

ST. PATRICK'S PRESS



SPRING 2019
Expressing One's Voice
Primary Grades Playground
Wolfhound Watch



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On the cover: Nursery School students get into the swing of things on the redeveloped Primary Grades Playground.

SPRING 2019

ST. PATRICK'S PRESS

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FROM PETER A. BARRETT, HEAD OF SCHOOL

Developing Voice: What to Look for . . . Where to Look

We have chosen to focus this spring edition of the *St. Patrick's Press* on the idea of voice: How we understand voice, why voice is important, and how we strive to develop it in young people throughout our program. There are a number of obvious, or perhaps traditional, ways in which we encourage young people to find their voice, to develop their voice, and to express it with confidence and effectiveness, including classroom-based activities that promote oral and written expression, the Upper School Recitation Contest, and an array of vocal music and performance opportunities that engage students from the Nursery School through Grade 8. And the closer one looks—and this edition of the *Press* is meant to invite that closer look—the more evident it becomes that voice represents a thread that ties together virtually every element of the work that we do and, in turn, binds us to one another.

As we have discussed this theme and its significance to our program, I have been struck by its duality, its paired inward-facing and outward-facing processes or characteristics. My statement above, about “encourag[ing] young people to find their voice,” suggests that those young people know what they are looking for or, perhaps to begin at the beginning, that they even know that they should be looking for something, for *anything*, and where they should be looking. As with so much of the important work that we do here, especially with our youngest students, we are setting them on a path, creating opportunities for teaching and learning to help them understand themselves better, recognize that

they have something to share with others, and develop habits of heart and mind that will clarify their search and strengthen their ability to share their findings. Ultimately, then, we are encouraging students to search for and develop who they are, their very essence or identity, and voice becomes a way for us to understand the emergence of that identity, in what begins as an inward-facing process.

There is a corresponding, outward-facing process, as we encourage young people not only to find their voice but to develop it and then to express it confidently and effectively in community. That emerging voice becomes a means of projecting one’s self, one’s identity, into the wider world as a young person strives to make meaning of that world. It may take the form of inquiry, of explanation, of careful argument, or of advocacy. It may take the form of an essay, a painting, or a sculpture, of poetry, dance, or song. If we can characterize *identity* as the inward-facing destination of this process of developing one’s voice, perhaps we can identify *agency* as the outward-facing destination. That is, as a young person recognizes that she is a unique individual with her own special place in and understanding of the world, she realizes that she can project herself into that wider world and act on that wider world, having an impact rooted in her own determination and creativity.

This process of identifying one’s voice, developing it, and expressing it well is not without challenge, nor is there anything linear about it. Indeed, there is nothing fixed about what I have called the inward-facing destination, one’s identity, which will continue to emerge over time, in part based on

one’s interaction with the wider world. Furthermore, that outward-facing destination of confident and effective expression of one’s self can be just plain hard work. One of the primary areas in which we encourage young people to develop their voice is in learning to write well, an activity that comes easily only to a fortunate few. Even what may appear to be the simplest of voice-based tasks, speaking up in class, can be a challenge for some. Whether it be to ask or answer a question, to try out a nascent idea, or to seek further clarification at a moment of confusion, using one’s voice, quite literally, in class may seem too great a risk.

Recognizing the challenges inherent in identifying one’s voice, developing it, and expressing it with confidence and effectiveness, we come to understand just how essential it is that a young person engage them in a classroom environment in which he sees that he is known, loved, and respected. Students need to know that they are safe in the classroom, that their identity is valued, their very being is safe, and that they can take appropriate risks—not without the possibility of failure but with confidence that their efforts will be acknowledged, welcomed, supported. Voice, then, emerges most effectively in settings that recognize the risks inherent in the work, the kinds of settings we strive to create here.

I should note that this process involves not only expressing one’s own voice but also developing the ability to know when to listen intently to others’ voices. Ultimately, it is the interplay among voices, those of classmates and teachers, in conversation or in song, that make St. Patrick’s such an exciting, dynamic place for our young people.



Nursery Schoolers excitedly race down the slides during recess.

AN ANONYMOUS DONOR to the Campaign for St. Patrick's at Sixty offered a matching-gift challenge to name the redeveloped Primary Grades Playground in honor of two longtime leaders of the Nursery School program, Pat Spector and Nancy White. The Parent of Alumni, Alumni, and Grandparent communities rallied to the challenge and exceeded the \$25,000 match requirement by \$100,000. Nancy and Pat are thrilled by this great honor and the beautiful play space for the youngest Wolfhounds.



The Patricia R. Spector and Nancy C. White Primary

The preponderance of early-childhood research clearly establishes that developmentally appropriate opportunities to play offer an exceptional vehicle to promote the social-emotional, cognitive, language, and self-regulation skills that build each child's executive functions. Our new playgrounds encourage students to play together or explore independently and to create new games alone or in collaboration with their peers. We know that play is a particularly effective and efficient way to develop three critical executive-function skills important to a child's academic success, including working memory, impulsivity control, and cognitive flexibility. The Day School recognizes that importance and has been a leading proponent of intentional and guided play throughout its 63-year history. In other words, play is serious business here at St. Patrick's and an excellent way for students to begin their journey of reflecting on who they are and what they can accomplish in the wider world. And our children begin this reflection and understanding of their relationship to the world around them by developing their own unique voice.

Research, best practices, and years of experience tell us that play, particularly outdoor play, enhances school performance and growth in all developmental domains of our young children. That is why time spent outdoors, in outdoor learning spaces as well designed as the Patricia R. Spector and Nancy C. White Primary Grades Playground and the Kindergarten Playground, provides

opportunities for our children to grow in confidence by taking perceived risks and successfully completing them. Outdoor play increases a child's overall fitness by negotiating the playground's intentionally designed terrain and carefully selected equipment. The Primary Grades Playground is specifically designed to encourage children to engage in novel physical movement which, research shows, has a direct relationship to improving cognitive function. Our new playground has also been designed to nurture each child's inherent imagination. It particularly provides the children with unique spaces to use their voices by organizing their own games and participate in unstructured group activities that are less solitary. At St. Patrick's, we know that time spent outdoors in a natural environment is calming, improves a child's mood, and reduces stress. All in all, our children are physically, emotionally, and cognitively nourished from being active in outdoor and natural surroundings.

St. Patrick's students spend a significant portion of their program day outdoors. The goal is to help them develop a love of and respect for the outdoors, physical movement, and fitness. The aim, ultimately, is to establish habits and patterns that allow each child to have a physically active, healthy, and enjoyable life, while at the same time putting a continual emphasis on individual effort, team cooperation, and social awareness that comes with using their voices to engage with other peers and their teachers.



NURSERY SCHOOL AND LOWER SCHOOL teachers and students capture below, and on the following page, the enthusiasm that is evident every day on the redeveloped Primary Grades Playground and Kindergarten Playground.

“We successfully created a space where children are inspired and free to use their imagination, by allowing them to explore a space full of nooks, crannies, and unique playground equipment chosen to provide challenges and safe, perceived risk.”

—Paul Lorenzo-Giguere, Head of Nursery School



Grades Playground Opens!

With the new playground designs, we enable our Nursery School and Lower School students to learn through imaginative play, which is vital for cognitive and social development. The collaborative design process spanned more than two years, involving faculty and staff, administrators, Trustees, and landscape architects. The opening of these facilities provides creative play spaces where students naturally and authentically express their voice, whether by excitedly shouting that they have learned to push themselves higher on the swing, asking to join a friend to go all the way through the tunnel, or figuring out, together, the best tactics of climbing down the rope wall. And, while the playgrounds have brought an aesthetic beauty to our Whitehaven Campus, they will also bring laughter, screams of joy, and myriad opportunities for the students to continue to express themselves and use their ever-evolving voices.

The Sports Deck, coming late this summer, will be the final project financed by gifts to the Campaign for St. Patrick’s at Sixty. We are incredibly grateful to all with the vision to help us create these terrific spaces for teaching and learning.

