



Endowed Funds

Report to Donors | Spring 2026



GREENWICH ACADEMY'S Endowment

Long-term financial strength ensures that everything GA stands for—excellence, access, community, and opportunity—endures for generations.

Growth of the Endowment:

- + Supports cutting-edge academic and co-curricular programs
- + Enables GA to continue to attract and retain exceptional educators, and to offer competitive compensation and benefits
- + Provides financial aid resources, including tuition and costs beyond tuition to qualified families to ensure that the strongest students have access to a GA education
- + Funds strategic initiatives that allow GA to innovate without compromising its fiscal soundness
- + Sustains long-term institutional stability and short-term flexibility

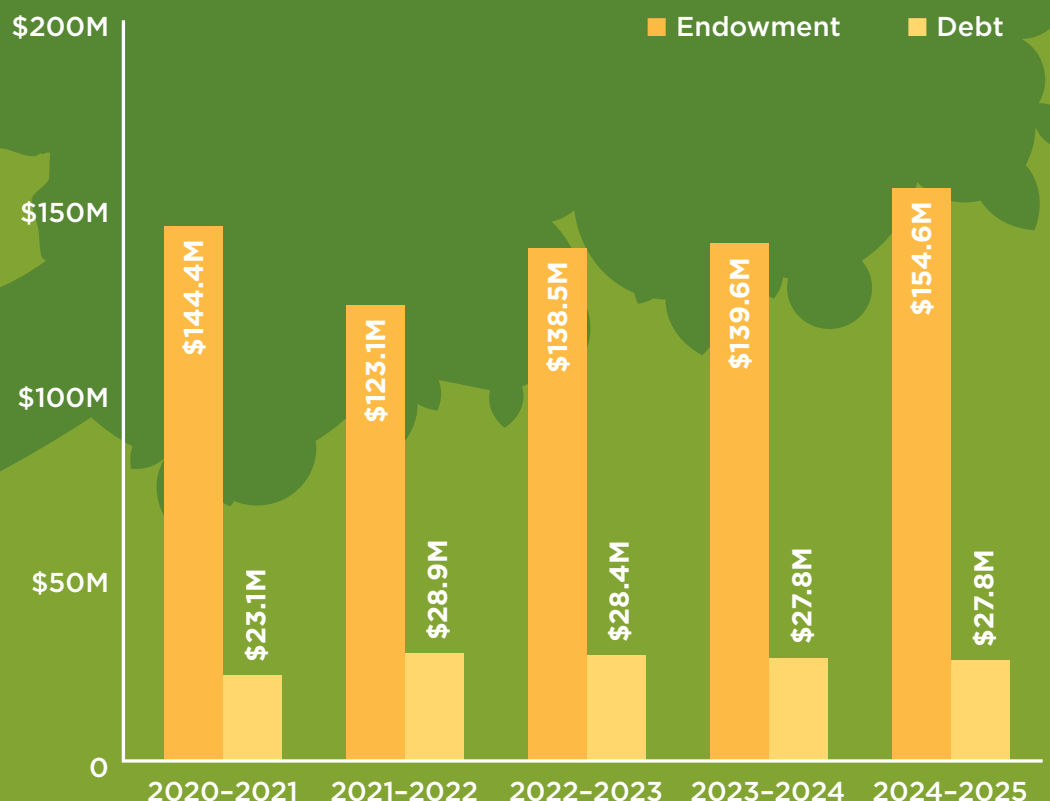
With an annual **4%** spending policy draw from interest income generated, GA relies on the strength of its endowment to provide crucial resources that fund our people and program.

Strategic Initiatives

For nearly 200 years, Greenwich Academy has inspired generations of girls and young women to be bold. As we look toward the next 200 years, we are compelled to be bold on behalf of all those who have come before and all those who follow.

With focus on advancing excellence in learning, championing athletic excellence, nurturing health and wellness, and empowering tomorrow's leaders, and with a visionary plan that includes opportunities for expansion into our Glenville property, GA launches into its bicentennial year rooted in character and excellence while moving forward boldly. Stay tuned for more information as these exciting plans for GA's future continue to evolve!

