



Tartan

EDUCATING THE HEARTS AND MINDS OF YOUNG PEOPLE FOR LIVES OF LEARNING, LEADERSHIP AND SERVICE

REFLECTIONS

April: The Cruellest Month

By Marcus D. Hurlbut, Headmaster



When I was a boy growing up in New England, my perspective on the arrival of spring was slightly different than it is today living in Southern California. While I truly loved winter back then with “nor’easters,” days off from school, and sledding on the local hill, there was something very special about the arrival of April when the days lengthened, the snow gradually disappeared (except for those monstrous piles at the end of our driveway), the tops came down on convertibles, and the crocuses and forsythia came into bloom. These were the signs that we had, once again, survived another winter.

Unfortunately, those fragile notices of spring in early April were tantalizing and nearly always deceptive, for no sooner had they appeared than we were hit with another blizzard from out of nowhere. For a brief but seemingly endless moment in time we were forced to endure one last gasp of winter’s grip and keep those shorts and T-shirts squirreled away for at least a few more weeks. It was so discouraging and so unfair!

As this cycle repeated itself again and again, I came to realize that T.S. Eliot had it right when he said in his poem, *The Waste Land*, that “April is the cruellest month.” Of course, the arrival of spring has taken on a wonderful new look for me now and April appears far less hostile than it did in the Northeast, except for two relentless phenomena – the tax deadline of April 15 and the ever-escalating intensity of the college admission process. Taxes aside, April is without a doubt the month of highest anxiety for high school seniors. While I once focused on melting snow and emerging flowers, my concern has now shifted to those many seniors both here at St. Margaret’s and all across the country who stand anxiously by the mailbox waiting for their fate to be delivered by the U.S. Postal Service. April has struck again!

As a college preparatory school, we spend a great deal of time and energy dealing with the process of college counseling and admission. By all measures, our College Counseling Office does a phenomenal job managing this extraordinarily difficult and emotionally charged process. Endless hours are spent meeting with students and families, researching various options, developing lists of the reasonable and within reach, and in the end, always emphasizing that it’s the fit that

continued on page 2

Understanding the Unrest in the Middle East

By David Boyle, Associate Headmaster and Upper School Principal



Photo: George Ko, Grade 12

The Upper School hosted a symposium on April 1 on topics related to the recent civic unrest in the Middle East. Our goal was to foster dialogue and continued discussion within our student body on these important history-making events from a variety of perspectives.

We felt that the revolutions in the Middle East were unfolding so rapidly that we needed experts or at least someone closer to the events to help us understand these complex issues. The sweeping changes and forces at play in the Middle East are every bit as historic as the fall of the Soviet Union and South African revolution. Many of our students were unfamiliar with the cultural distinctions and historic events that have shaped that part of the world. It was our hope to develop at least an elemental understanding of the history-changing events.

Over the previous month, we enjoyed stirring presentations from Christian Rafla, grade 9 student of Egyptian/American heritage; Dr. Mohamed El-Erian, St. Margaret’s parent and Board member; and Pam Virk, Upper School community service coordinator. We wanted to capitalize on the momentum of the events unfolding in the Middle East and felt the timing was right to break into smaller settings to broaden our understanding.

continued on page 3

FEATURED IN THIS ISSUE

- Unrest in the Middle East Symposium 1
- Learning Spanish in the Lower School 5
- Language Department Philosophy 6
- Peer Counseling Program 12

Tartan



St. Margaret's Episcopal School
 Marcus D. Hurlbut, Headmaster

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REFLECTIONS *continued from page 1*

matters, not the name. But, in the end, no matter how good the counseling or how much we love and believe in our students, there are always those bitter disappointments and seemingly life-altering rejections. It seems so unfair. But then again, it *is* April!

