



Winter 2015

ST. PATRICK'S PRESS

INSIDE THIS ISSUE


Promises Fulfilled:

PE and Athletics at the Day School

Educational Innovation Grant

Haiti Partnership Program

Alumni Class Notes

A large, grey, plush wolfhound mascot stands in the center of a gymnasium. The mascot has a white chest patch and is standing on a light-colored wooden floor. In the background, there are bleachers with people sitting, and the gymnasium's wooden ceiling and lights are visible.

Wolfhounds, brought to you by the Annual Fund.

Every day, the Annual Fund helps support the Day School's mission, including our commitment to nurture the academic, moral and spiritual, social and emotional, and physical growth of our students. Please make your gift today using the enclosed envelope. Thank you!



Head of School
Peter A. Barrett

Board of Trustees Chair
Patrick Steel

Rector
The Rev. Dr. Kurt Gerhard

Assistant Head of School for Academic Affairs
Head of Upper School
Daniel P. Spector

Assistant Head of School for Finance and Operations
Terry Armstrong

Assistant Head of School for Enrollment, Communication, and Marketing
Jennifer S. Danish

Assistant Head of School for Development
Scott E. Tomlinson

Head of Lower School
Jennifer D. Congdon

Head of Nursery School
Nancy C. White

Day School Chaplain
The Rev. Katie Solter

Director of Admission and Financial Aid
Xiomara Hall

Director of Auxiliary Programs
Dr. Rhia Hamilton

Director of Development
Elizabeth Owens

2014-2015 Board of Trustees

Nancy Balboa
Peter A. Barrett, *Head of School*
Judy Heisley Bishop
Timothy Bitsberger
Brooke Stroud Carnot '81
Sandy Chamblee-Head
Suzanne Clark-Lebedev
Corey Davenport
Michael DeSantis
The Rev. Dr. Kurt Gerhard, *Rector*
Brett Greene
Mae Grennan
Laura Griffen, *Co-Vice Chair*
Gretchen Hartley
Rachel Levin, *Faculty Representative*
Garrett Lowe
Carolyn Mansfield, *Parents Association President*
Manar Morales
Kai Reynolds
David Roberts
Stephen Rodocanachi, *Treasurer*
Brook Selassie
Amy Durant Solomon, *Faculty Representative*
Patrick Steel, *Chair*
Anne Tyler, *Faculty Representative*

Editor
Chris O'Shea, *Director of Communication*

Photography
Erik Chapman, Bill Demison Photography, Jen Harris Studio,
Willy Hoffman '81, Bill Petros, Stephen Rodocanachi, St. Patrick's Staff



Photo above: Ten faculty and staff traveled to St. Etienne, our sister church and school in Haiti in February, including Grade 3 teacher Mary Beth James, pictured above. While there, St. Etienne students added their handprints to two banners on which St. Patrick's students had already printed their hands. One banner will hang in each school as a symbol of the connection between our communities. **On the cover:** With successful soccer and basketball seasons behind them, Wolfhound athletes turn their attention to lacrosse and track and field. Here, then-Grade 7 student Jack K. keeps possession of the ball despite an attempt by a Sandy Spring Friends player during a 2014 lacrosse game. We will report to you on the spring season in the next edition of the Press.

ST. PATRICK'S PRESS

WINTER 2015

TABLE OF CONTENTS

From the Head of School: Promoting an Interior Life, From the Outside In.....2

School News.....4

Horizons Saturday Programs

Gifts for Good Raises Funds for Charities Near and Far

Educational Innovation Grant Recipients Engage in Community Research

Faculty Visit St. Etienne through Haiti Partnership Program

Faculty Spotlights.....8

Ben Hoover

Rebecca Patterson

Promises Fulfilled.....10

A Reflection on the Physical Education and Athletics Program at St. Patrick's

Alumni Class Notes.....26

Announcements.....28

STATEMENT OF NON-DISCRIMINATION: In accordance with applicable laws and in the interest of being an effective, equitable, just, and inclusive community, St. Patrick's Episcopal Day School does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation, family status, economic status, age, or physical disability in the administration of its admission policies, financial aid programs, educational policies and programs, or other School-sponsored programs and activities, or in the hiring and terms of employment of faculty and staff. As an Episcopal parish day school, St. Patrick's gives special consideration in the admission process to active members of St. Patrick's Episcopal Church.

St. Patrick's Episcopal Day School, 4700 Whitehaven Parkway, NW, Washington, D.C. 20007 ♦ 202.342.2805 ♦ www.stpatsdc.org

Promoting an Interior Life, From the Outside In

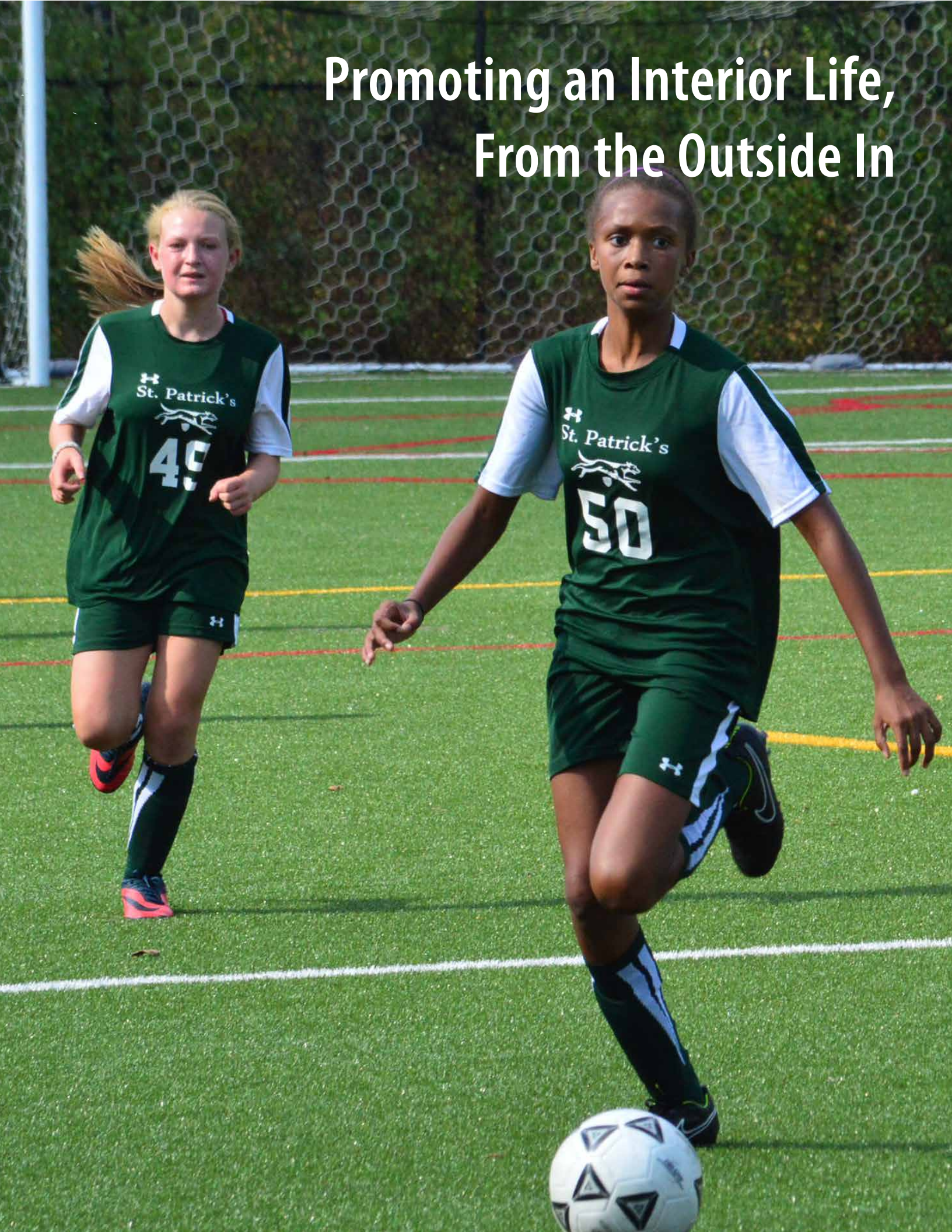


Photo opposite: Grade 7 student Laila B. (right) and Grade 8 student Grace T. take the ball downfield during a girls varsity soccer game against Westminster in September.

