

ST. PATRICK'S PRESS



FALL 2019
Class of 2019 Commencement
Students Bring Sports Deck to Life
2018-2019 Annual Report



ST. PATRICK'S ALUMNI

*We can't wait
to welcome
you back!*

STAY CONNECTED

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- Connect on Facebook @StPatsDC or on Instagram at stpatswolfhounds.
- Read *St. Patrick's Press* online at www.stpatsdc.org/quicklinks/st-patricks-press.

Keep Us Updated

Your news is important to us! Send us your updates to include in the *Press* and keep us posted on email or address changes. Please contact **Director of Alumni and Parent Programs Chris Bolger** at 202-342-7006 or bolgerc@stpatsdc.org. Chris can also help you with information about upcoming events.

GREEN & WHITE NIGHT

If you are 21+, join us for Green & White Night every September.

HOME FOR THE HOLIDAYS

High school-aged alumni are invited back to campus in December for Home for the Holidays.

SPRING HAPPY HOUR

Bring your 21+ classmates along to our Spring Happy Hour every year.

HIGH SCHOOL GRADUATION PARTY

High school senior alumni gather for a graduation party before they head to college.



FALL 2019

ST. PATRICK'S PRESS



ON THE COVER: Grade 1 students Shaun Edwards '27, Clara Frost '27, Katherine Maiberger '27, and Jack Thomas '27 are observing and mixing paint to match the colors of the vibrant flowers at their art table.

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<p>Head of School Peter A. Barrett</p> <p>Rector The Rev. Dr. Kurt Gerhard</p> <p>Assistant Head of School/ Head of Upper School Daniel P. Spector</p> <p>Assistant Head of School for Finance and Operations Rochelle Hargraves</p> <p>Assistant Head of School for Equity, Diversity, and Inclusion Erica Thompson</p> <p>Assistant Head of School for Development Suzanne Burrows</p>	<p>Head of Lower School Jennifer D. Congdon</p> <p>Head of Nursery School Paul Lorenzo-Giguere</p> <p>Assistant Head of Upper School/ Director of Secondary School Placement The Rev. Amy C. Yount '77</p> <p>MacArthur Campus Director/ Director of Studies Ann Adams</p> <p>Day School Chaplain Jennifer Gamber</p> <p>Director of Enrollment Management Lindsay Dietel Spector</p>	<p>Director of Communication Karolina Jewett</p> <p>2019–2020 Board of Trustees Matt Alion Mashea Ashton Peter A. Barrett, <i>Head of School</i> Mia Bass, <i>Chair</i> Suzanne Clark-Lebedev, <i>Co-Vice Chair</i> Tiane Doman, <i>Secretary</i> The Rev. Dr. Kurt Gerhard, <i>Rector</i> Mae Grennan Patrick Kean, <i>Junior Warden/ Day School</i> Rebecca Kim Gardiner Lapham Garrett Lowe Katherine Lucas, <i>Parents Association President</i></p>	<p>Kim Mazzarella, <i>Faculty Representative</i> Ellen Pinschmidt David Roberts, <i>Treasurer</i> Jim Schufreider Joneis Thomas Derek Whang Jill Wiley White Nancy White, <i>Co-Vice Chair</i></p> <p>Editor Karolina Jewett, <i>Director of Communication</i></p> <p>Photography James Kegley, Michael Kendall, St. Patrick's Faculty and Staff</p>
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FROM PETER A. BARRETT, HEAD OF SCHOOL

Planfulness Breeds Possibilities

With construction of the Sports Deck nearing completion over the summer, I reached for a copy of our Outdoor Spaces Master Plan for the Whitehaven Campus to remind myself of the project's trajectory. Adorning the cover is a rendering of a project we *didn't* build as part of the first phase of this work, the so-called Pollinator Passage on undeveloped land to the west of the Gymnasium & Performance Center and adjacent to the Sports Deck (which was part of Phase I).

Just looking at the plan's cover, I was struck once again by the possibilities that remain for St. Patrick's, our location within the confines of a major city notwithstanding—in this case, a nature-based play and learning environment that takes advantage of the challenging topography that characterizes much of the area—and then noticed something else there. Specifically, I saw that the date of the Outdoor Spaces Master Plan is June 2016. We've accomplished a lot in three years!

The Outdoor Spaces Master Plan became a vital part of a larger strategic planning effort concluded by the Board of Trustees in 2016. I invite you to join me in taking stock of our progress across those three short years and to look ahead for the Day School. The wide-ranging process that produced the current Strategic Plan highlighted St. Patrick's unique strengths, which have only deepened since the plan's inception:

- A top-tier Nursery to Grade 8 education that engages and challenges learners and keeps students at the center of the work.
- A strong and welcoming community built around the inclusive values of the Episcopal tradition.

- An excellent and dedicated faculty and staff motivated to inspire, encourage, and support a variety of learners.
- Students who are prepared for placement at premier secondary schools and equipped to thrive in these new environments.
- The extraordinary involvement of volunteers and committed philanthropic supporters, resulting in an engaged and dynamic community.
- A strong financial position that includes a substantial endowment, significant assets, and a reserve that allows us to respond to unanticipated events and grow in the directions we value.

The four pillars of the resulting plan were:

- Offering the highest-quality educational program possible, fueled by the pursuit of innovation in teaching and learning and examination of the latest developments in educational thinking, pedagogy, and technology.
- Consolidating the Grades 6, 7, and 8 program under one roof in a space tailored to adolescent learners and reimagining and creating engaging new indoor and outdoor spaces on the Whitehaven Campus, thereby reinforcing our commitment to play-based early childhood education and a superb educational experience across grade levels.
- Continuing our work to attract a diverse, enthusiastic, and engaged group of families, increasing racial and ethnic diversity throughout the community and particularly within the student body.

- Thinking beyond the traditional tuition-based business model, exploring innovative financial settings, relationships, and partnerships to undergird this superb educational product and decouple it from a dependence on higher regular tuition increases.

Central to these four pillars is an abiding commitment to excellence—reimagining, creating, and sustaining it and providing the superb physical spaces where teaching and learning thrive. Our new facilities—the relocated and expanded MacArthur Campus, the Allbritton Design Corridor, the Kindergarten Playground, the Patricia R. Spector & Nancy C. White Primary Grades Playground, and the Sports Deck—offer tangible evidence of our work and the broad community support for it.

We have made substantial progress with each of the pillars. The relocated and expanded MacArthur Campus is a model program for adolescent learners. The Design Corridor is emerging as a hub of imagination, creativity, experimentation, and collaboration. As we increase the Day School's racial and ethnic diversity, the position of Assistant Head of School for Equity, Diversity, and Inclusion provides exceptional leadership in the intersecting areas of admission and enrollment; curriculum; faculty and staff recruitment, retention, and professional development; and parent education to make sure that our progress continues within the context of a truly inclusive community. While we know that we have more work to do with respect to the tuition-based business model, Trustees recognize and embrace the imperative to build financial sustainability into all of our work. In accepting the challenge of

continued on page 8



Nursery School students Mason Lucas '29 and Journey Rodell '29 use their creativity to build a dynamic block structure.



In the hall of the General Assembly of the Organization of American States, Heritage Speaker students sit in chairs of member-state delegates as they learn more about creating peace and cooperation in the Western Hemisphere.



Instilling a Love of Learning Spanish with Heritage Speakers and Students Newer to the Language

Several years ago, St. Patrick's launched a new Spanish program designed to meet the needs of our many students for whom the Spanish language has long been a part of their lives, perhaps because their families speak Spanish in their homes, our "heritage speakers." What started as a lunchtime book club (club de libro) with a handful of students has since developed into a full-fledged program, the Spanish for Heritage Speakers program, in which small groups of students in Grades 2 to 8 meet together, once an academic cycle, to deepen their understanding of the language and engage with text and conversation at an even higher level. Concurrently, our Spanish teachers have incorporated fresh teaching methods, many of them digitally based, into our regular Spanish language program, furthering our mission to provide our students with essential 21st century skills as more effective global citizens.

Our more advanced Spanish speakers, many of them heritage speakers, participate in enrichment classes with myriad

opportunities to speak, write, and read with peers in the Spanish language. This year, 25 students in Grades 2 to 8 participate in these classes to explore Spanish language and culture even more deeply. Recently, the students in the Spanish for Heritage Speakers classes have been exploring their identities as Spanish-speakers in various ways, including taking a survey to better understand their linguistic background, abilities, and attitudes towards speaking Spanish, reading the Kindergarten to Grade 5 Book-of-the-Month *Alma*, and *How She Got Her Name* in Spanish, and examining the familial significance of their names and what it means to them to identify as Hispanic.

Thanks to a grant from the Parents Association last year, our three libraries now house a significant collection of books in Spanish, which are available for individual readers of all levels as well as for general class use. A highlight of our Spanish for Heritage Speakers classes is the San Patricio Café de Poetas, held during the winter, where each student presents a poem from a different Hispanic poet in a "coffee-house setting."

complete with music and dance. This year, Café de Poetas will take place on Friday, February 21, 2020.

Elsewhere as part of our general Spanish program, creative conversations abound in Lower Schoolers' collaborative work, employing a storytelling app as a way to practice the back-and-forth of dialogue in the Spanish language through iPad-friendly technology. By composing scripts with fellow classmates and giving their ideas voice through the Sock Puppet app, students enjoy an engaging twist on conversation exercises and feel comfortable conversing in the Spanish language, a primary purpose of this activity. St. Patrick's students begin their journey in language exploration as four-year-olds in PK, practicing the basics of creative expression in the language through music, movement, and playful exchange.

Beginning in Grade 4, students sharpen vocabulary and grammar acquisition through reading short novels in Spanish and practicing targeted skills through their accounts with IXL, an online learning tool we use for skill reinforcement in math, language arts, and Spanish. Reading allows students to experience and use the language in context, and they can reflect on these readings through ongoing conversation in class or recording video trailers of books they have read using WeVideo and FlipGrid, web-based platforms where students create and share video stories. IXL adds structure to skill practice and adds a way for students to monitor their own skill acquisition. Using headsets with microphones allows students to use programs, like IXL and others, where they can hear and respond to questions and conversations in Spanish.

Experiencing the arts and an international community in the Washington metropolitan area is another way in which students explore Hispanic culture and language. Grade 3 attended a bilingual play about Ynés Mexía, a 20th century Mexican-American botanist who was actually born in the Mexican embassy in D.C. This year, students will see a delightful play by one of Argentina's leading authors of children's literature, María Inés Falconi. For the last six years, Grade 4 has visited the Mexican Cultural Institute and witnessed the artistic Día



Top: The Spanish for Heritage Speakers program engages students in more challenging material. Here, Spanish teacher Kim Mazzarella and Grade 5 students read in Spanish about schools in Venezuela. **Bottom:** Eager Grade 5 students are ready to share their findings in Spanish class.

de los Muertos ofrenda. Last year, thanks to a generous parent, Grade 4 also toured the Organization of American States, learning about its vital mission for cooperation and peace in the Western Hemisphere.

We are blessed at St. Patrick's to enjoy the resources and opportunities to empower our students with the gift of language. Many graduates of St. Patrick's pursue Spanish in high school and into college, building on the foundation they were fortunate to experience here.



Students Animate Final Project Funded by Campaign for St. Patrick's at Sixty: The Sports Deck

Last spring, as children were bringing fully to life the redeveloped Primary Grades Playground and Kindergarten Playground, another exciting new facility designed to promote the power of play for St. Patrick's students was rising across Whitehaven Parkway.

Work on that facility, the new Sports Deck, concluded in August. The final project funded by the Campaign for St. Patrick's at Sixty, the Sports Deck has offered our students new possibilities during recess, physical education, and athletics. The Sports Deck is also available for other campus events and activities, such as this year's Green & White Night and Family Fun Day.

Featuring a flat, hard, all-weather surface, the Sports Deck rose on a platform adjacent to the Whitehaven Campus Gymnasium & Performance Center and above what was an open-air parking pad (which still accommodates faculty and staff parking). The Sports Deck is accessible from three different directions but mostly, for students, from the rear of the facility. A significant expansion of our outdoor facilities, this 5,450-square-foot play surface exceeds the size of a standard basketball court, which generally measures 94 x 50 feet.

Students enjoyed a warmer-than-usual fall with games of four-square and basketball, as well as all-around outside enjoyment, on this generous new surface. While the space most directly benefits Grades 2 to 5 by expanding their recess options, Grades 6 to 8 have been using the deck as well. The Sports Deck has greatly enhanced outdoor opportunities for student play and skills development.

Thank you to all who gave generously to the Campaign for St. Patrick's at Sixty to make this project possible and for your patience as we completed other phases of our outdoor construction initiatives, including redeveloping the Primary Grades Playground and Kindergarten Playground. We look forward to the continued sounds of happy students at play on the Sports Deck, just as our children brought the new playgrounds to life last year.



THE CAMPAIGN FOR **ST. PATRICK'S** **AT SIXTY**

For more information on St. Patrick's fundraising initiatives, contact Assistant Head of School for Development Suzanne Burrows at BurrowsS@stpatsdc.org or 202-342-7005.



2020 Auction Sure to Be a Night to Remember!



The 46th annual Auction to Benefit the Financial Aid Program offers the opportunity to shine a spotlight on your favorite movie or character with our “Lights, Camera, Auction!” theme. Co-Chairs Claire Farver (Francis Gray '27, Holt '23), Denise Prince (Sally '24, Peter ex. '21, Helen W'17), Johanna Howe (Birdie '29, Barclay '26), and Michelle Maddux (Scarlett '25, Hedges ex. '21, Victor ex. '19), along with their fabulous committee of parent volunteers, are ready to roll out the red carpet and have you join us on the St. Patrick's “Teacher Walk of Fame”!

Gather your best movie costume and save the date for Saturday, March 7, 2020, at 6:00 pm! We hope everyone will attend this fantastic community-building event in support of the Financial Aid Program, which currently supports one out of every four children in our student body, 111 children in all. With support from current and past families, St. Patrick's has been able to create a stronger, more inclusive, more supportive community by building a more socioeconomically diverse student body. Please visit www.stpatsdc.org/Auction for more information.

PLANFULNESS BREEDS POSSIBILITIES, continued from page 2

independent education looking toward the third decade of the 21st century, the Board of Trustees has identified the key variables that will need their ongoing attention. The topic of their annual October Retreat with research and planning partner EAB? “Hidden Enemies to Strategy: Five Mindsets to Defeat Incrementalism.”

Just three years out from the publication of the current Strategic Plan, and with exciting progress in all areas, the Board of Trustees continues to point toward the future, even as it seeks to maximize current opportunities. As a new class of Trustees moves into their roles and three-year Board Chair Kai Reynolds turns the gavel over to his successor,

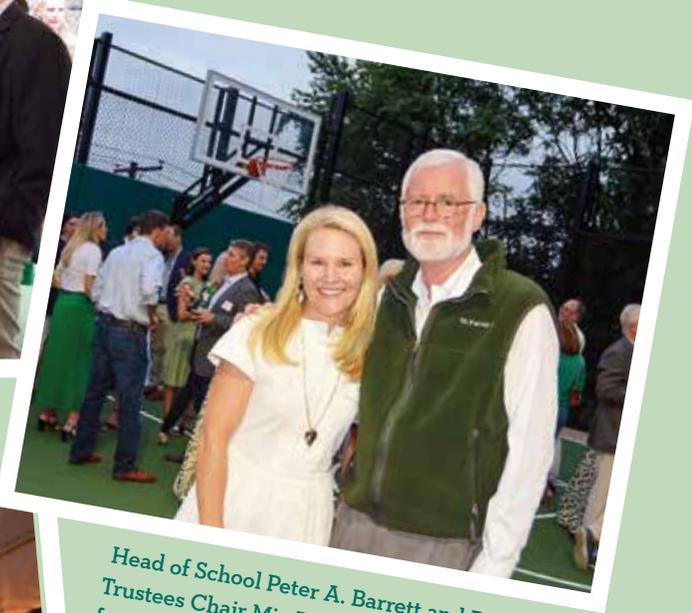
Mia Bass, I am grateful for the work that these gifted individuals do on behalf of St. Patrick's and the tremendous support of the community in continuing to make the Day School the very best that it can be.

Green & White Night 2019

Hosted on the new Sports Deck September 13



Parents, faculty and staff, and friends of St. Patrick's enjoy a beautiful evening on the new Sports Deck.



Head of School Peter A. Barrett and Board of Trustees Chair Mia Bass kick off the Annual Fund for the 2019-2020 academic year.



Nicole and Talib Madyun and Tania Shand show their school spirit by sporting green during the evening.



2020 Auction Co-Chair Claire Farver (left) poses with her husband Jake and Elizabeth Fawell after the theme for the Auction to Benefit Financial Aid, Lights, Camera, Auction!, was revealed.

WOLFHOUND WATCH

St. Patrick's competes in the Capital Athletic Conference, a group of like-configured independent schools in the metropolitan area, and also plays non-CAC teams such as Landon and Stone Ridge.



