It was particularly special to have a female director that has made such an impact on the film industry come to our all-girls school because we were able to all hear about a woman’s experience in a male-dominated industry,” Georgia reflected. “Within this, I wanted everyone to hear about how no matter in what field you specialize, as long as you follow your passion just as Sofia Coppola has, there should be no reason you don’t find success.” •



The Scholar's Teacher

Honoring Brad Whitehurst's 24-Year Legacy



When Brad Whitehurst first arrived for his interview at Nightingale twenty-four years ago, he was greeted at the front desk by Mrs. Smith, who miraculously remembered his name when he returned weeks later. It was an initial spark of warmth that felt a world away from the business trade associations of Washington, D.C., where he had spent his twenties lobbying for construction subcontractors. In his gut, he had always known he wanted to teach, a conviction that solidified at age thirty when he left the corporate world behind to pursue his master's degree in English.

Before finding his permanent home on 92nd Street, Mr. Whitehurst spent seven years honing his craft at St. Hilda's & St. Hugh's, a K-8 school in New York City. While he loved his time there, a deep desire to teach at the high school level and engage with literature at its absolute highest peak eventually guided him to apply to Nightingale. By the time he walked through the blue doors, he had already earned his first master's degree at Georgetown University and was actively pursuing his master of letters (M.Litt) from the renowned Bread Loaf School of English at Middlebury College. Hired by the legendary John Loughery—whom

Mr. Whitehurst called “one of the biggest gifts of Nightingale”—he stepped into a community where he felt not only a profound sense of welcome, but an intellectual environment where he and his students could thrive.

Nearly a quarter of a century later, as he prepares to step away from the Schoolhouse to enjoy a well-deserved retirement, the Nightingale community is left reflecting on the monumental legacy of a master educator who quite literally helped shape the humanity of generations of students.

“English as a discipline is an expansive, overambitious discipline in a lot of ways,” Mr. Whitehurst reflected. “You’re trying to inculcate values and skills simultaneously—reading closely, analyzing texts with perceptive insight, and speaking and writing clearly and concisely. But more broadly, I think English class is about cultivating a student’s humanity at the largest level.”

There is zero question that teaching English is Mr. Whitehurst’s absolute calling. “It’s the pleasure of the text. It’s the pleasure of the language in reading and writing. It’s endlessly fascinating. It’s a versatile, powerful instrument that we should all learn to wield well.”

To look at the syllabus Brad Whitehurst built over twenty-four years is to see a collection of literary masterpieces treated not just as curriculum, but as living partners in the classroom. For Mr. Whitehurst, the true joy of the profession lay in finding texts with absolute staying power—and then watching his students, whom he routinely and respectfully addressed as “scholars,” encounter them for the very first time.

“Brad, what a gift to be here tonight honoring and celebrating you—as a teacher, colleague, poet, storyteller, and writer. I have had the wondrous pleasure of knowing you as a colleague and dear friend for over two decades. You are kind and reliable. Generous and funny. Wise and playful. Curious and humble. You are an adventurer. A seeker. A scholar. A student. A master teacher. Did I say reliable and kind? Gertrude Stein said once, ‘There is no such thing as repetition. Only insistence.’ Kindness requires compassion; empathy; consideration and concern for others. Reliability involves consistently showing up; being trustworthy; dependable.”

—Laura Kirk '94, Upper School English Faculty,
in her remarks at Mr. Whitehurst's
retirement party





For Class VIII, it was the profound moral resonance of *To Kill a Mockingbird*, while Class IX brought the enduring brilliance of *Romeo and Juliet*. For Class X, it was the compact perfection of *The Great Gatsby* and the moving, independent growth of Janie in *Their Eyes Were Watching God*. And for upperclassmen, it was the mysterious, beautiful prose of William Faulkner's *As I Lay Dying*.

"The first time I was to teach Faulkner, I thought, 'How in the world are high school seniors going to understand this?'" Mr. Whitehurst laughed. "And I was totally unprepared for how readily they liked it. We read the weird opening chapter describing Darl walking across a cotton field, and they were hooked. They were hooked instantly."

That ability to open up daunting, intimidating texts and make them deeply accessible was paired with a famously calm classroom presence.

"He had such a calming presence as a teacher," Ariana McGinn '15 remembered. "The second he walked into the room, everyone's pulse seemed to lower—unless, of course, he was carrying a pop quiz under his arm. I'll always remember the passion he brought to teaching, his perfect, tiny handwriting, and the methodical care he put into planning the syllabus. By the end of eighth grade, I had a mastery of commas and sentence structure that has stayed with me throughout my life. Because he worked so hard to hammer those fundamentals into my brain, writing became instinctive enough that by tenth grade, I could break the rules with confidence."

For many of his scholars, that perfect balance of high expectations and deep grace was transformative. Anna Tarassishina '09 recalled

joining Nightingale in Class IX and being entirely confused by a poor grade on an early English paper. After her mother pushed her to begrudgingly execute a full rewrite based on Mr. Whitehurst's meticulous marks, she discovered something unexpected.

"To my surprise, this interaction changed our relationship, and my relationship with writing overall," Anna shared. "He was really kind and gracious about it, and it made me want to be better moving forward. In college, I always breezed through writing essays, feeling very confident in proper essay form and etiquette. I know this was in no small part due to Mr. Whitehurst's rigor and dedication."

That dedication was equally felt by Zoe Spurduto '22, who entered Class IX facing a tough adjustment to Nightingale English. "Mr. Whitehurst took time with me to help me learn proper writing conventions and how to formulate a strong paper," she noted. The true magic happened when their paths crossed again two years later in his Modern International Literature elective. "I felt all his work with me come to life. I will never forget when he told me how much growth he had noticed in my writing since he first taught me—the comment instilled a confidence in me I had been lacking before. Since then, I have worked to improve my craft throughout college working as a writing tutor."

Later in his Nightingale career, Mr. Whitehurst took on a new challenge, adding art history to his repertoire. For him, the leap from literature to canvas was entirely natural. "I view teaching art history as analogous to teaching English," he says. "The text is visual, not literary, but in many ways you're doing the same thing. You're analyzing text, developing critical thinking skills, and writing. The content is different, but the skill set is transferable."

That visual expertise made him an instrumental leader on the Class IX London trip, an excursion he embarked upon a record-setting thirteen times. Whether guiding students through the halls of British museums or watching them present their final Painting Project, he found a perpetual source of renewal in their eyes. “It’s like teaching *Romeo and Juliet* dozens of times. It’s only new because of the students. It’s refreshed each year because of the students.”

“I will never forget practicing my Painting Project presentation with him,” Zoe Spurduto ’22 added. “He will forever be an icon of Nightingale to me and every other student whose paths he has crossed.”

The profound impact of his visual arts curriculum bloomed beautifully in his advanced art history elective. For Sasha Wolf ’24, enrolling in the class as a senior was simply a leap of faith to try something different. It ended up redefining her entire future.

Left: Mr. Whitehurst explains the architectural history of the chapel in the Old Royal Naval College, Greenwich.

Below, from top: Mr. Whitehurst (far left) looks on as a student presents her Painting Project at the National Gallery in London; Mr. Whitehurst and students pose for a picture in front of the London Eye during the Class IX trip to London in 2017.



“It is entirely thanks to Mr. Whitehurst that I am an art history major and am considering pursuing opportunities in the visual arts post-grad,” Sasha revealed. “Not only was the class itself one of the highlights of my Nightingale experience, but it also taught me I had a passion for studying visual art that I may never have realized. Mr. Whitehurst taught in an engaging manner, encouraging small class discussions and debates. He was knowledgeable and passionate about the artworks he taught. In my college art history courses, most of the works I recognize are thanks to the foundational art historical education he provided.”

While his impact inside the classroom is historic, his presence as a colleague, mentor, and steady institutional anchor in the faculty work room is equally irreplaceable. English Faculty Member Laura Kirk ’94 noted that Brad was the person colleagues turned to when they needed a safe space to navigate the complexities of teaching.

“As I got to know Brad, I realized I could ask him pretty much anything—any large or small question, a question I felt shy or embarrassed about, or share a story of an off-moment in class, a misstep on my part,” Ms. Kirk shared. “Brad was always there: patient and calm. He listened attentively...Time and time again, Brad provided inspiration and steadiness, support plus room to learn and grow through trial and error. He would back me up whenever I needed him to and reassure me when I needed reassurance.”

When asked what he will miss most about his day-to-day life on 92nd Street, Mr. Whitehurst’s answers are simple and grounded: “Schmoozing with my English colleagues in the faculty office. Meeting one-on-one with struggling students, and watching them light up as they realize what they can do. Getting excited to teach a book again, because it’s new for the students.”

As for his parting advice to the next generation of educators stepping into the Schoolhouse? It is a characteristically bold and beautiful defense of the discipline he loves.

“The universal value of the humanities is timeless, and it will last,” he said. “There is nothing more important than teaching English. There are a lot of things that are just as important in this building, but nothing is more important than the teaching and learning that happens in English class. That’s an amazing gift to be able to say and believe to your core.”

Now, after twenty-four years of giving his all to Nightingale, Mr. Whitehurst is ready to embrace what he calls “the gift of time.” He looks forward to tackling his massive “to-read” pile, lingering over a second or third cup of morning coffee at home, and simply enjoying exactly where he is without rushing.

When asked if he has a final message for the generations of Nightingale students who sat in his classrooms, his response is filled with the same humility that defined his tenure:

“Thank you for giving me a fulfilling professional life.”

Thank you, Mr. Whitehurst. For all that you have given to Nightingale and all that your scholars will continue to give to the world beyond the blue doors. •



Reunited at 92nd Street

This May, alumnae from classes ending in 1 and 6 returned to the Schoolhouse for a joyful day of connection, reflection, and Nightingale pride.

On Friday, May 15, Nightingale welcomed alumnae back through the blue doors for Reunion 2026, a joyful celebration of classes ending in 1 and 6. The day brought together Nighthawks across generations for a full slate of events, including a 50th Reunion Breakfast for the Class of 1976, a State of the School conversation with Head of School Paul A. Burke and Assistant Head of School for Faculty and Instruction Yabome Casper, the Reunion Luncheon, career networking, archive moments, Schoolhouse tours, and an all-alumnae cocktail reception.

Throughout the day, alumnae reconnected with classmates, faculty, and the Schoolhouse itself, revisiting favorite memories while learning more about Nightingale today and the school's vision for the future. The luncheon also included the Alumnae Association induction of the Class of 2026 and honored this year's Distinguished Alumnae Award recipients: Marguerite B. Colson '06, recipient of the Alumnae Achievement Award, and Devon Beddard Caraher '96, recipient of the Alumnae Service Award.





