

in SIGHTS

2020-2021



Transforming TEACHING & LEARNING BY
TRANSFORMING *spaces*

Dear Whitfield Families and Friends,

The experience of the Whitfield community over the past year and a half tempts us to capture this chapter in school history with a relevant metaphor. But which is the most apt? A marathon? Trial by ordeal? (I kind of like that one.) A biblical plague feels over the top, though there are probably those who would argue the point. If we held a competition to name the Beatles' song that best conveys the idea, I feel sure "The Long and Winding Road" would win out.

On a personal level, now that I have the finale of my Whitfield career in sight, I am grateful that the current school year represents a relative Return to Normal, especially in comparison with the rocky journey we began together in March of 2020. At this juncture, I am particularly mindful of the accomplishments of our faculty, administrators, and students, who have shown tremendous resourcefulness in meeting the challenges of the pandemic. I think it is impossible to give too much credit to the Whitfield community for our ability to cope during difficult times. In spite of everything, we have thrived.

And, it needs to be said, the last 10 years have indeed been productive ones for Whitfield, representing a time of growth, in size and resources, but especially in program. The key steps here include the clarification and restatement of the school's mission, the emergence of the Habits of Mind & Heart as the centerpiece of our curriculum, a comprehensive improvement in the school's outreach and admission process, and a renewed commitment to health and wellness as an indispensable aspect of college preparatory education. In this same period we have both increased the diversity of our student body and improved our understanding of what it means to be truly inclusive. Our athletic programs have reached new heights, and we pioneered one of the area's leading international student programs. Each of these strides is the result of collaboration across all of Whitfield's constituencies, and each has helped raise the school's profile in St. Louis.

I am deeply gratified to have been involved in the life of a school whose work is so clearly driven by the right values and ideals. To have done this work in such good company has not only added spice to the mix, in truth it has made the entire enterprise possible: talent, integrity, and commitment make for a fairly unbeatable combination in the face of any challenge.

And it is a combination which ensures that Whitfield's best years still lie ahead.

Warmest regards,



John Delautre
Head of School



MISSION

Whitfield School cultivates ethical, confident, successful students in a community of innovation, collaboration, and trust.

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Whitfield School is an independent, coeducational, college-preparatory day school for grades 6-12. Whitfield seeks to maintain a student body diverse in geographic, economic, racial and religious backgrounds. It does not discriminate on the basis of race, religion or color in administering its academic policies, admissions policies, athletic policies, financial aid program or other school activities.

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Transforming TEACHING & LEARNING BY TRANSFORMING spaces

In the fall of 2019, as an outgrowth of the most recent Strategic Plan, Whitfield’s Board of Trustees hired Christner Architects to prepare a Master Facility Plan (MFP). Prior to this plan, the most recent facilities assessment had been conducted in 2013 and focused on the school’s operational systems: the physical condition of the building envelope, mechanical, electrical and plumbing (MEP) equipment, and paved parking areas. Christner’s Master Facility Plan was very different. Their final plan was adopted this fall and work has already begun on the first construction project.

Through six months (January 2020 - June 2020) of focus groups and individual conversations with “key stakeholders,” Christner studied the personal needs and wants of teachers, administrators and students. Then, they constructed a site assessment, updated the building conditions assessment, and worked with academic leadership to understand the cultural and pedagogical challenges with the classroom environments. The resulting plan not only improves the physical plant, but, as it rolls out over time, will

create additional opportunities for collaboration and innovation. The plan strengthens Whitfield’s culture by creating common spaces throughout the facility for student interaction and strategically adding classrooms to bring every academic department together to support faculty collaboration. This plan aims to maximize teaching and learning by maximizing our spaces.

As the Christner team presented its assessment, they began by stating: *This Master Facility Plan (MFP) seeks to establish an overarching vision for Whitfield’s physical campus, through a series of conceptual projects that can be implemented over time as resources will allow. This MFP also provides multiple options enabling it to adapt to uncertain future conditions. All projects and associated sub-options seek to strengthen Whitfield’s existing core competencies. Phased implementation is also considered here, and while some projects could be executed independently, it is noted that some will need to be phased in in order to create an “empty chair” so that renovations or new additions could be completed without disrupting normal school operations.*

The above image is of a concept for the STEAM Commons.

FIVE DEFINING FEATURES

Approximately 20 students representing 8th - 12th grade, faculty, staff and administrators took part in a series of discussions with the Christner team, where their perspectives of Whitfield—their experiences as student/teacher/staff members and impressions of our physical campus—were captured. These conversations informed “Five Defining Features” that Christner used as touchstones when drafting their designs.

Community: One of Whitfield’s most appealing attributes for prospective students is that it possesses a vibrant, warm, and welcoming community. Students, parents, alumni, faculty, and staff are all connected, and this Master Facility Plan attempts to enhance that sense of Community through the physical design of spaces on campus.

Learning & Innovation: Whitfield strives to provide a superior environment for academic achievement, preparing students for college and future success. Exploration, creative discovery, and focus on innovation are central to this experience. To support this goal, flexibility is a central tenet of the Master Facility Plan with spaces that can adapt to evolving pedagogy and technology. That said, fundamental aspects including a project-based approach and small class sizes are imagined to be retained moving forward.

Environment of Inclusion: Whitfield strives to understand and develop each student’s unique talents with tailored academic plans that consider students as individuals. Diversity of background and experience amongst faculty and students is also celebrated and one of the means to attain a rich educational experience. Universal Design concepts have been considered during the creation of this Master Facility Plan as one means to enhance inclusion at Whitfield.

Spaces for Successful Teaching & Working: While rightful focus is placed on students, Whitfield is also a great workplace. Identifying the needs of faculty and staff for successful teaching and learning spaces, office space, effective meeting and conference areas, and support spaces have all been considered and incorporated into this Master Facility Plan.

Whole Student: Whitfield looks to form well-rounded students and people in a holistic manner. The school offers a wide variety of activities and programs for students to broaden their interests. Academic growth, athletic growth, creative growth, and social growth are all important and encouraged. The Master Facility Plan considers each of these areas and looks for opportunities where the facility can be improved with respect to them.

COMPREHENSIVE & FLEXIBLE CONSTRUCTION

With the needs, wants and aspirations of the school under consideration and rooted in Whitfield’s enduring strengths, a comprehensive update to the facility emerged. The resulting Master Facility Plan aims to provide a flexible framework that can assist Whitfield in planning and executing future capital projects. The Plan describes many potential projects, each with specific goals. Options for many of the projects are intended to illustrate flexibility of implementation allowing Whitfield to make the most appropriate decisions as it moves forward.

In this plan view of our main level (right), everything in color represents a potentially updated space.

The MFP is organized into four projects or zones (detailed on the following pages). The projects provide the school with opportunities to reimagine itself. At the same time, none of these projects



are set in stone, and nearly all are still in the conceptual phase. More detailed designs would require input from additional stakeholders prior to project implementation.

WE WELCOME YOUR FEEDBACK, SUGGESTIONS AND IDEAS!

If you would like to discuss any of the projects shared here in greater detail please contact Emily Klimek, director of institutional advancement (emily.klimek@whitfieldschool.org, 314.415.1247).

PROJECT 1: ENTRYWAY EXPERIENCE

Entry Experience & Reception

Entry to Whitfield begins at the existing drop off circle and canopy, then proceeds to a new vestibule and arrival / reception space. One exciting possibility is that all three façades facing the entry court would be new construction providing Whitfield an opportunity to shape a new image. Front reception space controls access to the school and also access to the adjacent Leadership Suite and Head of School Suite.



Central Commons

When entering Whitfield, part of the first impression is of a new Central Commons, intended to be both useful space for students, as well as a valuable gathering space for events. In this way, the Central Commons has a prime location to serve as

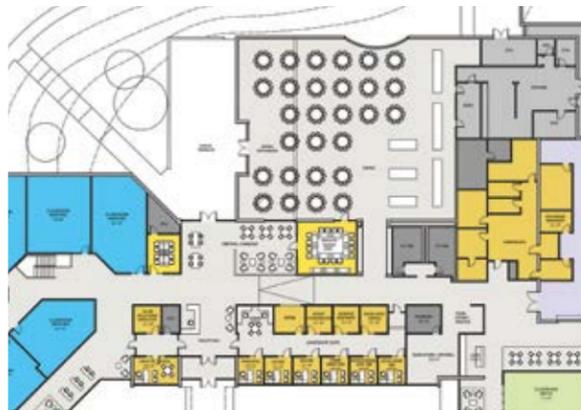
pre-function space with convenient access to the central terrace, cafeteria, and the new proposed private dining room space.

Leadership Suite

Administrative offices are collected into a new and efficient suite organized around a double-loaded corridor. This layout provides for efficiency, and logical repetition of private offices as well as open space for work stations and a shared support area.

Cafeteria & Dining Terrace

An enlarged and renovated cafeteria space is envisioned enabling Whitfield to function with potentially fewer lunch periods. Updated flooring, ceilings, lighting, and furniture would provide for improved aesthetics and could address the acoustic issues. The enlarged cafeteria also makes the space more functional for larger school events and gatherings.



PROJECT 2: HUMANITIES WING & GARDEN LEVEL CONNECTOR

Humanities Commons

A slender new addition along the east facing façade of the building where the existing English classrooms are located is envisioned to become a student commons area. This commons would allow for an excellent visual connection to the entry court, providing daylight and views out, as well as interesting views into the building from the approach. In this way, Whitfield would have "Commons on Display" showcasing the life and energy of the school. The new commons space in addition provides circulation and a convenient path connecting the proposed Head of School suite to the proposed Student Services Center.



Student Services Center & Humanities Expansion

The Master Facility Plan illustrates an expanded Humanities wing taking the place of the existing Alumni House. The expansion would create room for additional classroom spaces as well as a new Student Services Center consolidating important existing functions and demonstrating Whitfield's commitment to student health and well being. This suite could

provide space for College Counseling, the Diversity & Inclusion office, Health & Wellness, as well as the Teaching & Learning office. Spaces for testing and focused study are also included.

Garden Level Connector

Adjacent to the new Student Services Center, "Stonehenge" is re-imagined by removing the floor and building a new monumental stair with integrated tiered seating and small group gathering areas. This new access would provide a major upgrade to the connectivity between the garden level and main level, alleviating congestion in the existing stair. The new Garden Level Connector features tiered seats that provide comfortable capacity for 50 students enabling this part of the school to serve as assembly and team teaching space. At the garden level, modifications to existing interior walls enable the Connector to seamlessly transition to shared open collaboration space and then outside onto a new terrace.

PROJECT 3: STEAM WING

This project aligns with the school's strategic priority: STEM. This project is the top priority of the Board of Trustees.

STEAM Commons

Similar to the proposed Humanities Commons, there would be another slender addition along the front of the building that would provide shared space for students as well as improve circulation and enable a new concept for classroom organization to take shape. The STEAM Commons would also feature a glass wall facing the entry court, affording this zone excellent daylight and views, with borrowed daylight and views into the math classrooms.

Science Corridor

The existing class-lab spaces are retained with updates to casework and finishes envisioned. Two new science classrooms + support space are shown at the southeast corner occupying some space from the addition as well as the spaces formerly occupied by the Athletic Directors' offices and the open common space.



Math Corridor

With the addition of the new STEAM Commons, the space of the existing math corridor can be captured and incorporated into the classrooms, significantly increasing their size. Relocation of the College Counseling suite also frees up area to become classroom space enabling all math classrooms to be located in the STEAM wing.

Art Studio

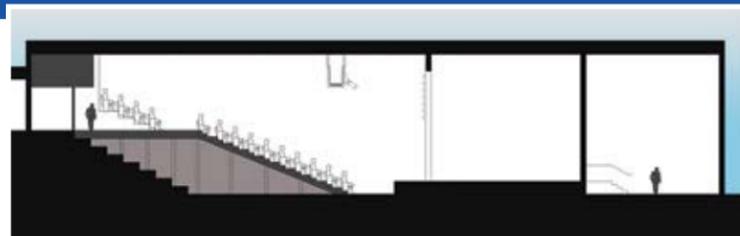
Renovated casework, countertops, and finishes are recommended for the art studio as well as provisions for accessible access to the lowest studio space.



PROJECT 4: WOODS HALL

New Fixed Seating & Risers

New framing provides risers for comfortable fixed seating to accommodate 600. (The existing risers are retained in a void space beneath new risers.) Enhanced AV with projection would enable Woods to better function as assembly and lecture space.