Above: Boys varsity lacrosse players celebrate their championship game win over Langley. **Right:** Girls junior varsity lacrosse players pump each other up before a game.

Opposite page, from left to right: Ari Martinez-Reza '22 and Cami Martinez-Reza '22 take off at the St. Stephen's & St. Agnes track meet. John Zegger '20 is on the run at the CAC league track meet. Maci Cumberbatch '21 finishes the final leg of a relay at the CAC league track meet.





BELOW ARE RESULTS from the 2019 spring lacrosse and track & field seasons.

BOYS VARSITY LACROSSE

Coaches

Seamus Brophy and Mike Marshall

Regular-Season Record
12-3

CAC Tournament
First Place

Season Highlight
Defeating Langley 7-2 in the CAC championship game

GIRLS VARSITY LACROSSE

Coach

Katherine Geisler

Regular-Season Record
7-3-1

CAC Tournament
Second Place

Season Highlight
Participating in the CAC championship game

BOYS JUNIOR VARSITY LACROSSE

Coaches

Seamus Brophy and Joffre Arce

Regular-Season Record
4-3-1

Season Highlight
Defeating Landon in the final game of the season, 6-3

GIRLS JUNIOR VARSITY LACROSSE

Coach

Sam Mason

Regular-Season Record
7-1-1

Season Highlight
Defeating Stone Ridge in the final game of the season, 9-3

JV AND VARSITY TRACK & FIELD

Coaches

Faye Turini and Michael Kendall

Season Highlight
Participating in the CAC meet

ST. PATRICK'S EARNS CAC SPORTSMANSHIP AWARD FOR FIFTH TIME IN SIX YEARS

The Capital Athletic Conference (CAC) Sportsmanship Award is the highest and most coveted honor awarded to one of the seven member-schools of our athletic conference. The CAC athletic directors vote in a confidential ballot at the May league meeting for the one school that demonstrates the best examples of sportsmanship within the league. For the fifth time in six years, St. Patrick's is the recipient of the Sportsmanship Award. Congratulations to the Wolfhound athletes and coaches on a great year. Go Wolfhounds!

BANNERS WON IN 2018-2019

Boys Varsity Soccer: First Place–League Champions

Girls Varsity Soccer: Second Place

Boys Grade 6 Soccer: Third Place

Girls Grade 6 Soccer: Second Place

Boys Varsity Basketball: Second Place

Boys JV Basketball: Fourth Place

Girls JV Basketball: Second Place

Boys Varsity Lacrosse: First Place–League Champions

Girls Varsity Lacrosse: Second Place

Board Welcomes New Trustees and Honors Those Departing



BOARD OF TRUSTEES: Front row, left to right: Garrett Lowe ex. '77, Joneis Thomas, Katherine Lucas, Tiane Doman, Kim Mazzarella, Gardiner Lapham, Ellen Pinschmidt, Nancy White, Jim Schufreider Back row, left to right: Patrick Kean, Dave Roberts, Mashea Ashton, Suzanne Clark-Lebedev, Peter Barrett, Mia Bass, the Rev. Dr. Kurt Gurhard, Mae Grennan, Matt Alion, Jill Wiley White, Rebecca Kim

The Day School's governing board, the Board of Trustees, provides the strategic vision and fiduciary oversight that strengthen St. Patrick's for current and future students. We are deeply grateful for their volunteer leadership and dedication to our school community.

We extend our appreciation to Nancy Balboa, Michael DeSantis, Gretchen Hartley, Leonard Moore, and Tammy Wincup as they conclude their Board service. Departing Trustees were honored at their final meeting in May. Newly elected Trustees, whose terms were to begin July 1, were also in attendance as non-voting observers at the May meeting.



GARRETT LOWE EX. '77 is a third-generation Washingtonian who has been a member of St. Patrick's Church for more than a decade, as well as a current Day School parent (Kemper '24), a Parent of Alumni (Nora '18), and a former ex officio member of the Board of Trustees as Junior Warden for the Day School. He has also served on the Vestry of St.

Patrick's Episcopal Church. Garrett, himself an alumnus of St. Patrick's Nursery School, received a BA from the University of Pennsylvania, an MA in medieval studies from the University of Toronto, and a PhD in biology from the University of Maryland. He is a tutor at Eagle Eye Tutoring in Glen Echo, which he co-owns, and works with a wide variety of children on test preparation for college and secondary school admission. Garrett has an interest in ornithology and has donated birding

excursions to both the Church and Day School auctions in the past. Garrett and his wife Stephanie live a short walk away from St. Patrick's.



ELLEN PINSCHMIDT is currently the Chief Operating Officer at Genscape, a market-data provider to the commodities and energy markets. Previously, she worked at Thomson Reuters for 10 years, where she was the general manager for several business lines and the Head of Strategy for Thomson Reuters Markets, the financial services arm of Thomson

Reuters. Prior to joining Thomson, Ellen was a strategy consultant. Ellen has also spent two years working fulltime in the nonprofit world. Today, she is on the Board of Directors of LIFT, a national nonprofit dedicated to ending intergenerational poverty, and is actively involved with Cure Alzheimer's Fund. Ellen received her MBA with high honors from Harvard Business School and her BA from Duke. Ellen lives in Alexandria with her four children (Jack '27, Leah '27, Clara '28, and Callan, a future Wolfhound) and husband Patrick.



JONEIS THOMAS is a licensed clinical psychologist with more than 20 years of professional experience promoting health and wellness through clinical practice, teaching, research, consultation, and administrative oversight. Joneis works as a primary-care behavioral-health psychologist supporting the Psychological Health Center of Excellence and assisting the

Department of Defense in integrating behavioral health providers into primary-care clinics by providing expertise in the training and mentoring of primary-care behavioral health providers in military treatment facilities. Joneis earned her BS in psychology from Howard University and an MA and PhD in clinical psychology from the University of Virginia. She then completed a two-year post-doctoral fellowship in occupational health psychology at Duke University Medical Center/Duke Employee Assistance Program. Joneis served on the Board of Trustees at All Souls Church, Unitarian in Washington, D.C. and the Committee on Ministry. Joneis is married to Lt. Col. Sterling Thomas, United States Air Force, who is an attorney. Joneis and Sterling are proud parents of Logan '21 and John '23. Joneis recently completed a two-year term on the Parents Association as vice president for equity.



DEREK WHANG is a principal at The Carlyle Group, focusing on investments in the aerospace, defense, and government services sectors in U.S. Buyout. Since joining Carlyle in 2007, Derek has been actively involved with Carlyle's investments in Booz Allen Hamilton, Dynamic Precision Group, Global Jet Capital, RPK Capital Partners, and Sequa

Corporation. Derek is a member of the boards of directors of Dynamic Precision Group and Global Jet Capital. Prior to joining Carlyle, Derek was with The Halifax Group, a private equity firm based in Washington, D.C.; Redwood Capital Management, a hedge fund focused on distressed securities; and J.P. Morgan, in both their venture capital group and investment banking unit advising companies on mergers and acquisitions. Derek earned his MBA from the Wharton School at the University of Pennsylvania and graduated with dual degrees from the University of California, Berkeley, with a BS in business administration and a BA in rhetoric. Derek and Elise and their children (Eric '25 and Ava '26) live a short walk from St. Patrick's.



JILL WHITE is active in volunteer leadership at her children's schools—St. Patrick's and, now, Sidwell Friends—as well as in the wider community. She currently serves Sidwell Friends School Rowing (as co-president), Sidwell Friends School Parents Association, THEARC Advisory Board (including as chair for four years), the George Town Club Board of

Directors, and the Washington Ballet Women's Committee. As a St. Patrick's parent, Jill has served as the MacArthur Campus Chair of the Campaign for St. Patrick's at Sixty, a 2017 Auction Co-Chair, and an Admission Office volunteer for nine years. Professionally, Jill has worked in the art, preservation, and museum education fields, primarily with the National Building Museum, the Smithsonian-sponsored Save Outdoor Sculpture program, and the National Endowment for the Arts. Jill has taught at St. Patrick's for the past six years as the PK Music Program teacher, as a co-teacher in the Grade 4 religion program, and as a frequent Art Studio substitute. Jill holds a BFA in art history from the University of Texas and an MAT in museum education from George Washington University. She is married to Burton White and has three children: Wiley '17, Sarah '18, and Burton White '21.



We Welcome the Faculty & Staff Class of 2019

JOYCE DISTINTO, born in Bolivia, is a Washington, D.C. local. She attended D.C. Public Schools including Stoddert, Washington Latin, and Woodrow Wilson. She recently graduated from Trinity Washington University, where she earned her bachelor's degree in early-childhood education. She is passionate about the arts and has taught several art classes for the enrichment program at Janney Elementary for the past three years. She is experienced with ceramics, watercolor, acrylic, carpentry, and other crafts. Joyce plays acoustic and electric guitar, along with a little bit of piano. Being part-Brazilian, she is a soccer fan and understands Portuguese along with being a fluent Spanish speaker. She is excited to join PK3 as the assistant teacher.

ROBYN EVERHART-TERRY is also a Washington, D.C. native. She joins the Day School as the new Whitehaven Campus receptionist. Prior to joining St. Patrick's, she worked for the District of Columbia Department of Parks and Recreation for more than a decade. During her employment with DPR, Robyn was a cooperative play facilitator, a summer camp program coordinator and, most recently, an after-school curriculum program specialist. Robyn earned her bachelor's degree in social work at Bennett College for Women. She resides in the District with her husband Marcus and their two daughters. Robyn thanks everyone for the warm welcome as she transitions into her new role here at the Day School.

JOANNE GARCIA joins the Day School as the new MacArthur Campus office manager and receptionist. Most recently, she was the operations manager for the catering business that she has run with her husband, who is a chef. She earned her bachelor's degree from St. Scholastica's College in the Philippines, where she was born and raised. Joanne is excited to join the Yearbook Club team with advisor Kankunda Klingenberg and Development and Communication Associate Morgan Telesford '09. She currently lives in the District with her husband Jorge and their three children.

STEPHANIE MERTENS is the new Director of Special Events in the Development Office. Prior to joining the St. Patrick's community, Steph worked with a variety of nonprofit clients at the Orr Group, a nonprofit fundraising consulting firm. She has worked with D.C.- and New York-based nonprofits to help build out their fundraising efforts through strategic assessments, major gifts and foundation support, grant writing, corporate sponsorships, and events. A native of the Washington area, Steph traveled north to receive her bachelor's degree in political science with a minor in sociology from Saint Michael's College in Burlington, Vermont. Since graduating, she has returned to live in the District.

IESHA MYHAND, a native of South Euclid, Ohio, joins St. Patrick's as the new PK1 assistant teacher. She recently completed the early-childhood education program at John Carroll University, where she earned a master's degree in education. She received a bachelor's degree in history at Ursuline College and worked as the diversity assistant in Ursuline's Office of Diversity, mentoring college students and coordinating the programming in its Academic Inspiration for Multicultural Success (AIMS) program. During the last seven years, Iesha has served as a preschool and PK teacher and most recently completed her student teaching in a Grade 2 class at Arbor Elementary in Euclid, Ohio. Though Iesha has had many wonderful opportunities working with young people of all ages, from infants to college students, she is excited to relocate to the Washington area and join the Day School.

KATE PETERSON joins the Day School as the 3C homeroom teacher. She has taught at other independent schools in the Greater Washington area in grades ranging from pre-Kindergarten to Grade 4. She has a master's degree in education from George Mason University and a bachelor's degree in art and design from James Madison University. Kate lives in Alexandria with her husband, son Grant, and a Goldendoodle.



NEW FACULTY AND STAFF. Front row, left to right: Nina Ritch, Mara Rosenberg, Joyce Distinto, Joanne Garcia, Catherine Welch
Back row, left to right: Iesha Myhand, Kate Peterson, Stephanie Mertens, Robyn Everhart-Terry

NINA RITCH joins St. Patrick's as the 5A homeroom and language arts teacher. She has taught humanities in Grades 5 to 8 at both Potomac and Georgetown Day. She earned her bachelor's degree in government and international affairs at Skidmore College. After a stint on Capitol Hill and a political campaign, Nina transitioned into education and earned her master's degree in elementary education at George Washington University. A D.C. native, Nina lives in Georgetown with her husband Michael Boland and their two sons, Sam and Jack.

MARA ROSENBERG joins the St. Patrick's community as librarian, alongside Jamila Felton. Mara is a veteran elementary school teacher who most recently taught at Trinity Episcopal in Charlotte, NC. Mara recently received her master's degree in library science from the University of North Carolina, Chapel Hill. She also holds bachelor's degrees in social sciences from Hofstra University and early-childhood education from Colby-Sawyer College and a master of education degree in literacy

education from Queens University. This summer, Mara moved to Friendship Heights, where she welcomed home a new cat named Junie C. Jones. Her adult children live in Brooklyn and Denver. Mara is excited to share her passion for all kinds of storytelling with the community.

CATHERINE WELCH joins the MacArthur Campus team as a learning specialist. She brings 15 years of experience in teaching, mostly in independent school settings in New York City and the Washington, D.C. area. Catherine has taught Grades 5 to 8 language arts and social studies, and she also has experience in curriculum design, integration, and advisory programming. Catherine is a native New Englander and a graduate of Pomfret. She has a bachelor's degree from Kenyon College and earned her master's degree in teaching from Pace University through the NYC Teaching Fellows. Catherine lives in the District with her husband James Carrington and their one-year-old son George.

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 3B teacher Shannon Thomas as the recipient of the Love of Teaching Award in Honor of Mark Humphreys and Facilities Director Mike Matthews as the recipient of the Jeff Keffer Service Award



FACULTY AWARDS

Love of Teaching Award in Honor of Mark Humphreys

SHANNON THOMAS, GRADE 3 TEACHER

In the many testimonials we received regarding this year's recipient, faculty and administrators talked about her first and foremost as a teacher deeply committed to her students but also as an exceptional colleague. On that score, one observer noted just how easy it is to work with this teacher, continuing, "When you think about the amount of time that we spend with colleagues, you really shouldn't underestimate how important that is. She is a positive presence and is always willing to do her part. She embraces fresh ideas." Just as she works to refine her own craft in order to meet the needs of each one of her students, she has become an excellent sounding board for colleagues as they work to do the same, as another observer noted. Said yet a third, "Although I don't teach with her, I admire the patience and positivity that she exudes in her interactions with students and colleagues."

That idea of striving to refine one's craft is an important criterion. One observer reflected how this year's recipient eagerly seeks out the advice of colleagues and administrators, trying to make her instruction more effective. "At the student level," that observer said, "it means tailoring lessons and projects to meet her students where they are, ensuring success and growth for each one." As you can see, and as you would hope it would be, all of these comments keep finding their way back to the students, as individuals.

This teacher "sees the strength in each and every one of her students and helps each child to use his or her strengths to overcome any challenges," an observer said. "When helping a student become more independent, an important area of growth in Grade 3, she expertly involves the student in that growth, helping each one recognize what he or she has the ability and the power to do and to take on. The empowerment and confidence she can inspire in students carry with them

beyond the time in her class." For another colleague, that approach results from this teacher's determination to recognize each child's strengths before his or her weaknesses. "She is an unfailing advocate for all of her students," this colleague said. "She has a real strength for differentiating, willing to reconfigure in a thousand ways if it will benefit one of her students."

Another colleague captured it this way: "She seems to effortlessly manage the emotional needs of each of her students, guiding them through the rocky waters of the 'I'm not little, I don't want help, but I still need help' of Grade 3. She continued, "Her witty, yet straightforward, teaching style resonates with all her students because they know what is expected of them, and they rise to meet those expectations." In this teacher's hands, this observer has seen her own daughter blossom "into an independent person, no longer a little girl, with a brave, can-do attitude that has been inspired by" this year's recipient.

This particular colleague continued, "When reading to my daughter at bedtime, the words 'red herring' came up. I asked her if she knew what that was. My daughter replied, indignantly, 'Of course I know what that is. Mrs. Thomas is teaching us all about mystery novels and their many features!' It is clear that my daughter is hanging on Mrs. Thomas's every word, in all subjects." The Love of Teaching Award for the 2019-2020 school year, with our deepest appreciation and affection, goes to Grade 3 teacher Shannon Thomas.



ABOUT THE AWARD

More than a decade 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. To recognize the recipient further, an anonymous donor purchased and donated to the Day School a wooden captain's chair with the St. Patrick's logo. The chair is given to the honored educator for the year for use in her/his classroom or office.

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

MIKE MATTHEWS, FACILITIES DIRECTOR

This morning, we announce the eighth recipient of the Jeff Keffer Service Award, which includes a \$5,000 stipend supported by the Jeffrey M. Keffer Endowment. That recipient will take us in a different, and perhaps long-overdue, direction. All of the previous recipients have been on the academic side of the house, our school-home, in its simplest terms, if you will. This year's recipient focuses on the house itself, just how welcoming it is, how warm it is when it needs to be warm and how cool it is when it needs to be cool, and how we are planning to keep it welcoming, safe, and comfortable for years to come. But asserting a focus on the house itself can miss the point of this individual's understanding of our community and his service to it. As one observer remarked, "I cannot think of any colleague who is more involved in the life and breath of St. Patrick's" than this year's recipient of the Keffer Service Award. "His talents are many, and he wears them humbly and without ego," said that observer, "yet he is the bedrock of so much of what happens here."