THE ALUMNAE CIRCLE GROWS

Alumnae gathered in the Susan Hecht Tofel '48 Gymnasium for the Reunion Luncheon and Alumnae Induction, a celebration of Nightingale connections across generations. The program included remarks from Alumnae Board President Naomi White Randolph '93 P'27, recognition of this year's Distinguished Alumnae Award recipients, and the formal induction of the Class of 2026 into the Alumnae Association.



LETTERS, LINKS, AND LEGACY

The afternoon offered alumnae a chance to connect across class years, industries, and shared Nightingale experiences. Through Nighthawk Networking, archival displays, yearbooks, and ceremonial class letters for select Reunion classes, alumnae looked back on the stories that shaped them while building new connections for the years ahead.

GENERATIONS OVER TEA

Following their 50th The Class of 1976 caught up with our Class of 2034 over afternoon tea and cookies. It was a beautiful moment of intergenerational connection, filled with laughter, shared stories, and a fascinating look at what life at the Schoolhouse looked like in the 1970s versus today. Some things change, but the spirit remains exactly the same!



RAISING THE CUP

The Class of 1996 earned this year's Reunion Cup, leading all milestone reunion classes with 68% participation in the Nightingale Fund. Their strong showing was celebrated during the All-Alumnae Cocktail Reception, where alumnae gathered to toast the class's generosity, spirit, and continued connection to Nightingale. Thank you to all reunion-year alumnae who took part in the Race for the Reunion Cup and helped make this year's effort such a success.

"It was a tremendous honor to receive the Alumnae Achievement Award and to share it with my remarkable classmates. I am in awe of them—doctors, designers, directors, executives, spouses, sisters, moms, and—of course—friends. The best friends we could have imagined."

—Marguerite B. Colson '06



Nightingale



"I am very honored and I am very touched and I am very excited to be here today. It feels a lot different than my college reunion. I went to my college reunion to see my friends and not necessarily make new friends. But today...Nightingale feels different. I want to see my old friends, I want to make new friends, I want to deepen my relationships. And I feel this way, with every visit and with every single Class of '96 email exchange."

— Devon Beddard Caraher '96



Remembering Their Moment

The Class of 2034's Daisy Ceremony

The Lower School community gathered on June 9 for the beloved Daisy Ceremony, a cherished Nightingale tradition that celebrates Class IV students as they prepare to begin their Middle School journey.

The ceremony opened with remarks from Head of Lower School Rebecca J. Urciuoli, PhD, who reflected on the accomplishments of students across every grade level and recognized several members of the Lower School professional community whose contributions have helped shape the division. Turning her attention to the Class of 2034, Dr. Urciuoli reflected on the students' five-year journey through the Lower School.

"I can tell each and every one of you that we will always remember you and the sparkle you have brought to the fourth floor these past five years," she told the class.

Dr. Urciuoli praised the class for their leadership, academic accomplishments, creativity, and commitment to community, particularly the relationships they built with their Kindergarten buddies.

She also shared reflections that students had submitted about their Lower School experience. Their responses highlighted lessons about perseverance, kindness, friendship, bravery, and belonging.

"In Lower School, I've learned the real importance of a community and how much more fun it is to be part of one than go through everything alone," one student wrote.

When asked what they hoped would always remain true about the Lower School, students described it as "a safe place where ideas grow, where people grow, and help is always there for you," and a place that would "always shine."

Music, a hallmark of the Daisy Ceremony, filled the morning as each Lower School grade performed a song chosen especially for Class IV. Kindergarten students performed "Oh My Goodness, Look at This Mess," while Class I shared "What I Am." Class II and Class III sang "Zoo" and "Dai Dai" that encouraged confidence, resilience, and perseverance as the fourth graders prepared for their next chapter.





Head of School Mr. Paul Burke reflected on the messages embedded in the performances and the lessons they offered the graduating class. Drawing from the songs' lyrics, he reminded students that they already possess the qualities they need to succeed in their next chapter.

"The best part of getting older is that you recognize, in some of the hard moments, that you can get through it, that you've been through them," Mr Burke said. "And when you get to [Head of Middle School] Ms. Durrani, who's awesome, like you're awesome, you're going to be able to tell her, 'Ms. Durrani: We know this already.' We've gotten through hard stuff. We can do hard things—we are the Nightingale Class of 2034."

Mr. Burke also encouraged students to thank the teachers, families, and mentors who supported them throughout their Lower School years, and he reflected on the lasting influence of departing faculty members, including Lower School Performing Arts Faculty Ms. Mary Beth Alexander and Groups Teacher Mrs. Laura Hale.

The ceremony culminated with performances by Class IV, who sang Taylor Swift's "Long Live" and a special rendition of Panic! At The Disco's "High Hopes" featuring new lyrics they had written themselves. The entire Lower School then joined together to sing the school song, "For Nightingale."

Each Class IV then picked up a daisy and formed an archway along the stage in the auditorium. One by one, each Lower School student passed underneath them, until finally, it was Class IV's turn. Students beamed as they passed through the long-awaited tradition, emerging as Middle Schoolers. •





WOVEN TOGETHER

CELEBRATING THE CLASS OF 2030

On June 10, Nightingale's Class of 2030 gathered with families, friends, and professional community members for Class VIII's annual Moving Up Ceremony, marking the culmination of their Middle School years and the beginning of an exciting new chapter.

Held in the H. Dale Hemmerdinger Auditorium, the ceremony celebrated the achievements, friendships, and growth that have defined the Class of 2030's journey while honoring the community that has supported them along the way. Through speeches, poetry, music, and student-created videos, members of the class reflected on their time in Middle School and looked ahead to what comes next.

Class VIII Dean and Classics Faculty Member Kristin Webster opened the ceremony by recognizing the class's distinctive spirit and

accomplishments. Throughout her remarks, Ms. Webster highlighted the qualities that have made the class memorable: their willingness to embrace new experiences, their care for one another, and their drive to innovate and lead.

"In a world where it's easy to stand back and watch, you choose to participate—and you participate joyfully and wholeheartedly," Ms. Webster said. "Never lose that joyful, courageous spark that each of you possess."

Head of School Paul A. Burke followed with reflections on the significance of the occasion, noting the unique place Moving Up occupies in the life of the school. As he advised them on their next chapter, Mr. Burke offered the class a memorable tidbit as they prepared for Upper School: "Go to sleep."

While his recommendation drew laughter from the audience, the message noted a deeper truth about caring for oneself during times of growth and change—especially in Upper School as they navigate advanced courses and pre-college prep.

Middle School Co-presidents Skye B. '30 and Juliette S. '30 then addressed their classmates, each offering heartfelt reflections on friendship, belonging, and the passage of time. Drawing inspiration from a poem studied in Class VII, Skye reflected on the realization that meaningful moments often pass before we recognize their significance.

"What I learned in my time at Nightingale is that you never realize something is important while it's happening," she said. "You think there's always going to be another day, and then suddenly that was the last day."

She expressed gratitude to teachers, families, and classmates alike, concluding, “Thank you for being my friends, for growing up beside me, and for turning these years into something I’ll spend the rest of my life remembering.”

Juliette reflected on her arrival at Nightingale as a new student and the sense of belonging she found within the community.

“For inside those blue doors was an entire world beyond my wildest imagination,” she said.

Juliette then celebrated the teachers, staff, and friendships that shaped her Middle School experience. Looking out at her classmates, she reflected on the enduring bonds they have formed, noting that “the friendships we’ve developed during Middle School will stand the test of time.”

Throughout the ceremony, students showcased their creativity and talents: Juliette created a video montage highlighting memories from the Class of 2030’s years together, while classmates Alisa A. ’30 and Ivana C. ’30 performed an original poem titled “Halfway Through the Door”, Ella A-G. ’30 and Bebe B. ’30 sang a duet of “We’re Going to Be Friends” by The White Stripes with new lyrics, and Isa M. ’30 created cover artwork for the ceremony program.

Alisa and Ivana’s poem captured the emotions of standing between what has been and what lies ahead, describing a class poised between childhood and the opportunities of Upper School.

“It might break us a little,” they recited, “but at its core, we’re the Class of 2030 forevermore.”

Class speakers Chloe L. ’30 and Beatrice M. ’30 continued the theme of reflection and gratitude. Framing her remarks as a letter to Middle School, Chloe acknowledged both the challenges and joys of the past four years.

“You gave us friendships we didn’t see coming, friendships that made boring days better and hard days manageable,” she said.

Looking back on class trips, advisory conversations, and everyday moments with classmates, she thanked Middle School for helping the class become “people we’re proud to be.”

Beatrice reflected on the many different paths that brought students together as one class.

“If you could take a single thread from each of our journeys here...and weave them together, you would get something strong, something complicated, and something beautiful,” she said. “You would get us, the Class of 2030.”

She described Middle School as a time of growth, resilience, and discovery, emphasizing that the relationships formed over the years will continue long after students leave the sixth floor.

“The thing about threads is that once they’ve been woven together, you can’t completely pull them apart,” she said.

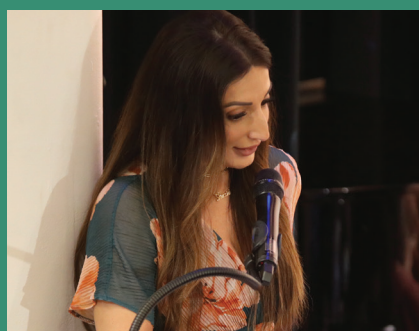
Closing the ceremony, Head of Middle School Shazia Durrani congratulated students on reaching this important milestone and reflected on the privilege of spending her first year at Nightingale alongside the Class of 2030.

“Your energy, your curiosity, your humor, and your heart made every moment of this past year memorable,” she said. “Being with all of you has made this one of the most special years in my 25-year career.”

Drawing on lessons from the book *Walking to Listen* by Andrew Forstofel, Ms. Durrani encouraged students to approach the years ahead with openness, curiosity, and attentiveness.

“What Andrew found, walking across a country full of strangers, is that the moment you actually stop and listen, something shifts,” she said. “You stop thinking about how you come across and start actually taking the other person in the conversation becomes real—and that’s where understanding begins—not in what we want to say, but in what we’re willing to hear...What he discovered is that listening, truly listening, can be one of the most powerful ways to grow, connect, and understand others.”

Finally, each member of the Class of 2030 received a beautiful fuchsia rose and a hug from Ms. Webster. As the last member took her seat, the audience stood, clapping and excitedly cheering for their children as they were pronounced: Upper Schoolers. ●







Where the Hallways Lead

As the Class of 2026 celebrated Commencement, speakers reflected on belonging, courage, and the ordinary moments that shape a Nightingale journey.

On the morning of June 11, the members of Nightingale's Class of 2026 gathered one final time as students.