I wish I knew how we got here and why this process has become so intense and frequently so painful. Regardless, the reality today is that many schools, students and parents define themselves by the colleges they or their children/students attend. I recall years ago an intense discussion at another school about a student's application to a certain prestigious college and how his admission there would strengthen our school's image. Sadly, there didn't seem to be a lot of concern about what was best for *him*. Ironically, in this time of the most intense pressure ever felt by students to attend the "right" college, I feel very good about our efforts to define what is "right" not by what looks good or promotes our image, but rather by what best fits the needs and interests of each student. Of course, there are those who want to define the worth of a St. Margaret's education by the colleges our students attend, but I submit that the real measure of our success is how our students ultimately fare wherever they end up. After all, this is not about us.

For me, April may well still be the "cruellest" month, but not because the snow lingers too long or the buds on the trees are slow in appearing. Rather, the cruelty comes in the messages that are communicated and the hopes that for some are seemingly dashed. Yet, April is indeed the beginning of spring when, despite the disappointments of the unexpected blizzards and the thin envelopes of rejection, the days do in fact lengthen and the sun does indeed become warmer and even the darkest of futures become brighter.

Enjoy the spring and the promise it holds for us all.

TIMEPIECE

Construction: A Surprising SMES Tradition

By Lisa Merryman, Faculty Emeritus and School Archivist



Founded in 1979 by The Reverend Canon Ernest D. Sillers, St. Margaret's began in two temporary structures on five acres. Originally planned to be a Preschool through grade 8 school, by 1982 the need for a high school program had been demonstrated and the first senior class graduated in June 1986. Construction of permanent buildings began in 1980, and from that year through 1999 there was never a year that construction was not a part of the campus. New buildings, like Campaigne Center and Gateway Building, acquisition and renovation of adjacent buildings, such as Highland Hall and the Upper School Stoddard Humanities Building, and subsequent additions or remodeling, including additions to the Lower and Middle Schools resulted in 20 consecutive years of construction in some form or another.

Then came a period without the sight and sound of heavy machinery. The arrival of our third Headmaster, Marcus D. Hurlbut, in 2003, aligned with new academic, athletic and arts facility needs resulting in a new building campaign once again. It began with significant additions through the acquisition of land and adjacent buildings.

The bulldozers roared again! The Pasternack Field House and De Young Family Science and Math Buildings opened in 2006. This year, a new temporary Middle School opened, Highland Hall was demolished and construction began on the Performing Arts Center which is scheduled to open in 2012. From the original five acres in 1979, St. Margaret's spans 27 acres today. Through the St. Margaret's tradition of construction, our campus has transformed from an empty field surrounded by orange groves to one of the most impressive and beautiful campus sites in Southern California, and a landmark in San Juan Capistrano.

St. Margaret's alumni parent Mohannad Malas was instrumental in connecting St. Margaret's to Orange County's Arab American community. Mr. Malas secured four speakers to share their deep knowledge of the cultures and unfolding events of the Middle East. We combined the outside guest speakers with our faculty and students to facilitate discussions on a wide range of related topics and ultimately presented these workshops:

- The Role of Technology Including Twitter and Facebook— How You Can Follow These Movements Through the Web
- The Emerging Rights of Women in the Middle East
- How are Democracies Formed from Within Societies that Have No History of Democratic Institutions?
- What's it Like to be on the Streets of Cairo During the Revolution?
- How is the Libyan Uprising Different from the Egyptian Revolution?
- The Situation in the Middle East from a Jewish Perspective
- Can Sports Change the Hearts and Minds in the Middle East?

Students were able to attend at least one presentation. In addition to the engaging presentations, students, faculty and staff were able to participate in a live web-based dialogue through a blogging event. They could use their cell phone to text a message about their symposium experience; use a computer to send their thoughts, ideas and questions about their symposium experience;

or log on to Facebook or Twitter to follow the conversation. All messages were sent to Upper School Newspaper and Media Production Advisor Nicki Yokota and Upper School student McCauly Patch who published the live blogging event online on the *SMES exPRESS* website.

