

ST. PATRICK'S *Press*



SPRING 2023

A Day in the Life of Jalene Spain Thomas
Wolfhound Watch
Class of '22 Commencement

ST. PATRICK'S EPISCOPAL DAY SCHOOL

48th Annual Fund-A-Scholar IDEALS Auction

DO THE WOLFHOUND SHIMMY

WHAT A NIGHT! On Saturday, March 4, 2023, more than 250 members of our community gathered in the Gymnasium & Performance Center—brilliantly transformed into a 1920's speakeasy—for a joyous evening of food, drink, music, dancing, and, most importantly, fundraising. We are so grateful to all of you who helped to make the 48th Annual Fund-A-Scholar IDEALS Auction one for the record books.

We are thrilled to announce that this year's Auction generated more than \$625,000 in total support for the important scholarship funds that make St. Patrick's education accessible to a wide range of families and increase socioeconomic diversity at our school.

Our deep gratitude goes to co-chairs Rauzia Ally and Liz Bonner for championing the Fund-A-Scholar IDEALS Auction. Their leadership, dedication, imagination, and commitment to the event helped make an evening to remember.

A special thanks to Fund-A-Scholar Co-Chairs Betsy DeLaney and LaMeka Short for their dedication and thoughtfulness in leading the Fund-A-Scholar portion of the evening, which alone contributed more than \$345,000 to the total.



Co-Chair Elizabeth Bonner, Head of School Jalene Spain Thomas, and Co-Chair Rauzia Ally enjoy a jazz inspired theme for the Fund-A-Scholar IDEALS Auction.



A night to remember in the Gymnasium & Performance Center.



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ON THE COVER:

Monday mornings are filled with laughter as Head of School Jalene Spain Thomas discusses a book with the Middle School students who are part of her Literature Circle reading group.

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Correction: Teresa and Peter Clare were inadvertently omitted from the list of donors to Sustaining Excellence: The Peter A. Barrett Fund for Access and Inclusion published in the Summer 2022 edition. Please accept our apologies for this error.



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Jalene Spain Thomas

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Rochelle Hargraves

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Co-Editors
Karolina Canning,
*Director of Communication
and Marketing*

Morgan Telesford '09,
*Associate Director of
Communication and Marketing*

Photography
James Kegley,
Freed Photography Inc.,
St. Patrick's Faculty and Staff





From Jalene Spain Thomas, Head of School

The Beginning of My Journey

My journey as Head of School at St. Patrick's has been nothing short of exhilarating. The countless expressions of community spirit that permeate the school have energized me and have allowed me to approach each day with the hope, optimism, and pride that emerge in strong institutions like the Day School. I am tremendously grateful to the extended Wolfhound community for your warm outreach and continuous support.

A particular point of pride for me is our Episcopal identity. By design, Episcopal schools welcome students, parents, faculty and staff with diverse backgrounds. I have seen and appreciated the many ways that our community comes to understand the world more fully through others. If we fall short of each other's expectations, we rely on our Creed of honesty, responsibility, kindness, and respect to repair and strengthen relationships, and our belief in each other's infinite value means that our Creed is felt across interactions.

On campus, memorable moments have materialized on walks, as I gather giggles from our youngest Wolfhounds, observe academic excellence across grades, and absorb the incredible teaching of our talented faculty. I am especially grateful for those walks after a string of meetings in my office—those conversations are no less important than the daily happenings outside of my office; and still, my heart skips a beat when I know I have time to absorb the magic of the day!

To give you a sense of that magic, I offer you a glimpse of my life leading

St. Patrick's in this message and in "A Day in the Life of JST" on page 14.

Knowing the fullness of community, connecting with parents has been an important part of my St. Patrick's beginning. On my first day in July, I began partnering with families, attending secondary school placement meetings with rising Grade 8 parents. It has been my pleasure to support our Grade 8 Wolfhounds in affirming their next steps beyond St. Patrick's. And again this year, our students will join an array of wonderful day and boarding schools fortunate to have such accomplished young people enhancing their communities.

I have high standards for what parent-school interactions look like in a thriving school. Our parents' commitment to partnering with faculty and administrators, and their overall support of the Day School, have already exceeded my expectations. I look forward to greeting families in the carpool line on both campuses, attending monthly Parents Association Executive Committee meetings, and supporting vital fundraising initiatives made possible by a humbling number of parent volunteers. Please enjoy the IDEALS recap on the inside front cover to celebrate the community-wide effort in support of our financial aid program.

Forming relationships with faculty and staff built on trust and mutual respect has been a top priority for me this year. Over 120 dedicated professionals work at St. Patrick's. I have harnessed their hopes and dreams for our current chapter in 1:1 meetings that have revealed why they chose St. Patrick's and the systems

they rely on for success in their work. I've learned that our team appreciates access to our robust programming for professional development and renewal. Learn about their exciting professional learning on page 20.

Providing a real-time glimpse into the people and programming that defines St. Patrick's is our great pleasure. Traditional communication outlets, like our weekly *HoundsTruth* and the *Press*, will continue to highlight our institutional goals. Based on feedback from you, we have refined and redesigned our daily, weekly, and monthly digital communications. I invite you to read our bi-weekly newsletter, *HoundBytes*, to keep up with the latest happenings at the Day School, and our *St. Patrick's Blog*, which offers expertise and advice about academic and social-emotional learning from our very own faculty. If you haven't already, please follow our social media channels where you can learn the latest, such as our repeat victory in the Horizons Geobee and the launch of the first-ever Wolfhound baseball team.

There is much to celebrate as we approach the end of another successful year at the Day School. As evidenced in the pages ahead, our mission is alive and well. I invite you to engage deeply with this publication to be inspired by the people and ongoing work of our incredible school.

Warmly,

Jalene S. Thomas

Jalene Spain Thomas
Head of School



Around Campus



GRADE 4 SAILS ON THE SULTANA

Left: Grade 4 takes the helm of the Sultana, a replica of a British schooner that once patrolled the Chesapeake Bay region, and learns about life during the late 1700's and early 1800's in Chestertown, ecology of the Bay, and geography of the region.

GRADE 7 TO BALTIMORE

Bottom left: Grade 7 students enjoyed a walking tour of Baltimore, learning about Frederick Douglass and visiting the Baltimore Aquarium.

GRADE 5 TO HORIZONS

Below: Grade 5 took an adventurous trip to Horizons Outdoor Learning Center, where they spent time bonding and engaging in introspective activities.



ST. FRANCIS DAY CHAPEL

Annually, our community has the pleasure of having two wolfhounds join us during our St. Francis Day Chapel, where they receive a blessing and lots of love from all of our community members.





WOLFHOUND FAMILY HIKE

Above: The first Wolfhound hike took place in the fall, bringing our community together in the spirit of sustainability and weekend fun!

GREEN & WHITE NIGHT

Above left: Our generous community celebrates Green & White Night to kick off the Annual Fund campaign and raise funds for enhancing and enriching the student experience, maintaining competitive salaries for our talented faculty and staff, and building a diverse community.



NURSERY SCHOOL VISITING DAY

Left: Nursery School hosted parents and special friends on campus this winter, where visitors experienced a day in the life of a St. Patrick's student.



