

FALL 2018



ST. PATRICK'S PRESS



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ISSUE

Class of 2018
Commencement

The Campaign for
St. Patrick's at Sixty

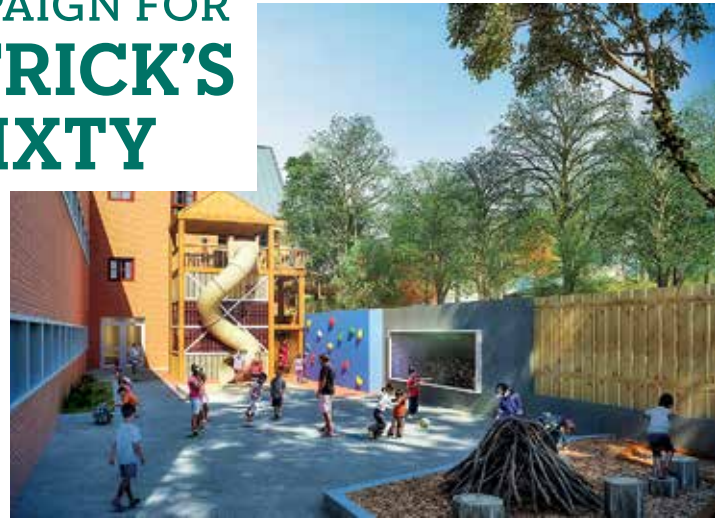
Wolfhound Watch
& Sportsmanship
Award

2017-2018
Annual
Report



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THE CAMPAIGN FOR ST. PATRICK'S AT SIXTY



The Campaign for St. Patrick's at Sixty Active, Growing, Changing

The Campaign for St. Patrick's at Sixty is a \$4-million effort that will:

- Create a full-size middle school campus at 4590 MacArthur Boulevard, NW
- Redevelop Nursery School & Kindergarten Playgrounds and install Sports Deck on the Whitehaven Campus
- Create two new Design & Collaboration Labs for students and teachers on the Whitehaven Campus

In honor of our sixtieth anniversary, the Campaign for St. Patrick's at Sixty will raise \$4 million to further goals of the current Strategic Plan. These projects will strengthen the current educational experience of all of our students as well as build a range of capacities that will allow the Day School to move forward with agility, substance, and grace in a rapidly changing world.

CAMPAIGN CO-CHAIRS

Allison and Kai Reynolds (Tia '17, Hudson '21, Ava '23, Georgia '23)

Mae and Ande Grennan (Anderson W'15, John ex. '20, Emeline ex. '21, Thompson '24, William '27)

Please contact Assistant Head of School for Development Suzanne Burrows at 202.342.7005 or BurrowsS@stpatsdc.org for more information. Naming opportunities are available.



FALL 2018

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ON THE COVER: MacArthur Campus students engage with high-quality literature both in the humanities classroom and through literature circles, small reading groups that meet weekly with a faculty or staff mentor who joins them in reading and discussion. **Pictured from left to right:** Giles Kevill, John Zegger, Isa Rodriguez, Elice Lebedev, and Wesley Solomon, all '20.

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FROM PETER A. BARRETT, HEAD OF SCHOOL

Twenty-Five Years On, St. Patrick's Certainly Looks Different, but Does It *Feel* Different?

A few months into my 25th year at St. Patrick's, I reflect with gratitude on the community that has built and sustained such an amazing setting for teaching and learning across the more than 60 years that the Day School has been educating young people. Of course, it is those young people themselves, 470 this year, for whom this community exists and who, in turn, breathe their life, energy, and spirit into it. Similarly animating the community are the talented and dedicated faculty and staff, now 112 strong, who have chosen to spend their days with our students, to challenge and engage them and, in doing so, to make clear to those students that they are, in the language we prefer here, "known, loved, and respected."

In part because we enroll children as young as three years old and in part because St. Patrick's is just that kind of place, Day School parents are never far away, and their commitment and generosity of spirit also energize this community—in support of their children, in support of the important work that we do here, and in support of the many activities and initiatives designed to promote our collective health and well-being as an institution. They are Trustees, Parents Association officers, Room Parents, and Back-to-School Night attendees. They are Family Fun Day, Book Fair, Grandparents & Special Friends Visiting Day, Gifts for Good, and Auction volunteers. They help their children make trail mix, soup, and sandwiches for those who are homeless in our city and then deliver the food to those individuals on the street. They get their children to school, generally on time, cheer on their teams, and delight in their performances.

This Fall Edition of the *St. Patrick's Press* offers a look at all three of those key players in the building and sustaining of our community. Interested in a glimpse of what's on the minds of our St. Patrick's students? Spend some time with the remarks made by members of the Class of 2018 at their Graduation Dinner in June. We also report on year-end honors for three remarkable representatives of our talented faculty and staff, recipients of the Love of Teaching Award, the O'Neil-Carew Fellowship for Excellence in Teaching, and the Jeff Keffer Service Award. As for our parents, Commencement speaker and outgoing Trustee Manar Morales—mother of Jacob '15, Joseph '18, and James '21—has filled so many of the roles identified above. Please read her charge to last year's graduates in this edition.

These are the essential ingredients in creating the St. Patrick's School to which I was called 25 years ago, and they have remained so across the last quarter-century. Back then, St. Patrick's enrolled students in Nursery School to Grade 6 on a single campus. Now, we have a fully articulated middle school program, comprising Grades 6, 7, and 8, on a separate campus, in a wonderful building designed specifically for that program. Yet a third campus provides an athletic field and stadium complex that is the envy of our peers. On the Whitehaven Campus itself, the Gymnasium & Performance Center has replaced a much smaller facility tucked into the main Day School building, its characteristic curved corner and double-height ceiling memorialized in the Upper School Art Studio. It is difficult to remember that we didn't always have a stunning Elementary School Library atop a three-story addition on the west end of that building. And just this fall, an exciting new Design Corridor has

opened, with fully redeveloped Nursery School and Kindergarten playgrounds next to come.

So it is certainly true that St. Patrick's *looks* different than it did a quarter of a century ago. And to the extent that the expansion of grade levels, enrollment, faculty and staff, campuses, and facilities—our reach, if you will—provides a rather larger scale for our work, one could observe that it *feels* different than it did then. However, I wonder if any such difference in feel actually holds up.

Throughout my more than 40 years as an educator, I have recognized, and relied upon, the power of language in how we describe the nature of our work, in how we strive for precision and depth of understanding in that work, and in how we knit together a community around it and in support of it. Indeed, in offering the concept of Exceptional Literacy as the "larger purpose, standard, and destination" for our work 20 years ago, I wrote, "The spoken and written word enables human beings to interact with, understand, and influence the world around them, hence the primacy of an exceptional literacy for our students. The ability to comprehend and to organize the spoken and written word, and the struggle to accomplish that sometimes difficult task, prepare an individual to understand and communicate effectively with others, to seek new knowledge, and to fulfill a greater sense of personal responsibility."

I believe that how we talk about the work that we do really matters. The language on which we rely not only describes that work but shapes that work, as long as the language is sincere, is genuine. And I believe that the

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Kindergarten students—from left to right, Soliana Tesfalem, Clara Frost, Zoe Jones, Jonathan Young, and Alexa Reishman—captured during recess on the Across-the-Street Playground.

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THE CAMPAIGN FOR ST. PATRICK'S AT SIXTY

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Campaign for St. Patrick's at Sixty Enhances Whitehaven Campus

St. Patrick's is indeed full of activity, as students who have attentively watched all of the construction on the Whitehaven Campus this fall can attest. In honor of our 60th Anniversary, the Campaign has supported the current Strategic Plan through four key projects. The new MacArthur Campus, designed for a full-sized, innovative middle school program, opened in September 2017. Adjacent Design & Collaboration Labs for students and faculty on the Whitehaven Campus became available this fall, and the redeveloped Nursery School and Kindergarten playgrounds, hampered by permitting delays and an incredibly wet late summer and early fall, will be opening soon. Work begins on the new Sports Deck, adjacent to the Gymnasium & Performance Center, during spring break, with projected completion in advance of the 2019–2020 school year. Having raised 90% of the **\$4-million** goal, the Campaign seeks to push past that goal set three years ago, given the reality of rising construction costs. We are incredibly grateful to the more than 100 members of the St. Patrick's community who have generously supported the important capital facilities improvement goals of the Campaign thus far and invite those who have not yet participated to invest in St. Patrick's.

These upgraded facilities will enhance the educational experience for all of our students and strengthen the position of the Day School well into the future. We are deeply gratified to see the results in action at the MacArthur Campus. It is a bright, contemporary space designed specifically for young adolescent learners that can fully accommodate the current student body in Grades 6, 7, and 8 and support modest growth over time. Students appreciate the open floor plan and modern furnishings as they mature academically and socially. Teachers are similarly enjoying the instructional opportunities provided by the new building to enrich an already innovative program with integrated studies and collaborative, project-based learning. After successfully delivering on the first project of the Campaign for St. Patrick's at Sixty, we are thrilled to reignite the community's excitement as students and teachers are now putting the Whitehaven Campus projects to good use for highly engaged teaching and learning. Let's explore in greater detail how the facilities improvements substantively enhance the program from the viewpoint of our faculty.

We invite you to join us in the Campaign by making a gift today.
For more information or to discuss this capital fundraising initiative,
visit stpatsdc.org/community/giving/campaign
or contact Assistant Head of School for Development Suzanne Burrows
at 202.342.7005 or burrowss@stpatsdc.org.



“The endgame is to emphasize the collaborative nature of learning for our students and build their capacity for flexible thinking and the ability to experiment and revise approaches to solve problems.”

—Elizabeth Markowitz,
Art Teacher and
Design Thinking Specialist
& Design Lab Coordinator

DESIGN & COLLABORATION LABS

Design thinking and creative problem-solving are evident in abundance across the St. Patrick's educational program. You may be familiar with the Leprechaun and Gingerbread Baby Traps designed collaboratively by Lower School students in homeroom units to solve storybook problems. Day School families built marble runs and designed Jamestown monuments in our temporary design lab on Parents Visiting Day last year. The Tinker Space, available both before and after school in Grades 3 to 5, has offered students an opportunity to expand and share their construction, engineering, and design skills for a number of years.

With the opening of the MacArthur Campus last year, Grade 6 joined Grades 7 and 8 at 4590 MacArthur Boulevard, NW, to form our middle school program. As Grade 4 homerooms moved upstairs to the vacated Grade 6 classrooms on the Whitehaven Campus, we opened up precious physical space. The former Grade 4 classrooms were thus reconfigured this summer as inspiring Design & Collaboration Labs.

The new Design & Collaboration Labs, one for students and one for teachers, support the development of a culture of creativity, collaboration, and innovation. Art teacher Elizabeth Markowitz, the Design Thinking Specialist & Design Lab Coordinator, is taking the lead in this work. The labs expand valuable learning opportunities for students and teachers and remove hurdles to engaging in even more such projects. A wide-open, intentional space for design challenges fits the way elementary-age children typically address these types of projects. To create, they spread out their materials and array themselves across a table or on the floor. Additional storage space allows for a broad range of materials to be at the ready, giving all students easy access to the appropriate

materials to manipulate, build, and create. Teachers more fluidly follow student interests and build upon their understanding to move to the next concept or related theme.

The designated spaces refocus community energy and shift students to a frame of mind conducive to creative work. Crossing the threshold of the Design & Collaboration Lab allows the student to focus on appropriate risk-taking and testing and iterating approaches that result in successful problem-solving. Students collaborate according to skill sets or preferences towards a common goal. As a team, one student may design the component circuit board while another constructs the overall assembly to complete a project or solve a problem. Elizabeth observes, “Teachers are excited to see students shine in different ways as they work thoughtfully with partners and grow ideas together, turning them into physical designs. Students build skills in planning, labeling, and constructing.” Students are empowered to innovate and gain confidence in their abilities and are given the opportunity to appreciate the gifts and talents others bring to the table.

The Design & Collaboration Labs are configured to grow with the program and expand to embrace robotics, circuitry, and programming. A nearby space, the Design Shop, accommodates woodworking, power tools, sewing machines, and other resources for student innovation. Science teacher Will Cook, who has partnered with Elizabeth in the past in the Tinker Space, is excited by the possibilities for students to engage in “mixed-age, unconventional, combinatory thinking.” Students learn empathy as they recognize that their peers have strengths that they may or may not share. Understanding and valuing what each student brings to the group strengthens the bond between and among students.



Will sees terrific potential for the Faculty Design & Collaboration Lab to facilitate professional sharing between faculty meetings, which may include demonstrations showcasing the potential of design curriculum work in the new space. Elizabeth describes the lab as “a hub for sharing of best practices, joy in our common mission, and modeling of lifelong learning. With consistent touchpoints and opportunities for connection, collaboration around curriculum design creates positive outcomes for faculty and student engagement.” This imaginative work will improve the teaching and learning in classrooms as well as the collegial esprit de corps among the faculty.

OUTDOOR SPACES AT WHITEHAVEN

Outdoor play and recreation are important to childhood development, physically, cognitively, and socially and emotionally. St. Patrick’s students spend a significant portion of their program day outdoors. Every day, Nursery School and Kindergarten students have recess at three different times, and Grades 1 to 5 classes have two opportunities for outdoor play. The gross-motor skills developed in active play are closely knit to the development of fine-motor skills in our youngest students. They learn to enjoy time with their peers, build relationships, and negotiate tricky social situations on the playground, in addition to enjoying the physical benefits of fresh air, exercise,

and a break from classroom activities. They return from recess refreshed and ready to take on the next academic challenge.

“The new design maximizes the use of space on the Nursery School and Kindergarten playgrounds and connects the two areas through the big-block play zone, allowing students to use both recreation areas more naturally,” said Head of Lower School Jenifer Congdon. Jen mentioned that beloved equipment features are maintained in the new design, such as the monkey bars, which serve as a rite of passage for Kindergartners. Places that invite imagination through a connection to the natural world and offer students quiet play possibilities are featured in the maze and treehouse structures on the Nursery School Playground and the log meeting area on the Kindergarten Playground. Active areas with embankment slides, swings, a climbing wall, and a broad, flat space for games complete the recreation opportunities. Head of Nursery School Paul Lorenzo-Giguere is excited that the topography is “tamed to allow ball play and trike riding.” Paul believes, “The new playground is a quintessential environment and leading example in the area’s early childhood development institutions of how young children can and will learn through play.”

The Sports Deck, coming late next summer, will be built on a platform above the parking pad on the west end of the



Architectural renderings of the Nursery School Playground. The redevelopment of this facility to provide a variety of inviting, engaging, and creative play spaces is nearing completion. The new and revitalized spaces will dramatically expand the outdoor play and learning for all students, thanks to the Campaign for St. Patrick's at Sixty.

Gymnasium & Performance Center. The Sports Deck will provide a flat, hard, all-weather outside surface currently lacking on the Whitehaven Campus. Accessible from either the inside of the Gymnasium or from a separate exterior entrance, it will provide flexible use during general recess or physical education classes for students Kindergarten and older. "There was a real sense that we needed a hard play surface for basketball and four-square games, and St. Patrick's responded to that need," said Assistant Head of School/Head of Upper School Dan Spector. While the space most directly benefits Grades 2 to 5 by expanding their recess options, Dan also anticipates that Grades 6, 7, and 8 will utilize the deck outside of the school day, for example for basketball practice on a nice day.

These projects extend and deepen the excellence of the programs we offer our young people while equipping the Day School to move forward with strength, agility, substance, and grace in a rapidly changing world. The Campaign ensures this generation, and future generations, of families that St. Patrick's will function at the best-practice level in every aspect of our shared life in academic classes, at play, and in preparation for high school. We invite you to make a gift to the Campaign and invest in St. Patrick's. Thank you!



IN GENEROUS SUPPORT OF ST. PATRICK'S

Kara and Tom Arundel, St. Patrick's parents for almost a decade, have been involved with the community nearly from their first day of school! From serving as Room Parents to Chairing the Annual Fund, Kara and Tom have always been part of the vitality of St. Patrick's. Tom, the Director of Digital Program Management at Marriott, and Kara, a special education reporter and author of a recently published book, *Raising America's Zoo*, are passionate supporters of the Day School.

Their two sons, Nathan '19 and Jack '22, began their St. Patrick's experience upstairs in the Nursery School, and Nathan now spends his days at the MacArthur Campus while Jack continues to learn and grow on the Whitehaven Campus.

The Arundels believe deeply in the mission and vision of St. Patrick's because the Day School has been—and continues to be—such a nurturing community for their sons to develop academically, socially, and spiritually. Kara and Tom are proud of their Wolfhounds and their progress through the years, which will culminate for Nathan this year as he graduates well-prepared for his high school experience. Jack is eager to follow in his brother's footsteps to the MacArthur Campus and the greater opportunities for creativity and collaboration that program provides for our older students.

"We made a meaningful commitment to the Campaign because we value the significant role St. Patrick's has played in the lives of our boys. The full-size middle school on the MacArthur Campus encourages Nathan to feel more mature and independent. The contemporary sophistication of the space really influences the classes. And Jack can't wait to play basketball and four square on the new Sports Deck next fall!"

The Arundels point to their confidence in the thoughtful leadership of Head of School Peter A. Barrett and Board Chair Kai Reynolds as determinative in their decision to invest in the Campaign and St. Patrick's. "Strong, mission-driven leadership at the school and careful strategic planning support the attentive work teachers engage in every day with our students. Improving the facilities will allow the teachers to be even more effective and make St. Patrick's an even stronger school for all of the students."



Director of the Writing & Learning Center Leah Corradi works with Nick DeSantis-Baugh '21 as he evaluates a website for his research paper on the Egyptian god, Ptah.

The Writing & Learning Center Advances Writing, Research, and Study Skills

With the opening of the MacArthur Campus in September 2017, St. Patrick's achieved one of the pillars of the most recent Strategic Plan. Our middle school moved to a single campus, housing Grades 6 to 8 "under one roof." This move had not only logistical benefits, but programmatic benefits as well. One of the most evident of this was the creation of our new Writing & Learning Center.

We believe that middle schoolers thrive when they are in control of their own learning.

The Writing & Learning Center is housed on the garden level of the MacArthur Campus. Comprised of five offices, each with humanities teachers and learning specialists as occupants, and a common space called a faculty cluster, the center is the hub of two of the most important parts of our middle school curriculum—teaching students how to clearly express their thoughts in writing and teaching students the essential executive-functioning skills needed for school and life success. The goal of the Writing & Learning Center is captured in the belief that middle school students do best when they can be in control of their own learning and, by understanding how to best learn and how to best express themselves, middle schoolers

thrive in the present and are prepared for the rigors of high school.

We also believe that giving them this control takes time. Each and every school day at the MacArthur Campus, teachers implement strategies to help students self-advocate, plan ahead, prioritize, reflect, and ultimately navigate, independently and successfully, middle school.

How do we help our students over time? Led by Director of the Writing & Learning Center Leah Corradi, and supported by the middle school learning specialists, the program includes study skills classes for students in Grades 6 to 8, individualized instruction for students who have executive-functioning and organizational needs, the development and implementation of individualized learning plans for students with learning differences, the planning and supporting of academic extension for students in need of greater academic challenge, and support and guidance for all students through writing work, either at student request or by teacher direction. All of these programmatic elements exist over the three-year middle school span, with incremental shifts toward students taking complete ownership of their work by the end of their time at St. Patrick's.



Librarian Jamila Felton presents to Grade 6 students on an AABC, a strategy students are taught to use to help them vet resources when conducting research.

This work is vital to a middle schooler's education, and we seek to partner with families in order to support one another in this work.

Through regular, clear communication, the Writing & Learning Center ensures that parents remain partners in this work, even as it supports students in their development of greater academic and personal independence. One example of the combined partnership and push for independence is evident in the homework policy on the MacArthur Campus. Early in the year, parents receive an email about the homework policy for middle school, which explains that in Grade 6, parents receive regular notifications about students missing homework but that by Grade 8, students are the primary recipients of this information, with parents receiving a secondary notification. Beyond the pragmatic elements of the school day, the Writing & Learning Center also offers parent programs to help parents navigate the middle school transition to greater student independence. Last year, the Writing & Learning Center hosted six coffees for parents with topics ranging from "Starting School Right: Supporting your Middle School Learner" to "Parenting in the Digital Age with Dr. Adam Pletter." This year, the center will sponsor another six coffees, again supporting parents as they help their children navigate these essential developmental years.

The creation of the MacArthur Campus has already had an impact that stretches beyond the increased space and movement under one roof. What has always been an extraordinary middle school finally has the ability to expand its program in ways that are best for middle school learners. With the Writing & Learning Center as just one example, it is clear that our students will be even better prepared for what lies ahead when they leave us for the high schools of their choice.

