

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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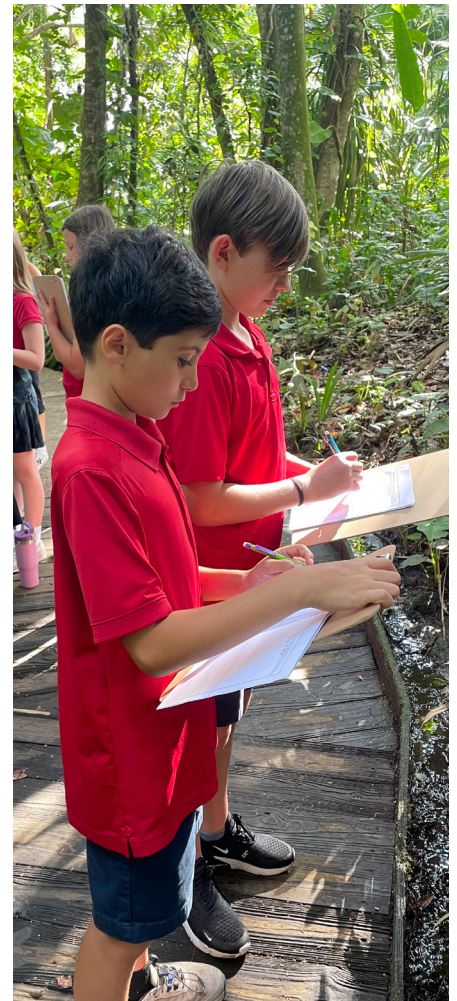
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I NEED *A* HERO



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

DEAR GENEVA COMMUNITY

Last month, I celebrated Easter with family and friends in Texas. The afternoon of Good Friday, my wife and I were driving to my son and daughter-in-law's church for an early evening service when my son called to tell me that his car had just died on the highway and would not restart. He was a mile ahead of us on Interstate 10 in rush hour traffic with a dead car in the middle of the highway.

I got in his lane and slowly worked my way forward as one frustrated driver after another dangerously peeled off to the right or left to resume travel. Once I got behind his dead car, I turned on my hazards and thought, "Now what?"

I am a father of four and am deeply blessed to have great children as well as two new wonderful family members through marriage. Like you, I would do anything for my kids. As I sat in my car, I tried to think and plan my son and daughter-in-law's way out of this predicament. After a few moments, I realized there was nothing I could do. The only course we could take was to call for help. My son and I both called 911, and the operator told us she would inform the police. The insurance company said it would take an hour to get a wrecker to our site. Meanwhile, we sat in heavy traffic with cars speeding by on both sides, drivers honking and yelling in frustration, as we prayed for God to protect us.

After about twenty minutes, I saw flashing lights approaching from behind. The lights belonged to a very large Texas Department of Transportation truck. The driver pulled in behind me and, as if from a movie scene shot in slow motion, descended from his truck and put on a hard hat with "HERO" printed in large letters. Our "HERO" shouted over the traffic that he was going to push my son's car to a narrow shoulder where we would wait for a tow truck. I drove to the shoulder and watched as "HERO" pushed the car without caution or hesitation through the traffic to safety.

I thought often about that situation that weekend and the emotions I experienced—frustration, hopelessness, and fear followed by joy at spying the rescue lights. At church that Sunday, I thought about my role as a father watching my child and his wife in danger and reflected on our heavenly father willing his son to the cross for my sins. It was a memorable Easter.

My children have been blessed with many "heroes." These are people who came to their aid with help that dad and mom could not provide. The list includes doctors and nurses, Scoutmasters, college professors, professionals (including a few chefs), and parents of friends as well as friends of parents who loved and mentored them. Of course, the list also includes many godly teachers who taught them well, helped form them into responsible adults, and encouraged them to live by faith as they seek God's glory in their relationships and professions.

Later, I learned that "HERO" stands for "Highway Emergency Response Operator." The pedestrian name did not remove the glow from the memory. It still radiates warmly as I reflect upon those tense but ultimately joyful moments. In the same way, I hope that the title "teacher" carries with it memories that are warm and positive for you and your child, especially as it applies to the women and men at The Geneva School who have served your family each school day this year.

FROM HEAD OF SCHOOL
BRAD RYDEN





GOD'S WILL & OUR BIG DECISIONS

By Dr. Michael Beates, Chaplain

A common—in fact, nearly ever-present—question among followers of Jesus relates to knowing God's will for our lives. “Should I do *this*, or would *that* option be God's will for me?” We might struggle with financial decisions or vocational directions, about marriage and family matters, about any number of important, life-changing decisions. This spring, I have had a few conversations with students who have asked me how they might know what to do, which way to turn, and, of course for seniors, what college to attend. Big decisions!

Sometimes such turning points in life make us wonder, “If I mess up here, if I choose the wrong path, will I be doomed to a lesser plan in God's mind? Will I be missing the blessings God intended for me in ‘Plan A’ before I made a big mistake and chose another road?” A generation ago, Garry Friesen (a Bible professor at Multnomah University in Oregon) wrote what continues to be the most thorough investigation into this subject: *Decision Making*

and the Will of God. And while it was published decades ago, it is still worth reading, all four hundred plus pages! I also recommend D. A. Carson's work *Divine Sovereignty and Human Responsibility: Biblical Perspective in Tension*, another careful (and rather scholarly work) on this subject. Neither are easy reads, but both are worth it.

Let's begin with this: Many of us were raised with this idea that God has a perfect blueprint for our lives, that he has sovereignly ordered each step for our good and for our success in life. But if we, in our freedom and/or stupidity, depart from that plan, though he may still love us and care for us, we are destined for something less, a sidetrack. Such a teaching creates a lot of angst! I tell people often that, in my own life, if it is possible for me to screw it up, I probably will. If it is up to me . . . yikes! Both Friesen and Carson show us that this “traditional punctiliar view” of God's will is not consistent with Scripture.

