

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.

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All scripture quoted from the English Standard Version unless otherwise noted.



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



DEAR GENEVA COMMUNITY

When it comes to our children, the number of things that we can worry about seems endless. Wisps of worry begin to form before their birth and often grow in proportion to their development. For many of us, parenting and worrying go hand in hand, and for good reason: the future is cloudy with a chance of severe weather—a perilous prospect given the size of the emotional vessels many of us possess.

I am by nature, and nurture, a skilled worrier. This was true even before my wife and I started having children. One of the great blessings God bestowed on me was the opportunity to watch godly and mature parents, further along in the voyage of raising children, navigate challenges with calmness, a surety of their destination, and a strong and united effort. Years ago, I watched a group of parents with children in the same grade prepare for the tempest known as the middle school years. They banded together and made commitments to each other, their children, and their children's teachers. Most importantly, they committed to praying.

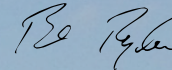
The parents created and distributed a prayer list for the class. Here are a few of the items that were on the list:

- As a class, we would have unity of mind, brotherly love, and tender hearts
- As parents, we would make wise decisions in this new season of life and that God would show us clearly how he wants to use us in middle school
- As parents, we would surrender and trust God wholeheartedly

- As parents, we would feel the freedom to openly communicate with one another
- As parents, we would communicate support and love to all teachers
- That new families in our class would feel loved and welcome at our school
- That our students would be filled with joy and peace as they enter middle school next year
- That each student would put his or her trust in God and believe Jesus is Lord

While the impetus for this effort stemmed from preparations for negotiating the middle school years, the approach they took can apply to any situation we face as parents. By joining together in prayer for our children, their classmates, families, and teachers, we establish a more sure footing on which to face the future. This is a footing secure in faith and trust in God and shared with fellow believers. In the darkest moments of the storm, such sure footing reminds us that we are not alone and that our hope is in God.

FROM HEAD OF SCHOOL
BRAD RYDEN



PRAYER & PRACTICING THE PRESENCE OF GOD

By Dr. Michael Beates, Chaplain

Back during the closing era of the Middle Ages, there was a monk by the name of Brother Lawrence. Little is known about him other than he toiled in the kitchen (usually cleaning pots and pans) at his monastery in the 1600s. Attributed to him is a work entitled *The Practice of the Presence of God*. There are numerous translations from the original French, and authors have also been inspired to convey Brother Lawrence's simple yet profound thoughts to a more contemporary audience; one favorite of mine is called *Closer than a Brother* by David Winter, and Joni Tada has recently published a devotional entitled *The Practice of the Presence of Jesus* (where she includes more biographical information on Lawrence!).

Brother Lawrence's book of his many thoughts includes numerous letters about prayer. Based on Brother Lawrence, I think prayer is like spiritual breathing. Yes, we have specific times of personal and corporate prayer, spoken prayer; however, Paul says in 1 Thessalonians 5:17 simply, "Pray without ceasing" (ESV) or "Pray continually" (NIV). That sounds like breathing to me. R. C. Sproul (one of The Geneva School's founders) was fond of using the phrase *coram Deo*, meaning "before the face of God" or "in God's presence," as a call to Christian living. Prayer is like this. We are always before God, always living and breathing in his presence. As our father, he desires always to be in fellowship with us. You may have had an experience when you were with someone where words were not necessary. Prayer can be like this. There are times when things are spoken, and there are times of silence. But presence is the goal. Thus, we might say a life of prayer is living with a constant sense of God's presence and continually lifting up thoughts, thanks, and concerns to him. Brother Lawrence went so far as to assuage guilt when one falls asleep during prayer. He affirmed that God is not offended and is waiting when you wake up again. So he would say, "Oh, hello, Master, I am back."

We are often concerned about unanswered prayer, right? But we have to remember that God promises always

to hear us. Sometimes his answer may be a no, a yes, or even a wait. But he always answers our prayers. And often those answers are not what we expect or want, but they are just what we need (see Jesus's words in Matthew 7:7–11).

Jesus gave his disciples—and us—the model for how to pray in what we call the Lord's Prayer: recognize God's majesty, holiness, and sovereignty; bring him your needs; ask him for help with that troublesome thing we call forgiveness and for help with temptation. It is a nice, brief model for us to follow.

At Geneva, as a Christian school, we seek to begin the day with prayer in our classrooms. Teachers also are asked to pray at the close of the class immediately preceding lunch: a prayer for blessing on food and respite. But we encourage students to pray with and for one another at any time of need or when we experience deep gratitude for God's blessings.

Of course, the big question is, If God is sovereign and he knows what we need, why do we pray? Does prayer change God's mind? Big question! But I often tell students, "Your parents know what you need (believe it or not!), but they love to hear their children ask." So it is, infinitely more perfectly, with God. Prayer doesn't so much change God as it changes us. C. S. Lewis writes, "What is more natural, and easier, if you believe in God, than to address Him? How could one not?" (Letter 15, *Letters to Malcolm*).

As we pray, our will slowly but surely becomes his will. And he gets the glory. And after all, isn't that the goal?

So we must ask big things from God, and we must expect big things from God. And he will mold you and me increasingly into his image.

Mike has lengthened a briefer version of this article, written for the Geneva student publication, and it is shared here for the wider Geneva community.

PRAYING PARENTS



MOMS IN PRAYER CHRISTMAS BRUNCH

MOMS IN PRAYER

Calling all moms and grandmas! You already pray for Geneva students . . . come do it together! Moms in Prayer is an international organization with groups in 150 countries comprised of moms with a heart to pray for their schools and their children. TGS Moms in Prayer meets on Monday mornings from 8:15 to 9:30 am in the lower school conference room. Starting each week with the spiritual discipline of prayer is life-giving and encouraging for everyone involved.

Moms in Prayer follows the MIP International format of praise, confession, thanksgiving, and intercession. They pray for the school as a whole, employees, students, parents, upcoming events, and specific prayer requests made by the community. Even if you need to come late or leave early, you are invited to join when you can.



FATHERS WATCH SERVING AT THE PANCAKE BREAKFAST

FATHERS WATCH

This TGS men's group is simply a group of men who care about the life of the school and want to get together every two weeks in fellowship and prayer. There are typically one or two shifts available every other Friday morning.

Geneva dads are welcome to join either or both shifts as they are both unique and worth attending. Glenn Goranson leads the group; he and his wife, Erin (TGS math teacher) have children in ninth, seventh, fifth, and second grades, so along with praying for the school community, he is excited to be involved in just about every part of the school. Talking with other dads at various stages of their children's lives, sharing about how they are growing, has been not only informative but but encouraging.

DATES ARE ON THE SCHOOL CALENDAR AT
GENEVASCHOOL.ORG/CALENDAR



MIDDLE SCHOOL: A TIME TO SURVIVE OR A TIME TO THRIVE?

