

THE GENEVA SCHOOL Magazine

THE COURIER



INSPIRING STUDENTS TO LOVE BEAUTY, THINK DEEPLY, AND PURSUE CHRIST'S CALLING.



MISSION

The Geneva School seeks to provide students in grades K4–12 an extraordinary education, by means of an integrated curriculum, pedagogy, and culture, both distinctly classical and distinctively Christian, that pursues goodness, truth, and beauty in all spheres of life, while viewing these spheres as elements of a divinely ordered whole. Further, Geneva seeks to instill in students a desire to love beauty, think deeply, and pursue Christ's calling.

ADVANCEMENT OFFICE

Katie Deatherage (Director)
Anna Classe
Sarah Cloke
Cat Hackenberg
Carol Beth Haynes
Allison Hendrix
Kedi Milajecki
Christina Walker

CONTACT

1775 Seminola Boulevard
Casselberry, FL 32707
407-332-6363
genevaschool.org



Photographs in this issue taken by Anna Classe, Teresa Medina, PSP Images, Kellie Harding, Landon Gerber, and Geneva Parents

COVER PHOTO: Anna Classe



COMMUNITY

04 DEAR GENEVA COMMUNITY

06 THE WAY UP IS THE WAY DOWN

08 FREEDOM, FLOURISHING, AND PHILANTHROPY

10 GREAT SCOTTS!

14 PARENT COMMUNITY

16 FALL SPORTS WRAP-UP

22 CHRISTMAS FESTIVAL AND MARKET HIGHLIGHTS



UPPER SCHOOL

24 FIRST SEMESTER HIGHLIGHTS

CONTENTS

WINTER 2023



LOWER SCHOOL

28 FIRST SEMESTER HIGHLIGHTS



ADVANCEMENT

32 AUCTION GALA 2024

34 ANNUAL FUND



ANNOUNCEMENTS

35 SAVE THE DATE

STAY CONNECTED @GENEVA



DEAR GENEVA COMMUNITY

If you had to make a choice between your child acquiring skills that will improve his or her physical state (i.e., vocational skills related to business, technology, medicine, etc.) or qualities that will improve his or her moral and spiritual state (i.e., pursuits that lead to wisdom, virtue, and the love of truth), which would you choose? For many, this may feel like a “Hobson’s choice” (an illusion of choice) since, after all, we must eat. It seems clear that vocational skills provide the best opportunity for putting food on the table.

Of course, the challenge is in knowing exactly what skills will be required by the time your child begins his or her vocation. Think of the graduate with a degree in philosophy who once had to drive a cab in order to supply his table. That same graduate is now needed for work related to AI, work that will likely diminish the need for many of the vocational skills currently in demand. Who can tell what the future holds?

Graduates from schools like Geneva should recognize that the opening sentence presents a false dilemma. To restrict matters to only two options is to create a fallacy when certainly there is at least one other option. One such option is to reject the “either/or” and replace it with “both/and.” This is what our Christian classical education seeks—excellence through vocational skills and pursuits in the classroom (including critical thinking, reading, and writing) that form graduates who have both improved physical and moral/spiritual states.

In an essay titled “Our English Syllabus,” C. S. Lewis recognized the need for both education and training:

To give every one education and to give no one vocational training is impossible, for electricians and surgeons we must have and they must be trained. Our ideal must be to find time for both education and training: our danger is that equality may mean training for all and education for none—that every one will learn commercial French instead of Latin, book-keeping instead of geometry, and "knowledge of the world we live in" instead of great literature. It is against this danger that schoolmasters have to fight, for if education is beaten by training, civilization dies.

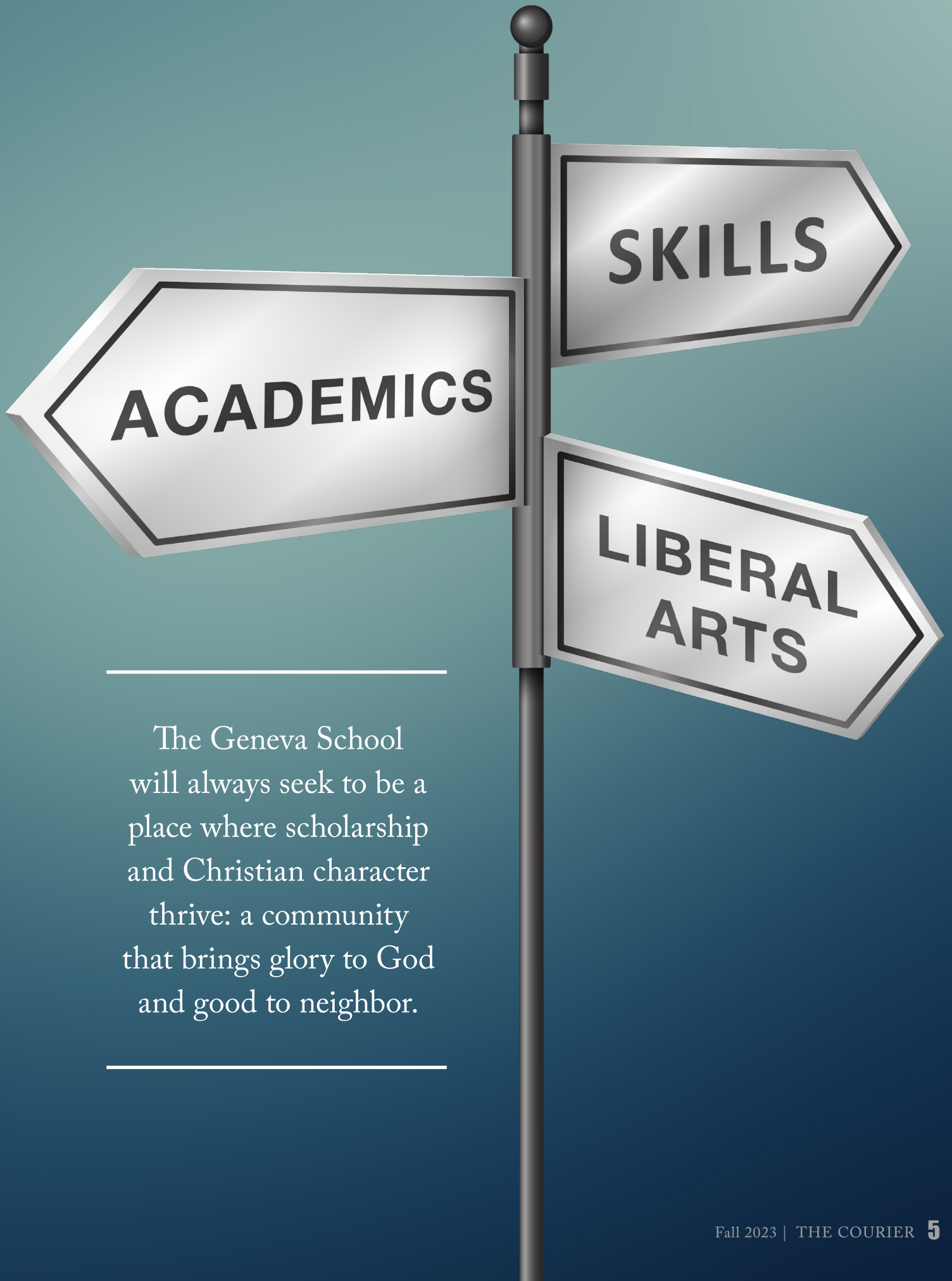
Our school’s mission is to provide “an extraordinary education” that “pursues goodness, truth, and beauty in all spheres of life, while viewing these spheres as elements of a divinely ordered whole. Further, Geneva seeks to instill in students a desire to love beauty, think deeply, and pursue Christ’s calling.” Our calling as followers of Christ is to live in obedience to him and honor him in every aspect of our lives, including our vocation. As our students learn skills that may apply to a future trade, we want them to be good at whatever they do. We also want them to be good people—wise and virtuous women and men.