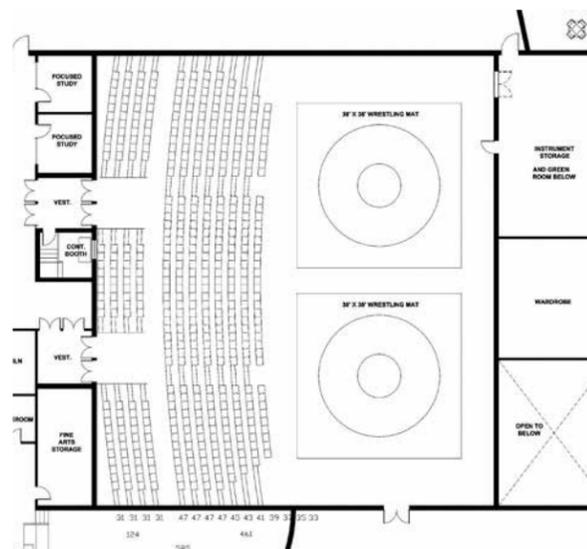
Vestibule Entries & Control Room

Where Woods Hall connects back to the main building corridor, a strip of new space is captured to allow space for a new control booth as well as vestibule entries to reduce light and sound infiltration.

Stage & Proscenium Wall

For theater productions a new raised stage with a proscenium wall is presented as an option. This would enable a theatrical curtain to conceal the rear stage area. A total stage depth of 45'-50' is envisioned to enable flexibility of use. In addition, the seating zone includes a flat floor zone at the first three rows enabling a stage extension creating a partial "thrust" stage configuration.

A second option for a Woods Hall renovation would eliminate the raised stage and new proscenium wall. This option maintains a flexible floor space as well as



attractive aspects of the redesign including the vestibule entries, control booth space, and new fixed auditorium seats. In this option, the space could take on more of a "performance lab," character well suited to creative exploration. Larger flat floor space is also retained meaning that a true "thrust" stage configuration could be constructed when desired. Also, athletics functions including wrestling practices and meets could continue to be accommodated.

Walking Grid & Theatrical Lights

Renovation to Woods Hall also envisions an upgraded method for supporting theatrical lighting. Options that could be considered include "walking grid" systems as well as conventional catwalks.

The existing "mega trusses" are proposed to be removed with new structural members that are oriented north/south.

FIRST PROJECT: GARDEN LEVEL CONNECTOR

We are excited to announce that construction on our first project began in fall 2021. The interior work is planned to take 12 weeks from demolition to completion. Whitfield students should be able to use this new Connector in the 2021-2022 school year.

We know many alumni have fond memories of time spent with classmates in the "Stonehenge" space; we hope the project enhances the space in ways that continue to allow students to build such memories.



As you can see in the pictures to the right, the floor will be removed and replaced with a new monumental stair with integrated tiered seating for 50. An integrated AV system that includes two monitors, drop-down screen and sound system will add flexibility and functionality to the space. At the garden level, the Connector will seamlessly transition to shared open collaboration space and then outside onto a new terrace to be used by students, faculty, parents and alumni. Terrace construction is planned for spring 2022.



FUNDING THE MASTER PLAN

An initial cost estimate for all Master Plan projects was prepared in spring 2020. The total cost was estimated to be over \$18,000,000. In adopting the Master Plan, Whitfield's Board of Trustees decided to prioritize the projects and work through them consecutively, rather than launch a campaign to fund the Plan in full. Although we have not launched a formal campaign at this time, we are actively reviewing these projects with individuals to get feedback and garner support. We will initiate more conversations in the year ahead, and hope to secure leadership gifts to move many projects from the design phase to the implementation phase. If you would like to learn more about the Master Facility Plan, and/or are considering a financial investment in Whitfield's campus, please reach out to Director of Institutional Advancement Emily Klimek, emily.klimek@whitfieldschool.org, 314.415.1247 or Director of Development Kelly Edwards, kelly.edwards@whitfieldschool.org, 314.415.1254. They would be glad to meet with you and share more.

Exploring Culture & Geography Through *The Hunger Games*



In *World Cultures & Geography*, Whitfield seventh graders examined the unique aspects of Middle Eastern, Asian, African, and Pacific cultures using primary and secondary sources, fiction and nonfiction, hands-on activities, cartography, and simulations. The focus of the class is to strengthen essential skills including reading, writing, research, and discussion with an emphasis on the geographical and political aspects of specific world regions.

Students explored the importance of culture and geography and how they affect people and their choices, through the lens of their summer reading text, *The Hunger Games* by Suzanne Collins. As students learned about the seven elements of culture (social organization, customs and traditions, language, arts and literature, religion, government, and economic systems), in order to understand them more fully, they identified examples—in both the United States and in the world of *The Hunger Games*. As an example, students made maps of Panem, the future world in which the story takes place. They watched the film adaptation in class and analyzed the film's depiction of characters, settings and scenes, differences between the book and the film, and wrote a reflection. Finally, students formulated their

own questions for a Socratic Seminar discussion and authored journals, analyzing and comparing the culture of the world of the novel to their own world.

"*The Hunger Games* is a perfect introduction to learning about culture and geography, our main focus in seventh grade social studies," said faculty member Mary Schnitzler. "It does not glorify violence but shows, through the main character's eyes, the horror of living in a totalitarian state where fear rules. The theme of the book and the film is rebellion against a totalitarian regime—basically, what one person can do to make change. This was one of our themes for the year. My hope is that students will come to understand that their voices are important, even as 12 and 13 year olds, and that they can make a difference."



Sixth Grade Literary Fest

Whitfield sixth graders presented original poetry to their families during the Sixth Grade Literary Fest held Friday, May 14, on the school's back patio. The event was organized by English teacher, Tom Herman, and emceed by Sophie Baum '27.



Design Thinking: Bridge Edition

In *Principles of Engineering Design*, students developed and compared multiple solutions for real-world problems by using the engineering design process, data collection and analysis, scientific writing and research.

For a bridge design project, students played the role of civil engineer and redesigned an existing bridge. They were charged with proposing a redesign that would improve the bridge based on specific criteria and constraints. Successful projects supported the scaled amount of required weight, were functional and able to withstand environmental factors such as weather events, met the needs of the users in the area better than the current bridge, and were aesthetically pleasing using a combination of two bridge types.

After selecting their bridge, students researched the different bridge types (arch, beam, truss, cantilever, and suspension). They then drafted initial designs and shared them with classmates to solicit feedback. Their designs considered a range of constraints including cost, safety, reliability, and aesthetics as well as potential social, cultural, and environmental impact. Students also researched the factors involved in bridge building including materials, cost, environmental considerations, usage, etc.

Next, students created prototypes of their designs using Tinkercad, a 3D modeling program, and then printed their models using one of Whitfield's 3D printers. Students tested their prototypes through a series of experiments. The first test was to scale up the model to see how much weight it will hold and identify the failure points of the bridge. After students identified the areas that were weak they modified their designs to strengthen their final bridges.

Students detailed their processes and final designs in class presentations. For the final step of the project, students wrote a proposal explaining their design and why it should be accepted. Their written proposal included an explanation of the background research that went into their design as well as an explanation of the tension/compression forces, the weight distribution, a discussion of the pros/cons for different materials including the cost and environmental impact, and an estimate of the total cost.

Writing, an essential skill, is woven throughout all Whitfield curriculum, and the science lab is no exception. "The major component of this project was the written proposal," said faculty member Dr. Heather Lavezzi. "We focus on their scientific writing and communication—the importance of clearly elaborating a concept or idea instead of making assumptions that a reader understands your design."

TSA Dominates at State Competition

In March 2021, Whitfield's Middle School and Upper School Technology Student Association (TSA) teams competed in the 2021 virtual state TSA competition. The Warriors earned first place in nine events (listed below) and faculty sponsor Michelle Brown was named TSA Middle School Advisor of the Year! In addition, the TSA Tech Bowl team advanced to the semifinals of the virtual 2021 TSA National Competition.

MIDDLE SCHOOL EVENTS AND TEAM

LEADERSHIP STRATEGIES:

Maya Becker '26, Winnie Murphy '26, Kennedy Ituen '26

MECHANICAL ENGINEERING:

Maya Becker '26, Henry Corley '26, Ezekiel McMullen '26

TECH BOWL:

Maya Becker '26, Winnie Murphy '26, Kennedy Ituen '26

WEBSITE DESIGN:

Maya Becker '26, Winnie Murphy '26

INVENTIONS & INNOVATIONS:

Henry Corley '26, Ezekiel McMullen '26

CONSTRUCTION CHALLENGE:

Henry Corley '26, Ezekiel McMullen '26

CAREER PREP:

Ezekiel McMullen '26

UPPER SCHOOL EVENTS AND TEAMS

GEOSPATIAL TECHNOLOGY:

Lucy Heidery '24, Braydon Sellers '24

FORENSIC SCIENCE:

Lucy Heidery '24, Sloane Shatzer '24

Allegory Authors

In ninth grade English, students explore and analyze how a text acts as either a mirror, or a window into the life, context, culture, or identity of what we consider to be "other." Through this process, students utilize the spiraling essential skills outlined by the English Department, focusing on collaboration, discussion, presentation, critical thinking, literacy, and writing.

In conjunction with their class read of *Children of Blood and Bone* by Toni Adeyemi, freshmen penned original allegorical children's books. "Our analysis of the *Children of Blood and Bone*, which is a fantasy novel and an allegory, included learning about allegory as a literary device—how and why an author uses it to talk about or critique current social issues, to raise awareness, or to educate people," said faculty member Sari Rotskoff '00.

Each student chose a social issue they feel strongly about, and wrote their allegory with the purpose of conveying a subtle message about this issue and educating children ages 7-10. After designing and publishing their eBooks using the graphic design platform Canva, students recorded themselves reading their stories and posted their videos on Flipgrid, a video discussion platform.

The first step of the project was to identify a social issue or topic that is relevant in modern society and that they are passionate about. Then, students conducted research to produce evidence to support their ideas. Topics included sexism, the gender wage gap, climate change, gun control, gun rights, LGBTQ+ issues, and discrimination. "It was important to me to incorporate choice into the project, to give students time to think about and research an issue in the world that they are passionate about." Ms. Rotskoff further shared.

After synthesizing their research, the class looked at allegorical children's books to gain an understanding of how the story is constructed as well as the deliberate stylistic choices of page layout and design. For their own works, students used storyboarding to outline their ideas then drafted their allegories. Finally, students translated their stories into thoughtfully designed eBooks using Canva. The finished product for each ninth grader was a picture storybook targeted for children ages 7-10, a minimum of 10 pages in length and 600 words. Each eBook included research bullet points, a bibliography, and an author's note that explained the personal significance of the social issue they chose, why they think it is important for children to learn about and what they learned through the process.

Student Reflections



MAX MAGARGEL '24 chose discrimination as the social issue represented in his allegory. "I chose this topic because I feel that everyone should be treated equally and respectfully. I think

discrimination is important for children to learn about because they are the future generation, and they can really make a difference in the world. It is also important to teach children about discrimination towards people of color, women, people with disabilities, and members of the LGBTQ community so these children can stop it in the future."



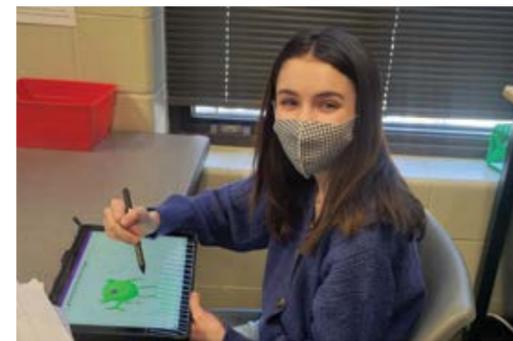
ISABELLE ZHANG '24 developed the idea for her book based on her own experiences as an Asian American woman. "I set out to research the beginnings of the Model Minority Myth and

found that it originated in Chinatowns in various cities during the juvenile delinquency panic of the 1950s. Chinatown leaders took advantage of the mania and spread tales of obedient Asian children who happily attended Sunday school, respected their elders, and rushed home to dutifully do their homework. The myth, though created to assimilate, would eventually turn against Asian Americans. Suzie, the main character of my book, is the product of widely propagated stereotypes and a close-minded household. I want children to empathize with Suzie and her struggles, for she is an amalgamation of the crushed dreams of mine and every other Asian American who has been told, 'you can't,' simply because of the stereotypes that come with their race."



MAGGIE MCLAUGHLIN '24 used her story to educate young readers about gender inequality and stereotypes. "I am very passionate about feminism and women's rights and think it's important for

children to learn about since it is something impacting their lives. I really enjoyed this project, and I learned a lot about allegory and how to convey a message without directly stating it. Through my research, I also learned how gender stereotypes can affect young children's motivation and mindset. I thought it was important to convey a message through a story and it made me feel accomplished and like I was making a difference in the world."



A Monster of a Project

In seventh grade *Life Science*, students analyze and interpret data, and utilize mathematical and computational thinking as they study living organisms. Students incorporate the scientific method with the engineering design process and engage in a wide variety of hands-on labs, projects, and activities.

Our seventh grade scientists applied their knowledge of simple and complex genetic traits as they designed and built their own monsters. Along the way, students conducted research and analyzed the risks and benefits of several genetic technologies including genetic modifications, selective breeding, and gene therapy.

For their project, each student designed a monster using information collected in Punnett squares, a chart that allows you to easily model and predict the inheritance traits of the offspring of two parents.