Thank you to the generous donors to the Campaign for St. Patrick’s at Sixty who made these facilities improvements possible.

“It’s the best playground in the whole heavens, and solar system, and earth . . . because it’s so awesome.”

—Pre-Kindergarten student



"The big thing that looks like a tree sparks my imagination, because it looks like a tree but it isn't a real tree and you can still climb in it!"

—Grade 1 student

"It's awesome! Because the rock wall, you can climb on it and rock walls are really fun."

—Pre-Kindergarten student

"I feel like we are flying on a spaceship!"

—Nursery School students



"I feel like I'm free to go anywhere on the new playground! And I love the slide because it goes super fast. It makes me feel like the wind is in my hair. This is the best playground I have ever played on in my life!"

—Grade 1 student

"Children love the exhilaration of navigating their way to the top of the new tower. They are exploring creative ways to reach the top each day and enjoy sharing their new routes with friends by calling down to them with excitement. They love winding quickly down the slide just to find a new way up the tower again."

—Lisa Sample and Karen Clement, K2 teachers





New Identity Curriculum Enhances Day School Learning

By Assistant Head of School for Equity, Diversity, and Inclusion Erica Thompson

Finding one's voice requires truly knowing one's self. One's voice comes from a place of confidence in identity, thought, and character, but the foundation is identity. At St. Patrick's, students in all grades have been part of an initiative to promote conversations about the many traits that make them, well, them. The newly introduced Identity Curriculum asks homerooms and advisories to choose some time each week to dedicate to discussing identity or, as *Teaching Tolerance*, a nationally recognized resource for teachers helping students become active participants in a diverse democracy, defines it, "The set of behavioral or personal characteristics by which an individual is recognizable as a member of a group and the collective aspect of the set of characteristics by which a thing or person is definitively recognized or known." Emerging identity is developed through a greater understanding of groups to which one belongs.

Those conversations usually start with a question that targets one or more areas of identity. A subcommittee of the Faculty & Staff Equity Committee provided the initial set of questions based on the National Association of Independent Schools (NAIS) list of cultural identifiers, which includes age, ethnicity, gender, race, religion, socioeconomic status, body image, education, family configuration, language, learning style, beliefs, and more. But identity is also so much more. It is how you respond to stress, what you feel most proud of, or what a day off might look like for your family and you. It is influenced by physical characteristics, personal experiences, self-definition, and how others define us. So more questions emerged as the committee considered a larger number of identifiers. Sometimes the questions are more direct, like *How many children are in your family?* Other times the questions may indirectly get at an area of identity such as, *What is a book that helps tell your story?*

Naturally, the questions become more complex as students get older. For example, a Nursery School class may spend time talking about skin color and how we might mix paint to get to

our own, while Grade 1 may add a scientific discussion about melanin to the discussion. As students move into Grade 3, they might be ready to dive more deeply into the idea of race and, as they move to Grade 5, they may discuss the difference between race and ethnicity. In middle school, they can identify how racism affects their lives.

Many of the discussions begin with a piece of literature. Our Books of the Month in Kindergarten to Grade 5 are often good starting points. Each month, students read the same picture book, chosen to foster conversation around a variety of topics. A Grade 1 class read *Thank You, Omu!*, the December book choice about a community that shares a delicious stew. Their follow-up leading question was, *What is your family's favorite meal?* They went on to do an assignment in which they drew the food or meal on a plate and described it, thinking about *What is it? Who cooks it? When do you get to eat it?* The teachers were pleasantly surprised at the variety of choices, none of which were chicken nuggets or pizza.

Middle school classes also use leading questions to begin their conversations. In Grade 6, students considered the special objects that come out in their houses during the winter months, leading to a discussion of a Black Santa collection, a menorah, a string that showcases holiday cards, skis, an Elf on the Shelf, a miniature French winter village, and various Christmas decorations. Elements of culture, religion, family, race, and recreation emerged through these objects.

Writer and scholar Dr. Peggy McIntosh, senior research associate at the Wellesley Centers for Women, observes, "Students need to study themselves." She found that once that is accomplished, "That's when they have something to say." Further, research strongly suggests that having a strong sense of identity is related to many possibilities for success. By allowing our students to explore their emerging identities, we are sure that their voices will be sharpened, shared, and heard.

WOLFHOUND WATCH



The junior varsity girls team celebrates a win with Coach Shyrone Palms.



BOYS VARSITY BASKETBALL

Coach
Sam Mason

Regular-Season Record
12–4

CAC Tournament
Second Place

Season Highlight
Defeating Sheridan for the third time in the season, 49–38 in the CAC semifinal game

CAC All-Stars
Tre Moore, Jack Tompkins, and Jack Sabel

GIRLS VARSITY BASKETBALL

Coach
Clifton Cottom

Regular-Season Record
3–12

CAC Tournament
Fifth Place

Season Highlight
28–14 victory over Green Acres to end the regular season

CAC All-Stars
Alex Meek and Heaven Samuel

BOYS JV BASKETBALL

Coach
Manuel Benites

Regular-Season Record
10–8

CAC Tournament
Fourth Place

Season Highlight
41–38 victory over Immanuel Christian School

GIRLS JV BASKETBALL

Coach
Shyrone Palms

Regular-Season Record
11–6

CAC Tournament
Second Place

Season Highlight
Participating in the CAC championship game

THESE RESULTS are from the 2018–2019 winter basketball season. St. Patrick's competes in the Capital Athletic Conference (CAC), a group of like-configured independent schools in the metropolitan area.

Audience Moved by Powerful Recitation Contest

FINALISTS & ALTERNATES

Grade 4, Class of '23

- Gavin Crupi:** "Night Baseball" by Michael Blumenthal
Eden Samuel: "Still We Rise" by Maya Angelou
Sasha Schooling: "Women's Right to Suffrage" by Susan B. Anthony

Grade 5, Class of '22

- Annette Choi:** An excerpt from *The Hobbit* by J.R.R. Tolkien
Maeve Dyer: "Bertie and the Pirates" by Greatrex Newman
Silas Frickert: "Statement on the Assassination of Martin Luther King Jr." by Robert Kennedy
Cayden-Rose Johnson: "Speech to the 2016 Democratic National Convention" by Michelle Obama

Grade 6, Class of '21

- Brooke Chappell:** "Women's Right to Suffrage" by Susan B. Anthony
Grayson Gaynor: An excerpt from *Catching Fire* by Suzanne Collins (winner)
Malachi Phillips: "She Had Some Horses" by Joy Harjo
Lucas Young: An excerpt from "We Shall Fight On the Beaches" by Winston Churchill

Grade 7, Class of '20

- Nina Isles:** An excerpt from *A Land of Permanent Goodbyes* by Atia Abawi
Giles Kevill: An excerpt from John F. Kennedy's 1961 Inaugural Address (winner)
Vanessa Snyder: Monologue from *A Streetcar Named Desire* by Tennessee Williams (winner)
Wesley Solomon: "The Ten Commandments of Vietnam" by Coretta Scott King

Alternates

- Truett Engel '23, Georgia Reynolds '23, Elle Young '23, Jack Arundel '22, Peter Prince '21, Erin Morera '20, Sydney Silva '20



Recitation judges Christine Nolan, Chris Danello, and parent Edwin Gus Jones stand proudly with St. Patrick's student winners..

Each year, excitement rises as Upper School students refine their recitation pieces and compete in preliminary rounds to determine their strongest contestants for the final round of the Recitation Contest held in March. St. Patrick's invites three judges from outside the immediate Day School community to join Upper School students, faculty and staff, and families and friends for the event. The Recitation Contest provides students a rigorous exercise in public speaking, as well as an intimate acquaintance with their chosen piece of literature. Confidence soars as students realize they can work hard and memorize a long piece. When they hear their classmates recite, they can appreciate each other's accomplishments. Students are encouraged to find their voice and express their thoughts and individuality beyond the text they are reciting.