One of the themes of the Old Testament that I teach seventh grade students expresses the idea that God is sovereign *and* humans are responsible. Both concepts are true. However, ultimately the way those two principles work together is somewhat of a mystery (thus the “tension” in Carson’s title). Some people say God’s will applies only to the “big life decisions” like marriage and vocational decisions; God is not concerned with what polo shirt a student chooses for the day or which flavor of ice cream we choose or even whether we choose ice cream . . . but c’mon, who would not choose ice cream? However, Scripture tells us that God orders our steps, determines the very places we will live, and gives us each breath we breathe (Acts 17:26–28). While that is true—and God never says, “Oops, I didn’t see that coming!”—we also exist in a realm where human freedom and choice are part of our daily lives. Every day, we make a thousand small choices and decisions. If we must worry and deliberate about each one, we will never get anywhere.

The Easy Stuff

So let’s start with the easy ones. In Paul’s first letter to the church in Thessalonica, he says, “Rejoice always, pray without ceasing, give thanks in all circumstances; for this is the will of God in Christ Jesus for you” (1 Thessalonians 5:16–18). Paul says God’s will for us is to be people who rejoice, pray, and give thanks in all things. Boom! Problems solved, right? Probably not, but this one, big, global area of God’s will is perfectly clear about how we best function as God’s people. Another piece of this puzzle is found in 2 Timothy where Paul says,

But as for you, continue in what you have learned and have firmly believed, knowing from whom you learned it and how from childhood you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work. (2 Timothy 3:14–17)

God has given Scripture to us, his children, so we can discern his will. By reading, studying, and following God’s Word, we will be equipped for whatever God has for us to do.

Finally in Scripture, God gives us clear moral guidance through the Law and the teaching of Jesus. God’s will is quite clear on which way we should go in most life situations involving a moral or ethical decision.

The Harder Stuff

So what about those nonmoral decisions like college or a spouse? Can we “get it wrong” and go “off track” for the rest of our lives? Friesen offers a principle saying that “in nonmoral decisions, God mediately guides believers by acquired wisdom according to spiritual expediency.” Let’s break this down.

He is saying, and I believe Scripture bears this out, that as God’s children, we live in a realm of grace within which there are myriad possible good decisions that fall under God’s will for us. Yes, I’m saying that for the believer who trusts prayerfully in Christ, there is not any one college that is God’s perfect plan for him or her. Numerous collegiate settings may be a blessing for a believer and his or her future. Even more shocking, perhaps, is the idea that there may be multiple people within this realm of grace with whom someone could be joined for life in marriage, and any number of these “candidates” can offer a life of joy and peace.

As God’s children, we live in a realm of grace within which there are myriad possible good decisions that fall under God’s will for us. . . . if we seek the Lord’s guidance, pray, and find godly counsel along the way, we can move ahead in confidence that God will bless our decision making.

So how do we proceed in such an open landscape? Friesen calls this path “the way of wisdom.” As we mature over time, gaining knowledge, life experiences, and deeper trust in God, our prayerful and deliberate decisions can be seen as following the way of wisdom.

So can we “get it wrong”? Yes! If, for example, a young adult follower of Christ falls in love and seeks to marry someone who is not a Christian, this is a

foolish decision. Yes, there may be some schools that are simply inappropriate, based on what they teach and how they teach, and such schools may hinder or even damage a young soul’s future.

But if we seek the Lord’s guidance, pray, and find godly counsel along the way, we can move ahead in confidence that God will bless our decision making. At the end of the day, of course, we remember the promise given in Romans 8:28: “We know that for those who love God all things work together for good, for those who are called according to his purpose.” This does not say all things are good—we can make bad decisions that come with bad consequences. And this promise is not for all people, but for those who love God. So as his followers, we can be confident that all things, even poor decisions on our part, will indeed work for our good and God’s glory in the end. That’s another mystery, of course, but one that brings much hope in the midst of difficult decision making.

Every Chapter Has a Purpose

By Keith Dixon, TGS Class of 2025



Since I was young, I dreamed of being a great athlete, like most kids do. I have played soccer since I was seven years old. I trained constantly, to work my way off the bench and onto better teams. I spent countless summers training, grinding to become the best soccer player I could be. Soccer became more than just a sport—it was my identity. It was what I lived for.

I moved up through different teams, became a captain, and eventually played on some of the top teams. My whole life felt like it was building toward one thing: playing college soccer. That dream started to feel within reach when, by the end of my sophomore year, I began talking to college coaches. Every ounce of work I had put in felt worth it. My plan was unfolding. I was walking the path I believed God had set for me.

Senior year came around, and I was ready to lead. The Geneva School had not won a district championship in eight years, and I felt the weight and excitement of helping change that. My club season was going great, and interest from college coaches was growing. I was confident that this was my year—my moment to finish strong,

accomplish my goals, and take the next step in my soccer career. Everything seemed perfectly aligned.

But then, in the fourth game of the season, everything changed. I tore my meniscus: a complex tear that led to season-ending surgery. In a matter of seconds, everything I had worked for was gone. My dream was shattered. I felt crushed, confused, and overwhelmed with questions. I began asking:

God, where are you in this?

Why would you allow this to happen?

What good could possibly come from this?

Every Christian has asked questions like these throughout his or her life, grappling with faith; as I tried to answer them, I thought of the story of Joseph.

Joseph, like me, had a future he believed was clear. He was favored by his father, given a special coat, and he even had dreams revealing his future greatness. But then, in a single moment, his world collapsed. His brothers, driven

by jealousy, threw him into a pit and sold him into slavery. Betrayed by his own family, taken from his home, and forced into a foreign land as a young boy. Can you imagine what he felt in that moment? Lost. Alone. Forgotten.