CHRISTMAS PAGEANTS (NURSERY/PK/KINDERGARTEN/GRADE 8 & GRADES 1-7)

The Day School Christmas Pageants are traditions that warm our hearts every winter, celebrating life and hope.

WOLFHOUND WATCH



The following are the results from the fall and winter 2022-2023 soccer, cross country, and basketball seasons. St. Patrick's competes in the Capital Athletic Conference (CAC), a group of like-configured independent schools in the metropolitan area.

FALL SEASON

GIRLS VARSITY SOCCER

Coach

Patrick Neilan

Regular-Season Record
6-2

CAC Tournament
Second Place

Season Highlight
Championship game vs.
Congressional

CAC All-Stars
Amaris Perrier-Combs,
Phoebe Fetterolf,
Eden Samuel

BOYS VARSITY SOCCER

Coach

Gordon Jones

Regular-Season Record
3-4

CAC Tournament
Fourth Place

Season Highlight
2-1 victory over
Washington Episcopal

CAC All-Star
Graham Singer

GIRLS GRADE 6 SOCCER

Coaches

Sarah Williamson,
Liz Oduro

Regular-Season Record
5-3

Season Highlight
Defeating Westminster in
the consolation game

CAC Tournament
Third Place

BOYS GRADE 6 SOCCER

Coaches

Gordon Jones,
Brian O'Malley

Regular-Season Record
8-0

CAC Tournament
First Place, CAC Champions

Season Highlight
Defeating Langley 6-0 in
the CAC championship
game

JV & VARSITY CROSS COUNTRY

Coaches

Shyrone Palms, Sam Mason

Season Highlight
Girls first place finish at
Congressional School Cross
Country Invitational



WINTER SEASON

BOYS VARSITY BASKETBALL

Coach

Derek Owens

Regular-Season Record
0-13

CAC Tournament
Played in first round

Season Highlight
Washington Episcopal game

CAC All-Star
Ryan Lamb

GIRLS VARSITY BASKETBALL

Coach

Clifton Cottom

Regular-Season Record
13-0

CAC Tournament
First Place,
CAC Champions

Season Highlight
Defeating Langley in the
championship game

CAC All-Stars
Lillian Lester-McMinn,
Eden Samuel

BOYS JV BASKETBALL

Coach

Dustin Owens

Regular-Season Record
13-2

CAC Tournament
First Place,
CAC Champions

Season Highlight
Defeating Sheridan in the
championship game

GIRLS JV BASKETBALL

Coach

Shyrone Palms

Regular-Season Record
12-1

CAC Tournament
First Place,
CAC Champions

Season Highlight
Defeating Congressional in
the championship game



ATHLETIC SPOTLIGHT

Seamus Brophy

ATHLETIC DIRECTOR/PHYSICAL EDUCATION TEACHER/LACROSSE COACH

Seamus Brophy is in his fifteenth year at St. Patrick's, and twentieth year overall, in physical education. He spent five years teaching and coaching at Rye Country Day School in New York prior to St. Patrick's. His favorite sports are football and lacrosse.

Describe where the athletics program started and how you have grown it.

When I arrived at St. Patrick's, the athletics program was in a time of transition. Former Head of School, Mr. Peter Barrett, was looking for someone to transform the lacrosse

program and our athletics overall. I was excited to have the opportunity to take on this challenge. Since I started, we have grown from a smaller program in the Capital Athletic Conference to an award-winning program. The students' participation, enthusiasm, and hard work has made this all possible.

What separates our athletics program from others in the D.C. area? What makes our program stand out?

St. Patrick's athletics focuses on fostering a love of competition. Wolfhound athletes are coached

to be competitive, caring, and positive. The teachers and coaches involved with the program are experts in working with elementary and middle school students.

What philosophy do you share with the students that you coach? Do you have a favorite mantra or saying you start each game with?

"Have Fun!" It's called playing sports for a reason. As a coach, I want to allow our players to see how great the game is, whether it's lacrosse, soccer, basketball, or cross country, so they get hooked on

“I am so proud of all the former Wolfhounds who have gone on to excel in high school and college sports.”

– Seamus Brophy

it in their own time. The more they get excited about and like playing the game, the easier it will be for them to learn and get better.

Many of our students have gone on to successful high school and college careers, how does it feel knowing that you helped them get to where they are?

I am so proud of all the former Wolfhounds who have gone on to excel in high school and college sports. We are thrilled that we knew them when they were just starting out and we had a part in helping them develop into high school and college athletes.

What motivates you as an Athletics Director?

I love sports, and my passion keeps me motivated to share that love with all my Wolfhound athletes. I enjoy helping the upcoming athletes pursue their passion and be successful. My main goal is to grow each player's talents and for them to have fun while doing it!

What is your vision for the future of Wolfhound Athletics?

I hope to continue to provide St. Patrick's athletes with a program that teaches students the fundamentals of their sport of choice, allows them

to compete at a high level, and most importantly provides opportunity to have fun.

Do you have any favorite plays from this year?

The boys Grade 6 soccer team winning the CAC Championship and going undefeated this fall. The boys and girls Grade 6 basketball teams winning the CAC Championships at home in front of a full gym, and the girls varsity basketball team defeating rival Langley for the third time in the season to win the CAC Championship.





Infinite Value

St. Patrick's Episcopal Day School strives to create a diverse and inclusive learning community of students, faculty and staff, and parents who recognize the infinite value of every individual as a child of God.





The Rev. Edward Thornley, Chaplain

How St. Patrick's Navigates the Religious Road Map

Episcopal schools are intricate places. Whether it is a parish day school like St. Patrick's—born out of and connected to a parish church's mission—or a school which operates independently of a parish, such institutions are complex by their very nature. A school like ours is grounded in one religious faith community, that is Christianity, and a particular denomination within it—the Episcopal Church. Therefore, you would expect to find certain hallmarks of the church within school life, such as Chapel worship, the teaching about Christian faith in religious education classes, engagement with the wider life of the church including other Episcopal schools, and so on. However, our school's primary goal is to educate, not make people into Christians, and to provide a holistic education which is attuned to spirituality but also addresses the wider and varied needs young people have and among those of “all faiths and none.” So, the question is, how do you navigate such a complex environment in ways that are healthy, enriching, and which maintain integrity to the school's ethos and identity whilst also meeting the needs of diverse community members on their terms too? One way would be to begin with philosophy and theology—which, as you might expect, is what I am going to do here.

As sociologist Priscilla Alderson notes, the British philosopher Roy Bhaskar (1944–2014) was among the first to coin the term “critical realism.” Put simply, critical realism is a form of philosophical thinking which separates the “real world” and the “observable world.” In other words, we separate our concept of reality itself from the way we observe it, so that we can better understand both what is real and how we look at it through our own—often biased—lenses (Alderson 2013, 2016). This approach has been applied in various disciplines, from the anthropology of childhood to the way we teach religious education.

Alderson remarks that when we talk about children, we often perceive childhood through our own experience. If my early years are happy then I might conceptualize childhood as an early stage of life full of wonder and love. But if my experience is the opposite, say, a traumatic childhood, then my view will be quite different. Therefore, in order to devise an accurate

and helpful notion of childhood that I can use to help me work with children, I need to be able to separate reality itself from the way I look at it, so that I can both appreciate what it is and understand my own perceptions or misconceptions better (Alderson 2013, 2016).