Peter A. Barrett
Head of School

This edition of the *St. Patrick's Press* chronicles developments in the areas of physical education and athletics, especially the latter, following the 2012 opening of the Foxhall Campus athletic field. While we take particular satisfaction in the increased participation of our students in intramural and interscholastic athletics, the results that those young people have achieved in competition can't help but attract our attention. Nonetheless, we should recognize that we are enjoying a particular sweet spot right now and expect that those results will vary over time, even as we look for continued athletic participation by our students that is widespread, healthy, enthusiastic, and (dare I say?) fun.

Completion of the Day School's first regulation athletic field has clearly had a dramatic effect on our program. Like the larger-scale interior spaces in which we have long shared and marveled at the achievements of our students—chief among them, the Gymnasium and Performance Center, the Nave, and the Great Hall—the Foxhall Campus field provides a fitting outdoor setting for us to do so. As dramatic as that facility is, it is not the only outdoor space available to our students. Indeed, even as a city-located school, St. Patrick's is fortunate to have a variety of other spaces, some developed and others not, that can be used for outdoor play, activity, and teaching and learning.

This spring and likely into the fall, we will conduct a Whitehaven Campus-focused master planning process—led by Mahan Rykiel Associates (MRA), an award-winning landscape architecture, urban design, and planning firm based in Baltimore—to determine the most effective ways of putting those outdoor spaces to work as part of our educational program, broadly defined. Shaping that process will be a statement written by Assistant Head of School/Head of Upper School Dan Spector, Head of Lower School Jen Congdon, and Head of Nursery School Nancy White. That statement reads, in part:

We believe that childhood play fosters independent thought and action, creativity, risk-taking, resilience, confidence, and social understanding while helping children make sense of the world around them. Rather than dismiss the importance of play too early in a child's experience, a development we regret in the broader culture, we believe that preserving opportunities for play in spaces for older children is essential. While play is possible in many settings, the playground and other outdoor spaces are primary in the opportunities they present for children to initiate their own activities, to negotiate rules, and to solve problems.

There are four outdoor spaces on the Whitehaven Campus with which our students are most familiar. They are the expansive Nursery School Playground, located behind the main Church and Day School building; the Kindergarten Playground, more compact but wonderfully situated just outside those classroom doors; the elegantly-named Across-the-Street Playground, located, well, across the street and enjoyed by students in Grade 1 and beyond; and the playing field above the Gymnasium and Performance Center. Frequent, vigorous, and creative use of the playgrounds means that they require regular attention and updating. The master planning process will address that particular need so that we can be sure that we have designed, furnished, and maintained these spaces creatively, effectively, and appropriately, with respect to the ages

of the students who delight in them. It may be that the playgrounds simply need some freshening up . . . or that we need to rethink them, in whole or in part, and to equip them accordingly. A highly participatory process—engaging students, faculty and administrators, and parents—will enable us to take advantage of the best thinking on the subject of play.

Less familiar to most members of our community is the so-called Hornblower property, a 1.6-acre parcel that extends westward from the gymnasium and playing field and behind the three remaining residential properties on the north side of Whitehaven Parkway, two of which St. Patrick's owns. The Hornblower property also has Whitehaven frontage in two locations, adjacent to the gymnasium and adjacent to Our Lady of Victory School. Just how that land might be used offers a tantalizing aspect of this master planning process. At every turn, we will be attentive to the possibilities not only for recreation and play but also to the possibilities for teaching and learning that will support and extend children's engagement in the science labs, art studios, and elsewhere.

Given the disparate locations of these spaces, the different ages of the children that each of them serves, and the anticipated cost of developing or redeveloping them, we would expect the envisioned work that results from the master planning process to be phased over a period of time rather than tackled at once. The Parents Association Executive Committee has signaled its ongoing interest in this work, has already earmarked funds to support it, and is discussing a further, multi-year financial commitment.

The Division Heads' organizing statement envisions playgrounds and outdoor spaces that provide the ability to connect children to the natural world that surrounds them and to gardening and agricultural experiences. The statement also envisions spaces that are less developed and more open to a range of creative possibilities in children's play, as well as a variety of materials, natural or otherwise, that students can use to build and create. The statement calls for spaces where children can engage in solitary play or reflection as well as areas where children can play with friends; structured spaces with equipment that stretches children's physical limits, providing opportunities for them to use their whole bodies in their play, while also engaging each of these activities individually or with friends; and open spaces where children can run and, as appropriate, participate in more competitive play.

Along with our regulation-size athletic field on the Foxhall Campus, highlighted prominently in this edition, we expect our upcoming work to provide for a variety of other spaces to engage children across grade levels in ways that help them grow physically, socially and emotionally, morally and spiritually, and intellectually . . . opportunities that vigorous outdoor activity and creative, hands-on, outdoor teaching and learning can provide in abundance. Our intention here is to invest as a school in a rich *exterior* life for our young people by offering them a variety of opportunities for outdoor play and exploration and learning that can enrich the *interior* life of the child. We look forward to communicating with you further as the planning process unfolds. 🌱



Photo left: All Horizons students gathered for a group photo last summer. In total, there were 81 rising Grades 1 through 6 students on campus. Each has the opportunity to participate in ongoing enrichment programs on six Saturdays throughout the school year. **Photo right:** Visiting author and illustrator Melissa Guion shares her talent with Nursery School students.

HORIZONS SATURDAY PROGRAM A CONTINUED SUCCESS

Horizons Greater Washington students again enjoyed a half day of learning, enrichment, and fun at St. Patrick's on select Saturdays in January and February. St. Patrick's enthusiastically hosted 45 Grades 1, 2, 3, 4, 5 and 6 students from partner public school Bancroft Elementary in Mount Pleasant. Horizons Greater Washington, and the national network of which it is a part, is primarily a summer-based intervention that helps low-income students continue learning at a time when they might otherwise experience a decline in their academic development. The Saturday Program allows us to maintain a strong connection with summer program participants during the school year.

At the Saturday Program in January, younger students participated in winter-themed measurement and writing activities, while older students enjoyed activities using robotics and poetry. During our February program, younger students learned about snowflakes and symmetry, while older students participated in an activity involving procedural writing and also completed a design challenge. St. Patrick's faculty, alumni, and community volunteers were present to provide excep-

tional instruction and individualized attention for Horizons students.

Learn more about Horizons by visiting the St. Patrick's website or contacting Site Director Rachel Levin (Grade 3) or Assistant Site Director Annie Miller (Grade 1).

FALL BOOK FAIR WELCOMES FIVE VISITING AUTHORS

Always a highlight of the beginning of the school year, this year's Fall Book Fair welcomed an exceptional—and exceptionally lengthy—lineup of visiting authors. Five children's authors and illustrators spent time with students during the event, held November 16 to 19, including Melissa Guion, Becky Baines, Trevor Pryce, Cynthia Kadohata, and Tania Unsworth. The Fall Book Fair is one of the primary fundraisers held by the Parents Association (PA), with proceeds helping to fund the PAs gifts to the school and the Faculty and Staff Summer Study and Travel Grant Program.