And just when things started to look up, he was falsely accused and thrown into prison. For years, he sat in the silence, wondering where God was. From the outside, it looked like Joseph's life had completely unraveled. But God had not abandoned him.

Through it all, God was working. He was preparing Joseph behind the scenes. And eventually, Joseph rose to become second-in-command in Egypt. When famine struck the land, he was in the exact place he needed to be to save not only the people of Egypt but also the brothers who had betrayed him. And instead of seeking revenge, Joseph forgave them.

In Genesis 50:20, he says these powerful words: "As for you, you meant evil against me, but God meant it for good, to bring it about that many people should be kept alive, as they are today."

What others intended for harm, God used for healing. This story shows us that everything is part of God's good will. What looked like the end of Joseph's story was actually the middle of God's plan.

As Christians, we often highlight the love of God, the blessings we receive, and the promise of salvation—and those things are absolutely true. But sometimes we overlook the fact that our faith is built on suffering. In fact, the word suffering appears 121 times in the King James Bible. From Job to Elijah, from David to Joseph—God's people struggled and suffered every step of the way.

And at the center of our faith is the greatest suffering of all. Jesus Christ—the Son of God—was sent to earth and endured brutal pain. He was mocked, beaten, crowned

with thorns, and nailed to a cross. And yet that suffering was not meaningless. It was part of God's good and perfect plan to save the world.

Before his crucifixion, Jesus prays, saying, "Father, if you are willing, remove this cup from me. Nevertheless, not my will, but yours, be done" (Luke 22:42). Jesus does not deny the pain. He acknowledges it. Jesus shows us how to trust God's good will and that we need to trust that God's plan is still good—even when it requires suffering.

In this life, things break. People get hurt. Plans fall apart. These things are not evidence of God's absence—they are evidence of the fall. But even in the brokenness, God is present. He is working. Even when we cannot see it, he is moving.

Romans 8:18 says, "For I consider that the sufferings of this present time are not worth comparing with the glory that is to be revealed to us." Pain is not permanent. Our suffering is not the end of the story. And even when our dreams change, God's plan does not.

Looking back, I realize that even though I could not play, God was teaching me. He was reshaping my heart, giving me a deeper love for the game, and for others. He revealed a new purpose through coaching. I discovered I could lead, encourage, and inspire—even off the field. And I saw that, just like Joseph, I had not been abandoned. I was being redirected. If you are in a place right now where you are asking the same questions I did—if you feel like you have lost something, if your plans have fallen apart, if you are in the pit like Joseph—hold on. God is not done.

He is the same God who raised Jesus from the grave. The same God who turned Joseph's pit into a palace. It is all part of his good plan. He is writing your story, and every tear, every trial, every painful chapter has a purpose. Because in the hands of our good God, the story always ends in redemption.





TAKING THE STAGE

RHETORIC CHOIR IN CARNEGIE HALL

By Abigail Noble

On Friday, March 7, at around 11:00 am, the TGS Rhetoric Choir beheld a breathtaking sight while crossing the East River: the panoramic Manhattan skyline.

After months of anticipation and preparation, we were finally there!

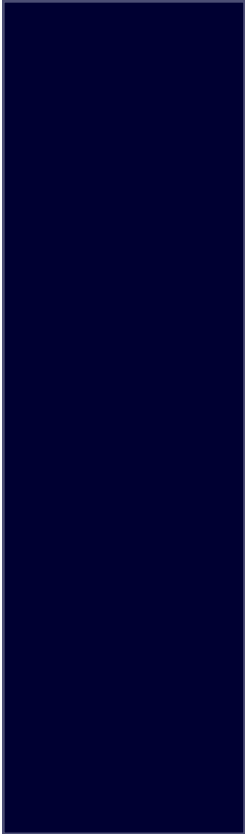
This story begins in March of 2024 with a talented group of TGS singers and a Worldstrides Heritage Performance audition. After submitting audition recordings for our singers to be considered for one of their National Youth Choir Festivals at Carnegie Hall, we learned that we were accepted! Thanks to our amazing administrators and supportive parents, every choir member who wanted to participate could, not just a select few.

From the first day of school until we rode in on the bus from JFK Airport, we knew our goal was to arrive in New

York City and sing in Carnegie Hall *together*. Each of our rehearsals, events, and concerts helped to prepare us, both musically and relationally, for this once-in-a-lifetime opportunity, and it was so worth it.

Our director was Dr. Anton Armstrong, legacy director of the internationally acclaimed St. Olaf Choir, and long-time Carnegie Hall conductor. From the first rehearsal to the end of the last piece on performance night, he relentlessly pursued excellence in a way that first invoked fear (and even some doubt!), then respect, then love and gratitude from each of our singers. It was inspiring to see students realize, as well, that they are called to pursue excellence in this same way in any of their endeavors.

Annie Moon ('28) reflected, "At the beginning, I felt prematurely defeated . . . Then he showed us how to get it right and was sure we could reach it. It reminded me



how incredible people are in what they can learn, attain, and accomplish with effort.”

The concert program consisted of seven pieces that ranged from seventeenth to twenty-first century, classical to spirituals. The students were expected to arrive at the first rehearsal knowing all the music proficiently and ready to take it to “performance in Carnegie” status with Dr. Armstrong. I was so proud of these students! In each rehearsal, they were attentive and alert, moving to the music, writing down corrections, and pushing through exhaustion.

Layla Mander (’25), Florida All-State singer and four-year choir member, recalled, “At our first rehearsal, Dr. Armstrong told us we had to earn the right to perform at Carnegie Hall, and then at the end, he told us and the audience that we deserved to be on that stage performing. It made the experience surreal.”