BY RYAN SHARP, DIRECTOR OF DIALECTIC SCHOOL

For those of you who may not know me (or at least have not read my bio on the TGS administration page), I am the father of five (yes, five) current TGS students. My oldest is graduating this year, followed by a sophomore, a freshman, an eighth grader, and finally, a fifth grader. The astute reader will realize that, given the current grades of my children, I have been the parent of a dialectic student for the past seven years. So for those of you who do know me and wonder when I began losing hair and when my beard started to turn gray, wonder no more.

However, being a parent of a dialectic student these past seven years has given me many years of experience working with middle school students. In fact, at this point, I believe I have earned my honorary doctorate in the field. If nothing else, perhaps it qualifies me to write this brief article regarding Geneva's dialectic school and what it is we hope to cultivate with dialectic students. Over the course of the next few paragraphs, we will do the following: seek to define the term dialectic school, look at what is not Geneva's desire for the dialectic school, and finally, lay out the vision for the dialectic school by focusing on one word—discipline.

WHAT THE DIALECTIC SCHOOL IS

Perhaps you have wondered, "What exactly does the term *dialectic school* mean?" Why do we call our seventh and eighth grades the

dialectic school instead of the more commonly used term middle school? There are at least two reasons we use this term. The first is that the word dialectic comes from the Greek word *διαλεκτική (dialektiké)*, which can be translated as "through debate" or "the art of debate." Learning in the dialectic school consists of students assimilating knowledge through various pedagogical techniques, beginning to debate or argue in the classic sense of "to prove" or "to make clear."

As students at this age learn to argue, they also learn the tools of argument through studying formal and informal logic. As such, in many classical schools, the dialectic school is often also referred to as the logic school. This dialectic, or logic, school stands as the second component of the trivium (a group of studies consisting of grammar, logic, and rhetoric and forming the lower division of the seven liberal arts in medieval universities), and that is why, at least in brief, we at The Geneva School refer to our seventh and eighth grades as the dialectic school.

WHAT THE DIALECTIC SCHOOL IS NOT

Now that we have a better understanding of what our dialectic school is, let us briefly consider what the dialectic school is not intended to be. What we do not want the dialectic school to be is, admittedly, due to my (and maybe your) experience in seventh and eighth grades, at least in part. For me, these grades were all



ENGLISH CLASS



DIALECTIC GLOW GAMES



ROMAN LEGION FIELD TRIP

about survival. So many changes take place with students during these years, changes that manifest themselves in and affect the entire person—body, mind, and soul. Voices change. Clothes do not fit like they used to. Friend groups change. Extracurricular activities and interests develop, and students question everything. (If I only had a quarter for every time I heard one of my children ask, “But why?”) As students undergo these changes, it is seldom smooth sailing, and oftentimes these are difficult waters to navigate.

Perhaps you have also experienced these changes and the difficulties they entail—either during your own education or as the children in your life (whether your own children or grandchildren, nieces, nephews, and friends of the family) enter this stage of their academic careers. Perhaps these grades were all about survival as well: just push through until better days come.

VISION FOR THE DIALECTIC SCHOOL AT GENEVA

But what if that is not the way things have to be? What if Geneva is different? What would it look like if Geneva’s dialectic school was a place to thrive rather than survive? What if Geneva’s dialectic school was a place where students could come and find a place to develop and pursue their God-given gifts, talents, and abilities? What if Geneva’s dialectic students were a physical representation of 1 Corinthians 12, with every member of the body having a role to play in the overall health of the school? What if Geneva’s dialectic students built each other up and encouraged each other to pursue Christ and his calling on their lives? What if the dialectic school was a place where teachers enjoy getting to know students as they teach them? What if dialectic students felt seen, known, and dignified? If these ideals actually took root in our students, then Geneva’s dialectic school would not be a place merely to survive, but it would indeed be a place to thrive. That is our vision for this school and for the students at Geneva.

SO HOW DO WE GET THERE?

We get there through one word: discipline. In one sense, there is no difference between the dialectic school when compared with the grammar and rhetoric schools because all three aspects of a true Christian classical education are dedicated to discipline: *not discipline in the sense of punishment, but discipline in the sense of instruction and formation*. The word that the ancient Greeks used for this concept of formation is *paideia*. Paideia, or this formative discipline, is the primary means through which Geneva faculty members seek to help cultivate virtue in students, which, by God’s grace, then leads to their flourishing.

The concept of paideia is also found in scripture, particularly in Hebrews 12:5–11. While we do not have time to look at the entire text, I want to point out three features of paideia found in this text that we seek to implement in the dialectic school. First, paideia is rooted in love (verse 6). Second, the example of paideia is in the Father’s love for the Son (verses 7–11), and finally, the goal of paideia is maturity (verses 10–11). The author of Hebrews actually states that the Father disciplines his children so that we might share in his holiness, and this discipline produces the peaceful fruit of righteousness in the lives of those he loves. Now that is a vision for the dialectic school I can get behind: faculty coming alongside students, helping to instruct and form them out of a motivation of love, all for the purpose that they might mature and flourish.

If this description of the middle grades is unlike what you experienced in seventh and eighth grades, then I am most happy that you and your family are here at Geneva. Faculty and administrators want students to experience this culture in the dialectic school and to thrive as they become the people that God created them to be. And I wish for dads, especially, to hold onto your hair and dark beards as long as possible!



Rave Reviews for **Our Miss Brooks**

That's a wrap! The desks have been cleared and the blackboard has been erased, and the soap flakes are no longer scattered on the floor. The Dialectic Theatre Company's production of *Our Miss Brooks* came to a close with rave reviews. Attendees could hardly believe the level of talent and skill that this fine group of seventh and eighth grade students displayed. Weeks of hard work and collaboration resulted in a wonderfully memorable show. All glory to God! He has graciously endowed each of us with gifts and talents. May he receive the honor for all that he has accomplished through this production.

—Dawn Flood, Dialectic Drama Teacher

What are people saying about *Our Miss Brooks*?

It was a pleasure to see so many of my students playing roles so unlike who they are. And can I say (as much as they may not like it): They were all positively cute.

—Mike Beates

It was simply amazing. The whole group made it engaging and enjoyable. Kudos to several who had so many lines to learn and present in such a smooth and professional manner. Well done!

—Pam Christy

From Mrs. Flood's opening words of welcome and praise for her students to the final bow, this show was a joy to experience. The young seventh and eighth grade actors did an amazing job. I am in awe of Amelia Lanier—she memorized all her many, many, many lines as Miss Brooks so well that she was able to truly become Miss Brooks.

—Sarah Cloke

I couldn't believe I was watching dialectic students! I had known that Mrs. Flood was mounting a play during the dialectic drama class, but how could she do that simply by meeting three times a week for fifty-five minutes in random classrooms? They hadn't even rehearsed the whole thing in the black box until tech week! They didn't just pull it off, they had audiences laughing and saying it was the best play they'd ever seen at Geneva. I'm excited that Geneva's first full-length dialectic play was so ably steered by Mrs. Flood to such a successful outcome!

