

2019

# HARMONY

CHARLOTTESVILLE DAY SCHOOL MAGAZINE

## CDS REPORT CARD

Meet the Cubbies!

Middle Schoolers  
Love Classic  
Literature (Really)

**PLUS:** Stay Curious • Science Lessons • Cross Country • Alumni Postcards



# HARMONY

CHARLOTTESVILLE DAY SCHOOL MAGAZINE

SPRING 2019 • VOLUME 2, NO. 1

## Contents

- 2 School News**  
Stay Curious, science, travel, photography, and an old coach learns new tricks
- 6 The Cubs**  
Led by Rita Moore, CDS's youngest students capture hearts while they enjoy making their way in a big new world.
- 10 Report Card**  
It's no accident that a playground is at the center of the school. Learn why that matters and how you can help.
- 14 The Detectives**  
Middle School students and Clare O'Brien eagerly explore the Classics in search of exigency.
- Alumni Speak**  
High school and college students reflect on their time at CDS and how it's prepared them for what's next.
- 17**

### CHARLOTTESVILLE DAY SCHOOL

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## WELCOME BACK TO HARMONY

We hope you enjoyed the first edition of *Harmony* and are happy to find this one in your mailbox. I enjoyed the thoughtful responses to our inaugural issue, including comments from students, loving grandparents, former school parents who are proud of how far CDS has come, and fellow educators from other cities.

CDS was created to re-imagine school for preschool through Eighth Grade. With input from classroom teachers and academic leaders, we endeavored to create an inspiring place where the profession of teaching is prioritized and honored. In contrast to general trends in American education at the time, we envisioned a school where teachers would be excited and happy to practice their trade with optimism and the support of their peers and administrators. We predicted that an expert faculty that happily reflects their own love of learning could positively impact a student body's attitude towards school. As most of you know, our own Rita Moore brings expertise and a kindness that makes her class-

room one of the most joyful places for me to visit at CDS. Her Cubbies grow remarkably through the course of one academic year and, of course, have no problem whatsoever embracing this year's school-wide theme, Stay Curious. The environment she creates for her precious students benefits not only her classroom but the school as a whole. I hope you enjoy the article highlighting her amazing contributions to our community. Inside you will also see students engaging with their teachers' infectious love for Classic Literature, cross-country running, the natural world, and more.

**We include an outline of an important capital campaign whereby we seek your support as we build a bigger, better, and safer playground, together. The success of this campaign will give us much needed additional outdoor play-space and other benefits you can learn about.**

You will notice an increase in direct contributions from students in this edition of our magazine. Moving forward, as *Harmony* establishes its roots as a



tradition at CDS, we look forward to students actively leading the process of creating this magazine.

Thank you for staying curious about our school and supporting us as we grow.

In Harmony,

Stacey Bruns  
Head of School



CDS performance of  
*Freaky Friday*

## THE ART OF PERFORMANCE

At Charlottesville Day School, visual and performing arts and music are fully embraced as necessary components of education and child development. Art and music are incredible for young brains and contribute to all-around growth.

"Our performing arts program helps kids work hard to achieve a goal," says Stacey Bruns. "When our students get to high school or college, they don't sweat performances and public speaking because they've been on stage since they were two years old."

### ON THE COVER

Photo of CDS's Japanese Red Maple by seventh-grader Izzy Reed (learn more about the CDS photography class on page 5).

# STAY CURIOUS

After children learn to talk, some of their first words are “Why? Why? Why?” Children are born with this curiosity, and this year’s theme of “Stay Curious” aims to celebrate and reinforce that natural quality.

“As a team of teachers, we are excited about the excellence that we see in our academic programs,” says Head of School Stacey Bruns. “But we don’t want to lose the wonder and whimsy that have always excited students to learn. Curiosity is the intrinsic motivator for children and for the teachers.”

Each summer, Bruns dreams up a new theme for the school year. The announcement of the annual theme is greeted with excitement and brings the whole school together around a central idea. “The theme is a statement of things we value,” she says. “It’s also a fundamental piece of how we plan instruction.”

“Curiosity is something that CDS has been nurturing from its birth,” says CDS Executive Director Dave Bruns. “We want to make sure we have academic rigor, but not lose our initial embrace of curiosity. We want to keep evolving, but let’s not forget to stay curious.”

For third- and fourth-grade teacher Katie Van Ess, the theme provides inspiration and a consistent touchpoint through-

out the year. “During the first couple of weeks, we’re establishing the foundation for our class and setting the tone for the year,” says Van Ess. “Using the theme is our way to do that, and it’s amazing how often we can link back to it.”

Visual representations of the theme throughout CDS also help keep it top of mind. Everyone looks forward to wearing their theme T-shirt on Fridays, and a team of artistically talented teachers including Theresa Sury, Karin Reed, Ataira Franklin and Katie Hickson create large paintings in every classroom that reflect the theme.

Sury, who teaches art and math, has found frequent opportunities to incorporate Stay Curious in both of her subjects. “I’m always asking that ‘what if?’ question — we’ll give them an idea, and they’ll take it to these new heights.”

This year’s Stay Curious theme not only inspires today’s teachers and students, it’s also forward-looking. “The people who predict which skillsets college grads will need are becoming increasingly vocal about curiosity being a necessary trait for success in the 21st-century economy,” says Dave Bruns. While CDS students are curious about many things, being prepared for the future is one thing they won’t have to wonder about.

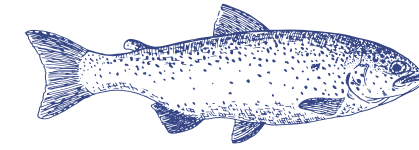
## FREE-RANGE SCIENTISTS



MICHELLE LOCKWOOD

part of a pre-teaching resume that’s anything but typical. Lockwood has worked as a field biologist for Audubon’s seabird restoration project in Maine. She’s monitored Peregrine falcons and their nest sites for the Colorado Division of Wildlife, and researched birds of prey in Utah, Nevada and Colorado.

