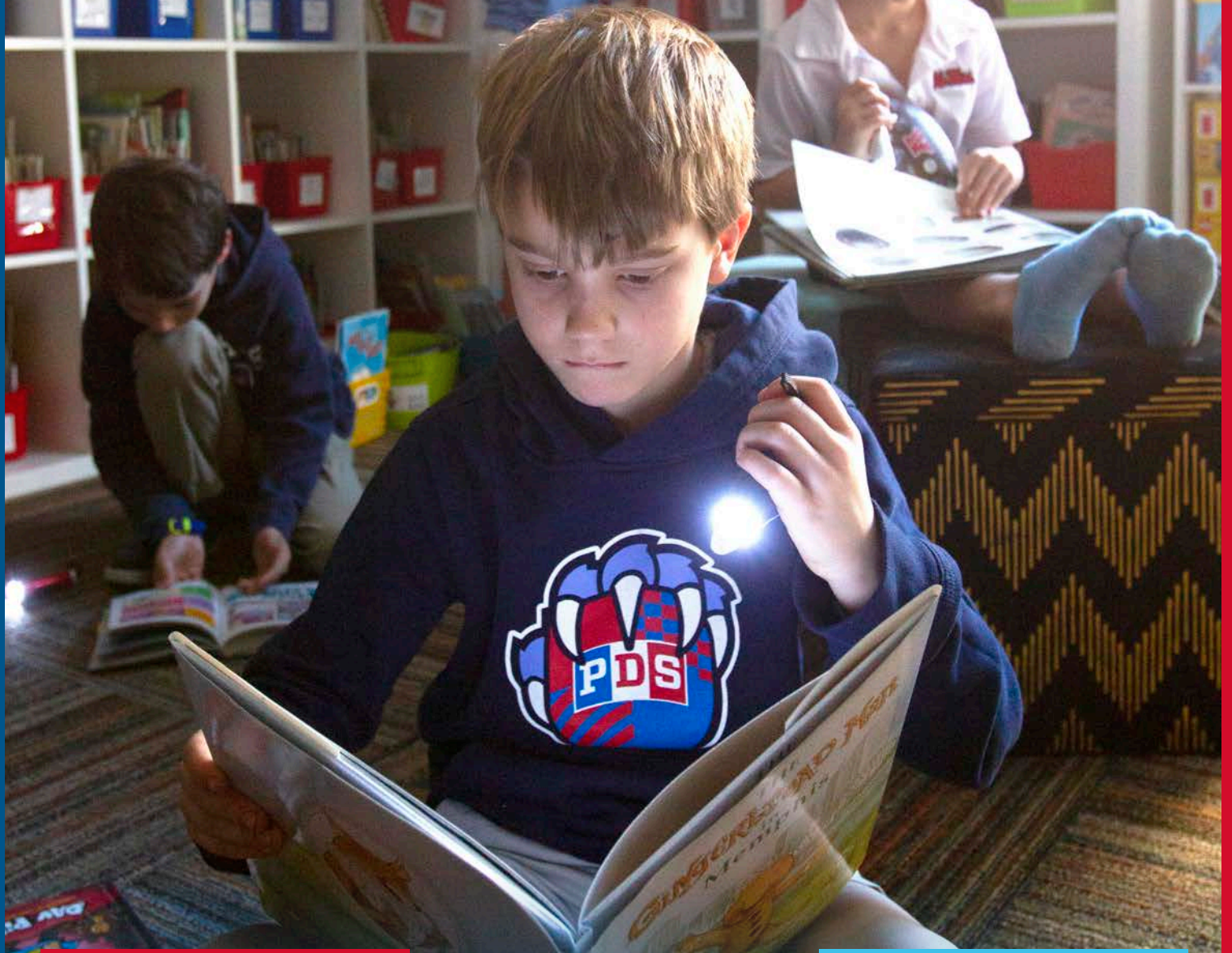


PDS Spirit

The Magazine of Presbyterian Day School



Power in the Pages

Why reading aloud to your son has a significant impact on his development

WINTER 2023



Exploring the Past, Discovering the Future

Our 1st Cultural Expedition Trip



PDS Spirit

Winter 2023

PDS Spirit is a publication of Presbyterian Day School.

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Research-Invested Schools

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On the Cover:

First-grade boys spread out all over the classroom to read on "Flashlight Fridays."