Soon-to-be graduates, families, trustees, faculty, staff, alumnae, and friends assembled at the Church of Heavenly Rest for Nightingale's 102nd Commencement—a celebration marked by reflection, laughter, gratitude, and a shared recognition of all the hard work that the Class of 2026 has put in over the last 13 years.

"Until recently, this day seemed as if it would never come, but here we are," said Senior Class Co-president Eve Hecht '26 during the presentation of the class. "We actually made it!"

Eve invited seniors to stand in recognition of the many experiences that had defined their Nightingale journeys: internships, athletics, performing arts, publications, affinity spaces, international travel, and friendships. Throughout the presentation, each senior stood, multiple times, signaling their achievements and high level of involvement throughout their school career. Finally, Eve concluded the presentation with one question: "Can I ask any senior who has formed a meaningful friendship here that will continue to shape who they are, no matter where their future leads, to please stand?" The entire class stood.

Student Council Vice President Vivian Yim '26 then reflected on student leadership opportunities in Upper School, which has long been central to Nightingale life. She shared about

the significance of passing responsibility to the next group of leaders. One by one, Vivian recognized each pair of outgoing board leaders, and introduced the newly elected board leaders.

Senior Class Co-president Alice Pierce '26 then introduced the Class of 2026's elected student speaker, Claire Pospisil '26, reflecting on the qualities that made her classmate the overwhelming choice to represent the Class of 2026. She described Claire as someone whose "supportive words of wisdom," "sincere empathy toward all," and "kindest heart" have shaped the community—offering a portrait of the sincere values the class hoped to celebrate on that day. "I speak for our entire graduating class when I say there is no one better suited to represent us today," Alice said.

Claire began by describing her favorite place to study in the Schoolhouse, and where she would often be found in between classes, or whenever she had free time: the second floor hallway, just outside the library. What followed was a reflection on the spaces between destinations—the hallways, conversations, and spontaneous moments that often become the most enduring memories.

"While some members of our class feel most confident in the classroom, or shine in the auditorium, or make a splash in the pool, or go the extra mile on the track, the hallway is a place for everyone," Claire said.

For Claire, the hallway represented something larger than a physical space. It was where friendships deepened, where laughter echoed between classes, where students celebrated successes and supported one another through challenges. It was where community came alive.

"Whether through glittery club posters or coffee spill stains, or through small moments of spontaneous connection, each of us is tied to this space and to each other," she said.

Reflecting on the Class of 2026 itself, Claire described a group defined by both individuality and connection. She recalled the spirited debate surrounding the creation of the class motto during their senior retreat in September, and how even disagreements ultimately reinforced their shared commitment to community. "Leadership is compassionately cultivating a community where we have the courage to be our authentic selves," she quoted from the class's chosen motto.

The address culminated in a challenge to her classmates as they prepared to leave Nightingale. "And so, as you walk down the many hallways of life, instead of rushing through to get to the other end, I urge you to take a seat in the hallway—to take your



"The intimacy of Nightingale's community had not been limiting. It was expansive. Wherever your path takes you, know that you are already backed with the rare gift of being known, of belonging, of being believed in for who you already are."

—Sofia Kiam '14



Commencement speaker Sofia Kiam '14

time, to make your mark on a place, and most significantly, to create room for moments of spontaneous connection."

Claire's remarks captured a theme that would echo throughout the remainder of the ceremony: that life's defining moments are often found not in the destinations themselves, but in the relationships formed along the way.

After a round of applause, Student Council President Stephanie Amoah '26 introduced the Class of 2026's commencement speaker, Sophia Kiam '14, who embodied the qualities that the Class of 2026 had hoped to hear from.

"When choosing a speaker we all agreed on the following things," Stephanie said. "We wanted her to be younger, someone who pursued a high-visibility field, took a nonlinear approach, was deeply involved at Nightingale, was able to speak to us and not at us, and, most importantly, was actually funny."

Sophia, now a film writer and producer, reflected on her own Nightingale experience and the uncertainty she felt as graduation approached. She recalled a memorable evening on the London Eye during her Class IX trip—an imperfect day that nevertheless embodied the joy and belonging she associated with Nightingale.

"At its best, Nightingale's community felt like that night," she said, "the particular type of joy that emerges from deep comfort, an intimate environment filled equally with rigor and fun, from teachers who knew us fully and trusted us, who not only laughed at our jokes but participated in them."



“And so, as you walk down the many hallways of life, instead of rushing through to get to the other end, I urge you to take a seat in the hallway—to take your time, to make your mark on a place, and most significantly, to create room for moments of spontaneous connection. After all, the final destinations, like today’s graduation, while significant, are still just a single memory in a collection of thousands. It is ultimately the interactions you deemed ordinary at the time that form a community and make up a lifetime.”

—Claire Pospisil '26



Like many graduates, Sophia entered the world beyond Nightingale unsure of exactly where her path would lead. Her journey carried her from a marketing internship in Shanghai to reality television production in Albuquerque and eventually to a career in film. Along the way, she discovered that the most valuable lesson she had carried from Nightingale was not certainty, but courage.

“Looking back, I realize Nightingale’s community had afforded me something deeper—an inner courage that comes from a sense of deep belonging,” she said.

She reflected on the confidence that grew from being part of a community where students are deeply known and supported, and how that foundation enabled her to embrace opportunities that were unexpected and unfamiliar. “Being so deeply rooted at Nightingale gave me the courage to wander.”

As she looked out at the Class of 2026, Sophia encouraged graduates to trust themselves as they step into the unknown, reminding them that the strength of the Nightingale community would continue to travel with them.

“The intimacy of Nightingale’s community had not been limiting. It was expansive,” she said. “Wherever your path takes you, know that you are already backed with the rare gift of being known, of belonging, of being believed in for who you already are.”

She concluded with a reminder that the graduates already possess something more valuable than certainty.

“You have something, right now, that is more valuable than a clear idea of what you want to do,” she said. “You are armed with the type of courage it takes to walk into unfamiliar rooms, to raise your hand, to try again.” A sustained round of applause followed as Sophia returned to her seat.

In Board of Trustees President Kathleen McCarthy Baldwin P’31 P’33’s remarks to the graduates, she reflected on a phrase she once dismissed as “school speak,” but has come to understand through her experiences as both a parent and trustee that they are the perfect words to describe a Nightingale experience.

“‘Truly seen’ are the words I hear most frequently from alums when they reminisce about their experience at



Nightingale, and from their parents when they describe what sets our school apart,” she said.

Drawing on examples from the experiences of her daughters, Emily and Maeve, Ms. Baldwin described the many ways students are recognized, encouraged, and supported throughout their years on 92nd Street.

“Nightingale has provided the culture, traditions, and spaces for you to be seen and to see others,” she said. “Seeing others seems normal to you, just part of who you are at the core, but it’s not so normal, and you now have the opportunity to bring this uniquely powerful Nightingale skill into the world.”

The ceremony then moved into its final formal moments. Names of graduates were read aloud as each member of the Class of 2026 crossed the stage to receive their diploma, greeted by applause from families, faculty, and trustees. One by one, students stepped forward, pausing briefly to mark the transition from student to alumna.

As the last names were called, the energy in the space shifted—less a conclusion than a collective recognition of arrival at a threshold. The Class was then presented as graduates, and, row by row, a sea of navy caps filled the space above them.

After the ceremony concluded with the singing of the school’s alma mater, “For Nightingale,” graduates processed out into the bright June air, where they were met with congratulations, flowers, photographs, and the familiar warmth of a community that had gathered one last time in its full form before summer break.

On 92nd Street, conversations and celebrations continued in clusters—parents exchanging memories, students reuniting with friends across grade levels, teachers offering final hugs and words of pride. The formality of the ceremony gave way to something more fluid and unstructured, mirroring the very idea Claire had described in her remarks: the importance of the spaces in between.

For the Class of 2026, Commencement was not an ending, but an opening—into new cities, new communities, and new hallways yet to be discovered. •



THEIR NEXT NEST COLLEGE DESTINATIONS

Arizona State University	Syracuse University
Barnard College (3)	The University of North Carolina at Chapel Hill
Boston University	Tufts University
Brown University	Tulane University (2)
Bucknell University	University of California-Los Angeles
Colby College	University of Chicago (4)
Columbia University	University of Michigan (2)
Cornell University (3)	University of Pennsylvania (4)
Dartmouth College	University of Virginia (2)
Duke University (3)	Vanderbilt University (2)
Emerson College	Wake Forest University
Emory University (3)	Washington and Lee University
Fashion Institute of Technology	Washington University in St. Louis (2)
Middlebury College	Wellesley College
Mount Holyoke College	Wesleyan University
Northwestern University (2)	Williams College (2)
Stony Brook University, SUNY (2)	Yale University

“Regardless of the amount of time spent here, each of us has left our mark and contributed to Nightingale and the world around us in our own way.”

— Eve Hecht '26



THE CLASS OF 2024 Stephanie Amoah, Kardene Anderson, Ashima Bair, Caterina Berg, Zalah Blount, Daquavia Brown, Afeni Collins-Johnston, Emma Dahl, Katherine Demeny, Kate Durkin, Laura Elsberg, Amaris Fernandez, Maggie Flannery, Zoe Freud, Lucy Gardiner, Abigail Goodman, Adya Gould, Sophie Grosfield, Alexandra Grunfeld, Eve Hecht, Hannah Hernandez, Alejandra Hidalgo Perea, Clementine Ho, Alison Imohiosen, Shrujana Iyer, Lexi Jordan, Arya Kambhampati, Abigail Kidd, Annika Kleinberg, Vera Lieberman, Olivia Loe, Evelyn Modiset, Audrey Packard, Alice Pierce, Claire Pospisil, Nicolette Restrepo, Chloe Rheuben, Sonia Rumpf, Charlotte Sauvigne, Bintou Sawaneh, Sofia Schiff, Madeline Schrader, Lila Schumann, Lydia Schwarz, Kala Sekiguchi, Mingma Sherpa, Nola Stewart, Sadie Storch, Laura Strassenburg, Alisha Subhannoor, Chloe Svider, Emma Torralba, Krystal Viafara Ruiz, Lyla Wolf, Vivian Yim, Rayne Zhao

Class Notes

Class notes are published twice a year in each issue of *The Blue Doors*. If you have any updates you would like to share with your classmates, please complete our online form at nightingale.org/sharenews.



1940s

Starr Kopper '48

"I am in Roque Bluffs, Maine, 04654. I will still be subletting winters in Washington, D.C. where I am an active member of an art committee putting on six exhibitions a year at the Cosmos Club near Dupont circle. I have vivid memories of the faculty of the Class of 1948. Miss Wade especially. And a performance of the trial scene from *St Joan*. And my dear classmates, including **Regina Sarmanho** from Brazil and her parents."