FROM THE HEAD
OF SCHOOL

BRAD RYDEN

A handwritten signature in black ink that reads "Brad Ryden". The signature is written in a cursive, flowing style.



The Geneva School
will always seek to be a
place where scholarship
and Christian character
thrive: a community
that brings glory to God
and good to neighbor.

The Way Up Is the Way Down

Seventh grade students in the Old Testament Survey class often hear me say that there are many events in the Hebrew Scriptures that were true for Israel but that also point forward to and foreshadow deeper, more profound truths that unfold for us in the New Testament. For example, the blood of the lambs at Passover saves the Israelites in Egypt from death, but this points to the blood of the Lamb of God that saves people from every tribe and tongue from eternal death. Looking at the bronze serpent on the pole in the wilderness saves Israelites in their day from the bite of a venomous serpent, and this points to Jesus who, again, saves all who look to his work on the cross to save them eternally from the infinitely more deadly bite of sin.

In like manner, the story of Joseph in Genesis, while true in the history of God's people, points to greater truths that are revealed in Jesus. You remember the story. Joseph was the favorite son of Jacob, and his older brothers resented and hated him. They threw Joseph down into a pit; then his brothers sold him into slavery—an even worse fate. In God's grace, Joseph prospered as a slave in the house of Potiphar, who was one of Pharaoh's officials, until Potiphar's wife "cast her eyes" (Genesis 39:7, ESV) on Joseph. When Joseph, in righteousness, refused her advances, she wickedly accused him falsely, and Joseph was then sent further down into prison.

Do you see the progression for Joseph? Down from favored son to slave, down further from slave to prisoner. But he had not yet reached the bottom. Though he prospered in prison as well, he was forgotten by one he helped and languished in darkness for years. Eventually, in God's inscrutable plan, Pharaoh had bad dreams that none of his counselors could interpret. Then things took a turn for Joseph. He was remembered, cleaned up, and brought before Pharaoh. There he interpreted Pharaoh's dreams. God graciously raised Joseph up and placed him second only to Pharaoh, where he faithfully served, administrating the entire country, and he eventually saved the nation and so many others, including his own family and his betraying brothers and their kin.

The connection with Jesus is perhaps easy to see, but Paul, using what we think was an early Christian hymn, spells it out in Philippians 2:6–11, where he says, Christ Jesus, "who, though he was in the form of God, did not count equality with God a thing to be grasped, but emptied himself, by taking the form of a servant, being born in the likeness of men. And being found in human form, he humbled himself by becoming obedient to the point of death, even death on a cross. Therefore God has highly exalted him and bestowed on him the name that is above every name, so that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father" (ESV).

Jesus was also his father's "favorite" beloved Son. But Jesus (unlike Joseph at this point) willingly humbled himself to be born in human flesh. Think about this monumental downward progression. The infinite Word, who was with God and was God (John 1:1), became flesh. He gave up all



of his divine qualities such as omnipresence, omnipotence, omniscience, infinitude, etc. and became a fragile baby in the arms of Mary and (ironically but by no means a mistake) his earthly father, Joseph. This is what we celebrate at Christmas: the immortal God taking on mortality, the eternal Word becoming a baby who had to learn how to speak. But this

was just the first step downward for Jesus. This Kenotic Hymn (so named because the Greek word *kenosis* means “to empty,” or “to make nothing”) then reminds us Jesus was not merely a human, but he humbled himself further to be a servant. Israel was expecting a conquering king to liberate them from Roman domination. But they were thinking far too small. Israel—and, of course, all of us in God’s mercy—needed not merely a king to liberate them from political domination, but a servant to free us from the clutches of sin and death. So Jesus condescended to become a servant for all mankind.

But his downward progression was just starting. Jesus also humbled himself further to death—but not just any death! Jesus humbled himself to the worst imaginable death in the first century: death on a cross. The downward progression went all the way to the Cross. But then, just as in Joseph’s story, God intervened. Jesus was not merely raised from prison for an audience with a king, he was raised from the dead to become the King of kings. God did not merely exalt Jesus, God highly exalted him with his resurrection from the dead and his ascension to the right hand of his father in heaven where he reigns yesterday, today, and forever.

Finally, we see the capstone of the exaltation: Jesus was given a name above all names. Don’t miss this part! Yes, his name Jesus is important—it means in its Hebrew root “Yahweh saves.” But the name given to Jesus is found at the end of Philippians 2:11. Every tongue will confess that Jesus is Lord! This was the simple way to say “Yahweh”! That is the name above every name. That is the name God gave to describe himself, his personal name. Not merely the One who is, but the One who is the Source of all being and existence.

So we see that the story of Joseph, true as it is, points to a story infinitely greater in Jesus. Our Lord said that whoever would be great among us must be a servant of all (see Matthew 23:11 and Mark 9:35). He said that whoever would save his life will lose it, but whoever loses his life for his (Jesus’s) sake will find it (Matthew 16:25).

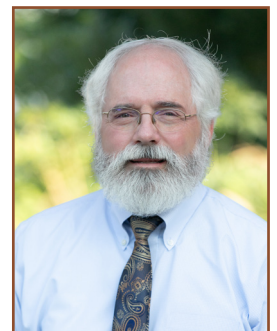
In God’s economy, the way up is the way down. Joseph went down, down, down over many years of tribulation in order to save his own people from starvation. Jesus went infinitely further down in order to save us from sin and death.

And it all began in a stable in an out-of-the-way place called Bethlehem when the Word became flesh and dwelt among us. Rejoice and be glad this Christmas.