Then, they crossed their monster with a monster created by a classmate. After considering the background genetic information of their monster-to-be's parents including skin color, ears, eyes, teeth, dorsal spikes, claws, and scales, students again used Punnett squares to chart the potential genetic outcomes of the monsters' offspring. Using their knowledge of dominant and recessive traits, students drew four monster offspring according to the outcome of the genetic crosses. After randomly selecting one of the offspring, students used Tinkercad to create and print 3D models.

Latin Students Receive Awards

The National Latin Exam (NLE) is given annually to Latin students across the world and is an opportunity for students to receive reinforcement and recognition for their accomplishments in the classroom. Depending on their score, students may earn certificates, medals, and qualify for scholarships. Congratulations to the following Whitfield students who received 2021 National Latin Exam Awards!



Lucy Heidenry '24
Perfect Score and Gold Summa Cum Laude award and medal



Anna Gau '24
Perfect Score and Gold Summa Cum Laude award and medal



Oliver Niemann '24
Silver Maxima Cum Laude award and medal



William Rose '23
Silver Maxima Cum Laude award and medal



Caitlin Quirk '22
Silver Maxima Cum Laude award and medal



Hudson Richards '24
Magna Cum Laude award



Langston DeHart '22
Magna Cum Laude award

Focusing On Strengths

Q&A with Director of Health & Wellness Ginny Fendell

Prior to joining Whitfield in 2013, Ginny Fendell worked for nearly a decade as a mental health counselor and health promotion associate at Washington University in St. Louis. As a licensed clinical social worker she provided individual counseling and ran workshops in stress management, positive psychology, and mindfulness skills training. She heard from countless college students, "I could have really used these skills in middle school and high school!" Coming to Whitfield to work with students in a college preparatory setting seemed like a natural evolution in her career. She helps Whitfield students develop the social emotional skills they will need to succeed in college and beyond.

In her role as Director of Health & Wellness, Mrs. Fendell oversees the social emotional learning aspects of Whitfield's Advisory program and partners with teachers across all grade levels to implement and strengthen the Habits of Mind & Heart curriculum, including administering the VIA Character Strengths survey.

Q: What are the VIA Character Strengths?

A: VIA, pronounced "vee-ah" stands for Values in Action. The VIA Classification of Character Strengths is the result of years of work by a team of more than 50 scientists led by scholars Chris Peterson and Martin Seligman. It consists of 24 positive traits that are valued universally (across cultures, religions, nations, and belief systems) and describe what is best about human beings.

We begin each year in Advisory with some interaction with the VIA survey and character strengths. Some students are taking the survey for the first time, while others are reviewing their results and list of character strengths to reestablish and refocus.

Q: Why do we use the VIA Survey of Character Strengths?

A: At Whitfield, we start from a position of what is strong instead of what is wrong. All character strengths are buildable and with deliberate practice can be strengthened over time—particularly as we employ our growth mindsets. Students practice noticing when, where, and how they use their strengths, and eventually how to dial up or dial down strengths in different contexts.

This self-assessment has been taken by millions of people worldwide and is offered free of charge and in many different languages. The survey results provide a common language for recognizing and developing what is best in ourselves and others.

Q: How are survey results used?

A: I often ask people to look at their results and look over the descriptions and pick the ones with which they most connect. Whatever a student decides is the strength they feel the most connected to/the one they use most, that goes on the list of their top five signature strengths.

With this common language in place at the start of the year, it gives us the ability to see and express what is best in ourselves and to honor and recognize what is best in others. We can connect simply by having an appreciation for another person's character strengths. When we witness someone authentically exhibiting a strength, it is uplifting and inspires us as humans.

Q: How much do results change from year to year?

A: Many people find that a few core strengths remain consistent from year to year, but there are always a few that move up or down as a reflection of how you have been living. Comparing the results from year to year helps students reflect on how they have been living. It's great to see students come back to say, "look forgiveness moved way up this year...I was really trying!" They see that their efforts toward building that strength have paid off—that what they do matters.

Q: What is the connection between character strengths and the Habits?

A: Taking the VIA Character Strengths survey and understanding one's character strengths is the foundation for the Habits curriculum. You will notice that character strengths and growth mindset are at the very center of our Habits of Mind & Heart diagram. We want our students to understand that the way they interact or access any of the Habits is through their own unique character strengths. And, we want them to understand that their character is not fixed. It's through deliberate practice that you can grow any of your character strengths.

Q: What does this approach mean for Whitfield students?

A: Young people are so used to hearing about what's wrong, what they need to work on, what they need to



develop. At Whitfield, we shift the conversation away from 'what's wrong' toward 'what's strong.' Because we know that even as adults, we need to leverage our strengths to shore up our weaknesses, to take what is abundant and what's best about us to help us work on other areas.

Q: How are character strengths woven into the curriculum?

A: We use human strengths of character as a common language to help guide discussions and activities related to personal values, academic goal setting, relationship skills, and responsible decision-making. We want to provide every Whitfield student with ongoing opportunities to discover who they are and how they want to contribute to their group, their community, and the world.

In Middle School, there's a focus on discovering what's best about yourself and learning to identify strengths in others. In sixth grade students are introduced the

language and get comfortable with the definitions of each of the character strengths. In seventh grade, students practice 'strengths spotting' which is noticing when others display a particular strength and letting them know they recognized it by giving them a card or note. In eighth grade, students collaborate to create 'strength skits' where they act out a particular strength without explicitly naming it.

In Upper School, there is more of a focus on the development of character strengths. Students start to see the connection between their strengths and how they are living in the world and how they are doing in school. In ninth grade we might have students start thinking about what strengths they need to use to achieve academic goals. Sophomores create a 'my best self' story in which they learn to recall times in their life when they are at their best and realize those are times when they are expressing some of their top strengths. Juniors do an overuse/underuse activity in which they look at how too much of any one strength can be a problem.

Finally, in twelfth grade, it really all comes together. Students use their character strengths with their college counselors as they start to develop their personal essays and applications. By the end of their Whitfield careers, I feel like our students can walk away with

an authentic sense of who they are and can talk about themselves in a positive way which we know is difficult for a lot of humans to do. Being able to confidently express what positive qualities you can contribute is a necessary skill not only in the college application process, but in any future job interview as well. It's also essential to empathy. We need to be able to identify, accept, and appreciate what is best in ourselves before we can even possibly begin to do that for other people.

Q: Why is this important in a college prep school?

A: We realize that no matter what definition of success you use, being a happy, successful, well-adjusted human requires more than just being able to pass an exam. The skills that are most often associated with someone's success at any measure are those skills of character. If we are preparing students not only for college but for life, then they are going to need to understand what is best about themselves because it's through those strengths that they will contribute most to this world.

Foundations for Freshmen and Parents

In *9th Grade Foundations*, Whitfield freshmen dig into topics and trends that are immediately relevant and critical for growth within and beyond Whitfield classrooms. Over the course of the year, students explored three themes: *Neuroscience & Self*; *Diversity, Equity & Inclusion*; and, *Computer Science & Society**.

Ninth grade parents had the opportunity to attend their own version of the *Foundations* course: *Foundations Lunch & Learn*. During the one-hour virtual sessions, held over the lunch hour, attendees participated in mini-lessons, just like students, and even completed some homework. Topics included:

- Discovering why students think, feel, and behave the way they do, grounded in an understanding of teen brain development;
- Building a shared language around diversity, equity, and inclusion and developing cultural competence by exploring stereotypes and implicit bias;
- Considering the importance of understanding what personal data you share in the digital world and how that data is potentially used.

The sessions were taught by *Foundations* faculty: Director of Health & Wellness Ginny Fendell, Director of Equity & Inclusion Anna Warbelow, and Computer Science Integration Specialist Andrew Asikainen.

"We believe that our *9th Grade Foundations* class is really special and unique to Whitfield," said Dr. Anna Warbelow. "Ginny, Andrew, and I designed the sessions to give parents an opportunity to better understand topics and trends that are immediately relevant to their students' lives, provide them with language to engage their students in discussions, while building community with other 9th grade parents."

Foundations Lunch & Learn participants Ellen Amarnek (Robbie Amarnek '24), Sarah Yoselevsky Kaye (Spencer Kaye '24), Jerre Parsons (Sammy Parsons '24) and Kathy

Mora (Jocelyn Kazmierski '24, Lucas Kazmierski '21) shared their perspectives:

"I signed up for the Mini-Foundations course because I am so grateful that these subjects are part of Whitfield's curriculum and I wanted to know more in-depth about what my son is learning. The sessions were engaging, and I would absolutely recommend this type of experience to other parents. It is always so much more

enriching to get involved... we are SO lucky to be at a school like Whitfield. These opportunities give parents a chance to learn, too."

- Ellen Amarnek

"I thought the Mini-Foundations course was great! Anna, Ginny, and Andrew were excellent teachers, the content was interesting, and I learned a lot. I didn't realize it was going to be so interactive; I typically don't participate much on Zoom but this was so engaging and fun that I did. I loved it and would sign up again!" - Sarah Yoselevsky Kaye

"When we toured Whitfield the first time, we learned about this course and I was so impressed with the rationale behind it. So when we were

given the opportunity to experience it, I jumped at the chance. From the brain research to the diversity and inclusion exercises to the engaging computer literacy component, all information helped me foster discussion with Sammy about these important topics. Thanks to our devoted teachers for their organization and wonderful presentations." - Jerre Parsons

"I found all the sessions to be engaging and valuable. It's always a meaningful experience to spend time with experts guiding and facilitating learning opportunities where one (I) can be more informed and raise awareness. Opportunities to learn from others, where ideas and insights can be shared is beneficial, and equally important is having the time to be reflective and introspective about new information. I loved everything about these workshops! I would attend these every week if they were offered." - Kathy Mora

*The 2021-2022 curriculum is slightly different

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- Kathy Mora

Real Talk: Peer Facilitators Lead DEI Conversations

Leadership, one of our six Habits of Mind & Heart, is an essential component of the Whitfield experience. Opportunities big and small, formal and informal, exist in and out of classrooms. As a result, all students grow as leaders during their time at Whitfield and develop skills like accountability, effective management, and an appreciation of others' strengths and perspectives, that they will use throughout their lives.

In the spring of 2021, Whitfield launched Real Talk, a new program that cultivates student leadership and promotes the School's commitment to diversity, equity, and inclusion (DEI). As an extension of the student-led Diversity Council, Real Talk provides a framework for DEI-focused conversations that are created and led by Real Talk peer facilitators and conducted during Advisory classes. The Real Talk program was piloted in 9th grade, then extended to Upper School grades. Through engaging activities, students reflected on the roles their identities play in their experiences, built their

cultural competence and empathy, and practiced their civil discourse skills by having respectful conversations as they shared personal opinions and experiences.

"Having peer facilitators fits well because we know that kids are more comfortable talking with each other. From a leadership standpoint, peer facilitators will model what it looks like to engage in these conversations and encourage their peers to do the same."

- Anna Warbelow, Director of Equity & Inclusion

Peer facilitators are nominated by faculty then invited to apply. Peer facilitators meet before school to build their facilitation skills, deepen their cultural competence, and plan and practice activities. Director of Equity & Inclusion Anna Warbelow and Science Department Chair Heather Lavezzi are the faculty advisors.

"The idea for Real Talk came out of our Diversity Council meetings when students continued to ask how we can have more authentic conversations about the topics of diversity, equity, and inclusion during the school day," said Dr. Warbelow. "Having peer facilitators fits well because we know that kids are more comfortable talking with each other. From a leadership standpoint, peer facilitators will model what it looks like to engage in these conversations and encourage their peers to do the same."

Reflections from Real Talk Peer Facilitators

"I applied to be a Real Talk facilitator so I could encourage diversity in thinking, to open my mind to new perspectives, and meet new people. I love learning new things and talking to new people, and I think that being a peer facilitator has let me do exactly that." - Evie Doles '23

"I hope the Real Talk program impacts the Whitfield community and beyond so that individuals feel comfortable saying what's on their mind. Of course, people will disagree with each other, but it is better that we know what each other believes because then, we are able to learn from each other and to grow empathy." - Savannah Harris '22

"I hope that through Real Talk, we are able to better the Whitfield community and create a safe space for everyone to openly be whoever they are. I hope we can start conversations where everyone is able to openly express their opinions without feeling judged. I want everyone to know that Whitfield is a safe space where they can be who they are, free, without worrying about the thoughts of others." - Taryn Jones '24

"I applied to be a Real Talk facilitator because we need to have real talks about the important events and problems that affect the world we live in. I believe that by discussing the issues in our society we can make them better and spread awareness and cause positive change." - Annika Capellupo '24

"I would encourage other students to become a Real Talk facilitator if they are passionate about diversity, equity, and inclusion. It is a great way to better understand others in our community and their perspectives. Facilitation skills are also extremely useful outside of this program in seminar discussions and real life." - Hadley Wilkins '22

No Curtain Call? No Problem!