During this year's contest, members of the audience were moved to applause, and sometimes tears, by the performances. The competitive recitations by students were so strong that the panel of judges took additional time to deliberate and select the top winners. Judges Chris Danello W'02, who won the 2002 Recitation Contest; past parent Edwin Gus Jones, father of Eden '16 and Mickayla '18; and Christine Nolan '97, also a Recitation Contest winner, all remarked at the conclusion of their service how challenging it was to evaluate and select the top speakers because all of the performances were powerful.

The first-place winner of the 39th annual Michael C. Leuthe Recitation Contest was Grayson Gaynor '21, who excelled with an excerpt from *Catching Fire* by Suzanne Collins. Giles Kevill '20, who recited an excerpt from John F. Kennedy's 1961 Inaugural Address, placed second. And, with a performance of a monologue from *A Streetcar Named Desire* by Tennessee Williams, Vanessa Snyder '20 placed third.

Librarians Jamila Felton and Ariana Hussain expressed their excitement that another successful competition has strengthened the love and support the St. Patrick's community has for literature and public speaking. Congratulations to Grayson, Giles, Vanessa, and all of the finalists and alternates for their hard work!



Co-Chairs Liz Levin and Mary Pat Weiss
toast the success of the Auction.



Uniformed Conner and Brad Herman, Kyle Doman, and Kim Matthews get into the spirit of the evening.



Jim Schufreider and Chris Mario
browse Silent Auction Items.

Come Soar With Us Was a Great Success!

The St. Patrick's community came together to celebrate the 45th Auction to Benefit the Financial Aid Program on Saturday, March 2. This year's theme, Come Soar With Us!, was appropriate, as the evening was a high-flying success, engaging our community, both near and far, and raising critical funds for the Financial Aid Program.

The evening was made possible by our talented and energetic parent volunteers and led by our dedicated Auction Co-Chairs Liz Levin (Julia '22) and Mary Pat Weiss (John and Thomas '27). The sky was the limit for their enthusiasm and joy, reflected in all aspects of the Auction, from confetti cannons and bright balloons to the guests' bright and colorful attire.

The Auction raised more than \$470,000 to support the education of St. Patrick's students, making it possible for the Day School

to live out its commitment to socioeconomic diversity. Out of this number, \$270,000 was raised directly through Fund-A-Scholar, with 210 donors taking part in raising their paddles. In all, about a quarter of our St. Patrick's students receive financial aid, but all of our students benefit from this program. The Auction itself raises 20% of the financial aid budget.

As Head of School Peter A. Barrett said in his letter to the community, "The Nave and Great Hall, during the Silent Auction, and the transformed Gymnasium & Performance Center, for dinner and the Live Auction, were filled with energy, goodwill, and a remarkable generosity of spirit, all in support of financial aid and the community it helps us build. I am deeply grateful to everyone who made such an event, and such a success, possible: Attendees, bidders, donors, sponsors, Patrons, volunteers, and committee members."



Children at a Rovaniemi Kindergarten (early childhood center) engage in a playful outdoor learning activity.

A First-Hand Look at Education in Finland

By Chris Heim, Grade 2 Teacher

The question had piqued my curiosity for years: What systems and practices are in place in Finland that allow it to excel in the triennial Program for International Student Assessment (PISA)? Knowing that online research has its limitations, I sought to answer this question by exploring whether opportunities existed for visiting Finnish schools. I struck gold this winter in discovering the Lapland International Forum for Educators (LIFE2019) conference, held in Rovaniemi, Finland.

In March, supported by St. Patrick's professional development funds, I traveled to Rovaniemi along with educators from 21 other nations and six continents. Apparently, many others wanted to find out the secrets to the successes of Finnish educators. I soon learned that many of us also wondered if those secrets would be transferable to our many unique educational settings, all different from each other (and, we quickly learned, from that of Finland). Through morning school visits and afternoon lectures from experts from Finland's Ministry of Education and Culture, we were able to delve deeply into the Finnish education system.

I learned a great deal about school life in Finland during my time in Rovaniemi, far more than I could recount in one article. And while it's true that Finland's education system is organized differently from ours, and that the country is also very different from our own in terms of history, public policy, and much more, one significant conclusion I arrived at is that child-centered

classroom practices look similar even in settings that are separated by thousands of miles and many cultural differences.

The most obvious example of these similarities is the structure of a typical school day for young children. In Finland, students participate in 45 minutes of learning activities, followed by 15 minutes of recess, in repeating fashion throughout their days. In Finland, both structured and unstructured time spent outdoors, including time spent intentionally in natural settings, is considered sacrosanct. During classroom lessons, teachers honor children's needs by incorporating varied activities (including many games) and frequent physical movement into their work; indeed, playful learning, and the importance of movement during the learning process, are two hallmarks of Finnish classrooms. I returned to St. Patrick's eager to incorporate newly acquired playful learning ideas and strategies and to keep students moving in a variety of ways throughout our regular classroom activities.

Traveling to Finland to learn about its renowned schools was a remarkable learning experience that I am extremely grateful to have had. While it is true that some aspects of Finnish student success may not be transferable to a classroom setting in the U.S. due to national, systemic differences, the respect for child development and, in particular, children's need to play and move their bodies as part of the learning process, is a reminder that teachers everywhere will get the most from their students if they put children's needs first.



Grade 2 children (ages 8–9) take a movement break while others wash their hands for lunch.

CHRIS HEIM'S travel to Finland to learn about their schools was supported by Day School professional development funds.

"The respect for child development [in Finland] and, in particular, children's need to play and move their bodies as part of the learning process, is a reminder that teachers everywhere will get the most from their students if they put children's needs first."



It is not uncommon to spot a hockey net on Finnish school playgrounds. At the primary level, each 45 minutes of instruction is followed by 15 minutes of recess.



Grade 4 students (ages 10–11) at a Finnish comprehensive school (Grades 1–9) research the necessary elements for growing lettuce while enjoying flexible seating options and wearing only socks on their feet (to keep the snow out of the classrooms).

How do our
students express
themselves and
develop voice?

Count the ways

And this
is just a
sampling!



NURSERY SCHOOL

1

ENJOYING MORNING MEETING: Beginning in PK, students share in the classroom, giving the whole group abundant opportunities to express their ideas and thoughts about topics related to the current unit of study, stories that might have been interesting to them, or aspects of their life beyond the classroom.

2



TRANSCRIBING STUDENT STORIES:

Throughout the Nursery School, teachers transcribe student stories, verbal descriptions of created art, or events that have happened in and outside of the classroom.

15

RECITING PROSE AND POETRY:

The Recitation Contest, a St. Patrick's institution that includes students in Grades 4 to 8, provides a rigorous exercise in public speaking, as well as an intimate acquaintance with their chosen pieces of literature. The students memorize pieces, compete to perform, and are judged by community members.



RUNNING FOR OFFICE ON THE STUDENT LEADERSHIP COUNCIL:

Students in Grades 4 to 8 have the opportunity to run for elected office and plan initiatives to better the Wolfhound community and promote the School Creed. Students who run must present a platform to their peers and make a public presentation.

14

16

PERFORMING AS YOUNG SINGERS: Students in Grades 4 and 5 carry forward the tradition of St. Patrick's being a school that sings. This choir performs several times a year, with the highlight being an annual performance at the National Cathedral.



TAKING THE LEAD IN

CHAPEL: Preparing with their teachers and the Day School Chaplain, all students speak in Chapel once a year, beginning in Grade 5 and continuing into the middle school years.

17



RELIGION AND COMMUNITY SERVICE

GIFTS FOR GOOD: All Grade 5 and many middle school students research organizations that serve the needs of the wider community and then, in teams, sponsor booths at our annual Gifts for Good Fair to raise money for these organizations.

28



LOWER

ENGAGING DRAMATIC PLAY:

Students engage in social play, requiring them to showcase their expressive and receptive language skills to sustain the narrative. A handful of dramatic play themes include kitchen story, post office, veterinarian office, spaceships, and baby-centered play.