The Fall Book Fair is always a wonderful opportunity to learn more about the craft of writing. This year, organizers also used the event to feature underrep-

resented groups with respect to race, ethnicity, and religion, reflecting our determination as a school to bring a variety of voices and stories to life as we encourage our students to learn about themselves and the wider world through literature.

Author and illustrator Melissa Guion met with Nursery, PK, and Kindergarten students, sharing her picture books *Baby Penguins Everywhere* and *Baby Penguins Love Their Mama!* Becky Baines spoke with students in Kindergarten and Grade 1, dissecting her work as an author and editor for *National Geographic's Kids*. Trevor Pryce, who spoke with students in Grades 2 to 4, is a well-known name but not necessarily in the children's book world. As a former NFL player and multiple Super Bowl champion, Pryce is now the author of two books for children, *An Army of Frogs* and *The Rainbow Serpent*. Perhaps the most notable in the group, Cynthia Kadohata has received a number of honors for her writing, including the National Book Award last year for *The Thing About Luck*. She is also a Newbery Award winner for her title *Kira-Kira* and the winner of the coveted St. Patrick's Green Star Award for *Cracker: The Best Dog in Vietnam*. She spent time with students in Grades 7 and 8 and had lunch with a group of Grades 5 and 6 students. Finally, Tania Unsworth shared her first book, *The One Safe Place*, a contender for this year's Green Star Award, with Grades 5 and 6 students.

GIFTS FOR GOOD RAISES \$20,000 FOR CHARITIES NEAR AND FAR

The eighth annual Gifts for Good alternative holiday gift fair, held on Saturday, December 6, 2014, raised more than \$20,000 for 37 local, national, and international organizations. Hundreds of attendees—students, alumni, parents, faculty and staff, and neighbors—made donations to these charitable organizations in exchange for token gifts to give to family and friends in lieu of more traditional consumer products. Each of the charitable organizations was represented by a booth that was organized and staffed by one or more St. Patrick's students or alumni.

Over the past eight years, students have taken on more and more responsibility for their own booths. The Grade 6 and Grade 8 Community Service Clubs continued their leadership roles, spearheading booths representing a number of organizations on their own. This year, for the first time, planning for Gifts for Good was incorporated into the Grade 5 religion curriculum, allowing students to live the spirit of concern for others about which they learn in the classroom. Those Grade 5 students worked together to support a number of additional booths.

"It was really amazing to see their pride and enthusiasm for causes local and international and as diverse as poverty, hunger, homelessness, access to education, environment, clean water, and the transformative power of soccer or a butterfly habitat," said parent and Gifts for Good Chair Sharon Lowe. The event has truly become a part of the fabric of St. Patrick's, one of the many opportunities each of our students has to become part of something larger than himself or herself. We extend our deep gratitude to all of the participating students, their families, the dedicated parent volunteers, St. Patrick's faculty and staff and, of course, the shoppers for their support of this important effort.



Photo: Grade 6 students CC G. (left) and Charlotte K. hosted a booth in support of the World Wildlife Fund at this year's Gifts for Good alternative holiday fair. Students and their families sponsored 37 booths this year in support of causes ranging from poverty and hunger to clean water and access to education.

DIVERSITY, SOCIAL JUSTICE TOPICS ENGAGE INNOVATION GRANT RECIPIENTS

Last spring, the Day School and the Parents Association awarded an Educational Innovation Grant to a group of 12 faculty and staff members to engage in a two-year process of examining diversity and social justice (DSJ) issues at St. Patrick's. The primary goals of the group are to undertake a comprehensive analysis of diversity and social justice at St. Patrick's, produce a report outlining areas of strength and potential improvement and, ultimately, develop a toolkit to serve as a framework to build additional knowledge, skills, and dispositions for students across disciplines and curriculum areas.

Last summer, the group spent the majority of its time conducting external research that would enable them to create St. Patrick's-specific definitions of social justice, diversity, and culturally-responsive teaching. During that process, members read a variety of materials,

met with diversity professionals, and attended relevant workshops. That initial work led to the following definitions:

Social Justice is a way of thinking that involves striving for universal understanding. When practiced, it allows all groups to know how they can be better, find their voice, and think critically.

Diversity is the condition of having or being composed of different elements; variety, heterogeneity; understood as, but not limited to, the inclusion of different types of people (such as with respect to race, culture, sexual orientation, religion) in a group or organization.

Culturally-responsive teaching is a term that describes effective teaching in culturally diverse classrooms.



The group is now in the midst of the next portion of its work—the internal research phase. This fall, group members conducted research among faculty members that examined current classroom practices. Now, the group is conducting focus groups with parents and faculty and staff examining a wide cross-section of life at St. Patrick's, including school governance and leadership; policy and administration; admissions, including financial aid; commitment to multiculturalism with regard to faculty and staff; teaching and learning; student life; school publications and environment; staff involvement and life; parent/guardian involvement; and alumni involvement and investment. Along with a forthcoming survey to all community members that will provide more quantitative data, the DSJ grant committee believes the information it gathers from these "Discovery Committees" will allow members to begin developing their report and recommendations.

Head of School Peter A. Barrett wrote in January, "As an Episcopal parish day school, we are committed to building an inclusive community in which every member is able to realize a true sense of belonging. Creating such a community allows us to be reflective about the way we learn, live, and connect with each other and the world beyond St. Patrick's." We applaud the DSJ committee's work in pursuit of such a community!

STUDENTS FEATURED WEEKLY IN THE NORTHWEST CURRENT

Each week, student journalists in Grades 3 through 8 are featured in the local publication *The Northwest Current* as part of its "School Dispatches" section, which highlights goings-on at a number of local schools. St. Patrick's students typically write about a variety of topics, including their latest classroom endeavors, field trips, sports successes, and co-curricular activities like art and music. To ensure that a St. Patrick's submission appears each week, homeroom teachers are assigned responsi-

bility for the articles on a rotating basis. The student selected by the homeroom teacher has nearly unlimited freedom to write about a topic of interest to him or her.

For example, a Grade 6 student wrote recently about the upcoming Grades 5 and 6 Spring Musical, *Willy Wonka, Jr.* Upon learning this year's show, he wrote, "The way someone can change into another person with just a costume has always fascinated me. Now that I am in Grade 6, I finally get to be on stage, singing and dancing in costume!" Two Grade 5 students co-wrote an article about their study of the human migration out of Africa, while a Grade 4 student chose to write about her involvement in Gifts for Good, St. Patrick's alternative holiday gift fair. Other recent dispatches have reported on the Christmas Pageants, the winter basketball season, and the study of the United States in Grade 3.

These dispatches are a wonderful tool enabling the Day School to share the enthusiasm of our students with the local community. Thank you to all of our student journalists!

FACULTY AND STAFF TRAVEL TO HAITI FOR FOURTH TIME

In mid-February, a group of ten Day School faculty and staff traveled to St. Etienne, Haiti, to visit with our partner church and school there. This is the fourth such group to visit St. Etienne over the past two years, each charged with identifying and strengthening opportunities for our two communities to support each other. Providing faculty and staff with the opportunity to travel to Haiti has already deeply enriched our students' experience, as it allows the 35-year-old partnership to become embedded more seamlessly in the curriculum—students at nearly every grade level now engage in the partnership in one form or another. In time, it is the expectation of the Day School that some of our oldest students will have the opportunity to travel to St. Etienne as well.