Now in her 11th year at CDS, Lockwood has translated her experiences into a dynamic, freewheeling method of teaching science. “Sometimes my classes are like playing in the backyard and discovering new things,” Lockwood says. “Kids are natural learners and I give them real-world applications of how science is used, and we connect the topics we’re talking about to the world around us.”



Everything is fair game — from studying hurricanes and climate change to raising and releasing Brook Trout in Sugar Hollow. While Lockwood consistently brings the outside world into the classroom, she often starts much closer to home, collaborating with other teachers around the school. “I’ve always tried to connect what we’re doing in science to what kids might be learning about in other classes — I want to make science real to them, not just something that they see in science class,” she says. “For example, we’re taking concepts that they’re learning in English, maybe a historical time period, and I put a twist on the science angle of it.”

Lockwood also incorporates things like music, technology, food and art into the science curriculum. A catchy rap song might help with remembering taxonomic rank, while student-created monsters exhibit recessive and dominant genetic traits. Students recently designed posters to discourage the use of plastic straws. “It’s a really good way for them to see that their voices matter and they love the artistry of it as well, which I think empowers them,” says Lockwood.



A seventh grader and a four-year-old Grizzly work together to explore the scientific process.

## ALL THE WORLD’S A LAB

Mrs. Lockwood’s science lessons center on three main themes: real-world applications, student-driven projects and authenticity. Here’s a peek into her “laboratory.”

- A plant and tree unit connected with a walk around the CDS campus, The Monticello Trail and student-centered landscape design software.
- A study on storm water runoff and raingardens led to student-inspired educational plaques around the CDS campus.
- An 8th grade research project blended the Spanish immersion trip with sustainable farming, alternative energy sources, habitat loss, clean drinking water, and trash and recycling efforts in under-developed countries.
- Students collaborated with local organizations and other area schools on the topics of Environmental and Earth Sciences.





Coach Lance Weisend and members of the CDS cross country team

## EMBRACING THE PACE

### LEGENDARY COACH TAKES A NEW APPROACH AT CDS

This past fall, the CDS Cross Country team learned a valuable lesson. As it turns out, you can teach an old coach new tricks. When Lance Weisend joined the CDS faculty this fall after 35 years of teaching history and building a legendary track and cross-country program at Albemarle High School, his biggest challenge came not in the classroom, but in his role as the new coach of the CDS Cross Country team.

Head of School Stacey Bruns, who ran for Lance at Albemarle and later joined him as an assistant coach there, knew she had some convincing to do to get him to take over the program. "Lance was pretty adamant that middle school track programs were not a great idea for the kids," she said. His worries had to do with the strains put on the young, quickly developing bodies, the potential for injuries, and the psychological pressures of competition. Bruns explained that this would be a far less intensive program, with only a few short practices a week and three to four meets during the season.

He recognized his new challenge on day one. "In my old coaching life,

it was easy. You either did it my way or you did a ton of pushups," says Weisend. He knew he would do things very differently at CDS, and he set the new tone in his first letter to parents. "I told them I wanted this to be a chance for the kids to be outside, to experience the environment, and to see what running was about. If somebody wanted to come out and walk, that was fine with me."

Weisend adjusted his approach as the season went on, meeting the students where they were. Some early practices consisted of spirited games of capture the flag. He is a proponent of young runners running in any setting they can, from the soccer field to the CDS green top and everywhere in between. Yet, when one of his runners came to him wanting more and saying "this is supposed to be cross country," he adjusted his plans in a way that met those needs while serving the needs of the whole team.

"Mr. Weisend always asks people about how they feel about running, and whether they want to be competitive, or whether they are out there because they

just love running," says Xth-grader Luca Ball. "I feel like we can be totally honest about the answers because we can trust him to create the experience we are looking for."

One might assume that Lance's former AHS runners might be surprised to hear the descriptions his new charges have. "I love everything about cross country," Xth-grader Ballard Krebs says. "I do it at school, and in my free time. I really like that Mr. Weisend is really low key. He doesn't make you do anything you don't want to do. It brings your stress level down."

The appreciation runs both ways. The coaching experience has allowed Weisend to reconnect with running in a way he thought he might not ever be able to do. After overuse injuries forced him to give up the sport, running with his team has allowed him to take up the sport again and even enter some races. "At 60 years old, I find that I have to push myself to be at their level."

That assessment was proven correct when he took to the road for a race this fall commemorating the inauguration of new UVA President Jim Ryan. "I had mentioned in to the kids at practice. At the finish line I found out that [CDS runner] Wes [Lastname] and I finished 10 seconds apart. I am not sure who was in the lead, but it was pretty cool."



## BACK TO PUERTO RICO



AMY BUDDINGTON

The *New York Times* recently picked Puerto Rico as its No. 1 travel destination for 2019, and Spanish teacher Amy Buddington jokes that she was ahead of the curve when Puerto Rico was selected for this year's eighth grade trip — a destination that CDS has visited on several earlier occasions. On a more serious note, Buddington says this year's choice was clear when considering the devastation Puerto Rico suffered following Hurricane Maria in 2017.

"It's important that the kids have a sense of responsibility and help others," says Buddington, better known to her students as Señora B. "The tour company that we use is based in Puerto Rico, and one of the ways we can help is by spending our money there because Puerto Rico relies on tourist dollars

more than anything else."

Students will spend a day performing community service for an after-school program that serves underprivileged children. They will also enjoy a packed itinerary, including a visit to the El Yunque Rainforest, a history tour of Old San Juan, lessons on how to dance the salsa and cook the traditional Puerto Rican mofongo dish, and explorations of a bioluminescent bay and a mangrove cay with a local fisherman.

"The highlight of every trip is the immersion experience for the kids," Buddington says. "They're around people speaking Spanish 24/7, and they're experiencing the culture.