Christ Jesus—who, though he was in the form of God, did not count equality with God a thing to be grasped, but emptied himself, by taking the form of a servant, being born in the likeness of men. And being found in human form, he humbled himself by becoming obedient to the point of death, even death on a cross. Therefore God has highly exalted him and bestowed on him the name that is above every name, so that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father.

Philippians 2:6–11 ESV

Dr. Michael S. Beates
Chaplain, Bible Teacher



FREEDOM, FLOURISHING, AND PHILANTHROPY

Christian Classical Education and the Liberal Arts

There are a variety of reasons that parents opt for a private school education over and against a public school one. A brief survey of organizations like the National Association of Independent Schools (NAIS) and the Council for American Private Education highlight the following determining factors for parents choosing private over public education:

- Better student discipline
- Better learning environment
- Smaller class sizes
- Improved student safety
- More individual attention for my child
- Better education—curriculum, pedagogy, and knowledge acquisition
- College prep
- Religious education

Much more can be said about each factor, but suffice it to say that The Geneva School certainly receives high marks on each factor listed above. However, what is conspicuously missing from these excellent reasons to choose a private school education is one of the primary reasons to choose a Christian classical school. Namely, the acquired tools, skills, and habits for lifelong learning that lead to freedom, flourishing, and philanthropy. Christian classical education is an education grounded in the liberal arts tradition. A liberal arts education, by the definition rooted in antiquity, is an approach to schooling that effectively equips students to be lifelong learners. The *lifelong learner* language is no doubt a selling point of Christian classical education. But becoming a lifelong learner means so much more than becoming the kind of person who simply enjoys learning.

To become a lifelong learner is primarily to acquire the necessary tools, habits, and foundational knowledge rooted in the seven liberal arts with Christ at the center of all learning. The seven liberal arts are grammar, logic (dialectic), rhetoric, arithmetic, geometry, astronomy, and music. The early medieval synthesis of the liberal arts with Christianity is the beginning of Christian classical education, around the fifth century AD. This synthesis



Dr. Russ Kapusinski
Assistant Head of School

sought the educational union of Athens (classicism) and Jerusalem (Christianity) under Christ's lordship revealed in the Scriptures of the Old and New Testament. In a future article, we will examine this taxonomy of the liberal arts in more detail. For now, let's consider what was historically understood as a liberal arts education and not the particular disciplines identified as its core curriculum.

Christopher Schlect, chairman of the humanities department and director of the graduate program in classical and Christian studies at New Saint Andrew's College, offers impeccable clarity on the formative power of a liberal arts education. In "What Is a Liberal Art?" Schlect observes,

The liberal arts teach us how to learn—how to freely gain knowledge and understanding. Insofar as they are arts, they produce something, in this case, the ability to learn. Because they are liberal arts, they liberate us, not merely from ignorance, prejudice, and provincialism, but also from servile dependence on the tutelage of others. The liberal arts, then, are particularly important for leaders, who themselves must be guides. Moreover, . . . the liberal arts are not value neutral, but, like all arts, are rightly ordered to the love and worship of the triune God.

Schlect's observation is worth meditating upon at length. There is so much in it that reflects the true nature of education and exposes the "blind spots" of public school education, as well-intended as many of the architects of government education might be. The liberal arts' emphasis on liberty of thought over and against indoctrination in the latest ideological fad is one of its enduring virtues. The liberal arts pulsate with a freeing dynamic woven deep into the fabric of the educational philosophy associated with them: an educational philosophy with formative power that animates lifelong learners and produces in them genuine freedom. A freedom not to do what one pleases driven by faddish impulse, but rather the freedom spoken of by the Apostle Paul in Galatians 5:1: "For freedom Christ has set us free" (ESV). This freedom is tethered to God's revealed will in Scripture leading to personal flourishing and service to neighbor. But exactly how does a liberal arts education accomplish such a lofty goal?

Schlect states that the "liberal arts teach us how to learn." Schlect paraphrases Aristotle from his *Nicomachean Ethics* by defining an art as "productive reason that's ordered to making something—extending its product out into the world." According to Schlect, the *product* of a liberal arts education is the ability to learn and the fruit that such learning brings to bear on culture. That is, the liberal arts form lifelong learners who possess tools for self-directed learning that produce cultural artifacts for God's glory and love of neighbor. These acquired tools equip the student trained in the liberal arts to be liberated (freed) from ignorance, imprisonment to propaganda, faddish ideology, prejudice, and provincialism. (Talk about a compelling reason to choose a Christian classical school!)

In addition, humankind's ability to reason—which separates us from the rest of the animal kingdom and is one of the central expressions to bearing God's image—is honed under such tutelage in order to enable the student to become increasingly generative. The language

of being generative is akin to Aristotle's "making something that extends out in the world" for God's glory and the common good. Because we are a *Christian* classical school, we have a far better telos than Aristotle. A telos that directs all learning, and its artifacts, to the glory of the one true God.

Schlect then leads us to consider the delectable fruit of a liberal arts education in those who have reached maturity under its formative power. Namely, the beneficiaries of a liberal arts education have been "liberated from servile dependence on the tutelage of others." This particular fruit equates to the reality that those trained in the liberal arts become the informed and equipped directors of our own learning. Schlect does not intend to say that we cease to learn from others. Rather, that the student has matured and been liberated to direct his or her own learning, enabling them to create artifacts for personal, social, and cultural flourishing. As a result, the student equipped in the liberal arts is positioned to make a greater contribution for a society in desperate need of mending.

In Walt Whitman's poem "O Me! O Life!" he wrestles with the encroaching despair that a life lived east of Eden yields on a daily basis. Whitman, who himself was a stranger to the hope of the gospel, was still able to conclude that the manner by which he showed up in the world could make a positive impact on society. Whitman ends the poem by stating,

That you are here—that life exists and identity,
That the powerful play goes on, and you may contribute
a verse.

How much more can the Christian "contribute a verse" under the glorious spell of the gospel! A liberal arts education, rooted in the Christian faith, makes such a contribution possible—it equips one to add a verse that glorifies God, delights the contributor's soul, and expresses a love for the human family. After all, that's what *philanthropos* (philanthropy) is: a love of humanity.

Schlect concludes his thoughts on the formative power of a liberal arts education by stating that it is for leaders—something we have a desperate need of in our cultural moment. Equipped leaders. Compassionate leaders. Servant leaders. Jesus-following leaders. Liberated leaders. Leaders nurtured in an education that is not "value neutral" and takes seriously Saint Augustine's exhortation to rightly order one's affections in light of God's revealed will.

Christian classical education is committed to the liberal arts tradition. And while there are many reasons to choose a Geneva School private education, our commitment to the liberal arts remains front and center. For freedom, flourishing, and philanthropy . . . *Post Tenebras Lux!*







GREAT SCOTT'S!