—Tamara Molyneaux

My daughter Lindley and I have always loved going to see the shows at TGS. But now that I am teaching in the dialectic school, I was delighted to get to see my students performing so well. *Our Miss Brooks* is a great representation of how teachers can be pulled in many directions, work with a limited budget, and compromise with various faculty members to create the best experience for their students. The dialectic drama students really captured their roles very convincingly. So much so, you wonder which teachers they took their inspiration from! Well done—so much talent.

—Kelly Rives

I love this show! The dialectic students did an amazing job of portraying their characters and circumstances in a convincing manner. I felt the anxiety of Miss Brooks and commiserated with her as she dealt with her difficult head of school. Dawn Flood took a good script and a talented group of students and turned out a remarkable performance. Brava, Miss Brooks (and Mrs. Flood)!

—Brad Ryden

With every TGS play I attend, I am constantly amazed by how gifted our drama students are, and I was so proud of all our dialectic students for their inaugural dialectic play. Job well done!

—Ryan Sharp

It was a thoroughly entertaining and impressive play. The dialectic students delivered an incredibly well-put-together performance.

—Liz Smith

THE POWER OF PRESENCE

Rachal Armour and Juan Saavedra are corporals with the Casselberry Police Department (CPD) and are among the regular rotation of officers that work at Geneva. Both have been with CPD for five years, and both are in the process of applying for a sergeant position within the department. Although Juan and Rachal came to CPD at the same time, Juan came from a neighboring agency with ten years of experience and Rachal came into the department from the police academy. Both have served at Geneva since officers began serving at the school in 2022.



RACHAL ARMOUR



JUAN SAAVEDRA

Recently, Brad Ryden, head of school, and Anna Manuel, administrative assistant in the lower school and school coordinator for the officers, sat down with the officers to get their thoughts on their work at Geneva.

BRAD: What led you into law enforcement?

RACHAL: Growing up, I went back and forth on wanting to be a cop. I had an interaction with police when I was younger after I was a witness to something that was pretty bad. The way the officer talked to me and treated me had a positive effect on me that I still remember to this day. In high school, I thought I wanted to go into nursing. I did that for about a year and a half, but I knew my heart wasn't in it. So I decided to make a change to law enforcement.

JUAN: Honestly, I hated law enforcement growing up. I came from a family of cops. My uncle and my dad are Marines, and after the Marine Corps, they went straight into law enforcement. They were a triple threat of being Cuban, cops, and marines. They were hard. Then I dealt

with some stuff because I was a rough kid. The turning point for me was interacting with sheriff's officers and the fact that they treated me like a person. They took it as an educational moment. I thought, I want to do that, I want to try and change young kids who are lost and don't know any better. You know, do the same thing of educating them and helping them find a better route.

BRAD: On your days off, you have choices to make. Why do you choose to work the Geneva detail?

JUAN: There are certain details I won't pick up. Coming to Geneva is different. I worked at a middle school in the public school system, as an SRO [school resource officer], and it's a different world here. There

is a lot more respect here. Whether it's because of the staffing, a different clientele, how these students have been raised, whatever it is, it's easier to come here.

RACHAL: The interactions with Geneva staff and the students are way better than anywhere else. I walk around here and everyone's saying, "Hi," and, "Thank you for being here," and that does not happen at the other schools I have worked at.

BRAD: What would you want parents to know about your role here?

RACHAL: I know that if I were a parent with children here, I would want officers on duty each day. If there is a situation, we are trained to go right in, and I think about it all the time. I plan things in my head and it keeps me alert. We are here for the safety of the students. That's probably my biggest thing.

JUAN: Now that I have kids of my own, I view my work differently. When I look at it as if my kids came here, I know how I would feel as a parent. In the times we live in with school threats, when you have a school doing what you do here and the things that are going on in the world, it makes it that much more of a reason to come work this detail. Having the visible presence of two officers here, one parked by the upper school building and the other parked by the lower school building, sends a signal to people who are looking to do harm. I want that to be as visible as possible.

BRAD: What does a typical day working the detail here look like for you?

JUAN: It starts with the traffic portion of the job, which could be a mission of its own. The new school

zone warning lights help a lot. After traffic, I like to walk the school a couple times, checking doors and gates. I also like to check over on the back side because I like the fact that the school is very open to the public in certain ways. For example, we have people that come to play tennis. I like to check on those individuals. And then we finish up with afternoon traffic. I'm walking around enough that I get to interact with some of the teachers and students. I've been lucky enough that students come up to me to ask questions and talk to me. It's my favorite part of the day.

RACHAL: In the mornings, I help out with traffic to make sure the carline goes in and out of the school as smoothly as possible. When that is over, we park and walk around the school, check the doors to make sure the ones that are supposed to be secured are secured. I like saying, "Good morning," to everyone and seeing the students going off to class. That continues on throughout the day and until we are back out on the road to direct traffic in the afternoon.

ANNA: Have you been able to see any of our school events? I note the events happening on a given day in the officers' book. Any favorites come to mind?

RACHAL: I liked watching the *Three Piggy Opera* a few years ago and seeing the Knighting Ceremony on the field. I also like peeking in on chapels.

JUAN: My favorite one was the Madeline Parade with the monkey that was stealing the hat. I got to lead them around the circle. The guy dressed up as the monkey [Kyle Hughes] was running around and that is something I would do. I also like Viking Day. I feel like I'm a Viking inside. I love Viking stuff.

We are grateful for the officers who choose to work at Geneva on their days off from the police force. Their presence is meaningful and valuable for creating additional safety measures. We also know that God is in control: "Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus" (Philippians 4:6-7).

CONGRATULATIONS!

We are thrilled to celebrate these students who, in their pursuit of academic excellence, have been recognized for their achievements.

NATIONAL MERIT FINALIST



Bailey White '25



NATIONAL MERIT COMMENDED STUDENTS



Beatrice Frazer '25



Landon Gerber '25



Lindley Rives '25



Elizabeth Roberts '25



Michael Liguori '26
CLT Regional Scholar
CLT Distinguished Scholar
CLT National Award Recipient



Ransom Limber '26
CLT Regional Scholar



Emili Mosquera '26
CLT Regional Scholar

The CLT (Classic Learning Test) is a college entrance exam that assesses students who have experienced a traditional or classical education, and over 250 colleges now accept the CLT along with the SAT and the ACT. The CLT10 is a college preparatory exam that 10th grade students at Geneva take.

CLT NATIONAL AWARD RECIPIENT
(top 50 high school sophomores across the United States)

CLT DISTINGUISHED SCHOLAR
(freshmen or sophomores who earned the top score at their respective school)

CLT REGIONAL SCHOLAR
(freshmen and sophomores who scored in the top 5% of their respective region)



CONGRATULATIONS TO PALMER HENDRIX!

Palmer Hendrix quite literally grew up in the hallways of The Geneva School. By the time he was four days old, he had attended his first Three Piggy Opera, and by the time he was two years old, he had seen multiple cross country meets, soccer matches, and more plays. Mandy McKague, his fifth grade teacher, loved to play soccer with her students nearly every day at lunch. These days of playing soccer, combined with Tracy Talesnick's keen eye for athleticism and effective rhetoric, convinced Palmer to quit other sports and focus on soccer. Palmer, a Knight through and through, signed to play soccer for the Division I program at Belmont University in Nashville on February 27, when he added being a Belmont Bruin to his resume.