The event succeeded in meeting our goals. Our students now have more foundational knowledge about the current turmoil in the Middle East. We are all grateful for Mr. Malas' willingness to help organize the outside speakers who left our school energized with fresh perspectives.



Change in the Middle East

By Christian Rafla, Grade 9



On the Friday before spring break, I had the opportunity to attend a symposium which was geared towards informing people about the happenings in the Middle East. We were lucky enough to choose which topic we would like to attend and I chose to listen to a speaker discuss his recent experience with the Egyptian revolution.

I was a bit apprehensive at first because there are various views about this sensitive topic. As many of you know, I am an Egyptian American, and I have family in Egypt who suffered through these revolts. The presentation I attended was different from all the others because the speaker had firsthand experience in the riots. He talked about his views on the change in government and how it was living with the riots. He also openly expressed that he was an active participant in the demonstrations at Tahir Square. However, I felt as if his speech was not so much an informative talk but more of a motivational speech to break stereotyping Muslims. Although what he talked about was interesting and the stories he told were captivating, he would occasionally pause in

between his stories to ask the crowd or to try and bring up thoughts about stereotyping Muslims. Yes, this speech was imperative for the school to hear but I personally pulled away the information about stereotyping Muslims. I liked how the school brought in a younger speaker for the symposium because he was able to easily relate to the audience.

This was a key point that was brought to my attention during the speech. I personally thought this was going to be another speech that really didn't matter to us because we live in Southern California, thousands of miles away from Egypt. I underestimated this man's knowledge. I was pleasantly surprised and intrigued by his account of what had taken place. His speech was an eye-opener to all who attended.

Unfortunately, I was unable to attend any of the other sessions during the Middle East symposium. I have heard from others that the talks were just as captivating as the one I attended. This symposium was a success not because of the speakers, but because of the St. Margaret's community. We accepted these people for who they are and what they had to offer. Most schools don't appreciate the effort that goes behind putting a symposium like this together and the amount of time these people have given out of their lives to speak at our school. With this in mind, I felt that this Middle East awareness project at St. Margaret's proved to be impactful to the students who attended.

EARLY CHILDHOOD DEVELOPMENT CENTER

In each issue of the *Tartan*, during the 2010-2011 school year, we have focused on St. Margaret's core academics and profiled the respective credentials of the Middle and Upper School faculty members. In this issue, we present the credentials of our Early Childhood Development Center faculty members.



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M.A., Pacific Oaks College
CA Early Childhood Program
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Teacher
B.A., University of La Verne
CA Early Childhood Site
Supervisor Permit



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Learning Spanish in the Lower School

By Chico Jones, Lower School Spanish Teacher



Lower School Spanish has a threefold aim: to give students a solid grounding in conversational and academic Spanish, to prepare students for success in foreign language study at a higher level, and to inspire excitement and confidence about Spanish. The first goal is achieved through a curriculum of progressive technicality that undergirds colloquial speaking, reading, and writing of Spanish with exploration of grammar. The progression begins with the simple reading and speaking of small words and phrases in grade 1. In grades 2 and 3, students begin to read, speak and write full Spanish sentences. In grades 4 and 5, students read entire pages with comprehension, conjugate verbs in the present tense and write paragraphs or short stories in Spanish. All vocabulary and phrases are relevant to either real-life situations or interests of elementary students.

Focus on syntax provides the main stratagem for achieving the second goal. Students that are exposed to a foreign language as young children have been shown repeatedly to perform better when learning foreign languages later in life. Our focus on identifying the rules of Spanish grammar will enhance this advantage by forming minds prepared for linguistic structures dissimilar to English. However, Spanish grammar is similar enough to English to make study of it relatively easy. An added benefit of the grammar focus is a reinforcement of English grammar. Students begin to understand, for example, what the subject of an English sentence is because they must determine where that subject is supposed to go in a Spanish question.