Innovation, Change, and Teamwork in Geneva's Drama Program and Stagecraft Class

Welcome Scott Forrester

The Geneva School's drama program and cocurricular drama troupe Merely Players have played an integral role at the school for many years. Helping students understand the significant privilege we have, being made in God's image, to reflect him as creators and storytellers is a high calling; theatre is one avenue that students at Geneva may take to glorify God and bless and serve others with their creative talent.

Scott Forrester, while new to leading Geneva's drama department, is no stranger to The Geneva School or to setting lofty goals for his students and equipping them to achieve those goals. After teaching English at TGS for eight years, he added dialectic and rhetoric drama classes as well as directing the Merely Players drama troupe to his list of responsibilities.

When asked about the mission of the drama department, Scott remarked that "humans are narrative creatures. We live and communicate in stories. Christianity is a religion not primarily of laws and prohibitions like so many others, but of story—chronicles, parables, incarnation, resurrection, promise. It is no coincidence that the greatest writer in the history of the English language is a playwright." Why is this so? According to Forrester, it's because "theatre imitates and inspires life. It vivifies and vindicates our humanity like no other art—in part because it incorporates them. Visual art, literature, music, oratory, dance all come together in theatre. Done well, it has the power to move the human heart."

Theatre is a collaborative art. It depends upon and engenders cooperation and communication, both in the creation and in the performance. It is a thought-provoking medium of human expression, as Shakespeare witnesses on numerous occasions, but perhaps most famously in Hamlet's claim that "the play's the thing wherein I'll catch the conscience of the king!" "In addition," says Forrester, "because of its collaborative nature, theatre is a place where students of various grades and skill levels, indeed of varying skills, can



come together to create something worthwhile that no one of them could create on his or her own. It is not only a student’s acting ability that makes him an important member of the cast, but his interaction with other students and the impact of his behavior on those around him.”

So what will theatre look like at Geneva, looking ahead? “It’s my goal as a teacher and director of theatre,” says Forrester, “to choose and perform shows that foster meaningful discussion and that enable students to grow as human beings, as well as artists and technicians in theatre. I view the school’s theatre productions as an extension of the curriculum. As such, the stories we tell and the manner in which we tell them should exemplify goodness—they are stories worth telling, truth—they are stories that point us away from evil and toward redemption, and beauty—they are well-acted, well-produced, and inspiring to actor and audience alike.”

Geneva’s assistant head of school, Russ Kapusinski, noted that the first show of the year, an adaptation of *Les Misérables*, gave students a powerful opportunity to be generative co-creators of the good, the true, and the beautiful. The Merely Players experienced a very successful run—with three sold-out shows—of *Les Misérables* under Scott’s direction. This show was a beautiful example of the priorities that Scott sees for his students as storytellers and for the art of theatre at Geneva: displaying complexity, struggle, hope, joy, and love. It was also an example of the collaboration that theatre requires, as Forrester points out. “Much of the success of the show was owing to the time and energy and passion of Scott Zellner and his team, who built

the incredible set, and our Geneva music teachers Abby Noble and Henry Spears, who rehearsed the students in their song and accompanied the show so masterfully. It could not have been what it was without them.”

Cultivating thinkers and artists who seek God’s wisdom as they pursue excellence in their work has been and continues to be a foundational principle for The Geneva School. Through a great deal of practice, students in the theatre program will work toward understanding and communicating the greatest story ever told: the story of our long journey home toward eternity with God our Father, who has made a way for us through his son Jesus Christ’s death and resurrection. This kind of storytelling is hard work, but as Scott reminds his students, it is work worth doing.

Stagecraft with Scott Zellner

Scott Zellner’s career in the special events industry has spanned forty years. Touring with major rock bands, working alongside masters in the entertainment industry—at Grossinger’s Hotel, Cypress Gardens, Disney World, EPCOT, and Universal Studios—and working for Absolute Amusements have provided him with myriad opportunities to learn under mentors who were the best in their field. Now he offers the same mentorship to students at The Geneva School in Stagecraft, a rhetoric class that focuses on working together to fulfill a vision for school performances. Scott helps his students focus on communication, teamwork, and proficiency, but for Scott, building relationships is just as important as building sets. In his words, “Class is not just about woodworking, electrical stuff, lighting, audio, and the math and science that go with that; it’s about navigating relationships as well. In fact, there is more of that going on than sawing, nailing, gluing, and painting.”

Scott was called to work at Geneva during the COVID pandemic. At the time, he worked for Absolute Amusements—a party and event company—and because of COVID, most of the gigs were canceled. One of his first assignments at Geneva was to turn one of the company trucks into a shop on wheels. When Scott began teaching Stagecraft at Geneva, he did not have a classroom; instead, his students met at the picnic tables to build props and the set for his first play, *Around the World in 8 Plays*.

Using a tape measure and a framing square, students were able to problem-solve regarding part of the set (converting a circle into a hexagon to fit exactly as a window). This experience led to success in math class for a student a bit later, finding the center of a circle by using two cords and dissecting them at right angles. This led Scott to see the Stagecraft class as an avenue for teaching math, science, physics, and chemistry, as well as art and music.

Taking on big projects comes with the territory. Last year, the students installed a completely new lighting system in the black box theatre. This year, the students installed a new audio rig, getting it up and running before play season began. They have built out their own classroom as well: tool storage, cabinets, and workbenches. Through relationships—journeymen and apprentices to Scott’s role as resident master of the craft—the students in Stagecraft acquire skills and training, and they are learning that remaining focused and communicating well are the keys to progress, even if they make mistakes along the way.

The classroom has two pinball machines that the students have been restoring. During this project, the students have received a history lesson, looking at the technology that sent men to the moon. They have had electrical lessons, seeing how switches and electromagnetic coils work. They have had physics lessons, watching the gears and springs move score reels. They have had a lighting lesson by installing different types of LEDs in the machine. They have received a chemistry lesson, adding nickel-plate to some of the parts that have become corroded. Finally, they get the spiritual lesson that redemption is hard and sometimes frustrating work. Many times, they take two steps forward and

one step back. And while the pinball machines don’t look brand new, the dings and dents tell a story. This story, in many ways, mirrors the story of each person seeking to do as Paul encourages in Romans 12:2: “Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect” (ESV). This is possible “as we look not to the things that are seen but to the things that are unseen. For the things that are seen are transient, but the things that are unseen are eternal” (2 Corinthians 4:18, ESV). Scott shares, “In my family, we speak of the 500-year program. Will it matter in 500 years? It certainly can. We try to teach others to teach. If I can get someone to catch a glimpse of this and put it into practice, I am now one generation closer to my 500-year goal.”