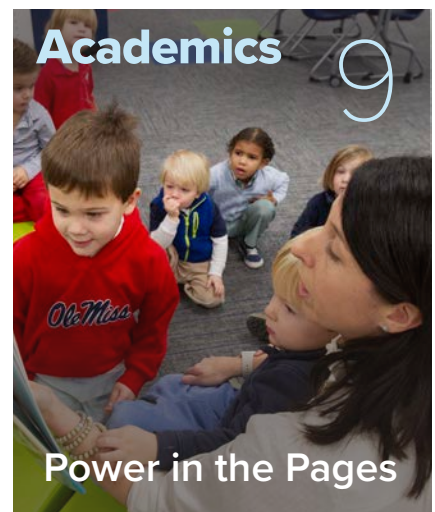
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Power in the Pages

From the Head of School



Dear PDS Community:

Boys are already fully engaged in all types of academic and co-curricular activities that reflect the second half of the school year. As we are quickly settling into 2023, I hope you find this installment of *PDS Spirit* to be a helpful resource. This issue contains book recommendations by our faculty and an article by Laura Glenn on the important developmental benefits about reading with your sons that we hope will be useful.

First, I am grateful to our faculty for developing a shortlist of book recommendations. Each year, a columnist I read releases his 'Top 10' articles of the year. I am always eager to see his shortlist because he has scoured the best of excellent writing I might have missed. With our busy schedules and fast-paced lives, I'm always grateful to be given a shortlist.

You will find in these pages a number of books pulled together to reflect the age and stage you find yourself in as a parent. Several of the books recommended have been helpful to faculty in understanding their work with various age ranges as teachers and parents. However, nearly every book recommended is written for parents, not just educators. We hope you can take away one book suggestion that will help you this year in educating and parenting your son.

You will notice that many of the recommended works were written recently. As a rule of thumb, I have always thought it a good idea for every few books you read that were recently written to pick up an older one the next time. Each era has its own outlook. Reading a few older books on education and parenting helps us understand not only a specific author's outlook but our own outlook better. In that spirit, I would like to offer you my own book suggestion. It is a much 'older' read but excellent and enduring – Edmund Gosse's *Father and Son: A Study in Two Temperaments*.

In addition to book recommendations for parent reading, you'll find an article about our recently launched Cultural Expeditions Program and the role boys play in forming the unfinished narrative of our country's story by Jason Hewer. Also, you can read about the importance of being a research-invested school in an article written by Emily Lequerica.

Lastly, if you enter the school outside the morning or afternoon carline, you typically enter PDS through our middle entrance along Poplar Avenue. You will find in the pages that follow a few images of updates that will soon be made to our middle entrance. Very soon, PDS will have a more defined space marking and illuminating PDS' presence along Poplar Avenue. Construction should begin no later than summer and be completed before the beginning of the following academic year. We will keep you abreast of any updates that might cause disruption to traffic.

Happy reading!

Brad Sewell
Head of School

Coming Soon: Improved Visibility from Poplar Avenue

If you've driven by campus lately, you likely have already noticed that it's a little easier to see the buildings from Poplar Avenue. The massive oak tree at the middle entrance was removed in the fall as step 1 of a project to improve the visibility of the school. Look for an improved middle entrance to begin construction as we get closer to summer!





Exploring the Past, Discovering the Future

History Teacher Jason Hewer reflects on the important connections boys made by traveling to Washington D.C. and Philadelphia on our inaugural Cultural Connections trip.

Have you ever seen the movie *Raiders of the Lost Ark*? Imagine with me the opening scene of that film. Indiana Jones is trekking through a jungle in South America. He pauses in the midst of the immense heat to wipe sweat from his brow. A team of men follow him silently, deeper and deeper into the jungle. As the scene progresses, his crew is slowly whittled down as they succumb to fear, greed, and the deadly booby traps left by an unnamed ancient civilization. Finally, in an iconic moment, Jones stands in front of a pedestal on which sits a golden idol. He cleverly pulls a pouch of sand from his pack, discarding

some of the sand as he tries to match the weight of his pouch to the weight of the golden idol in front of him. In one nearly seamless motion, he switches the idol for the pouch and breathes a sigh of relief. It seems as though Jones has outwitted those who set the booby trap connected to that small golden statue.

Then, in a dramatic twist that only a Hollywood blockbuster can manage, the audience collectively gasps, leans forward to the edge of their chairs, and clenches their armrests as the temple in which Jones stands begins to crumble away. With reckless abandon, Jones charges back through the string of traps and obstacles he had so carefully navigated just moments before, trying desperately to escape. In a frantic but decisive leap he clears the gauntlet, landing just out of the path of an oversized bowling ball which otherwise would have crushed him into Dr. Indiana Jelly.