Last year's trip included zip-lining through a cloud forest, swimming, and whitewater rafting, plus a focus on learning about the flora and fauna of Costa Rica. The snake? "On these trips, we are really trying to live outside our comfort zones," explains Buddington.



## LIFE THROUGH OUR LENS

Led by middle school math teacher and photographer Katie Hickson, many students began taking a photography class as a weekly elective in 2017. Assignments like "Tell Me a Story," "Worm's Eye View," "Vibrant," or "Contrast and Contradiction" have stretched and challenged students to experiment with different subject matter, techniques and perspectives, all while developing their personal style and point of view as photographers.

Week by week, student photographers have learned to see, capture, and share the world around them, inspiring gratitude for the everyday in themselves and those around them.

Recently, a selection of work by Charlottesville Day School middle school photography students was displayed in an exhibition at McGuffey Art Center, titled *Life Through Our Lens*.

"These students surprise me time after time with their work and definitely inspire me to push myself as a photographer," says Hickson. "I'm so proud of all of their work and it's great to see it shared outside of the classroom."

Another place their work is being shared? The cover of this magazine features a picture of a Japanese red maple taken by 7th-grader Izzy Reed.



CHARLOTTESVILLE DAY SCHOOL  
Middle School Photography Exhibit

McGuffey Art Center · North Basement Gallery · October 2nd - November 18th

First Fridays Opening Reception: Friday, October 5, 2018, 5:30-7:30 pm



McGuffey Art Center  
201 Second Street, NW  
Charlottesville, VA 22902

# A GOOD START



**CDS'S YOUNGEST STUDENTS ARE IN CAPABLE HANDS**

It's just past 8:30 in the morning, and the Cubs classroom is already buzzing with activity, with toddlers enjoying their play time.

One child sits at the wee table in the play kitchen, eating a real bagel, licking cream cheese from his fingers and the corners of his mouth, observing a classmate splash delicately in the water at the nearby sensory station. Across the room, children build block towers, pull wooden trains around wooden tracks, flip through books and check on their class pet, Max, a small hamster napping in a glass aquarium.

Other children sit on tiny chairs at a tiny table with their teacher, Rita Moore, and assistant teacher Lauren Jones. They dip cotton swabs in white tempera paint to dot snow scenes on pale blue construction paper, and the teachers frequently look up to check on other groups around the room.

When a boy smudges his painting, Moore notices the disappointment on his face and asks how he feels. When he doesn't answer, she leans toward him, softly places a hand on his little back, and says "I think this mark is beautiful!"

The classroom door opens and a sleepy girl walks in with her dad. "Good morning, friend!" Moore exclaims as the child hangs up her coat and walks over to Moore for a hug. "Did you need a little extra sleep this morning?" Moore asks, expertly anticipating that the child, who is getting over a cold, might need a little extra attention throughout the day.

"Good morning, friend!"

It's how Moore greets every child, every morning, says Karin Reed, CDS third/fourth grade teacher who has had the classroom next to Moore's for years. Moore greets every child, every morning, "as if they've been lost at sea," says Reed.

The Cubs—affectionately known as the Cubbies—are the youngest students at Charlottesville Day School, pre-preschoolers who are experiencing independence from their parents for the first time. It's a special period in life, says Moore, when "they're just starting to realize the separateness they have



from their parents," just realizing that they have choices, opinions, voices.

"Your first teacher is really special," says CDS Head of School Stacey Bruns, and Moore, who has been with CDS since its founding in 2006, "is the perfect first teacher."

But teaching isn't Moore's first career. The Georgia native holds a master's degree in social work and for many years worked in the mental health field, with children and adolescents who were at risk. Moore loved it, but when she had children of her own, she opted to stay home with them, and in that time, she discovered that not only did she love being a mother, she loved being around small children. She began volunteering at her children's preschool and realized that many of the skills she used as a social worker were helpful in teaching.

Much like social work, early childhood education involves a lot of individualized coaching of a child's social, coping, and problem-solving skills, all in service of helping a child discover herself and her place in the world, says Moore.

So when Charlottesville Day School began hiring teachers, a friend of Moore's suggested she apply.

Moore defines her approach to teaching as "child-led," one where she follows a lesson plan until the children begin to guide the way (and they always do). If she prepares a lesson around the variety of animals featured in Jan Brett's wintery picture book *The Mitten*, but the children show more interest in hibernation than in the animals themselves, she'll build a series of activities around hibernation.



## THE FIRST DAY PARENT DROP-OFF

“First days are always a tear-jerker. [My children] were excited in the car but nervous once we arrived to the class. Rita made them feel at home and was able to distract them to make the transition easy. Rita is amazing. She is not only a teacher, but a friend, family. She is so loving. The children never knew a bad day.”

—Ana Barron Lynch, CDS parent

“There were tears on both sides at drop off that morning, as this was the first time Everly was going to be cared for by someone she was not related to. Everly is a bit of skeptic, so she was cautious and reserved the first day, but Rita has the most gentle way with her Cubs. Watching Rita engage Everly [while] respecting her unique personality was so comforting—as a mama, I could tell that Rita really saw my child and would give her what she needed to feel comfortable.”

— Coro Cope, CDS teacher and parent

“Ms. Moore makes it easy to drop your two-year-old off at school for the first time. I remember her kneeling down to welcome Shepherd eye-to-eye, at his level. She makes a real effort to connect with each child and has a uniquely calming way about her. She helps transform our children so much in one year. It’s incredible to watch.”

— Heather Sieg, CDS parent

“I have a daughter and son, Lamease [currently in kindergarten] and Luay [currently a Cub]. My daughter was the first to attend CDS and the first time we went to drop her off I was a little bit anxious and nervous. I didn’t know how she would adapt because she had been home since she was born. Surprisingly, by the end of the very first week, as soon as we would drop her off she would just run into the class. They both love Ms. Moore and talk about her all the time.”