From the youngest performers at Geneva—whom he mics up, high fives, and sends to the stage—to the older students in his Stagecraft class, Scott is training young men and women to collaborate and get a job done with excellence, and considers it a privilege to strive towards raising adults who live lives where wisdom, virtue, and competence intersect.



A MIDSUMMER NIGHT'S DREAM



RADIUM GIRLS



MUCH ADO ABOUT NOTHING



1

PARENT COMMUNITY

Community is one of the most meaningful elements of being a part of The Geneva School. The friendships that are forged among the parents are often ones that remain intact for decades! Parents gather together with intentionality, carry one another's burdens, and rejoice with one another. Making time to build deep relationships, planning evenings of laughter and fun, and raising children together are hallmarks of a Geneva parent experience.



2



3



1. Geneva Moms Tennis Teams 2. Moms in Prayer 3. Raising Worry-Free Kids with Sissy Goff Event 4. 3rd Grade Parents Knight Out (PKO) 5. New Moms Coffee 6. Rhetoric Retreat 7. Cookie Decorating Party 8. 2nd Grade Moms Night Out 9. 4th Grade PKO 10. 3rd Grade PKO



LUCAS ROSELLO



TGS
FALL
SPORTS
WRAP-UP

ELLA RAESLY

CROSS COUNTRY

BY NIKKI BLANTON



The Geneva cross country team hit some incredible mile markers this season! These TGS athletes have shown amazing grit and fierce focus all while having fun, with many clocking impressive personal records as individuals, as well as together as a team.

This year, the middle school cross country team welcomed a squad of new runners ready to run the two-mile Citrus League race held at Trinity Prep. They toed the starting line with nervous anticipation and stepped into the adventure of pacing and racing. In hopes of achieving team community with the varsity runners, middle school and varsity merged training sessions, shared the track, and fueled their camaraderie with joint “carb loading” dinners and gatherings.

The varsity runners kicked off their season with summer training, demonstrating an awesome level of commitment. This strong foundation set the tone for the entire season, reflected by their dedication to uplift each other in faith, fellowship, and fortitude. The season ended with the entire girls team sprinting their way to the state championship, scoring an impressive seventeenth-place finish; Ella Raesly finished twenty-fourth out of 235 runners. Geneva’s Michael Liguori also earned a much-deserved spot as the school’s lone male runner in the state meet championship held in Tallahassee, finishing sixty-seventh out of 267 runners.

This season was more than just logging miles and running races; it was about running each step with heart and purpose, glorifying God in every stride, and celebrating faith, team, and the joy of putting one foot in front of the other.

FOOTBALL

BY DAVID LANGDON



The Geneva Knights inaugural football season was, for all practical purposes, a successful one. A willing and hard-working group of boys comprised the roster, and the team included only two members with any tackle football experience. The Knights made program history with their first win on October 6, 2023, against Oasis Christian Academy, 38–20. The team ended the season with a 3–8 record. The three division wins and an advantageous strength of schedule allowed the Knights to sneak into the Class 3A playoff bracket as the eighth, and final, seed. The Knights upset the number one seed, Clearwater Lakeside Christian, 22–18 in the first round of the playoffs.

The young team continued to show improvement throughout the entire season. Freshman quarterback Luke Gilmartin ended the season with twenty-four passing touchdowns. Senior Owen Endras ended the year with 1,049 total offensive yards adding in eleven total touchdowns. Freshman defensive end Duke Carpenter anchored the defense with six sacks, seventeen tackles for a loss, seven batted balls, and eighty-four total tackles. Junior linebacker Michael Sharp also chipped in a team-leading ninety-one tackles.

The football team not only performed on the field but helped add to the school community environment with new traditions. After every game, family and friends were invited to join the team in prayer. After home games, the players and students joined together to sing the alma mater. The first-ever student chaplain, Jed Flood, was put into place with plans to expand the experience to other teams and other student spiritual leaders. Furthermore, the community enjoyed the inaugural Geneva tackle football homecoming game, and community and school spirit were on display during the week leading up to the game.



FORD ROBBINS, RILEY SHIFLETT, OWEN ENDRAS, AND MICHAEL SHARP

BOYS GOLF

BY JOHN KOESTNER

The TGS boys golf season was an overwhelming success. The team's entire core of golfers returned, illustrating its youth and potential.

Coming off of a 4-5 season in 2022, the team was primed to improve in 2023. These young golfers showed evidence of their potential during the preseason while working on mechanics in the sweltering summer heat.

With no rainouts, surprisingly, the entire season (perhaps a new Florida record), the Geneva boys gathered momentum after a slow start and reeled off a six-match winning streak. Scores in the 30s then started to pile up. Captain Thomas Milajecki shot in the 30s five times during the six-match winning streak, including a team low 35. Isaac Kang shot his season-low score of 37 on the hills of Mount Dora Golf Club against Forest Lake Academy. Andrew Milajecki posted a 38 at home at Winter Pines in a hard-fought, tight match against Foundation Academy. Jackson Allen shot a 37 in a triumph against Trinity Christian at Deltona Golf Club. During this time, the players began to play the best golf of their young careers.

As the relentless heat started to let up, the boys faced a tough schedule down the home stretch of the season, but they survived. Jack Sell, Baker Costar, Tate King, and Ben McGaffic shot some career-low rounds in matches to contribute to winning efforts. The team finished the regular season with an 8-3 record.



THOMAS MILAJECKI



ISAAC KANG



JACKSON ALLEN

At the district match, Geneva faced winds of fifteen miles per hour and a tough golf course and finished ninth overall.

During the season, Geneva averaged 169, which was a nine-shot improvement from 2022. The boys set goals to improve during the season and worked hard to achieve those goals. With a young team of tenth graders and younger, the future is bright for the boys golf team.

GIRLS GOLF

BY RON WOOD



The TGS girls golf team had another successful and enjoyable season! The Lady Knights were led by the consistent and competitive play of Ella Kinnett, Noelle Endras, Naomi Kinnett, and Giuliana Fernandez. Rounding out the roster and making great strides in practice were Audrey Little, Melanie Arroyo, and Alexandra Locke.

While a few matches were canceled for various reasons, the girls were able to play in three matches against strong and seasoned opponents and remained competitive in each tournament. Even though we say goodbye to our senior, Ella Kinnett, the team has a strong core coming back next season. With consistent work in the offseason, the girls will be positioned to strongly compete once again!

SWIMMING AND DIVING

BY CARLOS ROSELLO



The TGS swimming and diving team had a fantastic season. The small but mighty team consisting of just four middle schoolers and five high schoolers competed in a total of five regular season meets against a combined ten teams and came away with twelve first-place finishes, fifteen second-place finishes, and eleven third-place finishes. Amazingly, all of the upper school students helped achieve these totals!