The final goal, that of making Spanish exciting and giving the students confidence to use Spanish, is reached in two ways. First, we use fun activities that require students to speak, read and write the language with classmates, usually in predetermined pairs. The result of their work is usually shared with the class afterwards so

that students will grow accustomed to using the language in front of many people. Both the group and the whole-class activities provide the opportunity for assessment (along with oral quizzes for vocabulary). Second, we learn about the history and culture of people from many Spanish-speaking countries. Learning about holidays and life in other countries makes the language relevant to our children and gives them incentive to continue to learn the language. The topics covered through the five years are chosen to pique student interest. Students love learning about the Festival of *Las Fallas* in Seville, the shopping and fashion in Buenos Aires, the Inca in the Andes and the military equipment of Spain.

By the end of their Lower School careers, students will not be fluent in Spanish, but they will be able to speak a great deal about basic things and will be very well equipped to continue to learn the language. Further, I know from speaking with students that have graduated from this program that many enjoyed it enough to eagerly look forward to taking the language again in Middle School. This, to me, is the greatest arbiter of success.



St. Margaret's Foreign Language Department Philosophy for the 21st Century

By *Marta Austin, Foreign Language Department Chair and Middle and Upper School Spanish Teacher*



At St. Margaret's, the foreign language department strives to give students the tools for speaking and writing in foreign languages as well as a lifelong appreciation for the culture and people of other countries. With today's expanding global businesses, as well as travel and study abroad, it is imperative that our students be able to connect

and communicate with people in other parts of the world. Whether learning a modern language or Latin, students must be good communicators and writers.

From level 1 through Advanced Placement, students work at reading, writing and speaking skills. Students at all levels use authentic materials to enhance learning. Whether reading a poster advertising an upcoming concert, to short stories, plays or classical literature, students are improving reading comprehension skills. Writing in the target language uses the same writing process that the students use in English classes. Prewriting and organizing thoughts and ideas prior to beginning are essential in any writing assignment. Communication skills are essential in both modern and classical languages. Learning while listening to a radio, podcasts or while speaking is imperative to becoming global citizens in the 21st century.

Best Practices in the Foreign Language Classroom

The best way to learn a language is through immersion. The American Council of Teachers of Foreign Languages states, "Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency." In the classroom, St. Margaret's teachers strive to use the target language as exclusively as possible at all levels. This includes the use of the target language:

- For classroom management as well as for instruction.
- Avoiding using translation as a tool. Teachers convey the meaning of new words through body language, gestures and visual support.
- To encourage self-expression and spontaneous use of the language. This allows students to take risks and speak without worry of embarrassment. In our classrooms, everyone has something to learn, including heritage speakers.
- To give supportive and useful feedback to enhance the students' use of the language, including pronunciation.
- To tailor communication for the unique needs of the heritage speaker, who may need additional help with writing and reading comprehension.

All foreign language classrooms incorporate a variety of teaching methods in order to meet student learning styles. As an example, in Mrs. Esther Hsu's Chinese 2 class, you may see students practicing ordering food in a restaurant, with a third student serving Chinese snacks. In Ms. Nancy Lopez's Spanish 1 class, you may hear students singing pop songs from Spain and Mexico. Music makes a wonderful bridge for learning culture, and singing improves pronunciation. At the upper levels, culture and speaking go hand in hand. In AP Spanish, students present lengthy oral reports, such as the Día de los Muertos altar project where students create an altar to honor a Latin American or Spanish person from history. The oral component requires a five-to-seven minute report.

The annual "Language Day" celebration is an important part of cultural activities at the school. This year, we had dances, music, video presentations and food celebrating all of the wonderful languages we offer our students. Students have the opportunity to see performances in their own languages and see what student projects are happening in the other languages.