1950s

Mary Burt (Holmes) Blume '54

"Just back from a beautiful trip to Wales in the UK, such beautiful countryside and also caught up with relatives from my grandmother,

Genevieve Chalkley's family. A thrill to keep these connections over the years."

Lynda (Gillespie) Brakeman '56

"My parents moved to the suburbs in the 50s, so I was yanked away from NBS to DHS (Darien High School) where I at least found a boyfriend who qualified, according to what I'd read in my favorite book, *The Little Book About God*. A child's image governed my choices until, well, it didn't, and I faced a crisis of trust and betrayed me, myself, and God. Writing became my way to stay rooted in my soul, diary after diary, book after book. My last/latest book, *WHITEOUT. My Racism—Brief Anecdotal Snapshots*, poses the same provocations, only this time I side with myself."

Nancy Bushnell '57

"Not much going on. I have been languishing in my apartment with a broken pelvis. I thought it had healed, but now I'm having



issues with my hip, so I must go back into the hospital for surgery. A lot more languishing will be going on! My children have all come to visit me recently, which is wonderful, but I have not been able to really get out and about and get to anywhere interesting. I hope to get back up to the New York area a year from now and take part in our 70th Reunion."

Annabel Stehli Stearns '57

"News: *Sound of a Miracle* (Doubleday, 1990) in the library and in print (on Amazon with my other books) amazes and delights me as it continues to proliferate, all thanks to my family first, but after that my spectacular Nightingale education, especially Miss Lundy who believed that I could write and sent me my favorite fan letter. And Miss Vicary, whose marvelous love of literature was contagious. A run-on sentence—I can't help it, my enthusiasm is boundless. A blessed endeavor. Still, three happily married children and five grandsons and two granddaughters (and a grand-dog, a golden retriever) are my greatest joy."

1960s

Jennifer (Riblet) Dewar '60

"The past 10-11 months have been personally impactful, with a lot of changes in our family. In August, my husband, Ken, passed away after 59 years of marriage. November brought the birth of my second great-granddaughter, and in February, my first great granddaughter celebrated her first birthday. In early April, my husband's twin brother died. In May, my oldest grandson became engaged to his longtime girlfriend. These milestones and highs and lows reinforced the value of being resilient when possible, compassionate always and grateful in all life gives us, including having good friends and loving family."

Janet Hinshaw-Thomas '60

"I continue to represent clients in immigration courts despite all obstacles, and am now beginning to collect the stories of some of the more memorable ones."

Joan (Fleischauer) Smith '61

"I am finishing my second year as Head of School at Roland Park Country School and



will celebrate my re-retirement with a trip to Kenya with my daughter Heather and son Chip and their families."

Sarah Gentry '62

"The last six months have been both happy and sad. In October, my granddaughter, Alison, was married in the sculpture garden of the Nasher Sculpture Museum in Dallas, Texas. It was a beautiful occasion in spite of the fact that it had poured rain until two hours before the event. Alison is a Harvard Law graduate who specializes in helping people navigate the complexities of applying for and receiving benefits. I am very proud of her dedication. On March 25, my husband Frank died after many years of Alzheimer's, strokes, and eventual blindness. We were married for 59 years. Some may not remember that we were in **Debbie** and **Rich Behling's** wedding. I spoke recently with Debbie and she continues to lead a very active life, just at a somewhat slower pace! We both enjoyed the Zoom meeting."

Diane Ashley '63

Diane is still involved with a bank connected to Brazil continuing the work that she did before retirement. She is also head of a choral group, Seraphic Fire, in southern Florida and is on the board of a book club called The Prologue Society.

Mary Mansfield '63

Mary has loved horseback riding and dressage but has recently stopped due to age, deeming herself "horse-retired." She and her husband created a lifelong learning organization (LLAIC) where they co-teach a course called Democracy at Risk. She enjoys getting together with the other participants socially.

Linda Neshamkin '63

Linda is still a working architect in Boston where she is involved in a big project. She is also part of a landmark commission having to do with the Bunker Hill Monument in Charlestown, MA.

Susan Platt '63

Susan lives in an independent living community in Seattle where she can walk to the symphony and where she organizes art lectures. She writes art criticism for local publications in retirement after a career of art interpretation.

Susan Coppock Torrey '63

"I am delighted to say that my first chapbook of poems, *Bright Clatter*, won Honorable Mention in the Moonstone Arts Center 2026 chapbook contest. Moonstone Press will be publishing it shortly. I am also delighted to say that my love of poetry began at Nightingale where I won the Festival of the Written Word with a poem comparing a seagull to a matador."



Dana Ricciardi '63

Dana continues to be on the board of the Wedgwood Society of Boston as well as being part of the collections committee of the Framingham Historical Society where she recently gave a lecture on their textile collection.

Virginia Stuart '63

Virginia is president of a local garden club in Michigan where the members work with local sixth graders on the beautification of Saugatuck and Douglas on Lake Michigan. She also is part of a group called Creation Justice that encourages the planting of native plants.

Maureen (Fant) Brown '65

"Greetings from Rome. I'm still running Elifant Archaeo-Culinary Tours with Elizabeth Bartman, archaeologist, and working on the



fifth revision of *Women's Life in Greece and Rome* for Bloomsbury Classics (London). **Judy Bandler Velenchik** came to Rome this winter with her daughter Whitney, son-in-law, and three grandsons, one of whom is doing a semester in Rome. Thanks to a tip from Whitney, I am now also a travel advisor with FORA Travel. Judy had been here a couple of years before with one of her granddaughters (photo on our terrace)."

Regan (O'Connell) Roos '65

"Despite being long retired, there is one way in which I am working hard. Each day I focus on maintaining my mental balance. I find the state of our country so distressing that if I am not careful my innate empathy will topple me over and I will be of no use to anyone. As I look around I am very grateful to be healthy and comfortable. I live in a safe place surrounded by considerate neighbors. My family and friends are well situated. At nighttime, however, as my daily efforts to be of some service wane, I resume my concerns and prayers for the many who are suffering. I know some have unbearable anxiety; hungers that will not be satisfied. Some hope for justice which seems to never come quickly or sufficiently. I share all those longings. I am holding fast to what is good. Peace to all."

Betsy Combier '67

"I'm very busy with my company, Advocatz, where I do workplace investigations. All four of my daughters are doing well, all living in New York State. Sari's son, Julian, is six years old. My rescue pup just turned four! A picture of Julian is attached."



Gail Karlsson '67

Gail's exhibition of City Hall Park Bird Banners was installed in April as a NYC Parks Public Art Project, and will be on view until April 2027. The banners are printed on vinyl and hang from posts along the fence north of City Hall. The aim is to call attention to the many types of wild birds that she has photographed in the wooded areas of this very urban space. Gail encourages efforts to support public parks and green spaces throughout the city, as they enhance our own lives and neighborhoods, and also protect the diverse communities of wildlife in the city.



Dove Bradshaw '67

Dove shares that she will be curating a memorial exhibition for William Anastasi at Jocelyn Wolff, Paris opening July 4. She is looking forward to celebrating An American in Paris hosted afterwards at the home of Judith Pizar, founder of Cunningham's Board and for decades the Head of the American Center there, along with her son Antony Blinken and daughter, Leah Pizar. Staying with her will also include a gallerist, museum curators, collectors, and expat friends. "We'll be singing and dancing to Cole Porter, Lorenz Hart, and Johnny Mercer, et. al. around the piano played by Jay Gotlieb. All friends and friends of friends are welcome to the opening if in town. Then on to Cologne/Ahlen to prepare for my retrospective next year at the Kunstmuseum Ahlen and its German/English catalogue. Time for seeing what's happening culturally and otherwise staying with friends. Image: "Duchamp is overrated" 2004.



Nancy (Goebel) Rossi '67

"I'm involved with a lot that goes on in Hartford's 100-year old Town & County Club—yes, that is 'county' as in Hartford County—but understandably it is routinely spelled as 'country.' I teach Latin and lead a monthly French conversation lunch there and also chair a biography book group. It's no surprise that women in their 40s–90s love to keep on learning. I do my best to move forward my academic research into CT River Valley 17th–19th c-paper mills and printers, but I have too much fun with my three grandchildren here in West Hartford. We continue to paint together in my art room. And I spend way too much time refereeing the encounters between the rescue cat and the rescue dog. My son, John, is with Hartford HealthCare/Jefferson Radiology. His wife, Christina, is with O&G Construction, and at the end of March she was the keynote speaker to 800 women business leaders at the 'When Women Lead' conference at the CT Convention Center. Their daughter Anna is a senior at Taft and was just elected the school's 'Head Mon' (Head Monitor) along with her male 'Head Mon' counterpart. Their son Jake is a sophomore there, and Lyla is in fifth grade at Renbrook."

1970s

Brandon (Jill Wilson) Evitt '70

"Excited to announce the birth of my second grandson on 3/20/26, to my oldest son, Blake and his wife Morgan. Luka Raphael will be a wonderful playmate for his cousin, Franklin James born 5/10/24 to my younger son, Kyler and his wife Maggie."

Katie Paine '70

"It's been an interesting year. My step daughter got married here on the farm (130 people in the back yard in October in New Hampshire!). It all turned out great but spent all summer prepping. Then had my knee replaced in November and major eye surgery in March. The highlight of the winter was a visit from **Veronica Morgan** who joined us for Christmas. I'm finally getting back to my real work (www.painepublishing.com). I've been branching out from the traditional communications measurement business to doing some expert witness work for law firms which is a blast. Hoping to get together with **Lisa Goldberg** now that things have settled down a bit. In the meantime, there are 17 baby chickens thriving in my kitchen, and a big fluffy white beast (a Great Pyrenees) named Sir Lancelot who keeps me entertained and exercised."



Rebecca (Schroyer) Rahl '70

"Kevin retired and we're heading to Budapest and northern Europe for most of June. We still have our place on the coast in North Carolina and go there as often with family and friends as we can. We have three beautiful grandkids since our daughter took time off from her PhD program. She and her husband are averaging a baby every two years! He's as good at one-handed diaper changes as she is since they never slow down. We moved to VA to be near them and every day is a new adventure. Best to all my classmates. Happy Summer!"



Leslie (Brown) Kohl '71

"Moved to Bradenton, FL last May. Love it! I would love to be in touch with **Christina Komoski**, **Mary Andrews**, and **Tina Johnson**."