Highlights included Sophie Heidmann winning the dive competition and Lucas Rosello winning the 100m freestyle and coming in second in the 200m freestyle. The phenomenal girls relay team, consisting of Amy Higerd, Ella Incinelli, Astrid Feeny, and Brylie Pappas, also had an exciting second-place finish in the 200m freestyle relay! Six members of the team traveled to Jacksonville and

competed in the regional meet. These athletes represented Geneva well with spectacular performances including sixth-place finishes in diving from Sophie Heidmann and from Lucas Rosello in the 100m freestyle. Lucas Rosello earned a spot at the state swim meet in the 100m freestyle. After swimming a personal best in the morning preliminaries, he swam another personal best time in the finals, placing fifteenth overall.

Congratulations to all the swimmers and divers for a phenomenal season. They represented Geneva well, and they are set up to continue succeeding as the program grows in the years to come.

VOLLEYBALL

BY HOLLIE BENJUMEA



VARSITY TEAM



KAITLYN MOYER



MARIA SENEFF



LIV AGURTO

VARSITY

The girls varsity volleyball program finished with a 13–13 record and closed out the 2023 season in the top thirty-two of 2A schools in Florida. The team was composed of mostly tenth graders flanked by one ninth grader and one twelfth grader, so needless to say, youth played a big part in the outcome of the season. The girls worked on a variety of skills including going back and forth between a 5–1 offense and a 6–2 offense when JV member Elizabeth Walters was asked to join the varsity team. Kaitlyn Moyer and Maria Seneff led the team offensively. Ann Dixon and Ella Mariniello made significant progress as the season went on and grew tremendously in their knowledge of the game as they established their roles as middles. Caroline Costar made a significant contribution each game as the lead setter despite an injury early in the season. Serving was one of the team’s strong suits, and Bella Muto led the way with aces and defense. One of the best moments for the team members was fighting their way to a victory in the third set at the Spruce Creek Tournament with seven game-point opportunities sealing the win for the match at 21–19. It was a pivotal moment in the season and a great learning experience for the team. It was also incredibly exciting to watch this young team fight for their wins. In every tournament match, they took all the games to three sets; in many of the regular season games, they battled in four and five sets to victories. While the team loses senior Kaitlyn Moyer (a five-year Geneva volleyball program veteran), this team has plans to work hard this offseason and come back stronger next year. Eleven girls will return next year; they are full of potential, they love the game, and they are excited to be back on the court in 2024.

JV

The JV volleyball team was composed of seventh through tenth graders, and every team member played an important role in this year’s success. The youngest players had a lot to learn, but they quickly stepped up to the task! Mid-season setter and captain Elizabeth Walters was pulled up to the varsity team, so the JV team had to rework their lineups and rotations and regroup to succeed the remainder of the season. The team focused on defense this year and pursuing each ball fiercely. While the team members weren’t very tall, they were very determined and worked a great deal on shot selection and playing smart by placing the ball. The best moments for the team were beating The Master’s Academy at TMA in two sets and winning the silver bracket in the Spruce Creek Volleyball Tournament where Liv Agurto was named to the all-tournament team. This team is very young and has so much potential for success in the years to come!

MIDDLE SCHOOL

Blue Team

The middle school blue team made a tremendous amount of progress this year as a team and individually. Their volleyball skills improved as did their teamwork, volleyball IQ, and ability to communicate. The team's biggest challenges this year included learning how to communicate on the court and learning new concepts of movement on the court. As the season progressed, their hard work paid off and they really learned to trust each other. The team finished third in the middle school league and have great potential for next season!

White Team

The middle school white team participated in the Central Florida Metro League and finished with an 8–8 record. The team was young, composed primarily of seventh graders as well as three eighth graders. The team worked hard to improve as the season progressed and were led by captains Zoe Holcomb and Leah Aitcheson. Each player was dedicated to the team and consistently got better. This coachable group wanted to learn at every opportunity! They were always open to new ideas and consistently tried their best as they supported one another. With their off-season practice and determination to succeed, the sky's the limit for these young ladies.



MIDDLE SCHOOL SOCCER

BY FERRON BROOKS

The middle school soccer season began with great anticipation. After tryouts, the team ended up with thirty players: six girls and twenty-four boys. These student athletes showed great potential from the beginning of practices and the first games. Early in the season, coaches asked the question, How many games can this team win? But as the season progressed, the question changed to an exclamation: This team could win the whole thing!

Watching the team improve throughout the season brought elation to the players and the coach. The team ended with a regular-season record of 6–1; several of the wins were resounding, including three shutouts.

The semifinal match was a tight game; Geneva was down 2–1 with less than a minute to go. Following a foul against Geneva, Danny Ayoub scored on a beautiful free kick to tie the game, which sent the game to penalty kicks. The middle school team played with heart, but they lost 4–5 in penalty kicks.

This young team is full of potential. Look for them on the varsity teams in the future!



CHRISTMAS

FESTIVAL *and* MARKET



On December 2, over 700 friends visited the Annual Christmas Festival and Market on campus. Young and old alike enjoyed a beautiful day full of fellowship, fun, and food.

Attendees enjoyed bounce houses, friendly llamas, the dunk tank, Geneva singers, and many games as well as arts and crafts. Volunteers hustled and bustled in our Elves' Bakery serving homemade goodies donated from our community.

Bags of goodies were seen leaving the Christmas Market as people enjoyed shopping for Christmas and purchasing other gifts. We appreciate the local vendors who were a part of the market this year.

Color My Palette Designs
DoTerra
Ellis D. Quilter
Grounding Roots
JS2 Cattle Co.

Karen's Kreationz
Lime Street Merchant
Livin' Light
Noonday Collection

Polly's Seaside Jewelry
Rafiki Foundation
Smear
The Home Farm
Shannon Chambley—*What He Said to Me*

This year's Christmas Festival and Market was a lovely way to kick off this special season. We pray that you have a joyful and blessed Christmas with your family and friends.





Rhetoric Retreat



Gaudete Concert

UPPER SCHOOL HIGHLIGHTS

A thriving community, characterized by authentic relationships, joyful camaraderie, friendly competition, and shared conversations about life must be built and cultivated—it does not just happen. The classroom shapes part of the student life culture in the upper school and provides students with challenging assignments, dynamic discussions, and memorable lectures, but students also have both thoughtfully planned as well as organically occurring opportunities for fellowship and fun outside of their classrooms. During house events, field trips, or school-wide gatherings, students connect with friends and teachers, deepening those relationships and creating wonderful memories.