Whitfield's Performing Arts program is designed to develop communication skills and creative problem-solving strategies; and, to promote in our students positive self-concept, social awareness, empathy, a clarification of values and attitudes, and an understanding of the art of performance. While traditional performances and productions were not options during the 2020-2021 school year because of the show-stopping pandemic, our performing arts faculty continued to create engaging, relevant, and student-centered classroom experiences for in-person and virtual learners.



In Middle School theater classes, students participated in exercises and theater games to develop performance skills, such as concentration, observation, problem-solving, and imagination. Their classroom moved to the Middle School Cohort from the Black Box theater located on the Garden Level (the location of the 9th Grade Cohort). Like many necessary changes made to maintain a safe environment, theater faculty member Keith Borzillo made the best of it and sustained a robust experience.

"We can create theater anywhere we want—the space really doesn't matter," said Mr. Borzillo. "I try to design a fun atmosphere where the kids are willing to play, take risks, and develop confidence as they perform in front of their peers, and learn to trust themselves and each other. That did not change just because we were in a different room."

Virtual, or Live Remote Learning students engaged in class activities via the OWL camera.

"There were times where we directly acknowledged the pandemic and worked it into a scene or improv activity," said Mr. Borzillo. "Other times the students learning from home acted as producers of a news or TV show. We had a lot of practice last spring doing online theater so we gained confidence and comfort that we could make it work."

Vocal music teacher Mary Kate File also taught in a new space last year—the dance and cheer room. Using a combination of daily choir rituals like warming up and sight reading along with timely music selections, Ms. File focused on creating a genuine choir experience in which students were challenged intellectually, emotionally, physically, and musically as they strove to recreate great works of art.

"Making music together in the same space is an amazing, magical thing to do," said Ms. File. "Whether the students are there in-person or joining class via Zoom and the OWL Camera System, I believe they are experiencing the social bond of choir that is just as important as the singing aspect."

Making music together is an important component of Whitfield's instrumental music courses, as well. Band students utilized two types of masks during class: a performance mask covering their nose and mouth that closed around their instrument mouthpiece and a mask that covered the bell of their instrument.

Instrumental music faculty member Anna Seim noted that while her students certainly missed the excitement of preparing for concerts and competitions, they continued to work diligently to refine their skills.

"In a typical year, we might spend six to eight weeks preparing and



"There were times where we directly acknowledged the pandemic and worked it into a scene or improv activity," said Mr. Borzillo. "Other times the students learning from home acted as producers of a news or TV show. We had a lot of practice last spring doing online theater so we gained confidence and comfort that we could make it work."

— Keith Borzillo, theater faculty

Senior Retrospective 2021

Whitfield's Senior Retrospective 2021 opened May 5, 2021. This annual exhibit showcases the best work and the artistic evolution of the graduating seniors who participate in the school's visual arts program. The artists and a limited number of their invited guests attended an in-person opening reception. Visit the Senior Retrospective page on our website located in the Arts section.

"This year feels even more celebratory. To see that these students persevered through difficult times and still created interesting art is inspiring. We are very proud of them," said Fine Arts Department Chair Cara Foster.



2021 SENIOR RETROSPECTIVE ARTISTS

- | | |
|----------------------|------------------|
| Nathan Albovias | Elizabeth Nestor |
| Addison Barker | Rita Ni |
| Andrea Battram | Kobe Raeman |
| Zoe Brandenstein | Wynter Reed |
| Georgia Brown | Danny Sallis |
| Nick Bolourtchi | Caroline Sarris |
| Kate Courtney | PJ Schulte |
| Martin Cueto Rasetti | Harrison Schultz |
| Kate Epperly | Josh Schultz |
| Francisco Gervasoni | Eddie Simon |
| Sofia Gutierrez | Madison Smith |
| Kirsten Hoerman | Malik Smith |
| Kaitlyn Hoffner | Nia Stevenson |
| Lucas Kazmierski | Rosie Strum |
| JJ Lerner | Frances Surmon |
| Jimmy Li | Alex Tischler |
| Eric Long | Ade Yang |
| Graham Mills | Lily Yang |
| Matthew Moody | |

polishing pieces for a concert or competition," said Mrs. Seim. "Instead, we used that time on technique and music theory. In some ways, the students progressed at a faster pace and became better at playing their instruments." Both band and choir



classes found creative ways to share small ensemble performances.

Upper School theater teacher Amy Allen Cano was impressed by her students' resilience and enthusiasm.

"It was terrific to watch the students adapt to the challenges of wearing masks and socially distancing during improv games and scenes," said Ms. Allen Cano. "[Because they wore masks] they knew that they couldn't just stand around and be talking heads—they had to engage head to toe as actors which has always been a goal of mine. And they went for it!"

Students and teachers alike missed the opportunity to perform in front



of live audiences last year. Students in Upper School theater classes staged a variety of performances in class that were recorded and shared later. The sophomores created monologues and juniors and seniors worked on two separate plays.

Artist Guild Showcase

Congratulations to our students who had work selected to the St. Louis Artists' Guild Emerson Young Artists' Showcase 2021. The show is a juried, all-media exhibition of artwork created by high school students between 15 and 19 years old residing within 150 miles of the St. Louis Artists' Guild.

WHITFIELD ARTISTS

Megan Ash '22
Zoe Brandenstein '21
Brian Dunagan '22
Francisco Gervasoni '21
Kirsten Hoerman '21

Lucas Kazmierski '21
JJ Lerner '21
Emma Loncke '22
Rita Ni '21
Caroline Ott '22



Francisco Gervasoni '21



Zoe Brandenstein '21



Lucas Kazmierski '21



Caroline Ott '22

All-District Choir

Congratulations to the 14 Upper School choir students who were selected to the 2020-2021 All-District Choirs! This is the largest number of participants from Whitfield in more than 10 years.

Of the 261 students who auditioned from 20 schools across Whitfield's district, 147 were selected to be members of the SATB choir and 81 were selected to be part of our district's SSAA Honor Ensemble. A total of 21 Whitfield Upper School choir students auditioned.

Congratulations to the students listed below who were selected! Students marked with an asterisk (*) were eligible to audition for the 2021 Missouri All-State Choir.

SATB HONOR CHOIR

*Liv Hand '21
*Anna Ruvinov '21
*Anna Gau '24
Savannah Harris '22
Griffin Barone '22
David Fox '22
Charlie Staley-Brain '23
Jacob Bae '24
Ashton Whitfield '24

SSAA HONOR CHOIR

Annabelle Ott '21
Emma Casado '23
Anna Gau '24
Katie Kuplent '24
LaiJeon Williams '24

Choirs Perform Concerts

Members of the Middle School and Upper School choirs performed for the community via livestream several times during the 2020-2021 school year. To enjoy the recordings, visit the Arts section of our website.



Middle School Choir



Upper School Choir



Danny Sallis '21 and Liv Hand '21 Receive National Merit Honors



Over 1.5 million juniors in about 21,000 high schools entered the 2021 National Merit Scholarship Program by taking the 2019 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), which served as an initial screen of program entrants.

Danny Sallis '21 (top) was selected as a 2021 National Merit Finalist, one of 15,000 Finalists recognized nationwide. Liv Hand '21 was announced as a Commended Student in the 2021 National Merit Scholarship Program. Liv was one of only 34,000 students nationwide to receive this recognition, representing less than 3% of all test takers.



Agha Haider '21 Named Distinguished Finalist

Agha Haider '21 was selected as a Distinguished Finalist in The 2021 Prudential Spirit of Community Awards program for outstanding volunteer work. Agha was chosen by the state-level judges as one of the top Missouri runners-up in the program.

Vishal Vaheesan '22 Receives PURE Youth Human Award



Vishal Vaheesan '22 received the PURE Youth Human Award. Vishal was recognized for his work as the Youth Director of the St. Louis PURE chapter. He is one of just four award recipients chosen from more than 350 youth volunteers. PURE, People for Urban and Rural Education, is a not-for-profit organization founded in 2016 to bring educational and livelihood opportunities closer to the economically disadvantaged children, at-risk youth, and special populations.

Danny Sallis '21 Named U.S. Presidential Scholars Candidate



Danny Sallis '21 was named one of more than 4,500 candidates in the 2021 U.S. Presidential Scholars Program. The candidates were selected from nearly 3.6 million students expected to graduate from U.S. high schools in 2021. Inclusion in the U.S. Presidential Scholars Program is one of the highest honors bestowed upon graduating high school seniors. Scholars are selected based on superior academic and artistic achievements, leadership qualities, strong character and involvement in community and school activities.

Spotlight on Service



A huge thank you to Whitfield students, families, faculty and staff for their support of 100 Neediest Cases! The school adopted 44 families again this year. Students decorated gift card envelopes during Advisory. Student Council Co-Sponsors Jim Daniels and Mary Kate File coordinated this annual tradition.



Thank you to everyone who participated in our annual blood drive for the Red Cross on April 21, 2021! 30 units were collected and 12 individuals stepped up as first-time donors. Way to go, Warriors!



Thanks to everyone who supported our annual Canned Food Drive in support of Operation Food Search. The drive was held during the Student Council sponsored Spring Spirit Week April 19-23, 2021.

2021 Awards

Each spring, our community celebrates the successes of our students, faculty, and staff in a variety of ways, including through a presentation of awards. As we did last year, instead of a single in-person Awards Assembly, we held a week-long series of virtual award presentations as well as one live streamed presentation. Congratulations to all of our award recipients!

Schedule of Award Presentations:

- Tuesday, May 18: College & Book Awards
- Wednesday, May 19: Departmental Awards
- Thursday, May 20: Service, Scholar & Athletic Awards
- Friday, May 21: Live Awards Event

Visit the 2020-2021 Year-End Celebrations page in the Student Life section of Whitfield's website.

- 1) Head of School John Delautre and Outstanding International Student Award recipient Keyao Song '22
- 2) Principal Ruth Greathouse with Brian Dunagan '22, recipient of the Principal's Community Award (Upper School)
- 3) Mike Slater, recipient of the Janet Esrock Spirit of Whitfield Award and his wife Tiffany with Head of School John Delautre
- 4) Upper School Director Sara Ringe with Peter Maaack Ellis '71 Senior of the Year Award recipient Agha Haider '21
- 5) Middle School Director Jarrett Young with Dawn Foster '25, recipient of the Jamie Snow Pannebacker Award
- 6) Middle School Director Jarrett Young with Winnie Murphy '26, recipient of the Principal's Community Award (Middle School)
- 7) Head of School John Delautre and George A. Newton Outstanding Teacher Award recipient Jim Daniels with his wife Heather and dad Bob Daniels
- 8) Lola B. Goodwin Building Community Award recipient Matt DiGiulio with his wife Meghan and son Jack '28, Principal Ruth Greathouse, and Rickey Goodwin
- 9) Head of School John Delautre with Philip B. Cady Scholar Award recipient Brooklyn Rhodes '23
- 10) Student Council Faculty Co-Sponsor Jim Daniels with Danny Sallis '21, recipient of the Student Council Student of the Year Award
- 11) Head of School John Delautre with Savannah Harris '22, the Head's Leadership Award recipient