ENDOWMENT AND DEBT as of June 30, 2025





Financial Aid Program

Investing in Potential The Power of Financial Aid at GA

Financial aid is a key priority of Greenwich Academy's mission, ensuring that talented and motivated students can access a GA education regardless of financial circumstance. As a signature program, it strengthens the intellectual vitality and diversity of the community, enriching the experience for every student. By investing in scholarships, GA affirms its commitment to opportunity, excellence, and the transformative power of an inclusive education.

► Spotlight on Dr. Oluchi Ihionu '16

Each year, Greenwich Academy's Scholarship Breakfast offers a powerful moment of gratitude and reflection, bringing the community together to celebrate the generosity that makes a GA education possible for so many students. A highlight of the morning is the return of a distinguished alumna who once benefited from GA's financial aid program and can speak firsthand to its lasting impact.

This year, the community welcomed back Dr. Oluchi Ihionu '16, whose journey from GA student to physician is a testament to the life-changing power of opportunity, hard work, and purpose.

A REACH Prep scholar, Oluchi joined Greenwich Academy in Group VI and quickly immersed herself in all aspects of school life. She sang with the Madrigals and Gospel Choir, captained the tennis team, and discovered a deep love of science in the Upper School—an interest that would ultimately shape her future.

After graduating from GA, Oluchi attended Boston University, where she studied human physiology and graduated magna cum laude. She went on to earn her Doctor of Medicine and is now in her second year as an ophthalmology resident at the Albert Einstein College of Medicine/Montefiore Medical Center, where she combines rigorous medical training with a deep commitment to service and volunteerism.

Looking back on her journey, Oluchi reflected on the foundation that Greenwich Academy provided.

"What kept me grounded through it all are the tools I first began building at GA: the ability to think critically under pressure, to communicate with empathy, and to lead with integrity," she shared. "GA taught me to ask hard questions, never shy away from discomfort, and to believe that resilience is a muscle you strengthen with use."

Her story embodies the spirit of the Scholarship Breakfast: a reminder that generosity today opens doors for tomorrow's leaders. Through the support of GA's scholarship donors, students like Oluchi are empowered not only to pursue their ambitions, but also to use their talents to make a meaningful difference in the world.



“

GA taught me to ask hard questions, never shy away from discomfort, and to believe that resilience is a muscle you strengthen with use.”

► **DR. OLUCHI IHIONU '16**
Ophthalmology Resident at the
Albert Einstein College of Medicine/
Montefiore Medical Center

FINANCIAL AID STATS

For the 2025–2026 Academic Year:

- GA awarded **\$9.8M** in financial aid
- Nearly one in four students (**23%**) benefit from tuition assistance in some form
- Among those receiving aid, **42%** are supported at the **90–99%** level, with these need-based families reporting an average household income of \$108,248
- In addition to tuition support, GA invests approximately **\$300,000** annually to ensure all students benefit from the complete GA experience, covering essentials like laptops, athletic travel, and uniforms



Faculty Funds

Faculty Profession Development:

Summer 2025

Greenwich Academy faculty across the Lower, Middle, and Upper Schools actively engage in ongoing professional development, pursuing continuing education, attending conferences, and collaborating with peers to refine their craft. This commitment ensures that teachers bring fresh perspectives, innovative teaching strategies, and the latest research into their classrooms. As a result, GA students benefit from a dynamic, forward-thinking learning environment that challenges, inspires, and supports their growth at every stage. Please read on about four faculty members' experiences.

► Eamon DePeter

US Mathematics Faculty

Last summer I had the opportunity to take an asynchronous **AP Statistics** Online course. Although I have taught a variety of levels of statistics at GA, this year was the first time I was teaching AP Stats. This course provided a plethora of practical information and touched on a few concepts I had not taught before. I have been able to incorporate some of the worksheets and new, up-to-date examples into the curriculum. The course was a great refresher, and I particularly enjoyed taking the class with people who were also teaching AP Stats for the first time or, in some cases, people looking for new and exciting ways to teach the content. I learned a lot and was very happy with what I was able to use in the day to day course.