We need to develop ways of thinking about childhood that are realistic and informed by what children teach us about their own experiences. And, as the theologian and former Archbishop of Canterbury Rowan Williams argues, the way we conceptualize childhood has a significant effect on the way we teach children about spirituality and religion (Williams 2000). How do we teach religious education in ways that are responsible and nourishing, maintain integrity to individual's beliefs and yet allow us to engage a critical as well as compassionate mindset?

Critical realism has recently been employed in developing pedagogical techniques in what is called “critical religious education.” British educationist Andrew Wright—alongside fellow researchers in the U.K.—devised three core principles for a healthy religious education: (1) “ontological realism,” where reality exists separate from human perception, and so if God exists then our ideas have no effect on God; (2) “epistemic relativity,” where knowledge is contingent upon our experience; (3) “judgmental rationality,” where we view reality through a balanced, rational, critical lens (Easton et al. 2019).

We strive for a healthy approach to religious education at St. Patrick's, where we consider the importance of balancing sincere faith convictions with critical and reasoned thinking. *This way, we can educate about multiple faiths, respect diverse points of view, and honor the dignity and integrity of each individual perspective whilst holding them together in a creative tension.*

One example of this would be in our Grade 8 Ethics class. Before students begin discussing religious beliefs and how they impact our moral decision-making, they participate in a unit entitled, “How I think I think.” Here, Middle School students unpack the way they use their language and converse with each other on matters of faith and morality. We read a passage from



“How do you navigate such a complex environment in ways that are healthy, enriching, and which maintain integrity to the school’s ethos and identity whilst also meeting the needs of diverse community members on their terms too?”

the book *Living Without Enemies* by theologians Samuel Wells and Marcia Owen—both formerly based at Duke University Chapel—and which details four modes of social engagement: (1) “doing for,” where you act impulsively to solve someone else’s problems; (2) “doing with,” which means helping but spending time getting to know the other person first; (3) “being for”—spending even more time understanding the person’s needs and empowering them instead of intervening; (4) “being with”—walking alongside someone all the way whilst enabling them to have full agency (Wells and Owen 2011).

Students analyze the nuances in each type of engagement and then consider which approach they think would be more helpful in different ethical scenarios. The results are fascinating to observe during class discussions, as students often quickly realize that moral situations are not problems to be solved, but opportunities to empower ourselves and someone else to live a fuller life. And the same thing applies to discussing the very beliefs we hold, which undergird our decision-making. Suddenly, a student can acknowledge their own beliefs while recognizing that someone else who thinks very differently from them has an equally valid point. Where we go from there is then up to the student.

It is encouraging to serve in a community like St. Patrick’s which takes both faith-based conviction and critical thinking seriously. In such an environment, education and worship can

joyfully coincide, different faiths can dwell together peaceably, and diverse worldviews can be engaged with, honored, and respected. This is what we strive for in Chapel, in the religious education classroom, and in the wider school community. It should be what we all strive for as human beings each with infinite value as children of God.

References

- Priscilla Alderson, *Childhoods Real and Imagined Volume 1: An introduction to critical realism and childhood studies* (Oxon: Routledge, 2013).
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- Christina Easton, Angel Goodman, Andrew Wright, and Angela Wright, *Critical Religious Education in Practice—A Teacher’s Guide for the Secondary Classroom* (Oxon: Routledge, 2019).
- Samuel Wells and Marcia A. Owen, *Living Without Enemies—Being Present in the Midst of Violence* (Downers Grove, IL: InterVarsity Press, 2011).
- Rowan Williams, *Lost Icons—Reflections on Cultural Bereavement* (Harrisburg, PA: Morehouse Publishing, 2000).



A Day in the Life of Head of School

Jalene Spain Thomas

Want an inside look into Head of School, Jalene Spain Thomas' day-to-day at St. Patrick's?
Check out the schedule below to get a sense of what she is up to and a chance to get to know the real JST!



5:30 am

Wake up and walk Bailey, her beloved dog!



7:00 am

Listen to an audiobook in the car for one of her upcoming book club meeting with friends on her way to work

7:30 am

Arrive to Whitehaven Campus to get the day started!



7:15 am

Pick up a White Mocha at Starbucks



8:00 am

Attend Middle School assembly and facilitate Grade 6 Literature Circle



8:30 am

Attend Chapel



9:30 am

Board of Trustees committee meeting on Zoom



10:30 am

Campus walks to spend time with students and teachers

12:30 pm

Accepting the inpromtu invitation from Grade 4 students to join their table in the lunchroom



11:00 am

Grade 8 Outplacement Family Meetings in the fall and Secondary School Placement visits in the winter season

1:00 pm

1:1 faculty and staff meeting to get to know personally each member of the St. Patrick's team



3:30 pm

Cheer on the Wolfhounds at a home basketball game. Go, Wolfhounds!



6:00 pm

Watch the Duke basketball game at home with her husband, Torrence!

3:45 pm

Weekly meeting with the St. Patrick's Administrative Team



Faculty Focus on Positive Discipline Approach for Student Growth

People do better when they feel better and the most powerful motivation for change is encouragement. These are two of the founding principles of Positive Discipline. Positive Discipline is a program developed by Dr. Jane Neslen based on the work of Alfred Adler and Rudolf Driekurs. Adler believed that human behavior is motivated by a desire for belonging, significance, connection, and worth. Within the Positive Discipline program, whether through parenting in the home or the Positive Discipline in the classroom model at school, we are teaching young people to become responsible, respectful, and resourceful members of their communities by giving opportunities to develop necessary skills, and helping them to see how capable they are, all while filling those buckets of belonging, significance, connection, and worth.

One of our Day School Counselors, Julianne Reilly, came to us five years ago with a strong background in Positive Discipline. The core values of Positive Discipline, including dignity and mutual respect for all, encouragement, mistakes being wonderful opportunities to learn, and a focus on solutions instead of punishments, beautifully align with the mission and values of St. Patrick's. Julianne began introducing Positive Discipline to the faculty and parent community upon

her arrival and, over the years, interest has grown. During the summer and fall of 2022, thirty faculty members, primarily Lower School faculty, received their full certification in Positive Discipline in the classroom. We now have a Positive Discipline Team made up of nineteen Lower School faculty members who so deeply believe in this work that they are devoting extra time to supporting the growth of this work and philosophy throughout our community. We also had four faculty members (Grades 2–4 Lower School science teacher Will Cook, Grade 3 teacher Shannon Thomas, Academic Technology Coordinator Jonathan Fichter, and Day School Counselor Julianne Reilly) present to other independent school colleagues about Positive Discipline through AIMS this winter in order to share their expertise and grow interest in this model and philosophy.

Positive Discipline in the classroom involves engaging students in a series of experiential activities that aim to build skills such as emotional regulation, listening, problem solving, understanding themselves and others, respecting differences, and so much more. The culmination of this work in the classroom is learning to take part in class meetings which follow a specific format that provides a structure and process for safely solving problems while building a sense of belonging, significance, and connection within the classroom. The key



to a Positive Discipline Class Meeting is that students play an integral role in running the meeting—from setting the agenda, to problem solving, and to helping each other. Within this context, students are given a real-life consistent opportunity to practice the skills they have been learning and the same skills that we, as the adults who are guiding them, often name as skills we want them to develop in order to be successful, contributing members of any community they join in their future. “The meetings provide a great structure for students to respectfully learn to disagree, make mistakes, and to problem solve together,” shares Grade 4 teacher Sam Hart. “Especially during a time where our students feel like so much is out of their control, Positive Discipline helps students feel a sense of ownership and voice that helps ground them.”