— Abdalla Mohamed, CDS parent



Right now, the Cubs are interested in animal noises—peacocks especially—and Moore encourages their interest by choosing circle time books that include animal noises, or playing animal noises via her phone and a Bluetooth speaker. When she does, they pepper her with questions and requests: “Why does a polar bear make that sound?” “I want to hear a lion roar!”

Allowing children to pursue their interests at such a young age is important, says Moore, because encouraging that curiosity helps build excitement about learning in general. “I want to capture that moment where they are there, present, and interested,” says Moore. And it’s more than learning facts; “it’s really empowering them to be who they are.”

Throughout the day, the Cubbies shower Moore with affection. She almost always has a child in her lap, plus one leaning on each leg, during circle time. They melt into her arms when they’re frustrated and when they’re happy, and they listen when she sings to them. When they tell Moore that they love her, she always says it back.

Moore’s ability to recognize and honor each child for who they are, and her ability to guide them toward independence through activities like potty training, putting on and zipping up coats, and cleaning up play spaces, amazes her colleagues and her students’ parents.

Parents appreciate how she kneels down to talk with the children on their level, how she remains calm even during heated tantrums and teary morning goodbyes. They praise her kindness, her knowledge, her willingness to tell them what they maybe don’t want to (but need to) hear because she knows the suggestions could help the

child. Some say she is more like family than a teacher.

Jones, who worked at other pre-schools before coming to CDS in 2017, says that Moore’s approach has shown her that at this age, it’s not all about the alphabet; it’s “all about the social and emotional development, because it prepares these little ones for their future.”

“She is the toddler whisperer,” says Reed. “In my 22 years of teaching, I’ve never seen anything like it. Rita finds the golden nugget within each of them and polishes it until it shines. If each child is a gift, she lets them unwrap it at their own pace,” and it’s a process that continues for years after a child leaves Moore’s classroom—Reed knows it to be true, because many of Moore’s students land in her room a few years later, and they’ve carried Moore’s lessons with them “like stones from a pond.”

“The longevity of what she’s done... that’s what’s remarkable,” says Reed.

Moore suspects that she learns more from her students than they learn from her: she says her Cubbies teach her the value of patience, kindness, and honesty, of moving on after making a mistake, of knowing your feelings, and taking the time to bask in the wonder of small things like seeing a red fox run across fresh snow.

But if there’s one thing Moore hopes she teaches her Cubbies, it’s how to be a good friend.

“I want them to be kind, to use kind words, do kind things—to share, be good listeners, good thinkers,” says Moore. “I want them to have confidence in what they see and what they think, and to be able to express it. But when it comes down to it, I want them to be kind. When you’re kind, everything else falls into place.”

## CUBS AT PLAY



Rita Moore stands at the door of the Charlottesville Day School gym, a line of excited two- and three-year-olds before her. The children chatter and bounce, throw their arms into the air, and clap their hands in anticipation of their physical education class.

Moore reminds them to be gentle with their friends, and when she opens the door, the Cubs spill into the gym, filling it with giggles, squeals and sneaker squeaks. Some walk quietly to the circle at the middle of the gym floor while others skitter across the room to hug CDS head of school—and their PE teacher—Stacey Bruns.

Bruns greets each child individually before leading them through 30 minutes of activity that helps build the children’s fine and gross motor skills, as well as their ability to collaborate, communicate and think creatively.

They roll a ball back and forth across a circle, and each child and teacher gets the chance to pass and receive the ball. Then they “jump like bunnies” around the room, each child working at his or her own skill level: some bend their knees, while others make it an inch or so off the ground. “It’s so cute,” says Bruns, smiling.

Teachers and Cubbies act out a silly song about a fish before Bruns puts a rendition of “Great Balls of Fire” on the speaker and sends the kids running around the gym once again, this time to kick, roll, bounce, or chase after balls (themed music is Bruns’ way of slipping in some verbal play, not to mention a little levity for herself and the Cubs’ teachers).

The Cubs have PE twice a week, in addition to their daily recess period. It’s purposely playful, says Bruns, who wants the Cubs to understand that exercise feels good for the body and mind. “Their play is their work,” she says.

Bruns ends by handing each child a pool noodle. “I’m an elephant!” one child calls, holding the noodle to her nose. Another pretends her noodle is a microphone, while another imagines a pony. Other children wave the foam tubes in the air, delighted by the unpredictable movements.

A few minutes later, rosy-cheeked Cubs leave the noodles behind and bid Bruns goodbye before lining up at the door in front of Moore, ready to return to class.

## BEARS GROWTH CHART



**GOLDEN BEARS**  
8TH GRADERS

**BLUE BEARS**  
7TH GRADERS

**SUN BEARS**  
6TH GRADERS

**MOON BEARS**  
5TH GRADERS

**SPIRIT &  
POLAR BEARS**  
3RD & 4TH GRADERS

**BLACK &  
BROWN BEARS**  
1ST & SECOND GRADERS

**KODIAK BEARS**  
KINDERGARTENERS

**GRIZZLY BEARS**  
PRE-KINDERGARTENERS

**PANDA BEARS**  
3 & 4 YEAR OLDS

**CUBS**  
2 & 3 YEAR OLDS

# CDS REPORT CARD

## CHECKING IN ON OUR STRATEGIC PLAN

### OUR STRATEGIC GOALS FOR 2018-2022

In 2017, we introduced a five-year plan that provides a roadmap for the Charlottesville Day School—one that reflects our priorities and shared objectives. It was designed to transition the school from a period of growth during its first decade to its next chapter of strengthening the stewardship and development of what's been built here.

In the pages that follow, we share our progress in each of the five priority areas that were identified by the strategic planning committee. Our plan is ambitious, and we are on track (or ahead of schedule) to meet the goals that were set forth. All of our objectives reflect our core values of developing teachers who challenge and inspire our students to learn and play in a joyful, supportive environment that embraces the arts and the pursuit of physical and mental wellbeing.