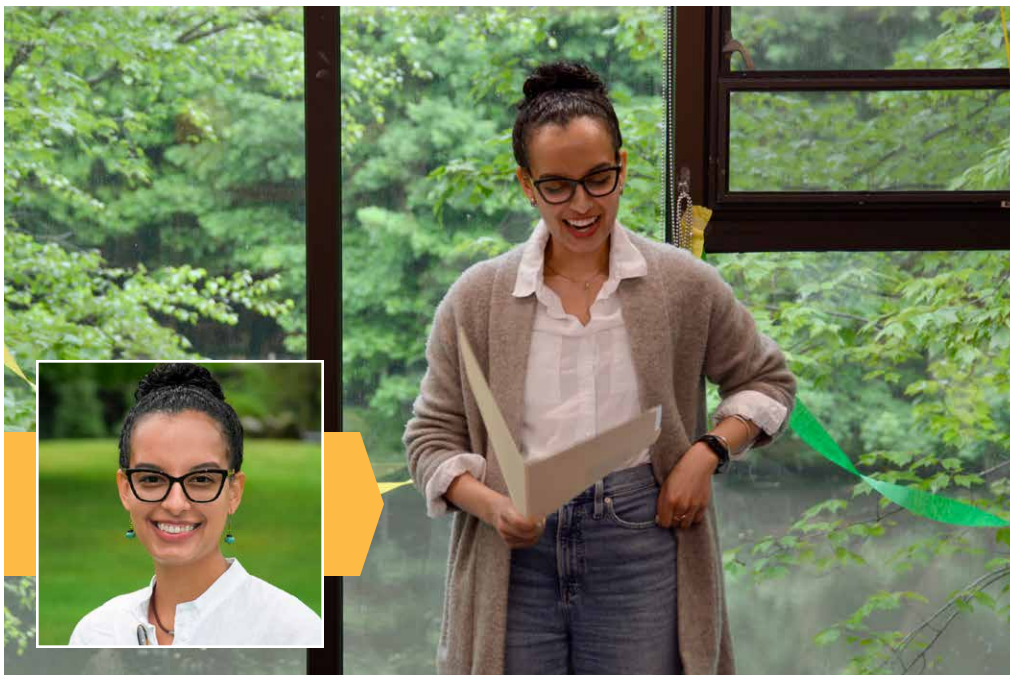
◀ Kristen Walmsley

Cowan Center Preschool Teacher

My recent participation in the **Early Childhood Math in Nature** course at the 2025 Early Childhood Educators Institute at Vermont State University provided a transformative opportunity to deepen my practice. This experience has fundamentally reshaped how we bridge the gap between classroom theory and the boundless potential of the great outdoors.

For the past several years, our preschool program has prioritized outdoor learning. Now, we are explicitly weaving mathematical rigor into our time spent in the natural world. Outdoor environments—such as the Glenville trails—are not merely playgrounds; they are dynamic learning ecosystems where abstract concepts become tangible. Throughout this course, we investigated how to foster a robust mathematical foundation in our youngest learners by exploring:

- Number Sense & Math: Using natural items like acorns and stones to understand counting and amounts



▼ Deana Semenza MS Science Faculty

Participating in a **graduate-level astrobiology course** at Harvard provided me with a rich, interdisciplinary perspective on one of science's most compelling questions: the origin and potential existence of life beyond Earth. The course deepened my understanding of how fields such as astronomy, geochemistry, and planetary science intersect to inform current research on habitability and the development of life. I explored cutting-edge discoveries from missions to Mars, Venus, and the icy moons of the outer solar system, as well as the rapidly expanding field of exoplanet research. This experience strengthened my content knowledge and allowed me to connect classroom topics to real-world scientific investigations and ongoing space missions. As Greenwich Academy's Group VII science teacher, not only do I feel reinvigorated as a learner, but I am also better equipped to deliver cutting-edge lessons on space exploration that spark curiosity about our universe and the scientific process. Ultimately, this opportunity has further fueled me to continue to inspire my students to think critically, ask big questions, and see themselves as future contributors to scientific discovery.

- Shapes & Patterns: Finding patterns, symmetry, and shapes in nature
- Measurement & Data: Observing seasonal changes and measuring items in the environment

with an active literary community that I'm still benefiting from today. Having regular access to such generous professional development funding and programming remains one of the features of my job that I am most grateful for.