Technology is an important component of the foreign language department. The Internet is a valuable source of cultural resources. Students listen to podcasts and news from France, Spain and other countries in the francophone and Spanish-speaking world. These newscasts allow for students to gain an understanding of culture but also allow for students to see how the United States is perceived in other parts of the world.

Teachers in Spanish and Latin do vertical planning to ensure that all students are prepared for the next level. Additionally, where two teachers share the same course, such as in Spanish 1 and Spanish 2, the same instruction is taking place on the same day. Additionally, the same assessments, including projects, are given for all sections. Teacher collaboration occurs during lunches or during planning blocks to discuss teaching strategies and lesson plans. The collegiality of the department and the desire for all students to do well allows all teachers to work together for the benefit of the students and a strong department.

Professional Development

The majority of our teachers hold advanced degrees in their respective languages. The school is extremely supportive of teachers having the opportunity to take classes to learn new skills and network for ideas. As an example, on April 15 the entire foreign language department was given a release day to attend a seminar on technology in the classroom. All of us learned new things which we could implement in the next class. Additionally, we have had teachers attend teacher training seminars in China, and weeklong AP training.

Foreign Language Course Offerings

Spanish is taught in the Lower School beginning in grade 1. In grades 6 and 7, Latin is compulsory. In grade 8, students have a choice of language: Latin, Spanish, French, Chinese or Japanese. Honors courses are offered in Latin, Spanish and French, and all of our languages offer AP. Interestingly, a number of students choose to study two languages concurrently while at St. Margaret's, such as Spanish and Latin. Others switch to a second language after completing the third or fourth year of the first language.

As St. Margaret's Language Department Chair, Mrs. Marta Austin oversees the curriculum for grades 1-12. She also teaches Upper School Advanced Placement Spanish as well as Spanish I in the Middle School. Additionally, Mrs. Austin is a grade 8 advisor. Mrs. Austin started working at St. Margaret's in the fall of 1998, and became the department chair in 2010. She holds a Bachelor of Arts in Spanish and a Bachelor of Arts in international relations from University of Southern California. She also holds a Juris Doctor from Pepperdine University School of Law. Mrs. Austin practiced law for 12 years prior to beginning her teaching career.



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When it Comes to Assessment, Balance is Key!

By Dr. Regina McDuffie, Academic Dean and Lower School Principal



I would like to share with you the framework for assessment that we use at St. Margaret's. As I mentioned at a Parent Teacher Fellowship meeting this year, assessment in the 21st century is very complex because it involves more than taking a test or a quiz at the end of a curriculum unit. At St. Margaret's we use a framework that is based

on the work of Rick Stiggins, founder of the Assessment Training Institute. The framework has three component assessments for learning or formative assessments, assessments of learning or summative assessments, and student self-assessment.

Assessment for Learning: Formative Assessment

Assessments for learning or formative assessments happen before and during the learning process. Teachers use formative assessments to learn about students needs in advance of teaching so that they can plan for next steps in instruction, provide students feedback and work with the students on developing a plan for future learning of the topic or skill.

Formative assessments benefit:

- Students by answering the questions: Am I improving over time? What should I do next to succeed?
- Teachers by answering the questions: What do my students need? What are students' strengths to build on?
- Parents by answering the question: What can we do at home to support our child?

Assessments of Learning: Summative Assessment

Assessments of learning or summative assessments happen after the learning has occurred and are used by teachers to determine a student's grade and what a student has learned at that specific point in time. Summative assessments are final exams or standardized tests like the ERB (Educational Records Bureau) CTP 4 (Comprehensive Testing Program, 4th edition).

Summative assessments benefit:

- Students by answering the question: How am I doing in relation to my classmates?
- Teachers by answering the question: What grade do I put on the report card?
- Parents by answering the question: Is my child keeping up?