THE WRITING & LEARNING CENTER 2018-2019 PARENT COFFEES

FALL

Starting School Right
The Writing & Learning Center

Screens: How Much Is Too Much?
Dr. Edward Spector

Supporting Children through
Anxiety and Stress
Dr. Bonnie Zucker

WINTER/SPRING

JANUARY 16
Your Middle School Reader
The Writing & Learning Center

FEBRUARY 14
Your Middle Schooler's Brain
The Writing & Learning Center

APRIL 4
The Secret Power of Growth Mindsets
Mary Cay Ricci



Laugh & Learn: Continuing to Engage the Minds of St. Patrick's Faculty and Staff

Did you know that St. Patrick's has an accomplished bookmaker on staff? How about a professional singer and regular swing dancer? There are also experts on flower arrangement, furniture refinishing, and hand-lettering. Yes, our faculty and staff are obviously talented in the context of what they do each day at school, but they are also a diversely talented group well beyond our school's walls. Last year, art teacher and Design Thinking Specialist & Design Lab Coordinator Elizabeth Markowitz led an effort for faculty and staff to share their expertise with one another, and she offers some insight into that work below.

The mission of St. Patrick's states that we strive "to create a diverse and inclusive learning community of students, faculty and staff, and parents." While our primary focus is, and will always be, engaging and challenging our students, we are also lifelong learners and, in an effort to engage the minds of faculty and staff while also fostering a sense of joy among colleagues, we began a program called Laugh & Learn at St. Patrick's After Hours. As a learning community that includes adults, we began this program as a way for faculty and staff to learn from each other as we share the variety of skills we have developed and pursued as personal interests and hobbies. In its first year, 14 faculty and staff members led at least one hour-long after-school class, teaching a skill, sharing an experience, or providing an opportunity for colleagues to explore a new idea together. Since its inception in January 2018, more than 40% of the St. Patrick's faculty and staff have participated in more than 20 different classes.

One of the most exciting elements of the Laugh & Learns was seeing just how varied the expertise of our faculty and staff is. From flower arrangement to calligraphy to dance, many of us

have passions and hobbies that we enjoy, but we rarely share them with our colleagues. A number of us have also shared our expertise beyond the walls of St. Patrick's. This past summer, librarian Jamila Felton was awarded a residency in paper arts through the Pyramid Atlantic Art Center. Art teacher Stephanie Sack recently received a certificate in yoga instruction after a year of coursework and training. Music teacher Betsy Sebring not only sings professionally, but is a regular participant in her local swing dance community. Each of these teachers, accomplished in arenas beyond her school responsibilities, brought her passions back to school and, by sharing them in the Laugh & Learn courses, she helped colleagues further explore opportunities that can later be shared with our students.

Another wonderful element of the Laugh & Learn series was the recognition that our skills have been enhanced thanks to the generosity of the Parents Association Summer Study and Travel Grants and through school-funded professional development opportunities. Office manager Louise Hayes led a flower-arranging class after receiving a Parents Association grant. Art teacher Stephanie Sack offered glass-fusing lessons, while I invited faculty and staff to learn about furniture refinishing, each

Right: Academic Technology Coordinator Jonathan Fichter and Whitehaven Campus Office Manager Louise Hayes take part in a flower-arranging class.

Below: Art teacher Stephanie Sack; Assistant Head of School for Equity, Diversity, and Inclusion Erica Thompson; and Communication Associate Karolina Jewett work with accomplished bookmaker and librarian Jamila Felton on making hand-made books.



offering the result of skills from courses supported by St. Patrick's. In each of these examples, we also bring these skills back to the school to enhance the day-to-day experience of our community.

By learning together with our colleagues, we build connections through our shared experiences. In this environment, we see different sides of each other and appreciate qualities that we are not able to see daily. When asked to reflect on the Laugh & Learn experience, Grade 3 teacher Shannon Thomas, a frequent participant, said, "I really enjoyed the variety of options and, probably due to the variety, there is a diverse group of participants. Often there are attendees that I don't have the chance to see most days, so it was nice to share that experience with others." Similarly, Kindergarten teacher Karen Clement talked about the positive interactions with colleagues as they share their "hidden" skills. By building stronger, joyful connections with each other, our readiness to collaborate in our work for our students is strengthened.

Perhaps most exciting is that, beyond the specific skills that teachers learn, which they can apply in their classrooms, teachers experience the joy of seeing a valued colleague's expertise and the gratitude of learning new talents and ideas from one another. They engage with the range of emotions involved in

learning from peers—enthusiasm, a sense of accomplishment, vulnerability, risk-taking, and perseverance when challenged. Any time teachers are learners, they are reminded of the student experience and can apply these feelings to the experiences they create for their students in the classroom. In their reflection, Kindergarten teacher Karen Clement and former Kindergarten colleague and now-Grade 2 teacher Victoria Gangotena spoke about the "joy" of returning to the role of a student and having the opportunity to learn and explore materials that are new to them. Through the Laugh & Learn program, we live our mission of being lifelong learners and draw that reality back into the classroom.

We are thrilled to continue this program, kicking off the 2018–2019 school year with exciting new classes such as hand-lettering with Grade 4 teacher Davina Chu, drum circles with music teacher Anne Tyler, pumpkin-carving with Associate Director of Admission & Financial Aid Faye Turini, and nail art with Grade 3 teacher Rachel Levin. It has been exhilarating to have the enthusiasm for learning and risk-taking grow in the St. Patrick's community—drawing in new participants as we offer fresh course content. St. Patrick's truly is a community of engaged learners and dynamic and generous individuals.

Reaccreditation Work Moves to Action Plan Phase

From time to time, we have reported to the community on the process of seeking reaccreditation from the Association of Independent Maryland and DC Schools (AIMS), an important step in our ongoing efforts to make St. Patrick's the strongest program that it can be. With a rigorous institutional self-study and scrutiny by a Visiting Team of AIMS educators now behind us, Day School faculty and staff are engaged in writing the required Action Plan in advance of full reaccreditation.

The AIMS accreditation process occurs every 10 years for member-schools. It begins with a rigorous self-study taken on by the school, followed by a written report by a Visiting Team of administrators and faculty and staff from other AIMS schools. For St. Patrick's, the work began in earnest among administrators during the summer of 2016 and then deepened in October 2016 with the formation of a Steering Committee comprised of faculty and staff, administrators, and a Trustee to oversee the self-study process. All members of the faculty and staff were then placed on committees to examine different areas of the school, including admission and financial aid, teaching and learning, school climate, and facilities management, among others. Each committee produced a report that responded to a range of questions about its area of focus and detailed strengths and areas for growth.

These committee reports comprised the larger self-study document, on which the Visiting Team relied in preparation for their three-day visit in April 2018. Team members observed in classrooms and spoke with a range of constituents, including students, parents, Trustees, teaching faculty, and other school personnel. The Visiting Team, in turn, produced a report that offers commendations along with recommendations for continued improvement in each section. Most of those recommendations were consistent with what we, as a school, had identified as areas of growth.

The next phase of the accreditation process is now underway. Once again relying on the committee format used for the self-study, we are creating an Action Plan outlining our intentions with respect to each of the recommendations, identifying members of the community responsible for overseeing each response, and establishing a timeline for the response. We will submit our completed Action Plan to AIMS this winter.

While the accreditation process, in full, can be tremendously time-consuming, stretching across two or three academic years, it represents perhaps the most important way for St. Patrick's, or any school, to take a close look at itself on a regular basis and then to have educators from peer schools examine the results of such a self-study against observed practice. Time-consuming though the process might be, we welcome it here at St. Patrick's.

TWENTY FIVE YEARS ON, continued from page 2



consistency of the language that we have used over time and our determination to live into the aspirations of that language—even in the midst of massive changes in every facet of our lives, not the least in the ways we educate children—makes the St. Patrick's of today feel much the same to me as it did when I first walked through the doors as Head of School in 1994 or, I would

wager, the way it felt when it opened to five children in the Church basement in 1956.

Of course, our steady adherence to the powerful idea of the infinite value of every individual, of every child and every member of all of the communities of which St. Patrick's is a part, has provided the starting point for our understandings of ourselves, of our children, and of the work that we do with them. And our language then builds on that idea of infinite value as we encourage our children to extend their fascination with the world, to gain confidence about their roles in the world, and to understand the world more fully through others; as we recognize that

they benefit from the high standards of a varied, challenging academic program; and as we commit ourselves to promoting each student's moral and spiritual growth.

Honored to have been a partner with our students, their parents, and our faculty and staff across the last 25 years, I look forward to our continued work. Together, we have built a school whose quality is unsurpassed in the Washington, D.C. area and whose community shares a determination to sustain and even enhance that excellence. I remain ever-grateful for the privilege of doing this work with you.

Green & White Night 2018

September 21 at the MacArthur Campus



Matt Blocher and Matt Alion, Annual Fund Chairs, with Peter A. Barrett and Margot and Cliff Johnson, Annual Fund Vice Chairs, after kicking off the 2018-2019 Annual Fund.



Tiane Doman shares a laugh with Renee Perrier Combs.



JB and Kate Meek chat with Katherine Nichols.



Ned and Betsy Mandel reminisce with Mae Grennan and Peter A. Barrett after Ned's remarks commemorating Peter's 25 years of continued leadership at St. Patrick's.

WOLFHOUNDS GRAND PRIX

This Amazing Race Was a Resounding Success!

The St. Patrick's community gathered for the 44th Auction and Dinner to Benefit the Financial Aid Program in March. The 2018 theme was "Wolfhounds Grand Prix," inspired by the renowned Formula One Grand Prix of Monaco. This amazing race was a resounding success—achieving our financial goals, raising funds for Fund-A-Scholar, and engaging broad community support and participation.

We were able to succeed with the imagination, energy, and commitment of more than 100 dedicated parent volunteers, our Auction Pit Crew. Leading the pace were tireless Auction Co-Chairs Maren Harrison (Ryan '19, Mac '21, Lyle '25) and Kim Hayman (Joslin '23, Lillian '25), who maneuvered the twists and turns of this particular track with consummate skill and enthusiasm.

The Nave was transformed into the South of France, and Porsche race cars greeted the guests outside in the driveway. The Auction raised \$550,000 to support the Financial Aid Program, making it possible for the Day School to live out its commitment to socioeconomic diversity. Out of this number, \$326,000 was raised directly through Fund-A-Scholar, with 250 donors taking part by raising their paddles.

As Head of School Peter A. Barrett said in his letter to the community, "We race in support of a program that is essential to building the Day School community. Our Annual Auction to Benefit the Financial Aid Program is a critical part of our mission to equip all of our students, including those from families who would otherwise be unable to participate in this special community, with the character, knowledge, and creativity necessary to complete successfully the course on which they set themselves."



2019 AUCTION THEME ANNOUNCED

The sky is the limit! The theme for the 45th annual Auction to Benefit the Financial Aid Program is "Come Soar With Us." Co-Chairs Liz Levin (Julia '22) and Mary Pat Weiss (John '27 and Thomas '27), along with their fabulous committee of parent volunteers, are ready fly into the bright blue yonder and make it a night to remember!

**Mark your calendars for
Saturday, March 2, 2019.
Boarding will begin at 6 pm,
and the ascent promises to be fast
and full of fun!**

We hope everyone will attend this fantastic community-building event in support of the Financial Aid Program, which currently supports 1 out of every 4 children in our student body, 108 children in all. With support from current and past families, St. Patrick's has been able to create a stronger, more supportive community by building a more socioeconomically diverse student body. Please visit www.stpatsdc.org/Auction for more information.

WOLFHOUND WATCH



Maci Cumberbatch '21 pushes forward, beating two Congressional defenders as she heads fearlessly to the goal.

WOLFHOUNDS EARN CAC SPORTSMANSHIP AWARD!

The Capital Athletic Conference Sportsmanship Award is the most coveted and highest honor awarded to one of the seven members of the league. The athletic directors of the CAC vote in a confidential ballot at the May meeting for the one school that demonstrates the best examples of sportsmanship within the league. For the third time in four years St. Patrick's is the recipient of the sportsmanship banner. (The Wolfhounds will share the award this year with Green Acres who finished with the same number of votes). Congratulations to the Wolfhound athletes and coaches on a great year!

BELOW ARE RESULTS from the 2018 spring lacrosse, spring track & field, fall soccer, and fall cross country seasons. St. Patrick's competes in the Capital Athletic Conference (CAC), a group of like-configured independent schools in the metropolitan area.

BOYS VARSITY SOCCER

Coach

Odingas Anyabuikie

Regular-Season Record
5-2-1, First place

CAC Tournament
First Place

Season Highlight
Win over Langley in the CAC championship game, following a penalty-kick shootout

CAC All-Stars
John Zegger, Henry Moe, and Rutger Zuscin

GIRLS VARSITY SOCCER

Coach

Figadelfo Mendieta-Jara

Regular-Season Record
6-3, Second Place

CAC Tournament
Second Place

Season Highlight
Participating in the CAC championship game

CAC All-Stars
Laila Kotorowski, Ava Cumberbatch, and Whitney Shaw

BOYS GRADE 6 SOCCER

Coach

Joffre Arce

Regular-Season Record
6-3, First Place

CAC Tournament
Third Place

Season Highlight
Capturing the third-place banner in the CAC tournament by defeating Immanuel Christian during penalty kicks

GIRLS GRADE 6 SOCCER

Coach

Miesha Johnson

Regular-Season Record
7-3, Second Place

CAC Tournament
Second Place

Season Highlight
Participating in the CAC championship game

BOYS GRADE 5 SOCCER

Coach

Diego Federico

Regular-Season Record
0-5

Season Highlight
2-1 loss to Landon, after a hard-fought game

GIRLS GRADE 5 SOCCER

Coach

Sam Mason

Regular-Season Record
4-0-1

Season Highlight
Having an undefeated season

JV & VARSITY CROSS COUNTRY

Coach

Faye Turini and Manuel Benites

Season Highlight
Boys Varsity captured third place at the CAC Meet

BOYS VARSITY LACROSSE

Coach

Seamus Brophy, Mike Marshall, and Ed Nordberg

Regular-Season Record
7-3, Second Place

CAC Tournament
Second Place

Season Highlight
Participating in the first annual CAC championship lacrosse game

GIRLS VARSITY LACROSSE

Coach

Katie Solter and Taylor Heasley

Regular-Season Record
7-1-1, First Place

CAC Tournament
First Place

Season Highlight
Winning the first annual CAC championship lacrosse game

BOYS JUNIOR VARSITY LACROSSE

Coach

Seamus Brophy and Ian Bellvue

Regular-Season Record
6-2

Season Highlight
8-2 win over Woods Academy

GIRLS JUNIOR VARSITY LACROSSE

Coach

Katie Solter and Caroline Mullaney

Regular-Season Record
2-3-1

Season Highlight
8-6 win over Woods Academy

JV & VARSITY TRACK AND FIELD

Coach

Shelby Smallbone and Sam Mason

Season Highlight
Participating in the CAC Meet

Opposite page, top: Wolfhound runners Will Spector '19 and Reid Wincup '20 get ready for the start of the Norwood Invitational. **Middle left:** Wyatt Herman '21 controls the ball on his way to the goal against Congressional. **Middle right:** Heaven Samuel '20 is all alone on her way to scoring a goal for St. Patrick's against Woods Academy. **Lower right:** Tre Moore '19 attacks the goal in the Capital Athletic Conference championship game against Immanuel Christian. **Lower left:** Sofia Grunwaldt '20 sprints to the finish line at the CAC track meet.



Board Welcomes New Trustees, Honors Departing



BOARD OF TRUSTEES

Front row, left to right: Head of School Peter A. Barrett, The Rev. Dr. Kurt Gerhard, Kai Reynolds.

Second row, left to right: Gardiner Lapham, Gretchen Hartley, Nancy Balboa, Kim Mazzarella, Tammy Wincup.

Third row, left to right: Leonard Moore, Mashea Ashton, Patrick Kean, Suzanne Clark-Lebedev, Mia Bass.

Fourth row, left to right: Michael DeSantis, Nancy White, Rebecca Kim, Mae Grennan, Matthew Alion, Katherine Lucas, Jim Schufreider, Tiana Doman. **Not pictured:** David Roberts

Among the many volunteers who make the St. Patrick's community so vibrant, we are especially grateful to those who serve on the Day School's governing board, the Board of Trustees. These dedicated individuals, whose important responsibilities include developing and executing the school's strategic vision and acting as fiduciary stewards, serve (in most cases) three-year terms and work to protect the St. Patrick's legacy for current and future students.

Here, we thank four members of the Board—including Doug Anderson, Manar Morales, Garrett Lowe, and Rob Khuzami—as they conclude their terms and welcome new Trustees as they begin their service. Each of the departing Trustees was honored at the final meeting in May.

MATTHEW ALION is a native Washingtonian. He was educated in Catholic schools, having attended St. Camillus School through Grade 8 and graduated from Our Lady of Good Counsel High School. He then went on to earn his business degree at Old Dominion University. Upon his return to the

Washington, D.C. area, Matt worked in the publishing business and, in 1991, started DBM Inc., a direct marketing firm and creative boutique. Over the course of 25 years, DBM, Inc. has remained an industry leader and a valued partner to all of their long-term clients.

Matt has two children enrolled at St. Patrick's. Nate '24 and Norah '26 started in Nursery. Since 2013, Matt has been of service to the community in many capacities. He has volunteered at Family Fun Day and been an active member on various committees relating to the Auction to Benefit Financial Aid and the Annual Fund. He is currently the Co-Chair of the 2018-2019 Annual Fund and is serving his second year on the Advancement Committee.

Matt believes in the philosophy of St. Patrick's and has witnessed the impact it has had on his children. He shares St. Patrick's commitment to a strong sense of community and is invested in its future.

A native Washingtonian, **TIANE DOMAN** currently resides in Brookland with her husband Kyle, daughter Kai '23, and infant son Kyle II. In addition to her term as Parents Association President from 2016 to 2018, Tiane has had the pleasure of serving in a variety of volunteer roles within the St. Patrick's community. Prior to her role as President, Tiane served as the Vice President for Equity. She has been a Room Parent and considers it an honor to partner with the dedicated teachers who work tirelessly to meet the needs of each student every day. Tiane has volunteered at Family Fun Day, Fall Book Fair, and a variety of Admission Office events, and she has served on the Auction Committee since 2013.

Tiane has a strong interest in educational equity. She taught for three years in the District of Columbia Public Schools, where she served as a special education coordinator and taught Grades 5 and 6 students. In addition to deepening her commitment to some of our nation's most vulnerable students, this experience sparked her interest in equity and diversity issues within the workplace.

Tiane left the classroom, and D.C., for law school in 2005. She spent three years working with a variety of nonprofit organizations and government agencies committed to fighting for educational equity and tackling workplace fairness issues. Following law school, Tiane accepted a clerkship with the Hon. Frederic R. McDaniel. Upon the completion of her clerkship, she accepted a position as an Honor Attorney with the Office of Federal Operations at the U.S. Equal Employment Opportunity Commission here in the District.

Tiane has a B.A. in elementary education and law and society and an M.A. in special education from American University. She has a J.D. from the City University of New York School of Law.

LEONARD MOORE, a native Washingtonian, is president and owner of Rock Creek Valuation, a residential real estate appraisal and consulting firm, serving Washington D.C., Maryland, and Virginia. Prior to launching Rock Creek in 2016, Leonard spent 15 years as a minority partner in two local appraisal firms. Before his time as an appraiser, he worked in retail banking for First Union and Wachovia, specializing in personal and commercial banking, consumer lending, and individual retirement planning. In both his banking and appraiser roles, he participated in a variety of community-based panels with local and national nonprofits—including Home Free USA, Operation Hope, and the National Urban League—to educate local community members about real estate and financial services.

Leonard has also served as a volunteer football coach at Gonzaga High School, from which he graduated in 1991, and Catholic University. During his 13 years as a St. Patrick's parent, he has enjoyed participating in a variety of activities, including serving as an Admissions Office volunteer, being a Buddy Family, and

meeting prospective families at admission receptions and Black Student Fund events. Leonard and his wife, Roz, reside in Hyattsville, MD, with their three children: Nina (St. Patrick's '16, Episcopal '20), Tre '19, and Allie '22.

JIM SCHUFREIDER has worked on Capitol Hill and in the Executive branch of the U.S. Government for more than 30 years. He currently serves as the Director of Congressional and Legislative Affairs at the National Institute of Standards and Technology, an agency of the U.S. Department of Commerce, in Gaithersburg.