In busy places like St. Patrick's, there are times, perhaps too frequent, when we get to know people in narrow ways, by their position or grade level or administrative responsibilities. While it's important to get to know people in that way—after all, that's why they're here—there can be so much more to discover, things that deepen and enrich the work that they do here and our possibilities for growing with them in community. Such is the case with this year's recipient.

As quiet—or, perhaps, understated—as he can be in the performance of his responsibilities here, this individual has a rich background shaped by music, song, and sound. At an early age, he and a group of friends formed a singing group that was selected to perform at the famed Apollo Theatre in Harlem. He continues to express his love of music with gospel and R&B musicians and artists. He is a songwriter and has managed two local artists. So that man sitting at the soundboard, making sure that our student performers can communicate their talent fully and contributing his depth of technical advice, is building on a remarkable career in music and performance, outside of this place. That he now deploys those gifts in support of our community as we build it through rehearsal and performance is but one of his many contributions to St. Patrick's.

Those closest to him describe this year's recipient as a man of compassion, of humility, of selflessness, and of faith, one who loves his family and is deeply loved in return. He gives wholeheartedly to others without expecting anything in return. He looks for the best in others, always strives to see the larger context in which human interaction occurs, and seeks to make the quality of life better for those with whom he shares the various spaces and communities that shape his life and that he, in turn, shapes. He has chosen a life of service, a life that builds community, a life that we can share, abundantly and joyfully, in this place. Inspiring his considerate leadership is his conviction that we all have more of a duty to understand and help each other than to focus on our own self-fulfillment.

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! Service is an expression of gratitude, optimism, devotion, and determination; it is, in fact, a way of life. Jeff Keffer lived his life in that way, without ever seeking any personal recognition.

When this individual joined St. Patrick's more than a dozen years ago, he didn't come here to be a sound technician, or a performer or, for that matter, a chaplain. In fact, he didn't join us in the position he now holds, having allowed his knowledge of craft, his hard work, and his understanding of the strengths and needs of others, of the community at large, to advance him to his current leadership role. He arrived as a member of a team; he now leads that team, which in turn reflects his values of service and community. Indeed, he completely embodies the concept of service. While service is at the heart of the administrative role he occupies, a role that spans academic divisions and a number of campuses and properties, he brings a characteristically selfless attitude to his work, prioritizing the needs of the school by putting the people who animate it first. "When things go smoothly," said one observer, "we accept that as the norm. But if we were to pull back the curtain, we would know that he is the Wizard putting it all together."

This morning, we honor Jeff Keffer by honoring a man who has a refined sense of what it means to live in community, to serve others, and to do so with dignity and fairness. Whether we've taken a moment to notice recently, this man has made our lives better, enabled us to live in community more effectively, and enriched the way we move through the world. This morning, we bestow the Jeff Keffer Service Award on Facilities Director Mike Matthews, with gratitude, admiration, and respect.



Jeff and Elizabeth Keffer arrived at St. Patrick's in the fall of 1998, more than 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. He brought thoughtfulness and care to his efforts to make St. Patrick's an ever better place.

Beginning seven 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.



Grade 1 Teacher Elizabeth Allen Retires After Two Decades at St. Patrick's

Remarks upon retirement written by Grade 1 learning specialist Nadia Smith and presented at the Chapel Honoring Faculty and Staff.

Elizabeth Allen has called several countries and many schools home, but I am happy to report, luckily for us, that she has been at St. Patrick's the longest (21 years, in fact). I'm so honored that she and I spent 10 of those years as teaching partners.

When Elizabeth told me that she was going to retire, a list of questions immediately popped into my head:

- When Mrs. Allen leaves, who will turn Grade 1 students into ornithologists? Who will feed the birds? Who will teach the children the differences between a sparrow, a woodpecker, a nuthatch, a mourning dove, a cardinal, and a black-eyed junco?
- When Mrs. Allen leaves, who will make sure the Kindergarten Playground remains, in every sense, a garden? Who will make sure the children know how to identify the formative bulbs of a tulip? A hyacinth? And a daffodil?

- When Mrs. Allen leaves, who will make sure the daily drama of Grade 1 students at play remains Shakespearian in scope? Who will continue to turn our own Church Courtyard into a terrace of plein-air midsummer night's dreams?
- When Mrs. Allen leaves, who will read stories like *Moomintroll*? Who will set up a matching dollhouse, so that the children can play-act what their teacher has just read to them? What a brilliant way of bringing reading to life!
- When Mrs. Allen leaves, who else will empty out her freezer to provide you dinners when you or your family are in need?
- When Mrs. Allen leaves, who will carry on the legacy of the adventurous Magic Key books?

When I discussed writing this piece, I was told that I had roughly 750 words, and I am not sure why I actually used so many when, in fact, I only really need four to create, as E.B. White would have liked, a vigorously concise, Grade 1 sentence: **"You are the best!"**

Thank you for everything that you have done. You are going to be missed.



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CLASS OF 2019 GRADUATION

St. Patrick's was honored to welcome the Rev. P. Roger Bowen as the speaker for the Class of 2019 graduation. A former Day School Trustee who has served Episcopal schools as a chaplain, a Head of School, and an advocate for partnerships with schools in Haiti, Mr. Bowen was introduced by Will Spector '19 and Henry Frickert '19.

It is our pleasure to welcome the Rev. Roger Bowen to our graduation. Hailing from Staunton, Virginia, Mr. Bowen has been connected to Episcopal schools for much of his life. But the main reason he is here today is because of his connection to St.

Patrick's and his incredible work in Haiti. Mr. Bowen has, for over 35 years, helped 70 schools in Haiti find Episcopal school partnerships in the United States. This fact is especially exciting to all of us who have had the opportunity to travel to Haiti with St. Patrick's.

Mr. Bowen showed his love for children in one of his prayers, where at the end of a beautiful passage he said, "We pray for children who want to be carried and those who must, for those we never give up on and for those who don't get a second chance, for those we smother . . . and those who will grab the hand of anybody kind enough to

offer it. We pray for the least of these—we pray for children."

Mr. Bowen has had a long history with Episcopal schools. He served as a chaplain at St. Albans, Head of Upper School at St. Stephen's & St. Agnes, Head of School at York School in Monterey, California, and Head of School at St. Stephen's Episcopal School in Austin, Texas. He also served as a Trustee at St. Patrick's.

Mr. Bowen is a husband, father, and grandfather. Welcome, Mr. Bowen, or as they say in Haiti, Bienvenue!

Be the Bread, Broken to Feed Others

GRADUATION REMARKS BY THE REV. P. ROGER BOWEN

First, let's take a moment on this happy, giddy, music-filled evening to be still together, to be silent, and then to offer a little prayer.

Disturb us, Lord, when we are too well-pleased with ourselves, when our dreams have come true because we have dreamed too little, when we arrived safely because we sailed too close to the shore. Disturb us, Lord, when with the abundance of the things we possess, we have lost our thirst for the waters of life. Disturb us, Lord, to dare more boldly, to venture on wider seas where storms will show your mastery; where losing sight of land, we shall find the stars. We ask you to push back the horizons of our hopes and to push us into the future in strength and courage and hope and love. We pray in the name of our Captain. Amen.

It's an honor to be with you tonight. Thank you! Class of 2019, this is your evening. This, ultimately, is spiritual time, intimate time. I bet you all know each other well and to be with you at such a poignant moment is a blessing for all of us.

It's a sobering thought to realize that this is probably the last time that all of you "Wolfhounds" will be together like this in the same place—here in the church. So, breathe in the spirit of this beautiful night. Remember this.

Mr. Barrett and I (and the retiring Grade 1 teacher, Mrs. Elizabeth Allen) remember a seasoned and revered Episcopal school headmaster who was fond of telling parents, "Our mission is not to get your child into Harvard, Princeton, or Yale . . ." (or maybe, for us here, we'd name some secondary schools). "Our mission, the spirit of this place," he'd say, "is about getting your child into the Kingdom of Heaven!" And, everyone said: "What?! Really?! Not sure about that." But after experiencing his school's ethos, the parents and students realized that he wasn't talking about a reward following graduation or in the afterlife. What he meant was that all the members of the school family—the students, parents, faculty and staff, trustees and alumni—understood that the spirit in a school's life can open an opportunity for full-time "ministry." And when I say ministry, I don't mean the work of "a person officially charged to perform spiritual functions in a church or synagogue or mosque," either. I mean that the work of all of us *here* has, as its foundation, the understanding that we

are One, that there is a spirit of kindness and respect, that we take care of each other and those in need beyond here. We are all based on a connection with the inner life and God.

There is an understanding that all the various groups in the school are interconnected and that at any moment in the life of the school, we have the potential to have a "spiritual" experience. This understanding of the ministry of Episcopal schools is why we have Chapel time. It's so central to everything done in classrooms, on playing fields, in meetings, and at school activities on or off campus, that one might ultimately say, "The Kingdom of Heaven is near," like the disciples declared during their experience of the Holy on the Mount of the Transfiguration. "It is good that we are here. I am so, so happy here." I bet you've said that a time or two.



When I think about it another way, though, St. Patrick's and all schools, really, have something else in common. They're all a little bit like farms, but like farms in reverse . . . at least the seasons are reversed. Unlike farms, we plant in the fall rather than the spring. And we harvest now, in the spring or early summer, rather than in the fall. And the growth season for you, almost "former" Grade 8 students, has been one year or four years or, for some of you, eight or more years. And, like farmers, your teachers prepared the ground and you were planted here, and you were watered, and teachers

spread lots of nutrients. And they loved you. Both they and you welcomed and grew into the palpable spirit here at St. Patrick's, a spirit that upheld you in tough, really difficult times and happy times, too. And you grew and you blossomed. And now you are harvested as a beautiful, multi-grained crop. Thirty-three of you!

So, tonight you are being celebrated. But you are also being asked to leave this place—to go out, to soar on the spirit that St. Patrick's breathed into you, the spirit that upheld you when you might have been afraid, or sad, or confused. You are being given a commission, almost, to go out and to feed the world. That's the way it is with a farm's harvest. Grain is made into bread, and then the bread must be broken, to feed others. You know this because you are already doing it.

One place where you have felt called is the place where your "deep gladness and the world's deep hunger have met." Exeter's

wise chaplain, Fred Buechner, said that. He knew this, as you know this now, too. You know it because many of you have embraced St. Etienne Church and School, in Buteau in the mountains of southern Haiti. A full third of the members of this class have traveled to Haiti, and a number of others have supported the Haiti Partnership Program and your relationship with the St. Etienne community through activities right here.

In fact, St. Patrick's has spent 40 years forging friendships with Haitian folks, people who know deep hunger—people walking miles to get water, while we walk to the refrigerator. You gave them a drink. People who sit in the dark, while we simply flip a switch. People who pray for food while, in Chapel, we ask God to let us never forget them and their hunger. And you arranged for food for them to eat. We aren't hungry, but we can never be comfortable knowing they are, and they are our neighbors, our friends. We are so privileged, and millions of people are worse off and don't deserve to be, and we need to do something about that. Well, you *are* doing something about that.

"In order to be a good advocate for poor people, you have to put yourself in a situation where you allow your soul to be fractured by the suffering of the poor . . . to actually go out there and feel the pain, and suffering, and injustice through your skin, so deeply, that when you go to tell people about it, they can smell the authenticity coming from you . . . and that's the most persuasive thing of all." Dr. Jim Kim, co-founder of Partners in Health in Haiti, said that, and you continue to do that. Marcy Ference helped lead it, early on, and Mary Beth James now. Father Gerhard, too, and many others. Hoops for Haiti. Your music teachers. Parents. Three of you, recently, with your parents.

You respect the dignity of all people. And the world sees that and the world becomes a better place. The Spirit here, like a mighty wind, has lifted you to a place where you feed others. Just like Jesus said in tonight's reading, "When you have done it for the least of these, you have done it for me."

Many years ago, and now still, the school where Mr. Barrett and I taught included outdoor education as an extracurricular activity, a program very much like Outward Bound, climbing and caving and kayaking, learning survival skills. It's called the Voyageur Program. Now, I wasn't an experienced rock-climber like some of the students who competed in that sport, but once I tagged along with a St. Albans group to scale a peak in West Virginia. It's called Seneca Rock, an outcropping that looms 900 feet above Seneca Creek. Our climb was a three-pitch, 300-foot wall. To my eyes, it was very, very high. And, I was nervous. Very nervous.

Our instructor had us on what's called a top-belay rope system, so we couldn't see him very well way up above us, but he could watch us. So, he'd call down, "On belay?" "Belay on," I'd shout up. "Tied in." "Climb!" he'd shout down. "Climbing!" I yelled so he'd know to keep tension on that safety rope.

"Wait! Give me some slack! Wait, no, up rope, up rope. Pull the rope tighter! I'm going to slip and fall!" This was scary stuff. So, after some rigorous climbing, sweat was dripping out from under

my helmet and off my chin. My arms were tired and quivering because I used them more than I should have—"Use your legs!" they had said. The proper way is to use your bones to take the weight, rather than your muscles. My rapid breathing was off the scale, some panic was setting in. Very, very tired. People on the ground looked like ants. "Hey, I'm really tired!" Clinging, sort of frozen in fear there on a little ledge, I found myself stuck about halfway to the top, a long way off the ground. I couldn't find a handhold above my head or a place to put my foot. My heart was racing. And the wind had picked up now too, rushing wind. "Hey, Roger, there's a handhold just above your head to the right. Feel for it, then bring your left foot up to that little knob!" "I, I, I CAN'T!" I was really afraid.

As my fingers searched for a next move, some way out of my dilemma, I noticed something off to my right. Unbelievable, about 20 feet away, a large, red-tailed hawk was perched on a narrow ledge, and she was watching me. She knew this place, she understood the territory. We locked eyes. I saw the feathers on her chest ruffle as that wind, that rushing air (the Spirit?) from the valley below came up the rock wall. Time froze. And then that hawk did an amazing thing. She just spread her wings and simply stepped off that ledge. Stepped right off. And she didn't plummet to the earth. She just hovered there and then slowly, slowly rose upward on the valley wind she knew so well. She remembered. Up and up she went, until she became a little dot high in the sky, soaring to places one could only imagine or dream of. Just watching that somehow centered me, gave me courage to try and to complete that climb.

And so, as you go out from this good school to meet and hopefully to feed others, keep an open mind.

The day has now come when you are no longer an Upper School student, no more gauging your value by what is absent. And the day will come when your parents and teachers are truly absent, gone forever, and then you will remember what you had, and you will realize that your mother and father were present while you slept, that they and your teachers watched over you while you studied and played. They worried about you when you were self-absorbed, they all sacrificed for your well-being, they tried to shield you from the world's meanness and to break the cycle of meanness they might have experienced.

And while you were, for a while perhaps, measuring your worth by Pokemon cards, or then the latest device, or popularity, they loved you with a full and helpless love that asks for nothing in return. Remember.

So, go now, with our love and blessings. Be the bread, broken to feed others. Go. Spread your wings. Step off the ledge. Soar like a hawk on the Spirit of this good place. And remember. Remember. We ask you to push back the horizons of our hopes and to push us into the future in strength and courage and hope and love.

Oh, and keep in touch with your teachers. They love that.

And all the people said: "Amen."



GRADE 8 TRIBUTES

This I Believe

In a beloved Graduation Dinner tradition, each Grade 8 student offers individual remarks to the gathering of immediate family and faculty and staff two nights before Commencement. We ask Grade 8 students to commit to a value or values that they believe in that take the form of short essays entitled “This I Believe,” modeled after the 1950’s radio program of the same name. We present to you here edited versions of those reflections, which are characterized by vitality, insight, good humor, and love. Please accept them as one more demonstration of the esteem in which we hold each member of this special class and each student’s infinite value to the St. Patrick’s community.

KAYLA ALSTON

I believe in being the best role model I can be. Aubrey is my best friend, my partner in crime, but when she was born two years ago I did not feel that way at all. My mom told me I had to be the perfect role model for her and never to be jealous of the attention she gets. I felt that being jealous was the least of my worries. I hated the fact that I had to become perfect for her. I knew I was already a great person, but I didn’t like the idea that I had to be a good example just for her. I felt trapped and like I was not myself.

When family came over,

I would often hear things like, “I came to see the baby!” It was Aubrey, this Aubrey, that I disliked. Honestly I felt left out, like Aubrey wasn’t my sister. It was like she was everyone else’s sister except mine. So I gracefully and politely kept to myself and just waited to see how things played out.

Later, I noticed Aubrey was growing on me. I always found myself playing with her and teaching her new things. Now, I’m protective of my sister. I never want to leave her side. Aubrey will need a role model like me in her life, so she can grow up to be a respectable person.