By integrating these outdoor investigations with intentional indoor math invitations, we are helping children see that math is not just a subject in the classroom—it is the very language of the world around them. We remain committed to using the beauty of our local landscape to empower our students as confident, curious mathematical thinkers.

▲ Lauren Delapenha US English Faculty

The two weeks I spent at the **Disquiet International Literary Program** in Lisbon, Portugal were easily among the best I've spent doing any professional development course. During that time, I attended literary readings, workshops, and craft classes every day with fellow poets, novelists, and creative nonfiction writers from Portugal, the U.S., and around the world (while consuming an alarming number of espressos and pasteis de nata in the sweltering heat). My own poetry workshop leader was the distinguished poet and professor Diana Khoi Nguyen, and her experimental work opened new possibilities of what I could do (and teach my own students to do) with text on a page. I also had the privilege of meeting the poetry editor of *The Common*, the official literary journal of my alma mater, Amherst College, and have since published three poems in that magazine. Disquiet was a truly special intellectual and creative experience, not only because of how it has enriched my personal poetic practice, but also because I've applied the content and pedagogy I received there in shaping my own curriculum and teaching style at GA. Similarly, I am still exchanging work and meeting regularly with a few Disquiet coursemates, so the program has gifted me



Environmental Education

Sustainability and Science Take Flight in Mexico

Carol B. Seidler Grant Recipients, PC Teachers Audrey Esmond and MariaSole Kaine

For nearly a decade, the monarch butterfly has been a cornerstone of the PC early childhood experience. Each year, our four- and five-year-old students observe metamorphosis, track a transcontinental migration, and explore the rich Mexican culture connected to this journey. To deepen our knowledge, we applied for the *Carol Seidler Summer Fellowship* and were granted the opportunity to visit one of the five monarch sanctuaries near Mexico City. Monarch populations have declined significantly in recent decades due to habitat loss, climate change, and deforestation, making the protection of these specific high altitude forests more urgent than ever. This past February, we traveled to Mexico to visit the oyamel fir forests where millions of monarchs overwinter, gaining a firsthand perspective of the habitat, conservation efforts, and cultural significance of this phenomenon.

► The Evolution of a Signature Program

Our signature monarch curriculum began with a serendipitous moment in the fall of 2016. One September afternoon, a middle school parent discovered several monarch caterpillars on a milkweed plant in his flowerpot and asked if our PC students might like to observe them at school. We jumped at the chance! What started as a simple observation in a bin, sparked a movement: the monarch butterfly is now at the heart of a year-long curriculum.

In PC, the academic year begins with our campus serving as a “living laboratory.” Our

youngest learners search native milkweed plants for caterpillars, documenting the transition from larva to butterfly. They watch the caterpillars devour milkweed, form chrysalides, and eventually emerge as mature monarch butterflies that fuel up on nectar before their long flight south.

This place-based study is tied to a broader context through the *Journey North Symbolic Migration* project. Through shared artwork our students connect with classrooms across the United States and Canada that also have monarch-attracting pollinator gardens, as well as Mexican school children living near the butterfly sanctuaries. This connection culminates

in a “symbolic migration” across our own MHK campus trails, ending in a celebration of Mexican culture. Students explore the traditions of *Día de los Muertos*, listen to stories, learn about regional agriculture (such as the avocado crops of Michoacán), dance, and create art.

Sustainability is woven into the winter and spring months. The PC girls plant milkweed seeds in recycled containers and place them outdoors to cold stratify in the elements. In the spring, these seedlings are transplanted into our campus gardens to support the next generation of monarchs and other pollinators. Through this full cycle, students move beyond observing nature to participating in it. They begin to understand that their small actions contribute to the health of a global ecosystem.

► The Seidler Fellowship: A Journey to the Oyamel Fir Forest

Thanks to the *Seidler Fellowship* we spent five days in Mexico City and the surrounding highlands. The primary goal was to visit the Piedra Herrada Monarch Sanctuary near Valle de Bravo. At an elevation of nearly 10,000 feet, we quickly realized this would be an arduous trek on foot. When we learned that a ride up by horse and handler was available, we did not hesitate to take that option! It was a steep, rough, 45 minute uphill ride. Once we reached an open landing for the horses, we continued on foot along a freshly macheted trail to see the roosting monarch colonies.