Celebrating Palmer's athletic accomplishments is easy to do. For years, he served as the captain of The Geneva School soccer team and played for the club team Florida Kraze Krush, the top nationally ranked-ECNL team in the country. He has accumulated many accolades and even more goals. And while Palmer has been, and is, committed to success, he is also keenly aware of the greater calling on his life as a son of God and follower of Jesus. His transformational athletic experience developed his character in ways that will shape him for life: grit, perseverance, integrity, joy, and diligence.

Congratulations, Palmer, on this next exciting chapter that God has called you to. *Non nobis.*

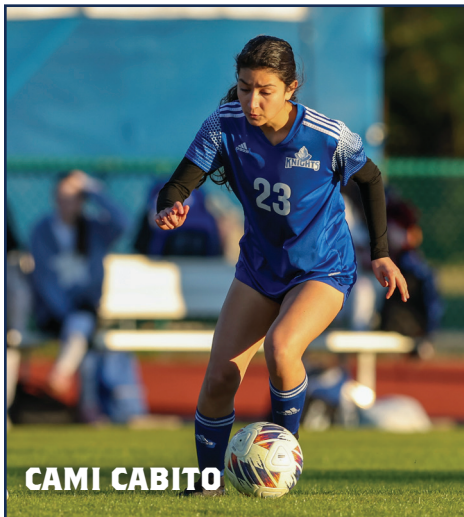
SOCCER



GIRLS SOCCER TEAM PHOTO



MAGGIE TRIFONE



CAMI CABITO

Varsity Girls, Tracy Talesnick

This was another great year for the Geneva girls soccer team! The team competed for and won the district title for the fifth time in a row, completing a sweep for the team's large crew of seniors.

The goal this season was to get back to the regional final, but the team was beset by injuries to key players. Despite this, everyone pulled together and still made it to the regional semifinal. The team had a fabulous season, finishing 12–3–2. And while the Knights came up short in the regional semifinal, the girls played with heart and represented themselves and the school with class.

The team had key players in important positions this year and were blessed to have two new players fill in the scoring gap for injured senior Emma Keyes, a scoring threat over her prior four years. Cami Cabito and Maggie Trifone combined to score thirty-six goals for the team this year and were lethal in many important games. The defensive third was expertly managed by two freshmen, Emerson Erwin and Regan Tokarz, both in their second year playing for the team.

The team was honored to have five girls on the all-district team this year: Chaley Covelli, Emma Keyes, Elisabet Rosario, Regan Tokarz, and Maggie Trifone. Additionally, Regan Tokarz was named the District Player of the Year! Regan had a great year as a very versatile player who played wherever the team needed help, as the team adjusted to injuries over the course of the season. Congrats to all these well-deserving young ladies!

The team loses eight seniors this year—Emmy Black, Sona Bowen, Emma Keyes, Audrey Little, Elizabeth Roberts, Elisabet Rosario, Savannah Strasberg, and Bella White.

The coaches are very happy with the continued traditions of this team. Welcoming new seventh graders and saying goodbye to a significant class of seniors is the cycle of high school sports, and the coaches will continue to teach and encourage a sense of hard work and commitment to the sport, and as representatives of Christ on the field and in life in general. The coaches are blessed to work with these young ladies year after year!

VARSITY BOYS, FERRON BROOKS

The Geneva varsity boys soccer team began this new year with a new coach, Ferron Brooks. The boys started the season enthusiastically, and the outlook was positive with returning players such as seniors Keith Dixon and Palmer Hendrix and junior Dylan Poweska.

The team ultimately finished their season just under .500, while managing to juggle a myriad of injuries to key players. Despite these challenges, the team was able to secure the second seed in the district tournament. The boys played rival Circle Christian School in the semifinal, in an epic game that went all the way to double overtime. Unfortunately, the boys lost in the final minute of play to a late goal, but they fought to the very end.

The team was led by captains Caedmon “Cato” Clark; Keith “KD” Dixon; and Peter Houf. Senior Caedmon Clark exhibited a great work ethic for the younger players to model. He accepted guidance and direction and played hard for his team, no matter the role, playing multiple different positions this year. The team glue was senior Keith Dixon, who showed great leadership by being in constant communication with the team and coaches and was a key on-field leader who encouraged his teammates to push and play hard at all times. Keith even played the last games of the season through great pain to help his team, knowing his knee would need surgery. And senior Jesse Laurretta was a stalwart in defense and midfield for the team. While injury and college visits limited Palmer Hendrix’s time with the team this season, his leadership and contributions over the years have been invaluable. The team celebrates his signing with Belmont University in Nashville, Tennessee, for the 2025–2026 season. Finally, the team was blessed by Quinton Higley, the team chaplain, who demonstrated godly strength in prayer and play on a daily basis.

In addition to the many skilled returning players, Coach Ferron was so proud of the play and improvement of multiple young players, including Jack Birx, an eighth grader new to the team, Max Demo, Davis Howell, and homeschool student Caleb Hauck. Each of these young men came in and worked hard and showed incredible improvement over the course of the season.

While the year was often defined by injury and personnel juggling, the team was resilient and pushed through to represent Geneva. We look forward to the future and the continued development of the boys soccer program.



BASKETBALL



VARSITY BOYS, TONY MEDINA

The varsity boys basketball team was led by Tony Medina, head coach, and assistants Kyle Hughes and Colten Merrihew. The Knights basketball team finished the season with a 14–11 record. The team learned new things every day and developed their talent throughout the season.

The Knights' roster was loaded with talent. Leadership started with seniors Michael Sharp, Griffin Smith, and Micah Swain. These young men led by example and paved the way for the younger players to follow. Andrew Gilmartin was the Knights' lone junior. His work ethic, attitude, and effort were contagious. The solid sophomore group was led by Mateo Medina with fourteen points a game, Duke Carpenter with twelve rebounds per game, and Baker Costar and Luke Gilmartin playing strong roles for the team's success. Fabulous freshmen were Bishop Mariniello and Jackson Allen. Both of these young men contributed mightily to the team, playing the game with energy and enthusiasm.



The boys basketball team was committed and worked well together. They finished with fourteen wins and continued to get better each time they stepped on the court. The coaches look forward to a strong summer of off-season training. The Knights also look forward to hosting an FCA (Fellowship of Christian Athletes) basketball tournament in June. They are excited for the future of the program, as seven players will return next season.

VARSITY GIRLS, SOPHIA DIPIETRO

This season marked the return of the girls varsity basketball team at The Geneva School. With fourteen athletes and one team manager, the Lady Knights were led by Sophia DiPietro, head coach, and Farrah Gordan and Mitchell Rife, assistant coaches. After starting with two losses, the team rose to the occasion, competing against some really tough teams during the season.