This is historical fieldwork! Or rather, this is what Hollywood would have us believe that historical fieldwork is. And although, in reality, fieldwork is rarely life threatening, one way in which its portrayal in *Raiders of the Lost Ark* is surprisingly accurate is in how exciting it can be. No, getting out into the field may not have you searching for literal treasure, but the insight and inspiration found there is just as valuable.

As the history teacher here at PDS, I may be a little biased in favor of my subject area, but this is the sort of comparison that my mind is drawn to make when I think about the Cultural Expeditions Program that kicked off this year when our fifth graders went on our first Cultural Connections trip to Washington D.C. and Philadelphia. The trip took boys out of the classroom for a week on a journey to our nation's capital. Our experienced guide was a former staffer for a member of congress and had extensive knowledge of what Washington had to offer. He met us at our hotel each morning for breakfast, after which we started our trek through the city or hopped on the bus for a quick ride to a nearby destination. We visited a host of museums, monuments, and cultural/historic sites that were designed to expand the boys' educational horizons and build on the foundations that were established back in our classrooms here in Memphis, TN.

In a recent chapel, our chaplain and Bible teacher, Tony Rudzena, spoke on the Civil Rights Movement and the impression made on him while standing at the Martin Luther King Jr. memorial near the National Mall during our nighttime bike tour of the monuments. Later when I asked him why he thought this sort of trip was so valuable for students he said:

"It's one thing to learn about something from a book or YouTube clip like the Civil Rights Movement and Dr. Martin Luther King Jr.'s 'I Have a Dream' speech delivered at the Lincoln Memorial. It's a completely different learning experience when you are in the African American History Museum or on the steps of the Lincoln Memorial in Washington D.C. and looking out to see the Washington Monument in the distance. The embodied and experiential learning are deeply transformative, more so than reading from a book or watching a video."

As classroom teachers, one of the trickiest problems we face is how to make our subjects come alive for our students. Because this is one of the most difficult things to do, there are countless professional development programs across the country that aim to tackle this conundrum each year. Think back to your time in school memorizing verb conjugations in a foreign language class, or think about the hours you spent drilling your times tables. These things are difficult, and many of us may have found the work to be dull. But have you ever had the opportunity to use that foreign language outside of the classroom? It is exhilarating! Have you ever taken that big vacation after planning and saving according to the monthly budget you created? Surely the practical application is why math was created! And this practical application helps to reinforce lessons that were introduced in the classroom. When students are able to get real world experience to use the lessons they have been taught in the classroom, those lessons take on a new dimension and a personal meaning. These sorts of experiences reinforce learning with memories that often last a lifetime.

The first time I had the opportunity to take a trip on par with PDS's Cultural Expedition Program was as an undergraduate in college. Whereas before, I had been working entirely from written sources, straining my imagination to make connections with the present day, actually physically traveling to the places I had been studying helped to bridge the gap between the theoretical and the practical. I therefore cannot stress the value of this sort of opportunity enough.

"So great!" you may ask, "Traveling may help with the retention of a history lesson, but what is the practical application of history anyway? Isn't history just an entertaining story?"

Well sure, a history class at its worst is rote memorization of names and dates and honestly



When students are immersed in the story, it can help them realize that they too are players in our country's narrative and they have an important role to play in how the story unfolds in the future.

isn't even very entertaining. No attempt at real life application is made and students are bored to tears. But at its best, history is the story of the world we live in played out in our minds in meaningful ways. America's history is deeply intertwined with our national identity and seeing the locations and artifacts from that history can bring our country's narrative to life when words on a page fall short. When students

are immersed in the story, it can help them realize that they too are players in our country's narrative and they have an important role to play in how the story unfolds in the future.

One of the primary goals of the Cultural Expeditions Program is to help students understand the role they play as citizens of Tennessee, the United States, and ultimately the world. Having a clear understanding of our national identity is essential as a basis for that citizenship and there is no better place to begin that process than the nation's capitol.

As we look to the future, perhaps none of the boys at PDS will rescue the Ark of the Covenant from evil Nazis bent on world domination like Indiana Jones, but it is my sincere hope that the travel programs that PDS has committed to offering can play a valuable role as each of these boys grows into the global citizens and the men that they are meant to become. 🇺🇸

Second Presbyterian Church Foundation Matching Gifts to PDS Young Scholars



In celebration of their 25th anniversary, the Second Presbyterian Church Foundation is matching 100% of gifts given to specific designated funds through 2023. Due to PDS' longstanding partnership with the Foundation, our Young Scholars program is recognized as one such program.