This most recent group included first-time travelers Judy Barr, School Nurse/MacArthur Campus Office Manager; Leah Kaplan, Upper School resource teacher; Trissy McHenry, Assistant to the Head of Lower School; Maegen Rose, Assistant Librarian; and Katie Solter, Day School Chaplain. Accompanying them were veteran travelers Marcy Ference, physical education teacher and Haiti Partnership Program Co-Chair; Ben Hoover, Grade 4 teacher; Mary Beth James, Grade 3 teacher; Rebecca Patterson, Grade 2 resource teacher/Lower School literary coach; and Stephanie Sack, art teacher.

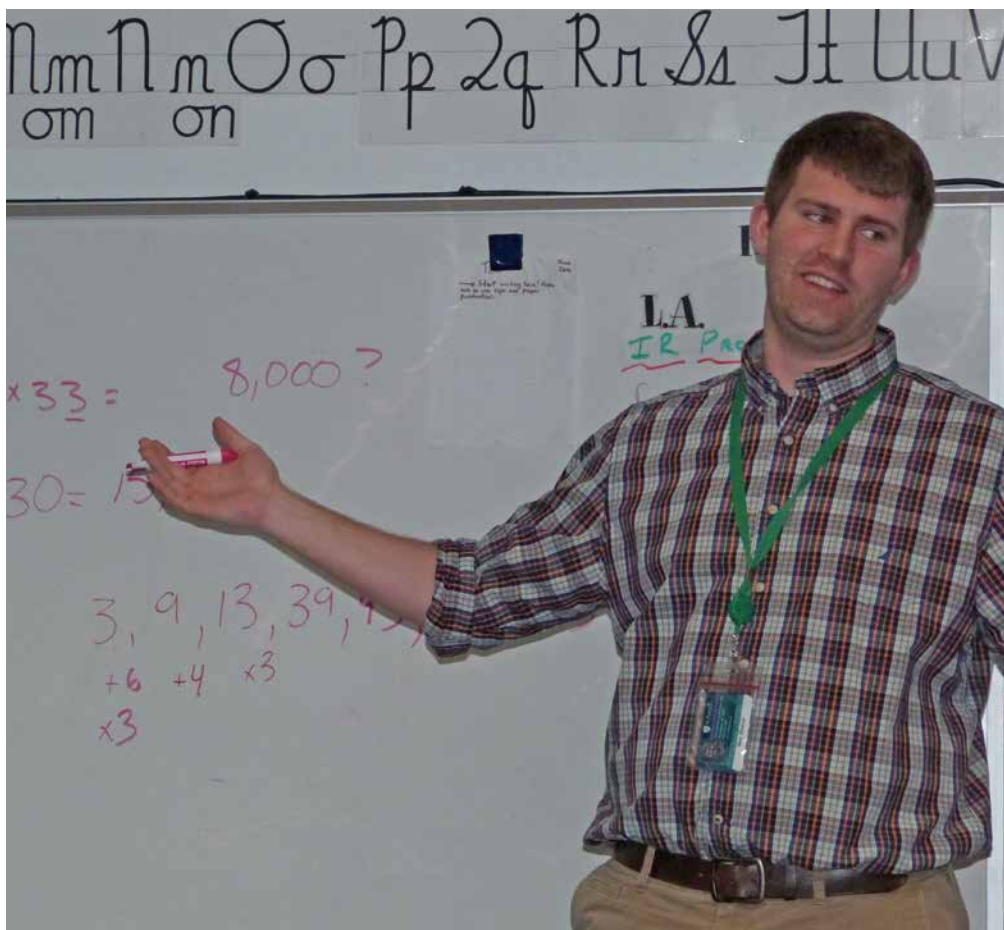
There are two upcoming events of particular note with regard to the Haiti Partnership Program. First, between March 12 and 15, the annual Haitian Art Show will return to St. Patrick's. Now in its 25th year, the exhibition is an excellent way to acquaint or reacquaint oneself with Haitian culture. This year, it will include a piece by famous Haitian artist Jean-Adrien Seide titled "Paysage" and a vintage metal sculpture by Janvier Louis Juste, certain to bring in a large number of Haitian art enthusiasts from the District and beyond. A portion of the proceeds from the purchase of art at the show benefits the Haiti Partnership Program. Second, on Friday, April 24, St. Patrick's will hold the third annual Hoops for Haiti 3-on-3 Basketball Tournament. Last year, the event raised \$10,000 in support of our partners in St. Etienne, while simultaneously engaging hundreds of members of the Day School community as players, Superfans, and supporters. The invitation to attend Hoops for Haiti also includes an opportunity for members of the Day School community to make gifts in direct support of the Haiti Partnership Program.

For more information, please contact Haiti Partnership Program Co-Chairs Marcy Ference at ferencem@stpatdsc.org or Marilyn Nowalk at marilyn@intelbydesign.com.

Photo opposite: St. Patrick's travelers brought more than 400 homemade books to begin a lending library at St. Etienne. The books, written in French, cover a variety of subjects and reading levels. The gift was met with tremendous enthusiasm by St. Etienne students.

FACULTY SPOTLIGHT

In each edition of the Press, we bring you sketches of current Day School faculty and staff. We are proud to share the stories of the many accomplished people who make St. Patrick's the outstanding institution it is.



Ben Hoover

Grade 4 Teacher

Ben Hoover is in his third year teaching Grade 4 at St. Patrick's, after relocating here from Massachusetts in 2012. Before deciding to become a teacher, Ben worked in the banking industry but concluded that the sales aspect of his job forced him to put himself and his goals ahead of the needs of his clients. He examined his career options with a mentor in the banking industry, whose wife just so happened to be involved with the master's in elementary education program at Lesley University and its partnership with the Pike School, where Ben later completed his degree and his student teaching, respectively. "Because both of my parents were teachers, I told myself I would never be a teacher. But as soon as I stepped back inside the walls of an elementary school, I realized that is where I needed to be and what I needed to do."

In his classroom, Ben tries to be an example of a lifelong learner for his students. "I try to get my students in the right frame of mind to be ready to learn and, most importantly, willing to learn," says Ben. "At the same time, I want students to recognize that they are only in Grade 4 once—they should be having fun!" Ben enjoys teaching Grade 4 students because he can help guide their emerging independence. "My work

is to make sure students want to come to school, want to become part of a positive classroom environment, and want to become part of a larger global community," he says. "For me, teaching has to be about really connecting with the kids, making things relatable at their level, and watching them make their own connections."

As an emerging leader within the Haiti Partnership Program, Ben ensures that his students spend plenty of time learning about the lives of children at our partner church and school, St. Etienne, even as they study the traditional Grade 4 curriculum that focuses on colonial America. This year, Ben is again spearheading the annual Hoops for Haiti 3-on-3 Basketball Tournament, an event that raised \$10,000 for our friends there, engaged hundreds of members of the St. Patrick's community, and raised critical awareness of the needs of the St. Etienne community.

When he is not at school, Ben enjoys cooking, watching and playing sports, and going to concerts. He recently became engaged to Kasey Underdown, an occupational therapist at a sensory-based clinic for children in Springfield, VA.



Rebecca Patterson

Grade 2 Resource Teacher, Lower School Literary Coach

Like her colleague, Rebecca says that upon graduating from college she did not intend to follow in the footsteps of her parents, both of whom were elementary school teachers for more than 30 years. "It's in my DNA," she says. "I loved working with children so much that I found myself in the classroom just months after graduating." Rebecca holds an undergraduate degree from Colgate University, where she double-majored in Spanish and education, and a master's degree in education and a certificate in reading from the University of Virginia. She has been a teacher for 17 years now, with 15 of those at St. Patrick's. A Grade 2 resource teacher for the past seven years, Rebecca last year took on the role of Lower School literacy coach.

