



GREENWICH ACADEMY



Endowed Funds

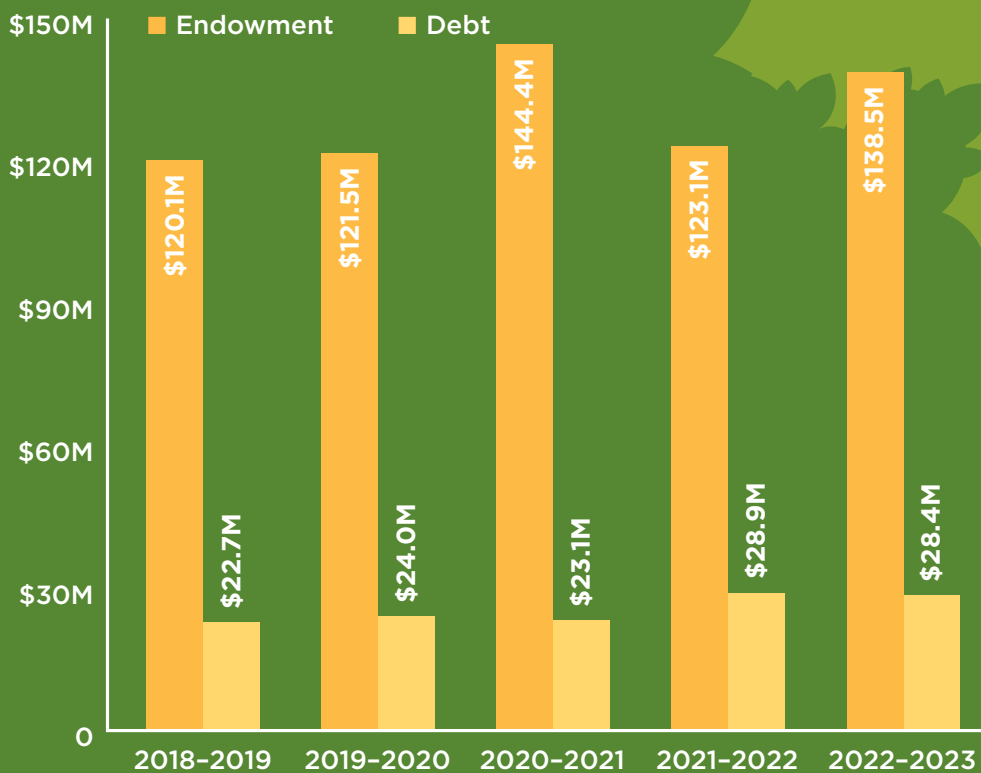
Report to Donors
Spring 2024



GREENWICH ACADEMY'S Endowment

ENDOWMENT AND DEBT

as of June 30, 2023



Did You Know?

GA's endowment is actively put to use, directly impacting the day-to-day life of the school. It provides both long-term stability and immediate support:

Endowed funds established through major gifts augment the resources available for our students, faculty, and programming. Greenwich Academy maintains a four percent spending draw on these funds based on prudent investment management. The income generated provides a crucial eight percent of the school's overall yearly operating budget which fuels the innovative initiatives that contribute to the outstanding high caliber of a GA education. A healthy endowment is vital for GA's strength and financial flexibility as an institution, and its continued growth is paramount.

Faculty

- ▶ Professional Development
- ▶ Fellowships
- ▶ Sabbatical and Teaching Chair Positions
- ▶ Innovation Grants
- ▶ Faculty Housing

Program

- ▶ Innovative, Diverse Programs
- ▶ Outside Speakers
- ▶ Signature Programs:
 - Center for Public Purpose
 - Career Resource Center
 - GAINS
 - Somerville Scholars
- ▶ GA Wellness Center
- ▶ Athletics
- ▶ Arts

Service and Leadership

- ▶ Civic Scholars
- ▶ Community Service
- ▶ Outside Partnerships
- ▶ Leadership Institute
- ▶ Leadership Conferences
- ▶ SPARC and UPenn Partnerships

Scholarship

- ▶ Financial Aid
- ▶ Extracurricular Expenses

Technology

- ▶ Engineering and Tech
- ▶ Programs and Facilities
- ▶ Infrastructure and Advancements



Glenville Campus

What Does the Classroom of the Future Look Like?
The Future is Green!