Rebecca (Davidson) Packer '71

"Hello all. I haven't shared any news for years. But now at 73, it's probably about time. I went to Nightingale during troubled times for me, 1966–1971. But I'm forever grateful for having made fast friends and for having had inspiring English teachers such as Mrs. Rachlis & Rudge! Happily, I'm still married to Henry Packer after 50 years. We are living both in NYC and on Nantucket, grateful for both the urban buzz and a safe green space. After teaching middle and high school, I eventually taught at NYU for 25 years, training language arts teachers and running their SA graduate program in London-Oxford. Absolutely, this was the right path for me, keeping such good company of students who wanted to educate and empower others. Having retired a few years ago, right before COVID, I'm most grateful



for enjoying a second act, attending a drama school, acting occasionally in a film, and writing plays. My recent good news is that the show *Off Island*—five of my autobiographical one-act plays—will be staged for the Circle Fall Festival at the AMT Theater on West 45th Street. I hope some can attend when it runs from late October to mid-November. Although I'm anxious, I'm also very grateful for this gift to be challenged, to be in-the-mix. I invite any of you interested painters, writers, and performers to reach out if you'd like to share or ask questions. For it seems that joining with others who create somehow keeps many of us afloat in such oppressive times. It's about turning lead into gold, so to speak. Peace to all!"

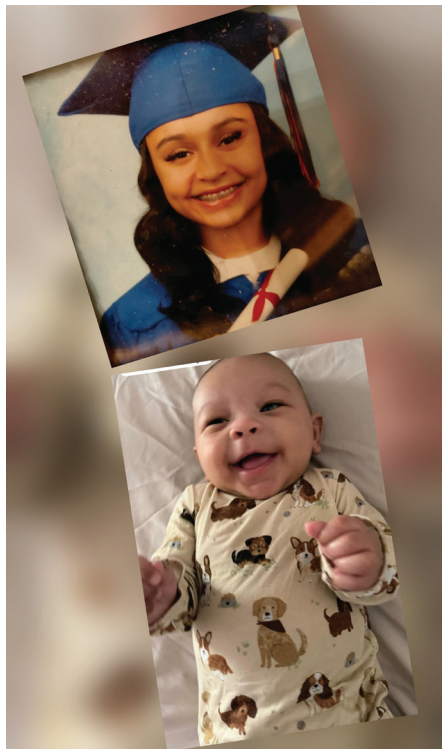
Nora (Seligman) Favorov '72

"The Class of '72, at least a dozen or so of us, manage to get together for most fifth-year reunions, and I look forward to next spring for our 55th. In the meantime, I managed to see **Rachel (Dolly) Hall** last fall (as reported in the last *Blue Doors*) and this past Easter my husband and I spent a lovely day in Normandy, France with **Nancy Raff** (who left NBS after seventh grade) and her fabulous family. Nancy and her daughter Morgan had just taken a cooking class and prepared an amazing Easter dinner. Nancy and both her daughters took Oleg and me to see a dolmen hidden away in the Normandy woods."



Rosalyn (Meeks) Joseph '75

"I'm proud to share that my granddaughter, Aleeya, will be graduating high school and attending the University of Albany, majoring in criminal justice and minoring in journalism. And we welcomed our first grandson, Owen Weldon, on February 7."



Laura French Johnson '76

Laura moved to North Carolina from Arizona with her mom to be with her daughter and three grandchildren. Laura loves being a grandma when not working as a seasonal tax expert lead at TurboTax. She reports that "this is my niche!" and loves her work. Although struggling with some health issues and continuing to mourn the passing of her husband several years ago, she reports that "her cup runneth over" because of her extended family.

Laura Nathanson Knobloch '76

Laura writes that she retired six years ago and spends the fall and winter down south in Sea Island, GA and returns to New York for summers. She spends time exploring her interests—and playing golf, practicing yoga and serving as a board director. "Kids are grown and life is good!"



Priya (Butani) Nye '76

"It was wonderful to reconnect with several classmates at our 50th Reunion! Many thanks to the NBS staff and students for welcoming us so warmly—you all went above and beyond! The school has been beautifully transformed, and it was heartwarming to see and hear about its growth and enduring commitment to all-around excellence in education and life skills. I continue to enjoy life in Colorado, partially retired now, with hiking, taking photos, volunteering, tutoring, and writing taking up my time. My son Ted, 36, lives in NYC pursuing a career in finance and loving life as a New Yorker, while my other son Joe, 34, lives near me and continues to enjoy life as a part-time local musician. I always enjoy my trips back to NYC, but it's always good to get back home!"

Liz (Robinson) Schubiner '76

"I divide my time between Bloomfield Hills, MI and Scottsdale, AZ with frequent visits to NY to see my two granddaughters, five and two-and-a-half. I am a member of the Rogel Cancer Center Advisory Board at the University of Michigan and love my volunteer work there. My husband and I love to travel—this past year took us to Easter Island, the Atacama Desert, Mexico City, San Miguel Allende and northern Italy. Planning our 50th Reunion was so much fun. Special thank you to **Jo-Ann Fox-Weingarten** for hosting our Reunion dinner at her apartment. Thank you to everyone and I will volunteer to do #55!"

Chris Burton Schwartz '76

"Just had the best time at our 50th Reunion! I will have to fly back for the 55th as we are moving to Florida mid-July to be with family and friends...bittersweet as I have been in NY since 1965 but very excited to start a new chapter."

Toni Nicholson Wheeler '76

"I work part time at our local independent bookstore (12+ years) in Ukiah, CA, and also run the gift shop and serve on the board of our local artist home museum, the Grace Hudson Museum. For the past two years I have been creating a monthly program for the Mendocino County public radio station (KZYX) called *Turning Pages*, about books, authors and writing. I have no desire to retire from any of these activities yet! My kids are scattered, one in Northern CA, one in Seattle and one in Virginia, so I don't see them as often as I would like—but I just visited my daughter in Virginia after the Reunion."

Catharine Guiher '77

"**Elizabeth Latshaw** was in town so fellow classmates **Lisa Tomaino Zemann** and her husband Jay Zemann, **Maggie Noble**, **Vicky Kriete** and I had dinner together and took this photo. I am performing with the Timeless Torches at New York Liberty games at Barclays Center this summer, and just completed my volleyball referee season for Manhattan private middle school boys. I was able to travel to Mexico, Hawaii, and Greece in the off-season."



Gina Bandini '78

"Over the past year, I've continued to grow my private academic tutoring practice, working with students across writing instruction, SAT/ACT preparation, and college advising. My practice has also expanded to include graduate and law-school admissions support, which has been a meaningful addition to the work I do. Across the last two admissions cycles, students I've supported have earned more than \$1M in merit-based scholarships. I remain focused on individualized, process-based instruction that helps students develop clarity, confidence, and strong academic foundations as they move through increasingly competitive academic pathways."

1980s

Andrea Demirjian '81

"Angela Randall and Alison Sellin Weiskopf recently enjoyed catching up over a drink in



Paris in their own little mini 45th Reunion! Class of 1981 had a fantastic turnout for milestone #Reunion45 with classmates coming from near and far, including **Nina Train Choa, Lisa Frankel, Lucy Kindred Galbraith, Lynn Guggenheimer Horowitz, Elena Hahn Kiam, Ling-Ling Landegger, Jennifer Mah Lawson, Alison Sellin Weiskopf, and Sarah Tappen Windham.** After celebrations at the Schoolhouse, we enjoyed a wonderful dinner generously hosted by Elena in her lovely home (joined by Elena's handsome dog Jerry!) where we roared with laughter. Fellow classmates were very much missed...We can't wait for the big 5-0!" Andréa had an abundance of fun at Reunion, feeling super-charged with nostalgia. "While faces may look a little different (but not much!), it was a reminder there are homecomings we can rely on...and in this topsy-turvy world, we are very lucky for our shared Nightingale history and its precious touchstone. Here's to returning home again for our 50th, 55th, 60th, 65th, and even 70th!"



Jennifer Mah Lawson '81

Jennifer reflected on Reunion, sharing, "it was so much fun to see everyone and reconnect! The joy of visiting not only with classmates but folks from other classes is a testament to the warm ties of the NBS community. I was moved to note that parts of us are still just as remembered, yet we have experienced 45 more years of life and all it brings. Grateful for our time together."

Alice (Babcock) Pearce '81

Alice is living in Palm Beach tearing up the real estate market! She'd hoped to make Reunion, however, with her daughter Isabel home that weekend on her way to a trip to Central America, she sent her love for a great time.

Rachael (Bradley) Swift '81

Rachael is living in Lake Tahoe where she and her husband Bill have retired. She relishes her time with her beautiful new grandson, Hudson Hughes (and his two-year-old sister, Olivia), when visiting her daughter, Sarah, in southern California.



Jane von Mehren '81

"I was sorry to miss all of my 1981 classmates at reunion this year, but I was in Tuscany serving as a mentor at a writers' workshop (<https://www.ka-writing.com/kaa-writers-retreat/>) which was an intense and glorious week of writing, bonding, glorious food and scenery. I'd encourage anyone who is working on a book or wants to get started on a writing project and wants a focused and inspiring

Be a Champion!



The Nightingale Fund is our most essential source of annual support, directly fueling what matters most: an education rooted in purpose, enriched by opportunity, and driven by community.

Every gift is put to immediate use to create a school where girls are empowered to go beyond barriers—to think critically, lead with purpose, and flourish every day.

That generosity sustains the daily rhythm of life within the Schoolhouse and ensures every student is known, challenged, and supported. Together, we champion a learning environment where students develop intellectual depth and the resilience to lead with both confidence and compassion. *Their future starts with you.*

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week of workshops and one-on-one mentorship to look into it! I'm also very excited to be working with **Stephanie Ardrey Hazard** on her first book, *MAKING RECOVERY STICK: A Recovery Coach's Guide to Sustainable Change*. It's been such a blast to represent an author I've known since the second grade—and I'm so thrilled to have found the book a wonderful home with Diversion Books which will publish the book in the fall."

Alexandra Paul '81

Alexandra moved to Oregon with her husband and two cats to take care of her mother after 42 years in Los Angeles. A recent short film in which she appears received an ensemble cast award at the LGBTQ+ Toronto and LA Film Festival. She volunteers at her local dog shelter, and loved the '81 class photos we've been sharing—noting it was a double 45 between NBS and her other alma mater Groton.

Angela Randall '81

Angela wrote from Paris that she is still working in the art market as a specialist and art advisor for dealers and private clients while writing songs with her music and life partner Sylvain (a third album is in the works) and performing live with their group, LUX the band. Her son, Tristan, is also pursuing his creativity as an actor and writer, working on various projects including having released a collection of poems in English and French called "A Better Waste of Time," and appearing in a short film that was among the fifty finalists in this year's Nikon Film Festival (<https://www.youtube.com/watch?v=gDCz-9ZhjQ>).