Being in Carnegie Hall for the first time was exactly that: surreal. When the students first sang in this historic hall—where Martin Luther King Jr., Ella Fitzgerald, The Beatles, and countless other icons once stood—Alayna Shepherd said, “The chills I got while standing up there were crazy. My favorite split seconds were right between the cutoff of a song and the applause. It just rang through the whole hall.”

Jack Demo (’25) loved every minute, and said, “Getting to sing with an entire group of guys rather than just a few gave

me a whole different experience that was quite enjoyable. I felt much more comfortable to test and try new things.”

This exciting trip was not all work and no play, however. Our hotel was in the heart of Times Square, and we had great chaperones to help students get around. Our itinerary included visiting the Top of the Rock (Rockefeller Center) on Friday night, the World Trade Center, and the Statue of Liberty. We also had time to see *Hamilton* on Broadway, attend a church service, go to the Museum of Natural History, spend time with friends eating pizza, gelato, and bagels, and people-watch in Times Square! There was plenty of great food and fun to go around. The students, regardless of grade level, bonded so closely and came home buzzing with excitement.

Max Demo (’27) reflected, “It is crazy to think how much of a family we are at Geneva, and how much trust we have in each other. We were pushing one another, laughing, sharing food . . . I don’t think I’ve ever been in a group of kids this close. I am truly blessed to be in this choir group at this school.” Music brings people together in incredible ways, and we saw evidence of this over and over on this trip. The memories and friendships made will last a lifetime.



2025 FineArts Festival

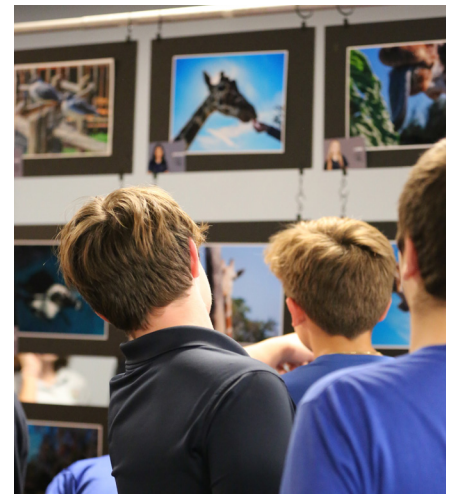
On Friday, February 28, Geneva held its second annual Fine Arts Festival! This year's festival opened with an assembly, where the Merely Players gave a sneak peak of Knight of Comedy, and the Ladies Choir performed a song. From there, students and teachers rotated through four unique galleries showcasing Geneva students' achievements in drawing, painting, chalk art, linocut, photography, and more. Each gallery also featured a different rhetoric performing ensemble, including Rhetoric Choir, Ladies Choir, Rhetoric Orchestra & Chamber Orchestra, Rhetoric Band, and Guitar Orchestra, performing their spring repertoire.

Our eight chalk artists, led by Mrs. Bradon, got an early start on their pieces and worked on them throughout the day. At 3:00 pm, all students gathered in the picnic area to see the finished chalk art and hear from our spirited Geneva Jazz Band!

This year, students in fifth through twelfth grade got to walk through the galleries and enjoy the performances. We loved giving fifth through eighth graders a sneak peak into what they can look forward to in rhetoric school at Geneva.

That evening, we hosted our first Art Fest Patrons Party, which allowed parents and friends to view the galleries and hear live music. Throughout history, the fine and performing arts have been promoted and buffeted by generous patrons, and Geneva is no different. Thank you, parents and friends, for your support of the fine and performing arts at Geneva!

If you would like to be involved with next year's festival, please email Mrs. Noble and Mrs. Bradon to see how you can participate: acnoble@genevaschool.org; sfbradon@genevaschool.org.




Save the Date: 2026 Art Fest and Patrons Party is Friday, February 27.

Off to the Races

The Geneva School Annual Auction Gala

MARCH 29, 2025



An auction, like a Kentucky Derby, requires countless hours of preparation from hundreds of people with different gifts. Jockeys, veterinarians, owners, trainers, groundskeepers, food vendors, landscapers, and florists are just a few among the countless roles that must be played well in order for the Derby to run smoothly. Likewise, the auction requires item donors, caterers, table sponsors, graphic designers, event software programmers, guests, speakers, volunteers, and an auctioneer in order for the evening to be a success!

There is one other critical role at the Derby: the role of the horse. We all know Secretariat, the famed Triple Crown Winner, who remains one of history's favorite horses. Here is what one historian wrote about Secretariat:

He was really good at running the short races, but they didn't know if he had the endurance in him to run the longer races. When that longer race came, Secretariat was allowed to run to his passion, and he ran 31 lengths past all the other horses, and to this day the record has never been broken. Secretariat had a 22-pound heart and won many races; a normal horse's heart is 9 pounds. No one knew how large his heart was back in 1973, but what we know now is that Secretariat's heart was incredible. Not only in size but his will to win, and the ability to synthesize oxygen quicker and longer than any horse we know.

In the case of the auction, the other critical entity in play is the school community. The Geneva School and Secretariat share a couple of common characteristics that, I might argue, help account for each one's respective success. The Geneva School community has a passion for the mission of the school just like Secretariat demonstrated a passion to run. The Geneva School community displays a huge heart, as did Secretariat. Often, it is only in being challenged that one tests the mettle of their abilities. This year, the Geneva community had the opportunity to test our mettle, and the passion and huge heart of this amazing community translated into raising mission critical funds that directly and immediately benefit the students: guests lifted paddles high and laughter filled the tent as over \$650,000 was raised. THANK YOU! Thank you to each person who gave of their time, talent, and treasure. I pray that God continues to use, bless, guide, and sustain all of us in order that we have the strength, endurance, humility, and wisdom to continue running the race that he has called us to run—shaping generations of students by inspiring them to love beauty, think deeply, and pursue Christ's calling in their own lives, families, churches, and communities.