After another 10 minute walk, our guide suddenly stopped. In silence, under partly cloudy skies, the butterflies appeared as large clusters resembling dry leaves clinging to the trunks and branches of oyamel trees. As the sun broke through and warmed the forest, the clusters loosened and thousands of monarchs began flying into the air, causing a soft, collective rustling.

In Mexico, the *mariposa monarca* is regarded as more than a migrating insect; it





is a spiritual messenger, and the sanctuaries are treated with immense reverence. We have taught our students so much about these remarkable creatures, but seeing them in their Mexican habitat helped us understand their journey in a way reading and photographs never could. It was an unforgettable and deeply moving experience.

► Educational Takeaways

The winter destination of the monarch population remained a scientific mystery until 1975, when researchers Ken Brugger



and Catalina Trail first documented the overwintering sites in the mountains of Michoacán, Mexico. Today, the Monarch Butterfly Biosphere Reserve spans multiple colonies across Michoacán and the State of Mexico, though only a few are open to visitors in order to protect the butterflies and their habitats. Standing in the oyamel forest, surrounded by the quiet flutter of wings overhead, we felt both the weight of that discovery and the magnitude of the journey these fragile creatures complete each year.

When we returned to PC, we carried more

than photographs. We carried a deepened sense of connection to the land, the culture, and the migration we ask our students to imagine each fall. When children see their teachers standing at the end of the migration path at Piedra Herrada, the story shifts from abstract to real. When we shared photographs and videos of the very trees where thousands of monarchs were roosting, our students immediately recognized the word oyamel and reminded us that milkweed is the monarch's only host plant. We believe young children are powerful stewards of change. Our hope is that the PC monarch journey nurtures their sense of responsibility and inspires a lifelong commitment to environmental stewardship.

► A Call to the Community

The monarch's journey reminds us that small, intentional actions matter. When we provide the habitat they depend on, monarchs return. With very little effort, we can play a role in sustaining this extraordinary migration for generations to come. A single milkweed plant can serve as a nursery, and a school garden can support a migration that spans North America. We encourage PC families and community members to plant milkweed and native pollinators in their own yards and containers. If you are interested in starting your own pollinator garden, we invite you to visit PC for seeds, seedlings, or advice on how to get started.

Go Green!

Student Sustainability In Action

Guided by dedicated faculty who foster a sense of curiosity and responsibility, our students engage in sustainability projects at school and with local organizations that are meaningful and impactful:

- Middle School Sustainability Club took a field trip to SoundWaters' kelp farm on the Long Island Sound
- Three Middle School students were named finalists in the CT Climate Coalition poster contest, with their work on display at the State Capitol
- Upper School student Chloe '28 organized the Rethink Waste Fair and serves on the town's Youth Conservation Program
- The MS Sustainability Club led a zero-waste challenge for Group IV students
- Lower School students ran a campus-wide compost drive during earth week and a LS/US recycling drive
- Middle School Garden Club held an Earth Day plant and seed sale with proceeds benefiting the pollinator garden
- GA's dining commons achieved 3-star Green Restaurant certification





Program Funds



Empowering Girls' Voices

This winter, three GA Upper School girls, along with Jane Bagley Lehman Director of the Center for Public Purpose Connie Blunden, attended The Empowering Girls' Voices Summit in Washington DC for the first time.

Produced in partnership with the Close Up Foundation, and in tandem with the ICGS Educating Girls Symposium, the summit proved to be a powerful student policy symposium. Participants presented actionable solutions on issues ranging from education reform to women's healthcare and received real-time feedback from an all-women advisory panel of Capitol Hill staffers and national leaders, strengthening both their confidence and their civic communication skills. They participated in a three-day conference that included speakers, dialogue sessions, and policy research. All 50 girls in attendance, including our GA girls, presented the "Youth Agenda" at the ICGS Symposium held on Friday. The conference reflected what's possible when girls are given opportunities to lead, present, and refine their ideas with real-world audiences.