Being a big sister has helped

me learn a lot about myself. I learned that I am a leader and I can be an amazing role model. Having Aubrey as a sister makes me more aware that other people can look up to me, and that makes me feel like a superhero. I have the ability to make others become better people. In general, this feeling made me invincible like all the other superheroes in my life such as my mom, dad, aunts, and grandparents. I am at my best when I’m helping others, especially Aubrey. Now we are Batman and Robin, Ariel and Flounder, Mike and Sulley, Best Friends.

NATHAN ARUNDEL

Ever since I was eight years old, I’ve been interested in designing houses. And not drawing the box with a triangle on top, but a house with floor plans and a bird’s eye view of the house’s layout. Actual architecture. I can’t really explain why it fascinated me so much. Maybe the simplicity of being able to make your own house with a pen and some paper. Maybe it was the freedom of building whatever you want from your imagination. I have stuck with my fascination and still follow these interests today. This is what

sparked my belief in seeking persistence.

I knew that as I grew up, I wanted to have a career set in place, a job that I would enjoy doing every single day. So, of course I wanted to be an architect. It was then that I started looking further into the field of architecture. I learned about pioneers, like Frank Lloyd Wright. I even visited the famous Fallingwater during a trip to Pennsylvania. I started teaching myself how to use computer design software called Blender, made for 3D rendering and animation rigs. As I learned more about architecture, it began to hit me that being an architect would be harder to achieve than I imagined.

The education level, state permits, and skills required made it stand out from other jobs as uniquely complicated. I started to hear about people who had to give up on their career path choice because architecture wouldn't sustain a stable lifestyle for them, and that intimidated me. When I started working with the Blender software, I had difficulty making a simple rendering of a donut on a table, so rendering and designing a house in 3D seemed miles away. All of the odds seemed against me, and I started wondering if I would have to work a different job in the future.

However, I knew for certain that I wanted to design houses for a reason. I knew that I had committed my interest to architecture because it seemed like I was meant to do it, like I was meant to enjoy doing it. Finally, I knew that I wouldn't be nearly as happy working in a different job as I would be designing

houses. I needed to learn to believe that I would achieve my goals if I persisted. So I kept working on that donut. *I believe that even though the odds are against me and the outcome is different than what I expected, persisting and working with what I have will get me to a job in architecture. This, I believe.*

DAISY BISHOP

I had the opportunity to travel to India with my family two years ago and, because of that experience, I believe that people deserve access to the basic necessities of life, some of the things we find ourselves taking for granted. When I went to India—specifically, when we visited Jaipur in Rajasthan—we saw many children playing with smiles on their faces. Even though they were less fortunate than us, they were happy to be playing. The happiness we saw there went beyond the children. We saw people who were working jobs that weren't ideal, yet they were still kind to us. Because of this experience, I try not to take things for granted, and I am grateful for what I have. I felt sad for all those people who were not as fortunate as most of us here, but a little less sad because they were still happy.

On this trip, we were also able to see the school my mother built there when I was growing up. I have always known that she built a school in India, but I had never seen the school in person. Looking at it was so amazing; all of the children were able to go to such a great school. Now, I

understand that there are many people around the world without access to the things that we use every day. St. Patrick's has taught me that too—that you should always think about others before yourself. Being at this school for 11 years, I have understood the meaning of happiness and how blessed all of us are to be here. Because of my experience in India and my experiences at St. Patrick's, I have learned that happiness doesn't come from material things. My friendships at St. Patrick's have brought me joy just like the joy the children in India experienced. *So, I do believe in the importance of happiness and finding joy in one another.*

AVA MAXINE CUMBERBATCH

I believe that losing teeth can be a lesson in learning about the harsh truths of the world.

I was four when I lost my first teeth. They were my two front teeth. I was in the Nursery School Library playing tag with my first best friend from St. Patrick's, Alex Meek. She was it, and I turned around to run the other way, resulting in us colliding heads. Both of my teeth were loose, and the hit made them fall out.

I was eight when I learned the tooth fairy wasn't real. When I learned the truth, I was not upset, just confused. And all I could think was: Don't tell my sister; she is too innocent to know the truth. Now that I'm older, I've given some thought to the whole tooth fairy story. Why? Why do our parents mask the harsh truths about the world? The

tooth fairy isn't real. Then why did our parents want us to believe that there was one? Does the tooth fairy hide that there is poverty around the world? Does the tooth fairy hide the truth that climate change is real?

I believe that they hide it so we have a good childhood, so we don't have to worry about paying bills and voting in the next election. The tooth fairy represents the happiness and innocence of a child. She hides the bad parts of the world by letting children believe they get rewarded by something that happens naturally. It makes children feel a euphoria. It provides protection from all of the evil and bad our world faces. Our parents tell us about Santa Claus, the tooth fairy, and the Easter Bunny as a way to show love and empathy. Parents are quite creative, if you ask me! I mean, who can come up with fantasy creatures other than parents who truly want to protect their children? They want to make sure we are succeeding at being happy, and the false knowledge they share with us is truly a blessing.

We will learn how to drive in less than five years and have the right to vote. Soon, we will have to pay rent and get jobs to provide for ourselves. I used to believe that our parents didn't want us to embrace the world and know the full truth and now *I believe all of the crucial lying in our early years is for protection and all out of love. All our parents want is for us to live an enjoyable and worry-free childhood, as long as we can.*



**CATHERINE
DUCKENFIELD**

I want to talk to you about watermelon Sour Patch candy. I believe in watermelon Sour Patch candy. I know it's strange, I believe in candy. The only pleasure it provides me is its sweet, decadent flavor. However, I believe that there is more to a pack of watermelon Sour Patch candy than the fact that it'll give me cavities. I believe that watermelon Sour Patch candy is a symbol of my life.

When I am stressed because I've been given an essay to write or have fallen into a pit of sadness, opening the bag signifies my ability to drain my negativity away. When I reach into the bag, this action signifies my ability to enable a change in my attitude. I am giving myself a chance to resolve the negativity bottled up inside me.

The sugar coating symbolizes the last barrier that is stopping me from getting to the delicious, chewy part. It is the choice that I have to make to end the negativity that swarms around me like wasps. When I take one out of the bag, it sits there in my hand waiting for me to allow myself to let the watermelon flavor boost its positive qualities to cure me of my stress. When I put one in my mouth, I finally bite into the sweetness of life. All the good qualities in life start exploding out of that one sour patch: Happiness, inspiration, creativity, passion, honesty, forgiveness, and confidence start to erupt in my mouth. But most importantly: Dedication and compassion.

From there on, by letting myself indulge in the sweetness of life, I have discovered that I am the only person who can allow positivity to flow inside me when I am stressed out. I also think that, for all of you, you have your own version of watermelon Sour Patch candy. *And for that reason, I suggest that you use it to get out of the difficult moments in your lives. And I can tell you it has worked its magic for me. This I believe.*

LEO JOSEPH FARINA

I want to talk to you about the time my dog almost died and how I came to believe we shouldn't take anything for granted. The event occurred a long time ago, but I remember the event like it was yesterday. I was quite young at the time when my mom called us into the sitting room, telling us that she had something to say. We all sat along the cabinet doors, and my mom told us what the vet had told her. She told us that Sookie had a disease called Copper Storage Disease, which is a liver disease. This disease prevented her body from processing copper, an essential vitamin that was important to her well-being. If too much built up in her system, she would die. The vet told us that Sookie would most likely die, but that they would attempt one more surgery to try to save her. We sat along those cabinets with Sookie and petted her, tears in our eyes. She would be going into surgery the next day.

I went to bed that night, hoping she would be okay.

When I got ready for school the next morning, I thought to myself that this might be the last time I would ever see her. I returned home from school the next day, apprehensive to hear the news. When I found out she was alive, I was incredibly grateful. All these years, I had taken Sookie for granted, expecting she would be healthy every day. It was not until she became extremely sick that I realized I can't take her or anything else for granted. I now try to enjoy and take advantage of the time I spend with people. *I am more aware that that time might not last forever. This I believe.*

WESLEY FOSTER

I started skateboarding in the beginning of Grade 7. I loved learning new tricks and skating with friends. Although it is an enjoyable thing to do, it can also help you out in the long run. Skateboarding taught me to persevere because landing a trick takes perseverance, just like learning a formula in math or studying World War II. *I believe perseverance is a necessary trait that will get you through life*

Let's take it back to the spring of last year, when I was trying to learn a very technical trick called a frontside flip. I had been trying to learn it for weeks and kept falling and got back up, only to fall again. Then, after hours of getting more and more tired, I finally landed it! Learning this trick and others like it taught me to persevere and never to give up. That is a value I use on a day-to-day basis.

Whether it is skateboarding or learning a math equation, I use perseverance to get me through it all. I think that everybody should show perseverance because no matter how many times you fall, miss the basket, or get the equation wrong, if you have the drive to keep going you will end up achieving your goal. This I believe.

**HENRY RICHARDSON
FRICKERT**

I spend a month at a summer camp on the Chesapeake, and a good 80% of my conscious hours during my stay are spent on a sailboat. The more you sail, the more you see that life is like sailing in many different ways. The more you see the similarities between "boatlife" and "landlife," the more you realize that sailing is a metaphor for living.

Sailing matches life in its unpredictability. There are no electronics at camp, except for a light and a fan. Neither of these can predict the weather, so you must always be prepared. I can never tell if there will be a better tomorrow: Will there be sufficient wind? Will it rain? I must be prepared for all conditions. I've learned the importance of riding the tide, going with the flow, and harnessing the elements. If the winds are insanely high, use them to propel. If the winds are low, take a moment to enjoy the view and savor solitude. If there's a lot of action and there are large waves, go surfing. If it's raining, take a moment to appreciate the way the rain makes large ripples in the water. If the boat

has capsized and all seems hopeless, find a friend to help right the boat.

Sailing matches life in its call for trust. Trust yourself. Tell yourself that you know what you're doing, and don't second guess. Know when to reel in the main to give you more speed, and know when to let it out, and appreciate the view. You have come this far. You can do anything.

Like sailing, life gives you part of the control. In sailing, you can't control the weather, but you can control what you do with it. *You also have a power over others, and if someone else is stuck, you have the power to help. This I believe.*

ABIGAIL GRAY

I believe in scars. When children grow up, they leave behind objects that summon important memories. Sometimes, these objects might be pictures, toys or, like me, broken plates and drawings on the walls. But what I remember most is leaving behind scars—more specifically, the scar just above my dad's right eyebrow in the shape of two small, horizontal indents. Scars are what I believe in.

When I gave my father this scar, I was five years old. My sister, who was seven, could stay up till 8:30 pm, while I was put to bed by 8:00 pm. Even though she was older, I was infuriated that she could stay up later, so I resisted. My dad was persistent in getting me to bed. But my dedication kept me from going down easy. I fought and fought until, eventually, I was left with my last resource. We inched

toward my bedroom step-by-step until finally I whipped out my two front teeth. I attacked the closest thing to my mouth.

Biting my dad was probably the worst thing I had done up to that point in my life, and the scar would remain there for years to come. After that horrific night, I don't recall what happened the next day; more specifically, I don't recall a huge punishment. My respect toward my father grew that night because of his forgiveness. He knew how guilty I felt the next day, and he forgave me.

That night has taught me how to think before I act, as actions don't always go away. Now, I understand forgiveness, but I also understand scars. Whenever I want to speak out or do something, I think about it first. *I believe in the power of scars because they have helped me further understand limits and when to act and when to hold back, like losing the battle but winning the war.* Now I decisively think about what I'm going to say or do before I do it to prevent leaving behind an unwanted scar, and I could not have gone through these past 11 years at St. Patrick's without understanding forgiveness and how to think before I act. These are just a few of the things my parents have taught me.

PASHA HAKIMI

This past summer, when I was 13 years old, I played in the most elite lacrosse tournament in the U-13 division. It was one of the greatest experiences of my

life. I had so much fun with my teammates and coaches. It was in Denver, Colorado, during the July 4 weekend. We would play the most amazing games and then go spend quality time with our teammates. *I believe in the art of humility and confidence. I believe that you can find that perfect balance of the two and go far in life.*

My team made it all the way to the semi-finals, where we lost to one of the best teams in the country. I had a gut-wrenching dissatisfaction from our brutal loss. Later that day, we went to Mile High Stadium to watch the championship game. Right before that game, a couple of my teammates and I were pulled aside and told we had made All-World. I was so excited when I realized I had accomplished one of the biggest awards for any athlete my age! At halftime of the championship game, I and other players from the tournament were being acknowledged on the field. I was jubilant that I had accomplished this goal of mine. I truly felt appreciated, and I gained an immense amount of confidence on and off the field. But with that confidence came the urge to brag. But I knew that I had to learn to be humble about it. I learned that I need to be a humble person and not brag and not look for compliments. I need to be free from arrogance and embrace the joy and confidence, while containing it within myself. I believe you can stay humble and people will appreciate your success even more.

RYAN HARRISON

I got my dog, Casey, just over a year ago. She was playful and energetic and possessed a lot of the characteristics that I see in myself, like her energetic demeanor and kindness. I enjoy having a dog because it makes me more responsible and reinforces many of the traits that I value. As she learns and grows, so do I, even though she is only one year old.

Another example of why having a pet is cool is because having a dog makes you feel warm and happy inside. When we play, I see how happy the attention makes her feel. When I am sad, her eternal smile is always there. Furthermore, dogs can sometimes be better siblings than their human competitors.

Some values that are important to me now that weren't important to me before Casey are kindness, cooperation, and honesty. Working with Casey inspires me to actively try to improve these parts of my character. Specifically, when I reflect on how far she has grown in just a year, to be honest, it makes me a little jealous, because I know that even after 14 years I struggle to show even close to the amount of kindness that she shows every day. *I believe that everyone can learn from dogs. We can learn from their kindness, from their dedication, and from their perseverance.* Finally, we can learn from their love and specifically we can strive to spread the same amount of love and respect that all of our dogs have. This I believe.

JAKE IACOBUCCI

I was seven years old, and I was in my father's home with both my parents. We were in the basement, where I would often watch movies, play video games, and just have a good time, but this space at that moment was for having a serious talk. My parents told me that we would be moving from Canada to Washington, D.C. When I heard the important news, I was surprised, joyous, and excited to begin an adventure. Why wasn't I anxious or afraid about this big move? It took me a long time to realize why I was allowing myself to feel this way.

I realized that the reason I was not afraid was because in the conversation, my parents presented what could be cold news in a warm, gentle, and loving manner. This kind of approach gave me a sense of protection and the feeling that everything would be okay. I felt invincible when my parents said, "We love you so much" and "We will do everything we can to make sure your transition is comfortable." I particularly remember how they told me my dad would visit me and I would visit my dad, and my parents would ensure that I would see both of them and would maintain a good relationship. Deep down, I knew that what they said was true and that they would do those things. But hearing them say it in the moment was what I needed. At the end of our conversation, they both hugged me with smiles. This is when I knew that they had my back.

Now that I know how showing love helps people

work through hard times, I tried (and still try) to show love to others who are struggling. Whether it is to my brother who is struggling with his relationship with his dad or to my mom who is struggling to contain my brother's rambunctiousness, I show love to them because I know, from experience, that love is the most powerful force in the world. *Thank you, Mom and Dad, because you taught me to believe that I can help people and make the world around me a better place. This I believe.*

LUCY JACOBS

I believe in friendship. During my time at St. Patrick's, I have learned what being a good friend is all about. I have been a member of the St. Patrick's community since Nursery School and have known all my friends here most of my whole life. My teacher, Ms. Elmore, asked me to think of a time where I could reflect on the importance of friendship. I have been struggling to think of the ideal moment, until now. I have realized that this is the moment, right now. For not just me, but for all of us. Since we are all moving on from St. Patrick's, we all have to say goodbye in our own ways. For some of us it's a goodbye for people you have known for five years, some are saying goodbye to people they have known for only two, and some are saying goodbye to people they have known their whole lives. Together we are all ending our journey at St. Patrick's and starting a new chapter in our lives.

What occurred to me now is that these friendships that I have made at St. Patrick's are the ones that made me who I am today. I got my love of animals from Abigail, I got my determination from Alex, and Ainsley taught me to follow my dreams (and Daniel Seavey). These friendships have shaped all of us, and we will carry them with us throughout our lifetime. So, I thank each and everyone of you in this room for helping to shape my future. As Princess Fiona once said, "This is my story," and I'm so grateful that you're all part of my cast.

JD JOHNSTON

Seven years ago in a town called Shepherdstown, I learned the importance of determination. I wanted to learn how to ride a bike. All my friends and family knew how, and I'd seen my sister ride a bike, so I was ready to learn. I thought it would be easy—one could say a piece of cake, but no, that cake was stale and not willing to be cut.

I hopped on the bike, and I told my sister one thing before we started, "Do not let go of the bike!" Two minutes later I'm on the ground because she let go of the bike. I told my sister I was done, I never wanted to see a bike ever again, and then I stormed into the house.