- | | | | | |
|--|---|---|---|--|
| <p>BRANDEIS UNIVERSITY BOOK AWARD
Ellior Rose '22</p> <p>BROWN UNIVERSITY BOOK AWARD
Jacob Stephen Hutchison '22</p> <p>CORNELL UNIVERSITY BOOK AWARD
Christopher Harvey '22</p> <p>DARTMOUTH COLLEGE BOOK AWARD
Caleb Joseph Hutchison '22</p> <p>GEORGE WASHINGTON BOOK AWARD
Ava Rose Duel '22</p> <p>HARVARD UNIVERSITY BOOK AWARD
Emma Loncke '22</p> <p>HENDRIX COLLEGE BOOK AWARD
Ava J. Langheim '22</p> <p>PRINCETON UNIVERSITY BOOK AWARD
Halle Ava Wasserman '22</p> <p>RHODES COLLEGE BOOK AWARD
Mia Margaret Brandenstein '23</p> <p>WELLESLEY COLLEGE BOOK AWARD
Hadley Charlotte Wilkins '22</p> <p>YALE UNIVERSITY BOOK AWARD
Caitlin Michelle Quirk '22</p> <p>AMERICAN YOUTH FOUNDATION "I DARE YOU!" LEADERSHIP AWARDS
Tia Marie Sansone '22
Gemar Ali McBurrows '22</p> <p>UNIVERSITY OF ROCHESTER FREDERICK DOUGLASS AND SUSAN B. ANTHONY AWARD
A'dia Renee Dickerson '22</p> <p>UNIVERSITY OF ROCHESTER GEORGE EASTMAN YOUNG LEADERS AWARD
Kerry Dean Warren Jr. '22</p> <p>UNIVERSITY OF ROCHESTER BAUSCH + LOMB HONORARY SCIENCE AWARD
Chad Michael Ruff '22</p> <p>UNIVERSITY OF ROCHESTER XEROX AWARD FOR INNOVATION AND INFORMATION TECHNOLOGY
Dane Shuler '22</p> <p>CLARKSON UNIVERSITY LEADERSHIP AWARD
Lydia Jean Kibler '22</p> | <p>CLARKSON UNIVERSITY ACHIEVEMENT AWARD
Vishal Vaheesan '22</p> <p>NANCY CLUKIES MIDDLE SCHOOL ENGLISH AWARD
Noah Addison Epstein '25</p> <p>UPPER SCHOOL ENGLISH AWARD
Caroline S. Sarris '21</p> <p>SOCIAL STUDIES AWARDS MIDDLE SCHOOL
Amali L. McBride '25</p> <p>UPPER SCHOOL
Martin Cueto Rasetti '21</p> <p>SCIENCE AWARDS MIDDLE SCHOOL
Clare Ellen Carroll '25</p> <p>UPPER SCHOOL
Ian Chenoweth Beracha '21</p> <p>AMERICAN MATHEMATICS COMPETITION 10 AWARD
Yuxiao (Bob) Fang '21</p> <p>AMERICAN MATHEMATICS COMPETITION 12 AWARD
Danny Warren Sallis '21</p> <p>LOIS BANIS MIDDLE SCHOOL MATHEMATICS AWARD
Katherine Marie Rose '25</p> <p>UPPER SCHOOL MATHEMATICS AWARDS
Menglu (Vic) Xiao '21
Mengxiang (Vicky) Xiao '21</p> <p>SUSAN SHEPHERD ITTNER AND CHARLES T. SHEPHERD II SOFTWARE INDUSTRY AWARD FOR ASPIRING TALENT
Ezekiel McMullen '26</p> <p>SUSAN SHEPHERD ITTNER AND CHARLES T. SHEPHERD II SOFTWARE INDUSTRY AWARD FOR TECHNICAL MERIT
Danny Warren Sallis '21</p> <p>SUSAN SHEPHERD ITTNER AND CHARLES T. SHEPHERD II SOFTWARE INDUSTRY AWARD FOR LEADERSHIP MERIT
Dane Shuler '22</p> <p>FRENCH AWARDS MIDDLE SCHOOL
Ana Claressita Struckhoff '25</p> <p>UPPER SCHOOL
Alec Christopher Gau '21</p> <p>LATIN AWARD
Langston Parwatikar DeHart '22</p> <p>MANDARIN AWARDS MIDDLE SCHOOL
Yashua Amen '25</p> <p>UPPER SCHOOL
Michael Koman '22</p> | <p>SPANISH AWARDS MIDDLE SCHOOL
Grace M. Cooperstein '25</p> <p>UPPER SCHOOL
Zoe Ellan Brandenstein '21</p> <p>VISUAL ARTS AWARDS MIDDLE SCHOOL
Juhi Roy '25</p> <p>UPPER SCHOOL
Sofia Gutierrez '21</p> <p>PERFORMING ARTS AWARDS MIDDLE SCHOOL
Tanner James Gilbertson '25</p> <p>UPPER SCHOOL
Lydia Jean Kibler '21</p> <p>AMY ANNE PIKE AWARD
Sarah Bella Kline</p> <p>DIRECTOR'S AWARD FOR CHORUS
Kennedy Ituen '26</p> <p>NATIONAL SCHOOL CHORAL AWARD
Anna Gabrielle Ruvinov '21</p> <p>DIRECTOR'S AWARD FOR BAND
Cole Patrick Sargent '25</p> <p>JOHN PHILIP SOUSA AWARD
Alec Christopher Gau '21</p> <p>PHOTOGRAPHY AND DESIGN AWARD
Nicholas A. Bolourtchi '21</p> <p>COVER DESIGN AWARD
Zoe Ellan Brandenstein '21</p> <p>PEGGY GUNDLACH FINE ARTS AWARD
Olivia Judith Hand '21</p> <p>RUTH E. GREATHOUSE ACHIEVEMENT IN THE ARTS AWARD
Jane Hirsch Goldman '22</p> <p>JANE PIPER GLEASON '70 ST. LOUIS SCHOLAR AWARD
Michael Koman '22</p> <p>CLASS OF 2021 COMMUNITY SERVICE AWARDS
Agha Sajjad Haider
Olivia Judith Hand
Kaitlyn Hoffner
Sarah Bella Kline
Abigail J.G. Mueller</p> <p>NATIONAL MERIT FINALIST
Danny Warren Sallis '21</p> <p>NATIONAL MERIT COMMENDED FINALIST
Olivia Judith Hand '21</p> | <p>CLASS OF 2021 WHITFIELD SCHOOL SCHOLAR AWARDS
Nathan Joseph Albovias
Isaiah Christopher Alexander
Jacob Scott Bassin
Ryan Scott Baur
Ian Chenoweth Beracha
Nicholas A. Bolourtchi
Zoe Ellan Brandenstein
Katherine S. Courtney
Martin Ariel Cueto Rasetti
Ryan M. Dickhaus
Shelby D. Ditter
Logan Kaysey Ferrero
Alec Christopher Gau
Zachary Reid Gore
Sofia Gutierrez
Agha Sajjad Haider
Olivia Judith Hand
Kaitlyn Hoffner
Lucas Mora Kazmierski
Estevan Lee
Aleksandra Levin
Yuze Long
James Graham Mills
Elizabeth Mei Nestor
Elliot O. Niemann
Annabelle Elizabeth Ott
Ella Rose Radke
FangLei Ruan
Danny Warren Sallis
Caroline S. Sarris
Joshua Tanner Schmidt
Harrison Wiley Schultz
Zoe Shacham
Eddie Martez Simon
Madison S. Smith
Malik William Smith
Nia Marie Stevenson
Erika Rose Strum
Frances Stephanie Surmon
Alexander Tischler
Alexandra Caroline Urvat
Adriana Noel Viviano
Menglu Xiao
Mengxiang Xiao</p> <p>7-YEAR SCHOLAR PIN AWARDEES
Kirsten Elizabeth Hoerman '21
Anna Gabrielle Ruvinov '21</p> <p>TRI-STAR ATHLETE AWARDS
Nicole Alper-Esko '22
Benjamin Verness Carter '23
Janet Judith Pratl '21</p> | <p>WHITFIELD SCHOOL CROSS COUNTRY AWARD
Lucas Mora Kazmierski '21</p> <p>JAMES T. COSTELLO SIXTH MAN AWARD
Eddie Martez Simon '21</p> <p>WHITFIELD SCHOOL COACHES AWARDS
James Anthony Milgic '22
Janet Judith Pratl '21</p> <p>GINGER NEWTON JACOBI '73 ATHLETE OF THE YEAR AWARDS
Kelsey Blakemore '21
Evan Binder '22</p> <p>ST. LOUIS POST-DISPATCH SCHOLAR ATHLETE AWARD
Logan Kaysey Ferrero '21</p> <p>WHITFIELD SCHOOL PRINCIPAL'S SERVICE AWARD
James Graham Mills '21</p> <p>OUTSTANDING INTERNATIONAL STUDENT AWARD
Keyao Song '22</p> <p>JAMIE SNOW PANNEBECKER AWARD
Dawn Foster '25</p> <p>STUDENT COUNCIL STUDENT OF THE YEAR AWARD
Danny Warren Sallis '21</p> <p>WHITFIELD SCHOOL PRINCIPAL'S COMMUNITY AWARDS MIDDLE SCHOOL
Winfred Gray Murphy '26</p> <p>UPPER SCHOOL
Brian Thomas Dunagan '22</p> <p>PHILIP B. CADY SCHOLAR AWARD
Brooklyn C. Rhodes '23</p> <p>PETER MAACK ELLIS '71 SENIOR OF THE YEAR AWARD
Agha Sajjad Haider '21</p> <p>WHITFIELD SCHOOL HEAD OF SCHOOL'S LEADERSHIP AWARD
Savannah Janae Harris '21</p> <p>JANET ESROCK SPIRIT OF WHITFIELD AWARD
Michael Slater</p> <p>LOLA B. GOODWIN BUILDING COMMUNITY AWARD
Matt DiGiulio</p> <p>GEORGE A. NEWTON OUTSTANDING TEACHER OF THE YEAR
Jim Daniels</p> |
|--|---|---|---|--|



Congratulations Class of 2021!

Whitfield School awarded diplomas to 77 students during an in-person commencement ceremony held on Monday, May 24, 2021. A recording of the livestream is archived for viewing on the Year-End Celebrations page on Whitfield's website.

During the ceremony, Head of School John Delautre presented the Louis Lazarus Award to Kinyetta Alexander (Chris '17, Isaiah '21). The Senior Class Address was given by Agha Haider '21 and the Commencement Address was given by Robert Glassman '02.

An impressive 79% of the Class of 2021 received at least one merit scholarship, and collectively the class was awarded scholarships totaling more than \$3.92 million per year. Additional stats about the class include:

- These 77 graduates will attend 49 different colleges;
- 65% chose private colleges and universities;
- 75% chose out of state or international universities.

College Choices for 2021 Graduates

Nathan Joseph Albovias	DePaul University	Abigail Julia Grace Mueller	Missouri State University
Isaiah Christopher Alexander	Grand Canyon University	Elizabeth Mei Nestor	Texas Christian University
Addison James Barker	University of Missouri - Columbia	Kexin Ni	Savannah College of Art and Design
Jacob Scott Bassin	Maryville University	Elliot Oscar Niemann	Stevens Institute of Technology
Andrea Grace Battram	Saint Louis University	Henry Randall Nordlund	Washington University in St. Louis
Ryan Scott Baur	Purdue University	Jayden Jonathan Norris	The University of Tampa
Ramneet Singh Bawa	Illinois Institute of Technology	Annabelle E. Ott	Regis University
Ian Chenoweth Beracha	Purdue University	Janet Judith Pratl	Texas Christian University
Kelsey I. Blakemore	Southwest Baptist University	Ella Rose Radke	University of Iowa
Nicholas Alexander Bolourtchi	University of Denver	Kobe Wayne Raeman	University of Missouri - Columbia
Zoe Ellan Brandenstein	Baylor University	Wynter Belle Reed	Cowhouse Studios Gap Year Program / University of Missouri - Kansas City
Georgia Carin Brown	University of Washington	Shannon Nicole Riley	Arizona State University
Amari Josue Christie-Pabon	Tulane University	FangLei Ruan	Saint Louis University
Katherine Susan Courtney	University of Denver	Anna Gabrielle Ruvinov	University of Missouri - Kansas City, School of Medicine
Martin Cueto Rasetti	University of Missouri - Columbia	Danny Warren Sallis	Stanford University
Ryan Martin Dickhaus	Purdue University	Caroline Sophia Sarris	Saint Louis University
Shelby Danielle Ditter	Missouri State University	Joshua Tanner Schmidt	Missouri University of Science and Technology
Christopher Michael Edwards	Bradley University	Patrick Joseph Schulte	Missouri State University
Kate Evelyn Epperly	The University of Tampa	Harrison Wiley Schultz	University of Denver
Logan Kaysey Ferrero	Duke University	Joshua A. Schultz	University of Missouri - Columbia
Cole Gannon	Bradley University	Zoe Shacham	Vanderbilt University
Alec Christopher Gau	Denison University	Grace Socorro Siems	Truman State University
Francisco Gervasoni	University of Missouri - Columbia	Eddie Martez Simon Jr.	Rose-Hulman Institute of Technology
Zoë Amelia Joyce Goffe	Northeastern University	Madison Sophie Smith	University of Missouri - Columbia
Zachary Reid Gore	Washington University in St. Louis	Malik William Smith	Lindenwood University
Ndia L. Gray	Maryville University	Nia Marie Stevenson	Southern Methodist University
Sofia Gutierrez	Washington University in St. Louis	Erika Rose Strum	University of Denver
Agha Sajjad Haider	Emory University	Frances Stephanie Surmon	Macalester College
Liv Hand	Tufts University	Alexander Benson Tischler	Gap Year
Kirsten Hoerman	Vassar College	Alexandra Caroline Urbat	University of Denver
Kaitlyn Elizabeth Hoffner	Columbia College - Chicago	Adriana Noel Viviano	Florida Southern College
Lucas Mora Kazmierski	Colorado State University	Menglu Xiao	The Ohio State University
Sarah Bella Kline	University of Colorado - Boulder	Mengxiang Xiao	The Ohio State University
Ian Alexander Koppe	Rockhurst University	Jingjing Yang	Savannah College of Art and Design
Estevan D. Lee	University of Denver	Xiaodi Yang	Indiana University - Bloomington
Jeffrey Julian Lerner	Maryville University	Jiacheng Zhao	University of International Business and Economics, Beijing
Aleksandra Elizabeth Levin	The University of Tampa		
Zongze Li	Syracuse University		
Yuze (Eric) Long	University of California - Irvine		
James Graham Mills	University of Richmond		
Matthew T. N. Moody	Knox College		

Whitfield Athletics

This section highlights the athletic accomplishments of the 2020-2021 school year. Please visit Whitfield's athletic social media accounts and the News section on the school's website to read about this year's successes.