A true testament to the team's growth and camaraderie was that every player on the roster was able to score a basket this season—glory to God! The athletes and their families created an incredible team atmosphere, from support at every game to providing multiple team dinners. The Lady Knights played fifteen games, including two games in the Sunshine State Athletic Conference, finishing with a strong 8–7 record and ending on a four-game winning streak. The team says goodbye to senior Lura Shepherd, who will be greatly missed.



The Knights wrapped up this incredible season with a team banquet to celebrate all that God has done. At the banquet, four players were recognized for their outstanding contributions. Madison Goranson earned the Rookie of the Year award as an outstanding freshman, Chloe Incinelli received the Hustle award for her relentless effort, Lura Shepherd was honored with the Leadership award, and Maria Seneff was named Most Valuable Player of the season. The future is bright for the Lady Knights, and the coaches look forward to next season!



JUNIOR VARSITY BOYS, JAIRO GALLIMORE

The Geneva Knights junior varsity boys basketball team had a good season with a final winning record of 9–6. The Knights got off to a hot 5–0 start. A rough stretch followed, they lost three games in a row by fewer than five points each. They played tough defense the last stretch of the season and began to pull together as a group rather than relying on scoring alone.

The junior varsity Knights exemplified perseverance and displayed a good attitude throughout the entire season, even during those tough losses. They competed in Geneva’s first Junior Varsity Tournament, and while they did not win the championship, the boys fought hard and gave it all they had, which was all that a coach could ask for.

William Thigpen was the Knights’ Most Valuable Player for the season. He displayed versatility all season long and led the team in scoring, with his best game coming versus Edgewood High School, where he scored a season high of twenty-four points.

Garrett Fredericks came in mid-season but quickly established himself as a team leader. He was voted Best Teammate for always rallying the team together with encouragement and showing strong leadership skills. Caleb Reid made great contributions of leadership and all-around team participation wherever needed during the season.

Anthony Andreacchi, Cooper Cross, and Elias Vasquez, eighth graders who played up from middle school, proved to be great additions to the team. Both Anthony and Elias received the Most Improved Players award for working hard this season on improving their game. Elias made great strides and became more confident as the season progressed. Anthony was the gentle giant on the team, but he showed flashes of being a versatile big man with his inside and outside game.

Braddock Carpenter also played on this team as an eighth grader and gave that added support that was much needed in a lot of the games. He proved to be a force on the boards on both the offensive and defensive ends. He was voted Defensive Player of the Season.

The team really lived out the passage of scripture that was reviewed at each practice found in Philippians 4:13: “I can do all things through him [Christ] who strengthens me.” The Knights have a bright future, and the coaches cannot wait to see what they accomplish next season!

MIDDLE SCHOOL GIRLS, PAM CHRISTY

The middle school girls basketball season was one of building and growing as the team welcomed several new players. It was a blessing for Coach Christy to work with this group of girls and to see how they developed as the season progressed. The team played in the final tournament and placed third in the conference, with a final record of 6–5.

As the team reviewed I Thessalonians 5:12–24, the theme for the season was “Always Grateful.” They learned how it is important to give thanks to God in everything for this is his will for us. Ciara Dierking, who recently needed both arms and both legs amputated due to severe illness, is an example of continuing to choose gratitude even when facing adversity—she and her family continue

to choose gratitude. The girls rallied around these Bible verses and Ciara's story to help shape their own attitudes on and off the court. They adopted the phrase "Knights, AG!" after every practice and game huddle.

The team also experienced adversity this season as one of the key players, Penelope Brehm, suffered injury and sickness. She never complained and contributed at her full potential at the end of the season, for which everyone was very grateful.

One of the main basketball concepts focused on in middle school is, "You win games when you make your free throws." It was exciting to see the progress in this area at each practice and to have several games where Emmy Endras was 100% from the free throw line.

One of the greatest blessings for Coach Christy came at the championship tournament. The final game against Legacy Charter, whom they had lost to twice earlier in the season, was tied at the half, and while the Knights lost the game, it was only by three points. Afterward, Legacy's coaches exclaimed how scared they were that Geneva almost beat them and how amazing the team is both athletically and in the strong character they display; they could see that no player was "in their head." It was the greatest compliment to the team—this is far more desirable than any score on the board!



CALEB REID

MIDDLE SCHOOL BOYS, DANIEL KOZY

The middle school boys basketball season was a fun roller-coaster ride. The roller coaster kept getting better and better as the ride went on, longer and longer.

The season began with back-to-back losses after only having a few team practices. The Knights started to get on track during the second week, and Geneva won their next three games, including their largest win of the season, 49–17 at home against Liberty Christian Preparatory School; the game featured nine different scorers!

When injuries began to affect the team, other players had to step up. Halfway through the season, with a 4–4 record and after a devastating loss, improvement came to the forefront and the Knights found their stride. The Knights won four out of their next five games, including a close win on the road with only seven players suited up.

The Knights went to the playoffs as the number two seed with an 8–6 overall record. The Knights were matched against Central Florida Christian Academy, who won the previous meeting between the two teams, 46–24. Geneva jumped out to an early 13–10 lead in the first quarter. And although they played well, they ultimately fell short of the goal with a ten-point loss. Despite the loss, the team finished the season with a great, strategic fight.

Anthony Andreacchi and Cooper Cross represented the team as captains and were also named to the all-star team. The coaches are thankful and grateful to coach these young men and are looking forward to seeing their growth next season.





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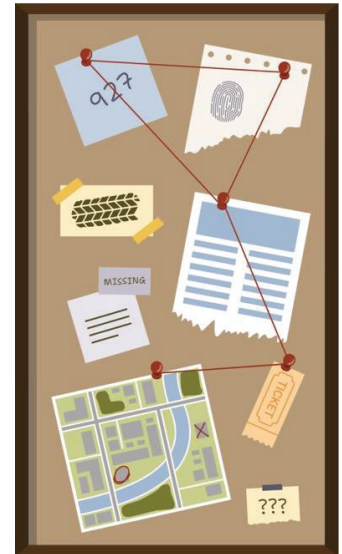
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QUESTIONS?

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Inspire!

| in'spī(ə)r |
verb [with object]

1. to move, or guide others using an animating, enlivening influence
2. to breathe life into someone or something by infusing them with energy, motivation, or purpose

Over thirty years ago, a group of enthusiastic friends dreamed of starting a Christian classical school in the Greater Orlando area. They were inspired by the ideas behind the classical education model, and because of God's faithfulness, their dreams became the reality of The Geneva School. Inspiring students has been a hallmark of a Geneva experience since the school's earliest days. We recently asked students to share who or what inspires them, and we heard from over one hundred students! We also asked upper school students how they hoped to inspire younger students at Geneva. They were eager to share, and now we share here a selection of their thoughtful, meaningful, and uplifting answers to these questions.

“

“I am inspired by Mrs. McMurtrie [kindergarten teacher] because she is always making me happy. I can always talk to her about anything. She is so caring and loving. She is always there for me if I'm sad. I love her hugs; they make me feel like home. She is so Christlike. Her trust in God is very strong. She is just the best! I love Mrs. McMurtrie!”