#### PROGRESS REPORT

- At CDS, faculty retention and satisfaction exceed peer averages. We receive interest from accomplished and talented educators for each opening.
- Our faculty includes specialists in math, reading, diversity and inclusion, Spanish, science, enrichment, fitness, art, music and theater



**33 EDUCATORS EMPLOYED**  
All 33 educators employed by CDS are full time.

### ANGELA KELLY Music Teacher

One of the things I love the most about working at CDS is the chance I get, as a music teacher, to work with every single student in our school, and thus, every single teacher in our school. I am struck by the fact that all of us as a faculty share a commitment to the core mission of CDS, and we all bring our own style and passion to our work and to our students.

The faculty functions as a true team in every sense of the word. We support each other and we inspire each other. One of the things that makes this so easy to do is the understanding that we are united by something we deeply believe in.

## INVEST IN GREAT EDUCATORS

Retain and recruit excellent teachers through competitive salaries and benefits with satisfaction and happiness as core objectives. Maintain our relationship with Curry School of Education.

### JAIME DUKE HAWKINS Diversity and Inclusion Specialist

Promoting and celebrating diversity throughout the school has been multifaceted work. From working closely with our Head of School on recruitment and retention of families of color as well as teachers of color, to working with teachers to make their curriculum inclusive of people and perspectives of diverse backgrounds, CDS continues to make progress in the area of diversity. Teachers have examined their curriculum and worked to use inclusive practices, intentionally using books by diverse authors and with diverse characters, as well as using Teaching Tolerance as a resource. I am inspired that CDS students have the opportunity to engage in and with the diverse world in which they live through books that have become part of each individual classroom library as well as age-appropriate discussions throughout the school year.



## PROMOTE AND CELEBRATE DIVERSITY

Grow and sustain a diverse, inclusive community of faculty and students that embraces differences in race, socioeconomic status, heritage and learning styles.

#### PROGRESS REPORT

- CDS hosted its second MLK Jr. Day Walk in 2019, and 158 people participated and walked in honor of Dr. King.
- Since fall 2017, the number of students of color at CDS has increased by

**27%**

### CORO COPE Director of Teaching, Learning & Collaboration

As a fresh ed school graduate, I first interviewed and toured CDS in the early years that the school had existed. I saw teachers creating lessons and activities that reflected what the students in their individual classrooms were interested in, and classrooms buzzing with excitement and dedication. These teachers were able to expertly weave grade level standards and ideas into what the students wanted to be learning about or doing, and were creating projects that inspired students to draw on their own passions and interests. This was such an influential factor in why I chose to work here, and as our school has grown and evolved, the teaching staff has been able to work with administrators and specialists to really distill and clarify what our goals are for each



## PUBLISH SCHOOL-WIDE CURRICULUM

Maintain teacher autonomy and flexibility while publicizing objectives for stages in a CDS education that prioritizes individual student growth rather than arbitrary benchmarks.

grade level. As my own career has continued here, I've had the opportunity to work with teachers in other grade levels to begin to combine national standards with growth and development that we as a CDS community hope to see in our students, which we hope will ultimately provide future teachers fresh out of ed school a strong footing for which to begin their own careers here!

#### PROGRESS REPORT

- Teachers and Specialists have worked together to design interdisciplinary units and create curriculum maps and pacing guides for Math, Literacy, Science and Social Studies.
- Coro Cope begins new role as Director of Teaching, Learning & Collaboration in Fall 2019, leading efforts to finalize and publish the CDS Curriculum.

# IMPROVE THE CAMPUS

Put finishing touches on campus expansion and improvements, including better outdoor play spaces, two additional classrooms and the reduction of energy consumption.



**DAVE BRUNS**  
Executive Director

## PROGRESS REPORT

- Acquired 319 11th Street in January 2019.
- Contracted for installation of 64 Solar Panels on roof of Main Building.
- Completed middle school classroom renovations.
- Purchased improved fencing and gates for campus perimeter.

The school's acquisition of another parcel on Eleventh Street was critically important for the short-term and long-term needs of the school. In the short-term, we can expand the playground by relocating faculty parking that is currently adjacent to the "Greentop." That is important given CDS's emphasis on play and the amount of time the kids spend in that space. I know they will be excited. Another short-term benefit is additional parking spaces for teachers. They are currently double parked every day. This is not an ideal

way for them to start their day but is a function of the school increasing the number of valuable specialists on full-time staff. With the new space we can both relocate and increase parking to accommodate our teachers.

In the long-term, this acquisition is a cornerstone in eventually applying to close and acquire the public alley that bifurcates our campus. Our neighborhood is about to undergo major changes, so it was important to increase our footprint before new buildings and new neighbors become a reality.

## A SUNNY OUTLOOK Solar Panels on the Way

Installation of solar panels convey a message of environmental responsibility to students and the community, while also providing yet another way for teachers at Charlottesville Day School to connect their students with the world around them.

"We're about the future, we're about kids," says Dave Bruns. "With that mindset, we know we have to have responsible approach to our energy consumption. We get the added benefit of adding a learning tool that helps show the science lessons they're engaged in actually impact their lives."

Science teacher Michelle Lockwood envisions incorporating the solar panels into lessons incorporating engineering, comparisons of local and international energy resources, science, math, climate, sustainability and economics.

"There's lots that I could do with teaching about these solar panels —

short term and long term," says Lockwood.

The panels will also have a long-term effect on the school's bottom line. "Anytime we reduce our operating costs, that means more financial resources available to pay our teachers and more financial aid."

## OUR ANNUAL FUND

The Annual Fund is Charlottesville Day School's most important fundraising instrument. Annual giving makes it possible for CDS to offer exceptional programs for our students, attract and retain great teachers, improve our buildings and property, and augment financial aid.