In August 2023, GA finalized the purchase of its new 54-acre Glenville Campus. This beautiful woodland property, replete with wetlands, trails, vernal pools, and rock elevations, provides the perfect backdrop for sustainability and outdoor education as well as 15 buildable acres to address GA's facilities needs for the near and long-term future.

Driven by priorities outlined in GA's most recent 10-year strategic plan, a property planning committee of the board of trustees is actively working on a needs assessment and interviewing site planning firms to identify and prioritize potential uses. Faculty have already engaged in ideation focus group sessions, site visits, and have begun taking students for excursion classes, exploration, and activities on this new campus.

Beyond providing flexibility to alleviate main campus footprint constraints, the Glenville Campus opens up a whole new world of possibilities as we consider learning environments of the future, creating room for deeper exploration of environmental studies, outdoor activities, athletic pursuits, and leadership development. Immersion in tactile,

hands-on learning in a natural setting stimulates imagination, encourages problem solving, promotes growth, reduces stress, and increases overall wellness, which are top priorities for our students and the entire GA community.



Scan to learn more about the
Glenville Campus



Faculty Funds

Faculty Professional Development

Colleagues Turning the Tables Together: Teachers Become Students

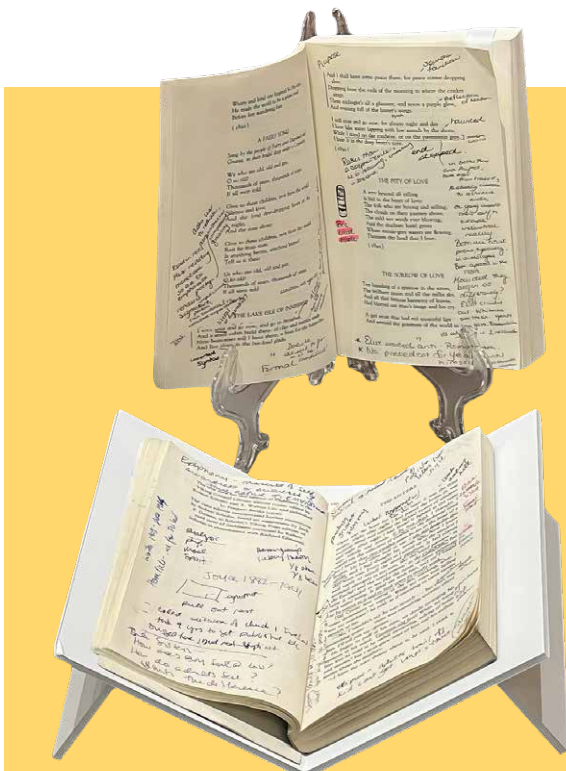
► **Emily Meisler and Lauren Delapenha**
Upper School English Faculty

In the week before the first day of school, while GA's campus readies herself for the arrival of students and the cheers of opening day, the faculty come back together and share their summer adventures. Both near and far, GA teachers attend classes, workshops, conferences, and the like to enhance their skills and bring something fresh to their classrooms each year. All GA teachers participate in at least one, and sometimes multiple, professional development activity throughout the course of the year.

Often, colleagues will participate in an experience together. Such was the case last summer when US English teachers Emily Meisler and Lauren Delapenha attended the Exeter Humanities Institute (EHI) for five days at Phillips Exeter Academy in New Hampshire. EHI offers teachers an opportunity to experience the student-centered, discussion-based Harkness pedagogy of Phillips Exeter Academy. Living together on Exeter's campus for five days, participants learn as students and reflect as teachers. By engaging with peers from around the world, participants also have a chance to recharge after a year of teaching. The program primarily serves secondary school teachers of English and history.

Lauren shared, "We spent a week learning about the best practices for facilitating student-led discussions. It was an amazing opportunity to hone in on such an important skill. Harkness and Socratic-style seminars are important to our teaching at GA, but we can always do it better. It was an immersive experience I won't forget, with colleagues from schools all over the map whom I now consider friends."