—ANNIE A., 5TH GRADE

“

“I am inspired by my mom because she makes me dinner and kisses me good night. She sings me my favorite song; it goes like this: “I cast all my cares upon you. I lay all of my burdens down at your feet, and any time I don't know what to do, I cast all my cares upon you.”

—CARISSA A., 3RD GRADE

“

“I am inspired by my grandmother; I call her Guga. When I was very young, I would cry whenever I lost a game. But my

grandmother would talk to me privately and say, “Maggie, why are you crying?” And I would say, “Because I lost that game!” But she would say, “Maggie, that game doesn't define who you are. Win or lose, I still love you.” So to this day, whenever I lose a game, I try not to cry because I remember my grandmother's words: “Win or lose, I still love you.” And that is why I am inspired by my grandmother.”

—MAGGIE A., 5TH GRADE

“

“I hope to set an example and inspire students spiritually and help them grow closer to God.”

—JAMES A., 8TH GRADE

“

“Mrs. Goranson [upper school math teacher] inspires me to always show kindness. Even on the hardest days, or when having the most difficult morning, she always greets me with kindness and a smile. The way she speaks shows that she cares, and even though I don't realize it at the moment, I really need that sometimes.”

—ABIGAIL B., 7TH GRADE

“

“I am inspired by Coach Dunn [PE teacher] because he is so kind and teaches us athletics but also God’s word by showing God through his own life. He is so inspiring and encouraging.”

—FLETCHER C., 5TH GRADE

“

“My 11th grade English teacher, Mrs. Turnbull, inspires me because I want to be an English teacher, and I want to emulate all of the things that she did during our class that year. I loved her passion for literature and the way she went into so much depth on what we read in each book, and I hope to have the same. Dr. Beates [Bible teacher and chaplain] also inspires me due to his overwhelming faithfulness to the Lord and his plan. He inspires me in my thesis (as he is my mentor) in so many ways, always pushing me to strive for my best and showing me the ways he has been faithful throughout his life. Mrs. Hendrix [alumni coordinator] has inspired me through her unconditional love and kindness to anyone she meets. Whether she is at church, school, or a restaurant, she is always asking for ways to help others around her. She listens and gives beautiful advice, always keeping Jesus at the forefront of her heart. I can see Jesus through her everyday actions.”

—GRACE C., 12TH GRADE

“

“I am inspired by God’s words. When I was drawing my bunny for the Pet Fair, the ears were very hard to draw but I remembered, “I can do all things through Christ who strengthens me.”

—ISABELLA C., K4

“

“Some people that inspire me at Geneva are Coach Langdon and Coach Medina. They are two great men whom I love to be around because of their outstanding faith and the effort and heart that they put into everything they do, whether it be big or small. They inspire me to remember the small things in life and never forget how my own relationship with Christ is the most important thing in my life. Another person that inspires me constantly is my dad. He has always been there for me and never fails to lift me up when I fail and help me grow as an athlete, student, and man of God.”

—DUKE C., 10TH GRADE

“

“I am inspired by God because I want to act more like Jesus.”

—GAVIN C., 6TH GRADE

“

“I am inspired by school because it lets me get ready for the rest of my life.”

—LEO C., 3RD GRADE

“

“Dr. Vande Brake, Dr. Beates, and Mrs. Allbee inspire me. I find it inspiring that everyone is working to help me determine my view and perspective of the world around me. I hope to inspire others to find a passion to pursue learning and to challenge themselves to do hard things, whether in education or athletics.”

—KEITH D., 12TH GRADE

“

“I want to set an example for younger students in sports and academics.”

—WILL H., 8TH GRADE

“

I hope to share my love of literature and also reflect the immense love of God to younger students. I also hope to take lessons that my mentors and teachers at Geneva have taught and share them. For example: the power of words and poetry from Mrs. Ryden’s English class, to not turn blessings into burdens and to hold fast to the glory that awaits us from Mr. Shelton’s C. S. Lewis class, and to love languages as gifts from God and to join in on the Great Conversation from Mr. Fraser’s Greek class.

—SOPHIA H., 10TH GRADE

“

“I am inspired by Mrs. Blyth [K4 music teacher and receptionist] because she is always laughing and having fun. When I need help finding someone or something, she is always there. In the morning, when I am helping with carline, she always says, “Good morning, Lucy! How are you? Is Freddy coming today?” It makes my day. And when I see her in the hall, she says, “Hey, Luce!” When I am down, she is there; I know I can go to her when I need it. Thanks, Mrs. Blyth!”

—LUCY H., 6TH GRADE

“

“I am inspired by nature because it is so pretty. The beautiful leaves and flowers are so colorful, and they make me feel peaceful.”

—ARIA J., KINDERGARTEN

“

“Mrs. Flood, my English teacher, has been an incredible source of inspiration. From the moment I entered her classroom, her warmth, optimism, and unwavering support made an immediate impact. She encourages creativity, fostering an environment where every student feels valued and special. One of the most meaningful moments was when she gave us all character trait cards—mine reflected her belief in my ingenuity, and it truly made my day. She’s always looking for the good in her students, and it’s not just about the lessons she teaches, but the way she makes us feel seen and appreciated. When she shared my essay with other classes and even told her husband about it, I realized how much she believes in me. Mrs. Flood has become more than just a teacher—she’s a mentor, and friend, and a constant reminder that I am capable of greatness.”

—EVANGELINE K., 7TH GRADE

“

“I am inspired by Mrs. Brielmaier [art teacher] because she is so creative in art. I just love how much she guides us. She’s so thoughtful through everything she does for us. When we think we can’t do something or we think that it is too hard to even do, she helps all she can and loves us. She is always thinking about what we should do in art, and she makes it fun!”

—COLETTE L., 2ND GRADE

“

“I am inspired by a special place at home because whenever I need an idea, I go sit or lay down there. Sometimes I bring a book or listen to music. I might even do homework. Or I will just sit and think. Then I will see or think something, write it down, and go work on it. If that place doesn’t work, I bike through my neighborhood looking at people and places. We live by a Starbucks. I could buy a Vanilla Bean Crème Frappuccino. I will do this until I get an idea. It could take three hours or five minutes. But it works. Every single time.”

—ELLA M., 5TH GRADE

“

“I am inspired by Ms. Warner [2nd grade teacher] because she is a good teacher. She is sweet and kind and loving. She helps us learn. I never want to leave this class. I can’t wait for the rest of the year with her.”

—MADISON M., 2ND GRADE

“

“I am inspired by Corrie Ten Boom because she makes a spark in my heart that makes me want to be a better person and to be kinder and braver and to not be afraid of evil.”

—RACHEL R., 3RD GRADE

“

“My hope is that I can encourage younger students to (1) work hard and do their best in school and (2) enjoy the process. Geneva isn’t easy, but the memories and friends you make along the way are so worth it. I try to remind my younger friends of this regularly!”