We seek broad participation in meeting this shared responsibility each year. Gifts at all levels are valued and needed. The school requests gifts that are meaningful and within each donor's means.

Gifts can be unrestricted and thereby allow the Head of School the flexibility

to take advantage of opportunities, meet challenges, and prioritize line items in the operating budget that reflect our school's beliefs. Alternatively, gifts can be specifically allocated by the donor to the school's Angel Fund scholarship program.

**"We contribute to the annual fund at CDS because it is the most straightforward way to support the school. While tuition is geared to cover the costs of education, most schools have a gap between actual costs and tuition received. The annual fund allows the school to cover unexpected costs and opportunities without special fundraising. Unrestricted gifts to the annual fund, no matter the size, are essential to the health of our school."**

- Stasia Greenewalt, CDS Parent

## MAINTAIN SIZE OF STUDENT BODY

Continue offering one classroom per grade level with a total enrollment of approximately 200 to 210 children, while fostering an atmosphere that embraces kindness, joyfulness and respect.

I know so many people in other grades. There is usually more than one class playing outside and I can always find someone to be with I like the size of the school because the teachers teach us first, but they are also my friends. And with Book Buddies, it's nice to have a break with a little person who looks up to me — it kind of calms me.  
-LULU JENNINGS, 7th Grader

The school's not too crowded and I think I know most of the people. You can play with new people every day. I wouldn't be as comfortable if I didn't know most of the people. I get to play with kids who aren't in my class at recess and I get to see them in math because we mix classes.

-CAROLINE BARCIA, 2nd Grader

I like math, PE and music. There's a lot about the school I like. The teachers always want you to learn something new. Right now we are learning about erosion and it's kind of devastating. But we are trying to find a solution to it.  
-WOODS AUSTIN, Panda Bear

## PROGRESS REPORT

- Total school enrollment remains at capacity at approximately 205 students, with one classroom per age group.
- Waiting lists exist for most classrooms.
- 16 Eighth Graders graduating in May 2019.



## The ANGEL FUND

In fall 2019, CDS will distribute more than \$505,000 in financial aid to 42 families. In addition, CDS will enroll five students in its year-round Angel Fund program through donations and other support totaling approximately \$80,000.

The Angel Fund provides students who have deep financial need and compelling life circumstances with the opportunity to attend CDS and participate fully in all aspects of the school's curriculum and extracurricular activities.

"What we offer changes lives," says Dave Bruns. "When you have something that important, you do what you can to make it available to the community at large. The Angel Fund makes CDS available to people who have never even considered it".

**"A donation to the Angel Fund gives another child a chance to experience the magic of CDS. We can't think of a better gift."**

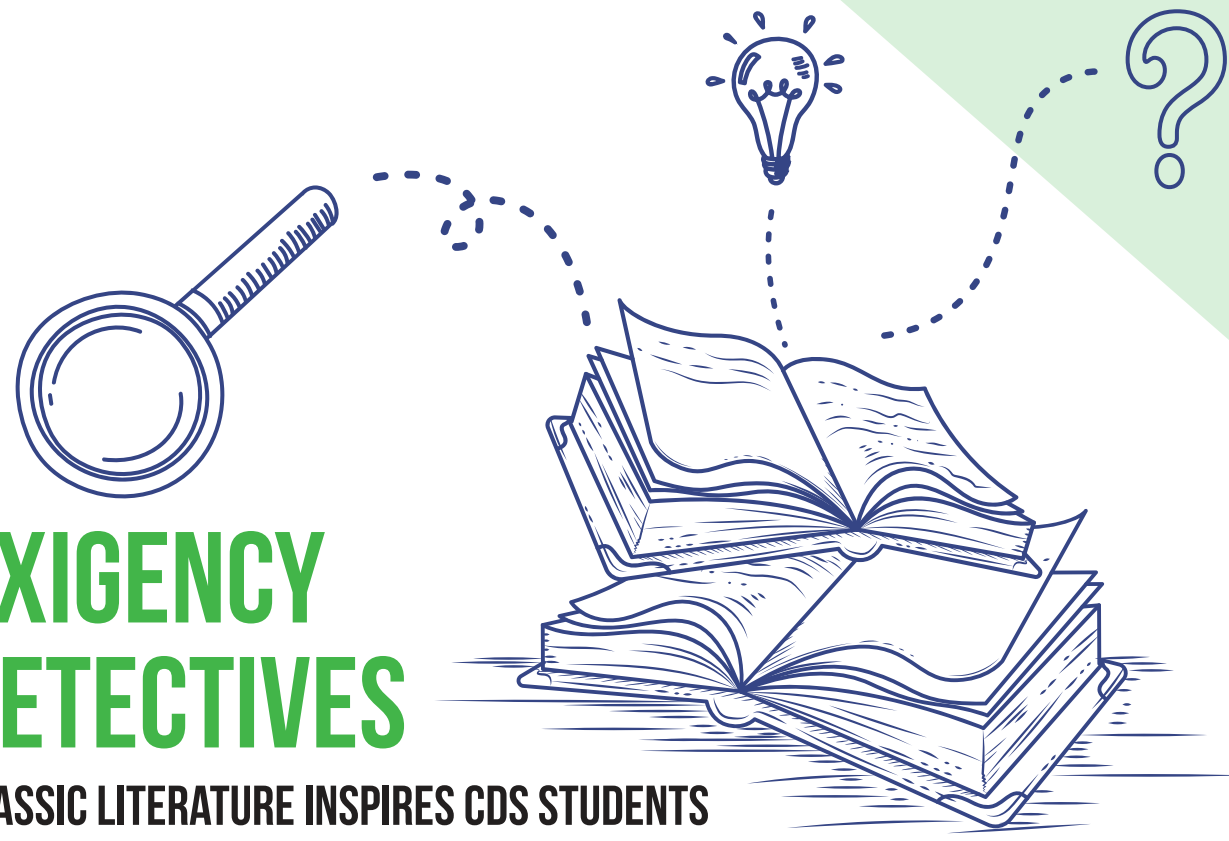
- Shana and Stephen Clarke, CDS Parents

## HOW YOU CAN HELP

To learn more about supporting Charlottesville Day School through the Annual Fund and the Angel Fund, please email Stacey Bruns at [sbruns@charlottesville.dayschool.org](mailto:sbruns@charlottesville.dayschool.org). CDS could not do what it does without the consistent support of our community. We are grateful for your generosity — thank you!