Through this generous opportunity, the PDS community can double their impact by giving to the PDS Young Scholars program through the Foundation.

The Second Presbyterian Church Foundation's mission is to promote the Kingdom of God through the approved ministries of Second Presbyterian Church by developing, investing, and disbursing financial resources for strategic ministries in Memphis, America, and around the world.



The Young Scholars Program was developed as a way to make PDS an attainable goal for families who are a great fit for PDS but cannot make the financial commitment. For more than 15 years, this program has assisted these families in covering tuition costs for the duration of their sons' time at PDS so that their sons can experience the benefits of a PDS education.

PDS and Young Scholar parents cover a portion of tuition costs, and we rely on donors to fill the gap. While donations to this program vary, their impact is the same: providing an exceptional academic and spiritual foundation for a boy.

For more information on our Young Scholars program, contact Chris Oliver, Chief Advancement Officer at coliver@pdsmemphis.org or 901-842-4602.



Help us make a PDS education a reality for families by doubling your impact through the 2PC Foundation.

Make a Gift:



Power in the Pages: A Family that Reads Together Grows Together

By Laura Glenn, Head of Elementary



Every PDS teacher knows the best way to calm a class after recess or PE. Start reading aloud.

In just a few minutes every boy will find a chair or spot on the floor to quiet down and listen. No student wants to miss out on classroom read-aloud time. It's imperative to find out what happens next in an adventurous, fictional story

or hear the coolest, sharable fact in a nonfiction book, and no boy wants to miss the punchline in a joke book!



This time spent reading together as a class is meaningful and monumental to each student's reading success. When teachers are asked by parents how best to help their son through school, the answer will always be the same — make reading together a priority in your home.

One of the most important things you can do to help your son learn to read, think critically, and communicate is to simply read aloud to him. For young children learning to read, reading aloud to them models foundational skills that are essential to becoming a fluent reader. That is, reading at a comfortable rate with accuracy and expression. It is important for young readers to see that reading can be enjoyable and that it doesn't have to be a chore. As they listen to you use expression and intonation while reading, they start to understand how these skills enhance the meaning of the text. Young readers spend a considerable amount of time decoding texts as they read. Because reading is not yet automatic, their brain power is often focused on the difficult work of manipulating individual sounds in words. When parents read to their children, it not only supports the development of phonemic awareness, but it allows the child's brain to focus on

story elements and comprehension.

Sarah Mackenzie, founder of the Read-Aloud Revival and author of *The Read-Aloud Family*, wants to inspire families to start a read-aloud movement in their homes. She says, "You will never regret reading aloud to your kids. Connecting deeply with your family can be difficult in our busy, technology-driven society. Reading aloud is one of the best ways to be fully present with your children, even after they can read themselves." When we read together with our children, we give them an opportunity to embrace different characters and experience situations that they may not have yet faced in real life. As characters in a book struggle, we struggle with them. When they succeed, we succeed. As Mackenzie calls it, this "gift of practice" is critical as children begin to face their own dilemmas. By trying on different personas while reading, children learn to be curious, compassionate, and confident.

As students read on their own, it is important that the books they choose to read are at a level in which they will experience the greatest success (accurate decoding and understanding). However, books read aloud to them can cover a wide range



of reading levels thus exposing children to complex vocabulary and sophisticated language patterns. In *The Read-Aloud Handbook*, Jim Trelease stresses that vocabulary development is the prime predictor of success in school. He goes on to explain that day-to-day family conversations cover the approximate 10,000 words needed for basic conversations. But, when you read to your child, you encounter vocabulary essential for success in school. Seeing and hearing new vocabulary words in context will help them understand their meaning and remember them better. With a larger vocabulary, they will be better able to understand what they read when they encounter these words again in the future. Additionally, reading higher-level books helps to develop children's listening comprehension skills, a precursor to reading comprehension.

One of the most important things you can do to help your son learn to read, think critically, and communicate is to simply read aloud to him.

When choosing books to read together, Mackenzie suggests reading a few paragraphs in the beginning to see if the book captures your imagination. Can you picture in your mind what is happening in the book? Are you interested in finding out what happens next? She says, "A good book appeals to all ages and fills the readers with hope despite being funny, sad, heartrending, harrowing, or lighthearted." Not every book should be a classic, nor should every book be "light" on substance. Rather, continue to choose quality books that the family enjoys. And, if you start one that falls flat, it is okay to stop reading it! The best way to help children develop good literary taste is to continue putting quality books in their minds, hearts, and on their bookshelves.