He began his career in Washington on the staff of Senator Alan J. Dixon (D-IL), as a legislative assistant and then worked with Representative Mel Reynolds (D-IL-2) as legislative director. He later served with former Senator Dixon as liaison to the House of Representatives on the 1995 Defense Base Realignment and Closure Commission.

Outside of work, Jim has served as a member of the Holy Trinity Parish Council for five years, sings in the choir at Holy Trinity, including as a cantor, and spent 10 years as President of the Board at 1661 Crescent Place, NW. He also established a scholarship foundation in his parents' name at his high school.

As a St. Patrick's parent, Jim led the volunteers for Grandparents & Special Friends Visiting Day in 2016 and has chaperoned his daughter's field trips. He served as the "cookie dad" for St. Patrick's Girl Scout Troop 42004 last school year. A native of Skokie, Illinois, Jim graduated from Marquette University in Milwaukee in 1983 with degrees in history and political science and received a master's degree in student personnel administration from Columbia University's Teachers College in 1985. Jim, his partner Christopher Mario, and Millie '23 live in northwest DC.

TAMMY MANK WINCUP's career has always been at the intersection of technology, workforce development, and education. She currently serves as a senior advisor at The RISE Fund, a \$2-billion global social-impact fund led by private equity firm TPG in collaboration with a group of renowned stakeholders, including U2 lead singer Bono. Prior to joining The RISE Fund, Tammy served for eight years as Chief Operating Officer at EVERFI, the leading education technology company focused on using digital learning to teach and assess real-world skills. Tammy has also served in leadership positions at the U.S. Department of State, Diamond Technology Partners, and PricewaterhouseCoopers.

Outside of work, Tammy is a Pahara-Aspen Institute Education Fellow and also a Trustee at E.L. Haynes Public Charter School in Washington, D.C. Tammy earned her masters of public policy in international economic policy from the University of Maryland and her undergraduate degree from the University of Virginia. Tammy is the parent of Grant '18, Reid, '20, and Avery '22 Wincup.



We Welcome the Faculty & Staff Class of 2018

JULIANNE REILLY, a native of the area, joins us as the new school counselor providing support to students, parents, and faculty and staff. Julianne earned her bachelor of music and master of social work degrees from the Catholic University of America. Among her professional activities is her work as a Certified Positive Discipline Parent and Classroom Educator with the Positive Discipline Association. Prior to joining St. Patrick's, Julianne spent three years at St. Louis School in Alexandria as a counselor and special education coordinator and another six years as a teacher at the school. Julianne is a Licensed Independent Clinical Social Worker in both the District and Virginia. She lives in the District with her husband and daughter.

KAROLINA JEWETT began this summer as the new communication associate. Most recently, Karolina was at Edelman as a senior account executive working on the Hilton Hotel account. Karolina's experience also includes time as a publicity coordinator for Dan Klores Communications in New York City with clients in industries including travel and hospitality, philanthropy, education, technology, and cybersecurity. Karolina holds a bachelor's degree in U.S. history with a double minor in art history and German from Hobart and William Smith Colleges. She lives in the District.

JENIFER GAMBER began as the new Day School chaplain in July after completing a year of field education at the National Cathedral School and graduating with a master of divinity degree from the Virginia Theological Seminary in May. She was ordained as a deacon at the National Cathedral in November. Jenifer is the author of *My Faith My Life: A Teen's Guide to the Episcopal Church*, a standard text used to prepare teens for confirmation in the Episcopal Church. Her other publications include *Call on Me: A Prayer Book for Young People* and *Your Faith and Your Life: An Invitation to the Episcopal Church*. Jenifer earned a bachelor's degree in economics from Oberlin College. She lives

in the District with her husband and her West Highland Terrier and has two grown children.

LISA SAMPLE joins the Day School as a Kindergarten (K2) co-head teacher. Most recently, Lisa taught Kindergarten and Grade 2 at Buckingham, Browne & Nichols School in Cambridge, MA. She earned her bachelor's degree from the University of Richmond with a double major in psychology and Latin American & Iberian Studies. She graduated from Lesley University with her masters in elementary education. She lives in the District.

Associate Director of Admission and Financial Aid **FAYE TURINI** joins St. Patrick's from Washington International School (WIS), where she served as the Assistant Director of Admission and Financial Aid. Prior to her admission work, Faye was a Grade 1 and pre-Kindergarten teacher. She also developed and taught after-school STEM classes to elementary-age students. She has a master's degree in educational psychology from the University of Virginia and a bachelor's degree in economics and anthropology from Emory University. She has also completed coursework in art and inquiry through MOMA and is an active member of Harvard's Graduate School of Education's Project Zero. Faye also coaches the cross country team and is involved with the nonprofit organization Girls on the Run.

EMILY CARNEY, who joined the Day School in September, will be sharing the role of Whitehaven Campus school nurse with Claire Cliche. For the past five years, Emily has been a registered pediatric nurse at Children's National Medical Center and continues her work there. Emily received her bachelor of science in nursing at Johns Hopkins University, along with an earlier bachelor's degree in English from Davidson College. She lives in Silver Spring with her husband and their three children.



NEW FACULTY AND STAFF. Front row, left to right: Emily Carney, Lisa Sample, Karolina Jewett, Morgan Telesford '09. Second row, left to right: Robin Walker, Kiah Simms '08, Jenifer Gamber, Julianne Reilly, Faye Turini.

It is with great delight that we welcome back **MORGAN TELESFORD '09**, who returns to the St. Patrick's community as the new MacArthur Campus office manager and receptionist. After graduating from St. Patrick's in 2009, Morgan continued her studies at Madeira. She recently earned her bachelor's degree in sport management from Syracuse University with a focus in marketing and communications. You may also find her leading the Grade 6 Photography and Videography Club, working with Grade 7 students in their literature circle discussions, or guiding Grade 8 students in the Yearbook Club alongside Mrs. Klingenberg.

Long a regular and welcome presence in the St. Patrick's community, **ROBIN WALKER** joined the Day School initially as a maternity-leave substitute in Kindergarten. This year, she joined the Kindergarten team as a co-head teacher in

the K3 classroom. Before St. Patrick's, Robin taught at several D.C. independent schools, working with students ranging from preschool to Grade 6. In 2013, she received a master's degree in special education from American University. Robin and her husband have two children.

KIAH SIMMS '08 has joined the Day School full time working in the Infant-Toddler Center (ITC) this year. Kiah attended Ithaca College, where she received a bachelor's degree in culture and communications, and is currently enrolled at Trinity Washington University, where she has been pursuing her masters in administration. Kiah has held various positions within the St. Patrick's community. She has worked in the Nursery School, assisted with After-School Clubs, and been an Extended Day teacher. Kiah is a great addition to the ITC team and excited to be back on campus!

FACULTY AWARDS

Following are excerpts from Head of School Peter A. Barrett's remarks at the Chapel Honoring Faculty and Staff in May, during which he announced Fenner Gibson W'03 as the recipient of the O'Neil-Carew Fellow Award, Laura Philips as the recipient of the Love of Teaching Award in Honor of Mark Humphreys, and Mary Beth James as the recipient of the Jeff Keffer Service Award.

ABOUT THE AWARD

The O'Neil-Carew Fellowship for Excellence in Teaching offers St. Patrick's faculty members an opportunity to seek funding for projects they would like to undertake to make a significant contribution to the quality of teaching in general and their own—and colleagues'—teaching here at St. Patrick's.

The 2018–2019 school year is the 21st year in which the fellowship has been available, and this year's recipient is the 14th to be named an O'Neil-Carew Fellow, an award established by the Board of Trustees in honor of two longtime St. Patrick's educators who contributed so much to the life of this place and deeply valued professional development as a means of enriching that life.

Recipients have demonstrated in their teaching and their participation in the overall professional life of St. Patrick's a commitment to grow professionally as they improve the curriculum they shape for students.



O'Neil-Carew Fellowship for Excellence in Teaching

FENNER GIBSON W'03, GRADE 6 HUMANITIES TEACHER

The 2018–2019 O'Neil-Carew Fellow began teaching at St. Patrick's three years ago, although his association with the Day School dates back to his time as a student here. In his application for the fellowship, this humanities-social studies teacher observes that the "crucial ingredient to any social studies course lies plainly in its name: its social dimension." He continues, "When we study history, we are studying people: When we study geography in an historical context, we examine how a location's physical features, terrain, and climate affect the social development of those who live there; when we study religion, we investigate how belief systems shape values, ideals, aesthetics, and the many shades of human perspective; when we study government and politics, we consider how human beings organize themselves and society to operate effectively, efficiently, and justly. All historical inquiry, thus, is in the name of humankind." Eager, then, not to study history only from an armchair or in a museum, he sought to travel to various sites in Greece to begin to experience firsthand that classical world.

While this year's O'Neil-Carew Fellow continues to refine his plan for a final product of the fellowship experience, his focus now is on creating a series of virtual video tours through the sites in Athens, Corinth, Olympia, and Delphi. His hope is that the videos will support "student understanding of the intricacies of the Greek world, with a particular focus on the polis, from architecture and engineering to warfare and religious practices."

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Love of Teaching Award in Honor of Mark Humphreys

LAURA PHILIPS, GRADE 5 SOCIAL STUDIES TEACHER

“I can’t think of a teacher more universally loved,” said one colleague. “She is the master orchestra conductor for her students, drawing them in, helping them hear one another, noticing the details of their work, and appreciating them for it. She is a master of classroom management, and her students know that she respects each of them as much as she commands their respect. She draws the larger world into her classroom in age-appropriate ways, allowing all of her students to feel safe as she presses into often complicated issues of our day.”

“Having two very different children who both had the good fortune to have [her] as their teacher,” said another colleague, “I can attest to how committed she is to meeting each child as an individual. She works tirelessly to give the support that is needed to every child. Her commitment is demonstrated in the way she teaches and talks to her students and in how she carefully partners with other teachers and the parents of her students. Everyone is treated with respect and, when she speaks to you, or your child, you get the sense that she is personally invested in what you are saying. She truly connects.”

This year, in what I am confident is a first, I will share what a student had to say about this teacher when he viewed her in the context of this award. “As soon as you walk into [her] classroom,” said the student, “you are surrounded by maps, and you can tell [she] loves geography and archaeology almost as much as teaching. When she teaches, she always has a huge smile on her face and is so excited about what she’s talking about you can’t help but be happy with her.”

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ABOUT THE AWARD

Ten years ago, a group of parents initiated a conversation with us about ways to honor then-Grade 3 teacher Mark Humphreys’ contributions to St. Patrick’s. The outcome was that a named fund was created to recognize Mark and thank him for his service to the Day School. This fund, the Love of Teaching Award in Honor of Mark Humphreys, provides a new recipient each year with a stipend to augment his/her individual class’s instructional program or personal professional development opportunities during that year.

Each year, we invite nominations of potential honorees for the Love of Teaching Award from members of the faculty and staff for consideration by the Division Heads, who in turn make a recommendation to the Head of School.

Here are the qualities we set forth for nominees for the Love of Teaching Award:

- a dedication and determination to help each child develop to his/her fullest potential;
- a clear sense of teaching as a craft at which the nominee always strives to get better;
- a determination and willingness to find what works for each student;
- an understanding of the importance of collaboration with colleagues; and,
- the conviction that the best students s/he has ever taught are those who are currently in his/her class.

We ask faculty and staff who are nominating someone for the Love of Teaching Award to write a brief statement as to how that particular individual displays those qualities.



The Jeff Keffer Service Award

MARY BETH JAMES, GRADE 3 LEARNING SPECIALIST AND HAITI PARTNERSHIP PROGRAM CO-CHAIR

This morning, we announce the seventh recipient of the Jeff Keffer Service Award, which includes a \$5,000 stipend supported by the Jeffrey M. Keffer Endowment.

Regardless of the topic, this year's recipient of the Jeff Keffer Service Award often speaks in terms not of the destination but of the journey. "One thing that I treasure about Haiti," she wrote after a visit, "is that I am forced to be aware of every step I take. There is not anything in Haiti that is uniformly made, including stairs, walkways, or streets." Building on the theme of the journey, she wrote elsewhere, "In order to get my mind ready for traveling to Haiti, I often choose a book to read during my journey that will allow me to reflect on life and bridge the transition between life here and what awaits me in Haiti. The book I chose for [a recent] trip was *Falling Upward: A Spirituality for the First Two Halves of Life* by Richard Rohr. There are many themes that resonated with me . . . one of which was, 'We are here to give back fully and freely what was given to us.'"

How is that for a set of themes to help us to illustrate the nature and power of what the Jeff Keffer Service Award represents; recognizing that we are all on a journey, preparing for that journey while remaining open to the almost infinite variety of present moments that comprise it, and recognizing that the very nature or purpose of that journey is to give back fully what was given to us? The Keffer Award invites us to recognize the importance of that last point. What is essential here is that the purpose of that journey is to give back fully and freely what was given to us.

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ABOUT THE AWARD

There are many factors that make schools—especially great schools like St. Patrick's—seem like complex organizations and, in many ways, they are. But they are also rather simple organizations, thriving on face-to-face interaction and shoulder-to-shoulder collaboration, with the efforts of individuals—students, faculty and staff, parents—directly influencing the health and vitality of the whole.

Today, we remember—and honor—a man who appreciated those many complexities at the same time that he recognized and acted upon the otherwise simple understandings that shape this place. Jeff Keffer was an individual who clearly understood that each of us must work to make human institutions, relationships, and situations better than they were when we arrived. He had a keen sense of the roles each one of us can, and should, play in this effort, as faculty and staff, students, and parents. Rather than expecting those roles to constrain us, though, Jeff seemed to think that a clear, textured understanding of our various roles actually frees us to be our best selves.

As a nursery, elementary, and middle school, we recognize that the parents of the young people we teach will be close behind . . . nearby . . . here, and we benefit in so many ways from their presence. How fortunate we were to have Jeff Keffer be one of those parents, an individual for whom service to the ever-widening communities of which he was a part—and to this St. Patrick's community that he loved so much—was essential!

Jeff and Elizabeth Keffer arrived at St. Patrick's in the fall of 1998, now 20 years ago, when they enrolled their oldest child, May, in the Nursery School. Daughter Abby and son Griffin would follow and, in time, all three would graduate from St. Patrick's. Along the way, Jeff was a constant, vital presence. First and foremost in this place a superb father to his three children, Jeff was also a gifted, selfless volunteer, before, during, and well beyond his years as a Trustee.

Beginning six years ago, we have endeavored to remember here, and honor here, a man, a father, a husband, a volunteer, and a friend who revealed his sense of St. Patrick's Episcopal Day School through a depth of involvement, commitment, energy, and achievement—a life of service to this institution—that will be difficult to equal. We remember, and honor, this man by acknowledging a member of the St. Patrick's faculty and staff for his or her commitment to the Day School, demonstrated understanding of the community that comprises St. Patrick's, and service to the health and vitality of the institution. Specifically, we honor, in Jeff Keffer's name, a member of the faculty and staff who has demonstrated, over time, that understanding of and commitment to this place, that dedication to the quality of the experience of the young people who animate this place, and that yearning for excellence that shaped Jeff's life in service to St. Patrick's.

FENNER GIBSON

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I am pleased to honor this individual, a 2003 St. Patrick's graduate, who now shapes the hearts and minds of students who sit where

he once sat and is a full partner with teachers who once taught him. The recipient of the 2018–2019 O'Neil-Carew Fellowship for Excellence in Teaching is Grade 6 humanities-social studies teacher Fenner Gibson.

An excerpt from Fenner Gibson, including his experience on his journey to Greece:

The study of ancient Greece and Rome is a watershed element of the Grade 6 curriculum, where students explore the histories and mythologies of both civilizations and piece together their indelible imprints upon the world today. To deepen my understanding of ancient Greece and enrich my ability to share this knowledge with my students, I wanted to experience Greece for myself. In particular, I wanted to investigate the rise of the Greek city-state, the influence of Greek belief systems on its people, the impact of geography on the Hellenic world, and the various cultural achievements—artistic, linguistic, architectural, and militaristic, among others—that continue to inform and define American society.

Captivated by Greece's compelling history before the trip, and that much more upon returning home, my leading and persistent question was, How can I bring this "glory that was" to life for students? How can I help them feel the same sense of wonder that washed over me as I stared up at the steep slopes of the Acropolis of Athens? When I marveled at the scale of the fortress of Mycenae? How can I help students realize that these are not isolated curiosities condemned to historical footnotes? In the short term, my vision is that a series of hand-and-homemade videos will suffice. In each location, I took a number of photos and documentary-style videos

that I am currently in the process of compiling into longer segments for use in the classroom. It is my hope that an intimate, first-person look inside each one of the sites I visited will help bring students that much closer to experiencing these places for themselves.

Even more importantly, and urgently, I seek to inform my curriculum by emphasizing the glory of Greece that endures, enabling students to recognize that Greek history and culture are also part of our history and culture, a history that transcends a group of people bound by a place and time and influences nearly all facets of American life.

A trip to downtown D.C. reveals numerous buildings designed with some reference to the Doric, Ionic, or Corinthian architectural styles. The next time you watch the opening ceremony at the Olympics, the torch, on its way to its final destination, will have traveled all the way from the original site Olympia. When a dessert is "tantalizing," a person is "narcissistic," or a trip to "Europe" sounds lovely, Greek mythology is pulling in royalties! My trip to Greece this past summer inspired me in the recognition that one doesn't necessarily have to travel to Greece to experience its legacy firsthand. It does live and breathe all around us and requires only the wherewithal to become alert to its extent. I suppose, it is, after all, all Greek to me!

LAURA PHILIPS

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These writers, colleagues and a student, are capturing the characteristics that recommend her for this award—

passion, patience, a calm demeanor, a fundamental kindness—described as daily gifts to her students. It is with deep appreciation and immense pride that we honor such an individual this morning as the recipient of the Love of Teaching Award for the 2018–2019 school year. That individual is Grade 5 teacher Laura Philips.

MARY BETH JAMES

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All great teachers recognize the importance of the journey, and every one of you here this morning is sitting not

far from such a teacher. Indeed, that is why they chose to become teachers. Those great teachers also choose to share that journey with others, especially young people, and to promote those individuals' sense of the journey, along with the growth and development and determination that it asks of each and every one of us.

This year's recipient has lived that understanding during her more than 30 years as a teacher at St. Patrick's. But she has also lived that understanding by becoming a leader in St. Patrick's vibrant relationship with the people of St. Etienne. One colleague observed, "With every trip, every interaction, and even every bump in the road, [she] always has in mind the reason why. Why we do this work, why we travel to Haiti, why we keep St. Etienne at the heart of our school."

Said yet another colleague, "The people [of St. Etienne] respect her and welcome her each trip. In the community, she is a teacher, a mentor, a friend, and a family member". . . all true of her here at St. Patrick's, as well.

This morning, we honor Jeff Keffer by honoring an individual who has had, and who continues to have, a powerful impact on our work with our friends in Haiti. With a powerful sense of community that links her essential work here at St. Patrick's with the life and vitality of another community far distant from this place, she is an individual who has endeavored to engage all of us in that work. This morning, we bestow the Jeff Keffer Service Award on Grade 3 learning specialist and Haiti Partnership Program Co-Chair Mary Beth James, with gratitude, respect, and love.



Clockwise from top:

- Soon-to-be graduates take their places for the ceremony.
- Commencement speaker and former Trustee Manar Morales.
- Head of School Peter A. Barrett and Board Chair Kai Reynolds pose with each graduate for a formal photograph.

CLASS OF 2018 GRADUATION

St. Patrick's was honored to welcome Manar Morales, introduced by her son Joseph '18, as the 2018 Graduation speaker. Manar is a national thought leader on women's leadership, diversity, and flexibility in the workplace and currently serves as President and CEO of the Diversity & Flexibility Alliance, a think-tank dedicated to helping organizations foster inclusive cultures that advance diversity and flexibility. Manar began her career as an employment litigator, litigated in federal court, and served as an adjunct faculty member of Georgetown University.

Manar serves on a number of boards and commissions. She is a Washington Advisory Council member for Commonsense Media, a member of the President's Council of Cornell Women, and liaison to the ABA Commission on Women in the Profession.

Manar has also been a remarkable volunteer at St. Patrick's during the years her sons—Jacob '15, Joseph '18, and James '21—have been students here. Included in Manar's St. Patrick's service are a two-year term as Parents Association President and two terms on the Board of Trustees, the latter concluding in June 2018. Below are Joseph's introductory remarks.

The person who I am about to introduce is a very special woman in my life, my mom. She has been a role model in my life for a very long time.

My mom started out as a employment litigator, representing clients in all aspects of labor relations and employment law. She later went on to work as an adjunct professor at Georgetown University. And she later founded her own company,



the Diversity & Flexibility Alliance, an organization dedicated to creating inclusive and innovative work practices.