—AILSA R., 8TH GRADE

“I hope to set an example to younger students in the hallways by daily being a servant and showing a Christ-like attitude in always being joyous and welcoming always.”

—ALAYNA S., 10TH GRADE

“

“I hope that I am able to demonstrate to younger students that being able to be inclusive, welcoming, and kind to all of your classmates and peers changes your school experience. If you go through school not ever showing kindness to anyone or simply not asking people how they are, you separate yourselves from relationships that you could be building and cultivating. I want to inspire younger students to build up a caring community through their daily actions of loving their neighbors!”

—HARPER S., 10TH GRADE

“

“I strive to share my passion for the arts and encourage younger students to not be afraid of failing.”

—RACHEL T., 11TH GRADE

“

“I am inspired by Mrs. Aycrigg [5th grade teacher] because she is always so kind and patient. Even though grammar isn’t my favorite, Mrs. Aycrigg always makes it fun.”

—REAGAN T., 5TH GRADE

“

“I hope for younger students to look up to me and my classmates and be excited to grow in the fostering community that surrounds them. I want to inspire them to be involved in the school and love the community around them.”

—ELIANA W., 11TH GRADE

Alumni Update

CHRISTMAS CONNECTIONS



DECEMBER 28

The Alumni Games, Geneva's longest-standing alumni tradition, once again brought alumni back to campus to flex their competitive (or not-so-competitive) athleticism. This year, alumni, friends, and family gathered for the first time in front of the school's newly installed bleachers and broadcast system. The 2024 Alumni Games included soccer, baseball, softball, beach volleyball, basketball, and archery, followed by a community picnic.



DECEMBER 26

The Alumni Christmas Party was an unforgettable evening filled with connection and laughter as alumni gathered at The Hangry Bison in Winter Park. With delicious food, live music, and the warm familiarity of reconnecting with old friends, the evening offered the perfect opportunity to catch up with former classmates and share stories and even more laughter. It was a wonderful night that reminded everyone of the special bond experienced by Geneva alumni.



DECEMBER 30

Dave and Melissa Paul warmly welcomed college-age alumni to their home, creating a cozy space to reconnect over s'mores and hot cocoa over the holiday break.



CHRISTALYN
STEERS-MCCRUM



DAVID CLOSSON

'06

CHRISTALYN STEERS-MCCRUM

Christalyn Steers-McCrum graduated from The Geneva School in 2006. She went on to double major in philosophy and international relations at Seattle Pacific University.

Before getting her master's degree from NYU Wagner's School of Public Service, she taught English for a year in India and for a year and a half in South Korea.

Christalyn currently serves as the deputy director in the Office of Multilateral Affairs in the US Department of State's Bureau of Counterterrorism, where she works to advance US counterterrorism priorities in international organizations. She got her start in the public sector as a 2016 Presidential Management Fellow, where she focused on the use of data to prevent the transmission of HIV/AIDS through PEPFAR.

Christalyn credits The Geneva School with sparking a passion to learn and use knowledge to help others in service of Christ. She keeps in touch with quite a few Geneva friends, from across several grades, and is grateful for the lifelong friendships she made while at Geneva that continue to be a source of growth and encouragement.

She lives in the Washington, DC, area with her husband and two children (with one on the way), where they attend Church of the Resurrection. She enjoys growing vegetables, and she recently picked up surfing, although she is sad to have to make do with small, choppy Atlantic waves.

'10

DAVID CLOSSON

David graduated from the University of Central Florida in 2014 with a degree in political science and then attended The Southern Baptist Theological Seminary where he graduated with a master of divinity (MDiv) in 2017 and a master of theology (ThM) in 2020. He is now in the dissertation phase as he pursues a PhD in Christian ethics from Southwestern Seminary.

David married Abby in April 2023, and they welcomed their first child (a boy!) in December 2024. The Clossons are members of Capitol Hill Baptist Church, in Washington, DC.

David has worked at the Family Research Council since August 2018, now serving as the director of the Center for Biblical Worldview. He has been able to travel the world in this position—to Israel, Romania, and Guatemala—speaking with pastors and elected leaders in these countries. It has been exciting to speak with individuals who are part of a growing movement that is seeing more Christians run for public office.

David has published work on many contemporary issues, such as worldview, politics, abortion, religious liberty, and human sexuality. These booklets are available for free at [FRC.org/worldview-series](https://www.frc.org/worldview-series). He is also the author of the newly released book *Life After Roe: Equipping Christians in the Fight for Life Today* (B&H Academic, 2025).

His high school years at The Geneva School prepared him in many ways for college and ministry, developing important life skills such as organization, hard work, and responsibility. The high level of academics at Geneva developed good study habits and a strong work ethic. David is grateful that Geneva cultivated a love for the life of the mind, and he felt prepared by Geneva for the academic demands of college and seminary. Classes such as rhetoric and English helped develop research and writing skills. David also loved history courses, which gave him a love for history that has continued. David enjoys living in Washington, DC, where history is well documented and preserved in many museums.

Engagements



Anna Classe '17
and Dom Mandalino



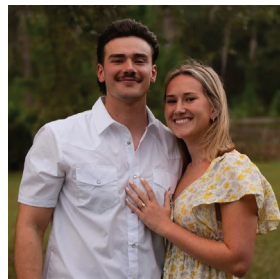
Michaela Walker '19
and Titus Walker
This is not a typo!



Natalie Blyth '20
and Gavin Martinez



Jay Alilin '21
and Ally Boughton



Carolina Harger '21
& James Lies '22
High School Sweethearts

Births



Travis and Kara '08 (née Jones)
Murphy welcomed Rowan
George Murphy February 2025



Joel and Abbie '08 (née Beates)
Versace welcomed Mia Millie
Versace January 2025



Kenny and April '12 (née
Jackson) Lawrence welcomed
Carlee Faith Lawrence
November 2024



William and Shannon '13
(née Riley) Watson welcomed
Margaret Reese Watson
December 2024



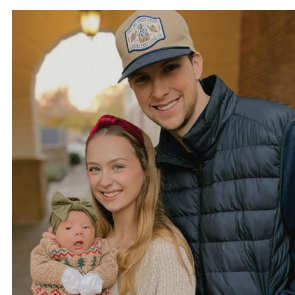
Troy '15 and Brooke '15 (née
Riley) Jackson welcomed
Virginia May Jackson (Ginny)
September 2024



Alexander and Grace '15 (née
Andrews) Knecht welcomed
Emma Grace Knecht April
2024



Braylen and Aspen '17 (née
Herzog) Gage welcomed
Benaiah James Gage
September 2024



Donovan '19 and Kelstyn Weir
welcomed Daisy Ruth Weir
October 2024



5th Grade Revolutionary War Reenactment

PERFORMANCES AND EXPERIMENTS AND ADVENTURES, OH MY!

Stellar performances, engaging experiments, and meaningful adventures both shape and nurture lower school students at The Geneva School. Students in K4 through sixth grade immerse themselves in whatever they are learning and reading about, from the Pet Fair for our youngest students to Live Like Sam Gribley day for sixth graders. And at the heart of these experiences, building relationships is paramount.