Peer learning and mentoring not only deepen skills but also foster a sense of camaraderie and shared purpose among educators. By building strong professional communities, GA teachers collaborate, share best practices, and support one another in their quest to provide the highest quality education for our students.



Somerville Scholars

The English department introduced Somerville Scholars, a new programmatic offering for students who are especially excited about the study of literature. As stated in the application for the program, "Somerville Scholars is an opportunity to seek out like-minded readers, writers, and thinkers—amongst your peers, the English faculty, and our broader community—and put yourself in rooms and conversations with those people."

Students go through a competitive application process in the spring of their sophomore year and, if selected, become a part of the society for their junior and senior years. As a Somerville Scholar, students participate in a week-long Summer Institute where they discuss a summer reading book with members of

the English faculty (last summer they read *Pride and Prejudice*), attend local literary events, complete a more intensive Senior Essay process that includes formal presentations of their theses, submit writing to our literary magazine and school newspaper, and help facilitate on-campus visits with guest writers.

Innovation Grant: Product Development for the Common Good

▶ **Erin Riley**, Jane & Alexander Jackson Director of E&D Lab and **Monica Ortiz**, Dept. Chair, Engineering and Computer Science



The tradition of awarding Innovation Grants to teachers who generate unique curricular ideas is profoundly beneficial for students and faculty.

These grants serve as catalysts for creativity, inspiring educators to explore new methodologies, technologies, and approaches to teaching. By incentivizing innovation, GA fosters an environment where experimentation and forward thinking thrive, ultimately enriching the learning experience for students. Original curricular ideas often lead to increased student engagement, improved academic outcomes, and a more dynamic classroom atmosphere.

For faculty, receiving recognition and support for their pioneering efforts not only validates their hard work, but also fosters a culture of collaboration and excellence within the institution. In essence, Innovation Grants empower educators to push the boundaries of traditional education, often crossing disciplines to enhance learning. This year is no exception. Erin Riley and Monica Ortiz got the green light for their proposal titled,

“Product Development for the Common Good.” They developed a unit around product design which combines Engineering Computation and Engineering and Design II classes. This project, which incorporates entrepreneurship, marketing, and finance, along with computer science, engineering, and design, draws on mathematical and engineering lessons the students have learned and built on. Erin shares, “We have

come up with a series of lessons where our students are able to collaborate on creating pop-up stores. In the process of planning and making products for the store, they are engaging with design thinking (including clients and product testing) as well as consideration about materials and budgets. Our students will reach out to the community for feedback toward the goal of setting up two pop-up shops.”

Faculty Housing’s Positive Impact

Greenwich Academy provides affordable faculty housing options in close proximity to school to ensure that our teachers have the most time possible with students, participating in the full student-life experience both in and out of the classroom. As educators, advisors, coaches, club leaders, and cheerleaders on the sidelines at every age and stage, they can build the relationships that encourage student growth and learning at a profound level.

The Greenwich housing market is out of reach for many. In order to attract and hire the most talented teachers in the country and to remain competitive with other day and boarding schools that offer housing, it is imperative that GA offers a strong housing program. The Glenville Campus offers an opportunity to expand our housing options and meet the current and future demand for faculty housing.

STATS

- ▶ **20** Total properties owned by GA
- ▶ **27** Single family and duplex housing units
- ▶ **18** Studio and apartment units
- ▶ **49** Employees housed (plus 1 Sodexo staff)
- ▶ **18** Receive other assistance (9 in mortgage assistance and 9 in rent subsidy programs)

Needs

- ▶ Goal of reaching our 50% target of faculty housing support
- ▶ Behind our peer schools
- ▶ Interest outpacing availability
- ▶ Strong associate teacher program warrants additional group-living options
- ▶ Demand for family-sized units

Comps

- ▶ Greenwich Academy 49/120 = 41%, 49 housed in 45 units
- ▶ Brunswick School 95/144 = 66%, 95 housed in 84 units
- ▶ Greenwich Country Day School 108/197 = 55%, 108 housed in 81 units



Financial Aid Program



2023 Scholarship Breakfast Inspired to Help Others

▶ **Julia Hyman '13 MPP, MSW, LCSW**

Each year the Scholarship Breakfast welcomes back to GA an accomplished alumna, who benefited from GA's financial aid program while a student, to deliver the keynote at a special morning that gives thanks to those who support scholarships at Greenwich Academy. This year's distinguished speaker, Julia Hyman '13, joined GA in Group VI. At GA, Julia was an active participant in music and sports, but it was her passion for her STEM-related classes and leadership as president of SCORE (Students of Color Organized to Represent Equality) that led her to pursue her career path as a licensed certified social worker and public health practitioner.