Susan (Hoffman) Hyman '82

"I serve as chair of Mallory McMorrow's National Finance Committee, working to support her campaign for Michigan's open U.S. Senate seat. I also serve on the board of World Without Exploitation, which helps support and train survivors of sex trafficking in advocacy, most recently survivors of Jeffrey Epstein. Our work includes media training, advocacy on Capitol Hill, and efforts to change legislation to better protect women, girls, and boys from future abuse. The organization's two founders were recently named to *TIME* magazine's 100 Most Influential People of 2026 for our work with Epstein survivors. In addition, I work as a writing consultant, helping Epstein survivors tell their stories and educate through both nonfiction and fiction. (The photo below includes me, with Mallory McMorrow and Epstein survivor Dani Bensky at a fundraiser that I hosted in New York for Mallory.)"



Tanya Traykovski '82

"My classmate and dear friend **Cristina Roig** started a non-profit, Resilient Power Puerto Rico (RPPR) to bring solar power to remote communities on the island after Hurricane Maria. She and I have paired with renowned Puerto Rican artists to create an auction to raise funds for RPPR. We had a wonderful event on June 2 to support underserved people in Puerto Rico."



Ashley Reynolds Pierce von Perfall '84

"My beloved mother, Melinda Fuller vanden Heuvel, died peacefully at home surrounded by her family on April 13, 2026. She was 83 years old. My mother was a huge supporter of NBS and adored the school that nurtured me throughout my years there. I am forever grateful to NBS for my education and to my mother for having given me the best start in life with such an education."



Alison (Chaitman) Curry '85

"I am working with a wonderful literary non-profit in New York that supports writers and readers, House of SpeakEasy. We hold a literary cabaret monthly at Joe's Pub, called Seriously Entertaining. Our June 9 show was *We The People*, in honor of America's sesquicentennial. Our October 6 show is a collaboration with *The New Yorker*, *From Cover to Cover*. I'd love to see you all there."

Elizabeth Kraft Jones '85

"I am enjoying this empty nest phase of life, despite missing my now adult kids! I am teaching yoga and health coaching in Charlotte, North Carolina, where we live. I just completed a magical and very educational yoga retreat in Dalarna, Sweden and will enjoy a family vacation in the South of France after. Wishing everyone good health and a beautiful summer!"

Alexia Brown '86

"Spending the summer in NYC, Chicago, and home in San Diego. Truly special to have connected with classmates at our 40th Reunion!"

Sarahjeane Campbell '86

Sarahjeane is a soprano singer with MasterVoices (formerly the Collegiate Chorale), and she will be part of Joe Hisaishi's seven-night residency at Radio City Music Hall (Aug 11-17). The program will include several of the iconic Studio Ghibli classic films plus scores from Takeshi Kitano and Isao Takahata. She is excited to attend the Tribeca Film Festival and a lineup of 80s bands on tour that includes Lionel Richie, Human League, Howard Jones, Modern English, Richard Marx and Rod Stewart. She is also feeling grateful to have reconnected with so many of her classmates at the Reunion.

Hilary Kronowitz '86

"Enjoyed a day with the Class of '86! This summer I'll be in Savannah some, but have plans to travel to Central Europe and the Pacific Northwest to cool off from the Savannah heat."

Hillary Smith Ripley '86

Hillary is involved in energy transition investing at Schroders Greatcoat and just celebrated her 30th wedding anniversary

with her husband Peter. They're currently enjoying spending time with their daughter, Hawthorne, who's home from law school this summer.

Rhetta Wiley '86

"Rhetta and her wife **Mary Sykes** had a marvelous time seeing everyone at the Reunion. They will be sailing on the Queen Mary 2 to England this summer to celebrate their 22nd wedding anniversary. Their cats Kinky and Schmutz are furious about it."

Mary Kendall "MK" Wong '86

"It was so much fun to host an informal gathering at my mother's apt and where I grew up, with my sister **Meredith Wong '87**, the evening before Reunion. It felt like birthday parties my parents hosted when I was 10! I loved watching (twelve) of my classmates sitting in the living room and on the floor, laughing and relaxing over sushi and wine. My mother joined us later and enjoyed seeing everyone! Attendees: **Hillary Smith Ripley, Hilary Kronowitz, Liz Weilbacher, Celene Domitrovich, Emily Robbins, Alexia Brown, Cameron Paynter, Kim Madden, Sarahjeane Campbell, Caroline Corbin, Rhetta Wiley** and her wife





Mary Sykes, and **Marina Rustow**. The following evening we were joined by **Nonie Griscom Madden** and **Heather McLaughlin**. In a reunion group email, we heard from classmates near and far, including **Sasha Lazard, Alex Baldinger, Julie Haschemeyer, and Sara Shafer, Stacey Street, and Alison Miller**. I've hosted a few small retail pop-ups (showcasing jewelry, stationery, scarves, and some favorite tabletop accents) in my cottage the past three years with great success. This summer I will finally create a website so classmates and friends can view from afar. My sister Meredith and I have been organizing our late father's professional papers to eventually send to the Smithsonian's Archive of American Art. We discovered carbon paper copies of typed correspondence between my father and his watercolor workshop students, galleries, and family!" The photo is of a Zoom call with classmates who weren't able to attend Reunion in person: **Amy Lasser, Caroline Corbin, Isabel Rose, Jenny Nixon, and Liane Manshel Weintraub.**"

Sophie Fenwick '87

"I'm still happily living in Brooklyn with my husband, filmmaker Julius Ziz. Our youngest daughter, Lara, is starting at Tulane University in August. Our eldest daughter, Sia, is a graphic designer. I just recently joined the board as a trustee of the Edward Hopper House Museum in Nyack, NY. A fabulous place, I highly recommend a visit if you haven't been! There's a beautiful exhibition on until October 4—*James Prosek: Memory, Trees & Shadows*. I will be exhibiting photographs from my New York Waterfront Diary book and screening a short film in Brooklyn this July—*Brooklyn Tides: Excerpts from New York Waterfront Diary* at the Gowanus Dredgers Boathouse. All info can be found here: <https://linktr.ee/sophiefenwick> I hope you are all doing very well! Happy Summer!"

Dana MacGrath '87

Dana combined her work as an arbitrator and family spring break time by taking her 14-year-old son to Paris Arbitration Week 2026 (PAW26) in March 2026, where she spoke on several panels about international arbitration, was treated to an amazing birthday dinner by NBS alum **Sophie Fenwick** who coincidentally was also visiting Paris, attended the ArbitralWomen AGM as former President of the non-profit organization promoting women in international dispute resolution, and had a wonderful time touring Paris with her teenage son. "Climbed to the top of the Arc de Triomphe, went to the top of the Eiffel Tower, the Matisse exhibition at the Grand Palais, and put in more than 20K steps a day immersed in everything Paris!"



It was a 'forever young' dream week! It all started with French classes at Nightingale, which led to majoring in French at Middlebury, a career in international law using her French language skills—and of course navigating Paris in March 2026! It was a of a lifetime and the first to combine business travel and adventurous family travel memories—including spending time in new venues such as the Army Museum and Map Museum and the ruins beneath Notre Dame with a teen boy who loves geopolitical history."

Alice Gouge '89

"I've lived in Maine for more than 10 years now! Portland attracts people from NYC and is pleasantly laidback. I teach middle school and wonder if any Nightingale alumnae are nearby."

1990s

Beatrice Redi '90

"After a long international journey across London, Paris, New York, and Milan, and more than 25 years in business and leadership roles, I now run my own coaching and leadership development practice in Milan. I am an executive and leadership coach, trainer and assessor, working with high-achieving professionals, leaders, teams and organisations as they navigate career crossroads, reinvention, leadership challenges, and complex transitions. My work blends coaching, positive psychology, emotional intelligence, trauma-informed practice, neurodiversity awareness, and leadership assessments. At the heart of it all is a belief that leadership needs more humanity, self-awareness, and courage—and that people flourish when they are supported to reconnect with who they really are and how they want to lead. I now work with individuals, groups and corporate teams through executive coaching, leadership workshops, team coaching and programmes on resilience, self-sabotage, communication, psychological safety, and heart-centred leadership. Nightingale was part of the international upbringing that shaped so much of who I became: someone who has often lived between cultures, languages and identities, and who is now deeply committed to helping others navigate their own transitions with more clarity, confidence and heart. It is wonderful to reconnect with the alumnae community and see the many beautiful, unexpected and meaningful paths we have all taken. Website: www.beatriceredi.com | LinkedIn: Beatrice Redi"



Joelle Tamraz '91

"I so enjoyed meeting up with classmates at our 35th Reunion, some of whom I hadn't seen since we were at school. Since the publication of my debut memoir, *The Secret Practice*, almost three years ago, I've

been working on my second memoir, where Nightingale features as a formative experience. Over the past year I've been teaching memoir writing in addition to creative writing for mental health, which I started a few years earlier. I love sharing something I'm passionate about and igniting the writing spark in others. I hope to see even more classmates at our 40th Reunion!"

Jill (Kleinman) Halberg '92

Jill and her husband Ken recently opened their new restaurant Willet's Corner on the Upper West Side (80th and Amsterdam). "We look forward to welcoming the entire Nightingale community!"

Debbie Rabbino Bhatt '96

Debbie was thrilled to celebrate her birthday at our 30th Reunion! **Kate Nahon Gordon** and **Devon Beddard Caraher** extended the reunion festivities by planning an incredible dinner nearby afterwards. "It was a wonderful treat to celebrate my birthday with friends I have been celebrating it with since we were Kindergarteners together at Nightingale." Pictured left to right: **Kate Nahon, Samatha Meltzer, Allison Aab, Debbie Rabbino**



Susannah Canfield '96

Susannah shares a capture from a Reunion after-party with **Courtney McGrath**.



At the Reunion Luncheon with Debbie Rabbino, Margot Duffy, Alex Conrad, Allison Aab, Sophie McManus, Susannah Canfield, Devon Beddard, Tiffany Hoffman, Stephanie Fabricius, Courtney McGrath, and Kate Nahon.

Stephanie Fabricius '96

Stephanie recently celebrated her son Lucas' high school graduation and acceptance at Wake Forest University. She also shares a capture with **Kate Nahon**, recreating old memories on the terrace.



Kate (Nahon) Gordon '96

Kate recently reconnected with former faculty member Mrs. McChord over lunch at the COS club.



Samantha Meltzer '96

Samantha shares a photo with **Jessica Silverman '96** when they revisited the blue doors at their 30th Reunion in May.



Jessica Pantzer '96

Los Angelenos **Jessica** and **Tiffany Hoffman** met up with **Ellen Warfield '95** visiting from CT.



Jessica Silverman '96

Los Angeles **Samantha Meltzer**, **Jessica Silverman**, and **Samar Alghanim** celebrate the spring collection of Sam's clothing line of elevated essentials LeLuxe.