One of Rebecca's favorite things about teaching is that she always feels challenged and continues to learn, even after her many years in the classroom. She says that she has been, and continues to be, inspired by her St. Patrick's colleagues. Of course, Rebecca also loves the connections she forms with her students. She works hard to stay up-to-date on current research and best practices and has found that she continues to evolve her approach to teaching. Most recently, Rebecca has been focused on student-centered learning. "Strategies that work well for one child may be completely useless with another," she says. "I believe it is important to have a wide repertoire of instructional strategies to choose from and be willing to try new things if the ap-

proach I have traditionally used is not working. I view myself as more of a coach in the classroom than anything else. I'm there to provide students with the scaffolding they need to help them learn."

To that end, Rebecca is a frequent participant in professional development opportunities. This past summer, she spent a week at Columbia University reviewing the Reading Workshop program and how to support homeroom teachers using the Reading and Writing Project's approach to literacy. In January, she attended another workshop at Columbia specifically for literacy coaches. There, she divided her time between lectures and working with students in New York City public schools. She also recently attended the Online Education Symposium for Independent Schools that focused on integrating design thinking, project-based learning, and blended learning into the classroom.

In her free time, Rebecca enjoys hiking, running, playing basketball, and reading. She is also an active member of the Haiti Partnership Project and frequently integrates that work into her curriculum. Rebecca and her husband Kyle have three sons—Eli 2A, Miles K3, and Reid ITC—all of whom have attended St. Patrick's since they were infants.



Photo opposite: The regulation-size athletic field at the Foxhall Campus is used for soccer and lacrosse games and practices, physical education classes, and community gatherings. It includes seating for 660 fans and is a short walk from the Whitehaven Campus.

Promises Fulfilled:

A Reflection on the Physical Education and Athletics Program at St. Patrick's

We commit ourselves to promoting each student's physical development, believing that lifelong habits of fitness, health, and wellness must be established early, with the proper education and support. Recognizing that solid foundations of knowledge and skills, as well as positive attitudes, are precursors to involvement and success in physical activities, we begin physical education classes in Nursery School and add intramural and then interscholastic athletics in our Upper School. In these classes and during less-structured recess and playground times, students have opportunities to discover the joy of movement, the challenge of acquiring mastery, and the rewards of teamwork. Classroom instruction in health, nutrition, and decision-making also contributes to each student's ability to make healthy and responsible personal decisions.

—From St. Patrick's *Statement of Philosophy*



Photo opposite: *Grade 8 student Mac J. takes possession of the ball during a game against Norwood in September of last year.*

The opening of the playing field on the Foxhall Campus in the spring of 2012, and the sweeping improvements made to the athletics program since that time, represent the fulfillment of a series of promises made by the Day School in the lead-up to its opening. In the spring 2010 edition of the *Press*, which also focused on athletics at St. Patrick's, Head of School Peter A. Barrett wrote about an athletics program that was "looking for ways to get better, making sure that we are meeting the needs of our students as effectively as we can, and providing the facilities and resources we need to get the job done." The path to that transformational moment in 2012, however, began years before . . . at the very least in the fall of 2008.

At that time, a group of Day School leaders—including the Head of School, the Board of Trustees, and the Project Management Committee—officially adopted a three-phase plan to expand St. Patrick's to the Foxhall Campus. The Day School had been exploring the possibility of expanding since the late 1990's. The extraordinary donation of more than nine acres of land on Foxhall Road in 2006 by a group of families known as the Friends of St. Patrick's brought this dream dramatically closer to reality. At that time, the Board of Trustees and school leadership identified the school's ultimate goal of becoming the first coeducational Nursery through Grade 12 Episcopal school in the District.



Photo opposite: Then-Grade 7 student Brittany H. is pictured during a girls varsity lacrosse game last season against Immanuel Christian School. The Wolfhounds won 11-4.

The first of the three phases would bring St. Patrick's its first regulation-size athletic field, undertake District-mandated improvements to Foxhall Road, build infrastructure that would promote further development of the site, and strengthen the Day School's capital base through the reduction of debt. An organizing idea for the campaign developed to support this effort—particularly in light of the growing economic troubles at the time—was one of “protecting, maintaining, and continuing to enhance the existing Nursery through Grade 8 program.” A Broader Vision, the \$8-million campaign to finance that work, was spearheaded by a group of dedicated volunteers led by Co-Chairs Brooke Stroud Carnot '81 and Stephane Carnot, Mae and Ande Grennan, and Honorary Co-Chairs Teresa and Peter Clare and Marianne and Keith Powell.

In order to prepare for that initial phase of Foxhall Campus development—an effort that then-Board of Trustees Chair Keith Powell called “sized right for our school and for the times,” referencing directly the challenge to significant fundraising posed by the increasingly-ominous economic news—the Day School spent another year engaging in a strategic planning process around how to best leverage the newly-planned athletic facilities and how to bring our facilities into line with our aspirations for the physical education and athletics program.

That period of deliberation, and the intentionality with which St. Patrick's embarked upon its efforts to strengthen and enhance the athletics program, paid off in extraordinary ways. As a result of the Board's and other school leaders' prudent approach to expansion—and the extraordinary commitment of its community—St. Patrick's emerged from the recession with a strong financial foundation, a spectacular new athletic facility, and a robustness of program that rivals even our most well-known competitors. Within a year of the field's opening, concerns about the Day School's commitment to athletics—and the idea that athletically-inclined students needed to look elsewhere to thrive in that regard—evaporated.

With students now having enjoyed the field across four school years, it is safe to say that the successful completion of the first phase of the Foxhall Campus allowed St. Patrick's to bring our athletics and physical education program to a new place, most dramatically evidenced by the remarkable growth in athletic participation and the placement of our teams in Capital Athletic Conference (CAC) competition. Through a combination of expanded facilities, strong leadership, and a strategic rededication to the section of the Statement of Philosophy that calls on us to promote “each student's physical development, believing that lifelong habits of fitness, health, and wellness must be established early, with the proper education and support,” we have elevated physical education and athletics at St. Patrick's to their rightful place alongside the academic, social and emotional, and moral and spiritual development of our students.

EXPANDED FACILITIES AND PROGRAMS

St. Patrick's new facility—which, by any standard, rivals the highest-quality independent or public schools, and even colleges and universities, in the D.C. area—includes, of course, a regulation-size artificial turf field permanently lined for soccer and lacrosse, as well as a stadium seating area that can accommodate more than 600 spectators. There are two “plazas,” the upper one used as a gathering area for parents and other spectators, and the lower one used as a warm-up space for on-deck teams. A tunnel at the north end of the field runs under the paved cul-de-sac above it, serving, for the time being, as a storage area and inclement-weather shelter. Eventually, the tunnel would connect the playing field to a planned Foxhall Campus gymnasium.

Without a doubt, the flexibility afforded to the athletics program by the new field—particularly with regard to reliable space for teams to practice—has contributed to significant growth in participation and, by extension, to the success and competitiveness of various teams. The ready availability of practice space (including the small field above the Gymnasium and Performance Center) has allowed the soccer program, for



Photo opposite: Grade 6 student Seth J. maneuvers past an opponent during a JV boys basketball game against Washington Waldorf in February. The Wolfhounds won 30-17.

example, to grow to six teams—junior varsity “A” and “B” and varsity teams for both boys and girls. Over the past several years, participation in athletics has soared from 50% to more than 80% of Grades 5 to 8. This increase in participation, along with a strategic investment in leadership and coaching, has paid off in tremendous interscholastic success over the past two years.

In addition to sports that rely on an athletic field or gymnasium, a number of students also participate in cross country during the fall season and track and field during the spring season. Those teams have also experienced the benefit of an investment in leadership and coaching, with the junior varsity girls cross country team capturing a first-place banner during the 2013-2014 season. Even as team results have steadily improved in these sports, a number of talented students emerge each season, capturing individual titles in nearly every meet.