An hour later, after binge-watching Phineas a Ferb, I felt inspired because my parents always told me you're not going to get your way without putting in hard work. So I walked out again,

scared, but mostly excited. In my head was the Phineas a Ferb theme song and in my heart was hope. I sat on the bike feeling like a warrior going to battle. I told my sister one thing, "Let go of the bike!" As she let go, I didn't fall down but stayed up with so much pride in my heart, even though I later fell after cruising because I forgot about brakes (but that didn't count because I had won the battle). Now, whenever I'm nervous or scared, I always remember this moment, and whenever I'm performing and I see my family in the crowd, all my worries go away. I am cruising. *I believe in determination.*

CHARLIE KAYE

I would like to tell you a story that happened this year, at a time when I did not think I would learn a valuable life lesson. I was at recess, in the four-square line, waiting to get in. Ava was behind me and exclaimed, "Is that grey hair?" I was confused about what was happening. On further examination, Ava determined that I had grey hair, and then Mrs. Lamb came over and confirmed that I had grey hair. Yes, and you all thought you were going grey too young. While it may have been a trick of the light or that I really do have grey hair, that event has taught me that life is short.

Before the incident, I thought that I did not need to think or care about how long life is since I am only a child, but realizing that I have grey hair (at a young



age) exemplifies life is short, so don't waste it away. We all need to remember that we do not have forever on this planet and that we need to make the time we do have count. I now go and make things happen. For example, when I was auditioning for parts in the musical, I just went for it, which is not like me. Usually, I am reserved and hesitant, but I just put it all out for the character—Captain of the Guards.

I try to be open and honest, since we don't have time for deception in a short life. St. Patrick's has helped me to be myself, take risks, and make my own decisions, while not leaning on others. One last thing before I close: I want to say thank you to everyone who helped me along the way, especially Mrs. Tyler and Ms. Barr. If you forget everything about me—which honestly you all probably will—remember these few things: Life is short, don't waste it away, and don't root for anyone except the Capitals. *I am proud to have walked into St. Patrick's with completely blonde hair and walked out with grey hair. This I believe.*

DAMIEN KELLIHER

I would like to talk to you about the time when my parents told me I had a chance at switching schools. This moment taught me the power of showing compassion towards others. I was nine years old and in Grade 4. My parents had just had a parent-teacher conference at my prior school, the Key School. I had been there since PK, and Grade 4 had been a

strange chapter in my life. I had plenty of friends, but I still felt like I did not belong there. To this day, I do not know what was causing my unhappiness at this school, but it kept persisting. Eventually, I confessed my feelings to my parents, and they must have realized that it was time to move on. I wanted support, but I still expected to move on to my final year at Key, for Grade 5, just as my older brother and sister had done before me. But all of those feelings ended on the day my mom and dad told me about St. Patrick's.

My parents and I went to get lunch at Z-Burger. It was a cold day, and there was a light drizzle outside. We got our burgers and sat down. I wasn't expecting anything special to happen, but eventually, my parents told me about applying to St. Patrick's, how it would be the only school I would apply to and, if I didn't get in, I would continue into Grade 5 at Key. Of course, I was shocked about what they told me, but I was extremely excited by this new opportunity for a fresh start that my parents had given me. I was touched at this moment of compassion that my parents showed to me. I would have survived at my old school. My parents did not have to make that decision, but they did, and I would say that our whole family is happy with that decision. These past four years at St. Patrick's have been great, and I may not have gone here at all if it weren't for the care my parents gave me. *I believe that being a compassionate and neighborly person will create a better world.*

MARGOT KENNEDY

I believe that we are taught to love and appreciate others more than ourselves. Loving ourselves should not be harder than loving one another, yet it is. Why? Our values. When we think of our values, we think of how to include other people in them. For example, respect—we spend time making sure we respect our peers and our elders, which is important. But when do we take the time to respect, love, and appreciate ourselves? As we grow older, I feel that our self-confidence starts to deteriorate. I think there are two main reasons for this.

One, our experiences don't match what we're told or shown in the world. We hear, "You're worth it," "Everyone has infinite value," "We are all beautiful, talented, and amazing in our own way," and we may believe it . . . for a while. Then, we go out into the harsh world where our beauty and talent are compared to others, where we are judged, and where we learn to judge ourselves. Suddenly, thoughts about self-worth have vanished. It's obvious that social media also contributes. Images of those who are slimmer, smarter, richer, faster, more creative, more successful, or more beautiful overlay the world outside and create doubt in our world within. Two, we tend to pay more attention to negative experiences than positive ones. I've heard that in psychology this is called the Negativity Bias, and it means that we are more likely to remember and hold on to the negative experiences of life than the positive ones. We're also

likely to let the negative events influence our future behavior.

I know that I am not going to look like what I see on social media, and I will always see things that I want to fix. But bottom line, we all do. I try to surround myself with people who make me feel good about myself and who I can laugh with. There are very few people in my life who I have opened up to about this, but those few have lifted me up and are people I value for their love and support. And now I have to, we have to, remember that we are enough, just as we are, just as we are made to be. This I believe.

LAILA KOSTOROWSKI

I'm sure everyone has said, "I wish I could go back" at some point in their lives, but I try to refrain from using that mindset. Yes, that is partly because I have seen way too many movies where those wishes are granted and everything goes wrong, but it's also because *I believe, and I know that my classmates hear this a lot, that everything happens for a reason.* By going back and changing things, you are ultimately changing where you are now and what you have become. My dad always says that our lives are like tapestries. All of your experiences and struggles are the threads of your own unique tapestry, your story. Your beautiful days, your tragic days, they all weave the fabric. Marriage, loss, the birth of a child, some areas in your tapestry will be filled with major colors

from longer, harder, or more inspiring times in your life and will take up more space. Others will be little, little moments that bring smaller pops of color yet are still greatly contributing to your tapestry's greater picture. I think it is important to trust that things that happen are meant to happen, that they are simply more threads being woven.

Every person I have interacted with, tears I have shed, or laughter I have uttered has made me the person I am today, is a part of me, and can be found in *my* tapestry. Now, at the close of my nine amazing years at St. Patrick's, my experience and growth here occupy a large part of my tapestry, a large part of who I am. Traveling to Haiti, participating in athletics, attending STEM competitions, these are all examples of threads in my tapestry. All the amazing things I have learned, the places I have been, and most importantly, the people I have met, have added beautiful, vivid, color and texture to my tapestry.

Leaving the wonderful, supportive environment of St. Patrick's, and the sadness it will bring, will be another bold thread intertwining with the others. As we all soon take new paths, our tapestries will differ, although they will all have one thing in common, a large green patch that is St. Patrick's and the bond we share, the memories we have made, the family that we all are now as the Class of 2019. This, I believe.

ALEXANDER LIESEGANG

I believe good things sometimes come disguised as bad things. One of my favorite places I have lived is in New Delhi, India. Unfortunately, I, my mother, and a little piece of India in the form of a dog moved back to the U.S. shortly before my twelfth birthday. That night before the move I was heartbroken. I didn't want to leave my community and didn't want to leave behind what I thought was a perfect life. For me, this was a very bad thing. I thought that my life would be miserable and I would never be as happy as I was in India. Fortunately, I couldn't have been more wrong.

It would take me time to feel like the life I was living in the U.S. had become better than my life in India. After coming to terms with the move and building a community here, I started to believe that the move was for the best, that it had strengthened my family and me, inside and out.

The move allowed me to handle hardships I never thought possible and reminded me that my parents will always be there for me and that home is where the heart is. Two good things that happened were buying a new house that I, my mom, and the dog are excited to live in and continuing the next chapter of my life. Additionally, I was able to experience romance for the first time, find some lifelong friends, and join an amazing Boy Scout troop with some of the most upright individuals I have ever had the privilege of meeting.

These experiences have led me to the belief that even though being forced to move from India was a painful experience, it ultimately led me to make my way to this podium speaking to all of you at this moment, as part of a wonderful community that has made me a better person and filled my life with more joy than I thought possible, from peers opening their hearts to me and inviting me to their Christmas party, to making songs on a snowy evening together. I have become a better person because I have had the privilege to stumble and fall and make mistakes in a safe environment that taught me how to learn from them, not repeat them, and forgave me for them.

JAMES MCVANEY

If there is one thing I have learned over the past year and a half, it is that support from others allows life to continue in a positive way during hard times. I believe in support from others in the community. My dog Rocky died last year, a few days after my birthday. He was 16, and his death came suddenly. I remember how upset I felt. Rocky had been my best friend ever since we rescued him.

When they put Rocky down, I immediately walked out of the room, fighting back tears. I still had to go to the Spring Concert that evening. There was no way I was going to make it through the concert, let alone get on stage. We arrived home, and my parents told me it would be best if I went to the concert

to get my mind off Rocky's passing. My mom told me she would email Mrs. Tyler, letting her know that my spirits might be low at the concert. As soon as I stepped into the Nave, Mrs. Tyler thanked me for coming and said she was sorry about my dog. I felt a warm feeling, knowing that I had people supporting me through hard times. Seeing all my friends made me feel better. I got home that night, and we had a big family hug, which let me know everything would be okay. I realized that I am a lucky person to have people with compassion supporting and helping me.

Another time I have experienced support is when my grandmother passed away. My friends were all so supportive. Of course, my parents were too. *I believe that everyone in this world deserves a feeling of community and support. I have experienced this feeling at St. Patrick's many times.* This support has helped me get into a great school like Gonzaga which, I believe, has that same support system and will let me become more independent. Because life goes on. This I believe.

ALEX MEEK

I believe self-confidence is essential. Let me explain. When I was little, my parents would read me books every night, often sitting in a big, red rocking chair in the corner of my yellow room. Seeing how I was pretty small, these books were not *Tolstoy*, they were picture books. There was one specific picture book



that has its pages glued in my memory. It was called *Stand Tall, Molly Lou Melon*, by Patty Lovell. Admittedly, the story is a little bit of a cliché, but straightforward. There's a small girl named Molly Lou Melon; she goes to a new school; she's bullied; but she decides she won't be put down. She sings louder and smiles bigger. In the end, Molly Lou's confidence rubs off onto her classmates.

When I first read the book, pajama-clad, sitting on my mom's lap in that big red chair, utterly content, I thought nothing of it. I thought the illustrations were funny, but at that age, the story of Molly Lou Melon didn't seem to have too much depth.

However, as I matured, *Molly Lou Melon* began to take on a deeper meaning. I began to take more things to heart, and Molly Lou Melon became a hero because life wasn't as easy anymore for me. Like many, my self-confidence began to dwindle the older I became. I became more aware of what others were doing and what others could be thinking, and I started to act to please not me, but others. It's really hard not to care what people think, but Molly Lou did it so effortlessly. What would happen if we were all as self-confident as Molly Lou, if we were all comfortable being our own person? Maybe being comfortable with others being themselves wouldn't be so difficult. I think of Molly Lou Melon from time to time, and though it's hard, try to be a little bit like her, one smile at a time.

I often find myself looking back nostalgically

on the years when things just were, to when there were always stories at bedtime and when Molly Lou Melon was just a character. Now, she represents the spirit I hope to carry throughout my life and reflect on to others: confidence, character, and true happiness because, ultimately, we could all stand a little taller. This, I believe.

MADISON MARIE MILLER

I believe perseverance fuels success. What perseverance means to me is the ability not to succumb to failure. When I was 13 years old, my mother and I were concerned about my performance in math. I was bombing several quizzes, despite how hard I worked. My mother had me tested for ADD, and we soon found out that I have a minor learning disability that affects my memory, reading comprehension skills, and the way I follow directions. I felt like I was going to fail all of my classes by the end of the school year.

But this year in Grade 8, I realized something. Even though I have a small obstacle that could get in the way of my goals, I still can continue to try and reach them. I persevere! I may not reach every single goal, but I still need to continue trying. Over the school year, my gratitude for all the teachers who have helped me has increased. One of my teachers, Mrs. Lamb, has taught me that I need to persevere in order to become good at math. She told me about how I have been working very hard these

past few months, and those words are what inspire me to persevere.

My goals in high school are to be able to understand the things that I am supposed to learn and apply that knowledge to important things like exams, quizzes, and tests. Next year when I go to high school, I will have to be more independent. I cannot have teachers help me all the time. Sometimes there will be things I must do on my own and then ask for help. I am somewhat nervous about going into high school. I am worried that I will not excel as much as the other students in my class. But I know that I will pull through and succeed. And next year, I will continue to be grateful for help but also grateful to have learned that perseverance will help even more. This I believe.

HENRY MOE

I will be addressing avoiding my problems in order to "feel better." I believe in happiness and being stress-free. In the winter term of Grade 8, we had so much to do. It came from doing lots of school applications, lots of homework, and many books to read. I was stressed. Therefore, I decided to put off my homework and focus on happiness and getting my applications done. This was a terrible decision. Later on, I would get emails home about missing assignments, and I would keep having to create excuses so my parents wouldn't get upset with me. I would become afraid to meet with my teachers because I thought they

would be frustrated with me. Just adding and adding on to the soon-to-be-stressed me. Sequential to this, I got the flu, which just made everything explode. Bad grades, upset teachers, mad parents, stressed me.

The lesson I learned from this situation was that in order to be successful and happy, I needed to put in the work and tackle my problems. I have used this lesson of becoming aware of my problems and reminding myself not to enter that same bottomless pit I hastily entered in the winter term. As of now, I feel happy and glad I made this mistake because now I know how to make this not happen, especially now as I enter an important time of my life. *I believe people should tackle their problems instead of letting their problems tackle them.*

TRE MOORE

I believe dedication is the key to reaching goals. Let me ask you a question: "Do you want to be just like everyone else or greater?" It's a simple answer, right? Most people would want to be greater. But lots of people don't realize what it takes to be great.

I used to ask questions like, "Why do I have to do every math problem of the week when no one else does?" My dad always responded with, "Do you want to be like everyone else or greater?" Or, I'd ask, "Why can't I stay up late? It's Friday!" My dad always responded with, "Do you want to be like everyone else or greater?"

My parents have taught me what greatness means. It means dedication, skill, and sacrifice. They have taught me that it means when everyone else is at a party on Friday night, you have to go to bed early because you have an early workout the next morning. Or on Monday afternoon, when everyone is on their phones, you have to get your homework done because you have lacrosse practice at night. I have been dedicated to lacrosse and basketball. I try to practice every day. I have also sacrificed time this year on the musical, so I could transform into a funny and entertaining character.

My dad's quote motivates me to work harder each day, realizing that the world is a huge competition. My parents have influenced me to be a better student and an athlete and without them I can't imagine what my grades would look like. Thanks to my parents, I truly believe to achieve your goals and be great, you can't do what others do.

ISABEL PRICE-CABEZAS

I have always loved traditions, schedules, and things that are constant because they make me feel in control and prepared. Changes are hard, and I admit that I wasn't always great at handling them. Small changes like having to cancel a trip to the movies or big changes like the passing away of my dog are always hard. Good change or bad change, I believe that change plays a large part in shaping your character. When I was

four, my brother was born, and this was a big change in my life.

At first, I resented my parents for having another child, and I resented the attention my brother received. Now, I understand that this change was not only good but necessary. Having a younger sibling taught me independence, since I could no longer depend on my parents to walk me through everything. Having a little brother also showed me teamwork. The same year, our family moved houses. I had lived all my life in a cozy brick house in Chevy Chase. As a five-year-old, it was difficult to wrap my head around the fact that I would be leaving my home. I can vaguely remember that I kept asking why, why did we have to move, why did things have to keep changing? The summer of Grade 2, I went off to sleepaway camp for the first time. I had never spent more than one night away from my parents, and even then my parents were only a 10-minute car ride away. This time, my parents were over four hours away. This scared me. Despite my fear, I tried out one week of sleepaway camp. I enjoyed myself so much I went back the next year for three weeks. Sleepaway camp showed me responsibility and the ability to try new things and meet new people. As I grew older, I began to see the good in the changes and obstacles I face. Now, since I will be leaving St. Patrick's, a school I have been attending since Nursery School, I have been reflecting on the lessons I have learned throughout my years here, and this is what I have learned: To succeed,

you need to be independent and self-driven, but it is also okay to ask for help, be outgoing, and don't be afraid to try new things. *Overall, I have learned that new things are scary, but change is good. This I believe.*

WHITNEY CLAIRE SHAW

I believe in family. I believe that even though I will be hundreds of miles away from home next year, I will still be close to my family. When I was younger, after dinner, my whole family would all get on the couch and watch AFV (America's Funniest Home Videos) and laugh as hard as we could. This family tradition was when I realized my parents would always love me and want to spend time with me whenever they could. Ever since I was a little girl, I was such a mommy's girl. My mom helped me with my first steps, my first sleepover with my best friend, my first day of school, telling me to be myself, and how to get along with my brothers.

My dad, on the other hand, was different. He taught me how to stand up for myself. My mom's lessons of confidence and cooperation and my dad's lessons of strength and resilience shaped me into the person I am today, and I could not be more grateful.

I have been at St. Patrick's for 10 years, which is also like a family to me. I am not ready to leave the place I love, but most importantly the people I love. In exactly 94 days, I will be on my way to boarding school. It makes me sad that

I have to leave the place I love and appreciate and every person behind, but I realize that there is so much to look forward to at my new school.