When I considered transitioning to a career in mental health, once again, Greenwich Academy was there to help me along the way. GA's Career Resource Center connected me with the school wellness counselors and GA alumnae in the mental health field so I could learn about their professional experiences firsthand. These conversations informed my decision to attend graduate school to study clinical social work and public health.

> **JULIA HYMAN '13**



Scan the code to watch Julia's keynote address in which she reflects on her journey thus far and expresses her gratitude to GA and her teachers who served as mentors, enabling her to be herself and follow her passion to be a health advocate for marginalized populations.



FINANCIAL AID STATS

In 2023-2024:

- ▶ GA gave **\$9.3M** in scholarship support, up from \$8.6M
- ▶ **\$300,000** was given for "extras" for those students who qualify to assist with uniforms, laptops, class trips, and other incidentals that are part of a complete educational experience at GA
- ▶ **23%** of GA students received some level of financial aid

Did you know?

- ▶ Zip codes represented by the student body: **69**
- ▶ Greenwich Residents: **65%**
- ▶ Other parts of Fairfield County & CT: **25%**
- ▶ Westchester County & NY: **10%**



Program Funds



GAINS In the Windy City University of Chicago

In November, the University of Chicago opened its doors to the 2023 Girls Advancing in STEM (GAINS) Conference. The three-day event is the annual gathering of the Greenwich Academy-founded GAINS Network and it connects high school girls interested in STEM with role models working in STEM fields through technical talks, lab tours, and a career mixer.

“The GAINS Conference goals are threefold,” said GAINS Network Director Dr. Monica Ortiz. “First, we want to expose our students to what STEM looks like in a university setting; second, we want to help them meet mentors who look like them; and, finally, to grow their network of peers who are similarly passionate about STEM.” Over 120 girls and faculty chaperones from high schools across the country attended the conference this year. Thanks to those who generously support the GAINS program, GA is able to provide travel and conference fees for one quarter of students attending (with demonstrated need).

The University of Chicago is the latest in a long line of leading research institutions that have hosted this annual national conference over the last decade including Yale, MIT, Stanford, Duke, and University of Pennsylvania, among others. This year’s event included tours across the University and by UChicago’s Pritzker School of Molecular Engineering faculty, staff, and students of the Squires Lab, the Hubbell Lab,

the Nagler Lab, the Pritzker Nanofabrication Facility, and the Kawalek Lab, also known as the STAGE (Scientists, Technologists and Artists Generating Exploration) Lab.

In the STAGE Lab, PME’s innovative full-scale laboratory devoted entirely to meaningful collaborations among scientists and artists, the students played a suite of games at the lab’s “Quantum Casino.” The mechanics of these games emulate the core principles of quantum science, providing the double benefit of learning science while having fun. Prof. Nancy Kawalek, who helms the STAGE Lab, is convinced that bringing more women and people of diverse backgrounds into STEM “fosters imaginative, creative, and innovative work.”

“If we are to make meaningful and impactful achievements in STEM—ones that solve real-world problems—it is vitally important to encourage young women and untapped talent pools of all kinds to engage and remain in STEM,” Kawalek said.



At the conference, the Career Panel session changed my perspective on a future in STEM. Five women who work in STEM fields spoke about their experiences and answered audience questions. I realized these successful and prominent women weren’t superhuman; in fact, they had doubts and fears just like I do. I had always dreamed of pursuing STEM as a career, and hearing these women solidified that it’s attainable for me.