Grade 3 teacher and one of the first teachers to begin practicing Positive Discipline in her classroom, Shannon Thomas, shares, “Positive Discipline has completely changed the way I approach my students. While I have always been a proponent of approaching students with both kindness *and* firmness and mutual respect, Positive Discipline has given me the foundation for why that model of teaching is so important for our students. Watching my students become more confident in the language they use to express themselves and broaden their toolbox for how they approach problems, big and small, is a reward every day.”

Grade 2 teacher, Kate Peterson, shares that “the Positive Discipline model feels like a natural extension of how we already

teach, with an increased emphasis on student voice. This year, students have taken increased ownership in their learning and in our classroom community, and they feel empowered to make suggestions and solve problems in more authentic and meaningful ways. Positive Discipline routines have also helped ease anxiety by building confidence and fostering a sense of belonging and mutual respect. We may not have the quietest classroom, but the constant hum that can be heard is usually students working together with greater comfort and ease and taking risks as they share ideas in class discussions.”

In Grade 5, homeroom teacher Dean Lanois has witnessed the power of class meetings, remarking, “The classroom meetings have been a great way for students to begin their day talking to each other, acknowledging their strengths and discussing issues in the classroom and around the school. The students run the meeting and raise issues that are important to them. This process gives them real ownership over the process.”

As students gain experience and practice their skills in the context of classroom meetings, we not only want to focus on the day-to-day experience of students but also on the arc of a young person’s time at St. Patrick’s. At the end of a student’s experience in our community, what are they taking with them out into the world? Lower School science teacher Will Cook notes, “We all want the best for our children. Whether we are teachers, parents, or both, we are constantly confronted with deciding what to teach and how to teach it. In my 14-plus years of teaching, I have yet to see a better system than Positive Discipline for engaging students in the work of what it means to be a person in a community. The skills students develop such as empathy, responsibility, resourcefulness, cooperation, and confidence provide a foundation for students to tackle anything and everything they encounter in life. Our students, equipped with these skills forged in their classroom meetings, will be the cornerstones of the communities they encounter throughout their lives.”

What is even more invigorating about the Positive Discipline model is that it goes hand in hand with the social-emotional learning, and equity, diversity and inclusion work that has been at the heart of the school community for years. This model extends and deepens the opportunities for conversation and discussion—giving a greater voice, forum, and space for that important work. With so many faculty now Positive-Discipline Certified, the Positive Discipline Leadership Team plans to continue growing this work both in and out of the classroom and within the parent community at St. Patrick’s.



St. Patrick’s Positive Discipline Team Members: Front Row (left to right), Shannon Thomas, Alana Lewis, Victoria Gibson, and Julianne Reilly. Back Row (left to right), Lisa Sample, Kim Mazzarella, Annie Miller, Jonathan Fichter, Brodie Edgerton, Sam Hart, and Kate Peterson. Not Pictured: Victoria Carson, Will Cook, Valentina Gabrielli, Mary Beth James, Eby Okonkwo, Brian O’Malley, Debbie Weinberger, and Anna Young.



The Art of Coaching at St. Patrick's

"WHEN TEACHERS STOP LEARNING SO DO THE STUDENTS." – JIM KNIGHT



We all know that our growth capacity changes as our experience increases in our professions. This range of needs based on experience and expertise holds true for the ways we are evaluated and asked to set goals at work. St. Patrick's continues to iterate our practices and procedures for faculty growth and evaluation. Division Heads began exploring best practices years ago by taking a course emphasizing the separation of evaluation from professional growth. This separation encourages growth to be a necessary and valuable tenet of all faculty, regardless of their level of experience and expertise.

As we know with students, setting goals and seeking growth is best done through a supportive relationship and a personalized experience. After attending several workshops on faculty at the National Association of Independent School (NAIS) Conference, the model of having a set of trained growth coaches surfaced as a good fit for St. Patrick's. After a soft launch of a growth-based coaching program last year, St. Patrick's created a pilot program for growth coaches.

Reflections on the Coaching Program

"The Coaching Program enabled me to create relationships with faculty members that I don't interact with on a daily basis. I was able to learn from my coachees, while also being equipped with support tools to offer them. It was a win-win for both me and my coachees!"

— Karolina Canning,
Director of Communication and Marketing
(Coach)

"The coaching program at St. Patrick's supports the faculty in identifying and achieving their individual goals. My coach has helped me to brainstorm strategies and to track my progress toward it, as well as to consider whether it is time to try a new strategy or select a new goal entirely."

— Chris Heim, Grade 2 Learning Specialist
(Coachee)

Led by Director of Innovation for Teaching and Learning, Elizabeth Markowitz, the Day School took applications and trained seven faculty and two administrators over the summer in a coaching model created by expert Elena Aguilar. The team met to reflect on their training and consider how it matches and can be modified to best suit the needs of the St. Patrick's faculty. We officially launched this past fall, pairing all faculty with a trained coach who is a colleague and not a supervisor.

St. Patrick's envisions this program as an opportunity for faculty to develop a relationship with peer coaches that is focused on an individual's professional growth through reflective practice. Just as St. Patrick's seeks to develop the infinite value of each of its students, we strongly support the professional growth of each member of our faculty.

In recognizing the infinite value of our faculty, the coaching program looks to support individuals with unwavering compassion, curiosity, and understanding. This is achieved through a relationship built on St. Patrick's values that respect the individual's pace of growth.

As we continue the coaching program, we will to use the relationships we have built

to encourage each other to stretch outside of our comfort zones in pursuit of growth. Additionally, we believe that we can continue to improve the ways that we approach goal setting and self-reflection. The most recent NAIS Annual Conference provides new inspirations to use our existing coaching model to offer uniquely structured support for our newest faculty members. We are grateful for the opportunity to grow our leadership and professional development together as a way to continue to strengthen our St. Patrick's faculty community.



"The coaching program has allowed me to connect and become friendly with a colleague of mine with whom I wouldn't normally interact due to our positions in the school. I've found that although our roles at the school are different, it's been helpful for me to have a coach who is always prepared to listen, unbiased, open to sharing their own experience, offer guidance, and support when needed, and someone who I can bounce ideas off of."

— Iesha Myhand, PK teacher
(Coachee)

"Every time we meet, my coach and I have very helpful thinking and questioning experiences. The meetings have allowed me to focus on my strengths and on strategies to support and improve both my teaching and leadership practice."

— Jamila Felton, Day School Librarian
(Coachee)



Nursery School teachers Iesha Myhand and Cindy Gunja, religion teacher and Community Service Coordinator Kankunda Klingenberg, and Grade 8 humanities teacher Alpha Diallo pose at the opening of NAIS's People of Color Conference in San Antonio, Texas.