Middle School Journey Abroad

Greenwich Academy's two-week Middle School trip to Europe is a transformative experience that brings classroom learning vividly to life.

Last summer over 30 Group VIII girls traveled through Spain and France with faculty chaperones. As students visit the places they have studied and read about, they gain a deeper understanding of history, language, and culture while forming lasting friendships along the way. Immersed in new environments, they broaden their perspectives, expand their culinary horizons, and practice the languages

they are learning in authentic settings—often teaching and learning from one another across disciplines. The experience fosters independence, responsibility, and confidence, while also inspiring future aspirations; for some, it even shapes academic choices and a desire to study abroad. Above all, the trip reflects the boundless opportunities that come from exploration, connection, and discovery.



Learning Beyond The Classroom in Taiwan

Through the AP Chinese Expedition course, seniors embarked on a transformative January journey to Taiwan, experiencing firsthand the language and culture they have studied in the classroom.



Far more than a sightseeing trip, the program offered a deeply immersive exploration of the country's rich traditions and natural beauty, from visiting museums and temples to hiking through national parks, participating in a cooking class, and attending a traditional opera performance. Along the way, students strengthened their spoken Chinese through real-world practice, sampled a wide range of Taiwanese cuisine, and built meaningful relationships with peers from a fellow K-12 independent school. As a joint program between Greenwich Academy and Brunswick, the experience also highlighted the power of collaboration, deepening connections not only to the language and culture, but to one another.



Community Service Across Divisions

► Lower School

Lower School students led the charge as the GA community collected nearly 2,000 cereal boxes during the annual cereal drive for Neighbor to Neighbor. The Kindness Club created festive placemats for residents at River House Adult Day Center. All grades participated in creative community service projects, including designing placemats for the Nathaniel Witherell Senior Center, creating bookmarks for the Waterside School Book Drive, and decorating coffee cup sleeves for Coffee for Good.

► Middle School

Middle School students took part in Community Service Day on October 17, lending a hand on campus, at Binney Park, Tod's Point, and local preschools. Group VII and VIII partnered with Brunswick peers on projects with Grassroots Grocery and Filling in the Blanks. This year's Craft Fair benefited the Red Cross, helping with hurricane Melissa relief in Jamaica and the Special Operations Fund, which helps pay tuition for children of veterans who have died in service.

► Upper School

Upper School students logged more than 2,700 hours of service last year and continue to support local nonprofit organizations such as Abilis, Meals on Wheels, Kids Helping Kids, the Boys and Girls Club, and Jewish Family Services. Students organized multiple bake sales to support various nonprofit organizations, and Seniors delivered Thanksgiving baskets-filled with donations from all classes at Ingathering-to local families in need.



GREENWICH ACADEMY CAREER RESOURCE CENTER

GA Connect

Building Connections, Expanding Opportunities

This year, the Career Resource Center officially launched GA Connect, powered by 12twenty—a dynamic new platform designed to bring the strength of the GA community to life in meaningful, tangible ways.

GA is pioneering 12twenty for independent schools. A tool used by leading universities like Harvard and Duke, GA is leading the charge in the independent school arena with this powerful portal. More than just a directory, GA Connect serves as a robust hub for connection, mentorship, and opportunity, uniting students, alumnae, and parents in a shared commitment to supporting one another's professional journeys.

At the heart of the platform is a comprehensive alumnae directory, making it easier than ever to reconnect with classmates, discover fellow GA graduates across industries and geographies, and build relationships that extend long after graduation. Whether seeking career advice, exploring a new field, or simply rekindling old friendships, GA Connect offers a seamless way to engage with the breadth and depth of the GA network.

For students and recent graduates, the platform opens doors to exploration and growth. Through GA Connect, users can discover career pathways, connect with mentors, and

access internships, job postings, and take part in career preparation workshops designed to build confidence and readiness. It empowers young women to take initiative in shaping their futures while benefiting from the guidance and generosity of those who came before them.

Equally important is the role of alumnae and parents in sustaining and strengthening this vibrant ecosystem. By sharing professional insights, offering mentorship, and posting opportunities, they help cultivate a culture of support that defines the GA experience. This spirit of collaboration ensures that every member of the community—at every stage—has the resources and relationships needed to succeed.