But, most importantly, my mother to me is the perfect example of a mother. She is loving, caring, supportive, and extremely positive. There is no better word to describe my mother than the word "kindness." According to the Merriam-Webster dictionary, the word "kindness" means the "quality of being friendly, generous, and considerate," and that is exactly what my mom is. She shows kindness to everyone, no matter what race, sexuality, gender, or religion. She is just simply kind. When someone is struggling to do something, she is the person who will help them. If she sees someone who is sad or feeling upset, she is the person to cheer them up. Even when she is having a bad day, she still manages to do simple acts of kindness.

I am proud to call you my mother. Please welcome my mother, Manar Morales.

Pillars to Support You as Inclusive Leaders

What an honor to be introduced by you, Joseph! Being a mom to you and your brothers is my greatest privilege. One of my favorite parenthood sayings is, "Long days, short years." Standing here and seeing all of you so poised and ready to take your next steps makes the years seem very, very short!

As King Triton told Arielle, in your spectacular performance of *The Little Mermaid*, it seems you have grown up in a blink of an eye. I know as parents we are supposed to be the teachers and role models, but in truth you have all taught us so much about life and what is most important.

Head of School Peter A. Barrett called me and asked that—in recognition of the work I do on diversity and inclusion, and in light of your year-long study of civil rights and the focus in chapel on All Are Welcome—I share with you what it means to carry those lessons you have learned about the importance of inclusion and civil responsibility beyond your curriculum and into your lives to be inclusive leaders.

I believe there are three key beliefs for being an inclusive leader:

THE FIRST PILLAR: Belief in Yourself

I grew up in New York, and I remember in the tenth grade being approached by an English teacher to try out for the debate team. She explained that I had a gift for framing arguments. In my mind, I came up with three arguments as to why that was an awful idea.

As a student, I hated speaking in public, and the thought of having to be judged on my ability to do so was terrifying. Second, the school already had two boys who were quite good at debate, and I had no interest in challenging them. And, finally, I didn't think I was great at framing arguments. So I thought that's nice, but I am not going to do it.

I remember sitting at dinner and being adamant that it was a terrible idea for me to try out. My father looked at me, slightly exasperated by my arguments, and said the choice is yours, BUT *your abilities, skills, and talents are a gift from God and what*

you choose to do with them is your gift to God. Needless to say, I tried out for the debate team and went on to place at the state championship.

Remember to be proud of who you are and what you bring to the table. Never take for granted your talents and strengths. Know that you were created *on purpose for a purpose*. When you show up authentically and unapologetically as who you are, and confident in that person, you give others permission to do the same. Real inclusion starts with people feeling like they can be who they are and be accepted and valued as they are.

THE SECOND PILLAR: Belief in Others

Author Chimamanda Ngozi Adichie delivers a powerful Ted Talk on the danger of the single story. Listening to that talk changed the way I saw others and made me reflect on how people saw me.

Growing up a daughter of Egyptian immigrants, I was always referred to as Egyptian—always accepted by my friends, but always seen as different. I remember looking forward at a young age to going to visit family in Egypt and feeling like I would be part of the culture. But in Egypt, hanging out with kids my age, I was referred to as the American.

Adichie cautions us in her Ted Talk: “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

We can be quick to characterize someone as the athlete, or the musician, or the artist, choosing to identify them with a single aspect of their identity. It is easy for us to make assumptions about people and what they will be like or who they are—especially people who are not like us. Be open and curious. Surround yourself with people who have different interests than you, who don’t think like you or look like you. Experience other cultures. Share in their experiences, find opportunities to connect and learn and grow. Resist the urge to define yourself or others by a single story. It is through those interactions that we learn the power of empathy, the ability to see everyone, feel with them, and connect with them. At the heart of inclusion is empathy.

THE THIRD PILLAR: Belief in Your Ability to be a Thermostat and NOT a Thermometer

This is a leadership lesson that I learned from a mentor. The thermometer just tells you the temperature. The thermostat does not just tell you the temperature; it actually changes it to create an environment in which everyone feels comfortable. We all have the ability to be a thermostat—to enter a room and raise the level of consciousness or lower the level of discord. So often we can feel that our actions alone cannot make a difference or that we don’t have a platform or a title or are not student council president or class representative and that the responsibility lies with others. I urge all of you to believe in the power of your voice and abilities. Lead where you stand, regardless of whether you were elected or asked to.

You have experienced that first-hand, whether it was through sorting clothes for THEARC, participating in Hoops for Haiti, or engaging in the walkout after Parkland. Look how you were not just seeing a problem, or people in need, but you were acting on it, improving it, and changing it. You were being a thermostat! It’s not just in the big things that we make a difference—it’s in the little things. It’s in our daily interactions with each other. Never underestimate the power of small acts of kindness. It is those simple everyday interactions that do not take a lot of time but make a huge impact. Think about who has been a thermostat in your life. More importantly, think about how you can be a thermostat for someone else.

I share these three beliefs not because I don’t think you have them. In fact, I think one of the greatest gifts that St. Patrick’s has given you is that it has firmly planted within you those seeds of believing in yourself, believing in others, and believing in being thermostats. Those beliefs make up the Light of St. Patrick’s that is in all of you. As you leave here today, onto much bigger stages of life, where not everyone is a Wolfhound, it is your responsibility to nurture those seeds and let your light shine.

May you always believe in yourself, believe in others, and believe in your ability to be a thermostat. God bless you and congratulations!



GRADE 8 TRIBUTES

This, I Believe



Graduating “lifers,” students who have attended St. Patrick’s since Nursery School. **Front row, left to right:** Daniel Samuel, Mickayla Jones, Grant Wincup, Francesca Cavaceppi-Dove, Mac Gibby, Nora Lowe, DC Noche. **Second row, left to right:** Louisa Kean, Kate Fischer, Peter Barrett, Trey Nordberg. **Third row, left to right:** Joseph Morales, Charlotte Shaw, Laura Groh, Stella Tongour. **Fourth row, left to right:** Sarah White, Lily Bass, Nick Fuisz, Sebi Samadi, Nico King.

In a Grade 8 Graduation Dinner tradition, each graduate offers individual remarks. In recent years, those remarks have taken the form of “Then and Now.” This year, we asked Grade 8 students to commit to a value or values that they believe in. What follows are edited versions of those reflections, all filled with life and love. It is our effort to share with you the esteem in which we hold each member of this special class and each student’s infinite value to the St. Patrick’s community.



SALLY ANDERSON

The Hike That Changed My Life

I believe in the power of risk-taking. Last summer, I was picked out of a group of other girls at my sleepaway camp to attend a five-day hiking trip to Mt. Katahdin, the highest mountain in Maine. I had no idea what to expect, or how much this trip would affect my life. I had never been on a trip where you must carry everything you bring on your back, let alone for five days. I was very inexperienced but was ready to hike and explore.

We were going to spend the first few days hiking all around Baxter State Park, and then we would hike Mt. Katahdin on the fourth day. When we started hiking that first day, we felt exhausted. We were carrying about 40 pounds all on our backs. I was starting to question this risk I had taken.

As that day went on, and we started again the next day, I started to feel a lot more comfortable. I actually started enjoying the nature around me. My friends and I would sing and talk about funny topics to help pass the time.

The big day finally came around, and we started hiking up Mt. Katahdin. The

hike up to the summit was very steep and full of rocks. We were basically vertically rock climbing all the way to the top. Being scared of heights, I was nervous at first, but I was ready to take that risk and conquer my fear.

When we reached the top, we were all extremely proud, and felt a huge sense of accomplishment. It was the best feeling ever to be able to look down and see all of the park below us. This was by far the best risk I have ever taken. Yes, there were some really tough and painful moments, and yes, there were definitely some scary ones, but they paid off when we reached the top of Mt. Katahdin.

PETER BARRETT

The First Step to Success Is a Mistake

Throughout my life, my mom and dad have taught me many important values, such as work hard and be kind to all. However, on my own, I have come to believe that mistakes are a good teacher. *I believe that you have to fail to succeed and that mistakes are an important part of learning.*

This belief became very clear during the SSAT in the

fall. I was struggling with the math section, but I was working hard and I believed I could succeed. On the day of the test, I made careless errors which affected my score and, although I had put in a lot of time and effort, I did not do as well as I had hoped.

However, this setback motivated me to do better on the next test. On the day of the test, I felt confident, and I improved my scores! These scores helped me get into my first choice school and reaffirmed my belief that failure can be the best teacher.

That test was a really clear example of how failure leads to success. But don't get me wrong, I've had many less obvious examples, such as on the playing field and in the classroom. I've made errors that I had thought were the right decision in the moment.

Sometimes it's the near misses that can be especially motivating, like almost hitting a hole in one, and the critical mistakes that can push you to do better. But I believe that all of my mistakes, big and small, made me a better athlete, student, son, and brother. I know that I will make mistakes in high school, college, and beyond but I

know that these will push me to be the best that I can be.

LILY BASS

Happiness Heals

The fact that joy can be found in dark times is a realization that took me too long to come to. One totally normal day last year, I received news that my dad was sent to the emergency room. As I entered the noisy E.R., I didn't know what to expect, but there he was, lying in his hospital bed, smiling. Seeing him there, I began to cry.

After countless conversations with doctors, my mom told me that my dad had to stay in the hospital for a couple of weeks. It all felt too unreal, so I began to cry again. My dad looked surprised and told me to stop crying because what was happening "really" wasn't a big deal, which confused me, because of course it was a big deal! My dad was sick, and I felt left out in the blue, not knowing what was happening. I wondered how he could still be smiling, how he could still be trying to make others laugh.

My dad, surgery-bound and hospitalized, always managed to keep a



positive attitude. There is really only one way to get through something like this, something I did not know then, but it was right in front of me the entire time: I can't spend life worrying about everything and thinking about every single possible negative outcome. I can think of them at some point, but one always has to take a second to breathe, to laugh, and to smile. Even if life is looking utterly dark, you have to look on the bright side, and even if you can't see a bright side, try to look at the dimly lit side at least. *So, I believe in happiness, and laughter. I believe that happiness can heal.*

WILL BURKS

A Family to Love

I believe that love is found in tough situations. I have always known that my parents love me, whether it's when they say, "I love you," or when they've given me a big hug after I hurt myself. Everyone has had those moments.

I had a vivid experience in the second grade when I truly knew of my parents' love and that they would do anything for me. Ever since I was born, I've been burdened with several

severe food allergies. One of those allergies is an airborne peanut allergy. I had a reaction at my friend's house and I had to use my epipen. It really was a scary experience, and both my parents rushed home as fast as they could to take me to the hospital. With my dad in the driver's seat and my mom next to me, I felt comforted by her presence, being able to lean on her head, even though my throat was tightened and I could barely breathe.

That experience really defined their love for me, as I looked up at my mother and barely breathed, "Am I going to die?" With tears rolling down her face, she held my head and said, "No, you are not going to die, you are going to be just fine."

This moment truly defined their love for me and helped me learn that their love has always been there. But it is the tougher situation that brought us closer. Since that day, I have always been able to understand the depth of my parents' love. This experience was able to bring me closer to them and is why I believe that tough situations are able to bring us closer together.

FRANCESCA CAVACEPPI-DOVE

No Act of Kindness Is Too Small

I believe that no act of kindness is too small. When I was about 10 years old, I was in Richmond for a summer camp, and I stayed with my great-aunt and my grandmother in a predominately elderly community. After camp one day, my aunt and my grandmother took me to the pool as a reward for getting through the day.

I had been swimming for a long time so, after a while, I went upstairs to use the bathroom, and I tried to go quickly to get back to the pool. In the bathroom, I distracted myself and realized that I was soaking wet and instead of just using the bathroom, I had swished water and soap all around the floor. Afterwards, I didn't want to make a scene, so I ran down the stairs to get back to the pool so I would not get yelled at by anybody.

Before I had gotten to the pool, I heard a thud in the bathroom. At first I thought I had broken something or maybe just a soap bottle had fallen. I went back upstairs to see what it was. When I walked in, I saw an older lady on the floor clutching

her purse. Coincidentally, it was the same person who had spoken to me earlier about my camp. She stood up and looked at me directly in the face. I panicked and asked her if she was okay. I felt guilty afterwards for making the bathroom full of water. She thanked me for asking if she was okay and left the bathroom smiling.

That moment taught me two things: First, that I should not play with water and soap in the bathroom and, second, that no act of kindness is too small. That act of kindness had a significant impact on me because of how simple it was and how grateful her reaction was. From that moment on, I've made it a point to continue such small acts of kindness, simple things others might not notice but I always will.

KATE CHAMBERLIN

No Day But Today

I remember when I first realized how much I loved musicals. I had the one musical I loved (*Hamilton*) on shuffle and ran out of skips. Rather than switch my music, I decided to stick it out and promptly discovered that I loved the song, "Tango: Maureen"



from *Rent*. And I know this doesn't sound like it has anything to do with my beliefs, but it does. I promise. Though I had values before getting into theatre, they were naive at best. I believed that there were happily-ever-afters for everyone. I believed that there was no such thing as bad people. But worst of all, I believed that you were supposed to just pass through life, rather than live it. Needless to say, I've changed.

I believe that I must live life like it means something. I can't speak for anyone else, but I can't just watch my life pass and wave at it as it goes: I have to live each moment like it's my last.

When I was little, I desperately wanted to be a princess. It would switch: I wanted to be Cinderella, or Ariel, or Snow White, but typically, I wanted to be Sleeping Beauty. Now I can barely stomach the thought of being Sleeping Beauty, who is now my official Least Favorite Princess. Does anyone know how many lines she has? I do. She has eighteen, in her own movie. I can't do that with my life. I can't see my own movie play out and pretend it's not mine. I refuse to be the girl that sits by and watches everyone else do the living for me: I'll do

my share, thanks. I have to be someone to myself, if to no one else. Because if I'm not anybody to me, what does that make me to others?

Musicals have taught me how to live, which is ridiculously cheesy, but it's true. I've become who and what I am because of theatre. There is only now. There is only here. There is no day but today. This I believe.

KATE FISCHER

No Such Thing as a Bad Decision

I believe that there is no such thing as a bad decision. This is something that I am constantly reminding myself of. I have always had a hard time making decisions, even small decisions, like what to wear to school, or what to eat for dinner. So when it came to deciding where to go to high school, I struggled. In addition to not liking decision-making, I have also never enjoyed change. Yes, I am excited to go to high school, but having been at St. Patrick's for 11 years, it feels so comfortable and familiar. But deep down, I do believe change is a good thing. If I stay in the same place, doing the same things, for my whole life, I will miss out on so many amazing

opportunities in the world. No matter what decisions I make and what situations I end up in, if I keep an open mind I can make the most of anything.

When it came time to decide where I would spend the next four years of my life, I gained two new beliefs, both related to my original belief. The first is that I cannot go through life on my own. Throughout my life, I have always done things on my own and just struggled through them. I didn't ask for help with homework, instead just trying to figure things out on my own. And when it came to making decisions, I believed that I had to make them on my own. What I realized is that there are lots of amazing people in my life who can help me in any situation and can make difficult things a lot easier. I don't have to do things on my own, and sometimes I can rely on others to help me when I need it, and I shouldn't be embarrassed to ask for help. The second new belief that I gained is that there are no right and wrong decisions in life, but just a variety of paths to reach my goals. When deciding where to go to school, I believed that there was only one right decision, and I had to figure

out what it was. But looking back, I realize that there is no such thing as a wrong decision and that my attitude and actions following my decisions matter more than the actual decisions I make.

NICK FUISZ

I Can't Tell Jokes

I was told I couldn't tell jokes. I thought it was a normal thing that some people just weren't funny, but for me, I really could not tell jokes. I had to go to speech therapy for help. For seven years, I spent every Tuesday afternoon in Tenleytown in a room working on pronunciation and other things you would do at "speech therapy." I hated going there. I would resist going in many ways: I would complain or make my body go limp. I was the worst. I would cry, my mom would sometimes cry, and sometimes I resisted so much that my dad would have to come and take me. I didn't understand what my parents were trying to do for me by sending me to speech therapy. However, today, I believe in being grateful and showing appreciation not just to my parents, who always want the best for me, but also to people who are positive



influences in my life.

When I was younger, I didn't understand the purpose of going to speech therapy because I thought I just had trouble telling jokes. Why was this such a big issue? As I got older and came to the end of speech therapy, I started to realize why I went. I started to appreciate and understand why my parents sent me every Tuesday. Going there helped me in school. I was able to do more with writing and be successful when I was assigned LA work. I was more pleased with my work and, in Grade 6, for the first time ever, I was in the accelerated LA class. My mom was so proud of me, but I was like, "Nick Young social media meme," (If laughing: yes! yes! seven years of speech therapy is finally paying off) (If not laughing: dang, I still can't tell jokes)."

The annoying and unpleasant trips to speech therapy paid off in the long run, and now I believe that I should be grateful and appreciative for what people do for me, especially my parents. I may still have some work to do on my jokes, but this I believe.

MAC GIBBY

Slow and Steady Wins the Race

When I was younger, I always wanted to be first. I wanted to get things done in the quickest time. I would try to be the first in my class to finish an assignment or try to be the first one to complete a soccer drill. In every activity, drill, or job, I always wanted to be the first one because I am a very competitive person.

But when I would swiftly rush through activities, tests, and quizzes, I would make silly mistakes. I would get mad at myself. Mad because I knew the answers; mad because I knew if I would have gone over the problem and taken my time, I would have been capable of doing the skill. But I went too fast and did not take my time.

I was in Grade 7 when I finally realized that going over an answer or taking my time to go around the cones in a soccer drill would help me not to make silly mistakes.

This helped me develop the values of patience and self-control. Perhaps my story reminds you of the tortoise and the hare. Slow and steady wins the race, not the person who goes super fast and makes a careless

mistake. *It is not all about going fast and being the first one, but also taking your time and making sure you fully understand to be able to do to your best.*

LAURA GROH

Controlling Fear

I believe that fear is just an excuse for not living your life to the fullest. When I was nine years old, I went to a four-week sleepaway camp. Before I left for the camp, I was afraid. Afraid that I would fail, afraid that I wouldn't be able to make friends or successfully complete the hiking trails. I didn't want to go, and I was letting these fears control me. Now I can't believe that my fear of failure almost made me miss out on an awesome experience!

The first two weeks were amazing. But it was during the third week that I had to face my fears. It was time to go camping, and I was very nervous. This was my first time camping, and everyone else had done it before. What if I did something wrong? But then I realized I couldn't live my life on "what ifs," so I worked through my fears. Even though I had known my camp-mates for only two

weeks, I believed that they would help me with anything I didn't know how to do.

Almost a week of no showering, huge spiders and slugs in our tent, drinking watered-down leftovers, and jumping off cliffs was only preparing us for our hike up Mt. Washington. On the second-to-last day of our trip, we got into the van and drove to the base of the mountain. As we climbed higher and higher, the weather got worse and worse. There were more hail, rain, snow, and high winds. If there was ever a time for me to be afraid, it was now!

But the journey, new friends, and the view from the top of the mountain melted my stress and worries away. Fear can drive you away, but it also brings new opportunities and experiences. What I realized at the end of my trip was that it was worth all of the struggle and pushing through fear. Now I believe if you let fear control you, then you will never achieve anything. Having this belief has led me to be more confident in myself and to try new things.



MARGARET GUILARTE-SILVA

A Step Forward

We graduate in two days. It'll be a change in our lives, transitioning from middle school to high school. Each and every one of us will be going to a new school, a new beginning. We move forward in our lives, leaving behind St. Patrick's and facing the future. Change will come. Of course, we can plan every second of every hour of every day but, try as we may, something different will happen, no matter how large or small the change can be. As the saying goes, "Change is inevitable, growth is optional." *I believe in embracing change. Life continues to move forward, whether you're ready or not. I believe that change is ultimately inevitable and it will help us grow as people.*

I began school at St. Patrick's in Grade 5. Before that, I attended a public school not far from my home. I loved going to school there—my friends, teachers, classmates. When I found out I would have to switch schools, I was devastated. Everything was going to change for me.

I was worried about making new friends. However, I made friends

faster than I ever would have expected. On the first day of school at St. Patrick's, everyone was really welcoming and helped me adjust easily. Their friendliness has stuck with me throughout my four years and has made a difference in my experience here.

Those gestures of kindness and the helping hands greatly improved my transition between schools. The change wasn't that bad. I made friends really quickly.

My reluctance towards switching schools changed during those first days and weeks at St. Patrick's. It made me accept and realize that change is a good type of inevitability. Now, I embrace changes and think that when facing them with a positive mindset, they could be enjoyable.