Faculty and Staff Professional Development Opportunities

Dedicated to their own growth, our faculty and staff continually seek professional development and take opportunities to share their professional gifts both within and outside of the St. Patrick's community. The expectation of academic excellence emanates through our faculty and staff, as they are constantly gathering and honing their craft with the goal of implementing best practices and strategies within their field. We want to share some of the dynamic professional development opportunities our talented faculty and staff members either presented at or attended.

National Association for the Education of Young Children

Members of the Kindergarten team and Assistant Head of Lower School Rachel Levin were thrilled to attend the 2022 National Association of Educators of Young Children (NAEYC) annual conference in Washington, D.C., in November. Filled with the excitement of more than 6,000 educators from across the country as well as hundreds of exhibitors and enriching panels at the Walter E. Washington Convention Center in downtown D.C., the NAEYC

conference provided an opportunity for attendees to gain new insights, share ideas, and build strategies for their teaching toolboxes.

St. Patrick's educators attended workshops on a wide range of topics including building resilience, executive functioning, and self-regulation in early childhood classrooms; the impact of the COVID-19 pandemic on early childhood education; data-informed instruction on topics relating to equity, diversity, inclusion, and belonging; and using lights, puppets, and stories in the classroom, to name a few. Returning to school, teachers were excited to take their new learning and perspectives back to the classroom to work with students.

National Council of Teachers of Mathematics

Grade 2 teacher Angel Richardson had the pleasure of attending the National Council of Teachers of Mathematics Conference in Baltimore, MD. The National Council of Teachers of Math (NCTM) promotes teaching math with passion and strong understanding. During her time at the conference, Angel was able to meet experts on math from all over the world. She found that many of the math strategies

were cross-curricular, and she gained a stronger understanding of how to approach teaching math and engaging her students.

NAIS People of Color Conference (PoCC)

Four St. Patrick's faculty and staff members, spanning grade levels and departments, as well as Head of School Jalene Spain Thomas, attended the 2022 National Association of Independent Schools (NAIS) People of Color Conference in San Antonio, Texas. PoCC is the flagship of NAIS's commitment to equity and justice in teaching, learning, and organizational development, and serves as an energizing and revitalizing gathering for people who experience independent schools differently. The 2022 conference was the largest to date with 8,000 attendees.

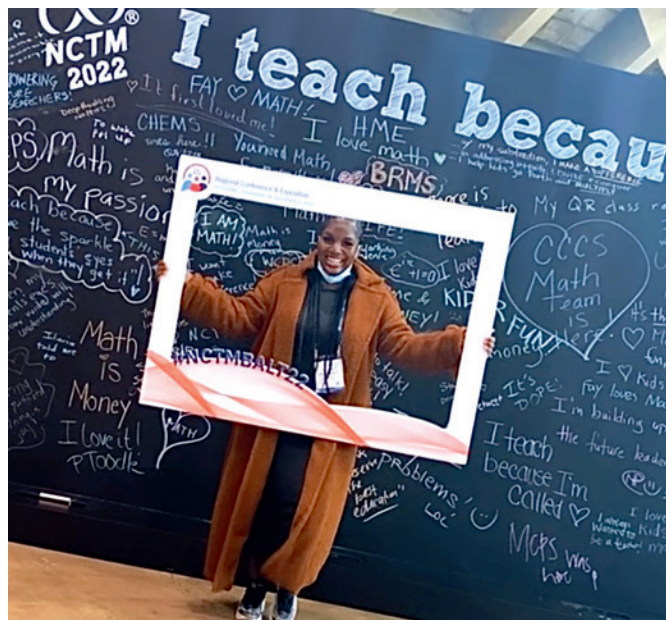
Nursery School teacher Iesha Myhand's favorite keynote came from J. Luke Wood, an author, social scientist, and San Diego State University professor. His topic was "Racelighting—gaslighting involving race" and what educators can do to not only identify but address when they experience racelighting (as a victim or witness) and also how to care for themselves after having that experience in the workplace. He shared with educators that, "love is an authentic care" and recommended the following as a way to care for and love themselves: practice radical self-care, educate themselves on microaggressions and racelighting, find a safe space at home, work, or in the community, and transition there as needed (even when not needed), and always document their experience.



Religion teacher Kankunda Klingenberg, Grade 8 humanities teacher Alpha Diallo, Nursery School teacher Iesha Myhand, and Head of School Jalene Spain Thomas conclude their time at the NAIS PoCC in San Antonio.

"Once we are able to show up as our best selves, we can show up for our students and be advocates for them when they are faced with similar experiences."

Grade 8 humanities teacher Alpha Diallo appreciated the PoCC experience for its devoted time to think about identity



Grade 2 teacher Angel Richardson attends the National Council of Teachers of Mathematics Conference in Baltimore.

Faculty Spotlight

and self in an affirming space; he found that as a young Black male, a session on Black male mentorship was particularly powerful. One of the conference's many highlights for Nursery School teacher Cindy Gunja was Amanda Nguyen's inspirational talk. Amanda Nguyen is the founder of Rise, a 2019 Nobel Peace Prize Nominee, and a 2022 TIME Woman of the Year. Reflecting on the experience of her talk, Cindy wrote two senryu poems, one about Amanda Nguyen and one about herself.

For over 20 years, religion teacher and Community Service Coordinator Kankunda Klingenberg has attended PoCC. Each year, she looks forward to connecting with new and old friends and, as she reports, "feeding my soul! PoCC is an opportunity to enjoy the sea of likeness and connect with the community near and far. I treasure the conversations, laughter, and tears. I always return empowered, uplifted, and renewed."

One of the highlights of PoCC is a timeslot dedicated to Affinity Groups where attendees connect in groups aligned with their identity. Kankunda particularly enjoys the International Affinity Group. It began with 2 members, and has grown to 300 members strong. Beyond PoCC, the International Affinity Group continues to stay in contact throughout the year.

Head of School Jalene Spain Thomas was honored with other newly minted Heads of School of color on the main stage during the conference. Jalene shared these takeaways from her time at PoCC:

The NAIS conferences provide invaluable opportunities for learning, networking, and time to reflect on individual and institutional practices. As a subset of the NAIS offerings, the People of Color Conference has always provided an enlightening and affirming experience for me as an educator of color.

This year's conference theme was Reunited in Purpose: Elevating Our Worth, Our Agency, and Our Excellence. I returned to St. Patrick's bolstered by this dynamic experience. I reflected in real-time on the strength of St. Patrick's diversity, equity, and inclusion practices. The remarkable purpose and mission that guides our work at St. Patrick's creates space for us to continue growing and strengthening our work in this area.

Association of Independent Maryland & D.C. Schools (AIMS) Counselor's Retreat

One of our Day School Counselors, Julianne Reilly, was a keynote speaker at the AIMS Counselor's Retreat. Julianne, along with professional colleague Amy Killy, spoke to dozens of area independent school counselors about SPACE (Supportive Parenting for Anxious Childhood Emotions) and how we could use this evidenced-based model within the school setting to support anxious students and their families. Julianne is trained in SPACE and uses it in her daily work with families at St. Patrick's as well as in her private practice work. Parents (and other adults) who participate in SPACE treatment learn skills and tools to help their child(ren) overcome anxiety. The treatment focuses on changes that parents can make to their own behavior. The two main changes that parents learn to make in SPACE treatment are to respond more *supportively* to their anxious child and to reduce the *accommodations* they have been making to the child's symptoms.