Student Self-Assessment

A third form of assessment that has proven to be very effective is student self-assessment. More and more we are seeing teachers ask students to self assess or evaluate their own progress on specific skills. The practice of self-assessment is an essential component of becoming a lifelong learner. We want our students to be able to evaluate their own progress over time and make plans for growth independently. At St. Margaret's, students are often asked to score themselves against a rubric or against personal learning goals that they have established. The student-led conferences being held in grades 5-8 are examples of student self-assessment.

The biggest challenge that educators face with regard to assessment is finding the right balance of the three types of assessments discussed in this article. Summative assessments can sometimes be used in a formative way. For example, the results of a final exam are often studied by the teacher to determine what students have learned. Formative assessments can sometimes be used in a summative way. For instance, a teacher might grade a homework assignment. What is most important in determining a balanced approach to assessments in any school or classroom is asking the questions: Why am I assessing? What is the purpose of this assessment? And, how will the results be used?

The information in this article is based on the work of Richard Stiggins.



An Angel Walks Among Us: A PTF Tribute to a Treasured Tartan

By *Tricia Raymund, PTF President*

I was very excited when I learned that St. Margaret's Episcopal School decided to honor a beloved, longtime friend and member of the Parent Teacher Fellowship with the Treasured Tartan Award.

The award honors an exceptional parent(s) volunteer whose efforts stand out beyond all others. A person whose contributions of time, talent and treasure span over the years he or she spends woven in the very fabric of our community, and for whom giving generously and well beyond the call of duty is as elemental as being. This recognition is special and has been presented only once before in the history of the school.

We cannot quantify these types of contributions and neither can we thank them enough for their efforts on behalf of St. Margaret's and the Parent Teacher Fellowship. We all benefit from their giving, and our community is richer because of them.

On the memorable night of the 2011 Spring Fundraiser, with great admiration and enormous gratitude, St. Margaret's named Kelly Collier a Treasured Tartan. Her husband, Rob, and three daughters, Kristin, Lauren and Blakely, have supported Kelly's 18 years of enthusiastic service.

At "Tartans On Broadway," Headmaster Marcus D. Hurlbut made a presentation and these remarks about Kelly:

"She has been a room parent, helped with hot lunch, a strong and tireless supporter of Breakthrough San Juan Capistrano, is a huge supporter of both our visual and performing arts, chairs all the sports banquets, to name just a few and if this weren't enough, she is always ready to lend a helping hand, anywhere, anytime!"

"In fact, not only is it difficult to think back to a time when she wasn't involved at St. Margaret's, it is difficult to think of a day when she isn't on our campus busy handling more than one project at a time.

"With all this as backdrop...we recognize one particular individual for her faithful, consistent, frequently behind the scenes but always there, invaluable service to St. Margaret's."

I think it's fair to say that every member of the Parent Teacher Fellowship has fond memories of working side by side with Kelly, because, quite simply, she has always been involved...and with everything. On behalf of the PTF and all St. Margaret's parents, I congratulate Kelly on this well-deserved honor and thank her for her steadfast loyalty, dedication and service. She is the essence of service and embodies the true spirit of the PTF and St. Margaret's community. Kelly, we are forever grateful for your service and proud to have had the chance to work alongside you.



Seeing Dollar Signs

By Roland M. Allen, Director of College Counseling



It's never too early to think about paying for college. In fact, the St. Margaret's college counselors urge parents to share the family's financial situation with students at the start of the college process. Finances and family financial priorities may factor into how a student assembles a prospective college list.

The big question, of course, is where to begin. I'll describe three online resources that can help you get started.

- Most colleges ask students to submit the Free Application for Federal Student Aid to begin the financial aid and scholarship process. The FAFSA is required in many cases for students applying for need-based financial aid and/or merit scholarships. The FAFSA website is a great resource that includes financial aid calculators that help families estimate how much colleges will expect them to contribute towards the cost of their students' education. The FAFSA website is www.fafsa.ed.gov.
- FinAid.org is a favorite "go to" website that does a great job laying out various options for financing a college education. Additionally, FinAid.org includes a scholarship search tool. This is the same tool many financial aid advisors use to help match students with scholarship possibilities.
- Orange County Community Foundation (www.oc-cf.org) matches students with scholarships that benefit students who live in Orange County. This is a great resource that is not as overwhelming as a massive scholarship database. Students receiving OCCF scholarships may attend college anywhere in the country.