> SASHA VALDES '26



GAINS is one of GA’s most successful Signature Programs, showcasing on a national stage the school’s leading STEM initiatives. With generous support from the Edward E. Ford Foundation, the Armstrong family, and the Garvey family, GA launched the Annual National Conference nearly a decade ago. Moving forward, GAINS continues to be a fundraising priority so that GA may continue to maintain and grow the robust national network and conference. If you are interested in hearing more about GAINS, and how you can support girls in STEM, contact Angela VanMoorsel at avanmoorsel@greenwichacademy.org.



GREENWICH ACADEMY CAREER RESOURCE CENTER

CRC STATS

2023-2024

145+

Placements
to date

2022-2023

254

Placements

196

Mentees

800+

Mentors



PROBLEM SOLVED

Finding a problem and solving it - niche entrepreneurial ventures

ENTREPRENEURIAL PANEL DISCUSSION

Problem Solved

An Entrepreneurial Panel Discussion and Networking Event



In February, the Career Resource Center hosted *Problem Solved*, an entrepreneurial panel discussion and networking event that brought together students, alumnae, parents, past parents, and friends for a lively and interactive evening of thinking—and connecting—outside the box.



Scan to learn more about the
Career Resource Center

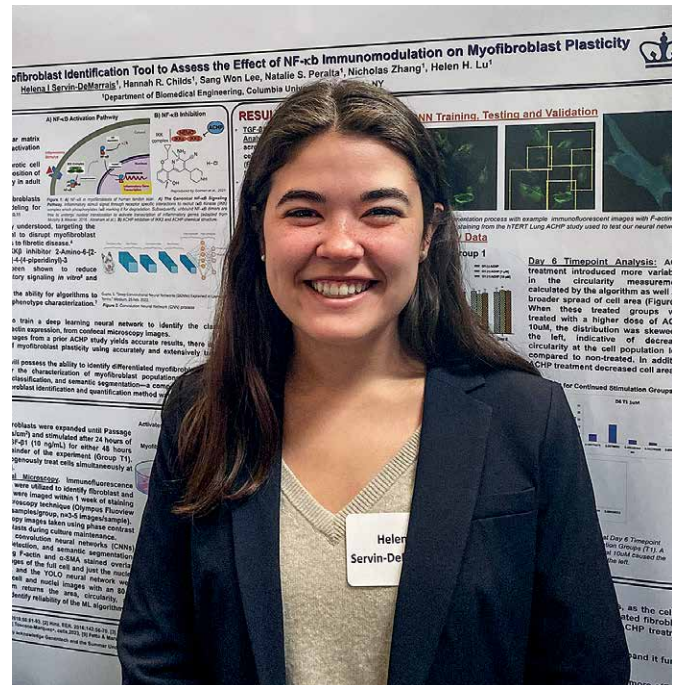
Panelists **Julian Flannery P'29, Founder and CEO, Summus Global**, the leading marketplace for medical expertise, **Jennie Ripps '98, Co-Founder and CEO, Owl's Brew**, an award-winning boozy beverage crafted from fresh-brewed tea & botanicals, and **Marie Rocha P'21, Founder, Realist Ventures and Realist Lab**, a venture fund investing in early-stage SaaS, cloud, mobile, and biotech startups, shared their entrepreneurial career stories

and insights. Finding a problem and solving it was the common theme throughout, from initial market concept, to funding, to all the trials and tribulations of starting and running a business. The Q&A portion of the panel prompted many thought-provoking questions from the audience, and was followed by a mix and mingle so attendees could exchange career information and insights. It was an engaging and valuable experience for all ages and stages.

Career Exploration Grants

The Freedom to Say YES

Internships offer critical work experiences where students can dip their toes into different professions before officially launching their careers. Through this process, a student learns about the world of work and charts her future, solidifying a long-held vocational aspiration or possibly changing course with minimal risk. GA, through the Career Resource Center, facilitates access to internship opportunities in a broad spectrum of fields, some of which are unpaid. In order for some students and alumnae to be able to accept these internships, GA offers stipends to make these placements possible. Through a thorough application and review process, grant recipients are required to have secured a 6-8 week unpaid internship. These grants are made possible by a dedicated number of GA donors who see the importance of providing students and alumnae the ability to accept opportunities that, while unpaid, will enrich their career growth. Year after year, applications have increased in number, which makes new funding critical. If you are interested in learning more about Career Exploration Grants, please contact Angela VanMoorsel at avanmoorsel@greenwichacademy.org. Below are internship reflections from two GA alumnae who received grant support.