In soccer, cross country, basketball, and track and field, St. Patrick's competes as a member of the Capital Athletic Conference (CAC), a league of nine area schools of like size and configuration, including Congressional, Green Acres, Immanuel Christian, Langley, National Presbyterian, Norwood, Westminster, and Woods. For many years, St. Patrick's membership in the CAC has provided a useful framework through which to organize interscholastic competition for Day School teams. However, the Wolfhounds have competed with increasing frequency (and with great success) against teams from a variety of non-member schools, including Barnesville, the British School of Washington, Georgetown Day, Landon, McLean, Potomac, Sandy Spring Friends, Sheridan, St. Albans, Washington Episcopal, and Washington Waldorf. For that reason and others—among them, the CAC's lack of a full-time administrative staff member, its smaller pool of competitors, and its inability to field a sufficient number of lacrosse teams for the spring season—St. Patrick's will consider in coming years whether its membership in the CAC remains an advantageous one.

In any event, the CAC remains a useful bar by which to measure our teams' success. Since 2012, St. Patrick's has earned a total of 24 CAC banners. (Remarkably, that performance excludes lacrosse, which is not an official CAC sport but in which St. Patrick's regularly excels. In particular, the improvement in the performance of the varsity teams over the past two years is notable.)

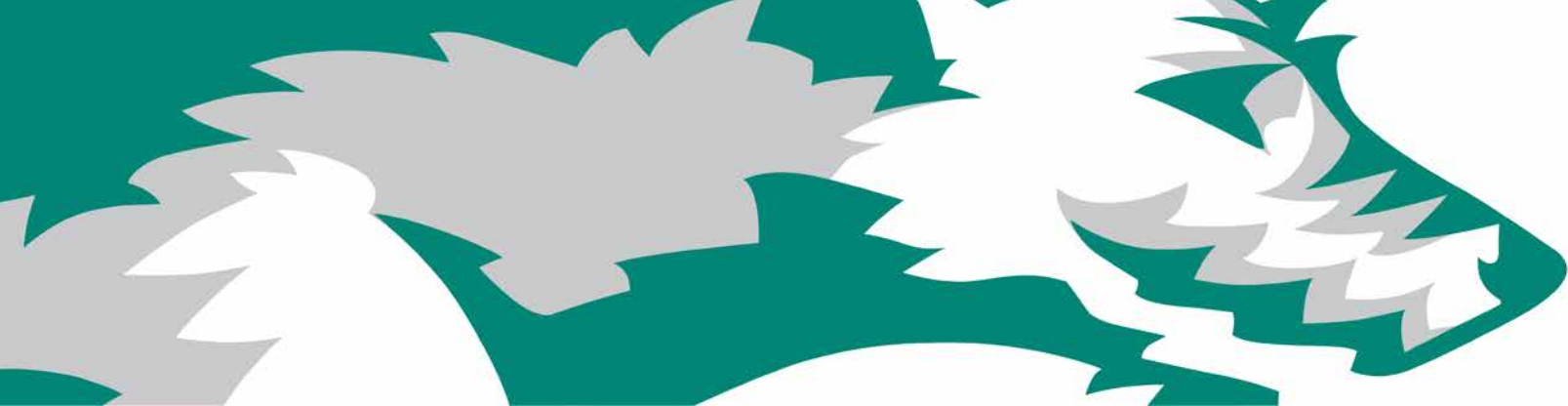
LEADERSHIP

Any good physical education and athletics program must have leadership and passion in its ranks. The teachers and coaches in our Physical Education and Athletics Department come with their own storied achievements as athletes and also exemplify good character and sportsmanship in all that they do. St. Patrick's is fortunate to begin its next era in athletics not only with an unparalleled turf field, but also with a tremendous set of leaders at the helm.

Seamus Brophy, now in his seventh year at St. Patrick's, became the Director of Athletics in 2012. Previous to his tenure at St. Patrick's, Seamus taught and coached for five years at Rye Country Day School in Rye, New York. As an athlete at John Jay High School in Cross River, New York, Seamus was Captain and Most Valuable Player of the football team and an All-League and All-Section selection. He was also Captain and Most Valuable Player of the lacrosse team there and an All-League, All-Section, and All-American selection. After an outstanding high school career in both football and lacrosse, Seamus played Division I lacrosse at Hofstra University. Seamus later left Hofstra and received his undergraduate degree from SUNY Purchase as well as a master's degree in teaching from Manhattanville College.

In addition to his leadership role in the athletic department, Seamus has completed his 19th year as a lacrosse coach. He began his coaching career at the age of 19 as head coach for Grades 7 and 8 lacrosse teams in the town of Lewisboro, New York. In doing so, he found a home on the sidelines and, during his first season, decided that coaching is what he wanted to do with his life. In his six years as the director of St. Patrick's lacrosse program, Day School teams have evolved and grown into competitive forces in the D.C. area. Under Seamus's leadership, his boys lacrosse teams have logged an exceptional record of 31 wins and 6 losses over the past four seasons.

Assistant Director of Athletics Damien Williams is in his third year as a member of St. Patrick's Physical Education and Athletics Department. A native of Pittsburgh, he received a bachelor's degree in management information systems from Thiel College. While at Thiel, Damien was a four-



CAC RESULTS

2014-2015 (To Date)

Varsity Boys Soccer Third Place Tournament
Varsity Girls Soccer Second Place Regular Season
JV Boys Soccer Second Place Regular Season
JV Boys Soccer Tournament Champions
JV Girls Soccer Regular-Season Champions
JV Girls Soccer Tournament Champions
JV Boys Basketball Second Place Regular Season
JV Boys Basketball Tournament Champions
JV Girls Basketball Second Place Regular Season
JV Girls Basketball Second Place Tournament

2013-2014

Varsity Girls Soccer Regular-Season Champions
Varsity Girls Soccer Tournament Champions
JV Girls Soccer Second Place Regular Season
JV Girls Soccer Tournament Champions
JV Boys Soccer Third Place Regular Season
JV Boys Soccer Third Place Tournament
JV Girls Cross Country First Place
Varsity Boys Basketball Second Place Regular Season
Varsity Boys Basketball Third Place Tournament
JV Boys Basketball Second Place Regular Season
JV Boys Basketball Second Place Tournament

2012-2013

JV Girls Soccer Second Place Regular Season
JV Boys Soccer Third Place Regular Season
JV Boys Soccer Third Place Tournament
JV Girls Basketball Regular-Season Champions
JV Girls Basketball Tournament Champions
JV Boys Basketball Second Place Regular Season
JV Boys Basketball Second Place Tournament

LACROSSE RECORDS

2014

Boys JV – 6-1
Girls JV – 5-0
Boys Varsity 6-1
Girls Varsity 6-4

2013

Boys JV – 8-2
Girls JV – 5-5
Boys Varsity – 0-7
Girls Varsity – 5-5

PARTICIPATION RATE (All Sports)

2012-2013

212 students

2013-2014

275 students

2014-2015 (To Date)

350 (estimated total)





Photo page 19: Grade 5 student Sam R. displays his footwork against Washington Waldorf during a JV boys soccer game last fall. **Photo opposite:** Grade 7 student Katherine P. goes up against a player from Georgetown Day School during a varsity girls basketball game in February. The Wolfhounds won, 15-8.

year player and captain for the men's basketball team. He later earned a master's degree in instructional leadership with a concentration in sports management from Robert Morris University. Before joining St. Patrick's, Damien spent five years at Sewickley Academy as a teacher, coach, and senior school advisor. In his five years working at the high school level, he coached varsity basketball, track and field, and cross country. He is also currently the assistant men's basketball coach at Catholic University.