3



PERFORMING ON HALLOWEEN:

Students' first big performance is in the fall when children, in a group, recite poems and sing songs related to the season and Halloween.

4



UPPER SCHOOL

13

LEADING TOWN HALL MEETINGS:

Taking turns as homeroom groups, Grade 3 students lead the rest of their Lower School peers in a series of Town Hall Meetings, across the year, that are focused on a variety of topics important to social-emotional and character development.

18

DESIGNING THEIR OWN PERFORMANCE:

Grade 5 students perform self-choreographed movement and accompaniments on various instruments in front of set pieces they designed and created. The result is a performance unlike any other, reflecting the joy, creativity, and originality of the students.



CHALLENGING THEMSELVES WITH SHAKESPEARE: Grade 6 students memorize lines and wrestle with complex and unfamiliar language and questions of ethics, as they master their parts in three William Shakespeare plays.

19



27

CHRISTMAS PAGEANTS: The pageants involve the entire St. Patrick's community, giving the students the chance to share their gifts of music and storytelling with family and friends.



SCHOOL

CREATING HOLIDAYS:

After completing an inquiry study of holidays, Kindergartners create their own class holiday and present that holiday to the other Kindergarten classes using voice and dance.

5



6

AUTHORING HOW-TO AND ALL-ABOUT BOOKS:

Kindergartners write about two things in which they deem themselves experts and continue to write about them throughout the year.

PRESENTING ON THE STATES: Grade 3 students share their learning process, as well as what they uncovered about the states they have been studying, marking the culmination of the interdisciplinary unit of study focused on the United States, which incorporates work in technology, social studies, library research, music, and art.

12



11

DANCING WITH ALVIN AILEY: Grade 2 students have the opportunity to study choreography with famed Alvin Ailey dance artists to learn how to express themselves through movement.



CREATING OPERA: Grade 8 students write, compose, and produce their own operas. These pieces are then shared with younger schoolmates.

20



26

ALL GRADES

AFTER-SCHOOL CLUBS: After regular school hours, students continue to engage, learn, and practice new and various sports, creative arts, music, dance, science, and strategy through After-School Clubs.

ENGAGING COMMUNITY CONVERSATIONS:

Initiated by our Student Leadership Council, these conversations center on topics of interest to students. This year, topics include the environment, government, racism, gun policy, LGBTQ, community policing, and immigration. Over a series of meetings, each group becomes experts on their topic and then shares what they have learned.

25





7

ADVOCATING FOR MONARCH BUTTERFLIES: After learning about the Monarch butterfly in an interdisciplinary unit, Grade 1 students write letters and create promotional material encouraging their peers and teachers to help save this endangered butterfly.

8



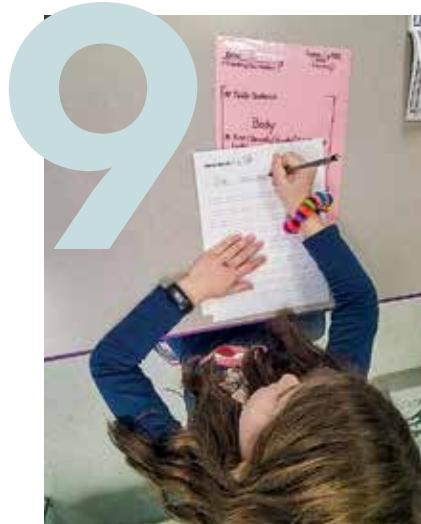
PERFORMING CLASS PLAYS: Each Grade 1 homeroom creates its own play based on an African folktale with original lines, music, and choreography.



10

SINGING SOLOS IN MUSIC: Year after year, every Grade 2 student stands up in front of his/her class and sings a verse from "We Three Kings" to audition for one of the three solo parts, performed at the Christmas Pageant and the Epiphany Chapel.

WRITING PERSUASIVE LETTERS: After learning the structure of a persuasive letter, Grade 2 students determine something that they would like to see changed at home or at school and write a letter to the adult responsible, trying to convince him/her to make the change.



9

WRITING SOCIAL JUSTICE POLICY

POLICY: To close the Grade 8 year, students pick human rights issues of importance and imagine new policies that could address them. These Capstone Projects represent the culmination of years of work toward academic excellence and greater human understanding.

21

PLAYING IN A CHAPEL BAND

22
Several of our musicians have formed two bands that play at our weekly MacArthur Campus Chapels. On bass, guitar, violin, keyboard, and drums, many of our students spend their free time in the music room, experimenting with new instruments or honing their skills.



22



24

SEEKING ENVIRONMENTAL SUSTAINABILITY

SUSTAINABILITY: The Middle School Environmental Sustainability Council brings student leaders and adults together to create and implement initiatives. Primary initiatives this year include reducing food waste and finding healthier food choices.

CREATING BEAUTY—ARTS NIGHT: Grade 8 students elect to specialize in visual art or musical theater for the last trimester of the year and showcase their talent at our spring MacArthur Campus Performing & Studio Arts Night.

23



Expressing One's Voice at St. Patrick's— Both Literally and Figuratively

The theme of this year's spring *St. Patrick's Press* is *expressing one's voice*. At St. Patrick's, we ask students, beginning with our youngest, to bring their voices into their work and being each and every day. We encourage them to think beyond the school walls, and we strive to have them recognize that they have a voice, a place at the table, a place in this community, and a role to play in the larger world. In the words of our Statement of Philosophy, "We encourage our students to extend their fascination with the world, to gain confidence about their roles in the world, and to understand the world more fully through others." This process of becoming actively engaged partners in the St. Patrick's community, with thoughtful and confident voices, gives young people the agency to create positive change in our world.

Highlighted below are contributions from Head of Nursery School Paul Lorenzo-Giguere, Head of Lower School Jenifer Congdon, Day School Chaplain Jenifer Gamber, and MacArthur Campus Director Ann Adams, each describing either a particular instance of student voice or a broader vision of how students express themselves here.

Nursery School

Young children are full of thoughts—creative, curious, intentional, and planful thoughts. In their first, formative years, it is imperative that children feel listened to and heard and come to understand that their thoughts are important. Too often we think of young children as vessels to be filled when, in fact, they have lives of value in the present. One of the primary goals of the St. Patrick's Nursery School is to help each child confidently share his/her thinking.

The first step in acknowledging the value of children's thoughts—in fact, the value of our children themselves—is creating a safe environment in which they can take risks by expressing and acting on their own ideas. In our Nursery School classrooms, teachers quite intentionally provide multiple opportunities for students to practice expressing their thoughts, ideas, observations, and knowledge of the world around them. Be it one-on-one, in a small group, in a whole group, in dramatic play, out on the playground, or in front of an audience of parents and friends, our children learn how to share their words and ideas.

In the Nursery School, we also encourage our children to develop and use their voices by marrying



Cindy Gunja and her PK1 students work on linking verbal language with the written word through dictation.

their expressive verbal language with the written word through dictation. Children's ability to express their ideas verbally precedes their ability to put them into writing, but the power of words on a page remains. Teachers regularly transcribe children's stories and descriptions of their work into written form. These documents become a record of the thoughts children have and can be read back to them later at school and at home.

In telling their stories and sharing their developing understanding, children pay attention to and engage with the world they inhabit and the world they

are coming to understand. While holding in mind everything they have been saying to the teacher and relating that to where they are in the story or, as highlighted below, in the process of building a castle, students learn that it is not just the adult who holds information. Children learn that they have knowledge and understanding that can be shared and shaped through the expression of their thoughts and ideas and knowledge, validating the experience of our youngest students, giving them voice, and preparing them for the many interesting explorations ahead at St. Patrick's.

BUILDING CASTLES (AND VOICE)

Recently in one of the PK classrooms, a group of students wanted to build a castle with large building blocks. Their teacher asked the children to submit picture designs for the castle. She then asked the children to describe their plans as she took dictation. They used their designs to build a castle using attributes they had identified. Once the castle was complete, she asked the children to describe the process of building the castle and tell her what they thought the purpose of the castle was, once again transcribing their words.