LIAM HAMILTON

It's Okay to Be the Garbage Man

"Insincerity is always weakness; sincerity even in error is strength." George Henry Lewes.

Ever since I was young, I have always made sure to have an answer for the fairly common question children ask each other:



"What do you want to be when you grow up?" At first, you answer fireman or princess, astronaut, or police officer. And I always seemed to be the odd one out: I wanted to be a garbage man. Everyone would look at me dumbfounded and shocked. I was aware of the bad smell, but the reason why I wanted to be a garbage man was because it seemed like it would be so exhilarating to be able to ride on the back of the truck. I didn't care about the fact that my chosen profession was "odd" or "different."

At a young age, it has always been important to me to bend the rules, stepping outside of my comfort zone and living a life being honest and sincere with myself. This mindset has gotten me far in life, which is why I still believe in it today.

Now that I'm older, my ideas of what I want to be when I become an adult have changed. *But, to this day, I still believe in being sincere with yourself. I believe sincerity even in error is strength.* In other words, I am saying how important it is for you to live your life as you want to live it. I am aware that no one wants to have a boring life or a boring job. But I do believe many people are scared. I don't

think anyone is scared to live a good life, but many are scared of trying. This might sound clichéd or childish, but I truly believe you will never know if you could have a more exciting life unless you try.

The value of sincerity has two layers, in my opinion, one being sincere with others, being honest and forthcoming about actions that you make, and the second being sincere with yourself. Putting judgments aside, sometimes you must forget about responsibility. It is important to know it is okay to bend the rules and step out of your comfort zone. It is important to know that it is okay to be the garbage man. I believe in living a better, more honest, and sincere life.

HELENA HUNTER

You Only Have One Chance

This February, I read a speech by Steve Jobs, who said, "If you live each day as if it was your last, someday you'll most certainly be right." I believe this is a great way to live your life. I have learned that death is inevitable. It is the only thing every living being on this Earth shares in common.



You *will* die, so why be scared of it? Instead, make your life as great as it can be in the short time you have alive.

Since I read this speech, I practice what Steve Jobs did every day. I think “Would I be content with my life so far if I was going to die today?” If the answer is “no” for too many days, I think about what I need to do to make it a “yes.” This speech also showed me that you have nothing to lose, everything is temporary, so do what you want. I’m not saying to rob a bank. I am saying don’t let your fears and people’s opinions make decisions for you. *I believe that if you go with your gut and express yourself freely, you will have no regrets when you die.*

As of right now, I have no regrets in life. I think this is a pretty basic concept that everyone has heard at some point. However, this concept is not understood. Most people probably think it’s just an overused phrase but, really, it is the key to living a good life. You have to process that you only get one life to do everything you want, so you have to fit it all in. You can’t die with regrets, you can’t ever look back. We all need to stop wasting time thinking about what other people will think of what we

do and just do whatever we want and be happy.

MICKAYLA JONES

The BFG and Others

I believe in books. I believe in the stories they tell, the universes they create, and the solace they bring; how books can bring millions of people from across the world together to enjoy or argue over the contents they hold. The pages are so light, but the content that they hold can weigh a thousand tons. Another thing about books is that there are so many to choose from! You want a historical fiction novel that encompasses a theme of new beginnings? Read *A Tale of Two Cities* by Charles Dickens. Or maybe a short tragedy about what it means to be a true friend? Read *Of Mice and Men* by John Steinbeck. To top it all off, you probably need something to inspire you to do good and take a stand for what is right. Then I suggest *The Hate U Give* by Angie Thomas. Not only are all of these books superb and inspiring, but they all changed my point of view in one way or another.

My parents began teaching my older sister to read when she was five and



I was three. Whenever she got a small book from school to read for homework, my parents would teach her how to read, not knowing that I was listening close by. After her lesson was finished, I would sneak into her backpack and read her book by myself. When I finished the book, I was filled with joy, and I wanted to share what I had learned with my friends.

When I learned how to read, I found an escape, another world, even another universe, where I could be a witch and drink butterbeer. Or maybe watch a little girl become friends with giants. When the world seems messed up, like it is right now, or maybe life just isn’t going your way, you need three things: Your favorite beverage (I prefer coffee), some good lighting, and a good book. This I believe.

LOUISA KEAN

Parental Guidance Suggested

I believe in listening to and trusting those you love. In life, many people will let you down, and it is hard to figure out who you can trust. However, those who will always tell you what you need to know are closer

than you think. You may not realize it, but your parents and family members will always want what is best for you and can be a place of assurance in your life.

When I was younger, I thought that defying my parents was what I should do because they are old and their ideas are outdated. That is true for some things. But when my parents constantly told me to not play with scissors, and being the rebellious nursery student that I was, I sneakily cut my own hair. After being unhappy with the blonde bob I cut, I promptly asked my mom if she could fix it.

My beliefs finally changed this year. I was talking to my parents about the musical and what I wanted to audition for, mainly aiming for some of the roles with fewer solos and lines. But it was my parents who pushed me to try out for Ariel and put myself out there. I decided to take their persistent advice and to trust them. I ended up getting the role and gaining confidence for high school productions and public speaking! As I think about some of the successful attributes and events from my past, I realize that it was my parents who have inspired my actions. Even



with the application process, my parents helped me make decisions that I am very happy about today.

I know that I am still a child and just beginning my life as a teenager; however, I have realized what my parents have been waiting for me to realize my whole life—to listen to them. If it wasn't for listening to my parents and trusting what they said, I wouldn't have believed in myself. From these experiences, I've learned to not take after the disobedient little mermaid, Ariel, and make sure to listen and trust in my parents.

NICO KING

Self-Confidence Is Key

It is extremely important to have self-confidence. This I believe. If one does not have self-confidence, it is much harder to do things. It helps you achieve your goals, and it can bring you up when you are feeling down. When I was not confident in myself, I believed that I would struggle with anything that was challenging. Now, I tell myself that I can do it. I put my mind to it and get to work, knowing I

can do it. If someone says you cannot do something, do not listen. It is only in the last couple of years that I have started seeing the results of believing in myself. Before, I would be doing things such as playing sports, or doing homework, and I remember thinking that I could not do it. I remember a specific time when I started to have self-confidence. I was 12 years old, playing in a championship soccer game and telling myself that I can and should do everything to my fullest ability, and I began playing much better than before.

I started thinking to myself that I should start believing in myself and I would do better. This made me feel much happier, and everything was easier. Something else that has helped my self-confidence is starting to socialize much more with people and talk to them, as I previously had some issues with talking to people. This has been a huge boost for my morale. Overall, my time at St. Patrick's has turned me into a completely different, more confident, and better person.

NORA LOWE

Kindergarten Anxiety

I believe in kindness, hope, loyalty, equality, and happiness, and many more values, but sometimes love seems most important. I think that love is powerful and believing that no matter what, you are loved.

About eight years ago, when my mom was pregnant with my little brother, Kemper, I was in Kindergarten. I was thrilled with the idea of having a sibling and being a big sister, so I decided to make my mom a present. I cut out a paper heart and attached a piece of rainbow string to it so it was like a key chain. I also made a little green paper box for it, but the heart kept falling out so I added a lot of tape on the sides. I carried it in the car to Sibley Hospital to give to my mom and watched as someone wheeled her around the corner of the hallway in a wheelchair with Kemper wrapped in a blue Winnie-the-Pooh blanket.

I was so excited! I gave mom the present but, when she opened it, we discovered the heart had fallen out again. I was so upset and cried my eyes out, probably everyone on that floor of the hospital had a headache for days. I was so mad at

myself and disappointed that I did not have a present to give my mom. I felt so anxious that when my dad assured me that I could just make another one, I told him that it wouldn't be the same and that it wouldn't have the same meaning. My parents said that they loved it anyway. Thanks to them, I calmed down and everything else that day went as planned.

My anxiety has continued to bother me throughout the years, but thanks to my dad and mom, I know that no matter how big the mess is, they will still love me just as much as they did before. I know that I don't need to be anxious about loving them making everything perfect, or about them knowing how much I love them. Because no matter what, they will love me anyway, and that's more important than anything else. This I believe.

MADISON MAGRUDER

Don't Forget to Have Fun

It was a bright spring day in Bethesda where there were so many things to do but not enough time to do them. I had given up on washing the dishes and still had lacrosse practice, not to mention going to my sister's soccer



tournament. On top of all that, we had to go to dinner with my grandma. There was so much to do that I forgot to enjoy my day and have a little fun while doing it. I believe having fun is the key.

Driving slowly down the street, my mom and I started to sing the song “Pursuit of Happiness” and started to dance. After that, I could not get that song out of my head for the rest of the day. When I was in the car, I forgot about all of the things that I had to do, and I just had fun. I was not worrying about what I had to do and how little time I had to do it, but I lived in the moment. *I believe every one should live every day to the fullest.*

Later that day, when I was back at my house, I thought about my day and how much fun I had, and we had also gotten everything done. I have a simple motto: Even though it can be hard, always try to have fun because life goes by so fast and you don’t want to miss something because you’re having a bad day. Make the most out of every situation or you will miss a very good chance to have fun. This I believe.

JOSEPH ATTIA MORALES

Life Isn’t Fair

I believe that life isn’t fair, but I believe in fighting to make the lives of people a little bit better. This belief started when I was just five years old playing with my toys. My grandfather entered the living room and, out of the blue, he asked me what I wanted to be when I grew up. Like any other five-year-old, I said I wanted to be a superhero and save the world from evil villains. In response he said, “Well, let me tell you something about what lies ahead of you. Life isn’t fair. But that doesn’t mean you don’t try.”

At first, I didn’t really care because, first, I was just five and, second, I was too caught up in the thought about me saving the world. But the quote stuck with me throughout my life (somehow). Then, during the summer of 2010, I realized what my grandfather meant. That summer, I was made fun of and people made jokes about me, which was something I could not control. You see, I struggle with reading.

A couple of older kids would walk up to me and ask me to read a pretty confusing sentence for a six-year-old.

I would mess up and they would laugh. This happened until a high school student stood up for me: He went up to the group of bullies and said something that I don’t remember, but those kids never asked me to read something again!

Today, eight years later, reflecting on what happened, I finally understand what my grandfather was telling me. For example, that high schooler saw how life wasn’t being fair to me and he tried to make it better.

I no longer believe in saving the world from villains, but I believe in helping others. I know that life isn’t fair and that it has its highs and lows. It will never be what you really want.

DC NOCHE

I Believe in Overcoming Fear

I have made many close friends during my 13 years at St. Patrick’s, but making friends outside of school has always been a struggle for me. Outside of school, I am constantly surrounded by new people that I could befriend but do not bother to because something is holding me back. I have always felt like an outsider when I am in a group of

people I do not know. One struggle I have with meeting new people is talking to them. I feel like I never answer questions right, and I’m afraid that my fear of talking and saying the wrong thing makes me seem like I did not want anything to do with them. However, I’m looking forward to high school and using the values of courage, empathy, and patience.

I learned these values from my parents. These values express who I am. Courage is very important to me when surrounded by new people. I must have the courage to go up to someone and introduce myself or have the courage to keep a conversation going when someone starts one with me. It is important to have empathy because I need to be able to understand what people are going through and let the potential friends know that they can trust me. Lastly, I will need a lot of patience when trying to make friends. I will need to be patient when learning about new people and making the friendship develop. I will not walk into school and have a new group of friends that I will know everything about. It will take a lot of time to create new memories.



I believe that I have improved, but there is still more to do. I believe that practice makes perfect and the more friends I make the easier it will get. I believe that I will never forget the memories and friends I made here. *I believe that I will make it through high school and have fun.* This I believe.

TREY NORDBERG

We Persevered

I believe in persevering even when things don't always turn out the way you want them to. I came to this realization when I was at camp last summer. There was an opportunity to go on a hiking trip through the mountains next to Lake Superior. It was a three-day trip that spanned 17 miles. We started our trip by hiking up a mountain which had amazing views, but then when we went down the mountain the whole trip went downhill, pun intended. While climbing down the mountain, we got to a swamp area that was wet, muddy, and filled with bugs. We trekked through this for about two hours, and then we went back up to the mountain. The mountain

was very steep, and we were running out of water, so we stopped at a stream to fill up our water bottles. The water was filled with dirt and muck but we had to drink it. Things didn't go our way, but we persevered. While climbing back up from the stream our counselor fell and we heard a *CRACK!* He said he was fine but we all knew otherwise.

Things didn't go our way, but we preserved. We kept walking until we came to a fork in the path. We didn't know which way to go so we made an "educated" guess. We guessed wrong. Things didn't go our way, but we persevered. This spiraled into another string of bad decisions and wrong turns, and we ended up hiking 15 extra miles, all while our counselor had a broken foot. The whole hike ended up being around 36 miles. Not exactly what I had signed up for. Things didn't go our way, but we persevered. This experience taught me to persevere no matter the situation you're put in. It also taught me that life isn't always fair and that you have to make the best out of a bad situation. This I believe.



CHARLIE PATEL

My Grandfather's Lesson

I believe in the importance of hard work and perseverance, which I learned from my grandfather. His name was Suryakant Patel, and he was born in rural Uganda with not very much money. My grandpa had very little schooling but still was one of the first people in his family to go to college. He studied in India and became a doctor. He then moved to Scotland before moving to America, where he had very few friends or family. But despite the odds stacked against him, he succeeded by working very hard and persevering.

My life has not been nearly as hard as my grandpa's, but I have run into some difficulties. My whole life I have struggled with an illness that makes me very sick for weeks at a time and could even put me in the hospital. It forced me to miss a lot of school, and I struggled to keep my grades up. But it taught me to work very hard to achieve the good grades needed to get into high school.

When I was young, I also struggled with dyslexia, which made it harder to learn to read. But it taught me to persevere because learning to read was

extremely to me.

I have had a pretty easy life compared to my grandfather's, but no matter how easy life is, there are always difficulties to face. It has been these difficulties and my grandfather that taught me the important values of hard work and perseverance.

SANDER RODMAN

Divorce Still Supports

I believe that love can endure even the most challenging of situations. I experienced my parents' enduring love for me when they got divorced. I know this doesn't make much sense, but let me explain. I didn't know how special their divorce was until I heard divorce stories about other people—how ugly and aggressive divorce could be. Fighting in court over custody of kids. Hearing two different stories about the other. But for me it wasn't about that at all. It was all about what was best for my brother and me and how we could still be a happy family. For me, that was the true sign of love.

Their divorce showed me that their love for my brother and me was their number one priority. They took what could have been



the worst event of my life and created a future of wonderful moments instead: two Christmases, my first Parent-Teacher Conference, and now my family members coming together to celebrate my graduation.

This is something no other parents could give me. Parents who put their children first selflessly without a second thought. Parents who I know will love me until the end of time. Without my parents in my life, I wouldn't be this far in life. I would not have joined a community like St. Patrick's without them. Never would I have gotten such good grades or have been able to go to a great school like Bullis with such good friends. All I have now wouldn't be possible without them and this speech is my way of saying thank you.

They gave me the happy ending that most kids only dream of. And for these reasons, I believe that love truly can endure even the most challenging of situations.

SEBI SAMADI

Responsibility Pays Off

Now, I know what you are thinking, a speech about getting a dog is pretty boring,

but trust me, this speech is more than that. *I believe in the value of learning to be responsible and independent at a young age.* I learned this because of Bentley, my dog.

When I was 11, I saw the movie *Max*. It's about a boy and his friendship with his dog, same old cliché. After watching this movie, I begged my parents for a dog because I really wanted one, and 11-year-old me did not realize how much of a responsibility it would actually be. When I finally convinced my parents to get me a dog over Christmas break, we had one agreement: I would have to take care of him. How hard could this be? I found out quick when I came home after school to a huge mess on my mom's favorite carpet. Then and just then did I realize what kind of ride I was on with Bentley.

Every single day, I would have to clean up after Bentley, feed Bentley, wash Bentley, and do everything else to keep him happy. I was greatly rewarded by Bentley's companionship, but I also learned how to be independent and responsible. These are qualities that I would apply to many things in life. For example, during my time at St. Patrick's, I had to learn

how to manage my time and take more responsibility for my assignments. Taking care of Bentley was my first BIG responsibility that I had on my own. I was able to transfer the skills I learned from taking care of Bentley to school life.

I believe that learning to be independent and responsible is important to your path of young adulthood, because in many things in life, you will have to clean up messes by yourself and it won't always be just a dog's mess.

DANIEL SAMUEL

Use Your Words

I personally believe in speaking my mind through writing, despite what others think. I have often been told that my writing is too wordy or that it shares more than needed. At St. Patrick's, my writing assignments always seemed to linger over the word maximum. My teachers would tell me to "get straight to the point" or "organize your thoughts!" I never seemed to be able to control how much I wrote, and all the ideas I had just flowed out onto the paper.

But in Grade 5, I was finally able to realize why I couldn't help how much

I wrote. It was because that was the only way that I was speaking my mind. I was always kind to others when I was little, and most of them usually did the talking for me.

Even though sometimes I enjoyed not speaking and observing, there were still so many things I wanted to do and so many things I wanted to say. But if I ever acted on it, it would either result in a stutter or unkind behaviour. So I stuck to saying more in writing. This discovery, however, did not stop me from expressing my ideas. Sharing and writing poems became a pastime. I was always anxious for teachers to see the profound detail I put in my writing and maybe even give me a high five for a job well done.

To this day, my belief in more-is-better has not been hindered by what anyone else may have said. Whenever I write anything, I always remember that time stops for no one, and that making the most of it brings a lack of regrets and a plethora of success. *My speech is exactly one word over the limit and I am proud of every piece of it.* This I believe.



CHARLOTTE SHAW

The Importance of a Sibling

Chances are that if you know me, you know my sister. Sure, maybe not all that personally, but you know what color she dyed her hair, what country she's going to in the near future, and how lucky she is, the easy stuff that you find out when you catch up with an old friend. And when I catch people up on her latest activities, that somehow seems relevant to the conversation—the question of just how we are siblings, but also friends, comes up. *Personally, I believe that the bond between siblings has the potential to become the strongest and most reliable one somebody could ever have, but that you just have to find common ground to start building that bond.*

It's unheard of to many, who either say they hate their sibling or their sibling hates them, or even that the feeling is mutual and, trust me, we were like that once too, and that really does make me wonder how my friendship with my sister all began. I have an idea that it started with an old Xbox 360 controller and a stack of late-2013 console games with plots I could probably recite in my sleep from how many times we've

played them. Yes, as silly as it may sound, video games gave me the best friend I will ever have. Through these, we found that we had the same opinion on just about everything, such as how to create the perfect cat eye, along with a similar, admittedly stupid, sense of humor.

No matter where we were, may it be at the house equivalent of Hell itself, or the better alternative, a nice home with a cool mother who is surprisingly tolerant of our around-the-clock reactions to some fictional drama, we had each other and our gaming console, and that was all we needed. Soon enough, our conversations could turn from video games to basically anything, from school to the latest Twitter catfight, and we ended up inseparable. No matter what color she dyes her hair, or what country she's going to and, of course, whatever video game we may currently be dying over, I know that I have Isabelle Shaw, the sister I can always rely on.

SIMEON SWABY

All It Takes Is Optimism and Hard Work

I personally believe in optimism and charity. I feel

that people should work hard to better the lives of others, while still being hopeful towards different issues. I feel like lately, people have started to have a negative viewpoint on the world because of recent events. During a small part of Grade 8, I somewhat had the same viewpoint. I saw how the world was extremely unforgiving. All the violence and political unrest started to upset me. I wanted to help but didn't exactly know how to. And then I travelled to the beautiful country of Haiti in the Caribbean, and it changed my viewpoint about the world's problems.

Haiti is one of the poorest countries in the world. After years of political unrest, natural disasters, and a bad economy, you would think that the people of this country would be sad, angry, maybe a little depressed and, while some of this may be true, they don't sit and wallow in their unfortunate circumstances. They transform these emotions and set out to improve lives for themselves, their families, and their community. For example, there was a loving couple who planted and grew an abundance of crops in their backyard for the community. They used different

irrigation techniques to easily grow the plants while being conservative with their money. This taught me more about how you can help others every day.

Probably the most memorable part about the trip for me was meeting a man named Ephesian. He is the epitome of charity! He not only grew up without parents but, for some part of his younger years, he didn't have a home. But even with all the odds against him, he made it his mission to help others not go through what he had to go through. Negativity is something you can't escape, but it is something you can change. If you see a problem that you want to fix, go for it. You have to make the most out of what's presented to you and use what you have to help others. This is what I believe.