Damien has brought vigorous leadership to the Wolfhounds basketball program. His camps and clinics have become important and popular additions to the St. Patrick's athletics program, and his ability to find outstanding coaches each winter has helped the basketball program flourish. During the 2014 winter season, Damien led his own varsity boys team to a second-place finish in the CAC. The team also brought home a third-place banner in the CAC post-season tournament. As of this publication, the Wolfhounds basketball teams were poised for another successful finish. Please look for basketball coverage in the spring edition of the *Press*.

The newest member of the physical education and athletics team, joining as a teacher and a coach, is Shyrone Palms who, as a longterm substitute for both Seamus and former teacher Vicky Brunt during the 2013-2014 school year, had become a familiar face in the gymnasium and on the playing field. Shyrone has a bachelor's degree in physical education from Virginia State University and is pursuing a master's degree in sports management at Liberty University. He attended VSU on an athletic scholarship, helped lead the baseball team there to three conference championships, and earned all-conference selection in each of those seasons. Since moving to the Washington area, Shyrone has coached Little League and travel-league baseball with Northwest Little League and Win Within Baseball. He is also an assistant junior varsity baseball coach at St. Stephen's & St. Agnes School.

We would be remiss in this context if we did not also mention longtime physical education teacher Marcy Ference who, although she does not coach a team, is an integral member of the physical education faculty

and to whom many (if not all) of our athletes owe their strong understanding of the fundamentals. Now in her 35th year at St. Patrick's, Marcy holds a bachelor's degree in physical education and a minor in dance from Towson University and an associate degree in psychology from St. Leo's University in Florida. As a teacher who has the opportunity to work with students over a number of years, Marcy is committed to helping each child find his/her talent and something s/he feels encouraged to pursue. Her commitment to the physical well-being of our students and her enthusiasm for teaching the joys of movement, a healthy lifestyle, and the fundamentals of a variety of sports have certainly benefited our efforts to continue strengthening our athletics program. Beyond her official roles as a physical education teacher, Marcy has been a choreographer for the Day School's Grades 5 and 6 and Grades 7 and 8 musicals for many years.

ACHIEVEMENT OF STRATEGIC VISION

During the year of strategic planning around physical education and athletics, in advance of the launch of A Broader Vision in 2010, the Day School established a number of goals that either would be realized by the construction of the new field or *could* be realized as a result of the program enhancements that would become possible with that new facility. We review those strategic goals here and report on our progress toward achieving them.

Continued promotion of the physical development of our students

Our regulation-size athletic field and stadium, facilities not found at any other area school that ends in Grade 6 or Grade 8, can be used for competition, practices, and regular PE classes, allowing us to promote the physical development of our students more effectively than any of our peer schools.

Benefit all students, not just those involved in intramural and interscholastic sports

Physical education classes in Grade 3 and Upper School routinely use the field space for instruction. Our physical education classes are dedicated



not only to the development of basic skills, but also to teaching the fundamentals of various athletic pursuits so that students are adequately prepared to begin interscholastic play beginning in Grade 5.

Positive effect on current as well as prospective families as an indicator of the value of athletics at the Day School

Years ago, some families expressed concern that students who were athletically-inclined would have to seek out other school-homes in order to experience the level of athletic rigor suited to those students' needs. That concern has disappeared, as St. Patrick's has become one of the top competitors in the CAC and in the region among peer schools. Our visibility on Foxhall Road has increased overall knowledge of St. Patrick's among prospective parents, and incorporating the athletic field on admission tours has provided clear indication to prospective parents of the value we place on physical education and athletics at St. Patrick's.

The reduction of a need to rent playing space that is not readily or predictably available

The space and flexibility made possible by the new playing field have eliminated the need to rent or otherwise secure scarce field space around the city. Even more exciting, St. Patrick's has hosted more than 120 home games in the three years that the field has been open, allowing for a significant increase in the number of games we can schedule for our students each season.

New opportunities for a community gathering space to celebrate our students' hard work and achievements

Like the Nave, Great Hall, and Gymnasium and Performance Center, the Foxhall Campus athletic field has become a wonderful space for parents, students, and faculty and staff to gather. Of course, this happens during home games and even practices during soccer and lacrosse seasons, but the space has been used for receptions and a now-annual Field Day held at the end of May.

NEW HORIZONS

Interscholastic athletics at St. Patrick's will continue to grow as an integral part of the St. Patrick's student experience. Moving forward, the goals for athletics at the Day School include:

- The program will consistently display broad-based participation;
- The program will continue to develop athletic skill, teamwork, leadership, and sportsmanship in all our participants;
- The program will continue to strive for competitive success; and
- Athletes who wish to compete at the high school level will be prepared for that opportunity at the same level of rigor as they will be prepared for their academic pursuits.

There is no doubt that, with this strong foundation in place, we will continue to increase the enthusiasm and support amongst the St. Patrick's community for athletics while also creating a legacy of achievement. 🏆

Photo opposite: St. Patrick's boys close in on the finish line during a cross country meet at the British School of Washington in 2013. Pictured from left are then-Grade 6 student Welles M., then-Grade 7 student Christian D., and then-Grade 5 student Nathaniel H. **Photo next page:** Grade 6 student Hannah W. prepares to take a shot during a game against Washington Waldorf in February. **Photo page 25:** Then-Grade 7 students Avery K. (left) and Lark W. (right) finish strong at the British School of Washington cross country meet in 2013.





Alumni Class Notes

1979

Eben Lenderking is currently living with his two boys (ages 8 and 9) and wife in Varese, Italy. They own a collection of hotels and cooking schools in Morocco called the Sanssouci Collection. More information is available at www.sanssoucicollection.com.

1989

Jamie Bourque is an assistant professor of medicine and radiology and director of nuclear cardiology at the University of Virginia. He and his wife Kris and children Reilly (8) and Laurel (5) live in Charlottesville and travel frequently to nearby Wintergreen, where Reilly is on the ski team. Jamie also plays viola in the Waynesboro Symphony Orchestra.

1992

Blair Barrett ex. '92 recently visited St. Patrick's and had a great time catching up with former teachers and peeking into old classrooms.

1996

Allie Riordan has been in New York City for almost five years and is currently working as the director of global marketing and communications for a media and entertainment company called Deluxe, which provides post-production and distribution services for film, television, and commercials. She is currently working on projects for the Sundance Film Festival and the National Association of Broadcasters show in Las Vegas.

1998

Alexander "Lex" Johnstone (photo next column) is the founder and CEO of World Advisory, a marketing consulting company for small businesses. He and his wife Michelle live in the Kalorama neighborhood of D.C. and will be celebrating five years of marriage this May.



1999

Catherine Bourque graduated *cum laude* from Washington School of Law last May. She is employed by the American Association of Retired Persons Foundation, working on consumer-related litigation. **Louise Bowden** graduated from the University of Kentucky in Lexington in 2009 with a degree in integrated strategic communications. Upon graduation, she took a job working in public relations and media services for the 2010 Alltech FEI World Equestrian Games, held for the first time that year in the United States in Lexington. For the next three years, she worked in marketing, community relations, customer service, and air service development for the Lexington Blue Grass Airport. She recently jumped back into the horse world and is now the communications manager for the United States Hunter Jumper Association, the national affiliate for the hunter and jumper disciplines of equestrian sport (and conveniently located at the Kentucky Horse Park). She is engaged to be married to her fiancé, Brent Taylor, on a thoroughbred horse farm in August. They live in Lexington with their black Labrador, Clark.

2001

Doug Silverstein W '01 is in law school at American University, after graduating from Franklin and Marshall College.