AIMS White Educator Antiracism Working Group

Throughout the region, hundreds of educators have participated in monthly sessions of the Association of Maryland & D.C. Independent Schools (AIMS) White Educator Antiracism Practice Group. Director of Enrollment Management Lindsay Spector and Academic Technology Coordinator Jonathan Fichter play leadership roles in this organization which, since February of 2020, has offered educators in Maryland and D.C. opportunities to learn, grow, and collaborate as educators concerned with promoting racially diverse and inclusive learning environments.

Faculty and Staff of Color Sow Seeds of Learning and Collaboration

For decades, St. Patrick's faculty and staff have played key roles in leading equity, diversity, and inclusion work. More than 20 years ago, St. Patrick's faculty member emerita Pat Spector founded the faculty and staff Equity, Diversity, and Inclusion Committee, a multiracial group dedicated to supporting the school's mission of promoting "equity and justice, diversity, and inclusion" at St. Patrick's. Beyond the walls of St. Patrick's, faculty and staff—especially faculty and staff of color—play leading roles across the region and nation. To share just one example, religion teacher and Community Service Coordinator Kankunda Klingenberg helped found the National Association of Independent Schools People of Color Conference more than 30 years ago. Leadership like this naturally gives rise to the question of how, in the context of work beyond St. Patrick's, white faculty and staff can support and enrich the endeavors that colleagues of color have begun.

Inspired by generous Parent Association grants in 2014, several faculty and staff at St. Patrick's—including white participants—began seeking training in how to facilitate conversations about race as co-presenters in multiracial groups.

Learners Share Their Experience, Begin Leading and Collaborating

In late 2019 and early 2020, educators from several AIMS schools began wanting to learn more about the Sacred Ground group at St. Patrick's and similar efforts elsewhere. Sacred Ground groups are "a resource primarily for white Episcopalians to learn about the history of racism in the United States and the way racism continues to manifest itself today in American social interactions and institutions," as shared by local Episcopal churches in the DMV. Some of these educators had started similar groups at their schools, and some were interested in learning how to get started. At an online gathering in February of 2020, educators shared details about their work in similar groups, their questions about how to apply what they were learning in order to continue advancing the diversity missions of their schools, and their ideas for collaboration. The AIMS White Educator Antiracism Practice Group was born.



Suzanne Fox of Roland Park Country Day School facilitated the first gathering and has played a leadership role in the group ever since. In the summer of 2020, Jonathan Fichter became one of the group's two lead coordinators, a role he continues to play. Head of Nursery School/Director of the ITC Paul Lorenzo Giguere, Assistant Head of Middle School/Head of Secondary School Placement Amy Yount, Middle School Director of Studies Leah Corradi, Day School Librarian Mara Rosenberg were among the St. Patrick's faculty and staff who became participants. Director of Enrollment Management Lindsay Spector, a participant from the start, soon became a leader in the group as well.

Connecting Regional Work to Efforts at St. Patrick's

How does faculty and staff's involvement in the AIMS White Educator Antiracism Practice Group benefit St. Patrick's? "For more than a decade since I started working here," says Jonathan Fichter, "every month at St. Patrick's begins with a faculty and staff Equity, Diversity, and Inclusion Committee meeting. Now, every month ends with a session of our AIMS group. It's a virtuous circle that lets St. Patrick's educators learn from peers at nearby schools and lets these peers learn from what St. Patrick's is doing."

White educators at St. Patrick's and throughout the region often wonder how their colleagues at peer schools address race-related current events, promote learning during heritage months, support colleagues of color, and create leadership opportunities for students. The group's monthly meetings provide avenues for exploring these topics. Educators from other AIMS schools often appreciate the way the religious mission and the diversity mission of St. Patrick's complement one another. They also appreciate the leadership roles St. Patrick's students play. St. Patrick's educators who participate in the AIMS White Educator Antiracism Practice Group are happy to share and, in keeping with the mission of "com[ing] to understand the world more fully through others," always happy to learn.

LibLearnX – The Library Learning Experience

Assistant Head of School for Equity, Diversity, and Inclusion Erica Thompson, librarian Mara Rosenberg, and parent of alumni Kit Ballenger P'20, P'22 presented how a school-wide Nursery–Grade 8 book-of-the-month program addresses teaching priorities, builds social emotional-learning (SEL)

Day School Librarian Mara Rosenberg, Assistant Head of School of Equity, Diversity, and Inclusion Erica Thompson, and Parent of Alumni Kit Ballenger P'20 and P'22 present at LibLearnX.

Faculty Spotlight

skills, and enhances diversity, equity, and inclusion (DEI) work. By working across divisions and engaging all members of the school community—including students, teachers, faculty, administration, and families—this book-of-the-month program shines a sustained light on critical social conversations to the benefit of the entire school community.

National Association of Episcopal Schools (NAES) Conference

Director of Alumni and Parent Programs Chris Bolger and Director of Sustainability Sam Mason presented on “Creating Change Through Parent Programs” at the National Association of Episcopal Schools Biennial Conference in San Antonio, TX. They used the St. Patrick’s sustainability program and their partnership in developing a dedicated committee of parent volunteers as a model to demonstrate how parents can create lasting impacts in school. The audience of over 40 people, including our former Head of School Peter A. Barrett, left the presentation with tips on how cross-departmental collaboration and engaging your community in meaningful work can build a thriving parent program and create change in your schools and communities.

Comprehensive Orton-Gillingham Multi-Sensory Workshop and Institute for Multi-Sensory Education

Grade 4 Learning Specialist Melissa Moye participated in an IMSE Orton-Gillingham comprehensive week-long workshop. “Orton-Gillingham is a highly structured approach that breaks reading and spelling into smaller skills involving letters and sounds, and then builds on these skills over time.” This strategy provides explicit, segmented, systematic, multi-sensory techniques to the teaching of reading for all students. The foundation, woven with the abundance of children’s literature, provides our students with both the tools and language that enable them to develop an understanding of and a love for great literature. At St. Patrick’s, we strive to weave both the structure and texture of language into a vibrant tapestry.

The texture of our literacy program comes with the richness of language and stories through read-alouds, read-alongs, and independent reading. At St. Patrick’s, we are blessed with school and classroom libraries that promote excellent literature. These opportunities enhance vocabulary and comprehension and allow readers to journey to new worlds and adventures and to connect with their own lives and to the lives of others.

In the fall, Grade 2 Learning Specialist Chris Heim attended the *Institute for Multi-Sensory Education’s* two-day virtual workshop on phonological awareness. Phonological awareness



Director of Alumni and Parent Programs Chris Bolger and Director of Sustainability Sam Mason present at the NAES Conference in San Antonio, Texas.

is reflected in one’s ability to distinguish and manipulate parts of sentences and words in speech. It is critical for children to develop phonological awareness skills as they seek to grow their reading skills during their formative years. The individual elements of phonological awareness include: understanding that sentences are made up of words; naming rhyming words; identifying the syllables in a word; recognizing alliteration; blending and segmenting the initial and subsequent sounds in words; and noticing and manipulating each individual sound in a spoken word. These skills form the foundation for children to be able to decode and encode words as their knowledge of phonics grows. This workshop helped Chris grow his understanding of phonological awareness, as well as his repertoire of tools for supporting children in developing their own phonological awareness toolboxes.