GA Connect is more than a platform; it is an extension of Greenwich Academy's enduring commitment to connection, leadership, and lifelong engagement. We invite you to join GA Connect powered by 12twenty and be part of a thriving network where GA women continue to explore, connect, and lead together.

CRC STATS

2025-2026
(as of April 8, 2026)

215

Mentees

151

Placements

877

Mentors

COMPREHENSIVE STATS

- ▶ **2,000+** all time placements
- ▶ **1,500+** alumnae connected through the CRC
- ▶ **170** career day/week hosts
- ▶ **800+** mentors engaged across industries
- ▶ **50+** all time workshops, panels and events hosted
- ▶ 1st Independent School to launch 12twenty career platform
- ▶ Countless internships, jobs, and careers launched through the GA network



Career Ready!

Skills, Strategy, and the Strength of the GA Network

The CRC began the new year with energy and purpose, hosting a dynamic Career Prep Workshop that brought together students and alumnae for a morning of practical learning and meaningful connection.

Focused on key pillars of professional readiness—resumé building, interviewing, LinkedIn presence, and networking—the session offered participants a valuable opportunity to refine their skills and gain confidence as they prepare to enter an increasingly competitive internship and job market.

Throughout the workshop, attendees benefited from candid, real-world insights into what employers are truly looking for and how to stand out in a crowded field. The interactive format encouraged thoughtful questions and authentic dialogue, reinforcing the strength of the GA network and the power of shared experience. Special thanks to Sarah Fessler P'37 and Hannah Casey '16 of BellCast Partners, whose expertise and generosity made the morning both informative and inspiring.

Connections That Count

GA's Finance Community Comes Together

In October, Greenwich Academy's vibrant network of alumnae, parents, and students came together for an inspiring evening at Morgan Stanley, generously hosted by Mandell Crawley P'32, GA Trustee and Executive Vice President and Chief Client Officer at Morgan Stanley.

The GA Professionals in Finance Networking Event drew a dynamic mix of women across generations—seasoned leaders in the field, emerging professionals, and students eager to explore careers in finance. The evening was marked by lively conversation, meaningful connections, and a shared spirit of mentorship, as attendees exchanged insights, advice, and aspirations. It was a powerful reflection of the strength of the GA community, one that continues to open doors, foster relationships, and support the next generation of women in finance.



Career Exploration Grants

Greenwich Academy's Career Exploration Grants, offered through the CRC, provide vital funding that empowers students and alumnae to pursue meaningful unpaid internships and research opportunities. By removing financial barriers, these grants open doors to hands-on experiences that build skills, confidence, and professional networks. Through this support, GA ensures that every student has the opportunity to explore her interests and take bold steps toward her future. In the summer of 2025, 14 students and alumnae received stipends totalling \$15,000. Read on for three examples of these experiences in action.

► Priya Marsh '26

This summer, I interned at **Schedulete**, a startup that helps college coaches schedule games and communicate more efficiently on a single platform. I worked with another intern on the development of "Schedulete Ops," a new feature designed to manage travel bookings and track expenses. Instead of traditional coding, we used a process called "vibe coding," leveraging AI tools—first Lovable AI and later Bolt AI—to build and refine the site through detailed natural language prompts. Through this internship, I gained a deeper understanding of both AI and the business side of startups, and it strengthened my interest in pursuing computer science and artificial intelligence in the future.

► Izzy Rosales '23

I interned at **Complex Networks** as a social media intern on the Pop Culture team, where I sourced trending stories, created content, and helped manage daily Instagram posts in Complex's voice. I designed 17 posts in Photoshop that collectively generated over 389,000 likes and more than 531,000 engagements, contributing to two consecutive record-breaking months for the Pop Instagram. I also supported content planning by building calendars, brainstorming evergreen ideas, selecting interview clips for social use, and organizing posts in Emplifi to track performance. In addition to my social work, I assisted with studio production—helping build sets, operate cameras, and support shoots featuring artists like Eve, JID, Cash Cobain, and Swerve Strickland. Working alongside a team of interns, I helped develop and direct a final project called "Dis or Dat," managing both pre- and post-production, and overall, this hands-on experience gave me valuable clarity on my interest in film and production.