Senior Boot Camp



Winter Park Chalk Festival



Mr. Christmas Pageant

1. Poetry Out Loud Competition
2. Orchestra Elective
3. Chemistry Class
4. Homecoming Spirit Day
5. Greek Gods Speeches
6. Chapel
7. First Football Home Tailgate
8. Rhetoric Art Elective
9. Friendsgiving Lunch
10. Catapult Lab (Physics Class)
11. Homecoming Dance
12. Upper School Talent Show
13. Honor Code Assembly
14. Stagecraft Elective
15. North Florida Field Trip
16. Greek Funeral Games
17. House Induction Ceremony





LOWER SCHOOL HIGHLIGHTS

Lower school students are busy each day, in and out of their classrooms, learning in the best way possible: they engage with the material they are learning through hands-on activities and experience the very things they are learning about in literature, history, science, and more. Through plays, special feast days, and opportunities outside of the classroom that allow students to share their talent with those around them, lower school students are able to grow in knowledge while having a great time; these lessons build a foundation for a lifelong love of learning.



6th and K4 Students during Recess



4th Grade Classroom



Garden Club



5th Grade Science Class



K4: Happy Harvest Play | Fire Station Visit | Great Outdoor Camping Adventure



Kindergarten: Thanksgiving Play | Teddy Bear Picnic | Kinder Corners | Farm Festival



1st Grade: Madeline Parade | Florida Native History Festival | Animal Monologues | Caps for Sale Parade



2nd Grade: Celebrating God's Creation (Paper Mache Globes) | Winnie the Pooh Play | Velveteen Rabbit Sewing



3rd Grade: Cricket in Times Square Celebration | Greek Olympic Games | *The Trojan War Play* | Character Day



4th Grade: Viking Day | Monastery Day



5th Grade: Sports Jamboree | St. Augustine Field Trip | Colonial Day | Barberville Field Trip



6th Grade: Pioneer Day | Ceremony of the 12 (*The Giver*) | TEAM Day



THE GENEVA SCHOOL ANNUAL AUCTION GALA | MARCH 23, 2024

Secret Garden

We are kicking off the TGS auction season with a school-wide donation contest in January as a fun way to engage families in the process. Students learn about the importance of philanthropy and what a large impact a community can make when working together for a greater good.

This event is truly a community-wide effort. We, first and foremost, covet your prayers. The impact of the auction is far-reaching, as this event attracts leaders in the Central

Florida community and prospective families. We appreciate your help as you buy tickets, purchase sponsorships, place advertisements in the program, submit donations, and solicit items from your favorite local services. Every gift matters!

Please don't hesitate to reach out to anyone on the advancement team with any questions. Thank you for your support during this exciting time in the life of the school.

WEEKLY DONATION SPOTLIGHT

Week 1 Jan 16-19

GIFT CARDS | FINE WINES / ADULT BEVERAGES

Week 2 Jan 22-26

HEALTH & BEAUTY PRODUCTS / SERVICES | FASHION & JEWELRY

Week 3 Jan 29-Feb 2

HOME & GARDEN ITEMS | SERVICES

Week 4 Feb 5-9

SPORTS & FITNESS | CLASS-THEMED ITEMS *

Week 5 Feb 12-15

GIFT CARDS | FINE WINES / ADULT BEVERAGES

Week 6 Feb 20-23

GETAWAYS | ENTERTAINMENT | RECREATION | TICKETS TO EVENTS, CONCERTS, THEME PARKS

Week 7 Feb 26-Mar 1

LESSONS | COACHING | TUTORING | BIRTHDAY PARTIES

Week 8 Mar 4-8

LAST CALL | ALL CATEGORIES

* Each grade will be assigned a donation theme. Watch for an email with more information.

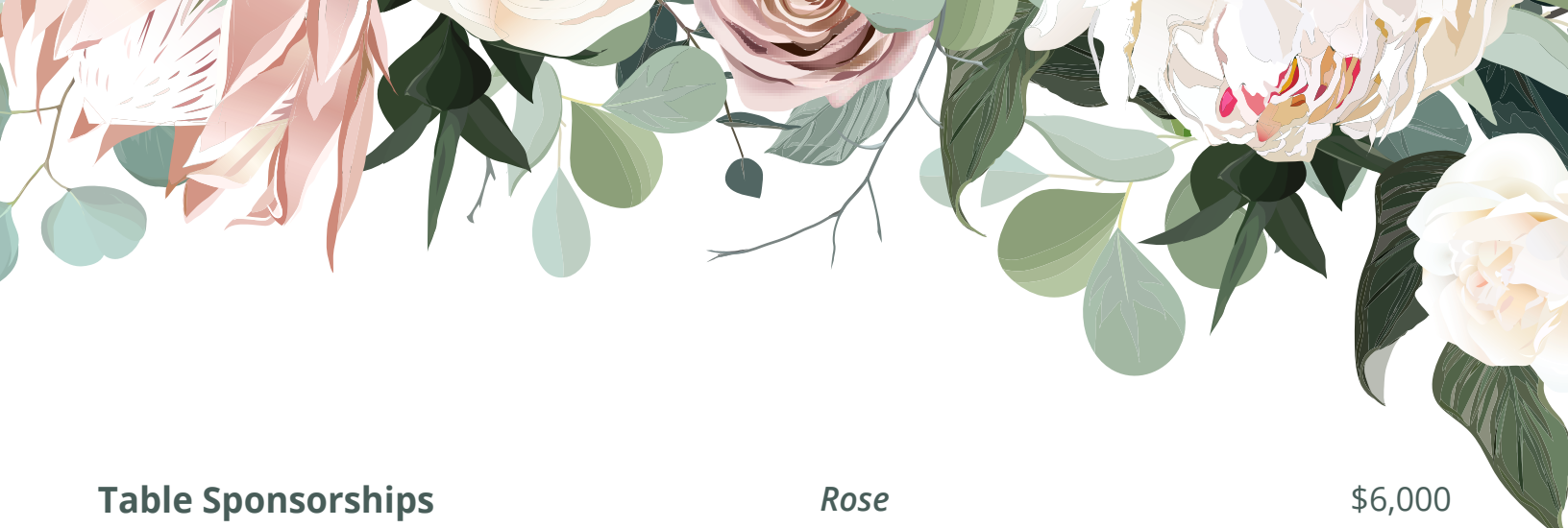


Table Sponsorships

All tables are for 10 guests

Robin Redbreast \$10,000

- Premier table placement
- Four bottles of fine wine for your table
- Full-page advertisement in the event program
- Recognition and logo on the auction website
- Logo displayed during slideshow at the event

Misselthwaite Manor \$7,500

TABLE & TENT SPONSOR (LIMITED TO ONE SPONSORSHIP)

- Premier table placement
- Logo on tent bunting
- Two bottles of fine wine for your table
- Half-page advertisement in the event program
- Recognition and logo on the auction website
- Logo displayed during slideshow at the event

Rose \$6,000

- Premier table placement
- Four bottles of fine wine for your table
- Half-page advertisement in the event program
- Recognition and logo on the auction website
- Logo displayed during slideshow at the event