Erica (Luboq) Necarsulmer '97

"Lately, I've been bumping into Nightingale gals from all different years and one thing remains the same: they are all amazing. Thank you **Mary Richter '93**, **Kate Nahon Gordon '96**, **Kate Wesselmann**, **Carla Brillembourg Clark**, **Nadia (Ismail) Elrafei**, and **Annabelle Rinehart** (who has a fantastic gallery, AMR, 50 Bridge Street in DUMBO) for so many fun art adventures. It has been wonderful to reconnect. It also goes without saying that we all love **Damaris (Wollenburg) Maclean '97** who continues to get us all together."

Fenaba Addo '98

Fenaba is delighted to share her recent promotion to Professor of Public Policy at the University of North Carolina at Chapel Hill. She also celebrated the publication of her first book in 2022, *A Dream Defaulted: The Student Loan Crisis Among Black Borrowers* (Harvard Education Press). Fenaba lives in Chapel Hill with her husband Senay, and their two daughters, Nia and Zuri.

Nancy Cruz '98

"Things are bustling to say the least! My daughter just wrapped her sophomore year with a full schedule of marching, jazz ensemble and concert band, making the county's honors band. My son graduated from high school this year and is headed



to work! I am in operational leadership, directing two businesses in the events industry, with more opportunities to conduct customized trainings in communication, strategy, and inclusion in management. Being a mom and a professional can get hairy at times, but this year has had many points of joy and gratitude.

Rachel Reinhard '99

Dorothy A. Hutcheson P'11, former Head of School, was visiting her daughter **Holly Hutcheson '11** at the Avenues School where Holly teaches science. While she was there, Ms. Hutcheson also met up with **Rachel Reinhard** who is the math specialist in the lower division at Avenues!



Kimberly (Karpf) Skelton '99

My daughter, Sloane, will be joining Nightingale's Class of 2034 this fall. I'm looking forward to experiencing Nightingale again through Sloane's eyes.

2000s

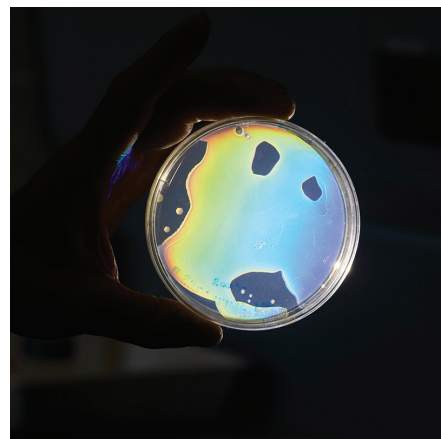
Chevelle Dixon '03

Chevelle and **Catharine Guiher '77** recently developed a friendship through Nightingale alumnae events, particularly over their shared love of the New York Liberty! Chevelle recently attended an event at the Whitney to support Catharine who was dancing with the Liberty's Timeless Torches. On June 3, Catharine invited Chevelle to join her for a Liberty home game at the Barclay Center! "Both the Liberty and the Knicks won that night! Cheers to new Nightingale friends."



Arden Surdam '06

"After moving to Switzerland in 2021, I am now in the final year of my artistic PhD at the Zürcher Hochschule der Künste, (ZHdK), and the Kunstuniversität Linz. I will defend my dissertation in autumn 2027. This summer, I am preparing for the opening of a new public sculpture installation in the City of Thun on June 26. The work was commissioned by the city for the Göttibachsteg bridge in front of



the Kunstmuseum Thun. And I'm also excited to share that I was selected, with glaciologist, Dr. Ewa Poniecka, for the PolARTS x Pro Helvetia initiative, which brings artists and scientists together for funded research-based projects. We will be working with ALPOLE, the Alpine and Polar Environmental Research Centre, at EPFL, the École Polytechnique Fédérale de Lausanne, on questions of glacial melt in the Alpine region of northern Italy. Together with Dr. Poniecka, I will spend two weeks conducting field research on the glaciers this summer. We are especially honored to be the first female scientist-and-artist duo to receive this grant initiative. It is meaningful support of my long-standing interests in how art can engage with environmental systems, scientific collaboration, and changing landscapes."

Claire Whitman '06

Claire began a new role as a project manager at The New York Public Library in September 2025 and graduated from NYU Wagner Graduate School of Public Service in May 2026 with her executive master of public administration. At Convocation, she received the Robert F. Wagner Award for Public Service, for leadership capacity and exceptional contribution to public service. She invites anyone interested in learning more about the EMPA program to reach out.



With Gratitude to Mr. John Caputo

After 37 years in the classroom, including 11 years at Nightingale, John Caputo retires with the gratitude of generations of students and colleagues. Since arriving at Nightingale in September 2015, Mr. Caputo has been a valued member of the Math Department and served for four years as department chair. Throughout his time here, he has brought immense professionalism, thoughtfulness, and commitment to his work, helping to anchor the department and strengthen the Nightingale community. We thank Mr. Caputo for his dedicated service and for the lasting impact he has made on both colleagues and students.

Nicole (Schloss) Chatzinoff '07

What a special full-circle moment for '07 survivors

Dominique (Grelsamer) Zuckerman and Nicole (Schloss) Chatzinoff!

Dominique has been Nikki's son Noah's teacher this year at Temple Emanu-El Nursery School. 30+ years of friendship now has a new meaning for the next generation. Nikki and her husband Greg welcomed Theo Klay Chatzinoff in April. "Noah is loving his new role as big brother!"



Cecilia Zeichner Cholst '07

Ceci and her husband Nathan welcomed their first child, Martin Aaron Zeichner, in March.

Sabrina (Burda) de Bernis '07

Hi! Little update from me: I'm still in New York, living downtown with my two kids, Isabella who is four, and Leon who is one and a half, and my husband Edouard who is French. I co-founded a jacket brand called Sanoë Collection, inspired by the traditional alpine style from my German heritage. We design in NY, but produce in Portugal with European fabric mills. My kids are both at Barrow



Street Nursery School, which we all love! We are excited to see where the next years take us. Sending love to Nightingale and thinking back on my fond memories there in the 90's, early 2000's!

Francesca Gottardo '07

Recently went on a weekend Paris trip with **Romy Solomon**. Currently living in Brooklyn with her English bulldog rescue, Lucy, and fiancé.

Zoe Johannes '07

"Two updates: 1) I left my human rights law firm job to take a role as senior associate at the Good Law Project, working on strategic litigation to protect the rights of trans people in the UK. A much needed role and I'm so grateful to be able to help in any way I can. 2) In what some might say is a predictable move after a childhood in New York and years of being jealous of all my friends' bat mitzvahs, I have started the process of converting to Judaism. I have really been enjoying the language learning, studying and practice this has entailed so far and the warmth the London Liberal Jewish community has shown me."

Jamie Kringstein '07

"I'm living in Brooklyn Heights with my husband Matt and our two daughters Sydney (four) and Harper (one). I'm an attorney at Desmarais LLP, where I focus on patent litigation, and I'm currently on secondment as in-house counsel at Apple. Recently, I was honored to be nominated to the Board of Trustees of Brooklyn Heights Synagogue. I also volunteer locally as a PJ Library Parent Connector, helping build community among young families in Brooklyn."



Emma Wood '07

In spring 2025, Emma Wood welcomed her third baby, a daughter, and then in the fall, she published her second book of poems, *Preferred Internal Landscape*—and took both on a small tour during her maternity leave! She's currently in the middle of a move from Cincinnati, Ohio to Orlando, Florida for a job teaching creative writing at the University of Central Florida.

Lana Lagomarsini '08

Creola is an intimate 14-seat tasting menu restaurant from chef Lana Lagomarsini, opening on Manhattan's Upper East Side in summer 2026. Named after Lana's grandmother, Creola serves a five-course menu Wednesday through Saturday with two seatings a night, drawing from the African diaspora, the American South, and Lagomarsini's New York upbringing. The menu rotates with the season and includes dishes refined over years of pop-ups and on Bravo's *Top Chef: Destination Canada*, among them her potlikker consommé and a pâté en croûte with Afro-Caribbean influence. Designed to feel more like a supper club than a traditional restaurant, Creola is the first full expression of Lagomarsini's culinary voice—a small room, a focused menu, and food rooted in family, history, and fine dining technique.



Devon Washington '09

Devon earned her doctorate in counseling psychology from the University of Missouri-Columbia in 2023. While completing her doctoral studies, she was awarded the Donald E. Super Fellowship for the Support of Dissertation Research on Career Development from the American Psychological Association (APA) for her

dissertation, *Gendered Racial Microaggressions and Identity in the Career Development of Black Women College Students*. Following graduation, Devon returned to New York City with her husband to complete her postdoctoral training at Barnard College. She now continues her work supporting students as a psychologist in Barnard's Counseling Center.



2010s

Lydia Carron '10

"I'm so excited to share that I married Michael Roberts (Riverdale '07) on March 21, 2026 at The Rainbow Room in New York City. It was an incredibly meaningful weekend surrounded by family and friends, including seven of my closest friends from NBS, which made the celebration feel especially full circle. We're feeling very grateful as we start this next chapter together."



Exie (Robertson) Strauss '11

"We welcomed our daughter, Natalie Emerson in April! She already has such a personality at two months and is starting to smile and giggle—we are in love!"

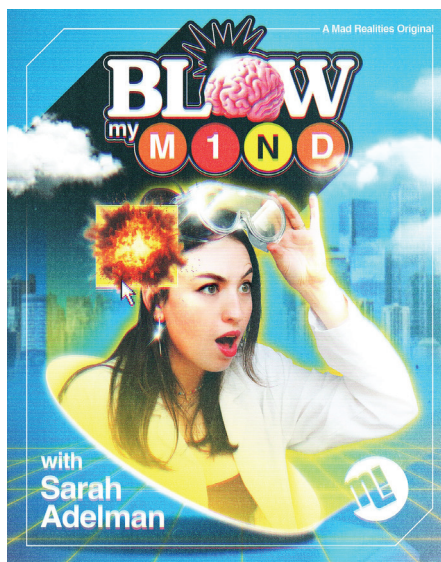


Zandy Stovicek '13

"I've just moved from Phoenix, Arizona to Charlottesville, Virginia to start a new nurse-midwife/women's health nurse practitioner job at Planned Parenthood. Leading the Women's Right Club and working with Dr. Nicole Cohen certainly was an inspiration! I'm also getting married on August 30 in Portland, Maine. My mom, Vicki, beloved member of the Nightingale community, passed away in January 2025 and Maine was her favorite place in the world. My triplet sisters **Nadia** and **Olivia** say hi! They live in Seattle and Chicago, respectively."

Sarah Adelman '15

"My new social media science show *Blow My Mind* is now streaming on Instagram and



TikTok! I'm a stand up comedian and former scientist, and I created this show to bring more educational content back to the algorithm. I developed and sold it to MadRealities, a social-first production company. In each short episode of *Blow My Mind*, I sit down with a scientist or comedian guest who tries to blow my mind with a science fact. The show has over 25 million views and we're not even halfway through season one! You can watch it on Instagram at @blowmymind.tv or TikTok @blowmymindshow and read more about it on my website sarahadelmancomedy.com. Please reach out if you'd like to be a guest on the show!"