The process of setting down a child's expressed ideas and stories gave this teacher the opportunity to help the students, by asking questions, to expand their thinking, refine their language, and be more precise in their thinking about a topic

that interested them deeply. Posted in the hallway outside the classroom are pictures of this multi-step project accompanied by the children's words, some of which follow.

"Castles have doors, roofs, towers, thrones, walls, and a flag. The flags are all different. There are castles in different places. They all look different because they builded them different."

"A castle is a type of house for queens and princesses and kings. The kings and queens and princesses have dances. They have chairs that are special chairs and called thrones."

"Queens are the boss because they are stronger. They are strong because they have metal crowns."





Grade 3 students show off their States Project to St. Patrick's families.

Lower School

One element of developing voice in students is helping them gain the ability to question, probe, and explore in greater depth. Learning to ask the right questions allows students to take greater ownership of their learning and, consequently, greater ownership of the thoughts and ideas they have and that they exchange with others. By relying on more inquiry-based approaches to learning, the Lower School has placed the student much more squarely at the center of his/her academic life. One highlight of this work is the Grade 3 States Project, a unit we have done for years but reconceived to have it belong to the students.

Grade 3 students undertake an inquiry study of the 50 states that comprise the United States. They begin by learning background knowledge about the different regions of the country and acquiring map skills to help label and identify each of the states within each region. With this base of knowledge established, students choose a state to research. This project, however, is not the traditional state report. Instead, it relies on students to set the course for what they will learn, putting each student at the center of the work.

With their states selected, students begin reading and gathering more background information, highlighting the things they find most interesting. For one, that might mean learning about a product a state produces—like maple syrup from Vermont—while for another it could mean going deeper into an area of history—like the missions of California. Next, students explore images from their respective states and begin to develop questions: *Why is there so much corn grown here? What causes hurricanes to hit this state repeatedly? How many things were invented in this state?* These questions, which arise from the students, drive the work ahead.

Working under the guidance of teachers, students refine their questions and begin researching what they are most excited to learn. Students learn and apply specific research skills—such as note-taking, using an index, and evaluating online resources for credibility—as they learn all they can about their state of choice.

With the research phase well underway, students have a choice of ways to represent what they learn. They might create a travel brochure explaining why tourists should visit their state, a museum exhibit that visually represents their state and teaches the viewer about it, or an electronic slideshow or video presenting all they have learned in an

informative and organized manner. They need to determine which of these methods will best convey all that they have learned.

From the beginning of the research phase of this project, student voice is at the center. Students develop the questions that drive the project forward. They make the decisions about the information to highlight in their research. They choose how best to convey what they have learned. Their curiosity and analysis create the direction that the research will take. All of this happens, of course, under the watchful eyes and with the gentle and intentional directing of their teachers. Library, technology, social studies, reading, writing, and art teachers all play a role in the development of the student-led research, resulting in a truly interdisciplinary project.

Finally, as the project draws to a close, students present their findings to a discerning audience of parents and friends. They stand next to their finished projects and share what they learned with those in attendance, literally using their voices to express their newfound expertise. In this way, this project takes a traditional research assignment and amplifies student engagement by placing the students, their thoughts, questions, and work, at the center.



Grade 5 students share reflections during a student-led Chapel in the Nave, a new initiative started this year to promote leadership and presentation skills.

Student Voice in Chapel

"Whenever I think the world's over because of doing something wrong on an assignment or losing something, [my brother JC] always says, 'Liza, next time you'll do better,' or 'You did your best,' and it makes me feel better about myself." With these simple words spoken out of personal experience at a recent Chapel, Eliza Young '22 taught us all about the value of kindness. In a new Chapel program, initiated this year, that raises the voices of young people and recognizes their leadership capacities, every Grade 5 student, like Eliza, will have had the opportunity to share their thoughts and experiences about the meaning of this year's Chapel theme, "Becoming a Beloved Community."

The "beloved community" is a vision of humanity proposed by American philosopher Josiah Royce in the late 19th century and popularized by the Rev. Dr. Martin Luther King Jr. during the Civil Rights Movement. In the beloved community, all people, in their diversity, recognize one another as people made in the image of God, bound together as one human family sharing a common destiny. Children seem to have a knack for understanding the inherent worth of one another and have much to teach

us. Grade 5 students have explored the values of the beloved community such as diversity, kindness, honesty, imperfection, and courage by drawing on their own lives and passions. Some have spoken about favorite fictional book characters. Others described treasures for a time capsule that would illustrate how St. Patrick's is a beloved community. Still others introduced us to their fascination with artists and their canvases.

Grades 6 to 8 students have embraced even larger roles in Chapel. Every student on the MacArthur Campus serves on a team that plans an entire Chapel, with the guidance of their advisor and Day School Chaplain the Rev. Jenifer Gamber. Their voices come through their music and readings, prayers, and personal reflections. Free to select their own topics within the overarching theme of the beloved community, students have chosen subjects that hold special meaning for them. Students have addressed challenging topics, such as human rights, the gender of God, living with change, and trusting one's self and others. They have explored the ways in which music makes community and shared their experiences of living with change.

Raising the voices of young people has both developmental and Biblical warrant. Samuel was a young boy when God called him to speak to Israel. God

called the prophet Jeremiah even before he was born. As a young girl, Mary spoke the prophetic words known as the Magnificat. And Jesus was only 12 when he addressed the elders in the Temple. The elders were amazed, so says the gospel of Luke.

The time comes in the lives of children when they are led to speak more fully for themselves in ways that are grounded in deep reflection and increasing personal ownership of their thoughts and beliefs. Exercising one's voice is part of growing up. St. Patrick's recognizes these developmental milestones and seeks to accompany students on their spiritual journeys, empowering them to reflect on their lives and the world around them and share their voices with the community.

Upper School

Come with me through just the first hour of a school day and hear the emerging, capable voices of our middle school students.

It is Monday morning carpool. We greet our students as they enter. One stops to ask if there is time at Monday's Assembly for a short presentation on her plan for an indoor garden, the intersection of three initiatives: Our new student Middle School Environmental

Sustainability Council effort to reduce our carbon footprint; our Design Thinking Club's consideration of the most efficient plan for an indoor garden; and our environmental science unit, in which each student chooses a specific project to improve sustainability.

The indoor garden presentation at Assembly follows an earlier presentation by one of our Grade 8 Student Leadership Council representatives, who made community conversations his goal for the year. Inspired by an idea last year for a variety of affinity groups and by his involvement in an organization to aid Syrian refugees, he proposed a commitment to regular small-group conversations on Flex Days and launched a poll to determine student interests. Teachers knowledgeable or just willing to learn with the students took on the selected topics and, as a result, our middle schoolers have engaged in four rich conversations thus far this year, tackling immigration, democracy, race, gun policy, gender, and current events. Each group will present to the entire community and perhaps share their conclusions beyond, as well. They follow in the footsteps of a fellow student who organized interested middle school students to participate in last year's March 14 student walkout to end gun violence. During that short, scheduled walkout, students formed a spontaneous circle, shared their concerns, created a banner and posters for their demands, and held their signs aloft for passing traffic. As the anniversary approached, that student raised the question of how to live up to the promise made last year and remember the commitment to end gun violence.

What other voices do we hear during Assembly? Lit Mag, one of the seven clubs open to middle school students, announces its next deadline for submissions, which club members will then review, making selections following a committee approach. Another club, Debate, reports on its successful participation in a regional middle school debate competition. The Design Thinking Club updates its investigation into our recess block, which includes interviews with students to determine

optimum design of our play spaces and schedule. The Haitian Partnership, comprised of faculty and staff and students who have participated in our school trips to our sister school and parish in Haiti, announces its fundraising initiative for a new school stove. Team captains report on recent games, shouting out key players and good teamwork. A Wolf Pack, cross-grade groups of 10 students created to broaden friendship and encourage mentorship in our oldest Wolfhounds, tasked with community clean-up presents a slideshow on their findings, from overflowing lockers to scuffed walls.