▶ Helena Servin-DeMarrais '22 BITEL at Columbia University

This summer, I conducted machine learning research in the Biomaterials and Interface Tissue Engineering Lab (BITEL) at Columbia University. My project was deep learning based and involved developing a pipeline to analyze and quantify cell morphology, most specifically, for myofibroblasts. Myofibroblasts are a type of differentiated fibroblast that play a large role in the progression of scar tissue formation and fibrotic disease. Computer vision and machine perception have transformed the ability for computational

algorithms to identify and decode the contents of microscope images, enabling the utilization of this technology for cellular analysis and phenotype characterization. My project used deep learning to identify cells within immunofluorescence staining histology images taken using a confocal microscope. Overall, our algorithm showed strong accuracy and produced results consistent with typical myofibroblast morphology and behavior. It was able to quantify and analyze the thousands of images we ran through it and output typical trends. These results demonstrated that deep learning and tools like ours are valid methods for myofibroblast quantification and can hopefully replace time-consuming manual methods. I am so grateful to GA for the grant, which enabled me to participate in this tremendously rewarding research experience.

▶ Kate Wilson '21 Nathalie Karg Gallery and Ruiz-Healy Art

I was delighted to be a recipient of a Career Exploration Grant. I wholeheartedly appreciate Greenwich Academy's commitment to providing financial support for their students after graduating, especially as a young woman pursuing a career in the art market. The art world can be quite cloistered, and there is less of a sense of mentorship and recruitment than other corporate jobs. It was wonderful to feel entirely supported by my high school as I prepare to enter the workforce. This summer, I held two separate positions as an intern in New York City. Monday and Tuesday, I worked in-person at

a contemporary art gallery called Nathalie Karg Gallery on the Lower East Side. At Nathalie Karg, I held a wide range of responsibilities that taught me the foundations of running a gallery and the standard software to do so. My responsibilities included updating artwork and artist information, contacts, and publication records in the ArtLogic Database, as well as updating the gallery's website through ArtLogic. I input artist research and information on AirTable, and updated consignment agreement sheets for artworks for sale. I updated consignment Excel spreadsheets, handled artworks in the gallery, ran errands such as shipping and packing items, and worked late nights helping to run Nathalie Karg gallery openings. Lastly, I undertook a large research project that focused on finding relevant curators and their contact information in South Korea, Japan, and Singapore.

Wednesday through Friday, I interned at a gallery that specializes in important Latin American art called Ruiz-Healy Art on the Upper East Side. At Ruiz-Healy, I was in charge of opening and closing the gallery, welcoming and greeting clients, and running their social media accounts through Planoly. I updated artwork and artist information, contacts, and publication records through ArtLogic, and ran errands such as picking and dropping off works at Sotheby's and Christie's. The primary goal of my internship with Ruiz-Healy Art was to prepare the New York and San Antonio galleries for the September Armory Show, and I worked with the represented artists and Armory staff, and completed all necessary forms for Ruiz-Healy's booth at the art fair. These internships were highly beneficial to me as I prepare for a career in the art market.

2023 Grant Recipient Internships

- ▶ Astar Capital Partners
- ▶ BITEL at Columbia University
- ▶ Concentric Investment Partners
- ▶ Ideamix
- ▶ Intelligent Cabinets
- ▶ LGBTQ Institute at the Center for Civil and Human Rights
- ▶ MidCoast Youth Center
- ▶ Compass Summer Program
- ▶ Nathalie Karg Gallery
- ▶ Red Light Management
- ▶ Research Assistant, Dr. John Deland, HSS
- ▶ Ruiz-Healy Art
- ▶ SynGAP Research Fund
- ▶ Youphoria



Center For Public Purpose

By The Numbers

7

CPP is in its 7th year

14

2024 is 14th cohort of Global Scholars

240

GA graduates to date with Global Scholars distinction

25

Juniors actively engaged in local enrichment and will pursue international travel component as part of GS program

43

Sophomores attended fall orientation sessions for GS program

17

9 fall and 8 spring - students enrolled in Global Online Academy classes including Medical Problem Solving II and Positive Psychology

11

Study abroad semester schools with whom GA partners, helping coordinate campus visits and application process

5

3 Juniors and 2 Seniors attended the Australia Student Leadership Conference in Sydney this January. GA has participated in this program since 2012.