Logan Ferrero '21 Eddie Simon Jr '21

Future College Athlete Celebration

Logan Ferrero '21 and Eddie Simon Jr '21 participated in Whitfield's Future College Athlete Celebration held Friday, May 21, 2021. Logan will continue his academic and athletic career (wrestling) at Duke University. Eddie will continue his academic and athletic career (basketball) at Rose-Hulman Institute of Technology.

Charlie Noonan Named Boys Soccer Head Coach



Charlie Noonan was announced as the Head Coach of the Whitfield boys soccer program in April 2021. Coach Noonan brings a wealth of knowledge and passion to our program and looks to continue the momentum and tradition of Whitfield soccer.

Soccer has always been a part of Charlie Noonan's life. He played soccer at the youth, high school, and college level and continued to play as an adult. He began coaching 20 years ago at soccer camps under the guidance of hall of fame soccer player and coach Pat McBride. As an adult, he has coached at the recreational level, competitive youth level, and high school level. He currently coaches three competitive club teams and serves as the Director of Coaching at Ajax St. Louis Soccer Club. Most recently, Coach Noonan served as the Varsity Boys Soccer Coach at Parkway North High School where he was named Suburban Conference Coach of the Year in 2020.



Cross Country

The boys and girls cross country teams competed in the Class 4, District 3 MSHSAA Cross Country district meets on Friday, October 30, 2020. The girls team placed third out of eight teams with a team point total of 98 points and the boys team placed fourth out of nine teams with a team point total of 103 points. Zach Gore '21 and Jackson Brungart '23 placed in the top 15 and advanced to the Class 4 state championship held November 6, 2020. At state, Zach placed 39th (17:14.0) and Jackson placed 89th (18:13.2).



Field Hockey

The varsity field hockey team advanced to the round of 16 of the Midwest Field Hockey State Tournament with a 4-1 win over St. Dominic on October 21, 2020. The Warriors lost to Cor Jesu in the next round.

POST SEASON HONORS

MWAA All Conference

FIRST TEAM: Liz Bierhals '22, Shaya Dry '22
SECOND TEAM: Tia Sansone '22, Zoe Brandenstein '21
HONORABLE MENTION: Bretton Brantingham '24, Sarah Schott '23



Girls Volleyball

Whitfield's varsity girls volleyball team was the recipient of the 2020-2021 USMC/AVCA Team Academic Award! The award honors volleyball teams that maintain a year-long grade-point average of 3.30 on a 4.0 scale or 4.10 on a 5.0 scale.

POST SEASON HONORS

All District team (Class 2, District 5)

FIRST TEAM: Althea Nordlund '23, Lucy Stokes '22
SECOND TEAM: Jada Griffin '24, Emma Loncke '22
MWAA ALL-CONFERENCE HONORABLE MENTION: Lucy Stokes '22



Girls Tennis

Whitfield varsity tennis player Elli Rose '22 advanced to the 2020 MSHSAA Girls Singles Class 1 State Tournament quarterfinal round with a 6-1, 6-4 victory on Friday, October 16 at the Cooper Tennis Complex in Springfield, MO. After two tough losses in the next round, Elli finished the 2020 state tournament 1-3.



Boys Soccer

The varsity soccer team finished in second place in the Class 1 MSHSAA Boys Soccer State Tournament. The Warriors lost 1-0 in the championship game to Southern Boone on Friday, November 20, 2020. This was the program's first state final since 2010.

POST SEASON HONORS

Missouri High School Soccer Coaches Association (Class 1)

OFFENSIVE PLAYER OF THE YEAR: Jimmy Milgie '22
Coach of the Year (private): Mike Quante

FIRST TEAM ALL-STATE: Aidan Laubinger '22, Jimmy Milgie '22, Nolan Schulte '23
SECOND TEAM ALL-STATE: Quinn Hoerman '23, Tyler Arulsamy '22

All Region (Class 1, Districts 1 and 2)

Tyler Arulsamy '22, Francisco Gervasoni '21, Quinn Hoerman '23, Aiden Laubinger '22, Jimmy Milgie '22, Nolan Schulte '23

ALL REGION PLAYER OF THE YEAR: Jimmy Milgie '23
ALL REGION OFFENSIVE PLAYER OF THE YEAR: Nolan Schulte '23

Class 1, District 1 All District

Quinn Hoerman '23, Aiden Laubinger '22, Jimmy Milgie '22, Nolan Schulte '23



Girls Basketball

Whitfield's varsity girls basketball team won the MSHSAA Class 5 state championship 50-34 over West Plains on March 19, 2021. This is the first state title in the program's history. The Warriors also won their seventh consecutive district title.

POST-SEASON HONORS

ALL-METRO

1ST TEAM: Kelsey Blakemore '21-1st team

Missouri Basketball Coaches Association

CLASS 5 COACH OF THE YEAR: Head Coach Mike Slater

ALL-STATE TEAM:

Brooklyn Rhodes '23, Kelsey Blakemore '21



GIRLS BASKETBALL AND WRESTLING MOVE UP IN MSHSAA CLASS

Whitfield's wrestling team and the girls basketball team moved up in their respective MSHSAA classes as a result of the new championship factor that was applied for the first time by MSHSAA. Wrestling moved up from Class 1 to Class 3 and girls basketball moved up from Class 3 to Class 5. The championship factor is based on an athletic program's success over the last six years, with points accumulated for district championships and state finishes.



Wrestling

Whitfield's varsity wrestling team won the MSHSAA Class 3 state tournament on March 12, 2021. This was the Warriors fifth consecutive state title, the first in its new Class 3 classification and its 10th state title in the last 14 seasons. The Warriors crowned five individual state champions and finished with 182 team points. Evan Binder '22 (43-0) and KJ Miley '22 (31-0) completed perfect seasons.

STATE MEDALISTS

INDIVIDUAL CHAMPIONS:

Porter Matecki '24 (106), AJ Rallo '23 (113), Evan Binder '22 (120), Gavin Linsman '24 (126), KJ Miley '22 (220)

SECOND PLACE: Chase Brock '22 (182)

FOURTH PLACE: Reese Callahan '22 (170)

FIFTH PLACE: Logan Ferrero '21 (145)

SIXTH PLACE: Kobe Raeman '21 (138)

Alex Tischler '21 (285) and PJ Schulte '21 (160) scored points to contribute to the Warriors championship team score.

POST-SEASON HONORS

St. Louis Post-Dispatch 2021 All-Metro

1ST TEAM: Evan Binder '22, KJ Miley '22, AJ Rallo '23, Gavin Linsman '24

2ND TEAM: Porter Matecki '24

Missouri Wrestling Coaches Association

Academic All-State: Evan Binder '22, Logan Ferrero '21

CLASS 3 DISTRICT 3 COACH OF THE YEAR: Charlie Sherertz

CLASS 3 DISTRICT 3 ASST. COACH OF THE YEAR: Buddy Smith

CLASS 3 SECTIONAL 2 COACH OF THE YEAR: Charlie Sherertz

CLASS 3 SECTIONAL 2 ASST. COACH OF THE YEAR: Matt Politte

CLASS 3 STATE COACH OF THE YEAR: Charlie Sherertz

CLASS 3 STATE ASST. COACH OF THE YEAR: Ethan Sherertz

ALL-AMERICAN HONORS FOR WRESTLERS

Whitfield wrestlers Porter Matecki '24, AJ Rallo '23, Evan Binder '22, Gavin Linsman '24, and Logan Ferrero '21 competed in the NHSCA high school nationals held at the Virginia Beach Sports Center in Virginia Beach, VA, April 23-25, 2021. Wrestlers from across the country compete in this premier tournament and the top eight wrestlers in each weight class/division earn All-American honors.



GAVIN LINSMAN '24 placed 4th out of a bracket of 62 wrestlers in the freshman 126lb weight class

PORTER MATECKI '24 placed 8th out of a bracket of 99 wrestlers in the Freshman 106lb weight class

EVAN BINDER '22 placed 3rd out of a bracket of 84 wrestlers in the Junior 120lb weight class



Dance

The results for the Missouri Dance Team Association State Championships (MDTA), held virtually this year, were announced on February 27, 2021. Whitfield's varsity dance team earned 3rd place in the Class 1 Mix category, 5th place in Precision Dance, and Ella Radke '21 earned 20th place in the Senior Solo competition. Congratulations to Head Coach Leah Fiske and the entire team!



CONGRATULATIONS to Whitfield's David Dressel '22 who competed with the Eureka Ice Hockey team this winter. David and his team took home the Founders Cup Ice Hockey Team Championship.



Golf

Henry Nordlund '21 and Jack Courtney '23 medaled at the Class 3, District 2 tournament finishing 5th and 11th, respectively. In the MSHSAA Boys Golf Class 3 state tournament held May 17-18, 2021, Henry medaled with a 15th place finish (79+84=163) and Jack finished 41st (90+84=174).



CONGRATULATIONS to Kosta Radoman '23, a member of the Parkway West 2021 water polo state championship team! Parkway West defeated Kirkwood 11-10 on May 15, 2021 to win the title. Whitfield and Parkway West have a cooperative sponsorship for water polo. Photo credit: stltoday.com



Track & Field

The boys varsity track and field team finished in a three-way tie for 11th place with 23 points at the MSHSAA Class 3 Track and Field State Championship on May 29, 2021.

Jimmy Milgie '22: 1st place, 400m

4x8 relay: 3rd place

Zach Gore '21, Jacob Hutchison '22, Estevan Lee '21, Jimmy Milgie '22

4x4 relay: 5th place

CJ Bobo '22, Jimmy Milgie '22, Estevan Lee '21, Grant Simon '22

CJ Bobo '22: 6th place, 400m



Girls Lacrosse

Congratulations to the girls lacrosse players who were named MWAA All-Conference:

Mia Brandenstein '23 (honorable mention), Kennedy Crisp '23 (honorable mention),

A'dia Dickerson '22 (1st team), Tia Goodman '22 (2nd team), Sofia Gutierrez '21 (2nd team), Tia Sansone '22 (1st team), Sarah Schott '23 (honorable mention)



In August 2021, Jackson Brungart '23 competed in the AAU Track & Field Club National Championships in Satellite Beach, FL. Jackson finished in third place in the 3,000 meter race and was awarded the bronze medal. He earned a sixth place finish in the 1,500 meter race.



Boys Volleyball

CONGRATULATIONS to Dean Warren '22 on being selected to the Boys Volleyball Class 3, District 1, All-District team.

WATCHING THE WARRIORS

Fans can subscribe to Whitfield Athletics YouTube Channel and receive notifications for upcoming live stream athletic broadcasts from Cady Gymnasium. Reference the Athletics Calendar on our website for the most up-to-date schedule and follow Whitfield's official athletics social media accounts for live streaming information, student-athlete spotlights, and news about Whitfield's athletic program.

Facebook: @WhitfieldAthletics
Twitter: @Whitfieldsports
Instagram: @whitfieldsports
YouTube: Whitfield Athletics



Boys Tennis

Sam Applegate '22 and Daniel Radke '23, pictured with Head Coach Missy Minkiewicz, competed in the MSHSAA Class 1 Boys Singles Tennis Tournament held May 21-22, 2021 in Springfield, MO. Daniel (right) finished in third place and Sam (left) finished in fifth place. The boys team finished second in the Class 1, District 4 tournament.



Girls Soccer

Congratulations to the following varsity girls soccer players who received post-season honors:

POST-SEASON HONORS

2021 MISSOURI ALL-STATE TEAM CLASS 1

1ST TEAM: Mia Devroux '24, Taylor Gardner '24,

HONORABLE MENTION: Ella Rogan '24

2021 CLASS 1 ST. LOUIS ALL-REGION

(DISTRICT 3-4):

Ella Rogan '24

Mia Devroux '24

GOALKEEPER OF THE YEAR:

Taylor Gardner '24

"We Are Whitfield"

As part of a community building activity for Spirit Week, all students were invited to respond to prompts about what it means to be a Whitfield student. Director of Health & Wellness Ginny Fendell and Director of Equity & Inclusion Anna Warbelow compiled the responses to create one "We Are Whitfield" poem. A video version was created by faculty members Keith Borzillo and Mary Kate File and edited by Sarah Kline '21.

"We talk a lot about character strengths and the importance of being able to recognize what is best in yourself and others—it's the foundation for self-confidence and emotional intelligence," said Ginny Fendell. "I was not surprised then, when we were compiling the responses to the 'We Are Whitfield' poem to see that the most frequently used words our students use to describe themselves were kind, strong, smart, inclusive, funny and brave. Of course we teachers, administrators, and parents see our kids this way, but to know that they also see it is so uplifting."