As children become readers on their own, it is natural to think that family read alouds are no longer needed. Nothing could be further from the truth. Yes, they can read on their own, but good books are meant to connect us with others and should be shared. When families read together, meaningful conversations result, our thinking deepens, and our understanding of each other grows. The best way to

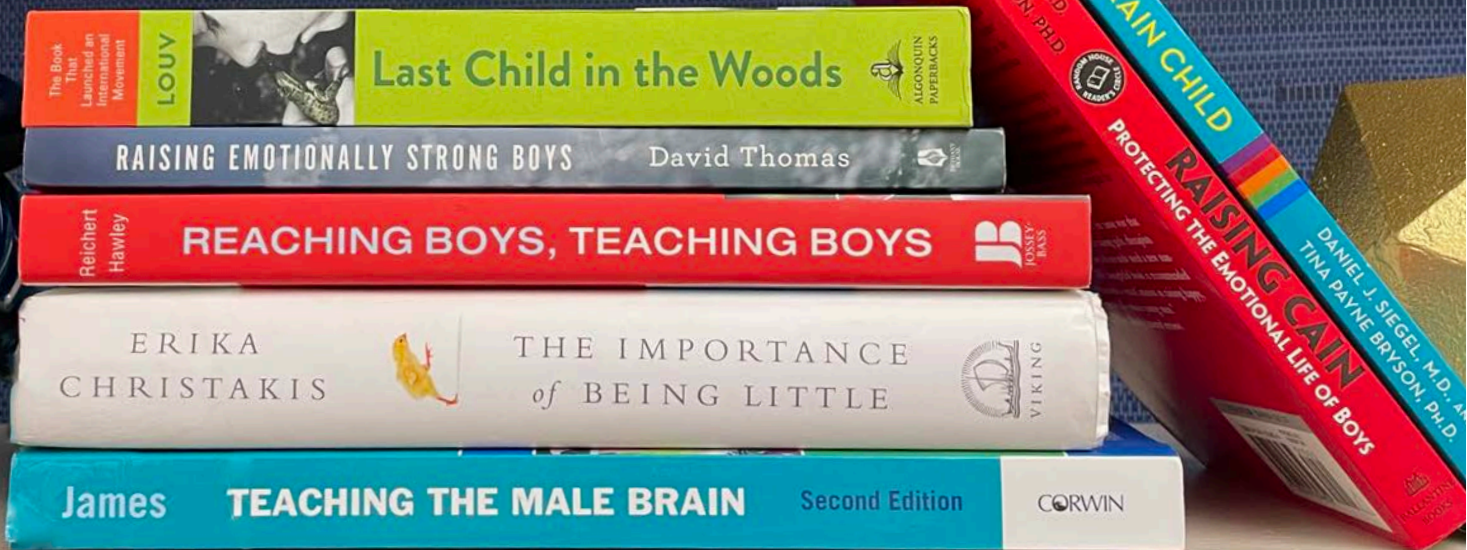
engage in deep conversation is to ask questions that make one think intentionally. *The Read-Aloud Family* offers 10 questions to use as guidelines for read-aloud conversation:

- What does the character want, and why can't he/she have it?
- Should he/she have done that?
- How is x like y? How is x different from y?
- Who is the most _____ in the story?
- What does this story or character remind you of?
- What is the character most afraid of?
- What would you change about the setting or main character if you were writing the book?
- What surprised you most?
- Which character most reminds you of yourself?
- What is something you don't want to forget from this book (or chapter)?

It is important to remember, however, that your son is not going to want to talk about every single book that you read together! Allow some books to speak for themselves and don't push conversations when they aren't organic. Often, the questions you ask are far more powerful at developing children's critical thinking skills than the answers you will receive. Remember, there are no wrong answers!

Reading aloud to your child is one of the most important things you can do to help them develop strong reading skills, and it is never too late to start! Visit the PDS library and ask for book suggestions to get your family reading in 2023. After all, a family that reads together finds power in the pages — the power of stories to connect us all together. 📖

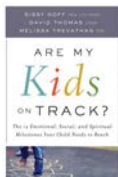




What is PDS Reading?

“Show me a family of readers, and I will show you the people who move the world.”
– Napoleon Bonaparte

At PDS, we believe that learning should never stop, especially for those of us in the business of education. There is a meme circulating on social media: “Science is not truth. Science is finding the truth. When science changes its opinion, it didn’t lie to you. It learned more.” We believe that education is an art and a science and we are *always learning more*. Reading gives us an opportunity to expand our creative thinking and explore new ideas.