Gratefully yours,
Katie Deatherage





Tami Corman

INTERVIEW



Jenna Bagnoli, TGS Director of Lower School K4–2nd Grade, sat down with Tami Corman, one of our first grade teachers. We are delighted to share her insight and enthusiasm for Geneva's Christian classical education with you.

Who is Tami Corman? She is a wife of thirty-nine years; a mother of a son and daughter-in-law, and a daughter and son-in-law; and a grandmother of three. She was born and raised in Pennsylvania. She has her bachelor's degree and master's degree in education from Shippensburg University. Her favorite color is lime green. She and her husband love to go to the beach, work out, run, bike, and spend time with friends and family. The book she has read multiple times is *The 4:8 Principle: The Secret to a Joy-Filled Life* by Tommy Newberry. If you know Tami at all, you have seen her smile; she loves life, people, listening to others' stories, and, most of all, Jesus.

JENNA BAGNOLI

Good morning, Tami! We are excited to share a bit about your experience at Geneva with our families. How long have you been teaching, and how long have you been teaching at The Geneva School?

TAMI CORMAN

I have been teaching for twenty years; I have been teaching at Geneva for three years.

JB

Wow, that is awesome! As you think about your time at Geneva, what are three things you love or that excite you about teaching here?

TC

The most precious thing to me about Geneva is the community: the relationships between the students and their families, the faculty, and the staff and the administration. I just love to be a part of supporting families. I love how, at the foundation of what the school does, the priority is putting God first and discovering

what God has called each child to do. And honestly, seeing my students' sweet faces every day brings me the best joy and fulfillment, knowing that they love to come to school. They know they are loved, and they are excited to learn about Jesus. I treasure watching them gain knowledge and wisdom.

JB

That is wonderful! How do you envision your role as a teacher, or how would you describe what that role looks like to you?

TC

I have always believed my first role is being a partner with families; a child's family is the first best teacher for that child, and I see myself as a supplement. I want to provide the best educational experience for each child for that year. I want each day to be the best; each day counts, no matter if it is the beginning of the school year or the very end of the year. Another role I see for myself (and one I love) is helping the children realize their ability to stretch their thinking into higher levels that they did not even know they could reach. It is a gift to nurture them as they begin to understand who they are in Jesus and to recognize all the gifts and talents that they have been given from him. Each child has special gifts and talents that nobody else has, as we are each uniquely made, and the Lord will help us use those gifts and talents for his glory. I encourage the children to recognize that they are pretty special, and they can use their gifts and talents to make the world a better place as they strive to be the best that they can be for Jesus. I desire for them to follow him and learn to love like him, to be the hands and feet of Jesus, using their words to speak life into people. They are powerful little people, and I tell them they can make a difference with adults too, even at age six or seven years old. It is important that they begin to understand they can really make a difference and have an impact in someone's life. When they hear that, they start to sit up taller and really focus on every word that I say about that, and that is the best gift that comes to me. I take this role very seriously.

JB

You are very good at helping them recognize their gifts and talents and encouraging them in that. What are ways that you see students flourishing because of the classical curriculum at Geneva? And since you have plenty of experience teaching in nonclassical schools, what are some things that set Geneva apart or that you really love about how a classical curriculum impacts first grade students?

TC

It is just amazing. My first year here, even though I was new to the classical model, it fit like a glove for me. I thought, "This makes total sense!" I wondered why more schools are not teaching like this. I love how we focus on the teaching methods that have passed the test of time, things that are good and true. Children

thrive in the classroom using the classical method, which has been proven over time. And at Geneva, the Christian aspect integrates everything as it educates and nurtures the whole child: mind and spirit, academically and spiritually.

JB

How do you see children's faith growing as a result of the curriculum, the people here, and the school culture?

TC

Having Bible lessons first thing in the morning with my students is very important to me, and it is amazing every day. Often, I get to see them refer to the Bible lesson that we learned, and they remember what they have been taught. When they see a friend struggling or someone hurting, they will offer to pray. They will pray a particular verse or words that we talked about during the Bible lesson. I have seen children come to school who are quieter, but they realize that they have a voice too! And they grow in their confidence and realize God loves them. One of the greatest things is to watch them realize how much they need to have Jesus in their lives to be strong; they see that we can be strong physically but that we also need to be strong spiritually. They begin to understand that when they pray, they are just talking to Jesus. They begin to understand how to treat their friends, really demonstrating with their actions that they care. They come alongside one another, put their arms around one another and ask, "Are you okay?" as they learn to read another child's face and respond to him or her. I tell them that memorizing Bible verses is something that nobody can ever take from them because when they memorize a verse, it will always be there in their hearts. I remind them that when they may not have a Bible nearby, they can always recite a verse, and they tell me, "That is a great idea!" It is so cute to see them realize that is why we do that. It helps us build our spiritual muscles so we can be stronger. We want to build our muscles physically, but our spiritual muscles are so much more important.

JB

Absolutely! You also do such a good job bringing what Dr. Kapusinski (assistant head of school) talks about during chapel into your classroom and integrating that into your conversations. It is so lovely to see that they get these messages from you, from their LAMPS teachers, and from Dr. Kapusinski.

TC

We all continue to bring that to the forefront for them. They love chapel!

JB

In what ways do you witness students being prepared for dialectic and rhetoric school, even as early as first grade? What are some of the things that first grade teachers do to help prepare them for that?

TC

Before students give their animal monologues in the fall, they study all of the Florida animals and choose one of their favorites. They each research an animal and then create a monologue with the assistance of their families, of course, but whether it is a poem or a song or a speech about that particular animal, the courage that it takes is incredible. We work on expression, and we work on speaking skills and what it looks like to stand in front of families and friends and an entire audience. They learn how to perform and to display their wisdom and knowledge in front of others. It is, hands down, the best thing that can prepare them to feel more confident about themselves, to understand that they can take information they have learned and explain it to other people. After this performance, they are on their way. Later in the year through first grade's Peter Rabbit play, they continue to focus on memorizing lines and being prepared to listen to others and work together to make the performance a great play. They realize they need each other to put on a great show for everyone. We talk about being a family in school, a team in school, and how that cooperative work will carry on in later grades too. That is how we do life well because we have to do it together.