MAYA TAYBRON

Just Know I Love You

When I was seven years old, my grandmother died. I felt horrible because I didn't think she knew that I loved her. Honestly, I never expressed love to those I cared about. This year, three of my friends were in bad car accidents. My friend Adriana



nearly died. I never told her that I loved her. I used to believe that everyone knew I loved them and I didn't have to express it. Now, I believe in grasping every chance that I have to tell someone that I love them. *I believe that you need to make sure that the people you love know you love them.*

When I was younger, I thought that people would be with me forever, so there was no need to express love. I took my grandmother's love for granted. And now she's gone. I didn't want to do the same thing with Adriana that I did to my grandmother. On the day I heard she could die, I sent a message to her. It said: "I know we don't ever really talk, but I know you're a fighter. I want you to keep fighting now. I love you. Please fight like the soldier we know you are." This was probably the first time I expressed love to someone, other than my close family.

Now, I believe and choose to express my love to people I love. I don't want to make the same mistake that I made with my grandma. I believe in expressing your love to people because they aren't always going to be on this earth. And when they aren't here, you'll feel guilty for not letting them know

how much you loved them.

Mom, Dad: I love you. Even though we argue, you always look for the best in me. Friends and family: I love you and thank you for staying by me through thick and thin. Margaret, DC, Nora, Mickayla: You are all so funny and are definitely going to have a great time at school next year. Just know I love you.

STELLA TONGOUR

Imagination

I believe that imagination is one of the most important tools a human can have. The value that I hold for imagination is so deep-rooted in me that it's hard to pinpoint exactly how and when it started, but I am confident it has something to do with my mother. She taught me that I should never take my imagination for granted. Each year, she would find a way to physically exemplify the theme of my birthday. She became a princess, a mermaid, a pirate, or anything else she could think up. No, she didn't simply "dress up" like she was wearing a costume. She transformed in a way that was so authentic and pure, even when the characters

were imaginary.

Every St. Patrick's Day, my mom brings us and several other families to the park where a leprechaun has mysteriously left small tokens, like candy or small toys. Also, I can assure you that my letters from the tooth fairy were far more elaborate than any other kids'. I can thank my mom for inspiring me to expand my imagination and think outside the box.

My brothers and I learned to develop our imaginations quickly. My brother Alec and I created an entire universe called "The Ongediver's." This was no small universe. It was jam-packed with genuine history, dozens of different characters that we would play between the two of us, a few different countries. We even had set up political systems and several different sports. We also had a system of currency called "poplecks." This started when I was probably four or five, and technically we have never officially stopped playing. It's safe to say we haven't played in a few years, but our little universe has probably been the most significant outlet of imagination in my life so far.

When I was younger,

I discovered that my imagination was a truly magical and wonderful thing that I could turn to at anytime. Now, as I look back on the earlier days of my childhood, I have learned an arguably more important lesson. I learned that imagination is a tool, and powerful one, too. It's a way to process the world around you. The true beauty of it is that no matter your background, whatever race, gender, or nationality you are, whether you're the wealthiest of the wealthy or the poorest of the poor, imagination is accessible to everybody. Imagination is something that all humans have the freedom to use, making it a vital aspect of the human condition. I believe that there is authentic imagination in everybody; we all have the capability of using it as tool, and we should not take that tool for granted.

LUCY WEIL

Everybody Makes Mistakes

I have always been told to tell the truth, don't get in trouble, and never steal, all throughout my childhood, in school or by my parents. I would reply, saying "Yes" or "I understand." But I



skipped over it, never really understanding. I believe that everyone makes mistakes, and it is self-reflection that helps everyone to truly learn from them.

When I was young, I went to a bookstore with my mom and my sister. Once my mom was done with her work, she came looking for us. While she was checking out, we found a wall of cards and bookmarks. I thought that they might be giving them out for free, so I took a bookmark. After we were halfway home, I showed her the bookmark that I had gotten, and she realized I had stolen it and turned the car around. My mom took me back to the store, found someone working at the desk, and explained to him that I had taken the bookmark. She made me return it to him and apologize for my mistake. I was scared and nervous but mostly confused about what I had done, not understanding that stealing was a bad thing. I just hadn't stopped to think about it.

Now that I am older, I know that everybody makes mistakes. At the time, I might not have understood what I was doing but, after some self-reflection, I use this important moment to make sure I always listen to

directions and advice twice without blindly say "yes." *I believe that lessons you learn throughout your childhood are lifelong, mistakes are a part of life, and you can't learn from them without stopping to think about why they are mistakes.* Today I take pride in my mistakes, knowing that I can learn from them by looking back and reflecting on what I had done to become a better person throughout my life.

WILLIAM WESTON

Not Everything Happens for a Reason

I don't believe everything happens for a reason. *I do believe that every negative situation can be turned into a positive situation.* When I was 12 years old, my mother died. I felt like an empty juice box once filled with hope. My mother, Katy, had been fighting a terrible disease that affects the immune system. She had been a cancer survivor and fought against seizures, but this disease finally got her.

I had always wanted to be a doctor just like her because she was the first one in the family to become one, so I wanted the legacy to continue. After she passed, I felt a surge of

energy to strive to become a doctor. It meant that I had to continue on her dream, and that her dream did not have to go away once she did. Becoming a doctor also meant that I could help people not share my fate. I can help those parents whose kids might need them, but they could not help because they were in the hospital.

My mom also taught me to always be positive. Working as a doctor is taxing mentally. I remember when she had to go to the hospital in the middle of the night for her shift she would always leave and come home smiling, because she knew she had helped someone that day and every day. She would turn the bad situation at the hospital into ways to help people and make their family hopeful. This is why I believe everything can be turned into a positive situation.

Before I had believed that everything happens for a reason. I thought that when something bad happened it was supposed to happen and that you could just ignore it, but now I realize that is not true. *I believe that everyone has lessons that they learn through good and bad events in their life.* I think that everyone

learns these same lessons, but what sets us apart from one another is how we learned these from lessons and what we do with these lessons.

JANE WHITE

A Strong Head Start

Throughout life in and out of school, I've experienced bullying and exclusion. In my early years at St. Patrick's, I was called fat, and the words stuck with me, leading me to be self-conscious, although slowly, I've been able to become comfortable and confident in myself. My family teaches me to treat others better than they've treated me. And they've inspired me *to believe in resilience, commitment, and responsibility*, and for that I'm grateful.

A few weeks ago, I came home extremely upset and was comforted by my mom. I always go to her when I'm experiencing something difficult. Well, that day she called me resilient and told me she was proud of me. And I know coming from a parent it shouldn't mean much because it's their job to love you. But being recognized by the woman who inspires me every day has encouraged me to be



resilient throughout my life.

My sisters, although I would never let them hear this, have taught me about the value of staying committed to whatever you believe in. As I see them apply to high school and college and watch them work hard to achieve their dreams, it makes me strive to achieve mine. They show me that with hard work and dedication, you can achieve success.

My dad tells me to be accountable for my actions. For example, just three days ago I lost my Invisalign, but instead of just apologizing profusely, I took action. And I've found that my dad teaches me every day that it's okay to be wrong and mess up if you learn from it and hold yourself accountable.

With the help of my family, I have come to the realization that no one has the right to put another person down. From them I've learned that you must be strong and bounce back after facing pain and hardship, be responsible and own up to your actions to create forgiveness, and be dedicated in the fight towards love. I know my family hasn't taught me everything, but I'm thankful for the strong head start.

SARAH WHITE

The World Is My Oyster

I believe that the world is everyone's for the taking. When people present themselves as more confident and take advantage of life's opportunities, people are more successful. I'm not saying that everyone will succeed, but if you open up to the world you will end up having more options.

Three years ago, I received a letter from my mom at sleepaway camp that changed how I looked at the world and my opportunities. When I opened the letter, there was a quote on the front written in big blue and green letters that said, "The world is your oyster." As I read the letter, the meaning of the quote became more clear to me. She wrote, "This card says, 'The world is your oyster,' which means if you open yourself to it (like an oyster), then the world is yours for the taking. I want you to know that this is true for you." Reading this card made me feel inspired because my mom told me that the world is mine and I can succeed if I open up to it.

Until this year, I did not think much of this card or the future and where I will fit in the world. Even though I

understood the meaning, the card never became a reality for me until now. Throughout my time at St. Patrick's, I did not face many situations openly or confidently. Knowing that I was going to leave St. Patrick's, I did not want to look back on the 10 years I have spent here and regret not taking advantage of the opportunities that were in front of me. When I was in Grade 7, I decided to run for Student Council after wanting to for three years—and I won! Seeing this good outcome helped me face situations more confidently. I am now more scared of not trying something and regretting it than trying and failing.

I believe that the world is full of possibilities, but it is up to the person to take advantage of them and be successful. I believe that the world can be anyone's oyster. They just have to be willing to put themselves out there.

GRANT WINCUP

Why My Parents Love Me

I believe in appreciation.

How did I come to believe this? Well, my parents had to comfort me when I had a bad day in Grade 1 and I came home crying, because my teacher yelled at me and I was very upset but did not

want to show my friends that I was crying. So as soon as I got home, I ran to my mom's arms and cried. My parents may not remember this day because it is just another day in the life of a six-year-old, but I do. It showed me that throughout my life my parents will be there for me through good times and bad times.

And even after all of that, sometimes they don't receive the appreciation they deserve. For example, after I came home crying that day, and after they had comforted me, I probably still got mad at them because they put me to bed earlier than I would have liked. Or the fact that after my dad wakes me up for school in the morning and then I fall back asleep for 15 minutes and then my mom comes in to yell at me because I am going to be late—after that I am mad at her even though she is just trying to get me to school.

My parents have loved me since day one, March 11, 2004. They supported me through everything from sports to school to life. This is why I believe that parenting is the most underappreciated job in the world. I would like my parents to know that even if I am mad or angry I still love them, even if it's not showing.



Front row, from left to right: Louisa Kean, Daniel Samuel, Mickayla Jones, Grant Wincup, Francesca Cavaceppi-Dove, Mac Gibby, Nora Lowe, Trey Nordberg, Jane White. **Second row, left to right:** Kate Fischer, Helena Hunter, Simeon Swaby, Peter Barrett, DC Noche, William Weston, Stella Tongour. **Third row, left to right:** Sally Anderson, Will Burks, Lucy Weil, Charlotte Shaw, Laura Groh, Margaret Guilarte-Silva, Madison Magruder, Nico King. **Fourth row, left to right:** Charlie Patel, Lily Bass, Sarah White, Joseph Morales, Sander Rodman, Kate Chamberlin, Nick Fuisz, Sebi Samadi, Liam Hamilton, Maya Taybron.

CONGRATULATIONS, Grade 8 Class of 2018

SALLY ANDERSON
Berkshire

PETER BARRETT
Westminster

LILY BASS
Bullis

WILLIAM BURKS
Bullis

**FRANCESCA
CAVACEPPI-DOVE**
Georgetown
Visitation

KATE CHAMBERLIN
Madeira

KATE FISCHER
Potomac

NICK FUISZ
Maret

MAC GIBBY
Landon

LAURA GROH
Holy Child

**MARGARET
GUILARTE-SILVA**
Maret

LIAM HAMILTON
Burke

HELENA HUNTER
Potomac

MICKAYLA JONES
St. Andrew's (DE)

LOUISA KEAN
National Cathedral

NICO KING
Landon

NORA LOWE
Holy Child

**MADISON
MAGRUDER**
Holy Child

JOSEPH MORALES
Georgetown Prep

DC NOCHE
Bullis

TREY NORDBERG
Georgetown Day

CHARLIE PATEL
Landon

SANDER RODMAN
Bullis

SEBI SAMADI
Maret

DANIEL SAMUEL
Landon

CHARLOTTE SHAW
St. Andrew's

SIMEON SWABY
Field

MAYA TAYBRON
Episcopal

STELLA TONGOUR
Georgetown Day

LUCY WEIL
Phillips Exeter

WILLIAM WESTON
Field

SARAH WHITE
Sidwell Friends

JANE WHITE
Potomac

GRANT WINCUP
St. Albans

Alumni Notes

1983

Scott Milam '83 moved back to the D.C. area in 2007 to work with public school systems and to be closer to family. He started Afton Partners in 2011 to assist school districts, charters, and their stakeholders implement lasting, impactful change. He currently lives in Arlington, VA, with his wife Amanda, son Beckett (11), and daughter Emmeline (8).

1991

Amanda Rucci Lessard '91 is living in New Hampshire with her husband and two daughters, ages five and almost two, where she works as an elementary special education teacher.

1993

Chris Langhammer ex. '93 completed the Hand Fellowship at the Department of Orthopedic Surgery at Massachusetts General Hospital in July and was married August 25, in Wiscasset, ME, to Dr. Liz Inkellis. The two will live in Baltimore, MD, where they will practice orthopedics at the University of Maryland Medical Center.

1995

Andrea Katkish Mathis '95, her husband Brian, and their son Taylor welcomed their second child, Claire, on February 19, 2018.

Annie Snodgrass Dennett '95 started working at Flipboard as VP of business operations in July. Flipboard is an app that provides personalized and curated news and stories. She and her husband Zach

live in Manhattan with their two sons, Jacob (3) and Eli (1).

1996

Taylor Kettler '96 is happily living in McLean, VA, with his wife Annie, two-and-a-half-year-old daughter Charlotte, and five-month-old son Theo. Taylor works for the family company.

1999

Louise Bowden Taylor '99 lives in Lexington, KY, with her husband Brent. They welcomed their son, Henry, into the world in March 2018 and are getting used to the new normal as first-time parents, but Henry has completely stolen their hearts! Clark, the family's black labrador, is also getting used to the new normal of not being an only child but is looking forward to the day Henry can throw a tennis ball.

Ryan Hackney '99 is a chef at the popular burger restaurant Lucky Buns in Adams Morgan.

Nicholas Phelps '99 was married in Telluride, CO, on June 30, 2018. Nick's business "From The Farmer" has entered its eighth year and is thriving, recently expanding to New York City.

2000

Jennifer Nobil Gillice '00 and her husband Patrick Gillice got married on June 23, 2018 in Easton, Maryland.

Alex Williams '00 got married on September 1, 2018 to Nell Frabotta, a St. Albans/NCS classmate. At



Left: Scott Milam '83
Above: Taylor Kettler '96, hiking with his family



Chris Langhammer ex. '93 and his wife, Dr. Liz Inkellis



Alex Williams '00 with his bride, Nell Frabotta, and, (right) his brother, Tommy Williams W'11



Indie Liey Dawson, daughter of Andrew Dawson W'01, M'03



Christina Jenkins W'01 and Greg Jenkins ex. W'03 with their family in Africa



Lindsay Brewster Bhattacharyya W'02 with her husband, Amarto

the wedding were Alex's St. Patrick's '00 classmates Paul Jasinowski, Chris Wilson, George Hamberger and—of course—Alex's brother Tommy Williams W'11.

2001

Andrew Dawson W'01, M'03

and his wife Alexandra are thrilled to welcome their daughter Indie Liev Dawson to their family! Andrew also recently started an exciting new job at Brandwatch.

Jenkins, Christina W'01

graduated summa cum laude from Hobart and William Smith Colleges with a degree in creative writing, then went on to receive her MFA from The New School and, following that, her master's degree in media management, also from The New School. She works at Stella Rising, an ad agency, and lives in Manhattan.

2002

Lindsay Brewster Bhattacharyya W'02

married her husband Amarto on July 7, 2018. The happy couple lives in Chicago.

Heather Gustafson ex. W'02

is a broadcast reporter for FOX in Orlando, FL.

Lacey Gutierrez W'02

graduated from Vanderbilt Law School in 2016 and is now doing privacy consulting in New York.

2003

Greg Jenkins ex. W'03

moved from St. Patrick's to St. Albans in 2001. To pursue ice hockey at the highest level, he left St. Albans in 2007 for Phillips Exeter, from which he graduated in 2010. He was a two-sport athlete at Exeter, in lacrosse and hockey, and was recruited for the NCAA championship lacrosse program at Tufts, where he played the same two varsity sports. He has an NCAA championship ring for lacrosse and also went into the record books as one of the university's top goalies of all time. Greg played professional ice hockey in the French league for the 2014–2015 season, living in Paris, and then moved to London, where in 2016 he received his graduate degree in international relations

Congratulations to College-Bound Graduates from

ALLIE ARCHER

College of Charleston

PARKER BATH

Loyola Marymount University

BRYCE BAYLOR

Dickinson College

LAUREN BELCHER

Barnard College

PERRIN BENAGH

Colgate University

KRISTEN BITSBERGER

Hamilton College

TIMMY BITSBERGER

U.S. Military Academy

KATE BRADY

Clemson University

WILL CANELLAKIS

Connecticut College

SOPHIE DANISH

Davidson College

LILY DELANEY

Georgetown University

BENJAMIN DUKE

Northeastern University

TAYTE DUPREE

Wake Forest University

ROBERTA FISHER

Senior at Tabor Academy

BRYCE GARTRELL

University of Massachusetts, Amherst

EVIE HOFFMAN

Fusion Academy

HELEN HORAN

Dartmouth College

JUSTIN HURLEY

University of California, Berkeley

NORA KELLIHER

University of St Andrews

WILLIAM KETO

Princeton University

YARBY LAWS

McDaniel College

NIALL MCDONALD

New York University

HALSEY MCHENRY

University of Virginia

LIAM MERVA

Rice University

ELIZABETH MONAHAN

Senior at Maret School

FRANCES NEILL

University of California, Davis

from the London School of Economics. His dissertation was awarded LSE's highest honor, the Windsor Prize. He now lives in West Hollywood, CA and works at ICM Partners.

Conor Patrick W'03 will be attending the University of St. Andrew's in Scotland, where he will be pursuing a graduate degree in history.

2004

Austin Patrick W'04, M'06 is a Marine Corps pilot, living in San Diego, CA, after graduating from the Naval Academy. He will be deployed for a six-month tour in Okinawa, Japan.

2005

Ned Mandel W'05, M'07 has worked in Chicago for William Blair & Co. since graduating from Trinity College in 2015. He recently moved to Hanover, NH, to begin the MBA program at Tuck School of Business at Dartmouth.

2006

Marissa Baly W'06 has been at the American Enterprise Institute, a

nonprofit think tank in Washington, D.C. for a little over two years. In the development department at AEI, she manages their young donor program of more than 400 members across the country. She recently moved to Arlington, VA, with her fiancé, Chris, and is excited for the fall season in D.C. She still sees fellow alumna Kira Reinke W'06 frequently and hopes to run into other St. Patrick's classmates around the DMV area.

Bria Baylor W'06, M'08

has always been creative and had a love for writing. She has decided to use those passions to jumpstart her life as an entrepreneur, self-proclaimed as The Creative Communicator. For the past two years, Bria has been helping small brands, businesses, and individuals with copywriting/editing, campaign development, and digital marketing strategies. She has worked with brands across the U.S. and Canada as a remote agency through her website. Bria also works as a digital and social coordinator for the

loyalty program at Marriott International Headquarters.

Kyle Gutierrez W'06 just started his second year of law school at George Washington University and interned at the Federal Communications Commission this past summer. He will be a summer associate at Wiley Rein LLP next summer.

2007

Mollie Mandel W'07 graduated from Southern Methodist University in 2017 and now works for Refinery29 in New York City.

Dan Younger W'07, M'09

graduated from the University of Virginia in 2017. He has since moved to New York City and is working at a consulting firm on Wall Street.

2008

Adam Bradley W'08, M'10 and Charlotte Jeppsen W'08 graduated from Princeton in the Class of 2018. Adam and Charlotte were in the same Kindergarten class at St. Patrick's together before attending the National

Cathedral School and St. Albans School. Natasha Turkmani ex. W'08 was also in their class but graduated a year early.

Anna Cadwell W'08, M'10

is a 2019 recipient of the Fulbright U.S. English Teaching Assistants Grant. In the fall of 2016, Anna studied abroad in Nepal with the School for International Training. With a specific interest in animal welfare and ecological anthropology, she conducted a month-long independent study on the relationship between humans and canines in Dharamsala, India. In Nepal,



Adam Bradley W'08, M'10 and Charlotte Jeppsen W'08

the Grade 6 Class of 2012 and Grade 8 Class of 2014

FRANCESCA ORR

*Hobart and William Smith
Colleges*

DREW PARKER

Kenyon College

KATE PURDUM

Barnard College

COLIN RAY

Tufts University

HARRY REID

University of Miami

MAGGIE REYES

*Gap Year, University of
Chicago Class of 2023*

JACK RITZENTHALER

University of Oregon

JOHN PAUL

RODOCANACHI

Tulane University

JONATHAN RUFINO

University of Chicago

JOHN SPALLER

Trinity College

PARKER SWENSRUD

University of Denver

RYAN TEEL

*Rose-Hulman
Institute of Technology*

JULIUS TERRELL

St. John's University

MERLE THORPE

Sewanee:

The University of the South

RACHEL VAN VOORHIS

University of Chicago

ISABELLE VERDERY

New York University

CLARE WALKER

Tufts University

KATIE WEST

Northeastern University

CHARLOTTE WHITE

Colby College

MARY ROSE YOCKEL

Brown University

**PLEASE SEE PHOTO OF OUR
COLLEGE-BOUND GRADUATES
ON THE BACK COVER!**



Robert Sutherland W'10, surfing with his father



Left: Sophie Danish W'12, M'14 with Eboni Freeman W'11, M'13
Right: Anna Brown ex W'16



Julia Carter W'10, M'12 with
Haley McGlooin ex. W'10

she is eager to teach, learn, and give back to a region that has taught her so much.