Canterbury Bell \$3,000

- Premier table placement
- Half-page advertisement in the event program
- Recognition and logo on the auction website
- Logo displayed during slideshow at the event

Azalea \$1,750

- Recognition and logo on the auction website
- Quarter-page advertisement in the event program

Additional Event Sponsorships

All sponsorships receive

- Recognition and logo on the auction website
- Logo displayed during slideshow at the event

Foxglove \$5,000

PADDLE SPONSOR (LIMITED TO ONE SPONSORSHIP)

- Logo on the live auction paddles
- Full-page advertisement in the event program

Frances H. Burnett \$5,000

PROGRAM SPONSOR (LIMITED TO ONE SPONSORSHIP)

- Full-page advertisement on the back cover of the event program

Apple Tree \$3,000

BEVERAGE SPONSOR (LIMITED TO TWO SPONSORSHIPS)

- Logo tag on wine bottles placed on tables
- Full-page advertisement in the event program

Cherry Tree \$3,000

BAR SPONSOR (LIMITED TO TWO SPONSORSHIPS)

- Logo advertisement near the bars
- Full-page advertisement in the event program

Iris \$3,000

T-SHIRT SPONSOR (LIMITED TO FOUR SPONSORSHIPS)

- Logo on the volunteer T-shirt
- Half-page advertisement in the event program

Violet Pansy \$2,500

TABLE NUMBER SPONSOR (LIMITED TO ONE SPONSORSHIP)

- Logo on table number placements
- Half-page advertisement in the event program

Plum Tree \$2,500

PHOTO SPOT SPONSOR (LIMITED TO ONE SPONSORSHIP)

- Logo at photo booth
- Half-page advertisement in the event program

Blackberry Bush \$1,750

APPETIZER SPONSOR (LIMITED TO TWO SPONSORSHIPS)

- Logo and business name on cocktail napkins
- Half-page advertisement in the event program

Fig Tree \$1,750

DESSERT SPONSOR (LIMITED TO TWO SPONSORSHIPS)

- Logo and business name on cocktail napkins
- Half-page advertisement in the event program

ANNUAL FUND

Nearly 90% of all current families made a financial donation to TGS last year. Our goal this year is to have full participation: every single donor, every single gift, no matter the size, plays an important role in enriching the lives of a diverse student body and inspiring generation after generation to love beauty, think deeply, and pursue Christ's calling.



Thank you for your willingness to **TEAM UP** with **TEAM GENEVA!**

Sometimes cheering for a team or a student-athlete looks like a crowd chanting "Here we go, Knights! Here we go." Sometimes, though, cheering a student on to inspire him or her to try a physics experiment again (when the first and second tries yielded different results) or to walk confidently into the classroom without tears comes in quieter tones with well-chosen words. Teachers, coaches, and staff at Geneva understand that their calling is far greater than simply helping children to conjugate a verb or to answer a history question correctly. The ultimate goal is for the students to be pointed to Jesus as their Lord and Savior, equipped with a robust toolbox that allows them to accomplish that which God is calling them to and inspired to serve others well.

In addition to the ongoing *Gather* capital campaign to build this campus, Geneva raises money for the Annual Fund, a fund that is necessary for the daily operations of the school. Common to all private schools locally and nationally, each year, a critical portion of the annual operating budget must be met through donated funds. Gifts to the annual fund, SALT, and the annual auction gala come together to meet this annual operating need. For the 2023–2024 school year, 88% of the operating budget is covered by tuition and fees, but the remaining \$1.4 million needed to cover the budget comes from the generosity of the TGS



community. Many answered the call during the SALT Serveathon and gave generously, raising over \$400,000, reducing the current gap to \$1 million. This number may seem large, but if we come together as a team, we can reach this goal! Giving supports tuition assistance, but also salaries and benefits, facility maintenance, the Casselberry police officers on campus each day, faculty professional development, purchasing new curriculum, and student enrichment programs.

Some of you are aware that the passing of House Bill 1 provided all families access to resources for paying private school tuition. A vast majority of the families receiving tuition assistance from Geneva were already receiving these funds through precursory Florida programs. Consequently, the tuition assistance provided by Geneva remains largely unchanged. The HB1 funds had a minimal revenue-positive impact on the Geneva annual operating budget and not enough to offset the increased costs due to growth and inflation.

Your generous giving to the Annual Fund makes a lasting impact on each and every Geneva student. Thank you for being willing to be a part of Team Geneva!

genevaschool.org/give

Please scan here to donate by e-check or credit/debit card



CASH, CHECK, E-CHECK, AND CREDIT CARD GIFTS The Geneva School welcomes gifts made by cash, check, e-check, and credit/debit card. You may make a secure gift online by scanning the QR Code below.

PLEDGE PAYMENTS Donors may make a pledge now and pay it at a later date or in a series of installments due by June 30, 2024. You can specify when you would like to be reminded to pay your pledge.

MATCHING GIFTS Many companies offer programs that match the contributions of their employees to nonprofit organizations. Please contact your company's human resources department to determine eligibility and submit a matching-gift form.

GIFTS OF STOCK Donors are discovering the ease and added benefit of giving gifts of appreciated securities. Often, giving a gift of stock will create significant tax savings for the donor.

NATIONAL CHRISTIAN FOUNDATION Another way to benefit The Geneva School is through involvement with the National Christian Foundation (NCF). With creative solutions, unparalleled expertise, and biblical values, NCF helps generous givers simplify their giving and multiply their impact. From the simplicity of a giving fund to the multiplying power of asset-based giving, NCF has many creative solutions to help givers experience less paperwork, fewer taxes, more joy, and more impact for the charities they really care about.

To find out more about ways you can contribute to The Geneva School, please contact Katie Deatherage at kideatherage@genevaschool.org, call 407-332-6363, or visit our website at genevaschool.org/ways-to-give

The fiscal year for The Geneva School is July 1–June 30. The Geneva School is a 501(c)(3) nonprofit, tax-exempt corporation. All gifts to the school are tax deductible to the extent specified by law. Donors are encouraged to consult with their tax advisor regarding implications of their gifts.

SAVE THE DATE FOR THESE UPCOMING EVENTS!

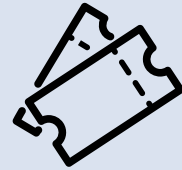
DECEMBER 28 Alumni Holiday Reunion

DECEMBER 30 Alumni Games



JANUARY 6 Skate Night

JANUARY 12 Grandparents Day



FEBRUARY 29–MARCH 2 Rhetoric Drama Knight of Comedy

MARCH 23 Annual Auction Gala





THE GENEVA SCHOOL
1775 SEMINOLA BOULEVARD
CASSELBERRY, FL 32707

*Have a blessed
Advent and
Christmas season!*