Even though I am worried about going away, my parents have taught me to face my fears. Even though I am leaving so much behind, I am gaining the opportunity to be more independent and responsible, and that will make me a better person. I believe that my parents will always love me, and I aspire to be like them when I grow up. Being sure of their love, plus all the lessons they have taught me, makes me ready for change. I look forward to my vacations when I come home from school and continuing our traditions of watching AFV. Without my parents in my life, my own affection for others and all of the other qualities I have developed since I was a little child wouldn't be possible. This I believe.

AINSLEY SKINNER

What do I believe? Well, I believe that your siblings cannot be chosen and customized to your liking. You get what you get, and you don't get upset. However, the deeper meaning of what *I believe is that change does not always have to be bad—it is the way you approach the new change presented to you.*

When I was younger, I was an only child. I felt like I had all the attention in the world. My parents loved me and only me, I was their prized possession, and I wouldn't have it any other way.

Having Alastair as a little brother, in the beginning, was almost a bad type of change. I had to share my belongings with him, learn to get along with him, teach him how to be responsible, and how to be a better person. Now, I think of him as a blessing and a sign from God telling me that he is my new responsibility. He became my responsibility as I went through life because I realized I am the older sister and I am his role model to follow. It gave me a chance to do the better thing. Alastair will always be there for me, be my best friend, and will be the only boy I should ever truly love. Sometimes we have our good times, and others we have our bad, but eventually, we always make the time we spend together into something even more. Alastair may not know it, but he has taught me many things along the way, such as standing up for other people, working hard at anything that I desire, and making something of myself when no one is there to help. This I believe.

WILL SPECTOR

I will talk to you about my interest in pens and how it helped me develop a core belief. I believe that I don't have to be like everybody else.

Back in Grade 4, mechanical pencils were the thing. Everyone wanted the coolest, sleekest, most expensive Papermates, Kuru Togas, or rOtrings. Some had retractable tips, or comfortable grips, or

even lead that rotated to stay sharp! I got my first mechanical pencil, a cheap Papermate Clearpoint, shortly after the trend began. I savored that pencil like a mother loves her newborn. Over time, I began to upgrade to more serious pencils and eventually switched over to pens and, as the trend steadily died around me, I continued to expand my interest. When Mr. Barrett heard about my hobby, he gave me a catalog to a pen store, and that's when I discovered fountain pens.

But the trend *was* dying, and people became confused about my interest in pens. They asked me why I liked pens so much and why they appealed to me. Some said my interest was pointless. Why would I spend money on these unnecessary commodities? At times, I even questioned my own interest. But I never stopped liking pens. I continued thinking they were interesting and useful items. I knew they were right for me, and I didn't have to worry about what other people thought. Even better, there were people at school who helped me feel good about my interest, like Mr. Barrett when he gave me the catalog, and Ms. Adams and Ms. Barr, who asked for pen recommendations.

Through years of having a different interest, I learned that I don't have to be like everyone else. I am happier pursuing any interest that I have, and I don't have to let others tell me what or what not to be interested in. Even if others don't understand my hobby, there are people who relate to me and who share my interests. And over

the years, I've established other interests that don't necessarily follow the status quo for my age, most recently my love for the Grateful Dead. Perhaps I am starting to believe that I am a 50-year-old man! But there is one thing I truly believe: *I know that I can cultivate my own interests, I don't have to be like everyone else, and I will ultimately be happier that way. This, I believe.*

JOHN RAY STEPHENS

I believe that finding the silver lining in even the most unpleasant situations can lead to success. This positive light can lead to living a better and happier life, because it leads to a more positive outlook on life.

When I was in Grade 3, my family and I went on a trip to Bali for Christmas. We were on vacation but still went to look for a church to celebrate Christmas Eve. Upon arriving, we were surprised that the pamphlets for the service were in Bahasa, not English. It soon became apparent that the service was not going to be in English at all; there was no English written anywhere, and it seemed that everyone in the church was speaking Bahasa. I was unhappy because on top of my distaste for church services, this one was not in English. However, during the service I realized that it was interesting to see a familiar service but in a different culture. I began to understand that it was a good thing that I was able to experience something so familiar, church, in such a different way. I was able to

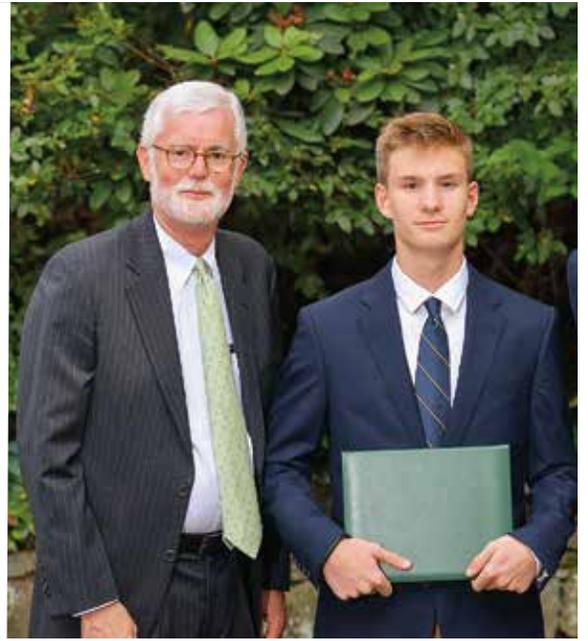
find the silver lining and see a positive element to an unfamiliar situation.

This experience opened my eyes to understand how something that seemed upsetting can be a positive experience and I can even learn something, such as experiencing a different culture, from something that I was upset by. Now, I can try to find the good part of things. The silver lining is in all things, no matter how bleak they may seem. This belief led to who I am now and how I am trying to be more optimistic, regardless of how bad things may seem.

CURTIS JOHNSTON TOMPKINS II

The first lesson I learned is from when I was a toddler. I find that the best lessons are usually the ones you learn when you are young, which may be why I am still very committed to this lesson today. My parents were going out to dinner and were going to leave me with a babysitter. I was devastated. I remember thinking they were going to be gone forever, and this stranger would adopt me. It was the most anxious I'd ever felt.

I remember waking up the next morning terrified. What if my parents weren't home? What would I do? So I climbed out of my crib, went to their room, and saw them sound asleep in their bed. It felt good to see them back, but even better to know that no matter what, they always would be there for me. I would still get angry whenever they went out to dinner but, as I got older and thought



about it more, I realized I had nothing to worry about. They would always be back. They were committed to loving me and my sister, and I could trust them for as long as they lived.

This sequence instilled within me a sense of commitment at all costs, that if I made a promise, I would stick to it. My parents had essentially promised me that they would always be there to support me, and I can trust that they will stick to that. If I told someone they were my friend, I would treat them as such. I would keep up with them and support them. A major part of being a good friend, family member, or companion is keeping promises and keeping your word. It lets people know that you care about them. To me, breaking a promise is a dishonorable and cowardly act. I learned that my parents would never breach my trust when I was a toddler, but throughout my life I have learned that others would. However, that does not mean you and I have to be the same. *I believe that everyone can be trustworthy, it is only a matter of will. It is commitment which divides the bad and the good, the ignorant and the wise, the unreliable and the trustworthy.*

NATALIE WISE

I have always believed in kindness and equality. I was the child who saw a worm on the sidewalk and picked it up and put it back in the dirt so it wouldn't get stepped on. But I really understood the true impact of kindness while growing up with my

brother. My little brother, Beau, has special needs. Growing up with him was normal, at least I thought it was. I knew about his disabilities, but it was what I was used to. He was just, my brother, you know? But I always knew something was off. I would always compare my family's hectic life of doctors' appointments and physical therapy to my friends' lives of soccer practice and playdates. While life wasn't exactly "normal," my brother has taught me about the world.

I learned how to appreciate differences in others and respect everyone equally. My brother is a gift that has changed countless people's lives for the better. His perception of things in day-to-day life always makes me stop and think for a moment. Like how he wonders and how he finds meaning for the littlest things. He makes the world a more beautiful place. He is very smart—both academically and when it comes to figuring out a way to get to the marshmallows he can't reach on the top shelf. Because of my brother, kindness and empathy are instinctual. I am worried about the person I would be without my brother, as I am who I am today because of him.

MIKEY WOOD

When I was five years old, I learned a very valuable lesson, to listen to my parents. One night my parents had an important dinner far away. Being the five-year-old child I was, I tried to take advantage of

the fact that there was only one babysitter watching me and my two other siblings. As soon as my parents left, I started jumping around on their bed, even though they had told me hundreds of times not to. About a minute after I started jumping I slipped, bounced wrong, hit my chin on a table, and knocked myself out.

Though I didn't know it at the time, because I was knocked out, my nanny called my parents and 911 and apparently both arrived relatively at the same time. It turned out I didn't really need to go to the hospital but, when I woke up, my parents were right beside me. I did not realize it then because I was young and it was a normal thing for my parents to always be beside me, but now I am so appreciative of them always being there for me, especially in this specific moment when I woke up and they were right beside me, helping me out. *I believe that life should be full of great family and friends that support you through your life. And I definitely believe that I should listen to them.*

RUTGER ALEXANDER ZUSCIN

Dear younger Rutger, let me tell you something: When you thought that quitting piano was a good decision, that was a mistake. When you disregarded your parents and thought that you knew best, your parents knew better. And your parents were right about how happy you would turn out to be.

You told your parents at nine years old that

piano was not your thing, that making music wasn't plausible. Your parents will tell you that you have a gift of rhythm and creativity, which of course goes right over your head. Before deciding to quit, you were taking piano lessons and were not committed and couldn't overcome obstacles. Next time you make those decisions, think about the times you'll need your parents and they will help you.

An example of this is the group of musicians you became great friends with that were in a band: J.D, Nathan, and Ryan. Although they might not realize it, playing music with them together since Grade 7 has pushed me to be more creative and confident.

My new mentality is always listen to others' wisdom and act with other perspectives. I have made many mistakes by not doing that. Consider the people around you and how they can push you to overcome obstacles. Not only overcome obstacles, but also create joyful experiences. Most importantly, I need to listen to my parents even more as I am moving on to high school where I will be much more independent. Even after high school and college, I'm grateful to say that I will never quit something like I did with piano because I know and *I believe that my loving parents are there to guide me, wherever I may be.*



Front row, left to right: Leo Farina, Lucy Jacobs, Laila Kostorowski, Whitney Shaw, Mikey Wood, Alex Meek, Margot Kennedy, Daisy Bishop, Ainsley Skinner, Isabel Price-Cabezas, Madison Miller, Abigail Gray, Natalie Wise, Kayla Alston, Catherine Duckenfield, Ava Cumberbatch
Back row, left to right: James McVaney, Jake Iacobucci, Henry Moe, JD Johnston, Rutger Zuscin, Ryan Harrison, Tre Moore, Henry Frickert, Pasha Hakimi, Jack Tompkins, Charlie Kaye, Ray Stephens, Alex Liesegang, Will Spector, Nathan Arundel, Damien Kelliher, Wesley Foster

CONGRATULATIONS, Grade 8 Class of 2019

Kayla Alston
St. Charles High
(Waldorf, MD)

Nathan Arundel
Potomac

Daisy Bishop
Holy Child

Ava Cumberbatch
Bullis

Catherine Duckenfield
Stone Ridge

Leo Farina
Maret

Henry Frickert
Washington-Liberty IB Program
(Arlington, VA)

Wesley Foster
Carolina Day School
(Asheville, NC)

Abigail Gray
Potomac

Pasha Hakimi
St. Albans

Ryan Harrison
Bullis

Jake Iacobucci
Maret

Lucy Jacobs
Holy Child

JD Johnston
Field

Charlie Kaye
Millbrook (NY)

Damien Kelliher
Georgetown Day

Margot Kennedy
Woodrow Wilson High

Laila Kostorowski
Sidwell Friends

Alex Liesegang
School Without Walls

James McVaney
Gonzaga

Alex Meek
Potomac

Madison Miller
Elizabeth Seton

Henry Moe
Maret

Tre Moore
McDonogh (Owings Mills, MD)

Isabel Price-Cabezas
Madeira

Whitney Shaw
St. Paul's (NH)

Ainsley Skinner
St. John's College High

Will Spector
St. Albans

Ray Stephens
Potomac

Jack Tompkins
Gonzaga

Natalie Wise
Millbrook (NY)

Mickey Wood
Sidwell Friends

Rutger Zuscin
Landon

Alumni Notes

1983

Alex Smith Wnek '83 (or "Skat," as she was known at St. Patrick's) and her husband John Wnek still reside in Wilmington, NC. Alex continues her work in human resources for the Fortive Corporation, and John remains with GE as a global commodity leader. Their son **McCain ex. W'12** is a sophomore playing lacrosse for Furman University and was honored to have been admitted into Phi Eta Sigma National Honor Society. Their son **Tenneyson ex. W'14** is a high school senior with ambitions of playing soccer in college.

1995

Neville Wilson Wolf '95 lives in Parker, CO, with her husband Jason. She works at a Montessori school after completing her master's degree in education last year. She still keeps up on St. Patrick's news thanks to her mom, Louise Hayes, who has been working at the school for more than 25 years.

1999

Michael Haft '99 has opened the tenth location of his business Compass Coffee in Georgetown.

2003

Nicholas Haft W'01 continues his work in biotech, investing in principal and in concept. He recently created a new investment company and is starting up another venture.

2007

Laura Haft W'05 completed the first year of her MBA program at Duke Fuqua with an emphasis on global health and social impact. She worked in this field this past summer with a venture capital firm, was married in July, and has returned to Duke Fuqua.

Alex Steinwald W'05

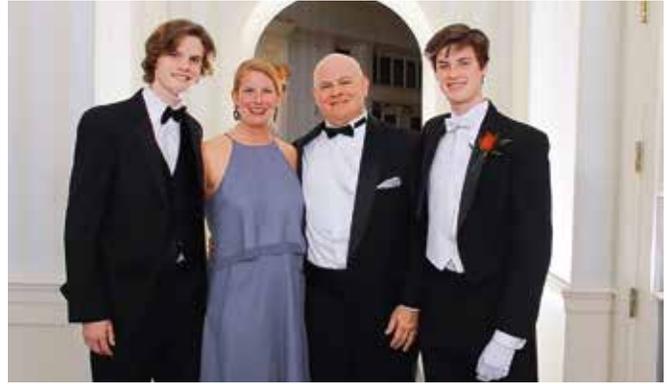
recently matriculated at Northwestern's Kellogg School of Business, where he will be part of the Class of 2021. He is taking part in the MMM Dual Degree Program, which combines a traditional MBA with an MS in design innovation.

2008

Kevin Gardner '08 received his master's degree from the University of Oregon's School of Earth Sciences in June. Kevin currently lives in Eugene, OR.

2011

Henry DeCamp '11 graduated from Denison University, where he was named to the U.S. Intercollegiate Lacrosse Association's 2019 Division III Scholar All-American team. Henry is Denison's all-time leader in ground balls (403) and faceoff wins (755), while boasting a .653 winning percentage, and he accomplished all of this in only three seasons with Denison. He is a three-time NCAC Specialist of the Year and a three-time All-NCAC first-team selection who was named to the USILA All-American team in 2018.



Tenneyson Wnek ex. W'14, Alex Smith Wnek '83, John Wnek, and McCain Wnek ex. W'12



Alex Steinwald W'05



Will Chartener W'11 and younger sister Matilda at Carvahal Beach, Portugal.

Lee Detmer W'09 graduated in May from Wake Forest with a BA in economics. As a member of the Wake Forest men's golf team, Lee was named to the All-ACC Academic Team and also earned All-American Honors from the Golf Coaches Association of America. Lee currently plays professional golf for the PGA of Canada.

Shannon Morgan '11

graduated summa cum laude from New York University in June. She enrolled in Columbia University's three-

year JD/MBA program this fall.

Hundley Poulson W'09

graduated from Princeton with Highest Honors, Summa Cum Laude, and Phi Beta Kappa. He also won the Stryker Prize for best Senior Thesis in medieval and classical studies. Hundley will attend NYU School of Law this fall.

Colton Rupp ex. W'09

received Academic All-American honors at Cornell University, where he studied government and business.



Carson Peters '12



Alexandra Watson ex. W'13



Keyon Taybron '15

Colton graduated with the Class of 2019 and will be working in New York City.

Charlie Shorb '11 graduated from Colorado College in May with a major in computer science.

2012

Julia Carter '12 now lives in Darien, CT. She is a senior at Denison University, majoring in communications.

Declan Murphy W'10 has started his fourth year at the University of St. Andrews

in Scotland, where he is majoring in film studies.

Carson Peters '12 was a summer research epidemiology intern at the Harvard School of Public Health where she conducted research and took courses. She also recently studied abroad in Brazil, India, and South Africa in a global health program focusing on infectious diseases.