The Assembly ends with shout-outs, the shout-out box itself created by a Wolf Pack. Shout-outs proliferate for acts of

produced a themed display revealing the individuality of each student.

After Assembly, the students go to Monday's longer Advisory period, where they can share concerns, play games that build self-discovery or teamwork, or discuss scenarios that highlight issues in digital citizenship, friendship, or society. These scenarios encourage all to stand up for the values of our community—respect, responsibility, honesty, and kindness. So much transpires in just an hour. And the hours add up for our students.

In their final Advisory sessions at the end of the school year, Grade 8 students, encouraged throughout their middle school years inside and outside of their



Grade 7 students create signs to use for the student-led walkout to end gun violence.

kindness and friendship; for members of Grade 8 who sparkled in operas written, composed, and performed entirely by them; for the MathCounts participant who dared share his voice during the daunting buzzer round and will join other team members at the state-level competition; for a Grade 6 student who helped a Grade 3 student separate clingy slices of cheese at lunch; for one of our musical groups—the Chapel Band, handbells, choir, or the auditioned Chamber Singers—for a recent performance; for our art teacher whose most recent unit once again

classes to find their voice, will write their final words to our community. Modeled on *This I Believe*, the radio series begun in the 1950's and revived in the first decade of the 21st century, in which individuals share one value that guides their lives, all Grade 8 students will deliver their reflections on one of their beliefs at our Graduation Dinner. Some speak to friendship, some speak to perseverance, some speak to taking risks, some speak to being yourself. All speak with voices strengthened by their experiences together.





Influencing the World Around Us: Celebrating 25 Years of Peter Barrett's Leadership

Reflection from Assistant Head of School/Head of Upper School Daniel P. Spector

The theme uniting this issue of the *St. Patrick's Press*, voice, is particularly apt as our community observes and celebrates 25 years of outstanding leadership by our Head of School, Peter A. Barrett. Soon after arriving at St. Patrick's in 1994, Peter set to work on a document, *Setting Compass*, that established his vision for our school and identified Exceptional Literacy as the destination for our work with our students. In that piece, Peter wrote, "The spoken and written word enables human beings to interact with, understand, and influence the world around them, hence the primacy of an exceptional literacy for our students. The ability to comprehend and to organize the spoken and written word, and the struggle to accomplish that sometimes difficult task, prepare an individual to understand and communicate effectively with others, to seek new knowledge, and to fulfill a greater sense of personal responsibility. The inability to do so—at the intersection of what one educator calls 'instances of wordlessness and experiences of powerlessness'—can result in alienation, thoughtlessness in the truest sense, and irresponsibility." Although he did not specifically use the word, Peter defined what we mean when we say we want each child at St. Patrick's to develop her or his own voice. He understood then, and understands now, how important it is for our students to absorb the words of others and then form and express their thoughts and beliefs in their own words, with confidence in what they are saying and with thoughtfulness and skill.

Of course, there are few who match Peter's ability to express himself. Well known for his writing and editing—those who work here have become accustomed to his blue ink on drafts—he sets the bar remarkably high for our expressions of thought. And we are all better for it. Peter strives to see St. Patrick's as the best elementary and middle school possible. A natural humility

keeps him from making this statement too often. Nonetheless, he wants all of our work to move us towards that reality. He also knows that adults who can express themselves clearly and well will be better able to support students in their progress toward strong self-expression and a strong sense of identity.

Our students, of course, are the primary focus of Peter's work. Somehow, within the first few weeks of school, he knows every one of them and greets them by name, despite being pulled by his myriad administrative duties in countless directions. Not only does he know the names of all the students, he manages to have a command of their interests, passions, concerns, and even their individual senses of humor. Armed with this expansive knowledge of the students, Peter aims his efforts, and ours, toward helping them develop voice. As he is quick to remind those of us who work here, our students must be known, respected, and loved for who they are. By being treated in this manner, they grow from the young children who arrive here at ages three and four into the fine young men and women who leave us prepared for the challenges of high school at age 14.

There is much more that deserves attention in terms of Peter's successes over his first 25 years as Head of St. Patrick's—new buildings, new fields, new programs, new innovations—but at the end of the day, it is his abiding belief in each and every child, all of whom he knows, respects, and loves, that is his greatest gift to this place. The thousands of students whose voices have developed, who have become that much more whole while here, know that. And they know that we are fortunate to have had him setting the course for St. Patrick's for 25 years. We all look forward to the years to come.

**PLANTING SEEDS
AND SEEING THEM
FLOURISH: HORIZONS
GREATER WASHINGTON
CELEBRATES
10 YEARS AT
ST. PATRICK'S**

St. Patrick's is a proud member of Horizons Greater Washington, a summer-based intervention designed to help students from low-income families continue learning at a time when they might otherwise experience a decline in their academic development. St. Patrick's is celebrating its 10th year as part of the regional nonprofit organization, which is comprised of St. Patrick's, Maret, and Norwood schools, a public-private partnership that is reflective of our broader commitment to the Washington, D.C. community.

From the start, St. Patrick's has hosted Horizons students from the District of Columbia Public School's Bancroft Elementary in Mount Pleasant over six intensive weeks during the summer and several Saturdays during the school year for academic programming that helps students reach their full potential.

Over the last 10 years, our program has grown both in size and scope. From its beginnings in 2009, an incubation year, to our fully-mature, on-site program now with approximately 130 students in rising Grades 1 to 9, the Horizons St. Patrick's site has overcome challenges, experienced wonderful success, and planted seeds for its future, much like one of our founding students whose story is presented on the following pages.





BRIAN SUAREZ*

From Reticent Kindergartner to High School Honor Student and Horizons Assistant Teacher

By Rachel Levin (3A), Site Director, Horizons at St. Patrick's Episcopal Day School

Brian Suarez joined Horizons in 2009, the summer before he entered Grade 1 and the same year St. Patrick's opened its doors as the second Horizons Greater Washington site. Fast forward 10 years and you'll still find Brian hereabouts, but now as a Horizons Assistant Teacher (HAT), giving back to the same organization that helped him on his educational journey.

As a Kindergarten student at Bancroft, Brian was friendly and well-liked but also quiet and unassuming, and he did not participate much in school. That first summer at Horizons, his demeanor was much the same. He sat with his teacher often and had to be coaxed through his initial reading assessment in the first week of the program. He put a toe into the water at the pool (swimming is an important part of the Horizons program) as he watched his classmates jump in. During reading time, he listened carefully to stories and was rarely disruptive, but he was able to do little reading on his own. When his Horizons teachers took a closer look at him as a learner in the context of his peers, he stood out—they noticed gaps in his skills and significant learning challenges. They reached out to his principal at Bancroft to let her know what they had observed. The principal hadn't previously had Brian on her radar because he had been surrounded by other students who had more pressing needs during the school year.

During the summer and school-year programs, Horizons students take part in language arts, STEM, art, and music classes; eat nourishing breakfasts and lunches; learn to swim; participate in frequent field trips; and become part of a family of caring faculty and staff. St. Patrick's welcomes each Horizons participant as we welcomed Brian, as a rising Grade 1 student, and commits to that child and his/her family for nine consecutive years of service.

When Brian returned to school after that first summer in Horizons, he received significantly more support than he had had previously. Without his Horizons teachers keeping a close eye on his progress and our strong partnership with the administrative and teaching staff at Bancroft, it is possible that his learning needs might have gone unnoticed. This same child who was reticent at the beginning of the summer opened up over the course of the six-week program. He drew and wrote stories about swimming in

**A pseudonym has been used for purposes of this story.*

NOW THIS IS SUCCESS!