WE ARE WHITFIELD

We are kind, strong, smart, inclusive, funny and brave

We feel happy, proud, and accepted

We hear laughter, positivity, and Warrior FM

We see art, friends, green and white

We want equality, unity, peace, less homework and more ice cream

We are kind, strong, smart, inclusive, funny and brave

We wish for COVID to be over

We wonder how to be better, about the future, what next year will be like

We love our teachers, our community, Sunshine and lunch

We cry over losses and failures

We worry about homework and college, racism and injustice

We are kind, strong, smart, inclusive, funny and brave

We understand each other

We say "be kind and do the right thing"

We dream big

We try our best

We hope for a brighter future

We are kind, strong, smart, inclusive, funny and brave

We are...Whitfield Warriors!

WHITFIELD ALUMNI NEWS



Dear Alumni Community,

I cannot fully express how excited I am to be the Director of Alumni Relations and to be able to dedicate my day to our remarkable community. Whether we attended Whitfield together, I taught you, or I will meet you for the first time in my new role, I look forward to collaborating with each of you to create a robust and meaningful alumni relations program. Thank you to those who have already reached out via email or social media with words of encouragement, questions, and suggestions for alumni engagement. Keep these coming!

This letter is my promise to you:

I promise that I will work diligently and creatively to develop what we alumni need and want, providing you opportunities to reconnect with our remarkable school and with each other. That said, meaningful engagement is a choice and, while some of you may feel distanced, my hope is that at least one of the alumni opportunities provided in the coming years will appeal to you. If not, let me know what would. Alumni Relations is collaborative work, and I am here to listen.

I promise to share with you an Alumni Relations Strategic Plan for 2022 and beyond that will focus on four pillars: communication, experiences, philanthropy, and volunteerism.

Communication includes determining what you care about and highlighting that in alumni newsletters, our website, and social media. It means both thoughtful and fun one-on-one conversations and reconnecting with as many of you as possible. It is also about ensuring that we have your correct contact information to be able to share information.

Experiences are not merely about events; experiences are opportunities for alumni to come together for both social and professional purposes and to reconnect with faculty and staff who made a difference in your lives. Experiences are both virtual and in-person gatherings that enrich our community.

Philanthropy should address the "why" and the "why now" of giving while providing opportunities to give back to the school and help establish the financial stability that could be the alumni's gift to future Warriors.

Last, but certainly not least, is Volunteerism. I hope to offer numerous "bite size" and ongoing opportunities to engage with the school community. Some current opportunities include the following: stepping into the Class Captain role for your class, working on specific events such as Reunion Weekend, creating Alumni Chapters, and interacting with current students, virtually or in-person, to talk about college, career paths, class projects, social issues, current events, etc.

There are so many opportunities ahead for the alumni community! I look forward to reconnecting with you as we create our vision for the future, and I promise to work with determination and passion to make it happen.

All the best,

Laura Lotz '95
Director of Alumni Relations

ALUMNI NOTES

TO SUBMIT INFORMATION, PLEASE EMAIL ALUMNI@WHITFIELDSCHOOL.ORG, VISIT WHITFIELDSCHOOL.ORG/ALUMNI OR MAIL TO ALUMNI NOTES/INSIGHTS: WHITFIELD SCHOOL • 175 S. MASON RD. • ST. LOUIS, MO 63141

1950s

BILL HASSETT '59 lives in St. Louis and enjoys hunting and fishing. He has three children: Lee (57), Billy (55), and Joe (41). He graduated from Westminster College and served in the United States Marine Corps.

1960s

BILL HARRISON '61 and wife, Rebecca, live in St. Louis. They have three children and five grandchildren.

DIANE HANEKLAU '63 works in Wealth Management with Vestech Securities and Asset Management in Creve Coeur, Missouri. She is the former Missouri State Chair of the ICFP and MRPC (Mississippi River Parkway Commission). She is also a lifetime member of the St. Louis Press Club and is currently working on Missouri's 200th-anniversary events.

1970s

GENIE LUND DOLL '71 works as a nursery teacher at her church.

RUTH EISENBEIS SMITH '71 retired from being a teacher's aid in 2000. She and her husband, Gary, have three children: Jaime, Peter, and Melissa.

RICHARD (DICK) ZEMPEL '71 is a retired advertising creative director and broadcast producer, having spent 40 years creating ad campaigns for Bud, Bud Light, Jack Daniels, Skittles, Southwestern Bell, and Phillips 66. He is also a Licensed Agent for United Healthcare Medicare Solutions. In addition, he is currently writing and producing music and performing with regional acts: Skylark Brothers and Silver Bullet STL. You can search Youtube or visit richardzempel.com. He and his wife, Liz, live in St. Louis, and they have three sons: Graham, John, and Joseph.

MAJOR ALEXANDER C. FURLA '76 served in the U.S. Air Force (active duty 1985-1996, reserve 1996-2006) as an Aeromedical Evacuation Operations Officer during the Panama (Just Cause), Persian Gulf War (Desert Shield/Storm), and Somalia (Restore Hope) campaigns having been awarded thirteen military service decorations, ribbons, and numerous letters of commendation. He also served with the first team to

stand up the HQ AMC Tanker Airlift Control Center (TACC) Aeromedical Evacuation from April 1992 to 1996 and with the 375th Aeromedical Airlift Wing, 57th Aeromedical Evacuation Squadron, 7276th Air Base Group, and 90th Strategic Missile Wing. Major commands included the Strategic Air Command (SAC), U.S. Air Forces in Europe (USAFE), Military Airlift Command (MAC), Air Mobility Command (AMC), and Air Force Reserve Command (AFRC).

FITZ GORDON '76 is Senior Regional Director of Advancement for Washington University in St. Louis, covering the Southeast. He is a Class Captain for the Class of 1976 and spearheaded his 45th Reunion held in October. He and his wife, Sally, hosted a barbeque at their home the day after an event was held on campus.

1980s

CAROL DAVINROY FILOMENA '80 lives in Ohio with her husband, Mike. They have two children, Alexander and Julianna.

HELEN HENNESSY '81 retired from Express Scripts, Inc. in 2013 and is currently a volunteer for the Scottsdale Fire Department.

1990s

MEG BRADBURY STOWE '92 and her husband, Jeremy, have two daughters, Sophie (Junior at American University) and Hannah (Freshman at Elon). Meg is Director of Innovation at Rocky Hill Country Day School, a Pre-K - 12 school in Rhode Island. She advises startup founders and is also the Founder and Executive Director of Girls Leadership Collaborative, a leadership development organization for youth and adults offering workshops, speaking/presenting, camps, and professional development in schools for educators and families. In her free time, Meg is a Newport Polo player and member at Westchester Polo Club/Newport Polo.

CRAIG MARGLOUS '95 has worked at Ascension Genesys Health Club in Grand Blanc, Michigan for five years. He is also a photographer and currently has two framed photographs and several matted pictures on display in an art gallery in Fenton, Michigan. He enjoys participating in a golf league at the Flint Elks Club.

JAIME (KEE) REDDING '95 is the Principal at Flint Hill Elementary School in Wentzville, Missouri in the Fort Zumwalt School District. She and her husband, Michael, have a son, Jaimeson, who attends Flint Hill.

MARK BADEN '96 is Vice President of Commercial Lending at Royal Banks of Missouri. He and his wife, Crissy, have three children: Charlie (15), Cody (12), and Emersyn (5).

LAURA (POLLNOW) BRYAN '97 and husband, Andy, live in St. Louis. Their three children, Whitney, Andrew, and Catherine, attend Whitfield.

2000s

In August 2020, **SARAH WEISSMAN PASCUAL '00** started working for the Federal Highway Administration (FHWA) after ten years with the National Highway Traffic Safety Administration (NHTSA). In her new role, Sarah is managing national programs aimed at improving roadway safety data used to make data-driven decisions. Sarah and her husband, Richard Pascual, celebrated their ten-year anniversary and eight years since moving to the Washington, DC metro area. Their two children, Ryan and Lilly, are in fourth and second grade, respectively. The Pascuals stay busy with family, work and school activities, including gardening, camping, Boy Scouts, Girl Scouts, and sports.

DAVID PROUDFOOT '02 and wife, Anele, welcomed their son, Lucas, into the world on February 15, 2021.

CASEY JOLLEY '03 is Director of Business Development and Project Management at NMBL Strategies which provides consulting for non-profit businesses and organizations. Specifically, Casey works with museums and cultural attractions around the United States and helps them reopen and adjust during the pandemic. She and her husband, Max, are excited to be back in St. Louis and close to friends and family.

CHELSEA NICOLE HUBBARD '04 currently works as Managing Attorney at Land of Lincoln Legal Aid in Alton, Illinois.

MEREDITH (BUSH) SCHUH '04 is Chapter Manager for YPO Gold St. Louis. She and her husband, Kevin, have two daughters, Emerson (6) and Dylan (3).

PETER GREATHOUSE '05 has shifted from Operations Management for the Stunt Department at Universal Studios Hollywood to a career as a Realtor in St. Louis. He is excited by the change and enjoys helping people find their dream homes.

HEATHER (KORMAN) BRACKETT '06 lives in Chicago and is always looking to reconnect with Warriors in the city!



KAYLA (SULZER) DUNLAP '06 and her husband, Brian, welcomed their third daughter, Elliott June, into the world on July 5, 2021. Big sisters Lennon (5) and Austen (3) are overjoyed. Kayla

works as a Senior Research Analyst at Meeting Street Insights and is an Organizing Committee Member for the annual Congressional Women's Softball Game that benefits Young Survival Coalition, which focuses on women ages 40 and under who are diagnosed with breast cancer.



ELLEN (SIMONS) NAHLIK '06 lives in St. Louis with her husband, Robert, and their son, Henry, who was born May

2021. She is a speech pathologist in the NICU at Children's Hospital.

AMANDA RAST '06 lives in St. Louis. She and her fiancé are getting married on March 26, 2022 at Bellerive Country Club.

KATE (MCLEOD) BARDGETT '07 married Justin Bardgett in July 2021 in Maine after a year postponement due to Covid. Her husband is also from St. Louis, and after

almost ten years living in New York City, Kate currently lives in Champaign, Illinois where Justin coaches golf at The University of Illinois.

MITCH GREENBLATT '07 recently purchased a home in Warson Woods with the help of Mortgage Banker Greg Triplett '10. Mitch is engaged to his fiancé, Laura, and they live together with their cat, Budweiser. He works for Wells Fargo Advisors as a Senior Portfolio Consultant.

KIERSTIN (OLLIFF) HANCOCK '07 recently completed her final semester of graduate school to become a Psychiatric Mental Health Nurse Practitioner (PHMNP) and is a clinical instructor at Maryville University. She and her husband, Steven, have five children: Tallen (8), Penelope (7), Wesley (4), Wyatt (3), and Brecken Thaddeus born on October 25, 2021!

LIZA BASKIR '08 works as an environmental planner with FirstCarbon Solutions in the Bay Area. She is also a Walk Oakland Bike Oakland Board Member and a member of both Full Circle Fund and SPUR. She and her partner, Andrew, welcomed their son, Michal Daniel, into the world on March 17, 2021. Their rescue kitty, Darth Maul, joined the family in June 2020.



DREW JOLLEY '08 works as a Realtor at RE/MAX Results in Brentwood, Missouri.

TORI CLODFELTER '09 is a Software Engineer II at Uber in San Francisco. Beginning her career in sales, Tori has

been in the startup world since 2014, from incubator (Nashville Entrepreneur Center) to a mid-stage company (Postmates, 2016) through its acquisition/IPO.



JENNIFER (BERG) KRAUS '09 married Andrew Kraus at the Hyatt Regency Coconut Point Resort & Spa in Bonita Springs, Florida on April 2, 2021. Sister Becca Berg '10 and classmate Jip Prapaisi-

lapa '09 served as bridesmaids on this special day.

NICOLE JOHNSON '09 graduated from Washington University School of Law with a Juris Doctor degree. After completing the bar this summer, she is an associate at Stinson LLP in their St. Louis office, joining the Tax Credit and Incentive Finance group.

2010s



ABBY (LEFLER) EAVES '10 and **VAN EAVES '07** welcomed their second daughter, Eleanor, on March 12, 2021. Big Sister Emma

couldn't be more in love!

DAVID LEIDY '10 works as a filmmaker in Burbank, California where he lives with his wife, Dasha, and daughter, Savannah. David is a Delta Kappa Alpha (film society) member.

JORDAN WOODARD '10 is currently an MBA student at The Wharton School where he is studying Finance & Entrepreneurship.

After completing his undergraduate work at Kenyon College in 2015 and earning his M.A. from Tufts University in 2020, **DREW HOGAN '11** is currently pursuing his Ph.D. in Political Science at the University of Minnesota.

ISABEL BRAADBAART '11 works at the VU Amsterdam (in Dutch: Vrije Universiteit) where she primarily designs and teaches an academic skills course for engineering Bachelor students. In addition, she works on various other educational projects within the sciences field. She and her husband, Simon, welcomed their son, Finn, into the world in December 2020.