# EXIGENCY DETECTIVES

## CLASSIC LITERATURE INSPIRES CDS STUDENTS



BY CLARE O'BRIEN  
MIDDLE SCHOOL  
ENGLISH TEACHER

On the first day of my first English class in college, my professor, Dr. Eric Lorentzen, wrote the word EXIGENCY on the white board in big bold black letters. “In every book you read from this point forward,” he said, “look for the exigency. The issues

the author is urgently trying to warn you about, caution you against, convince you to take action on.”

Good authors don't just write stories for our enjoyment — there is a real-world agency about them, an “action required now.” It's how writers become activists, how urgent messages have been spread, and how ultimately, real change has been ignited.

This search for exigency is a driving force in middle school English, where students have discovered a passion for classic literature. We are exigency detectives, and as it turns out, these 19th and 20th century writers' exigent messages are still so applicable today, in a world so different from, yet so similar to, Charlot-

tesville, Virginia, in 2019.

Kids love to make connections to their own lives and worlds. Our late history teacher, John Davis, coined the term “Cracker Theory” to describe this process of connecting and personalizing concepts, a pattern that is so present in middle school — one day, randomly, in class, he mentioned that he really enjoyed the Triscuit he was eating, and then soon enough, each student in the class was arguing about which was the best cracker. “No, I like Annie's cheddar squares!” “No way, Trader Joe's Raisin Rosemary Crisps are the BEST!” This “Cracker Theory” happens all the time in English class, whether we're discussing didactic themes, a repeating symbol, or a real-world connection.

A pervasive theme in our classroom has been Charles Dickens's famous exigent idea, “telescopic philanthropy,” which urges us to distinguish between charity and social justice, and then actively work for justice. Together with Jaime-Duke Hawkins, my incredibly talented teaching partner and the Diversity and Inclusion Specialist at CDS, we weave this idea of charity vs. social justice into most every unit

we teach. Jaime's unit on Lorraine Hansberry's *A Raisin in the Sun* suggests to students that social activism could even begin with theater. The first African-American woman to write a play produced on Broadway, Hansberry teaches us that works of social justice are possible even for introverts, who are less likely to participate in protests or even talk with strangers. Students at CDS are always looking for ways to help people who are marginalized in our community, but this conversation has helped us shift our focus from bake sales and raising money to send away, to what can we DO about it. As our students go on to high school and beyond, we hope that this idea sticks with them, and inspires them to be activists in their own right.

As a teacher, nothing is more important than student engagement and personal, exigent connection, to the literature we're reading. There's no point to reading Brontë's *Jane Eyre* if you're going to read it as a love story (which Hollywood consistently gets wrong!) and not realize the text's deep and revolutionary feminism. There's no point to reading Orwell's *Animal Farm* or Golding's *Lord*

*of the Flies* if it doesn't leave you chilled to the bone about the cruel and dark side of human nature when power and control is within one's grasp. There's no point to reading Tennyson's “The Eagle” if you're not going to feel the eagle's power, and act it out using hand gestures, standing on your table pretending to be the eagle perched on a cliff, jumping to the floor on the final line “and like a thunderbolt, he falls!” We have to feel the energy, the excitement, the power of words that the author has presented to us so intentionally, with such exigent purpose.

That energy and excitement has inspired students to take the initiative to create even more chances to engage with great literature. Last year, members of the eighth-grade class formed a “Brit Lit” group that met before school on Monday mornings. “We found ourselves waking up in Jane Eyre's red room or gathered around the forge with Pip, realizing his Great Expectations maybe weren't that great after all,” recalls founding member Jane Bruns, now a freshman at Albemarle High School. “The taste of homemade biscuits and Swedish pancakes will forever remind me of the three ghosts Scrooge encounters and Ms. Havisham's wedding dress. I hope this Brit Lit group will make a legacy on CDS.”

A year later, it's safe to say it has. Now, British Literature is a before-school seminar at CDS. It's a time for eighth graders and Karin Reed (our third and fourth grade teacher and die-hard Thomas Hardy fan), to gather to read and analyze Victorian novels, to grapple with these exigent themes, and to make them meaningful to us inhabitants of the contemporary world.

People often dismiss middle school students as too young to understand or appreciate the classics. At least at CDS, this couldn't be further from the truth. Not only do these students engage with the texts in a meaningful way, but their “Cracker Theory” brains make connections that an adult may never even consider. Kids need to really think and mimic the experts, to connect seemingly unrelated topics, to always “Stay Curious,” and ultimately, to use the lessons they've learned through their education to become change agents, working to better our world.



For Harvest Festival last year, students dressed up as Victorian Era ladies and gentlemen, as well as a shoe polisher, to step into the shoes of the characters they were reading about.

## ON THE CASE

CDS exigency detectives reflect on the literature they're reading on a classroom blog, where they make entries and respond to their classmates' analysis. Here are a few examples of students' insight as they explore the themes they encounter and draw connections to today's world.

### THE PANOPTICON

18th-Century British social theorist Jeremy Bentham created *The Panopticon* to explain the way prisons were designed. The 7th and 8th graders became familiar with Bentham's work, specifically as it relates to French philosopher Michel Foucault's theory of “Normalizing Judgment,” the method by which institutions and people in power maintain their power through labeling, surveillance, and re-education.