14

13 Upper School and 1 Middle School travel excursions are planned for 2023-2024 as part of CPP

17

Students participated in New York University's Model United Nations Conference in November

5

Greenleaf Foundation Summer Grants were awarded to five community organizations including: Coffee for Good, Operation Hope in Fairfield, Squash Haven, BeHASSTic, and the Greenwich Boys and Girls Club

40

Number of impact hours Civic Scholars dedicate through volunteering, internships, and attendance at local events

Travel and Leadership Experiences

- ▶ AP Chinese to Taiwan
- ▶ Madrigals to Germany
- ▶ Upper School Leaders to Australia Leadership Conference
- ▶ STEM students to GAINS Conference at University of Chicago
- ▶ Upper School Institute of Public Purpose to Washington, DC
- ▶ Model UN at NYU
- ▶ Harvard Model Congress
- ▶ Civil Rights Class to Georgia, Alabama, and Tennessee
- ▶ NAIS Student Diversity Leadership Conference
- ▶ Upper School English On the Road: Out West!
- ▶ Group VIII Spain and France trip
- ▶ GA Leadership Institute (GALI)
- ▶ Peer Leadership
- ▶ Exchanges/Semester Programs

Community Service Highlights

- ▶ Building One Community
- ▶ American Red Cross Blood Drive
- ▶ Book drive for Person-to-Person
- ▶ Toy and gift drive for Barbara's House
- ▶ Meals for local families at Ingathering
- ▶ 100 Birthday bags to Meals on Wheels with help from the Lower School
- ▶ Upper School monthly projects for organizations such as St. Jude's
- ▶ Halloween costume drive
- ▶ Breakfast in the City with Midnight Run
- ▶ "Drive" to donate your time
- ▶ Reach Prep Walk-a-thon (faculty team)



Scan to listen to the **Top of the Circle** Podcast interview with Connie Blunden and juniors Piper and Romy Spevak about the CPP



Creative Sustainability

Founder and President of the Environmental Art Club Anna Leventon '25 brought *The Story of Plastic* to GA

Thanks to junior Anna Leventon and her fellow club members, approximately 50 students, representing a number of schools from all across Greenwich including Greenwich Academy, Brunswick School, Greenwich High School, Eagle Hill School, and Greenwich Country Day School, attended a sustainability-focused film screening and panel discussion this fall. Anna sat down to provide some insights on this and future club projects:

Q. Tell us about your partnership with Waste Free Greenwich to organize the fair, film screening, and panel discussion?

A. When I founded the Environmental Art Club, I wanted to impact not only the school community, but the broader Greenwich community, as well, and I saw that Waste Free Greenwich's mission and goals tied greatly to that of the Environmental Art Club. Members of the club and I proposed three exhibits at their annual ReThink Waste Fair in April of 2023. Attendees, young and old, took part in writing sustainability pledges on paper leaves and hung them on a person-sized cardboard tree we created. We had over a hundred pledges by the end of the fair and we brought the tree back to the entrance of GA's art's building to share with the GA community. We also borrowed a robot from my robotics team at GA, and adapted it to make a game for kids to sort recyclable cones into two bins. This was a way to introduce young kids to the idea of recycling, while also showing them the wonders of engineering and STEM. The third exhibit was a talking trash can that was engineered to greet anyone who discarded something in the trash with a friendly voiced reminder about an eco-friendly action that they could take at home on the topic of waste. The event was a great success and a terrific experience for everyone in the club. I wanted to expand on the collaboration and bring a similar experience to GA and suggested the idea of hosting a film screening and student-led panel discussion for all Upper School students.

Q. Who did you work with on this project?

A. I collaborated with both Elizabeth Montgomery '25, vice president of the club and Asher Benn 'WCK '24, founder and president of a nonprofit organization Green Greenwich, to organize and lead the student-led panel discussion.