► Serena Evans '26

This past summer, I wanted to gain hands-on lab experience to complement my academic studies in chemistry, and I was fortunate to work with **Dr. Gonzalez-Pech at Wesleyan University** through their **Junior Fellow Summer Research Program**. In the lab, I helped design nanomaterials for environmental applications, synthesizing nanoparticles and learning to use advanced instrumentation in materials science and surface chemistry. I also analyzed SEM images using ImageJ and other techniques to better understand and characterize the materials we created. Working closely with an undergraduate mentor, I contributed to a project focused on titanium oxide and iron oxide nanomaterials for water remediation. Beyond the lab work, I presented at weekly meetings, attended seminars, and connected with peers who share my passion for chemistry, culminating in a final poster presentation at the Wesleyan Poster Symposium. This experience deepened my interest in scientific research and clarified my goals, including pursuing future lab work—potentially in a French-speaking environment that combines my interests in STEM, language, and global studies.



Scan to learn more about the **Career Resource Center**

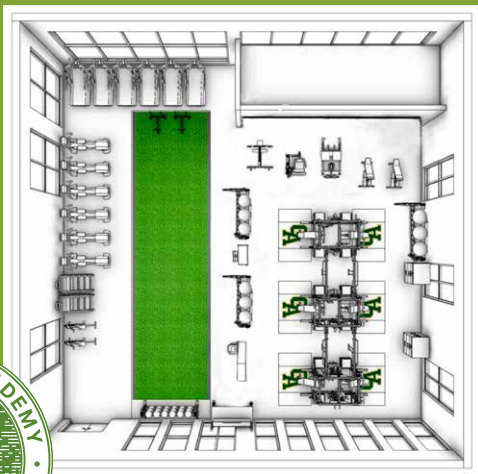


Health & Wellness

GA is Championing Athletic Excellence!

Following the successful unveiling this fall of two new collegiate-caliber turf fields, enhanced spectator spaces, and refreshed branding, the athletics department, led by GA's new Director of Athletics Caitlin Moore, moved indoors to focus on the foundational health and wellness of our student-athletes.

Coupled with the hiring of a new dedicated sports performance professional who will lead strength, conditioning, and injury-prevention efforts in an age-appropriate and developmentally sound manner, the current fitness center will be reimaged this summer as a hub to support this comprehensive programming. Geared primarily for use by Groups VII-XII who will benefit from in-season and off-season instruction and training, it will also provide exposure through select physical education classes for students at all ages and stages. The new state-of-the-art equipment and the addition of wearable technology apparatus and performance software will take fitness to a whole new level! For more information on how you can support this project and athletics excellence at GA, contact Caitlin Moore at cmoore@greenwichacademy.org.



Dynamic Speakers

Olympic Legend Inspires GA Girls

Olympic legend Joan Benoit Samuelson visited Greenwich Academy, inspiring students with her groundbreaking career and reflections on perseverance as a pioneer in women's athletics.

Speaking to a full audience in Massey Theater, she shared the story of becoming the first-ever women's Olympic marathon champion at the 1984 Summer Olympics. Students led a thoughtful conversation, asking about her path from a young runner in Maine to a trailblazer who helped redefine what women could achieve in endurance sports. She spoke candidly about resilience—recalling how she recovered from major injuries, including knee surgery just weeks before Olympic trials, to ultimately win gold. Throughout the discussion, she emphasized the importance of setting ambitious goals, embracing challenges, and believing in one's own potential.

Following the conversation, Joan engaged warmly with students during a Q&A, offering advice on balancing passion with discipline and staying motivated through adversity. Her visit left the community energized, reminding students that true success is built not only on talent, but on grit, courage, and the willingness to lead the way for others.



GREENWICH ACADEMY

Toward the Building of Character

For more information about any of these initiatives or to make a gift, contact Director of Advancement Amy O'Reilly Rizzi '91 at arizzi@greenwichacademy.org or 203.625.8972. Thank you for your support of GA.

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