Allwyn Henry: “A *Christmas Carol* has so many themes to choose from, but the idea of the panopticon and surveillance really interests me the most. The way that Dickens displays the church as always watching and looming over you, using fear to control the way that people live and the things that they do. He also refers to the church as up in the clouds or hidden by the fog often, also portraying the idea that someone (God) is always watching, although you can't see them.”



Leah Baker: “Firstly, the idea of panopticon is a great way to convey power in literature, and secondly, it's an intriguing psychological concept. The power structure between the Spirits and Scrooge really push the panopticon. Scrooge can never look at them, he always looks at the ground while the ghosts always loom over him and look directly at him. They have control over him, and he does whatever they say out of fear.”





## TELESCOPIC PHILANTHROPY & SOCIAL JUSTICE

Laura Buddington: "Our leaders often tend to look outside of the country and not see the problems in our own country. We have the same issue of pollution. In the Victorian Era, the air was full of soot, but in 2018, the issue is landfills and plastic in the oceans."



Gus Wise: "I believe that our world needs more hands-on generosity and selflessness. Charitable donations may be great, but in no way can it compare to the gift of a friendly face willing to do whatever it takes to help those in need."



## THE NATURE OF FEAR AND THE PATH TO SAVAGERY

Brooks Clarke: The biggest theme in Golding's *Lord of the Flies* is fear. Fear of the unknown future on the island and the "beast," and also the fear the kids feel towards each other. This also comes up in Orwell's *Animal Farm*, when Squealer uses the fear of Mr. Jones and Snowball to keep the animals in line. Everyone is afraid of something. In our lives too, fear has the potential to lead us down paths we wouldn't take otherwise."



## THE DANGERS OF MATERIALISM

Dominick Cafferillo: "Dickens shows that for some, money is a necessity for being happy, but for others, the people surrounding you are the most important. For Scrooge, I think that money represents power. Without money, a person isn't valued the same way. Scrooge is afraid that without it, he will be nothing. Dickens shows, through Scrooge's character development, how family can buy you more happiness than money."



## THE ROLE OF MEMORY AND "THE CHILD IS FATHER OF THE MAN"

Renee Lyman: "This theme was very noticeable when the Ghost of Christmas Past took Scrooge back in time. All the times he was lonely, hurt, or scared shaped who he was as a man. It explained, for example, why Scrooge hated Christmas. As a kid, instead of taking him home for the holidays, his father put him in boarding school, where he would spend the nights miserable and lonely."



## THE PROOF IS IN THE PUDDING

"Stir Up Sunday" has become a tradition, as we all gather at my cramped apartment to make Figgy Puddings that students will bring home to their families and set aflame on Christmas Day. Our exigency founder and hero, Dr. Lorentzen, even invited us to the University of Mary Washington to discuss *Great Expectations*, *Jane Eyre*, and *Frankenstein* at greater depth as a college student would, and our CDS students completely impressed him with their knowledge and enthusiasm. Most students would agree that there is nothing quite so deeply thought-provoking, satisfyingly humorous, soul-crushingly depressing, and outright brilliant as British Literature.

## Greetings from CDS ALUMNI

Many of our students have moved on and their smiling faces are missed around Charlottesville Day School, but we know that they're prepared to excel academically, socially and in their extracurricular activities. A few of our alumni share their thoughts about how their time at CDS prepared them for the next phases of their educations.



### WILL MOORE

CDS 2006-09, College of William & Mary  
Being in a smaller school helped me feel really comfortable socially and I was able to make good friendships and learn how to interact with people. I was still young when I was there [second through fourth grade], so I think I certainly developed the trait of being able to work well with other people, and that has helped a lot in high school and college with group projects and things like that because you get used to working with other kids at a young age.



### CHLOE FINDER

CDS Class of 2014, New York University  
CDS prepared me academically for high school and college by teaching me to be an independent and creative thinker. A lot of the time in school, particularly in high school and beyond, they ask you to examine topics from new perspectives. However, those skills are rarely fostered up until that point. By being given that tool earlier on in my academic career, I feel like I'm more comfortable wielding it in the classroom.



### ROWAN MILLER

CDS Class of 2018, Charlottesville High School  
I'm in the jazz band at CHS and I don't think I would be even close to where I currently am in terms of like music if it weren't for Ms. Kelly and the music program at CDS. Another important thing I learned is how to write an essay—we were doing so much advanced stuff with Ms. O'Brien in English class. I think a key thing was the personal connections our teachers had with us.



### AIDAN MILLER

CDS Class of 2016, Charlottesville High School  
English class was incredibly helpful, as was math. They got me on a more AP-style track than a significant number of students. My fondest and bitterest memory is graduation. I didn't want to leave, but everything came together in an amazing way. It was an amazing experience, like the rest of CDS. It irrefutably proved to me that I was loved at CDS, just as I had to leave.

# Home to Me

By Jane Bruns

*Now a freshman at Albemarle High School, Bruns performed her song during the 2018 Step Up Ceremony*

Everything just happens too fast  
Days get shorter just like that  
All growing in different ways  
Remember these still are  
the early days

I'm a branch growing true  
Started small but i'm reaching too  
Leaving something that's part of me  
Leaving something that's part of you

This tree been holding us together  
Been holding us forever  
These roots are family  
This tree has seen it all  
Never will fall  
This tree is home to me

When there's time will we stop  
Look around see what we've got  
Find what we're looking for  
See if we've got anymore

This tree been holding us together  
Been holding us forever  
These roots are family  
This tree has seen it all  
Never will fall

This tree is home to me

Where are we going  
Is life showing us a new way  
When will we find  
Different lines that give words to say

Looking back will we see  
Hearts engraved in this tree  
New times to come ahead  
Where will our branches spread?

This tree been holding us together  
Been holding us forever  
These roots are family  
This tree has seen it all  
Never will fall  
This tree is home to me

Home to me home to me