Q. Can you tell us more about the expert panelists who participated in the discussion?

A. Three expert panelists presented at the panel discussion. Leigh Shemitz is the president of SoundWaters, a Stamford-based organization that protects the Long Island Sound through education and action. Mary Hogue is co-chair of the Connecticut League of Conservation Voters (CTLCV) and the chair of the League's Education Fund. The CTLCV is a non-partisan, statewide, non-profit organization dedicated to giving our environment a voice at the Capitol. Sally Davies is the chair of the Greenwich Recycling Advisory Board, an advisory board to the First Selectman of Greenwich, and is the secretary of Waste Free Greenwich.



Q. What is your main takeaway based on the film and the discussion?

A. From the film and discussion, the main takeaway is the importance of understanding that plastic pollution is a global issue that affects us all, and that there is hope in local action. The film showed ways in which plastic pollution impacts communities all over the world, especially those with fewer resources without the proper infrastructure to manage it. The film also addressed the need for corporate accountability and policy change.

In the discussion, the panelists reminded us of ways we can take responsibility locally in our community, the importance of taking action, and how we can become better informed consumers to reduce plastic consumption, reuse when possible, and recycle. One of the greatest sources of plastic pollution, according to the film and our panelists, is single-use packaging. Students can advocate against single-use materials in their own homes, schools, and communities.

Q. Does your club have any other plans for the year?

A. This year, my club is planning to showcase a number of new art and design projects around the Upper School campus while also continuing to support Waste Free Greenwich with their annual ReThink Waste Fair. We have planned an arts project to be conducted together with the Lower School community this spring to create environmentally themed "friendship rocks" to be displayed around campus. We are also glad GA transitioned from using single-use items in the dining commons to reusable items.



GREENWICH ACADEMY WELLNESS CENTER

HEALTH + LEARNING + COMMUNITY



Strength of Body and Mind

As they navigate the pressures and schedules of academics, sports, and societal expectations, Upper School athletes often face unique challenges that can impact their mental health. Addressing these issues is crucial to ensuring GA student athletes thrive both on and off the field.

GA has prioritized health and wellness efforts by implementing comprehensive support systems among teammates, teachers, and coaches, providing professional development to coaches to recognize the signs of stress, depression, and anxiety, and creating a safe space for athletes to address their concerns and seek assistance when needed. Additionally, promoting open conversations about mental health, reducing stigma, and fostering a culture of support can create an environment where female athletes feel valued and empowered to prioritize their mental well-being alongside their physical performance. With initiatives spearheaded by the Wellness Team, coaches, and by the athletes themselves, recent speakers and organized meetings and clubs have fostered resilience, confidence, and healthy coping strategies that will benefit GA athletes throughout their athletic careers and beyond.

Athletic Director Martha Brousseau shared, "In the Upper School last year, we focused on the mind being an athlete's most important muscle. We welcomed Gold Medal Olympian and World Cup Champion Sara Whalen Hess to talk about her experience as an accomplished athlete and as a therapist. She encouraged her audience to be attuned to their own pace on an ever-moving treadmill and to have the courage to get off when needed. In our Captains' Council we reflected on an interview with Mikaela Shiffrin who was on the brink of being the most decorated skier ever and what her approach was to allow her to get to the top of the mountain.

"In May we had two opportunities to promote the intersection of sport and well-being through hosting both One Love and Morgan's Message games. These games highlighted healthy relationships and destigmatized talk around mental health and athletics."

Playing with Purpose

GA Upper School is proud to announce the creation of its Morgan's Message Club/Chapter. MM is a national non-profit organization created by Morgan Rodger's family and former teammates with the mission of eliminating the stigma surrounding mental health, normalizing conversations about mental health, and ensuring that mental health is treated equally to physical health for all student athletes. GA's JV and Varsity A and B lacrosse teams had a dedication game in May of 2023 which honored the life and legacy of Morgan and highlighted the importance of student athlete wellness and mental health.

To learn more, go to www.morgansmessage.org



GREENWICH ACADEMY
Toward the Building of Character