97%

of Horizons
graduates
complete high
school

91%

of Horizons
graduates enter
post-secondary
education



SUPPORT HORIZONS GREATER WASHINGTON

There are many ways to engage with Horizons. Each summer, we hire professional teachers from both the St. Patrick's community and the greater Washington metropolitan area to work in classrooms with our students. Both paid and volunteer HATs help us maintain a 3:1 student-teacher ratio in each of our classrooms. The St. Patrick's Horizons Parent Volunteer Council, which meets monthly, is seeking new members to commit to helping support the program, organize the annual Horizons Spring Splash, and raise the profile and awareness of this wonderful program within the St. Patrick's community. For more information, please reach out to Parents Association Vice President for Horizons Greater Washington Elaine del Cerro (elainedelcerro@gmail.com).

the pool and going on exciting field trips. On the last day of the program, he cried on the bus the whole way home . . . and also did so for several years to come!

Nationally, low-income students suffer from summer-learning loss due to a lack of access to high-quality summer programming. Typically, by the time these students get to Grade 5, they are two-and-a-half to three years behind their middle-income peers, despite the fact that they learn at the same rate during the school year. Without addressing what is happening during the summer, it is impossible for these students to catch up and close the achievement gap, no matter how much high-quality learning goes on during the school year.

As we got to know Brian and his family more over the course of the following years, we learned that there were few constants in his life. His parents lived separately, struggled with different issues, and had difficulty supporting him. Each morning during the summer, we discovered, Brian woke himself up and walked himself to the Horizons bus stop. When the bus pulled up in front of St. Patrick's, he could be counted on to give a mumbled "Good morning" and a shy smile coming off the bus. As Brian got older, that greeting became more

exuberant and confident and, in 2017, his final year as a Horizons student having spent nine consecutive summers in the program, he could even be convinced to give a high-five as he walked down the hallway.

As stated in our mission, St. Patrick's strives to "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." Service opportunities for St. Patrick's students, parents, and faculty and staff represent a vital part of our mission and program, inviting all of us to engage with the larger world and develop an understanding of the complex challenges and needs of our local, national, and global communities. Horizons at St. Patrick's provides opportunities for community engagement on a number of levels, promoting empathy, building character, and developing a commitment to service and a social-justice framework for those involved, both for participants and for St. Patrick's families who enjoy the chance to volunteer with Horizons.

The impact of Horizons is far-reaching, shaping both its participants and leaders. Nationwide, 97% of Horizons graduates



Horizons students take part in language arts, STEM, art, and music classes; eat nourishing breakfasts and lunches; learn to swim; participate in frequent field trips; and become part of a family of caring faculty and staff.

complete high school, and 91% enter post-secondary education, compared to 49% of low-income high school graduates as a whole. The colleges that have enrolled local Horizons graduates include Georgetown University, George Washington University, Montgomery College, NYU, Salisbury University, the University of Wisconsin-Madison, Virginia Tech, Duke, and Princeton.

On a more individual level, the consistency and attention Horizons provides to its students and families during the summer are unmatched. The fact that we commit to our families for nine years and have a very high retention rate also demonstrates the unique nature of our program and its appeal.

After his Horizons graduation in 2017, Brian continued to maintain close relationships with current and former Horizons staff members during the school year. One could argue that the consistency provided by Brian's participation in the program gave him a supportive safety net and a gentle push to continue achieving. A current student at the District of Columbia's Woodrow Wilson High School, Brian made honor roll for the first time in the 2018–2019 school year.

During the summer of 2018, we proudly welcomed Brian back to Horizons as our first-ever Horizons alumni HAT (Horizons Assistant Teacher). Working in a classroom with 15 rising Grade 3 students, co-HAT Courtney Yockel '17 and St. Patrick's Grade 5 teacher Chloe Hensold as head Horizons teacher, Brian greeted students each day, led small-group activities, supported his students in the pool and on the playground, and enhanced student learning on field trips. As a HAT, Brian was particularly effective in forming close relationships with his students, gaining their trust and respect from the first day of the program, and enabling them to feel cared-for and appropriately challenged during the Horizons day. This coming summer, Brian plans to join a group of four other Horizons graduates who will work in Horizons classrooms as HATs.



Horizons Greater Washington
students strike their own Byzantine coins at Dumbarton Oaks.

When Summer Becomes a Life-Changer

Horizons student Jessica* joined the program in her upper-elementary years. Coming into a group of students at that age who have been a cohort for several years can be hard, and it became clear right away that Jessica was entering the program with some social and academic baggage. She shared with her teacher that other students regularly made fun of her and excluded her in school and, while she tried to combat their unkindness, it was hard to deal with day in and day out. Her first summer in the program, Jessica made little progress academically and struggled to shrug off or confront the subtle slights leveled at her, even with the support of an attentive teacher.

As Jessica matured, the social drama dissipated. When she reached H7 (rising Grade 7), we started a partnership with Dumbarton Oaks as one of our middle-school elective options focusing on personal identity through the study of Byzantine coins and seals. When we presented this course option to our middle school students, nearly all of them decided it was their first choice. We decided to give our oldest students priority in this process because their remaining years with Horizons were fewer and the younger middle school students would have future opportunities to participate.

Although she knew her chances of admission were small, Jessica begged and pleaded to be part of this program on her elective selection card. After much deliberation, we decided to accommodate her request. She was one of two H7 students to participate in the partnership and, from the first day at Dumbarton Oaks, she became a leader in the group. She participated enthusiastically, asked interesting questions, and handled museum objects with care and attention. Over the course of the summer, we regularly got feedback from the Dumbarton Oaks educators about how impressed they were by Jessica and how they'd like to see her return to the museum again next summer.

This experience was, we believe, transformative for Jessica. Not only was she able to see herself as a leader and be treated as such by educators and her peers alike, but she also grew intellectually and in terms of her experiences and how she thought about her future learning and career goals.

*A pseudonym has been used for purposes of this story.



St. Patrick's alumna
Morgan Tyler ex. W'07
poses with two students
during an impactful
summer working as
a Horizons Assistant
Teacher.

Horizons Summers Inspire St. Patrick's Alumni

By Rachel Levin (3A), Site Director, Horizons at St. Patrick's Episcopal Day School

As an organization, we make a point of employing both graduates of our host schools and graduates of the program as Horizons Assistant Teachers, or HATs. It is remarkable that so many St. Patrick's and Horizons alumni want to engage with their communities in such a meaningful, personal way. In addition, over the years, we have noticed that for many HATs, their Horizons experience has reshaped the way they think about their own future pursuits. We have had HATs write college admission essays about Horizons and change their majors to focus on child development, education, public policy, medicine, or law, and many have also chosen to work in underserved communities or with other nonprofit organizations as a direct result of their time with Horizons. We frequently hear from former HATs about how Horizons inspired them to make changes in their lives. Like all transformative experiences with lasting impact, Horizons makes an impression on all of those involved. To learn more, please read the reflections of Morgan Tyler ex. W'07 and Madison White '10 on how their experiences working as HATs shaped their future choices.

At St. Patrick's, we are so proud of the wonderful success of the Horizons program and look forward to its continued growth.

MADISON WHITE '10

Everyone who works in the international NGO world, particularly in the field of education, has a kid who is the reason they do their work. Luckily for me, I have 15 kids who are the reason I do what I do. There is no way I could have known at the age of 16 that the H3 class of Horizons at St. Patrick's would have inspired me to seek out providing education to other children across the globe.

I had the privilege of working with the same group of children for three summers in a row and, in that time, I developed personal relationships with each of them. I watched them grow, they made me laugh, they made me cry, and I cared deeply for

each of them and the community of teachers surrounding them. I experienced firsthand the importance of investing in little ones whom the world might otherwise forget.

When I left Horizons, I found myself craving those interactions I had with my Horizons students. Following that craving has led me to a refugee camp in Beirut, Lebanon, and now to a compound in rural Uganda. Who knows where else it will take me? What I do know is those 15 Horizons students were my start. I remember all their names and little faces . . . they're currently my computer background. Horizons was as much my start as it was theirs, and I am so grateful for it.

MORGAN TYLER ex. W'07

Walking into St. Patrick's in June 2013, I had no idea that I was about to have one of the most dynamic experiences of my lifetime working as a HAT for Horizons. During the next two months, there were days of achievement, frustration, lots of swimming and, most important, learning. I was not only able to help teach and reinforce reading skills and math competency with my 15 Grade 2 students; I also learned that working with kids was both my summer job and my passion. The joy I felt waking up every morning, even as a tired or grumpy 18-year-old, was a feeling I wanted to chase.