1. *Charlotte's Web* Play (3rd Grade)
2. *Live Like Sam Gribble* (6th Grade)
3. *Charlotte's Web* Fair (3rd Grade)
4. *Robin Hood* Play (4th Grade)
5. Charles Hosmer Morse Museum (1st Grade)
6. Pet Fair (K4)
7. History Festival (2nd Grade)
8. 3rd Grade Science
9. Kinder Corners
10. Squid Dissection (4th Grade)
11. Music Class (2nd Grade)
12. *The Hobbit* Play (6th Grade)
13. 1st & 6th Grade Kickball Game
14. 4th Grade Art
15. 101 Days of School (1st Grade)
16. Kindergarten Store
17. Immigration Day (6th Grade)



1



2



3



4



5



6



7





BEST OF TGS TALENT SHOW (LITE)



DADDY DAUGHTER DANCE



Off to the Races

MARCH 29, 2025
THE GENEVA SCHOOL ANNUAL AUCTION GALA

An Evening Not to Be Missed

Single Ticket: \$125

Couple Ticket (2 seats): \$250

Keeneland Table Sponsorship (10 seats): \$1,750

Belmont Stakes Table Sponsorship (10 seats): \$3,000

Preakness Stakes Table Sponsorship (10 seats): \$6,000

Triple Crown Table Sponsorship (10 seats): \$10,000



genevaschool.org/auction2025

ADDITIONAL EVENT SPONSORSHIPS

Mint Julep Beverage Sponsorship: \$3,000 (1 Remaining)

Oaks Lily Bar Sponsorship \$3,000 (2 Remaining)

Jockey Silks T-Shirt Sponsorship \$3,000 (3 Remaining)

AUCTION SNEAK PEEK

FROM THE GENEVA COMMUNITY



- Couple's Workshop (The Blackston Family)
- Music Lessons with the Blakemores (The Blakemore Family)
- Original Artwork from TGS Art Teacher Shelly Bradon
- Panther Pest Control (Bo Butler and Darrell Carpenter)
- High Pointe Gulf-Front Condo (The Costar Family)
- Stay at Glen Falls Estate Home, Highlands, North Carolina (Iola Cox)
- Progressive Dinner around the Lake (The Demo and Johnson Families)
- Stay in Green Turtle Cay, The Bahamas (The Charlie Diehl Family)
- Golf with Warren Dietel at Interlachen Country Club
- Stay at Silver Sands Condo (The Foreman Family)
- Sewing Lessons with Sara Gusse
- Golf with James Hackenberg at Interlachen Country Club
- Carolyn Haber's Luscious Lemon Cake
- Staylah Vacation Home (The Hammer Family)
- Senior Photo Session Sitting Fee (Kellie Harding)
- 4 Trays of Cinnamon Rolls from Carol Beth Haynes
- Tea Party with Miss CB (Carol Beth Haynes)
- Bake Bread with Alli Hendrix
- Private Baseball/Softball Instruction (Jared Incinelli)
- Series of 3 UltraClear 3DMiracl Laser Treatments for Face and Neck (Candace Glenn Jadidian)
- Karaoke Party for 30 (The Jho Family)
- Stay at Shorehom by the Sea (The Johnson Family)
- Learn to Decorate Cookies with Kate Kapusinski '26
- Sunday Funday at Chick-fil-A (The Kyle Family)
- Bourbon Barrel Pick (The Liguori Family)
- Veterinarian for Half a Day (Erin Lindblad)
- "Taste of Heaven" Fudge Bundt Cake (Elise Maynard)
- Gulf Coast Getaway—Beach Haven B4 (The Jeff Paglialonga Family)
- Stay at Lake Lure (The Jeff Paglialonga Family)
- Poker and Bourbon Tasting for 8 (The Pappas Family)
- Anna Maria Island Beach House (The Paul Family)
- Brays Island, South Carolina, Hunting Trip (The Riley Family)
- Tickets for The Lion King at Dr. Phillips (The Riley Family)
- ISR Swim Lessons with Jennifer Sandberg
- Half a Steer from JS2 Cattle Co. (The Saucer Family)
- Kelly's Homemade Ice Cream Truck (The Seidl Family)
- Oceanfront New Smyrna Beach Condo (Dayle Seneff)
- Callaway Resort & Gardens Getaway (The Glen Spears Family)
- Mother/Daughter Cookie Decorating Class (Elizabeth Wasson)
- Rascal's Rockin' Beignet Truck Party for Your Class (Jacob Zediker '26)

FLORIDA FUN

DeLeon Springs Boat Tour and Breakfast
 2-Night Stay at Wyndham Garden Lake Buena Vista
 Fun Spot Day Passes
 Sailing for 2 on Schooner Freedom
 Crealdé Summer Camp
 Coastal Wake Sunset Cruise
 Wakesurfing Lesson from Coastal Wake
 Kres Chophouse Gift Certificate
 SUP/Kayak from Travel Country Outfitters
 The Boathouse: Amphicar Tour and \$100 Gift Card
 Winter Park Scenic Boat Tour
 Crumbl Cookie Party
 Apple Blossom Florist Flowers for a Year
 2-Night Stay at Hyatt Regency Grand Cypress
 Golf at Bella Collina
 Universal Tickets
 Floor Seats at Orlando Magic Game
 SeaWorld Tickets

Aquatica Tickets
 Orlando City Soccer Tickets
 Farm to Skin Beauty Package
 Kobé Steakhouse Gift Card
 Garp & Fuss Gift Card
 Outriggers Gift Card—NSB
 Mon Delice Gift Card—NSB
 SAK Comedy Lab Improv Class
 Ride for Two—Aerophile
 Raising Cane's Swag and Gift Cards
 Pizza Bruno Gift Card
 The Polite Pig Gift Card
 Dean's Oyster Bar
 Dance Lessons at Arthur Murray
 Sam Flax Gift Card
 Prato Gift Card
 Magnolia Prep Tutoring



EXCITING EXPERIENCES

Adopt a Baby Elephant
 Virginia Getaway
 Original Artwork from NC Artist Molly Wright
 Doe River Gorge Summer Camp
 Ridge Haven Summer Camp
 Jockey Club Suite at Churchill Downs (regular race day)
 Nashville Experience—Musicians Hall of Fame / Tour Ryman Auditorium



SCHOOL SPIRIT

Reserved Seats for Grade-Levels Performances
 Upper School Spring Choral and Band Concert Reserved Seats
 Lower School Spring Concert Reserved Seats
 Upper School Christmas Concert Reserved Seats
 Lower School Lessons and Carols Reserved Seats
 Birthday Party on the TGS Playground
 Games for Grown-ups
 Your Very Own Parking Spot on Campus
 2 No-Uniform Days with Pizza on One Day and Kelly's Homemade Ice Cream on the Other





THE GENEVA SCHOOL
1775 SEMINOLA BOULEVARD
CASSELBERRY FL 32707

Summer Camps

TGS | 2025



REGISTRATION
IS OPEN!