Are My Kids on Track?

by Sissy Goff, David Thomas, Melissa Trevathan

Social, Emotional and Spiritual Milestones children should reach.

I CAN LEARN FROM YOU
How to Relational Learners
MICHAEL REICHERT
AND RICHARD HAWLEY



I Can Learn From You

by Michael Reichert / Richard Hawley

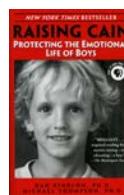
Dives deep into boys as relational learners and how teachers can support the development of these relationships



Raising Boys by Design

by Gregory L. Jantz / Michael Gurian

Combines brain research and biblical wisdom to help parents and teachers understand and reach boys



Raising Cain: Protecting the Emotional Life of Boys

by Dan Kindlon / Michael Thompson

Two of the country’s leading child psychologists share what they have learned in more than thirty-five years

of combined experience working with boys and their families



Raising Emotionally Strong Boys

by David Thomas

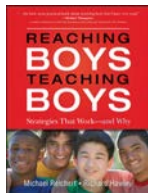
Discusses the importance of a strong emotional foundation and shares practical ways to help your son be resourceful, aware, resilient and empathatic



Raising Kids for True Greatness

by Dr. Tim Kimmel

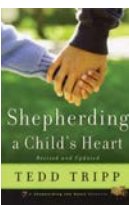
Redefines success, how to prepare kids for lives of true greatness



Reaching Boys, Teaching Boys

by Michael Reichert / Richard Hawley

Reveals what boys need in order to want to succeed in school



Shepherding a Child's Heart

by Tedd Tripp

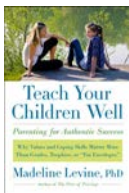
Perspectives and procedures for shepherding your child's heart into the paths of life



Simplicity Parenting

by Kim John Payne

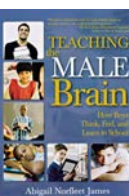
Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids



Teach Your Children Well

by Madeline Levine

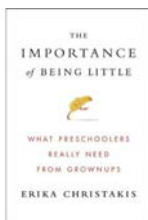
Why Values and Coping Skills Matter More Than Grades, Trophies, or "Fat Envelopes"



Teaching the Male Brain

by Abigail Norfleet James

Brain based research on best practices for teaching boys



The Importance of Being Little: What Preschoolers Really Need From Grownups

by Erika Christakis

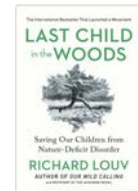
Discusses the need for play in the early learning environment and the power that it has on language, artistic expression, imagination and creating social/emotional bonds



The Intentional Father

by Jon Tyson

A Practical Guide to Raise Sons of Courage and Character



The Last Child In The Woods

by Richard Louv

Saving Our Children From Nature-Deficit Disorder



The Tech Solution

by Shimi K. Kang

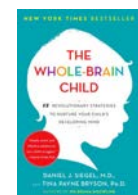
Insightful information on how to safely incorporate technology in your child's life.



The Tech Wise Family

by Andy Crouch

Everyday Steps for Putting Technology in Its Proper Place



The Whole Brain Child

by Daniel Siegel / Tina Bryson

12 Revolutionary Strategies to Nurture Your Child's Developing Mind



Unconditional Parenting

by Alfie Kohn

Moving from Rewards and Punishments to Love and Reason



Father and Son: A Study of Two Temperaments

by Edmund Gosse

First published anonymously in 1907, *Father and Son* was immediately acclaimed for its courage in flouting the conventions of Victorian autobiography and is still a moving account of self-discovery

Teacher Feature: Linda Winchester

Reading Specialist for 1st, 2nd, and 3rd grades

What is your background?

After graduating with a double major in Elementary Education and Social Sciences from The University of Mississippi, I moved back to Memphis and began teaching first grade at St. Agnes Academy. After four years, I decided to make the move to Hutchison School and taught first grade there for fifteen years. I learned a lot and made great friends, but after having my third child, I decided to take a couple years off from teaching. During that time, an amazing opportunity became available for me to cover a maternity leave at PDS, and oh boy, it reminded me why I loved teaching so much! God had perfect timing, and two years later, after completing intense SMILA and Orton-Gillingham training, I became the reading specialist at PDS. Waking up excited to greet and teach my boys at PDS is the best feeling in the world. Dreams do come true!