JB

What is your favorite thing that you get to teach in first grade, whether it is a story or history or history fact?

TC

Students performing the animal monologues on the Florida animals is probably my absolute favorite. I love Florida. This is my home now, and this state is an amazing place. In class, we do a deep dive on the Florida animals, and they discover the components that make them different. Then I love to see the children stand up (in the beginning of first grade!) in front of their families and

friends after they have done all that work and perform their animal monologues all by themselves with such confidence, eloquence, fluency, and expression. It makes me so emotional and melts my heart; it is amazing to see how much they grow even in just a couple weeks. That is my favorite thing. It ties into their study of God's creation; they learn how great he is and how beautiful he is, and how he makes these animals for us to enjoy. The animal monologues tie it all together: science, Bible, and history.

JB

I have an easy question for you. What are some books that you would recommend to the community?

TC

I am an avid reader, so my library at home is packed with books, and I am very much an advocate of certain books for families. Social and emotional intelligence are probably the top indicators of early childhood success, but it is also true for adults. If children do not develop emotional intelligence at a younger age, it affects them into their adult lives as well. One very important aspect of this is prayer, and in my classroom, I teach children what prayer is and how to pray. I have been very involved in Moms in Prayer over the years (I was the leader for many years in Pennsylvania), and I believe that praying for the families of students is one of the best gifts I can give these children and their families.

Here I share some of the books I love for parents and children.

JB

Thank you so much for being a part of the Geneva community, Mrs. Corman. We love you!





FAVORITE *Books*

Wisdom and Eloquence for Parents: How Classical Christian Education Can Transform Your Children, Your Family, and the World
by Robert Littlejohn and Charles T. Evans

Shepherding a Child's Heart by Tedd Tripp

Praying Circles around Your Children
by Mark Batterson

Parenting: 14 Gospel Principles That Can Radically Change Your Family by Paul David Tripp

Habits of the Household by Justin Whitmel Earley

"Don't Make Me Count to Three!" by Ginger Hubbard

Raising an Emotionally Intelligent Child
by John Gottard, Ph.D.

The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness
by Jonathan Haidt

What Every Child Should Know about Prayer
by Nancy Guthrie

Everything a Child Should Know about God
by Kenneth N. Taylor

The Complete Brambly Hedge by Jill Barklem

James Herriot's Treasury for Children by James Herriot

A Bear Called Paddington by Michael Bond

Frog and Toad Series by Arnold Lobel

Little Bear Series by Else Holmelund



1

AROUND THE TABLE

Food sustains us, literally. But food also nourishes us physically, spiritually, and socially. Food is a tangible representation of different countries, cultures, and time periods. Joining one another around the table strengthens relationships with family and friends as it gives time for sharing stories and experiences; breaking bread at the Lord's Supper draws us into a closer union with Christ; and feasting together can teach us about different cultures, tastes, and customs.

We want Geneva students to value feasting together so that they may continue to value the experience of breaking bread with friends and family far beyond their days as a Geneva student. As part of the curriculum across the lower school grades, students share meals not only as a culminating event but also as a way to grow closer to one another; to experience history or literature in a personal and meaningful way; and to see, touch, taste, and savor what they have been learning about. These meals provide opportunities for laughter, conversation, and memory-making that build a strong foundation for student relationships as they continue on their Geneva journey.

FOURTH QUARTER FEASTS

1. George Washington's Birthday (5th Grade)
2. Egypt Day (2nd Grade)
3. Peter Rabbit Play Cast Party (1st Grade)
4. Breakfast with Mr. and Mrs. Beaver (3rd Grade)
5. Knighting Ceremony (4th Grade)
6. K4 Seafood Tasting





DUKE CARPENTER



CHLOE INCINELLI

LET'S GO KNIGHTS!

SPRING SPORTS WRAP-UP



LORALEI FLORES



CONNOR BURNS

VARSITY SOFTBALL

COACH JARED INCINELLI

The Knights softball team had a historic season this year. Offensively, they were a juggernaut, setting team records for total home runs (21), triples (25), runs per game, and highest-ever team batting average (.414). The pitching staff was also stellar, setting records for most strikeouts in a season (210), least number of hits surrendered (62), and lowest team earned run average (2.5). Combining this offense with incredible pitching and defense, the team is sitting at a 20–3 record. They recorded wins versus several large school programs, including Lyman High School and Winter Park High School. The team also defeated The Master's Academy four times, and both Lake Highland Preparatory School and Orangewood Christian School two times.

Players on the team who had a standout year include Emma Bastian, who hit for a .530 average and set a school record with ten home runs this season. Lura Shepherd played great defense and was a key fill-in running the bases. She also recorded the first double of her career. Another star was Chloe Incinelli, posting a .457 batting average and setting a school record with ten triples.



This season was a huge success for the program. After winning the district championship, they secured wins in the regional quarterfinal and the regional semifinal. The Knights softball team defeated Foundation Academy in the regional final, 5–3, to move on to the State Final Four. After defeating Miami Christian to move on to the state championship final, the girls lost a hard-fought game to Evangelical Christian. The Knights softball team can be very proud of this season: their hard work and grit led them to a state championship game and the title of state runner-up.

TRACK & FIELD

COACH BILL CASHMAN

The Geneva track & field season was full of record-breaking moments! The girls team won the district championship, which is a first in Geneva history for either the boys or the girls team. The girls who ran the 4 x 100 m relay gave incredible performances, smashing their own record for the fifth time this season. Lilyanna Duvra also had record-setting performances this season in the 100 m, with a time of 12.46; Lilyanna also won the 200 m in the district championship, setting a school record with a time of 24.85. Lorelei Flores set a record in pole vault, jumping 3.61 m (11'10") and was ranked second in the state. Other record-breaking performances from the girls team include the triple jump, discus, and shot put.