2002

After earning her master's degree in English at Stanford, **Lee Axelrod W '02** is now working at a small publishing company in San Francisco and living in the Mission neighborhood with her boyfriend. She loves the Bay Area and is enjoying being in California! **Lindsay Brewster W '02** completed two years with Teach for America in Chicago and is now back in D.C. working at the Advisory Board Company as a relationship manager. After two years at the Urban Institute as a research assistant, **Elena Zarabozo W '02** is now in her first year at Yale Law School.

2003

Elise Sidamon-Eristoff W '03 is living in Washington, D.C. and just started a new job at the National Democratic Institute. **Sheldon Faison M '05** (photo below) graduated from Woodberry Forest School in 2009. In May 2014, he earned a bachelor of science degree in environmental studies from Elon University in North Carolina.



2004

Kelsey Kelly W '04, M '06 is living in the "Art and Museum District" of Philadelphia. She will graduate this May from Villanova University with a master's in political science. After graduation, Kelsey will join a research fellow program and is contemplating her next academic move—either pursuing a law degree or a doctorate. **Adam McInturff W '04** was recently hired by the Texas Rangers for a full-time position as the 2015 Baseball Operations Fellow and Scouting Assistant in Arlington, Texas.

2005

Grace Marra W '05, M '07 finished a year abroad in Rome and has returned to Penn State University.

2006

Kate Silverstein W '06, M '08 is a junior at Ohio Wesleyan University, where she is studying early childhood development. She also plays on the women's soccer team there. Kate recently spent time observing students in the St. Patrick's Nursery School as part of a project for her major.

2007

Kelly Fisher W '07 completed a postgraduate year at Proctor Academy in New Hampshire, where she was recognized for her outstanding leadership in theater technical design. She is now a freshman at High Point University in North Carolina. **Peter Marra ex. W '07** is a freshman at Penn State University.

2009

Parker S. W '09, M '11 was the lead male role in the joint Landon-Holton-Arms production of *Stage Door* this fall (photo right side, second from top). Landon and Holton team up twice a year for performances. **Victoria B. W '09** played the lead role of Dolly in the National Cathedral School/St. Albans production of *Hello Dolly!* this school year.

Charlie S., W '09, M '11 will graduate from the Field School this year and is headed to Colorado College to join the Class of 2019!

2010

This past fall, **Aidan K. W '10, M '12** and his sister **Nora K. W '12, M '14** enjoyed their first cross country season for Georgetown Day School and Georgetown Visitation, respectively (photo bottom right). Great coaches taught them to focus on their personal best times, and they both ended the season with their fastest times. This winter, Aidan will perform in a one-act, and Nora is busy perfecting her tennis game. **Katherine B. W '10, M '12** attended classes at Cornell University last summer. She lived on campus for six weeks and earned college credit. This semester, she will be earning additional college credits by attending the University of the District of Columbia for part of the school week. Simultaneously, she continues to pursue her passion for ice hockey as a member of the Ft. Dupont Ice Hockey Travel Team. This summer, she has been invited to attend a cultural/ice hockey exchange program to take place in Israel.

2011

Brian R. W '11 and **Jack L. W '09** were both selected as St. Albans Parents Association Summer Visual Arts Fellows last year. (They are pictured at right with St. Patrick's Grades 7 and 8 art teacher *Kyu-Jin Lee*.) Brian explored architecture and design through iPad painting and digital art, and Jack studied painting and drawing in a portfolio development class at the Corcoran.

2012

Roberta F. W '12, M '14 recently played the lead role in her school's performance of *The Canterville Ghost*.

2013

Kristina B. W '13 had a great time playing Tock the Watch Dog next to fellow alum **Thomas M.'s** Milo in the National Cathedral School/St. Albans production of *The Phantom Tollbooth* last November (photo top right). Several others from the St.

Patrick's Class of 2013 were also involved on stage or in the tech crew, including **Samantha G. W '13, Olivia V. ex. W '13, Sandra M. W '13, and Carl M. W '13.**



Welcome to the St. Patrick's Family!



Clare Della Eldreth

Parents **Christine Hardisty Eldreth '87** and **Myles Eldreth** welcomed baby Clare on July 18, 2014.



Ayla Yasemin Elekdag

Parents **Laura and Selim Elekdag** and siblings S. K2 and K. welcomed baby Ayla on January 2.



Isaiah Howard Fletcher

Parents **N1 assistant teacher Samantha Fletcher and Kenyatta Fletcher** and big brother KJ welcomed baby Isaiah on February 9.



Otto William Hoernig IV

Parents **Otto and Mary Hoernig**, siblings A. 5B, B., H., E., and F., welcomed baby Bo on November 14, 2014.



Zander Levko Joesten

Parents **Adrienne and Charles Joesten** and sister A. N2 welcomed baby Zander on August 4, 2014.



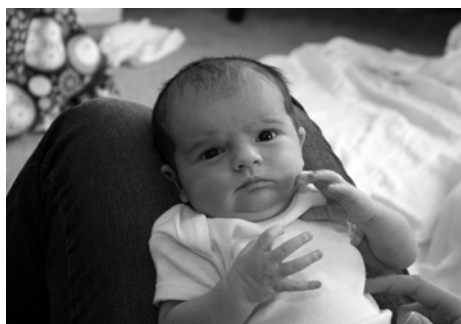
Jett Allen Matthews

Facilities Manager Mike Matthews and Crystal Matthews and siblings A. and C. welcomed baby Jett on December 5, 2014.



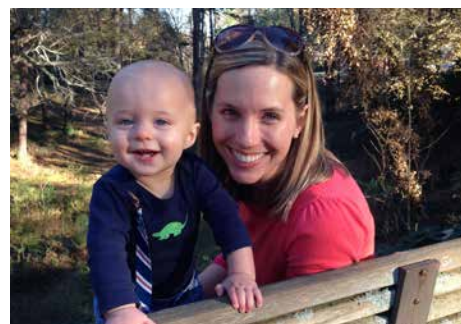
Adelaide Katherine McCarter

Parents **Shannon Powell and Robert McCarter** and siblings I. 1A and H. PK2 welcomed baby Adelaide on February 27, 2014.



Caroline Frances Owens

Director of Development Elizabeth Owens and Matt Owens and big sister M. ITC welcomed baby Caroline on January 23.



William Mason Reynolds

Brooke Mason Reynolds '96 and Daniel Reynolds welcomed their first child last February.

Your Legacy Gift Helps Them Achieve Their Dreams



Leave a legacy ...
Join the **Moore Society** today.

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

To learn more about how you can include St. Patrick's in your estate planning, please visit our website at www.stpatsdc.org/plannedgiving or contact Elizabeth Owens, Director of Development, at 202.342.7007 or OwensE@stpatsdc.org.

Planned gifts—including Bequests, Charitable Gift Annuities, Charitable Lead Trusts or Charitable Remainder Trusts, Life Insurance, and Donor-Advised Funds—all ensure your legacy in perpetuity and can be made with ease.



4700 Whitehaven Parkway, NW
Washington, DC 20007
www.stpatsdc.org

Our Mission

St. Patrick's Episcopal Day School strives to create a diverse learning community of students, teachers, and parents who recognize the infinite value of every participant as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence in our students in order to prepare them to live with integrity, compassion, and purpose.

SAVE THE DATE

Middle School Choral Festival

Tuesday, March 10, 7:00 pm

Spring Break - NO SCHOOL

Monday, March 23 through Friday, March 27

Haitian Art Show

Thursday, March 12 through Sunday, March 15

Good Friday - NO SCHOOL

Friday, April 3

St. Patrick's Day Chapel

Tuesday, March 17, 8:30 am

Hoops for Haiti

Friday, April 24, 5:00 – 8:00 pm



St. Patrick's is on Facebook!
www.facebook.com/StPatsDC