There are other resources to help students and their families understand and navigate the daunting task of paying for a college education. Irrespective of the tools families choose to use, it's important to start this research earlier rather than later.

Book Dedications

The Birthday Book Program honors students' birthdays while building our Library's collections. Parents dedicate funds to the Library for a book. Using these donations, our librarians select reading material at the appropriate grade level and include a bookplate with the student's name.

February 2011

Preschool
Charles Denham
Cole Donnelly

Lower School
Jackson Adelman
John Boranian
Gavin Clarke
John Edington
Mason Harline
Amelia Kerr
Dylan McGuire
Finley Panlilio
Camellia Thomas

Middle School
Zachary Berens
Owen Harding
Gabriel Ong
Karina Sanchez
Christopher Shrikian

Upper School
Ted Ko

March 2011

Preschool
Chloe Brock
Luc Nivette

Lower School
Cooper Barkate
Madison Barkate
Alexander Georgiades
Veronica Guerinot
Luke Guerinot
Nicholas Jacome
Natasha Kieckhafer
Will Kieckhafer
Daniel Lew
Ania Ohanesian
Alexa Theodora
Shea Tomaselli
Kaden Tsunoda
John Wagner
Henry Wohlgemuth

Middle School

Charles Beall
Alexis Brynjolfsson
Nicole Brynjolfsson
Hailey Frost
Gregory Justice
Claire Kraft
Daniel Lind
Shelby Nicholas
Brittany Nielsen
Reilly Parkhill

Upper School

William Brynjolfsson
Megan Brynjolfsson
Shayna Kerry
Jonathan Li
Ashleigh Magnus
Lara Ohanesian



What Makes Up a Community of Giving?

By Lara Farhadi, Director of Advancement



Is it people who give of their limited time? Is it people who give of their material resources?

At St. Margaret's, we are blessed to have both. On any given day we can walk across campus and see parent volunteers who spend countless hours helping with programs that enhance the

experience of students, parents, faculty and staff. Their contributions – your contributions – are an inspiring part of our daily landscape.

As we get closer to the end of the school year, we also take note of the many contributions our parents, faculty and staff make in support of myriad initiatives – from the Annual Fund to the *Building on the Promise* campaign, and beyond. Support of the Annual Fund helps secure our today. Support of the *Building on the Promise* campaign helps expand and upgrade our facilities and secure our tomorrow.

Each moment you spend on this campus builds community. Each gift you make is an important investment and makes a difference. Each act of giving brings this community closer in support of that which is most important – our students and their future.

A heartfelt thank you goes out to all the parents, faculty and staff that are part of this community of giving – for your gifts of time, for your gifts of treasure, and for sharing your innumerable talents with us week after week. You are an integral part of St. Margaret's.

There is still time to make a gift during this school year. For Building on the Promise campaign inquiries, contact Steve Harrington at 949-661-0108, ext. 318. For Annual Fund inquiries, contact Lara Farhadi at 949-661-0108, ext. 353. Or visit us online at www.smes.org/giving.



Church Chimes

All Are Welcome To Join Us For Worship

Regular Weekly Schedule of Services:

Sundays

8 a.m. Holy Eucharist

9:30 a.m. Holy Eucharist

Includes Sunday School Catechesis of the Good Shepherd program for preschoolers through grade 5, youth group (grades 6-12), choir and nursery care for infants and toddlers.

11:15 a.m. Holy Eucharist

Wednesdays

7 a.m. Holy Eucharist

Special Upcoming Events

Spring Choral Concert at St. Margaret's Church

Sunday, June 5 at 3 p.m.