At the regional meet, Lorelei won her third straight regional championship in pole vault, and Sophie Heidmann was second, qualifying both for the state competition. The Knights had qualifiers in shot put, 100 m, and 200 m. The girls 4 x 100 m relay (Lorelei Flores, Scarlett Newhartz, Jade Lindsay, and Lily Duvra) set their seventh school record of the season, running 50.11 and finishing third. Lily also qualified for her fourth event of the day in the long jump. The girls set several personal records as well.

The boys team had a great year as well, finishing third at the district competition. Michael Sharp and Baker Costar traded the javelin record back and forth throughout the season, surpassing the 40 m mark several times. Duke Carpenter destroyed the discus record several times, throwing well over 150'. Max Demo and Garret Fredericks both qualified in the 110 m hurdles and the 400 m hurdles. Even with a very young squad, these young men have been competitive in all events. Nathaniel Alilin and Jess Lauretta qualified for the 100 m in the regional meet. Jess and Taylor Mitchell qualified in the 200 m.

At the regional meet, Max qualified for the state competition in pole vault. Duke continued to set new records in the discus, throwing 50.84 m (more than two meters farther than his previous record!). He was second in shot put, qualifying in that event as well.

At the state championship meet, The Geneva School saw a spectacular finish to a great season. The track & field team made its presence known, earning a record thirteen medals—the most in Geneva's state championship history! Lorelei earned her third consecutive silver medal in pole vault. Duke



MAX AND JACK DEMO



KENSEY CHAMBLEY



CAROLINE COSTAR



MARIA SENEFF

won a bronze medal in boys discus, and he followed up with three school-record throws in shot put (14.63 m / 48 ft.) for a fifth-place finish. Julia Cota and Sophie Rawlings placed fourth and fifth in girls shot put. Jade Lindsay set a school record and earned fifth place in the 100 m (12.38). The girls 4 x 100 m relay team set another school record and broke the fifty-second barrier (49.58). These girls set eight school records this year! The girls team finished in fifth (out of fifty schools), the highest-place finish in Geneva's history. These young athletes should feel proud of a job well done this season.

BEACH VOLLEYBALL

COACH JACKSON BENJUMEA

The varsity beach volleyball team finished the season with their best record yet, with eighteen wins and four losses. With more players available and eager to play, the Knights had the opportunity to send two teams to the Sunshine State Athletic Association Tournament, which took place over two days on one of the hottest weekends of the season. A key moment in the tournament that provided a clear example of perseverance and determination was the semifinal match in the gold division. Lines 1 and 2 split, leaving it up to our third line to earn the win for the team to move on to the final. Scarlett Newhartz and Kensey Chambley were halfway through the match and in the lead, but Kensey went down with a knee injury and seemed to be unable to continue. After having an alternate player warm up, and a five-minute medical break for Kensey, Kensey recovered and pushed through to eventually win the match and take the team into the final for the gold division. Although the team lost in the final for the gold division, it was an incredible match! And just as spectacular, Geneva's second team took first place in the silver division. Newcomers Ivie Fraser and most-improved-player Mary Gross went undefeated in the whole tournament. Winning state runner-up and first in the silver division proves the beach program at TGS is headed in the right direction.

The team also participated with FHSAA (Florida High School Athletic Association) and earned key victories over Timber Creek High School, Lake Howell High School, and Lake Nona High School. In the district tournament, the beach team lost in a hard-fought match with Lake Highland Preparatory School, with a score of 3-2. Throughout the season, the Knights were resilient and determined, and they showed great potential! Players improved through hard work, and chemistry between partners flourished.

The junior varsity beach volleyball team went undefeated this year! The team was made up of five pairs and five alternates, and everyone contributed to the success of the season. The team understood key concepts quickly and developed fundamental skills with ease, adjusting to the elements of sand, sun, and wind that make beach volleyball a challenging sport to master. The girls defeated Lake Howell High School, The Master's Academy, and Orangewood Christian School, to name a few big wins. The beach volleyball team has seen tremendous growth and has a great future ahead with the group of young ladies who participated on the junior varsity team this year. They are hard-working, dedicated, and eager-to-learn athletes, who are sure to win big in the future.

VARSITY BASEBALL

COACH BOB DOWN

The Geneva Knights baseball program had a historic season this spring. Varsity baseball finished the year with a record of 17–7, which was capped off with a trip to the regional competition. The seventeen wins is one of the winningest seasons in school history and set a new program record for victories. After starting the season 1–1, the boys riddled off fourteen consecutive wins. The Knights' success was headlined by individual accolades as the team had four players named to the all-district team; huge congratulations to Trent Johnson, Jeremiah Kavanah, Luke Shaw, and Tyson Hilliard.

The Knights' success was truly a team effort. The team posted a .305 batting average, a .450 on base percentage, a 3.42 earned run average, and .931 fielding percentage.

With only one senior and a majority of the starters set to return, the Knights are poised for another great year in 2026.

Geneva baseball program success was not confined to just varsity; middle school baseball dominated as well, with a 4–1 record. Led by a trio of seventh graders, the middle school boys met the standard of success, and solidified baseball as a dominant winning program.



TRENTON JOHNSON

TENNIS

COACH LUKE RUSSO

GIRLS TENNIS

The Geneva girls tennis team had another exciting and successful season in 2025. With full varsity, junior varsity, and middle school lineups, the program continued to grow in both size and strength. The varsity girls were crowned district champions after a season marked by resilience and growth. The middle school girls finished second in the district, while the JV girls posted a strong 6–3 record, highlighted by a huge win over the defending state champions, Lake Nona.