My experience at Horizons led me to apply and then be selected for a special course at the College of William & Mary focusing on urban education and policy. Through this course, I was able to extend my passion into the realm of research and study different education systems across the District of Columbia. The combination of my summers at Horizons and my academic work opened a path to working as an intern in child advocacy at the American Bar Association Center for Children and the Law. Six years later, I am now in the process of applying to law school in the hope of pursuing a career in child advocacy. Horizons has sparked an enduring light in me that touches my personal, academic, and professional life and for that, I am forever grateful.



Alumni Notes

1985

Stacy Smith '85 continues her involvement at St. Patrick's Episcopal Church and is celebrating her 20th year at Edmund Burke School. Stacy has been working on a program to make Burke a learning space with social justice as its focus. Her daughter Taylor, 11, will be joining Stacy at Edmund Burke this fall, while her younger daughter Riley June, 6, is attending Mount Rainier Elementary. Stacy's husband Brian is working as a contractor in the area, and the family has now lived in their home for almost nine years.

1989

Mallory Crosland '89 continues as a senior producer with PGA of America but has moved from Florida to New Jersey to be with her fiancé, who is the head professional at the Arcola Club.

1994

Stewart Crosland '94 and his wife Erica had a baby boy named Edward Gray Crosland on January 15. All are doing well and enjoy being a family. Stewart is an attorney with Jones Day in the District.

2000

Sophie Smith Quinn ex. '00 has launched a fine-jewelry line which can be purchased through her website at couplet.org. Sophie is dedicated to bringing beauty into the world through her

creations, as well as giving back to communities where her gemstones are found.

2004

Heather Gustafson ex. W'02 was recently promoted to the weekend anchor position at Channel 35 (Fox) in Orlando, FL, which is the 18th largest market in the country.

Lacey Gutierrez W'02 graduated from Vanderbilt Law in 2016 and is now a lawyer doing privacy and cybersecurity consulting work in New York City.

2005

Daniel Halle '05 will graduate this May with his master's degree in nutrition and human performance from the University of Miami, Coral Gables.

Kate Fletcher Morgan W'03 is living in Chicago with her husband Nick Morgan and their six-month-old baby girl, Alice. She is practicing law at Skadden Arps and serving on the board of CASA, a children's advocacy organization.

2006

Dave Dunn '06 graduated from the College of Charleston as a theater major, enjoying prop-making and studio art. He proceeded to do his post-graduate work in welding and this year successfully launched his career as a metal sculptor. Dave has been creating in earnest since early spring at



Tristen Matthews W'10 poses for an image as she works toward a degree in contemporary dance at the University of North Carolina School of the Arts.

his studio near his family's home on the Chesapeake Bay, where he has sold most of his inventory and has many commissions. Dave's work can be viewed at dunninmetal.com.

2007

After graduating from Bard College in 2016, **David Bull ex. W'05** has been working in lighting design for events, theater, and architecture in New York City. David's designs can be viewed at dbulldesign.com.

2008

Kyle Gutierrez W'06 is completing his second year of law school at George

Washington University and will be a summer associate at Wiley Rein LLP this summer.

2009

Morgan Telesford '09 has returned to the St. Patrick's community as the MacArthur Campus office manager. She loves working with the students on the yearbook and helping to capture their fondest memories of the year.

2010

Nathan Denby '10 graduated from the University of St. Andrew's and is back in D.C. working at Bain & Co.

2011

Spencer Swensrud W'09

will graduate this spring from Pomona College with a double major in economics and political science. Spencer will then be moving from sunny California to Chicago to work at Accenture as a consulting analyst.

2012

Mike Danello W'10

graduated from Maret and is now a junior at Brown University. He is currently doing a semester abroad in Granada, Spain, where his parents visited him this winter.

Tristen Matthews W'10

is in her third year at the University of North Carolina School of the Arts. Tristen is a contemporary dance major working toward her bachelor of fine arts degree. She was recently accepted into the Toscana Dance Hub's summer program in Florence, Italy, and will be attending in July 2019. She was also accepted into the Ailey School's Independent Studies Program and will be attending the Ailey School in the fall of 2019 for her senior year.

Caroline Monahan W'10

celebrated her 21st birthday during her sophomore year at Harvard.

Robert Sutherland W'10 is finishing his junior year at the University of Southern California where, along with his bachelor's degree, he is pursuing a joint master's degree in neuroengineering, an emerging field in biomedical engineering. Currently a research assistant in the Biomedical Microsystems Lab, Robert is

working on an implantable brain sensor to diagnose shunt occlusion. He is currently leading a team to engineer a 3D-printable EEG and is active in the 3D printing club, which is developing a 3D-printable wheelchair. Robert serves on the editorial board of SPEC, USC's lifestyle magazine, and has written for other publications. He traveled to Mexico for spring break, will be attending the World Brain Mapping Conference, and has spent weekends this semester skiing in Alaska and California. Robert will travel to Panama in May on a medical mission as part of USC's Global Medical Training team but hopes to be back in the D.C. area for a few weeks before beginning a summer internship.

2013

Charlie Hawkings '13

recently performed with his a capella group, Redhot & Blue, at St. Patrick's. Charlie is currently a Yale sophomore and a member of Yale's oldest coed a cappella group. The original group was formed in 1977, just a few years after Yale opened its doors to women. Known for its jazz arrangements, Redhot & Blue has recently expanded its repertoire to include Broadway hits and Beatles favorites.

2014

Axel Burlin ex. W'12 is a freshman at Dartmouth. His younger brother Hans ex. W'13 graduates from high school this year and will be attending Washington University in St. Louis in the fall. They both remember their years at St. Patrick's with fondness.



Charlie Hawkings '13 performs in the Nave for the St. Patrick's community with his a cappella group.



Tia Piziali '17 displays her 2019 Molecular Frontiers Journal Award.

2017

Charlie Denby ex. W'15

is a sophomore at St. Albans who enjoys playing soccer as often as possible.

Elizabeth Monahan W'12 is wrapping up her senior year at Maret and is excited to head to Duke this fall.

2015

Lucía Driessen W'13 will graduate from Georgetown Day this spring and has been accepted at Pomona College. Lucía values the excellent academic and emotional foundation of St. Patrick's and the confidence it gave her to apply to schools in California. In addition, Lucía has participated in the Horizons program, run by St. Patrick's teachers and alums, as an assistant teacher in the summer.

2018

Stella Tongour '18 competed in and won the schoolwide Shakespeare Recitation Contest at Georgetown Day, becoming the first freshman ever to win this contest. Stella proceeded to compete in a D.C. regional competition hosted at Madeira, where she came in second place.



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SAVE THE DATE

SCHOOL OPENING

Kindergarten-Grade 8

Tuesday, September 3

Nursery School

Thursday, September 5

OPENING CHAPEL FOR STUDENTS & PARENTS

Kindergarten-Grade 8

Friday, September 6, 8:30 am

Nursery School

Thursday, September 26, 8:45 am

GREEN & WHITE NIGHT

Friday, September 13, 6:00 pm

WRITING & LEARNING CENTER SERIES

Starting School Right

Tuesday, October 1, 8:15 am

ST. FRANCIS DAY CHAPEL

Kindergarten-Grade 5

Thursday, October 3, 8:30 am

FAMILY FUN DAY

Saturday, October 19, 1:00 pm

WRITING & LEARNING CENTER SERIES

Relaxation and Self-Regulation

Tuesday, October 29, 8:15 am

HALLOWEEN PARADE

Nursery School

Thursday, October 31, 9:00 am

Kindergarten-Grade 8

Thursday, October 31, 1:45 pm

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

Kindergarten teacher Samantha Fletcher engages students in a new project taught within the Identity Curriculum, highlighted on page 7.



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.



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