Robert Sutherland W'10 was accepted into the University of Southern California's

biomedical engineering master's degree program in neuroengineering and will take graduate courses while he completes his undergraduate degree. For the spring semester, he attended the International Brain Mapping Congress, spent spring break in Mexico, and led two teams of engineers developing medical devices. His summer began in Panama on a medical mission as part of USC's Global Medical Training program and continued at the University of Houston's BRAIN Center, sponsored by the National Science Foundation. Robert was part of a team of PhDs and postdocs, engineering a shoulder exoskeleton controlled by the brain to restore function to stroke patients. This fall, he travels to Germany to continue his brain-computer interface research at the University of Berlin Medical School, Germany's top medical school.

2013

After some family travel abroad, **Will Chartener W'11** enjoyed a summer of activity including catamaran sailing in the British Virgin Islands with friends and a 30-day National Outdoor Leadership School trip in Wyoming's Wind River Range. He's now studying physics as a sophomore at Haverford College.

Anna Blair Poulson '13 is a junior at Wake Forest University, where she has been on the Dean's List every semester. Anna Blair is spending the fall semester in London.

Morgan Wallace '13 spent the summer in upstate New York doing an engineering internship for GE Renewables after her sophomore year at Wake Forest. She is spending the fall semester in Madrid.

2015

Wick Carter ex. W'13, now living in Darien, CT, graduated from Westminster in Simsbury, CT. He now attends Colgate University.

Jack Steel W'13 graduated from Sidwell Friends and now attends the University of Pennsylvania.

Keyon Taybron '15 graduated from Landon and now attends the St. Mary's College of Maryland Honors Program. He will be majoring in economics with a minor in business. Keyon looks forward to meeting new people and experiencing all that college has to offer.

Alexandra Watson ex. W'13 graduated with honors from Georgetown Visitation. She will play lacrosse at Williams.

2017

Cecily Carter ex. W'15 was a counselor-in-training at YMCA Camp Coniston in New Hampshire this past summer and hiked the Grand Canyon. Cecily is a junior at Darien High in Connecticut.

Congratulations to College-Bound Graduates from the Grade 6 Class of 2013 and Grade 8 Class of 2015



Kristina Bush
*Washington University
in St. Louis*

Charlie Cameron
Bucknell University

Alexander Carnot
Gap Year

Chloe Chapman
University of Georgia

Bridget Clare
Wake Forest University

Alexander Corwin
Colby College

Charlie Craner
University of St Andrews

Christian DeLorenzo
Pennsylvania State University

Lucia Driessen
Pomona College

Agnese Fanizza
University of St. Andrews

Hallie Fralin
Elon University

Tyler Francis
Potomac '20

Samantha Gibby
Tufts University

Espeana Green
Boston University

Sonia Griffen
Colby College

Sarah Groh
Emory University

Miranda Hall
Tulane University

Emma Helsing
Elon University

Grace Helsing
Wake Forest University

William Herrington
Lafayette College

Brittany Hunter
Lawrence University

Mac Johnson
Kenyon College

Benny Jones
New York University

Avery Kean
College of William & Mary

Jack Kelly
Howard University

Weston Kevill
Denison University

Shiva Khanna Yamamoto
*Georgia Institute of
Technology*

Guy King
Ohio Wesleyan University

Nat Landau
Gap Year

Carl Mauro
University of Chicago

Sandra Mauro
University of Chicago

Thomas Mazzuchi
Bowdoin College

Jacob Morales
Tufts University

Kevin Murphy
Bates College

John Paul
Bucknell University

Piper Phillips
Emerson College

Cara Price
*Gap Year,
Dickinson College '24*

Brinley Rianhard
Tulane University

Sara Roberts
Georgetown University

Alexander Samadi
Tufts University

Kirstin-Nicole Schmidt
Duke University

Katherine Schwartz
University of Virginia

Jack Steel
University of Pennsylvania

James Sterrett
American University

Keyon Taybron
*St. Mary's College of
Maryland*

Lizzie Teel
University of Utah

Grace Timmons
College of Charleston

Jack Tongour
Colby College

Peter Van Allen
George Washington University

Annalise Weber
Emory University

Stearns Weil
*Gap Year,
Harvard University '24*

Lark White
The Juilliard School





2018-2019 ANNUAL REPORT



FROM THE BOARD OF TRUSTEES CHAIR

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

2018–2019 was a momentous year for St. Patrick's, with abundant evidence of all that a school can accomplish with exceptional leadership, a clear sense of mission, and the extremely generous support of our forward-thinking community. The Board and I are delighted by the successful completion of the Campaign for St. Patrick's at Sixty and the critical, mission-driven facilities projects it funded. The new Grades 6–8 campus, now known as the Peter A. Barrett MacArthur Campus, continues to serve as a wonderful environment for our middle school students as they grow into even more sophisticated learners. The Board commemorated Peter's 25 years as Head of School and his stellar leadership by naming the newest academic building in his honor.

In September, we were thrilled to launch the Allbritton Design Corridor, a vibrant hub of technology, creativity, design thinking, project-based learning, and cross-disciplinary inquiry. The redeveloped Kindergarten Playground and Patricia R. Spector and Nancy C. White Primary Grades Playground opened to great fanfare from children and adults alike this past winter and spring. Outdoor play is an essential part of our program, and the new playgrounds inspire healthy opportunities for powerful growth and development. The final Campaign-funded project, the Whitehaven Campus Sports Deck, opened at

the beginning of the 2019–2020 academic year. It offers our students a flat, all-weather surface for recess, PE class, and athletic team practices, effectively doubling the floor size of our Gymnasium & Performance Center. I know my Campaign Co-Chairs—my wife, Alison, and Mae and Ande Grennan—join me in extending our deep appreciation to all who contributed to the Campaign and invested in these wonderful facilities to enhance our children's educational experience.

Our yearly fundraising initiatives, the Annual Fund and the Auction to Benefit the Financial Aid Program, comprise more than 7% of the operating budget. Philanthropy at St. Patrick's has a significant impact on the financial resources we can bring to bear for our program. We are incredibly grateful for the tax-advantaged contributions that help to make the Day School such a special place.

The St. Patrick's community rallied behind Annual Fund Co-Chairs Matt Alion and Matt Blocher to support our top philanthropic priority and the second-largest stream of revenue in our operating budget. Their personal enthusiasm, bolstered by a deep pool of volunteer talent, inspired nearly \$940,000 in gifts to the Day School. Again this year, 100% of our faculty and staff, Parents Association Executive Committee, and Board of Trustees gave gifts to the Annual Fund and set a generous example to

motivate broad-based community support for the Day School. An enviable 90% of our current parents joined them to provide the margin of excellence that benefits all of our students.

Our favorite party of the year, the Auction to Benefit the Financial Aid Program, was particularly joyful this year thanks to the theme “Soar with Us,” selected by Co-Chairs Liz Levin and Mary Pat Weiss. Liz and Mary Pat led more than 100 dedicated volunteers, both experienced and brand new to the committee, to ensure that the event was exciting, celebratory, and successful. St. Patrick's was awash that evening in brightly-colored balloons, lanterns, and attendees dressed in festive attire. Thanks to a community committed to promoting socioeconomic diversity, the Auction exceeded its goal and raised more than \$460,000 in support of the Financial Aid Program.

As I leave the Board of Trustees in the very capable hands of incoming Board Chair Mia Bass, I stand in awe of what our school community was able to accomplish together to enhance teaching and learning for our students. It has been an honor to serve you as Board Chair for the past three years. Thank you for being instrumental in our efforts to offer an excellent education and continually improve our program.

2018-2019 SUMMARY OF GIVING

DAY SCHOOL FINANCIAL SNAPSHOT

These graphs show St. Patrick's revenue and expenses over the past fiscal year, July 1, 2018–June 30, 2019. Contributions to annual giving, which includes the Annual Fund and the Auction to Benefit the Financial Aid Program, are particularly important, as they comprise 7.4% of revenue.

GIFTS FOR CURRENT OPERATIONS

2018-2019 Annual Fund*	\$938,943
2019 Auction to Benefit Financial Aid	\$463,774

DESIGNATED GIFTS

Professional Development	\$12,191
Restricted Gifts <i>(Technology, Financial Aid, Special Events, Academic Program, Grade 8 Gift)</i>	\$66,283
Endowment	\$5,332
Campaign for St. Patrick's at Sixty <i>(Gifts and Pledges)</i>	\$368,061

PARENTS ASSOCIATION

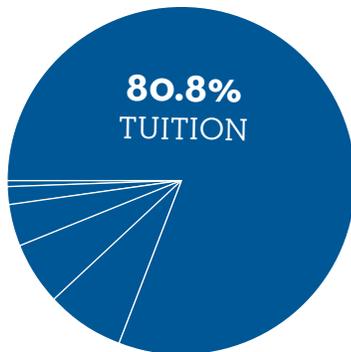
\$24,123

TOTAL RECEIVED DURING 2018-2019

\$1,878,707

*Gross receipts

2018-2019 REVENUES



7.4%
CONTRIBUTIONS

5.7%
OTHER
INCOME

3.9%
AUXILIARY
PROGRAMS

1.7%
ENDOWMENT

0.4%
INTEREST
INCOME

2018-2019 EXPENSES



13.1%
FINANCIAL AID

8.4%
ADMINISTRATION

7.9%
MAINTENANCE
& SECURITY

3.1%
INSTRUCTIONAL
RESOURCES

3.4%
AUXILIARY
PROGRAMS

3.1%
STUDENT
SERVICES

2.6%
PLANT
RESERVE

2.2%
DEBT
SERVICE

1.4%
LEASE
COSTS



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**
(\$34,690+)**The equivalent of an Elementary
School tuition**Mr. Terry Collins ✨
Katherine and Brian Lucas ✨**NURSERY HEADMASTER'S
ASSOCIATES**
(\$18,990+)**The equivalent of a Nursery
School tuition**Katherine Epes and Peter A. Barrett ✨
Mia and Tim Bass
Andrew Brown
Celeste Mellet Brown
Yardly and Burton Gray ✨
Mae and Ande Grennan ✨
Chris Mario and Jim Schufreider ✨**WHITEHAVEN ASSOCIATES**
(\$15,225+)**Triple the Target level—the difference
between tuition and actual expenses for
three students**

Franca and Andrew Gutierrez ✨

FACULTY ASSOCIATES
(\$10,150+)**Double the Target level—the difference
between tuition and actual expenses for
two students**Catherine and David Bohigian ✨
Kelly and Joshua Bonnie ✨
Samantha and Michael Chappell ✨
Katarina and Thomas Charuhas
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Sara and Peter O'Keefe ✨
Alison and Kai Reynolds ✨
Kelley and Kevin Rogge ✨
Elise and Derek Whang ✨
Jennifer and Michael Wood ✨**TARGET ASSOCIATES**
(\$5,075+)**The amount of the "gap"—the
difference between tuition and actual
expenses per student**Melanie Aitken ✨
Craig Albright
Mary Beth Albright
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Nancy and George Balboa ✨
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The Evergreen Circle is a special philanthropic society recognizing the many loyal donors who support St. Patrick's consistently over time. This society is not about how much you give; it's about the simple act of giving, year after year.

Members of this society have made a gift to the Annual Fund for the past five or more consecutive fiscal years and are denoted with a shamrock (✨) in the Annual Fund donor lists.

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(\$3,250+)

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The 1956 Club honors the year of our founding

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(\$1,000+)

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We are grateful for the exemplary leadership of the Board of Trustees, who once again led the way with their unanimous support of the Annual Fund.

100%

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PARENT DONORS

We are deeply grateful to our current parents for their generous gifts to the Annual Fund this year and for their many investments in our community. We extend special thanks to 2018-2019 Annual Fund Chairs Matt Alion and Matt Blocher for their dedication and enthusiastic leadership.

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“Two big words for our big-hearted community: THANK YOU! Thank you to the 100% of faculty and staff, 100% of Trustees, 90% of current parents, and so many extended St. Patrick’s ‘family members’ who gave to this year’s Annual Fund. You rallied around this effort for our students, and we were overwhelmed by your willingness to help and to give. We couldn’t have done it without all of you, and we loved being a part of it.”

— Matt Alion & Matt Blocher, 2018-2019 Annual Fund Chairs

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 Kilian Salerno and Chris Singer ✨
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 Joneis and Sterling Thomas ✨
 Jennifer and Michael Wood ✨
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 Blair and Matt Bockner
 Annie and Eric Burnquist ✨
 Hee Un Baeg and Min Koo Choi ✨
 Kimberly and Benjamin Dean
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It All Adds Up!

Nearly 600 donors made the 2018-2019 Annual Fund a success for the direct benefit of our students.

100% of St. Patrick's faculty & staff,
 100% of Day School Trustees, and
 90% of current parents contributed.



70 leadership gifts
 121 giving-club gifts

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Gifts of all sizes
 matter, with
 leadership gifts
 providing 70% of
 2018-2019 Annual
 Fund revenue and all
 other generous gifts
 providing 30%.

St. Patrick's faculty and staff once again demonstrated extraordinary leadership with 100% participation in the 2018-2019 Annual Fund. We are grateful for their ongoing support of the Day School and our students. We especially thank 2018-2019 Faculty and Staff Chairs Victoria Gangotena and Allison Bragan.

Ann Adams and Hendrik Koppen ✨
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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 2018-2019 Grandparent Chairs Alease and John Thomas.

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The support of our alumni for the present generation of St. Patrick's students is truly meaningful. We extend special thanks to 2018–2019 Alumni Chairs Constantine Sidamon-Eristoff W'05, M'07, Elise Sidamon-Eristoff W'03, and Susan Sidamon-Eristoff W'08.

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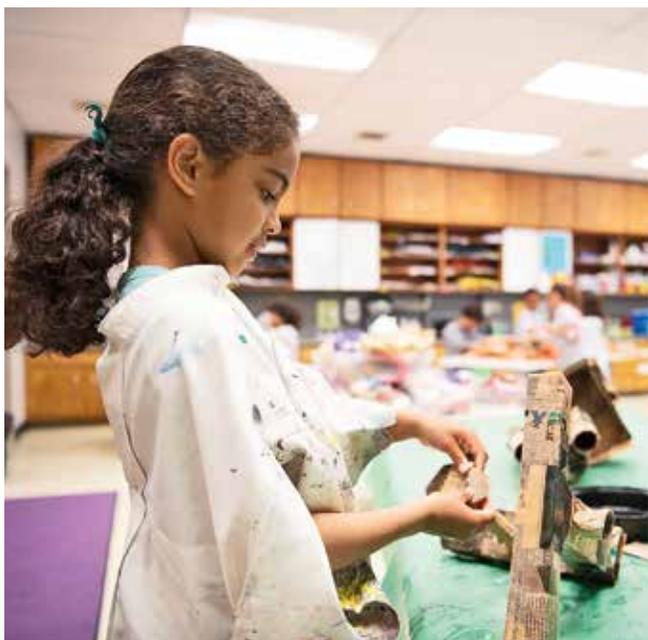


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We are so grateful to all of the generous donors who helped us successfully close the Campaign for St. Patrick's at Sixty over our \$4 million goal. These investments in St. Patrick's provided the funds to build a full-size middle school at the MacArthur Campus, encourage creative play on our Primary Grades and Kindergarten Playgrounds, motivate physical activity on the Sports Deck, and inspire imagination in our Design and Collaboration Labs. Thank you!

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We extend our deep gratitude to those families and individuals who contributed to a variety of special funds during the 2018–2019 fiscal year.

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 Tashia Senn-Jones and Anthony Jones
 Ann and William Kaye
 Eliza and Patrick Kean
 Elizabeth Baker Keffer
 Elaine and John Kennedy
 Tiffany and Duane King
 Richelle King
 Kankunda and Ron Klingenberg
 Susan and Stephen Kotorowski
 Sandy and Cliff Kupchan
 Emily and Tony Lawrence
 Harv Lester and Don McMinn
 Paul and Susana Lorenzo-Giguere
 Stephanie and Garrett Lowe '77
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 Kelly and John Lugar
 Julia Pulzone Marshall and
 Michael Marshall
 Melissa Meyers and Josephine Martin
 Megan and Steve Maturo
 Trissy and Jim McHenry
 Jan and Charles McNamara
 Mary and Joseph Morgan
 Bridget and Greg Nikodem
 Carolyn and Ed Nordberg
 Alicia and Tim O'Brien
 Cristine and Bob Offutt
 Jill and Jon Olmstead
 Megan and Andrew Parker
 Georgianna and Dennis Paul
 Margaret and Dexter Pearson
 Karen and Renee Perrier Combs
 Laura and Zac Petersen
 Andrea Orr and James Phillips
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DeLone Pittman
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 Whitney and John Rosenthal
 Helen and Daniel Sale
 Mary Margaret Scharf
 Natasha and Robert Schooling
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 Allison and Brent Shaw
 LaMeka and Dorjan Short
 Christine and David Siegel
 Julie and Robert Silva
 Nadia and Brian Smith
 Carla and Nick Snyder
 Vee and Linwood Solomon
 Lindsay Dietel Spector ex. '84 and
 Dan Spector
 Pat Spector
 Ashley and Stephen Spencer
 Erin Sweeney
 Amy and Chris Swonger
 Joneis and Sterling Thomas
 Erica and Ronald Thompson
 Lalie and Michael Tongour
 Marella Turner

Anne and John Tyler
 Danielle Wade and Shaun Slight
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 Elise and Derek Whang
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 Tammy and Todd Wincup
 JoDee Winterhof
 Anne and Jonathan Wise
 The Honorable Michael Wood and
 Mrs. Judith Wood
 Morey Barnes Yost ex. '90 and
 Holton Yost
 Kim and Candler Young
 Jen and Greg Young
 Kelly and Paul Zegger
 Wendy Donoho-Zuscin and Tod Zuscin



“Our theme, Soar With Us, expresses the high aspirations we have for our own children and for all of the students at St. Patrick’s. Generosity and terrific community spirit inspired donations of time, talent, and treasure to support socioeconomic diversity, which benefits everyone at St. Patrick’s. Thank you all for flying high and reaching for the stars with us!”