How did you get interested in teaching?

I became a teacher because of my first grade teacher Mrs. Akers. She demonstrated a love for learning and was contagious in the classroom. Mrs. Akers showed me that learning is full of adventure and surprises. I knew Mrs. Akers was invested in my education, loved me, and wanted to see me succeed. Her inspiration remains with me to this day.

Funny story: After graduating from college, my sister and I drove back to Lafayette, Indiana, where I grew up, to thank Mrs. Akers for being so inspirational in my life. I wanted to let her know that I became a teacher because of her. Being ridiculously excited, I found her home, nervously knocked on the door, and as I began talking, quickly realized she had no recollection of me at all. I was completely surprised, mostly because how could she forget me...her favorite student? HA! Although she didn't remember me, I still love her and owe her the world for encouraging me to pursue my passion and to love what I do every day. Because of that hilarious encounter, I strive to remember my students and stay in their lives as much as I can after they leave my classroom.

Why do you teach?

I love teaching! I love being a lifelong learner, experiencing new adventures each and every day, meeting new students, and being involved in a secret society of life changers!

Why teach at PDS?

Why teach anywhere else? PDS is the best of the best, an unbreakable family, a Christ-centered community, and a place where teachers are supported and encouraged. PDS knows boys and utilizes best practices in their daily teachings. PDS boys are encouraged to seek adventure, strive for excellence, and gain the building blocks that will take them from boys to men. Being a part of the PDS community is a true blessing.

What do you enjoy doing when you are not at PDS?

When not at PDS, you can usually find me cheering on one of my three children at one of their sporting events, playing a mean game of pickleball in the backyard, biking the Wolf River Trails, cheering on my beloved Rebels, reading a great book, or planning the next family adventure!

What is the most important life lesson you want each student to come away with?

Never give up! Never stop asking questions, never stop learning, never stop doing what you love because you CAN do it!





MARCH MANIA
HOOPLA

Our March Mania Kick-Off Party is back — bigger and better!

Join us for an evening of fun in support of the March Mania Auction.

Enjoy food and drink, preview some of the online auction items, and bid on themed baskets!

Silent Auction ends at 8:30pm.

\$50 per ticket

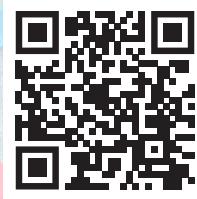
This special event is for adults only. No children, please.

Friday, March 3
6:30pm
Memphis Botanic Garden

PRESENTING SPONSOR:



REGISTER ONLINE:



Navigating Change: Moving Forward in Boys' Education Through Research

By Emily Lequerica, *Director of Research and Innovation for Boys' Education*

Research-invested schools are committed to ensuring that students have access to the latest evidence so they can make informed decisions, solve problems creatively, and think critically.

Research in the field of education is not a new phenomenon and neither is challenging the traditional model of education. However, efforts supporting educational change and innovation have not always effectively flourished over time. As a result, this has led to a mundane cycle of doing things, “the way they have always been done,” for many educational institutions. Time for intentional reflection slips by, the “why” is never questioned, and professional learning proves stagnant. Teachers and educational leaders ultimately rely on outside experts to explore new ideas and supply findings. In turn, educators become technicians, serving as deliverers of curriculum and implementers of *suggested* best practices.

Following the pandemic, there is a strong push to identify what truly is essential in education and what traits are necessary for young learners to thrive in the future. To navigate these questions successfully, independent schools across the world are advocating for an *educational shift*. These schools are empowering teachers to become *creators* of knowledge rather than *consumers* of knowledge. They are promoting a professional learning environment where inquiry, new ideas, and the sharing of knowledge is encouraged and expected. They are viewing teachers as experts, just as doctors and lawyers are viewed in many communities. Most importantly, they are asking their teachers to become more research engaged and their school to become research invested.

A research-invested school has never been more important than it is today. Dr. Sandra Boyes, Executive

Director of Professional Learning & Research of The Crescent Centre for Boys' Education, and Ms. Cynthia Brown, Researcher & Teacher at St. Christopher's School in Richmond, VA, share the common belief that we are preparing our boys for a world we know nothing about. Teachers, coaches, and mentors are on the front lines, interacting and building relationships with students daily. Thus, they should be the ones collaborating, communicating, piloting ideas, thinking outside the box, reflecting, and sharing discoveries with others that are on the same journey, rather than relying on research findings on the peripheral. Dr. Ian Lambert of Scots College in Sydney Australia supports this claim by saying, “Little can be more important, in forming young people, than in being reformed ourselves as educators.”