2009

Will Gibson W'09 spent two months this summer playing pro-am baseball in Hungary for the Budapest Reds. He

was the youngest player on the team and traveled and played throughout Central Europe. Now he is back at Gettysburg College as a senior, majoring in environmental science and working on his capstone project studying the effect of plastics in the oceans.

Charlie Shorb W'09, M'11 is a senior at Colorado College, where he is majoring in computer science with a minor in history.

2010

Julia Carter W'10, M'12 is currently spending the semester abroad in Aix En Provence, France. She attends Denison University in Ohio. Julia recently met up with Haley McGlooin ex. W'10 in Marseille.

Drew Hurley W'10 has been certified as an EMT and was elected field supervisor of Syracuse University Ambulance, a student-operated organization that responds to on-campus medical emergencies. Drew is studying sport management.

Robert Sutherland W'10

continues his education at the University of Southern California, where he is majoring in biomedical engineering with a minor in entrepreneurship. Prior to starting his junior year, he spent this summer studying engineering in Italy. He has also been selected to participate as a scholar in the 2018 Forbes 30 Under 30 Conference and as a student member at the national meeting of the Biomedical Engineering Society. Robert enjoys surfing in Santa Monica along with his father, Scott.

2011

Becky Orloff W'11, M'13

recently transferred from Bucknell University to the University of Virginia, Class of 2021.

Jay Younger W'11, M'13

After graduating from Potomac in June 2018, Jay is excited to be attending the University of Chicago in the Class of 2022. He intends to major in economics and minor in computer science. This past summer, Jay interned in laboratory operations at Children's National Medical Center.

2012

Sophie Danish W'12, M'14

Sophie is a member of the Class of 2022 at Davidson College, where she is joining her friend from St. Patrick's, Eboni Freeman W'11, M'13.

2013

Piper Phillips W'13 had her professional lighting design debut through the Capital Fringe Festival this summer, designing the world premiere of "Shopworn," a dramatic work featured for Fringe.

2015

Charlotte Nordberg W'15 M'17 and her St. Patrick's classmates, Libby Bishop '17, Katie Graham '17, Madison Magruder '18, Laura Groh '18, and Nora Lowe '18, have all had a wonderful start to the year at Connelly School of the Holy Child.

James Rodocanachi W'15

M'17 is playing JV football and varsity ice hockey at Bullis. He enjoyed seeing many of his St. Patrick's friends this past summer.

2016

Anna Brown ex. W'16

and her mother Ann have had a busy year. Anna graduated from St. Hilda's & St. Hugh's, and the family moved from New York City to Cambridge, MA. They enjoyed the summer at their beach house in Nonquitt, MA, along with their new mini Australian Shepherd puppy, Rosebud. Anna is now a day-school freshman at Concord Academy and loving it! They would both love to see their old friends from D.C., if you're ever visiting the area!

2018

Trey Nordberg '18 is loving the atmosphere, curriculum, and teachers at Georgetown Day.



2017 2018 ANNUAL REPORT



FROM THE BOARD OF TRUSTEES CHAIR

KAI REYNOLDS, *Parent of Tia '17, Hudson '21, Ava '23, Georgia '23*

As I begin my third year as Board Chair, I am delighted with all that we accomplished as a school community this past year. Your consistent generosity to the Day School benefits all our students and faculty and staff and allows St. Patrick's to make substantial strides as we continue to enhance our superb facilities and program. Having made such significant headway on our current Strategic Plan in the last three years, the Board of Trustees will embark on a new planning process this fall. As community leaders, we look forward to articulating thoughtful goals that will continue to advance our mission and poise the Day School for success well into the future.

We were thrilled to host Green & White Night at the new MacArthur Campus at 4590 MacArthur Boulevard, NW, which is home to our relocated and expanded middle school program for Grades 6, 7, and 8. Fittingly, we launched the public phase of the Campaign for St. Patrick's at Sixty that evening, as the contemporary and bright build-out of the MacArthur Campus itself was only possible because of the early and generous gifts of committed supporters.

A record number of attendees were duly impressed with the bright and spacious rooms with an appropriately sophisticated design to accommodate collaborative, project-based learning and utilize enhanced technology. It was a pleasure to welcome not only parents, but alumni, parents of alumni, grandparents, and friends to see this terrific new campus. Proud of accomplishing this Strategic Plan goal to bring the middle school program "under one roof," the Board is pleased by the way students and families are embracing the expanded space—and program.

I am happy to update you on our progress on the strategic facilities improvements and financial goals of the Campaign. The Whitehaven Campus is abuzz with construction. As I write to you, the Nursery School and Kindergarten playgrounds are well into an exciting process of complete redevelopment, and we anticipate a roll-out of fully remodeled outdoor facilities later this fall. Meanwhile, the new Design Corridor, located near the Grade 3 classrooms and Lunch Room on the Whitehaven Campus, is now complete. We created side-by-side Design & Collaboration Labs, which will be put to creative use by

students and faculty beginning this fall. Work on the final piece of capital improvements funded by Campaign dollars, the Sports Deck adjacent to the Gymnasium & Performance Center, will begin in the spring. The expansive, all-weather, flat play surface should be ready for student use in advance of the next school year. The extraordinary leadership of school families has enabled us to raise 90% of the original campaign goal of \$4 million, and we seek to exceed that goal, given rising construction costs.

The 2018–2019 academic year is significant as it marks the 25th year of Peter Barrett's leadership as Head of School. St. Patrick's continues to be so fortunate to have a lifelong learner at the helm who embodies our active, growing, changing school ethos. We are grateful for Peter's caring and thoughtful guidance and his astute judgement, which provide a fine example to students and their families. As Board Chair, I have worked particularly closely with Peter and know that the Day School continues to benefit enormously from his honorable leadership. Stay tuned for opportunities to celebrate this interim milestone with Peter!

FROM THE ADVANCEMENT COMMITTEE CHAIRS

NANCY BALBOA, *Parent of George '17, Nicholas '21, Charlotte '23*

MAE GRENNAN, *Parent of Anderson W'15, John ex. '20, Emeline ex. '21, Thompson '24, William '27*

When Auction Co-Chairs Maren Harrison and Kim Hayman selected the theme for the 44th Auction to Benefit the Financial Aid Program, they probably didn't realize how "Wolfhounds Grand Prix" would perfectly exemplify the racecourse atmosphere of the past school year! Layering the excitement and events associated with the Campaign for St. Patrick's at Sixty on top of the normally busy school calendar made for a speedy lap around the track at St. Patrick's. As leaders of our advancement initiatives, we were inspired by the enthusiasm and generosity in support of all of the important development goals that benefit our students and promote the mission of the Day School. We remain incredibly grateful for your gifts to the Annual Fund, the Auction, and the Campaign. Thank you!

The culture of philanthropy at St. Patrick's is strong, as evidenced by the dedication of the community to all aspects of the development program. Annual Fund Co-Chairs Catherine and Dave Bohigian led the Day School's philanthropic priority with a characteristic mix of focused energy and good humor. Their deep commitment, and that of their team of volunteers, motivated more than 600 donors to make gifts totaling more than \$1 million. We are thrilled that almost 90% of our current parents made Annual Fund gifts, while 100% of our Board of Trustees, Parents Association Executive Committee, and faculty and staff were proud donors to the cause of excellence in education. Thanks to the leadership of Maren and Kim and their hard-working pit crew, the Wolfhounds Grand Prix surpassed its goal and raised \$550,000 in support of the Financial Aid Program to promote socioeconomic diversity at the Day School. This success enabled the Board to designate a contribution

to the Financial Aid Endowment, thereby increasing the long-term sustainability of the Financial Aid Program. The Auction and the Annual Fund together represent 8% of the operating budget, a significant impact on teaching and learning at the Day School.

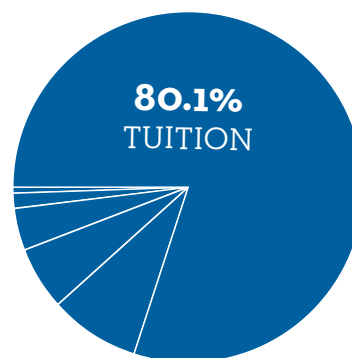
In addition to operating budget support, 54 donors gave \$1,245,355 to the Campaign for St. Patrick's at Sixty this year, bringing the current total raised for the exciting Campaign capital projects to \$3,555,025 from 169 generous supporters. These forward-thinking individuals know that, in our rapidly changing world, it is important to provide the very best in educational facilities and programs so that exceptional teaching and learning can thrive at St. Patrick's. Thank you for the confidence in our leadership as we prepare the Day School to continue to be the special place it has always been for our current and future students. We couldn't do it without you!

“The culture of philanthropy at St. Patrick's is strong, as evidenced by the dedication of the community to all aspects of the development program.”

DAY SCHOOL FINANCIAL SNAPSHOT

These graphs show St. Patrick's revenue and expenses over the past fiscal year, July 1, 2017—June 30, 2018. Contributions to annual giving, which includes the Annual Fund and the Auction to Benefit the Financial Aid Program, are particularly important, as they comprise almost 8.4% of revenue.

2017-2018 REVENUES



8.4%
CONTRIBUTIONS

5.8%
OTHER
INCOME

4.0%
AUXILIARY
PROGRAMS

1.5%
ENDOWMENT

0.3%
INTEREST
INCOME

2017-2018 SUMMARY OF GIVING

GIFTS FOR CURRENT OPERATIONS

2017-2018 Annual Fund*	\$1,059,313
2018 Auction to Benefit Financial Aid	\$549,119

DESIGNATED GIFTS

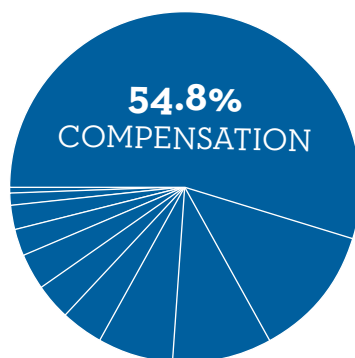
Professional Development	\$13,480
Restricted Gifts (Technology, Financial Aid, Special Events, Academic Program, Grade 6 and Grade 8 Gifts)	\$106,445
Endowment	\$26,918
Campaign for St. Patrick's at Sixty (Gifts and Pledges)	\$1,245,355

PARENTS ASSOCIATION **\$18,672**

TOTAL RECEIVED DURING 2017-2018 **\$3,019,302**

*Gross receipts

**2017-2018
EXPENSES**



12.4% FINANCIAL AID	9.0% ADMINISTRATION	7.1% MAINTENANCE & SECURITY	3.7% INSTRUCTIONAL RESOURCES	3.5% AUXILIARY PROGRAMS
3.2% STUDENT SERVICES	2.5% PLANT RESERVE	2.2% DEBT SERVICE	1.2% LEASE COSTS	0.2% ENDOWMENT TRANSFER





Gifts to the Annual Fund

Thank you for making a difference in the lives of our students by giving to the Annual Fund, St. Patrick's top philanthropic priority. Your gifts directly support the operating budget, sustaining and enriching every aspect of the Day School experience. Your generosity enables St. Patrick's to provide the very best for the children entrusted to our care, and we are deeply grateful.

LEADERSHIP GIFTS

**ELEMENTARY
HEADMASTER'S ASSOCIATES**
(\$33,677+)**The equivalent of an Elementary
School tuition**

Elena Hardy Allbritton '83 and
Robert Allbritton '81 ✱
Terry Collins ✱
Katherine and Brian Lucas ✱

**NURSERY HEADMASTER'S
ASSOCIATES**
(\$18,441+)**The equivalent of a Nursery School
tuition**

Celeste and Andrew Brown
Katherine Epes and Peter A. Barrett ✱
Yardly and Burton Gray ✱
Mae and Ande Grennan ✱
Julie and Rob Khuzami ✱
Chris Mario and Jim Schufreider ✱

WHITEHAVEN ASSOCIATES
(\$14,775+)**Triple the Target level—the difference
between tuition and actual expenses for
three students**

Haise and Kevin Borgmann ✱
April McClain-Delaney and
John Delaney ✱
Franca and Andrew Gutierrez ✱
Jan and Charles McNamara ✱

FACULTY ASSOCIATES
(\$9,850+)**Double the Target level—the difference
between tuition and actual expenses for
two students**

Mia and Tim Bass
Catherine and David Bohigian ✱
Kelly and Joshua Bonnie
Samantha and Michael Chappell ✱
Kindy French ✱
Gardiner and Nicholas Lapham ✱
Carissa and Andrew Marino
Margret Nedelkoff and James Neuhauser
Bridget and Gregory Nikodem ✱
Sara and Peter O'Keefe ✱
Ann Rakestraw and Steven Farina ✱
Kelley and Kevin Rogge ✱
Jennifer and Michael Wood ✱

TARGET ASSOCIATES
(\$4,925+)**The amount of the "gap"—the difference
between tuition and actual expenses per
student**

Melanie Aitken ✱
Mrs. Margaret Arundel ✱
Kara and Thomas Arundel ✱
Amy and Bret Baier
Nancy and George Balboa ✱
Kit and Matt Ballenger ✱
Katherine Brittain Bradley and
David Bradley ✱
Elizabeth and Rep Burks ✱
Laurie and Robert Chamberlin ✱
Katarina and Thomas Charuhas
Hee Un Baeg and Min Koo Choi ✱
Beth and Michael Clifton
Virginia Grace and Eli Cohen ✱
Vanessa and John Darvish
Kimberly and Benjamin Dean
Michael DeSantis and Patrick Baugh ✱
Jennifer Duffie
Jeremy Duffie
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**It all adds up: 60% of total revenue came
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St. Patrick's faculty and staff once again demonstrated extraordinary leadership with 100% participation in this year's Annual Fund. We are grateful for their ongoing support of the Day School and our students. We especially thank this year's Faculty and Staff Chairs Jonathan Fichter and Victoria Gangotena.

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We extend deep appreciation for the wonderful support from St. Patrick's grandparents, whose gifts have a tremendous impact on the educational lives of their grandchildren. We especially thank this year's Grandparent Chairs Joan and Skip Garten.

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We are incredibly grateful to all of the supporters of the Campaign. In honor of St. Patrick's 60th Anniversary, the Campaign furthers the goals of our current Strategic Plan with three exciting initiatives that strengthen the current educational experience of each and every one of our students, equipping the Day School to move forward with strength, agility, substance, and grace in a rapidly changing world.

For more details, please visit www.stpatsdc.org/community/campaign or contact Assistant Head of School for Development Suzanne Burrows at 202-342-7005 or burrowss@stpatsdc.org.



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As part of the St. Patrick's Auction to Benefit the Financial Aid Program, Fund-A-Scholar donors contribute directly to St. Patrick's Financial Aid Program. Through this program, St. Patrick's has been able to build a more socioeconomically diverse student body, which benefits all members of the larger St. Patrick's community.

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The Wolfhounds Grand Prix 2018 Auction to Benefit the Financial Aid Program raised:

**\$550,000, nearly 20% of the financial
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**\$326,000 from 250 generous donors in
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“As Auction Co-Chairs, we were inspired by the active giving community that is St. Patrick's. Donations began as soon as the website went live in December and continued beyond Auction night through the end of the fiscal year. Wolfhounds Grand Prix was an amazing race! The extraordinary commitment and generosity of our community make a difference in the lives of all the children of our community. Thank you for starting your engines and going full speed ahead. It was a great ride!”

—Maren Harrison and Kim Hayman
 2018 Auction Co-Chairs



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Teresa and Atanasio Castro
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Alexandria Elkins
Kristin and John Faig
Marcy Ference

Mae and Anderson Grennan
Mary and Robert Haft
Louise Hayes and Tom Tait
Debra and Jack Hensold
Clarence Long
Bridget and Gregory Nikodem
Katherine and William Nix
Parents Association
Allison and Jamie Riepe

The McCance Foundation
Shannon and William Thomas
Erica and Ronald Thompson
Anne and John Tyler
Danielle Wade
Julie White and Todd Watkins
Lisa and Rich White

Gifts in Honor

Mr. James Barnes and
Ms. Sarah Jane Hughes
*In honor of Morey Barnes Yost ex. '90 and
Holton Yost*
Elizabeth and David Field
*In honor of Harrison Field and William
Field*
Kindy French
In honor of Brian Roth '86
Mr. Richard Jacobs and Ms. Patricia Lasher
*In honor of Charlie Ballenger and
Joshua Ballenger*
Mr. and Mrs. Robert Kotanchik
In honor of Nicholas Terry
Julie and Reed Landry
In honor of Brooks Landry
Kimberly and Ryan Lepine
In honor of Pascale Pereira
Meredith Levine and Nathaniel Grossman
In honor of the Development Staff
Nancy Mathis and Shawn Maher
In honor of Aidan Maher

Melissa Meyers and Josephine Martin
In honor of Martha Estroff
Marty Moe
In memory of Mrs. Doris Tanner
Carmen and Dennis Perkins
*In honor of Dennis Perkins W'14, M'16,
Julian Perkins, and Sasha Perkins W'16*
Karen and Renee Perrier Combs
In honor of Mercedes Jackson
Mr. and Mrs. K. Derrick Powell
In honor of Holton Yost
Ami Richardson
In honor of Ms. Mary Brown
Mrs. Carole Shebby
*In honor of Charlotte Shebby and
Christopher Shebby*
Ashley and Stephen Spencer
In honor of Kayla Spencer
Oya Celasun and Jan Walliser*
In memory of Gretel Walliser
Dr. and Mrs. Rich Waugh
In honor of Louise Tucker

HONORARY
GIVING
AND
MOORE
SOCIETY

Moore Society

The Moore Society is the Day School's legacy giving society recognizing those individuals who have provided for St. Patrick's through their estate plans.

Carolyn and Seth Ahlborn
Adelaide Shafer Barrett ex. '85 and
John Barrett
Katherine Epes and Peter A. Barrett
Blair and Eugene Giannini
Yardly and Burton Gray
Chris O'Shea

Endowments

Total value as of June 30, 2018: \$12,548,231

BOARD-DESIGNATED ENDOWMENT

A TIME TO GROW:

THE CAMPAIGN FOR ST. PATRICK'S

Market Value: \$7,961,909

Established in 2000 to provide financial stability and resources to support St. Patrick's growth.

ISABELLE S. SCHUESSLER FUND FOR FACULTY SCHOLARSHIPS

Market Value: \$383,511

Named in honor of former director Isabelle S. Schuessler to provide for faculty education, enrichment, and faculty study scholarships.

THOMAS DIX BOWERS FINANCIAL AID FUND

Market Value: \$195,629

Named in honor of former faculty member and first Day School Board Chair, the Rev. Thomas Dix Bowers, to provide aid for auxiliary programs such as tutoring, transportation, and summer camp.

THE MARTA TAYLOR RIORDAN ENDOWMENT

Market Value: \$163,859

Established in 1997 by Board Chair Marta Taylor Riordan, mother of Allyson '96, to provide financial aid for the students of the Day School.

THE O'NEIL/CAREW FELLOWSHIP FOR EXCELLENCE IN TEACHING

Market Value: \$135,033

Named in honor of Faculty Emeriti Maralen O'Neil and Amelia Carew in 1997 to support a project undertaken by a faculty member to enhance his/her own teaching.

GENERAL FINANCIAL AID ENDOWMENT

Market Value: \$1,127,754

Begun in 2007 by the Board of Trustees to provide financial aid to students.

DONOR-DESIGNATED ENDOWMENT

THE LOUGHLIN FUND

Market Value: \$30,000

Established by Kathi and Thomas Loughlin, former Trustees and parents of Hannah '09 and Nora '06. The income of the fund is to provide financial aid to students.

THE HARVEY C. AND SARAH M. MOORE ENDOWMENT

Market Value: \$415,669

Established in 1993, the income of the fund provides financial aid to students. The Moores' relationship with St. Patrick's began in the 1950's when they joined the Parish. A former school teacher and anthropology professor at American University, Dr. Moore shared his talents with the Day School Board and Vestry for 19 years. Harvey and Sarah devoted themselves to educational institutions and shaped the lives of thousands of children throughout Washington, D.C.