—Liz Levin and Mary Pat Weiss, 2019 Auction Co-Chairs



The Soar With Us 2019 Auction to Benefit the Financial Aid Program raised:

\$464,000, nearly 18% of the 2018–2019 financial aid budget, which benefits 23% of current students

\$265,000 from 225 generous donors in the Fund-A-Scholar Paddle Raise

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Allison and Jamie Riepe
Elizabeth and David Roberts
Samira and Shahin Samadi
Indeya and Shawn Samuel
Natasha and Robert Schooling
Eno Inyang-Swabey and Peter Swabey
Nilo Hoorazar and Ahmet Tekmen
Lindsay and Walker White

GIFTS TO ENDOWED FUNDS

Elizabeth Baker Keffer
Kirstie and Jamie Tucker



OTHER DESIGNATED GIFTS

Grade 8 Class of 2019
Nancy and George Balboa Clark-Winchcole Foundation
Michael DeSantis and Patrick Baugh Goldman, Sachs & Company
Jocelyn Moore Gailliot '92
Mary and Robert Haft
Rebecca and Jeff Kim
Parents Association
Katharine and Lindsay Reishman
Alison and Kai Reynolds
Allison and Jamie Riepe
The McCance Foundation
Van and Anne Taylor Foundation

Gifts in Honor

Diana and Michael Allen
In memory of Joseph Michael Allen Jr. and Harold Glen Davis

Shelly and Dominic Basile
In memory of Anne Muir

Katarina and Thomas Charuhas
In memory of Elias and Elena

Mr. and Mrs. Timothy Coughlin
In honor of Lucas and Joanna Bockner

Vanessa and John Darvish
In honor of Chloe Darvish

Mr. and Mrs. Edwin Dietel
In honor of Lindsay Dietel Spector ex. '84 and Dan Spector

Liz and David Field
In honor of Harrison and Liam Field

Sharon and Bruce Gellin
In honor of Elizabeth Allen

Karon and Kevin Harden
In memory of Quentin Moody

Mr. and Mrs. C. Hull
In honor of Alexandra Meek '19

Sassy and Christopher Jacobs '86
In memory of Anne Muir

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In honor of Pat Spector

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In honor of Peter A. Barrett

Richelle King
In honor of Nasir King

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In honor of Chris Bolger and Will Cook

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In honor of Peter A. Barrett

Melissa Meyers and Josephine Martin
In honor of Janet Kline

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In honor of Lauren Marshall

Amy Jagodnik and Martin McDermott
In honor of Colin McDermott W'14, M'16

Christie Moag
In honor of Eliza, JC, and Ashley Mae Young

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In honor of Trissy McHenry

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In honor of the Development Office

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In honor of Owen Parker



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In honor of Ellee Sale

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In honor of Elise Sidamon-Eristoff W'03, Constantine Sidamon-Eristoff W'05, M'07, and Susan Sidamon-Eristoff W'08

Eno Inyang-Swaby and Peter Swaby
In honor of Dr. Young Daniel Inyang and Mary F. Swaby

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In memory of Dr. Douglas Tappan

Barbara and Peter Van Allen
In memory of Anne Muir

Lori Picco and Drew Walker
In honor of Jerry Picco

Elizabeth Warren
In memory of Rodney A. Smith

Mary Pat and Todd Weiss
In honor of John and Thomas Weiss

Anne and Jonathan Wise
In memory of Joseph Stettinius

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 Alborn
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, 2019: \$13,252,012

BOARD-DESIGNATED ENDOWMENT

A TIME TO GROW:

THE CAMPAIGN FOR ST. PATRICK'S

Market Value: \$8,403,590

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

ISABELLE S. SCHUESSLER FUND FOR FACULTY SCHOLARSHIPS

Market Value: \$404,839

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: \$206,487

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: \$172,953

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: \$142,528

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: \$1,191,795

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: \$95,900

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: \$155,114

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: \$1,265,526

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.

2018-2019

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 Mashea Ashton
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Assistant Treasurer

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Vee Solomon

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 Don McMinn
 Peter O'Keefe
 Margaret and Dexter Pearson
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 Ann Rakestraw
 Sarah Godfrey and
 Christian Rodriguez

Julie and Rob Silva
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 Elaine del Cerro
 Tiane Doman
 Courtney Dyer
 Elizabeth Engel
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 Stephanie Goldfine
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 Mei Greer
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 Conner Herman
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 Damishia King
 Sarah Knakmuhs
 Julie Landry
 Kim Lepine
 Stephanie Lowe

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 Chris Mario
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 Andrea Nespola
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 Sara O'Keefe
 Maria Pardo
 Megan Parker
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 Elisabeth Leamy and
 Kris Persinger
 Ellen Pinschmidt
 Denise Prince
 Lizanne Reger
 Katharine and
 Lindsay Reishman
 Allison and Jamie Riepe
 Christine Roberts
 Kelley Rogge
 Rebecca Rosen
 Annie Sabel
 Samantha Schneck
 Natasha Schooling
 Tashia Senn-Jones
 Julie Silva
 Laura Terry
 Elena Tompkins
 Arianna Ugliano
 Hilary Wharton
 Becky Wilsusen
 Jennifer Wood
 Anne Yockel
 Jen Young

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 Diana Allen
 Kit Ballenger
 Leanne Bortner
 Joccole Burton
 Lucia Cassidy
 Katarina Charuhas
 Hillary Chassin
 Betsy Cline
 Kathleen Koltes
 Crawford ex. '88
 Tiane Doman
 Laura Elekdag
 Elizabeth Fawell
 Jenny Fuisz

Zeynep Ersel Goker
 Stephanie Goldfine
 Cara Grayer-Johnson
 Roxanna Hakimi
 Heather Hanks
 Zachary Hooper
 Ann Katsiak
 Karen Kelliher
 Rebecca Kim
 Elysha King
 Tony Lawrence
 Kim Lepine
 Mary Maiberger
 Monica Martinez
 Kim Matthews
 Gail McLeese
 Kate Meek
 Bridget Nikodem
 Katie O'Connor
 Janelle Okorie
 Karen Perrier Combs
 Shannon Powell McCarter
 Kelley Rogge
 Jed Ross
 Helen Sale
 Laura Schifter
 Jim Schufreider
 Tashia Senn-Jones
 LaMeka Short
 Vee Solomon
 Ashley Spencer
 Arianna Ugliano
 Lisa Vora
 Crystal Wade
 Morey Barnes Yost ex. '90

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 Eva Cavaleri
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 Sarah Efir
 Elizabeth Engel
 Shawna Evans
 Claire Farver
 Elizabeth Fawell
 Amanda Fetterolf
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 Mei Greer
 Roxanna Hakimi
 Shayna Hammond
 Heather Hanks
 Karon Harden
 Paula Hopkins
 Vickie Innis
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 Karen Kelliher
 Victoria Kelly
 Damishia King
 Elysha King
 Melanie King
 Tiffany King
 Kim Lepine
 Stephanie Lowe
 Katherine Lucas
 Becki Marchand
 Nancy Margie
 Carissa Marino
 Chris Mario
 Pamela Marple
 Shannon Powell McCarter
 Trissy McHenry
 Kate Meek
 Jenny Mondie
 Mariana Montiel
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 Katie O'Connor
 Sara O'Keefe
 Alicia Oglesby

Maria Pardo
 Lori Picco
 Alison Reynolds
 Nickesha Riggins
 Christine Roberts
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 Sonia Roman
 Rebecca Rosen
 Whitney Rosenthal
 Annie Sabel
 Jim Schufreider
 Tania Shand
 Allison Shaw
 Julie Silva
 Liz Smith
 Vee Solomon
 Marie Sylla-Dixon
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 Elise Whang
 Jen Winthrop
 Anne Wise
 Jen Young
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 Chuck Cassidy
 Eva Cavaleri
 Katarina Charuhas
 Hillary Chassin
 Sarah Chasson
 Beth Clifton
 Beth Cole
 Kathleen Koltes
 Crawford ex. '88
 Renee Esfandiary Crupi ex. '85
 Kimberly and Benjamin Dean
 Betsy Delaney
 Octavio Delasobera
 Mona and Mark Elliot
 Shawna Evans
 Claire Farver
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 Liz Field
 Paul Freedman
 Nina English Frost '92
 Jonathan Fuisz

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 Maren Harrison
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 Johanna Howe
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 Tiffany King
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 Jake Mumm
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 Maria Pardo
 Megan and Andrew Parker
 Margaret and Dexter Pearson
 Tiffany Prather
 Adrienne Reich
 Terry Riggins

Christine Roberts
 Sarah Godfrey and
 Christian Rodriguez
 Sonia Roman
 Whitney Rosenthal
 Samantha Schneck
 Jim Schufreider
 Tashia Senn-Jones
 Tania Shand
 LaMeka Short
 Christine and David Siegel
 Escarlet Silva
 Liz Smith
 John Stokely
 Erica Thompson
 Kirstie Tucker
 Faye Turini
 Siti Kurimah Turner
 Lisa Vora
 Danielle Wade
 Andrea Garcia Walker and
 Alex Walker ex. '93
 Reggie Washington
 Mary Pat Weiss
 Tammy Wincup
 Jen Winthrop
 Anne Yockel
 Merel Young

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Sarah Efir
 Sybil Freedman
 Karen Kelliher
 Liz and Jesse Levin
 Nancy Margie
 Shannon Powell McCarter
 Janelle Okorie
 Jill Olmstead
 Ann Rakestraw
 Heather Ricks
 Anthony Rodell
 Joneis Thomas
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 Bridget Nikodem, *Co-Chair*
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 Mia Bass
 Leanne Bortner
 Kathleen Koltos
 Crawford ex. '88
 Elaine del Cerro
 Imani Edwards
 Laura Elekdag
 Elizabeth Engel
 Vickie Innis
 Tashia Senn-Jones
 Linda Kaltani

Rebecca Kim
 Elysha King
 Clare Lockhart
 Katherine Lucas
 Monica Martinez
 Shannon Powell McCarter
 Bridget Meehan
 Alicia Oglesby
 Lizanne Reger
 Whitney Rosenthal
 Mary Margaret Scharf
 Samantha Schneck
 Jim Schufreider
 Marie Sylla-Dixon
 Ann Yerger
 Jen Young

GRATE PATROL

The Balboa Family
 The Ballenger Family
 Judy Barr
 The Bass Family
 The Burnquist Family
 The Crawford Family
 The Crupi Family
 The Dixon Family
 The Duckenfield Family
 The Fletcher Family
 The Hakimi Family
 The Kevill Family
 The McHenry Family



The McNamara Family
 The Muhlner Family
 The Nikodem Family
 The Prather-Wyler Family
 The Prince Family
 The Rakestraw-Farina Family
 The Richardson-George Family
 The Ricks Family
 The Riepe Family
 The Christine and
 Pere Roberts Family
 The Elizabeth and
 David Roberts Family
 The Rosenthal Family
 The Solomon Family
 The Ugliano-Gullo Family
 The Jen and
 Greg Young Family

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 Mary Beth James
 Sam Mason

Ann Adams
 Alison Bragan
 Julie Brungard
 Suzanne Burrows
 Beth Cole
 Quintis Cunningham
 Ali Elkins
 Marlena Elmore
 Jamila Felton
 The Rev. Jenifer Gamber
 The Rev. Dr. Kurt Gerhard
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 Paul Lorenzo-Giguere
 Cindy Gunja
 Sam Hart
 Taylor Heasley
 Chris Heim
 Chloe Hensold
 Anita Hockenberry
 Ariana Hussain
 Kankunda Klingenberg
 Lauren Lamb
 Megan Maturo
 Kim Mazzarella
 Christopher Mylan
 Jenny Nachbar
 Stephanie Sack

Betsy Sebring
 Dan Spector
 Lindsay Dietel Spector ex. '84
 Morgan Telesford W'07, M'09
 Erica Thompson
 Anne Tyler
 Anne Yockel

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 Karen Kelliher
 Katherine Lucas
 Carolyn Ince Mansfield '80
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 Laura Schifter
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 Kim Hayman
 Brinkley Tappan and
 Ed Holzwanger
 Johanna Howe
 Rebecca Kim
 Mary Maiberger
 Don McMinn
 Kristin Muhlner
 Alicia O'Brien
 Katie O'Connor
 Denise Prince
 Whitney Rosenthal
 Annie Sabel
 Natasha Schooling
 Ashley Spencer
 Arianna Ugliano

RECITATION CONTEST JUDGES

Chris Danello W'02
 Edwin Gus Jones P'16, P'18
 Christine Nolan '97

ROOM PARENTS

Mary Beth Albright
 Rebecca Allegar
 Diana Allen
 Rauzia Ally
 Bani Bajaj
 Mia Bass
 Hillary Chassin
 Renee Esfandiary Crupi ex. '85
 Kimberly Dean
 Michelle Gallinger
 Cara Grayer-Johnson
 Johanna Howe
 Paige Kevill
 Damishia King
 Tiffany King
 Sarah Knakmuhs
 Julie Landry
 Clarence Long
 Terry Manago
 Nancy Margie
 Justine McVaney
 Kate Meek
 Alexandra Migoya
 Jenny Mondie

Mariana Montiel
 Margret Nedelkoff
 Bridget Nikodem
 Alicia O'Brien
 Katie O'Connor
 Janelle Okorie
 Andrea Orr
 Margaret Pearson
 Renee Perrier Combs
 Ellen Pinschmidt
 Tiffany Prather
 Denise Prince
 Ann Rakestraw
 Katharine Reishman
 Christine Roberts
 Elizabeth Roberts
 Anthony Rodell
 Kelley Rogge
 Laura Schifter
 Natasha Schooling
 Tashia Senn-Jones
 LaMeka Short
 David Siegel
 Sarah Stokely
 Elena Tompkins
 Becky Wilsusen
 Jen Winthrop
 Ann Yerger
 Morey Barnes Yost ex. '90
 Jen Young
 Kelly Zegger



The 2018–2019 Annual Report was produced by the Development Office. We have made every effort to list the names of all 2018–2019 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@stpatdsdc.org.



**WE'RE
ON A**

Mission

Together, we're on a mission to provide a transformative education to St. Patrick's students today so they can be the dynamic leaders and changemakers of tomorrow. Your gift to the Annual Fund directly supports this mission. Thank you!

2019-2020 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.



SAVE THE DATE

GRANDPARENTS & SPECIAL FRIENDS VISITING DAY

Kindergarten-Grade 5
Tuesday, November 26

HOLIDAY CONCERT

Thursday, December 12, 7:00 pm

CHRISTMAS PAGEANTS

Nursery/PK/Kindergarten/
Grade 8

Friday, December 20, 9:30 am

Grades 1-7

Friday, December 20, 11:00 am

EPIPHANY CHAPEL

Kindergarten-Grade 8

Tuesday, January 7, 8:30 am

WRITING & LEARNING CENTER SERIES

Healthy Relationships with Food

Wednesday, January 15, 8:15 am

MARTIN LUTHER KING JR. CHAPELS

Kindergarten-Grade 5

Friday, January 17, 8:30 am

MacArthur Campus

Friday, January 17, 2:00 pm

WRITING & LEARNING CENTER SERIES

Thriving in Middle School and Beyond

Thursday, February 13, 8:15 am

NURSERY SCHOOL PARENTS VISITING DAY

Friday, February 14

ASH WEDNESDAY CHAPELS

Kindergarten-Grade 5

Wednesday, February 26, 8:30 am

MacArthur Campus

Wednesday, February 26, 2:00 pm

GRADE 6

SHAKESPEARE IN THE PARK

Thursday, February 27, 7:00 pm

AUCTION AND DINNER TO BENEFIT FINANCIAL AID

Saturday, March 7, 6:00 pm



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



www.facebook.com/StPatsDC



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



Graduating "Lifers," students who have attended St. Patrick's since Nursery School. **Front row, left to right:** Leo Farina, Tre Moore, Henry Moe, Mikey Wood, Ryan Harrison, JD Johnston, Natalie Wise
Back row, left to right: Alex Meek, Will Spector, Kayla Alston, Charlie Kaye, Ava Cumberbatch, Daisy Bishop, Ainsley Skinner, Lucy Jacobs, Isabel Price-Cabezas, Abigail Gray, Henry Frickert, Nathan Arundel

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.