The varsity team started the year with tough losses to Trinity Preparatory School (2–5) and Windermere Preparatory School (1–6) in February, but their daily practices and constant support for each other paid off. By April, they had turned things around, defeating both teams to win the district title and advance to the regional finals. In the district tournament, Corrie Arguna and Astrid Feeny each won their singles lines, while Audrey Solis and Corrie Arguna captured the title at line 2 doubles. Each player's strong performance advanced the team to the regional competition, where they faced Windermere Prep once again and came out on top with a decisive 5–1 victory—redeeming their earlier loss in impressive fashion.

This was the largest girls tennis team Geneva has ever had, with a total of twenty players across all levels, including seven new additions. The girls showed tremendous effort, growth, and team spirit throughout the season, and the coaches were incredibly proud of how far they came.



ASTRID FEENY

BOYS TENNIS

The Geneva boys tennis team also delivered an outstanding season in 2025. The varsity boys played a challenging schedule and rose to the occasion, earning big wins over state finalist programs such as Lake Mary High School, Winter Park High School, and Lake Highland Preparatory School. They went undefeated in district play, winning every match 7–0. The varsity boys finished the season with a 13–3 record, were named district runner-up, and advanced to the regional finals. The junior varsity boys also had a strong showing, finishing with an 8–1 record. Meanwhile, the middle school boys turned early setbacks into success, starting the year with a 6–1 loss to Lake

Mary Preparatory School and flipping the script with a 6–1 victory over the same team in the end-of-season tournament.

Jacob Cross and Rafael Stahl were standouts, winning the district doubles title and advancing to the FHSA State Final. In one of the most competitive matches of the season, they lost in a tiebreaker to the eventual state champions, falling just two points short. Rafael Stahl also qualified for the state singles tournament as the top-ranked player in the district, reaching the quarterfinal.

This year, the boys program grew to twenty-three players across all levels, reflecting the strong momentum and continued development of Geneva tennis. It was a phenomenal season for a young and determined group of athletes, and the future holds great things for this talented group of Knights.

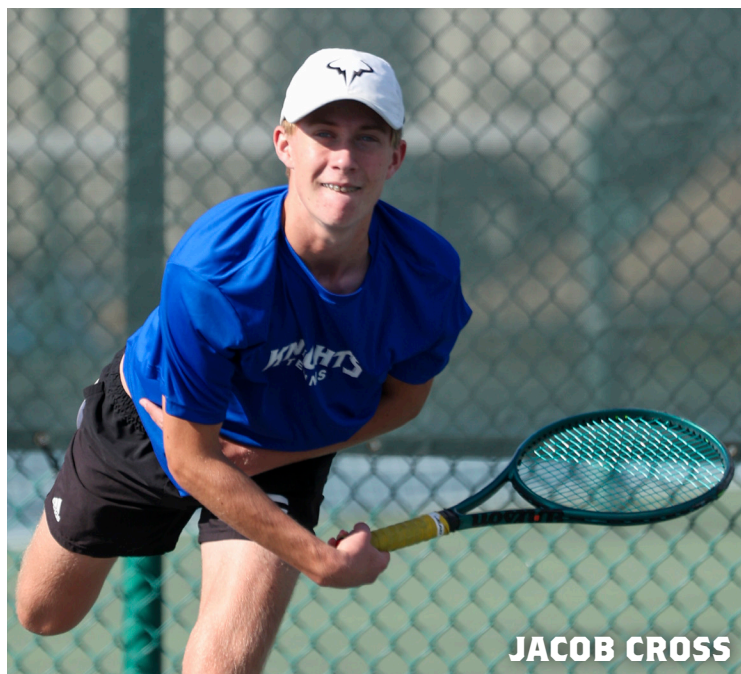
ARCHERY

COACH ANNMARIE HAMILTON

The Geneva School's archery teams enjoyed a highly successful and competitive season marked by strong performances, steady growth, and standout finishes at every level of competition.

The regular season opened on February 1 with team wins for both varsity and middle school against multiple opponents. Top varsity performers included Connor Burns, Matthew Sharp, Livi Blackwell, Hannah Hadlock, and Macey Campbell. Middle school standouts were Andrea Bonilla, Quentin Reali, Oliver Anders, Nicholas DeGroot, and Hayden Ellis. On February 22, the teams continued their strong showing with additional team wins. Varsity's archers of the day were Matthew Sharp, Macey Campbell, Annie Moon, and Elliot Myers, while middle school was led by Oliver Anders, Andrea Bonilla, Anne Bix, and Nicholas DeGroot.

At the conference championships, the middle school team placed second overall. Notable achievements included Nicholas DeGroot's silver in singles, and a fourth-place finish for the triples team of Oliver Anders, Hayden Ellis, and Andrea Bonilla. The varsity team placed third in their championship meet on March



JACOB CROSS

29, with second-place finishes for Connor Burns and Macey Campbell in singles, and a fourth-place finish in triples for Livi Blackwell, Matthew Sharp, and Hannah Hadlock.

The state tournament on April 12 was another high point. In the top division, Connor Burns earned first place in rankings, while the boys varsity team finished third. The boys second division team won the state championship, with Joshua Hou and Elliot Myers earning silver and bronze, respectively. The girls second division also shone, with Jada Benton winning bronze and her team finishing second overall.

Capping off the season, both high school and middle school teams competed at nationals on May 10. Livi Blackwell earned bronze in the girls top division, with a personal best score. Multiple archers posted top-fifteen finishes and personal records, while team standings included second for girls high school (top division), third for girls high school (second division), and several other top-six finishes across divisions. The season reflected the teams' dedication, talent, and rising strength in competition.



JOSHUA HOU



LIVI BLACKWELL



ELLIOT MYERS



THE GENEVA SCHOOL

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