Yacine Niang '15

"I'm happy to share that I am the new general manager at the Gramercy Theatre! As a New York native, this promotion means a lot. Some of you know that I was at the Brooklyn Paramount leading their operations these past couple years. This promotion gives me the opportunity to take all I learned to a new space and host some incredible shows at a historic neighborhood that means a lot to this city. Come visit me anytime or even host an event with us. Would love to welcome you all into my new second home!"



Stella Porter '15

"I recently married my college sweetheart surrounded by some of my dear friends from Nightingale. **Becca Singer** was my maid of honor, and **Samantha Hui**, **Jenny Hong**, and **Melissa Gaglia '16** were among my bridesmaids."



Julia Levine '16

"When I was a senior at Nightingale ten years ago, I wrote the following in a letter to my future self that I would be given at my ten year reunion: 'dear god, I hope you don't sit in an office all day bored; if so, please reconsider your life.' Coincidentally, after five years at a PR firm, I'm taking some time to reconsider my life, work on personal writing projects, and explore possible next steps in my career. My 18-year-old self would be pleased to learn that I remain obsessed with the written word, storytelling in all forms, etymology, education, and the arts (visual, performing, culinary, and otherwise). I would love to connect with Nightingale alums who feel passionate about their work, especially if it aligns with any of the above. Please do reach out to jjlevine@wesleyan.edu if you're open to chatting with me!"

Lucy Ritzmann '17

Tati Sealy, **Vivian Cordon**, **Olivia Marzovilla**, and **Lucy Ritzmann** visited **Beatrice Arellano** in Barcelona where she is earning her master's at Universitat Internacional De Catalunya!



Christann Peart '18

"I got engaged to my childhood friend, Rohan Cassells!"



Sydney Ireland '19

Sydney has always been drawn to the intersection of civic life and community, a thread that runs from her years on 92nd Street all the way to her work today. After graduating from Amherst College in 2023, she spent time in Washington, D.C. working in the Office of Vice President Kamala Harris at the White House, before returning home. Back in the city, she worked simultaneously at the Clinton Foundation during the launch of their new Policy Institute and as a senior policy analyst at the Women's Initiative at Columbia University. She has since joined GovWell, the AI platform that helps local governments modernize permitting, licensing, planning, and code enforcement. At GovWell, Sydney is a business development manager working with municipalities and counties across more than 35 states. GovWell recently closed a \$25M Series A led by Insight Partners, and the momentum couldn't feel more timely. She would love to connect with fellow alumnae working at the intersection of technology and public service!

2020s

Erica James '22

"This May, I completed my honours BA in sociology at Bryn Mawr College and will begin my MS in sport management at the University of Connecticut in the fall. Go Huskies!"



ProCom Notes

Mary Beth Alexander

PERFORMING ARTS FACULTY

Mary Beth is moving to Philadelphia this summer with her husband Rob, dog Charlie, and nine-month-old daughter Sylvie. She will be teaching lower school music at Springside Chestnut Hill Academy next year. Mary Beth is grateful for 14 memorable years making music with students of all ages at Nightingale, and to the many parents who supported the music program along the way, most memorably in the Family Sing-Along Challenges that brightened our schoolhouse in 2020–2021. "Veritas, Amicitia, Fides, and Go Nighthawks!"



John Caputo

MATHEMATICS FACULTY

"I will be retiring after 37 years teaching and 11 years at Nightingale-Bamford. Always jealous of Class IX when they traveled to London, I will be making my first visit to England aboard the Queen Mary 2 less than a week after Commencement. I have many fond memories of my time at Nightingale, and I hope to see my former students at the reunion every year!"

Emily Effren

MANAGER OF DIGITAL CONTENT

Emily Effren married Austin Adams on April 4, 2026, in McKinney, Texas surrounded by family and friends.



Margaret Garth

ENGLISH FACULTY

I was the recipient of the Top 40 Under 40 award from The University of Mississippi. This award annually recognizes outstanding young University of Mississippi graduates who have achieved significant professional success and demonstrated profound civic or philanthropic engagement.



Katie Gilman

UPPER SCHOOL LEARNING SPECIALIST

Katie Gilman and Conor Murphy welcomed their daughter Annie Coral Murphy on February 21. They are loving life as a new trio!



L.E. Harmann, PhD

HISTORY FACULTY

"I completed a certificate in Humane Education (six classes) at the Institute for Humane Education founded by Nightingale alumna **Zoe Weil '79**. I am continuing on in the master's program. Work I did through that program influenced the design of my new elective Alternative Americas and is helping me develop education materials to support Pillows for Paws."

Kat Hickey

ATHLETICS FACULTY

"I gave birth to a baby girl named Shea Josephine Granath on January 1. She was the first baby of Mount Sinai West. Shea is excited to cheer on the Nighthawks as her

mom continues to coach varsity soccer, swimming, and softball.”



Angela Hines

CO-HEAD OF THE HISTORY DEPARTMENT

“On June 28, I’ll be running the Missoula Marathon—my 21st marathon and 13th state. I am doing the ‘50 States Challenge’ (lifetime goal to run a marathon in all 50 states). I have a long way to go, but there is no deadline (other than the obvious!). My mom travels with me, and we have had a wonderful journey around the country! Here is a photo of me finishing the Every Woman’s Marathon last year in Scottsdale, Arizona.”



Robyn Jaffe

DIRECTOR OF HEALTH AND WELLNESS

“My husband and I welcomed our son, Sidney (“Sid”) in January 2026. I am so happy to share this very special time in our lives with the Nightingale community.”



Emily Peters

ASSOCIATE DIRECTOR OF COMMUNICATIONS

After completing the NYC Half Marathon on March 15, 2026, Emily Peters was inspired to double down on her 13.1-mile journey. She will take on the full 26.2 miles at the NYC Marathon on November 1, 2026, running on behalf of Team Nightingale to raise money for the Pine Ridge Girls’ School in South Dakota. To learn more, visit: <https://fundraisers.nyrr.org/emily-peters-marathon-26>.



Bryan Rosen

DIRECTOR OF ACADEMIC TECHNOLOGY

Bryan Rosen and his wife, Liana Senaldi, welcomed sweet Elise Harper Rosen to the world in September. Big sister, Mila, is so glad to have a new baby sister.



Melissa Soto

DATABASE COORDINATOR

Before joining The Nightingale-Bamford School this year, Melissa married her husband Paul Clores on November 7, 2025. The couple plans to soak up marital bliss this summer with a honeymoon trip to Italy and Greece! Melissa is grateful to all who have welcomed her to the Nightingale community and looks forward to all that lies ahead in her new role.



Kristin Webster

CLASSICS FACULTY

“I recorded a podcast with the Center for Transformative Teaching & Learning (<https://podcasts.apple.com/us/podcast/beyond-latin-a-blueprint-for-building-learning-that/id1372250034?i=1000760010734>) and will be writing a follow-up article for their next volume of *Think Differently & Deeply*.”



In Memoriam

Phyllis Lee Levin P'72 P'79 GP'04 GGP '39
Former Trustee on November 27, 2025

Terry Turner Ostos '51
on Feb 10, 2026

Richard Menchel P'95 P'00
Former Trustee on March 4, 2026

Voices

Alexandra Lebenthal '82 P'14 P'22

I arrived at Nightingale in ninth grade, and while I don't have a vivid memory of that first walk into the school, I do remember how different the building was then. The entrance wasn't the blue doors everyone knows today—those didn't exist yet. We used a door on the side of the building closer to Madison, and the new building wouldn't be constructed for years. Even without a clear picture of that moment, I remember the feeling of entering a place that was smaller, more intimate, and very much in transition to a school that would later grow and change, just as I did.

Academically, I gravitated toward history more than anything, a passion that eventually became my college major. I've always seen history as a way of understanding stories; how people, decisions, and systems connect. That way of thinking still shapes how I approach finance and business today, because markets are ultimately driven by human behavior and narrative. I also continued Latin, which I had started in Class VII at my previous school and took through Class X at Nightingale. It gave me a foundation in structure, discipline, and language that I still appreciate.

Russian was another defining part of my academic experience. The class was tiny; just me, two other girls from my grade, and a boy from Collegiate who came over for lessons. I loved the intimacy and the challenge, and it stuck with me so much that I continued Russian during my freshman year of college.

But more than any single subject, Nightingale gave me confidence. Growing up in an environment where girls were celebrated gave me a deep sense of belonging. My ability to walk into a room full of men and know I deserve to be there comes directly from my years at Nightingale and from leaders like Ms. McMenamin, then the head of school, who made sure we understood that our voices mattered.



When I arrived at Princeton, I carried that confidence with me. I had spent my formative years in a place where intelligence in girls wasn't just accepted; it was celebrated and that mindset shaped how I showed up academically, socially, and intellectually from day one. Nightingale actually has an important place in Princeton history—the valedictorian and salutatorian of Princeton's Class of 1973—the first class to include women, were both Nightingale alumnae!

I didn't always know I wanted to work in finance. For a long time, I thought I'd end up in fashion. After graduation, I started interviewing on Wall Street somewhat unexpectedly, not through the on-campus process, just exploring on my own. I ultimately landed in the municipal bond industry, which happened to be the business my family was in. It wasn't a predetermined plan, but once I stepped into it, the work felt familiar and the path made sense. It's where I stayed.

Today, I'm a managing director at Rockefeller Capital Management in our Chief Client Office, a role that brings together the meaningful shifts of my forty years on Wall Street. It allows me to use the

full range of my experience in finance and leadership while tapping into the extensive network I've built over decades. My focus is helping people and companies find the right solutions across their financial lives from wealth management to investment banking to private equity and it's work that feels both strategic and genuinely fun.

Seeing a new generation of students, especially my own daughters, move through the same hallways I once did has been a powerful blend of continuity and pride. As a parent of two lifers in the Classes of '14 and '22, watching them experience the same rituals that shaped me was deeply meaningful. I am also incredibly proud that both of my daughters went to Princeton after Nightingale. And while my days as an active member of the Nightingale community as a parent and as a trustee are behind me, my commitment has never wavered; I've maintained, and will continue to maintain, an unbroken record of giving to Annual Giving every year. More importantly, I carry with me the privilege and the obligation to help carry forward the same confidence Nightingale instilled in me, ensuring that other women feel empowered to walk into any room knowing they belong there. •

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Thomas A. Hein, *Director of Communications*

Emily Peters, *Associate Director of Communications*

Emily Effren, *Manager of Digital Content*

Nightingale

20 East 92nd Street
New York, NY 10128