The Lower School Senior Pipers, St. Margaret's Church Choir, The Saddleback Master Chorale, and an orchestra made up of St. Margaret's faculty and students will present a special spring concert including the *Fauré Requiem*. Childcare will be available.

Vacation Bible School 2011

Children entering Kindergarten – Grade 5
August 1-5

9 a.m. – 12 p.m.

Fee: \$60

Join us for a week of fun exploring worship through arts, crafts, games, child-led worship, music and a Friday family celebration and barbeque. Registration forms are available in the Church Office (space is limited). Middle and Upper School students are welcome to serve as volunteer leaders. Questions? Please contact the Church Office at 949-661-0110, ext. 301.

American Girl Camp 2011

"Building Character through History"

For girls in grades 1 – 5

August 8-12

9 a.m. – 2 p.m.

\$100 materials fee

Daily sessions include history, reading, writing, crafts, sewing, music, cooking and games reflecting periods of American history.

The class will participate in a Mother-Daughter Tea Party on August 12. Registration forms for campers and assistants are available in the Church Office. Enrollment is limited, please sign up early. Middle and Upper School girls are welcome to serve as volunteer assistants. Please contact Susan Remsberg at susan.remsberg@smes.org or the Church Office at 949-661-0110, ext. 301 or church@stmarg.org for additional information.

Unrest in the Middle East Symposium 1
 Learning Spanish in the Lower School 5
 Language Department Philosophy 6
 Peer Counseling Program 12

St. Margaret's Episcopal School
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 San Juan Capistrano, CA 92675

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EDITORIAL NOTE

Throughout the 2010-2011 school year, each issue of the Tartan newsletter has presented an in-depth look at one of St. Margaret's five, core academic departments: English, math, science, history and foreign language. Subsequently, Tartan Talks during the school year have concentrated on the academic discipline represented in the current Tartan newsletter. At each gathering, the department's philosophy, best practices, an overview of the curriculum across the divisions of the school, coursework examples and the professional development program have been presented. Our last Tartan Talk of the school year, on May 25, 8 a.m. in the Tartan Center, will focus on the foreign language department.



SCHOOL COUNSELOR

Students Helping Students: St. Margaret's Peer Counseling Program

By Janice Avalone, All-School Counselor



This year, you may have observed Upper School students wearing red shirts or sweatshirts that say "WE GOT YOUR BACK!" interacting with Lower and Middle School students during lunch. These select individuals, known as peer counselors, are sophomore-senior students who are interested in helping others solve contemporary issues and conflicts with friends and family. The purpose of this program is to provide individual and group counseling as well as social-emotional education to students from all four divisions.

Peer counseling is one of four leadership opportunities offered at the high school level that meets during a designated block. The curriculum used for training purposes is a combination of conflict resolution skills as well as instruction in areas such as: bullying, stress/anxiety, depression, peer pressure, drugs and alcohol and eating disorders. The peer counselors are educated in each of these fields and are trained to recognize symptoms that can be detected

early. Strict confidentiality standards form the basis for this support group. Peer counseling applications are accepted at the end of each school year. Applicants are put through an interview process and are selected based on their strong academic standing, life experience, social-emotional communication skills and desire to help others.

This year, the Middle School invited the peer counselors to be a part of the advisory program offering group talks on select topics. Recently, the peer counselors facilitated a grade 8 talk on "Transitioning to High School" and a grade 6 presentation on "Navigating Peer Relationships." In upcoming weeks, grade 7 students will focus on "Peer Relationships and Self Image."

In the Lower School, peer counselors use their lunch periods to interact with students on the playground as well as individual mentoring on a special request basis. All sessions are voluntary and can be coordinated through the Counseling Office. St. Margaret's is fortunate to be comprised of four divisions where peers are able to support each other based on their own past experiences as well as the training that they receive in this program.