Teachers’ College (TCRWP) Reading Institute

Grade 1 teacher Karen Clement attended Teachers’ College (TCRWP) week-long Summer Reading Institute. The sessions focused on planning curriculum, picking texts, and developing class routines that encourage the practice of decoding and fluency while also allowing students to deeply engage with books and stories. The institute focused on strategies to help beginning readers increase their knowledge of phonics in order to decode and to develop a bank of words they recognize without needing to decode. It also gave curricular insights on how to make mini-lessons engaging in order to encourage students to tackle challenging texts and tricky vocabulary as they become a classroom community of readers.

Orff-Schulwerk Association Professional Development Conference

Music teachers Laura Petersen and Betsy Sebring have engaged with many professional development opportunities this academic year. They first attended the American Orff-Schulwerk Association Professional Development Conference in Kansas City, MO, with nearly 1000 other music educators.

Betsy currently serves as Treasurer on the Executive Committee of the National Board of Trustees, and Laura is completing her role as National Conference Chair. Some of her responsibilities as National Conference Chair included planning last year's conference and helping the Kansas City conference planning team with the plethora of moving pieces during the event. In addition to participating in a full-day strategic planning meeting, Betsy designed and implemented a session for chapter presidents. This session helps presidents with best practices in running their local chapters. Both Betsy and Laura introduced and hosted several sessions and children's performances.

Other recent workshops they participated in (individually) have included:

American River Orff Association (Sacramento CA) - "Visual Arts as Inspiration"

Pittsburgh Golden Triangle Orff (Pittsburgh PA) - "Back to Basics"

Tidewater Area Orff Chapter (Norfolk VA) - "Keep Playing with Pieces"

VMEA Conference - Virginia Elementary Music Educator (VEMEA) All State Orff Ensemble

Music teachers Betsy and Laura lead both students and adults in Orff Schulwerk workshops around the country including hosting here at St. Patrick's.





Grade 8 Statements

This I Believe

In a beloved Graduation tradition, each Grade 8 student offers individual remarks to the gathering of immediate family and faculty and staff. Our Grade 8 students commit to a value or values which take the form of short essays entitled “This I Believe,” modeled after the 1950’s radio program of the same name. We share a few excerpts as a demonstration of the love we feel for the Class of 2022 in full and the esteem in which we hold each individual member.

Practicing new skills and following my dreams took me from a flight simulator to flying a plane. This experience made me realize the value of preparation and working hard. I also learned the value of struggling at a task and succeeding in the end because it gave me pride and helped me believe in myself.

Alex Allbritton '22



I believe that if one works hard enough, they can achieve anything they want.

Sylvie Raich '22

Life is unpredictable, challenging, and sometimes draining. Hope gives you a reason to continue fighting and to overcome any challenge. I believe in always finding light in the darkness.

Cayden-Rose Johnson '22

I believe in the power of change. Before COVID-19, I was a completely different person than who I am today. I’ve learned to really care for peoples’ well-being and go the extra mile to check in on my friends and family.

Nelson Pittman '22



I believe that teachers and friends help us discover our identities and passions . . . Following our passions helps us to create a wonderful world of bright and beautiful colors. Now that is a world I want to live in!

Annette Choi '22

True friendship is an invaluable gift that brings out the best in both people involved. I believe that everyone deserves a true friend, someone that can help them up when they are down and drive them to succeed.

Adnan Gunja '22





CONGRATULATIONS, Class of 2022

Truman Albright Episcopal	Miles Dutton Archbishop Carroll	Cayden Johnson Madeira	Mac Lugar Gonzaga	Charlotte Smith Bethesda - Chevy Chase High School
Alex Allbritton McLean	Delaney Freedman Holton Arms	Dylan Kennedy Gonzaga	Ari Martinez-Reza National Cathedral	Mia Spector National Cathedral
Jack Arundel St. Andrew's	Silas Frickert Yorktown High School	Connor King McLean High School	Cami Martinez-Reza National Cathedral	Christopher Solomon St. Albans
Charlie Ballenger Maret	Hadley Greer Berkshire	Gracie Khuzami Georgetown Day	Isla McCarter Stone Ridge	Katie Tompkins Visitation
Lucy Berry Holton Arms	Dalya Guadagni The British School of Brussels	Ella Knight Madeira	Autumn Okorie Potomac	Avery Wincup Sidwell Friends
Lucas Bockner Sidwell Friends	Annabel Guilarte-Silva Maret	Sisi Kostorowski Sidwell Friends	Digges Pennington Millbrook	Will Winterhof Christchurch
Annette Choi The Masters School	Adnan Gunja St. Albans	Nicki Kupchan St. Andrew's	Nelson Pittman St. Albans	Kay Taylor Winthrop Madeira
Ewan Conroy Bullis	Maya Hendricks Holton Arms	Lewis Lahey St. Andrew's	Ben Popma Field	Cole Wrege Salisbury
Hadley Dean Madeira	Justin Jackson Georgetown Prep	Julia Levin Bullis	Sylvie Raich Duke Ellington	
Maeve Dyer Stone Ridge		Caroline Lidy Maret	Edward Samuel St. Albans	



Alumni Profile

Nora O'Neill '10

We were thrilled to have Nora O'Neill '10, return as a graduation speaker for the cohort of 2022. Nora made her mark as a student and a community member on our campus at 4925 MacArthur. "Excels" was the verb most often associated with Nora during her time at St. Patrick's, and she always lived her gifts humbly and collaboratively. An all-around scholar, loyal friend, and tremendously kind classmate, she helped to shape her class and our Middle School for the better. Nora is continuing to have a positive impact at the graduate level, where she is jointly pursuing a medical degree and a PhD in the history of science and medicine at Yale University.

Following St. Patrick's, Nora continued to distinguish herself as a high school scholar at Georgetown Visitation, then again at Harvard, where she graduated magna cum laude with highest honors in History of Science. Taking this interest in science to the next level, Nora pursued clinical research at Boston Children's Hospital in the Department of Orthopaedic Surgery following college. She started at Yale School of Medicine in 2020, where she discovered her clinical interest in Ob/Gyn. She is now in her first year of the PhD program, where she plans to research the history of American medical schools. Nora identifies her particular passions at the intersection of disability rights, reproductive justice, and medical education.

Nora shared some of her fond memories of St. Patrick's as well as the lessons she took with her beyond our walls during her speech last spring. "Think back to the many teachers you've had at St. Patrick's, who saw you and took you aside when you were struggling with a Spanish translation or you were sad because of something happening at home. I've learned to emulate the ways my teachers met me where I was, whether I was angry and frustrated or happy and confident. Now, when I see patients in the hospital, I know how to focus on their needs in the moment and to see them as an individual, not just as another patient."

Perhaps presciently, several of her Middle School teachers noted at the time Nora's deep commitment to advocacy. "Nora is a passionate advocate for all people," one wrote. Another: "She is attuned to larger social issues of fairness, justice, and equality, and I'm so pleased she is interested in politics, as I can certainly see her entering public service to all our betterment." And yet another: "I am confident that Nora will find ways in high school and beyond to make our world a better place and to inspire others to want to do the same."



"You are just now beginning to shape your story, to find what you're so passionate about that you're willing to put in the hard work to get to where you need to be. St. Patrick's has set you up well!"