ANNIE (KNAPP) MIGDAL '11 is Director of Children and Youth Ministry at St. Peter's Episcopal Church - Ladue. She married Sam Migdal, Desmet Class of 2010, on October 2, 2021 at St. Peter's Episcopal Church followed by a reception at St. Louis Country Club. *Top photo:*



Annie, Sam, Bunker, and Patch together on the big day! *Bottom photo:* Members of the Class of 2011 celebrated Annie Knapp's wedding. Pictured left to right are Alex Sarr, Olivia Pocost, Kelly Ashmore, McKenna (Basket) Burst, Amit Nanda, Andrea Smith, Elise Kelly, and Madi Franz.



FRANKIE LUGO '12 works in Denver, Colorado at Demiurge LLC, a sculptural fabrication and installation

company that collaborates with artists to bring their visions to life. Pictured above is one of Frankie's projects for the Aquarium at the Boardwalk in Branson, Missouri. She recently completed two separate projects for the new Meow Wolf Denver. Newly opened, Meow Wolf Denver is an interactive exhibit developed by 100 local Colorado artists. In addition to working on this project, her own work is represented there.



DARCI ROBERTS '12 married Ricardo Dixon on October 23, 2021 at the Old Post Office in downtown St. Louis. A reception at Hotel Saint Louis followed the ceremony. Darci earned her bachelor's degree in Communications Studies at University of



San Diego and her master's degree in Media and Strategic Political Communications at The George Washington University. The couple met over seven years ago at University of San Diego and currently resides in Saint Louis. Darci is currently working as a digital director at Faith in Action, a national non-profit organization, and Ricardo is an Assistant United States Attorney. *Top photo:* Photo credit is Claire

THE CLASS OF 2006 HAS A STRONG BOND!



Amanda Rast '06, Alexandra (Hammack) Skae '06, Ellen (Simmons) Nahlik '06, Heather (Korman) Brackett '06, Beth Neal '06, friend, and Lindsay (Rutledge) Randazzo '06 celebrate together at Alexandra's baby shower.



Rachel (Marschke) Naughtin '06 with son Clive (2), Lindsay (Rutledge) Randazzo '06 with daughter Reese (2) and son Anthony (5), Aunt Amanda Rast '06, Alexandra (Hammack) Skae '06 pregnant with a son due in October, and Ellen (Simmons) Nahlik '06 with son Henry (at 10 weeks).



REUNION WEEKEND

MAY 13-14, 2022



SAVE THE DATE!

Join us for Whitfield's first annual Reunion Weekend May 13-14, 2022!

Help us establish a new tradition honoring our alumni.

FRIDAY, MAY 13:
Class-planned events off campus

SATURDAY, MAY 14 (day):
Family picnic on campus

SATURDAY, MAY 14 (evening):
Reunion party for ALL alumni on campus

Stay tuned for additional details. If you would like to help with Reunion and/or be a Class Captain for your class, please contact Laura Lotz '95, director of alumni relations, at (314) 415-1271 or laura.lotz@whitfieldschool.org.

Forrest Films. *Bottom photo:* In attendance at Darci Robert's wedding were these 2012 classmates (from left to right): Zach Ellis, Darrion Harris, Dennis Colbert Jr., Kaylah Crepps, Sahil Vaid, Brianna Luster, and Charles (Chip) Polk III.

LUCY BHUYAN '14 is currently working on a Ph.D. in Psychology/Counseling at Indiana University after having graduated from Kenyon College in 2018 with degrees in Psychology and Gender Studies.



BILLY GARDNER '14 graduated from Washington University in Saint Louis with a B.S. and M.S. in Electrical Engineering after previously earning a B.A. in Physics at Hendrix College in

Conway, Arkansas in 2018. He will remain in Saint Louis post-graduation to work for Ameren Transmission as a system protection engineer.

IOANNIS KATRANTZIS '14 recently opened I-Koach Fitness LLC in Edwardsville, Illinois.

MOLLY SMITH '14 works as Social Content and Digital Selling Manager at Neiman Marcus Group. She is engaged to her college boyfriend, Matthew, who is from St. Louis and attended St. Louis University High School.



ZACH GODINER '15 graduated with a B.S. in Mechanical Engineering from Rose-Hulman Institute of Technology.



JORDAN LANDOLT '15 earned his Real Estate Salesperson License in May 2021 and began to serve the St. Louis community at the Coldwell Banker Gundaker office in Town & Country. With a

passion for personal finance, he aims to help first-time home buyers realize their dreams of owning a home.

T.J. CHULICK '15 is a Product Analyst for Edward Jones. He is also a member of the St. Louis Sports Commission Young Professionals and the Edward Jones Young Professionals Business Resource Group.



KATHARINE MAY '16 graduated Magna Cum Laude from Santa Clara University with a B.A. in Music and a B.S. in Psychology. She began her Masters in Music Education at the

University of Nevada, Reno in the fall and hopes to make her Whitfield family proud as she starts her career in education. In addition, she is self-employed as an artist, she offers music lessons, and she teaches the marching band at a high school.



CHRIS ALEXANDER '17 earned his degree in Operations & Supply Chain Management with a minor in Economics from the University of Indianapo-

lis. He has moved to Dallas where he works for Charles Schwab and continues to grow his business as well.



LYRIC ALICEA '17 recently graduated from Lindenwood University with a Bachelor of Arts in Interactive Media and Web Design and a minor in Social Media and Digital Content

Strategy. She is currently looking for opportunities in User Experience Design.



GABI BOONE '17 graduated from Northwestern University with a double major in Gender and Sexuality Studies and Global Health. During her time at NU she was

president of the Figure Skating team and served as a teaching assistant in physiology. She is currently applying to medical school and plans to work as a medical assistant over the next year.



MADI BOONE '17 graduated from Vassar College with a B.A. in Anthropology with honors and was selected for membership into the scientific honor society, Sigma Xi. She also volunteered as an EMT and as

a basic life support and CPR instructor in college. Next, she will be attending the M.S. in Biomedical Sciences program at Tufts University School of Medicine.



CAROLINE CIZEK '17 recently graduated from the University of Utah with a B.S. in Speech and Hearing Sciences and two minors in Spanish and Disability Studies. Next, she plans to attend

graduate school for two years at the University of Utah to earn her Masters in Speech-Language Pathology. In her first year of graduate studies, she will also be partaking in a fellowship called Project ISAACC, which will provide interdisciplinary services to children with high-intensity communication needs.



JULIANNA CRANG '17 graduated Magna Cum Laude with a B.A. in Economics from Lake Forest College. She moved to the Chicago suburbs to work as a financial analyst at Goldman Sachs Ayco

Personal Financial Management in Deerfield, IL.



JONATHAN ELKINS '17 graduated from Columbia College Chicago, Summa Cum Laude, getting his degree in Comedy Writing & Performance and minoring in Black World Studies. He

performed this summer at the Second City in Chicago.



AIDAN IP '17 graduated from the University of Michigan with a B.M. in Violin Performance. He studied as a fellow at the Aspen Music Festival this past summers, and has begun a two-year

Masters at New England Conservatory.



JORDAN JONES '17 graduated Cum Laude from DePaul University with a B.A. in Media and Cinema Studies and a minor in English Literature. During her time at DePaul she was

inducted into the National Society of Collegiate Scholars. She was accepted into a combined degree program her junior year, giving her the ability to take graduate classes during her senior year. In the fall she began her graduate studies in Communication and Media and plans to graduate with her M.A. next year.



MORGAN LEAKE '17 graduated early from the University of Washington - Seattle's Foster School of Business with a Bachelor of Arts in Business Administration with a focus in

Marketing. He now works in St. Louis as the Marketing Coordinator for CS Group, a company within the beverage industry.

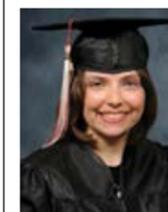


JAMIE MASTERSON '17 received a Bachelor of Arts degree from Drury University in Strategic Communications and Spanish and graduated with honors Magna Cum Laude. She has moved to Vero Beach, Florida

to pursue a career in Digital Marketing, Digital Media, Social Media, Web Design and Graphic Design.



MAHYAR MOSHIRI '17 graduated with a B.S. in Finance and two minors in Computer Science and Data Analytics. He works as a software engineer with plans to break into the fin-tech industry in the next few years.



MCKENZIE MURPHY '17 graduated from Maryville University Summa Cum Laude with a Bachelor of Arts in Psychology along with two minors in Rehabilitation Services and International/Cultural Studies. She is

a member of the International Honor Society in Psychology (Psi Chi) and was president of the Student Pre-Occupational Therapy (SPOT) club. She now attends the Master of Occupational Therapy Program at Maryville. Additionally, she is co-chair of Maryville's Coalition of OT Advocates for Diversity Chapter.



JESSICA SCALES '17 graduated from DePaul University with a Bachelor's degree in Health-Science with a concentration in Public Health. Over the summer, she completed the first sequence of

Anatomy and Physiology at a local community college in Chicago and completed the second sequence in the fall. In addition, she is applying to graduate programs to receive her Doctorate in Occupational Therapy.



AMBER SCHMITT '17 graduated from the University of Denver with a major in Computer Science and minors in Japanese and Math.



ELENA SHERERTZ '17 graduated from Middle Tennessee State University with a B.S. in Audio Production. She works at a production company in Nashville.



OWEN SMITH '17 graduated from Gettysburg College with a B.A. in Organization and Management Studies and a Minor in Business. He has

moved to White Plains, New York to work at PURE Insurance Group as an Underwriting Analyst.



ABBY SUFFIAN '17 graduated from the University of Colorado Boulder with a Sociology major and minor in Business. She now works at Spencer Ogden in Denver as a recruitment consultant.



MADISON WALSH '17 graduated from the University of Louisville Magna Cum Laude with a Bachelor of Science in Political Science and Public Policy. She also played four years of Division I Field

Hockey. She now attends law school at Northeastern University.

SOPHIA CHRYSLER '18 is a senior at Tulsa University where she is majoring in Applied Math and Business Analytics. She interned at Williams Companies in the Tulsa office and is an assistant volleyball coach for Club ONE in Tulsa, president of Alpha Phi Omega, and a member of Global Scholars.

PATRICK LEVITT '19 attends Franklin & Marshall College in Lancaster, Pennsylvania where he is studying mathematics.

2020s

YUTIANCHENG YANG '20 is a student at the University of Rochester double majoring in Business and Brain Cognitive Science and minoring in Psychology. He is also an analyst and committee member at Meliora Finance and Investment Group, a First-Year EcoRep, a Reslife General Operation Assistant, a Teaching Assistant for a statistics course, and a research assistant at Active Perception Lab studying eye movement and perception.

REBECCA ZLEPPER '20 attends Elon University and is majoring in Communication Design.

Receiving mail
for someone who no
longer lives with you?
Need to update your
contact information?

Please update
information online. --->



[www.whitfieldschool.org/
form/alumni-update-form](http://www.whitfieldschool.org/form/alumni-update-form)



Athletic Hall of Fame Class of 2020

On Saturday, October 2, 2021 Whitfield inducted its third class into the Athletic Hall of Fame, honoring Ashley Chod '00, Todd Wallace '00, and the 2000 Class 2A State Championship Boys Basketball Team. The event, previously scheduled for spring 2020, was a wonderful celebration of the achievements of these alumni athletes.

Pictured left: Frank Johnson, Rich Fanning, Matt Rogers, James Finley (father of Torre Finley '00), Ashley Chod '00, Jonathan Norris '00, Mark Johnson '00



Head of School John Delautre



Committee member and honoree Kyle Kerner '96 with fellow past honorees Brian Rogers '92, Todd Lazarus '96



Receiving the honors: Rich Fanning, Frank Johnson, James Finley, Matt Rogers, Jonathan Norris '00, Mark Johnson '00



Athletic Hall of Fame Committee Member Sheila McCarthy, Past Honoree Jeff Cacciatore, Field Hockey Coach Maggie Young



Todd Wallace's '00 family accepted his award. Back row left: Bob & Sue Zeller, Barbara & Jim Wallace. Front row: Todd's son and daughter.



2020 Inductee Ashley Chod '00, former field hockey coach Vivi Keefer, past honoree Margot (McMahon) Monser '00, Field Hockey Coach Maggie Young.



Kim and honoree Mark Johnson '00



Committee member and past honoree Ginger (Newton) Jacobi '73 and John Delautre

WHITFIELD

175 South Mason Road
St. Louis, Missouri 63141

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SAVE THE DATE

GREEN & WHITE GALA

— SATURDAY, APRIL 2, 2022 —

6:00 P.M.

FOUR SEASONS SAINT LOUIS

Honoring the legacies of Head of School John Delautre and long-time faculty member Sheila McCarthy for their years of service and tremendous contributions to the Whitfield Community.

INVITATION TO FOLLOW.

FOR MORE INFORMATION, CONTACT KELLY EDWARDS, DIRECTOR OF DEVELOPMENT,
314.415.1254, KELLY.EDWARDS@WHITFIELDSCHOOL.ORG