THE FINANCIAL AID ENDOWMENT: INCREASING POSSIBILITIES

Market Value: \$702,611

Established in 2006 to ensure that deserving students are given the opportunity to attend St. Patrick's.

THE SHAMROCK FUND ENDOWMENT

Market Value: \$95,650

Established in 2007 to support faculty, administrators, and staff in pursuing significant professional development during the summer and throughout the school year through workshops, coursework, institutes, and on-site professional development.

THE JEFFREY M. KEFFER ENDOWMENT

Market Value: \$150,032

Established in 2011, the income of the fund provides a gift to recipients of the Jeff Keffer Service Award, presented annually

to a member of the Day School faculty and staff who has demonstrated the same understanding of and commitment to St. Patrick's that shaped Jeff's life in service to the Day School.

THE MARY AND DANIEL LOUGHRAN FOUNDATION SCHOLARSHIP

Market Value: \$65,000

Established in 2015 through the generosity of the Mary and Daniel Loughran Foundation to provide scholarship support to a student with financial need and either demonstrated academic achievement or promise, athletic achievement or promise, or student body leadership.

REINVESTED FUNDS

Market Value: \$1,121,534

Earnings reinvested to support the future value of the endowment fund.

Volunteers

The collective volunteer efforts of St. Patrick's community members and friends are essential to making each school year a success and to creating a strong, cohesive community. We recognize the meaningful service of our many volunteers at functions throughout the year but endeavor to compile a full listing here. We sincerely apologize if your name has inadvertently been left out; please be sure to let us know.

2017-2018

BOARD OF TRUSTEES

Douglas Anderson
Mashea Ashton
Nancy Balboa, *Co-Vice Chair*
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Junior Warden
for the Day School
Robert Khuzami
Rebecca Kim
Gardiner Lapham
Rachel Levin
Faculty Representative
Garrett Lowe '77
Junior Warden
for the Day School
Kim Mazzarella
Faculty Representative
Manar Morales
Kai Reynolds, *Chair*
David Roberts, *Treasurer*
Nancy White

2017-2018 PARENTS ASSOCIATION EXECUTIVE COMMITTEE

Tiane Doman, *President*
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Vice President for Room Parents

Karon Harden
Vice President for Volunteers
Joneis Thomas
Vice President for Equity
Elaine del Cerro
Vice President for Horizons Greater Washington
Shannon Powell McCarter
Vice President for PA Sales
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Vice President for Faculty & Staff Recognition
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Recording Secretary
Julie Pulzone Marshall
Treasurer
Whitney Rosenthal
Assistant Treasurer
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Vice President for Community Service
Merel Young
Vice President-at-Large

PARENTS COUNCIL REPRESENTATIVE

Raquel Skinner

BOARD OF TRUSTEES STANDING COMMITTEES

Listed below are non-Trustee members of Board committees

Matt Alion
George Balboa
David Bohigian
Dan Bourque
Salah Brahimi
Maren Harrison
Kim Hayman
Julie Khuzami
Jane Korhonen
Carolyn Ince Mansfield '80

David Morales
Marianne Powell
Kevin Rogge
Brook Selassie
Jay Sommerkamp
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Brien White

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Lynnette Ecraela-Duckenfield
Elizabeth Engel
Margot Johnson
Terri Johnson
Emily Lawrence
Kimberly Matthews
Karen Perrier Combs
Shannon Powell McCarter
Ami Richardson
Christine Siegel
Paula Taybron
Joneis Thomas
Talhia Tuck
Lisa Vora
Jill Wiley White
Linda Slatar Winters

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Matt Alion and Matt Blocher
Vice Chairs
Diana and Michael Allen
John Barrett
Susan and Christian Charnaux
Margot Johnson
John Noonan
Peter O'Keefe
Scott Popma
Jamie Tucker
Becky and Josh Wilsusen
Tod Zuscin

AUCTION TO BENEFIT THE FINANCIAL AID PROGRAM

Maren Harrison, *Co-Chair*
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Kara Arundel
Nancy Balboa
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Leanne Bortner
Wesley Britt
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Susan and Taylor Burke
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Sam Chappell
Hillary Chassin
Kathleen Koltes
Crawford ex. '88
Renee Esfandiary Crupi ex. '85
Tiane Doman
Jennifer Duffie
Courtney and Rich Dyer
Elizabeth Engel
Claire Farver
Stefanie Firestone
Jenny Fuisz
Amanda Koenig-Fuisz
Mae Grennan
Carol Groh
Meg Haney
Katelin and Frank Haney
Carolyn Harris
Zachary Hooper
Johanna Howe
Charlotte Hudson
Margot Johnson
Terri Johnson
Zakiya Johnson ex. '93
Michelle Joubran
Paige Kevill
Elisabeth Leamy
Kimberly Lepine

Liz Levin
 Kirsty Lonergan
 Katherine Lucas
 Becki Marchand
 Chris Mario
 Shannon Powell McCarter
 April McClain-Delaney
 Karen Melchar
 Katie Mitchell
 Andrea Nespola
 Bridget and Greg Nikodem
 Sara O'Keefe
 Ginger Oliver
 Kris Persinger
 Mary Margaret Plumridge
 Denise Prince
 Laura Puryear
 Katharine Reishman
 Allison Riepe
 Kelley Rogge
 Whitney Rosenthal
 Natasha Schooling
 Julie Silva
 Vee Solomon
 Ashley Spencer
 Samantha Schneck
 Maryann Surrick
 Elena and Bob Tompkins
 Arianna Ugliano
 Lisa Vora
 Andrea Garcia Walker and
 Alex Walker ex. '93
 André Wells
 Hilary Wharton
 Jill Wiley White
 Linda Slatar Winters and
 Brian Winters
 Anne Yockel
 Jen Young
 Kim Young
 Merel and Kenny Young
 Mary Pat Weiss
 Huberta von Voss-Wittig and
 Peter Wittig
 Jennifer Wood

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 Heather Ricks, *Co-Chair*
 Kessya Aguilar-Zuniga
 Diana Allen
 Kit Ballenger
 Blair Bockner
 Haise Borgmann
 Leanne Bortner

Lucia Cassidy
 Susan Charnaux
 Hillary Chassin
 Beth Clifton
 Betsy Cline
 Virginia Grace Cohen
 Laura Elekdag
 Jennifer Fuisz
 Courtney Guginio
 Maren Harrison
 Zachary Hooper
 Karen Kelliher
 Sandy Kupchan
 Tony Lawrence
 Monica Martinez
 Kim Matthews
 Shannon Powell McCarter
 Justine McVane
 Mirna Mumm
 Dixie Noonan
 Sara O'Keefe
 DeLone Pittman
 Tania Shand
 Vee Solomon
 David Sturtevant
 Arianna Ugliano
 Lisa Vora
 Jill Wiley White
 Becky Wilsusen
 Jen Winthrop
 Ann Yerger
 Merel Young

FACULTY & STAFF APPRECIATION

Diana Allen
 Marilouise Avery
 Kit Ballenger
 Paola Bracchi
 Katie Britt
 Oya Celasun
 Susan Charnaux
 Katarina Charuhas
 Nadine Cid
 Renee Esfandiary Crupi ex. '85
 Vanessa Darvish
 Elaine del Cerro
 Sara Dickson
 Marie Sylla-Dixon
 Tiane Doman
 Mona Elliot
 Elizabeth Engel
 Claire Farver
 Roxanna Hakimi
 Katelin Haney

Kevin Harden
 Maryann Heim
 Laura Herzog
 Kimberly Jackson
 Gwen Jones
 Ann Kaye
 Karen Kelliher
 Kirsty Lonergan
 Katherine Lucas
 Nicole Madyun
 Mary Maiberger
 Becki Marchand
 Monica Martinez
 Kim Matthews
 Trissy McHenry
 Shannon Powell McCarter
 Justine McVane
 Jennifer Mondie
 Sonia Morera
 Mirna Mumm
 Dixie Noonan
 Sara O'Keefe
 Karen Perrier Combs
 Lori Picco
 Mary Margaret Plumridge
 Laura Puryear
 Katharine Reishman
 Christine Roberts
 Kelley Rogge
 Sonia Roman
 Whitney Rosenthal
 Annie Sabel
 Hilary Shaw
 LaMeka Short
 Julie Silva
 Liz Smith
 Vee Solomon
 Elena Tompkins
 Tammy Wincup
 Jen Winthrop
 Anne Wise
 Huberta von Voss-Wittig
 Jennifer Wood
 Jen Young
 Merel Young

FAMILY FUN DAY

Lucia Cassidy, *Co-Chair*
 Hillary Chassin, *Co-Chair*
 Emily Lawrence, *Co-Chair*
 Mafia Ali
 Diana Allen
 Kara Arundel
 Mashea Ashton
 Marilouise Avery

Kit Ballenger
 Mia Bass
 Yodit Belew
 Manuel Benites
 Blair Bockner
 Allison Bragan
 Katie and Wesley Britt
 Celeste Brown
 Julie Brungard
 Jim Bruno
 Catherine Sheehan
 Bruno ex. '81
 Farah Bueno
 Kate Campbell
 Andy Chassin
 Sarah Chasson
 Alison Chot
 Beth Clifton
 Kathleen Koltas
 Crawford ex. '88
 Vanessa Darvish
 Lucy De La Cruz
 Benjamin Dean
 Octavio Delasobera
 Sara Dickson
 Tiane Doman
 Allison Dunlap
 Michael Dutton
 Sonia Dwyer
 Courtney Dyer
 Lynnette Ecraela-Duckenfield
 Alexandria Elkins
 Mona Elliot
 Elizabeth Engel
 Renee Esfandiary Crupi ex. '85
 Shawna Evans
 Christine Faucett
 Elizabeth Fawell
 Amanda and Jonathan Fetterolf
 Liz Field
 Paul Freedman
 Jonathan Fuisz
 Sarah Godfrey
 Stephanie Goldfine and
 David Gildea
 Cara Grayer Johnson
 Mariana Montiel and
 Alfred Grunwaldt
 Cindy Gunja
 Ece Yelda Guven
 Heather Hanks
 Chloe Hensold
 Johanna Howe
 Charlotte Hudson
 Ariana Hussain

Minnie Ivery
 Lena Johnson
 Margot and Cliff Johnson
 Karen Kelliher
 Elaine Kennedy
 Julie Khuzami
 Damishia King
 Susan and Steve Kostorowski
 Lauren Lamb
 Julie Landry
 Tony Lawrence
 Clarence Long
 Kelly Lugar
 Nicole Madyun
 Carissa Marino
 Kimberly Matthews
 Trissy McHenry
 Charlie McNamara
 Bridget and Duer Meehan
 Mirna Mumm
 Dixie Noonan
 Alicia O'Brien
 Ginger Oliver
 Jill Olmstead
 Andrea Orr
 Maria Pardo
 Megan Parker
 Margaret Pearson
 Elisabeth Leamy and
 Kris Persinger
 Jane Petit
 Lori Picco
 DeLone Pittman
 Tiffany Prather
 Laura Puryear
 Allison Riepe
 Christine Roberts
 Sonia Roman
 Tim Schneidau
 Jim Schufreider
 Tashia Senn-Jones
 Tania Shand
 Christine and David Siegel
 Brian Smith
 Liz Smith
 Carla Snyder
 Vee Solomon
 The Rev. Katie Solter
 Lindsay Dietel Spector ex. '84
 Marie Sylla-Dixon
 Brinkley Tappan
 Erica Thompson
 Talhia Tuck and Brent Diller
 Kirstie Tucker
 Katherine Turner



Siti Turner
 Huberta von Voss-Wittig
 Lisa Vora
 Danielle Wade
 Alex Walker ex. '93
 Derek Whang
 Ramsey White
 Linda Slatar Winters
 Jen Winthrop
 Jen Young

GIFTS FOR GOOD

Kit Ballenger, *Chair*
 Judy Barr
 Peter A. Barrett
 Samantha Chappell
 Beth Crowley
 Jenny Gaynor
 Meg Haney
 Mary Beth James
 Karen Kelliher
 Katherine Kranenburg
 Gardiner Lapham
 Elisabeth Leamy
 Katherine Lucas
 Mariana Montiel
 Sara O'Keefe
 Ginger Oliver
 Ann Rakestraw
 Alison Reynolds
 Audrey Shebby
 The Rev. Katie Solter
 Sarah Ebird Stephens
 Kirstie Tucker
 Jill Wiley White
 Karla Monroe Yelverton
 Anne Yockel
 The Rev. Amy C. Yount '77

GRANDPARENTS AND SPECIAL FRIENDS VISITING DAY

Terry Manago, *Chair*
 Adele Bonnie
 Susan Charnaux
 Kathleen Koltres
 Crawford ex. '88
 Renee Esfandiary Crupi ex. '85
 Sonia Dwyer
 Laura Elekdag
 Liz Field
 Sybil Freedman
 Willie Gaynor
 Stephanie Goldfine
 Tasha Hutchins
 Rebecca Kim
 Katherine Kranenburg
 Kimberly Lepine
 Jesse Levin
 Kelly Lugar
 Karina Lynch
 Shannon Powell McCarter
 Don McMinn
 Charlie McNamara
 Bridget Meehan
 Manar Morales
 Margret Nedelkoff
 Bridget Nikodem
 Kanitra Phillips
 Clare Rayburn
 Ami Richardson
 Christine Roberts
 Mary Margaret Scharf
 Jim Schufreider
 Maryann Surrick
 Marie Sylla-Dixon
 Laura Terry

Arianna Ugliano
 Lisa Vora
 Ann Yerger

GRATE PATROL

The Arundel Family
 The Balboa Family
 The Ballenger Family
 Judy Barr
 The Borgmann Family
 The Burks Family
 The Burnquist Family
 The Crupi Family
 The Davis-Wollenhaupt Family
 The del Cerro Family
 The Doman Family
 The Farver Family
 The Fletcher Family
 The Gunja Family
 The Hayman Family
 The Hoorazar-Tekmen Family
 The Manago-Cumberbatch Family
 Sam Mason
 Trissy McHenry
 The McNamara Family
 The Mitchell Family
 The Mozes Family
 The Muhlner Family
 The Richardson-George Family
 The Riepe Family
 The Roberts Family
 The Rouse Family
 The Rev. Katie Solter

HOOPS FOR HAITI

Co-Coordinator

Chris Bolger
Will Cook
Leah Corradi
Victoria Gangotena
Mary Beth James

Parent Committee

Meg Haney
Carolyn Harris
Michelle Joubran
Sarah Efird

Ann Adams
Sabrina Bailly
Judy Barr
Allison Bragan
Kate Campbell
Davina Chu
Karen Clement
Beth Cole
Quintus Cunningham
Jimmy Edgerton
Alexandria Elkins
Katherine Epes
Callie Ervin
Marcy Ference
Jonathan Fichter
April Flory
Henry Frickert
The Rev. Dr. Kurt Gerhard
Fenner Gibson W'03
Paul Giguere
Alain Hamilton
Taylor Heasley
Chris Heim
Chloe Hensold
Anita Hockenberry
Ariana Hussain
Thérèse Khan
Betsy Kipperman
Kankunda Klingenberg
Laila Kistorowski
Tim Mannel
Sam Mason
Charlotte Maturo
Megan Maturo
Dylan McGuire
Trissy McHenry
Karen Melchar
Annie Miller
Caroline Mullaney

Elizabeth Owens
Madeline Peck
Laura Petersen
Laura Philips
Ashley Reeves
Stephanie Sack
Julia Smith
The Rev. Katie Solter
Dan Spector
Lindsay Dietel Spector ex. '84
Will Spector
Alex Steinwald W'05
Ray Stephens
Simeon Swaby
Erica Thompson
Anne Tyler
Shelby Weaver
Anne Yockel

HORIZONS GREATER WASHINGTON

Elaine del Cerro, *Co-Chair*
Christine Faucett, *Co-Chair*
Rauzia Ally and Greg Rubbo
Kit and Matt Ballenger
Maisie and Austin Branson
Sarah Chasson and Frank Zarb
Manal and Eric Corwin
Fernando Dau and Brian Fisher
Margaret and David Johnson
Karen and Joe Kelliher
Paige and John Kevill
Jane and Esko Korhonen
Carolyn Ince Mansfield '80
and Tony Mansfield
Kelly and Kevin McShane
Mary and Joe Morgan
Ginger and Stuart Pape
Ann Rakestraw and
Steven Farina

LIBRARY

Beth Clifton
Charlie McNamara
The Mondie Family
Whitney Rosenthal
Arianna Ugliano
Jen Winthrop

PUBLISHING CENTER

Jen Winthrop, *Co-Chair*
Jen Young, *Co-Chair*

RECITATION CONTEST JUDGES

Vicki Hart
Luke O'Brien '87
Mary Rose Yockel '14

ROOM PARENTS & GRADE-LEVEL COORDINATORS

Diana Allen
Bani Bajaj
Nancy Balboa
Kit Ballenger
Adelaide Shafer Barrett ex. '85
Leanne Bortner
Jessica Boulanger
Mafia Cartwright
Samantha Chappell
Susan Charnaux
Neil Chatterjee
Beth Clifton
Virginia Grace Cohen
Renee Esfandiary
Crupi ex. '85
Lynnette Ecraela-Duckenfield
Amanda Fetterolf
Liz Field
Stefanie Firestone
Nicole Fischer
Jennifer Fuisz
Sarah Godfrey
Simon Gray
Courtney Gugino
Heather Hanks
Karon Harden
Margot Johnson
Ann Kaye
Paige Kevill
Damishia King
Katherine Kranenburg
Kimberly Lepine
Kelly Lugar
Terry Manago
Monica Martinez
April McClain-Delaney
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Katie O'Connor
Andrea Orr
Mary Margaret Plumridge

Denise Prince
Laura Puryear
Clare Rayburn
Katharine Reishman
Liz Roberts
Amy Rosenbaum
Maya Samuel
Vee Solomon
Paula Taybron
Elena Tompkins
Becky Wilsusen
Linda Slatar Winters

SCHOOL PHOTOGRAPHS

Whitney Rosenthal, *Chair*
Diana Allen
Laura Elekdag
Shawna Evans
Jennifer Fuisz
Karon Harden
Shannon Powell McCarter
Christine Roberts
Talhia Tuck
Lisa Vora
Linda Slatar Winters
Jen Young



The 2017–2018 Annual Report was produced by the Development Office. We have made every effort to list the names of all 2017–2018 donors and volunteers. If your name has been inadvertently omitted or misspelled, please accept our apologies and inform Megan Maturo, Director of the Annual Fund, at 202.342.7010 or MaturoM@stpatsdc.org.



It's all about

COMMUNITY

Thank you for being a part of our generous community and investing in St. Patrick's students by supporting the Annual Fund. Your gifts enable us to provide the very best education for Day School students, so that they can achieve *their* very best.

2018–2019 ANNUAL FUND

Give online at www.stpatsdc.org/donate



Have questions or need more information?

Please contact Megan Maturo, Director of the Annual Fund,
at 202.342.7010 or MaturoM@stpatsdc.org.



4700 Whitehaven Parkway, NW
Washington, D.C. 20007
www.stpatsdc.org

SAVE THE DATE

CHRISTMAS PAGEANTS

Nursery/PK/Kindergarten/

Grade 8:

Thursday, December 20, 9:30 am

Grades 1-7:

Thursday, December 20, 11:00 am

EPIPHANY CHAPEL

Kindergarten-Grade 8

Tuesday, January 8, 8:30 am

WRITING & LEARNING CENTER SERIES

Your Middle School Reader

Wednesday, January 16, 8:15 am

MARTIN LUTHER KING JR. CHAPEL

Kindergarten-Grade 5 Chapel

Friday, January 18, 8:30 am

MacArthur Campus Chapel

Friday, January 18, 2:00 pm

WRITING & LEARNING CENTER SERIES

Your Middle Schooler's Brain

Thursday, February 14, 8:15 am

PARENTS VISITING DAY

Nursery School

Friday, February 15

Kindergarten-Grade 5

Friday, February 22

GRADE 6

SHAKESPEARE IN THE PARK

Friday, February 22, 7:00 pm

AUCTION AND DINNER TO BENEFIT FINANCIAL AID

Saturday, March 2, 6:00 pm



www.facebook.com/StPatsDC



[@stpatswolfhounds](https://www.instagram.com/stpatswolfhounds)



OUR MISSION

St. Patrick's Episcopal Day School strives to create a diverse and inclusive learning community of students, faculty and staff, and parents who recognize the infinite value of every individual as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence to shape engaged citizens who live with integrity, empathy, and purpose.