*— Nora O'Neill '10
2022 graduation speech*

Congratulations to College-Bound Graduates from
the Grade 6 Class of 2016 and Grade 8 Class of 2018





Alumni Notes



Martha Macon Smith W'03 wedding.

1976

Michal Slavik '76 and **Nick Slavik '78** mourn the passing of their father, Juraj Slavik, who died on June 10, 2022. Juraj was the husband of long-time Day School Board of Trustees and Vestry member Julie Slavik.

1977

Garrett Lowe ex. '77 and **Tom Duckenfield ex. '76** held their third year of Headstones and History: Black Lives Matter(ed) course in Summer 2022. In this course, they explore the history of Black Georgetown by researching the lives of those buried in the Mt. Zion/Female Union Band Society Cemetery in Georgetown, the oldest African American cemetery in D.C.. This course gives students the chance to conduct original research and to celebrate the lives of people whose stories

collectively give us insight into a past that has been covered up. Such research also gives us a greater understanding of our present. The roots of this course can be directly traced to the values that the two learned as children at St. Patrick's School when it existed at Foxhall and Reservoir.

2004

Elena Zarabozo W'02 married her husband Jake Struebing on October 15, 2022, at St. Patrick's Episcopal Church!

2005

Martha Macon Smith W'03 married David Weinman on June 4th, 2022, in Broad Run, Virginia. In addition to her four siblings—all St. Patrick's alumni—many other St. Patrick's friends were in attendance, including **Fenner Gibson W'03**, **Lucy Gibson W'05**, **Al Hassan Koroma '05**, **Alexandra Montague ex. W'03**, **Elise Sidamon-Eristoff W'03**, and **Julia Train W'03**. It was such a special reunion of old friends!

2006

After graduating from Radford University in



Elena Zarabozo W'02 and her husband Jake Struebing just after their wedding at St. Patrick's Episcopal Church.

2014, **Danielle Curtis-Williams '06** stayed close to home building her professional skills by working at a variety of corporations in the D.C. area. She has worked in marketing and events since moving to New York City in 2017, even sometimes sharing her energy and love as a nanny and personal assistant. She regularly takes advantage of all NYC has to offer including trying new restaurants, seeing Broadway shows, being involved with Georgetown Visitation's NYC alumni chapter, and more.

2011

Sinclair Daniel W'09 has started filming her first leading role in a major studio project, *Insidious 5*. Sinclair joins stars Patrick Wilson, Rose Byrne, Ty Simpkins, and Hiam Abbas in the latest installment in the hit horror film series. The movie will be released in cinemas on July 7, 2023. Sinclair graduated from The New York University Tisch School of the Arts in 2019 and has done a variety of work in theater, television, and voice over since graduating.

2016

Eden Jones '16 graduated from the George School in 2020. She is a junior psychology major at Hampton University and has made the dean's list every semester. She is a

proud student leader and serves on the executive boards of several student organizations. If you know Eden, you know that she loves mentoring! She regularly volunteers at the Boys and Girls Club in Hampton, VA. She is currently researching opportunities for 2023 summer psychology-focused internships and clinical psychology programs for post grad life.

2018

Mickayla Jones '18 graduated cum laude from St. Andrew's School in 2022 and now attends Occidental College, majoring in Physics. In high school, she acted in several plays and secured the lead role in the spring 2022 production of "Clue". She founded, organized, and led the body positivity club as well as participated in other socially conscious efforts at St. Andrew's School, allowing her to receive the Occidental Community Impact Scholarship. When not studying, you will find MJ enjoying the sunshine in LA.

Maya Taybron '18 is attending Emory University in Atlanta and majoring in Chemistry and Art. She is a Freshman Ambassador for the Mental Health Club, a member of the Universities Allied for Essential Medicines, and participates in the step team and cheerleading!



Hudson Reynolds '21, Burton White '21, Peter Prince ex. '21, and Sandy Troup '21.

After graduating from Sidwell Friends School, **Sarah White '18** started her freshman year at Hamilton College as a January admit. She and 45 other January admits spent the fall in London, taking classes through a Hamilton program. In London, Sarah interned for her fellow alum **Isabel Froemming '12** at a sustainable fashion consultancy, GreenWith Studio.

2021

Hudson Reynolds '21, Burton White '21, Peter Prince ex. '21, and Sandy Troup '21 returned to the St. Patrick's campus during summer 2022 to volunteer with our partner Horizons Greater Washington. Serving as Horizons Assistant Teachers, they were able to work with and mentor students from our partner school Bancroft Elementary School.



Alumni Pizza Party

St. Patrick's hosted alumni from the Classes of '19, '20, '21, and '22, for a pizza party at Cafe Vino, a restaurant right in the Palisades, this February. Over 50 high school-aged alumni joined us to reconnect with their classmates and former teachers and to meet our new Head of School Jalene Spain Thomas. This was our first in-person alumni event in over three years, and we're excited to host more opportunities in the near future!



"What was special about my St. Patrick's experience was how much I learned outside of the classroom. I learned powerful study habits that helped me succeed in high school and in my early college program. In addition, I learned how to forge strong bonds with peers and communicate well and advocate for myself, all of which are skills that are essential to succeed in the future when people aren't looking out for you as much as they are at St. Patrick's!"

—Alexander Liesegang '19



2022–2023 ANNUAL FUND



INFINITE VALUE, INFINITE PROMISE

OUR CORE BELIEF AT ST. PATRICK'S IS THAT EVERY CHILD HAS INFINITE VALUE,
AND WITH THAT, INFINITE PROMISE FOR THE FUTURE.

The Annual Fund allows this core belief to guide every aspect of the student experience. Your unrestricted gifts enable us to extend and enrich learning opportunities, beyond what tuition alone can provide, and they ensure excellence in programming developed through strategic choices rather than compromises. We are deeply grateful for your valuable support.

The Annual Fund feeds directly into the operating budget, helping us to bridge the gap between tuition and the full cost of a St. Patrick's education, to moderate tuition increases, and to maintain a robust financial aid budget.



Give online at www.stpatsdc.org/donate or scan the QR code

Make your donation or pledge to the 2022–2023 Annual Fund before June 30.

Thank you for supporting our students and our faculty and staff!

Have questions or need more information?

Please contact Dana Saab, Director of the Annual Fund, at 202.342.7010 or SaabD@stpatsdc.org.



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Washington, D.C. 20007
www.stpatsdc.org

Follow us on **SOCIAL MEDIA** to stay up to date with St. Patrick's news and catch a glimpse of community fun!

Instagram: [@stpatswolfhounds](https://www.instagram.com/stpatswolfhounds)
Facebook: www.facebook.com/StPatsDC
LinkedIn: St. Patrick's Episcopal Day School

SAVE THE DATES

Wednesday, June 14
School Closing &
Class of 2023 Graduation

Tuesday, September 5
School Opening for Nursery–Grade 8

Friday, September 8
Opening Chapel for Students & Parents
(Kindergarten–Grade 8)

Thursday, September 28
Opening Chapel for Students & Parents
(Nursery School)

Share your news with the ST. PATRICK'S ALUMNI NEWSLETTER!

Please reach out to Chris Bolger at
BolgerC@stpatsdc.org if you have not
received your copy.



Our Mission

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