As the traditional mindset changes and teachers are repositioned as experts, different models of research and professional learning are being developed globally. Multi-tiered research centers, such as the Center for the Study of Boys, The Crescent Centre for Boys' Education, The Tony Little Centre for Innovation and Research in Education, and the Scots Research Center are resurrecting within schools as well. Some models support intentional reflection on practices, some are pushing action research, and a few are incorporating research at the university level. Ultimately, they share a common goal: to establish a toolbox for teachers to better serve the children in their care.

Currently at PDS, we are connecting with thought leaders in education, visiting these research-invested schools and having many conversations to intentionally define and design our own research model. As always, we are grounded in our mission, and our focus is what is best for our boys. Therefore, it is our institutional responsibility to continue to evaluate and evolve our practices.

We begin by empowering the most important element in a boy's education: the teacher/mentor



At PDS, we are connecting with thought leaders in education, visiting these research-invested schools and having many conversations to intentionally define and design our own research model.

role model. We know that boys “learn” their teacher before they ever learn a subject (Reichert and Hawley, *Reaching Boys, Teaching Boys: Strategies that Work -- and Why*. 2010). Thus, we should continue to grow, learn, and investigate best relational practices between boys and their teachers, coaches, and mentors.

The combination of myths and stereotypes of boyhood and global data showing that boys are falling behind girls in many areas present an even deeper need for educators to better understand boys’ education. Teachers are tasked with preparing students for an unknown future, so it is imperative

that boys are given the skills, academically and emotionally, to handle a shifting landscape. We have the best opportunity to achieve this at PDS, as we pair the abundance of knowledge and experience of our boy-centric teachers with intentional research findings. We must document reflections, ask the “why” behind all that we do, and champion new ideas. Continuing to research and develop our expertise will keep us at the forefront of implementing best practices in the education of boys. 🛡️

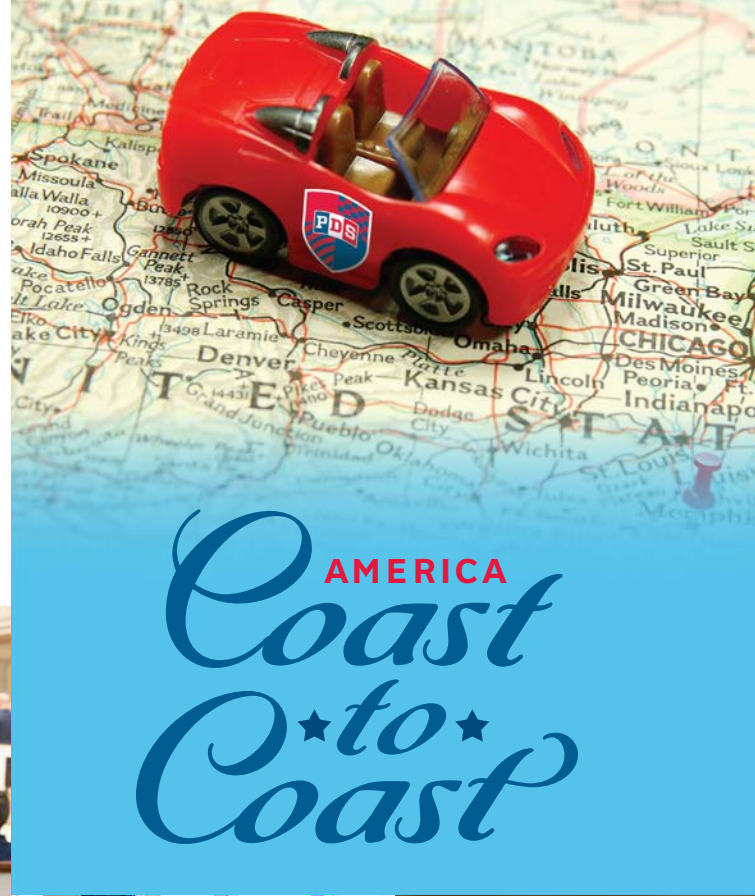
Emily Lequerica serves as Director of Research and Innovation for Boys’ Education at PDS. Over the years, Emily has served PDS as a Junior Kindergarten teacher, Director of Early Childhood Programs, Assistant Director of Admission and as an Associate in the Advancement Office. She has trained through Harvard’s New and Aspiring School Leaders program and most recently completed TAIS’ New and Emerging Leaders Institute through Vanderbilt University.



Grandparents' Day 2022

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