



# Tartan

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

## REFLECTIONS

### Performing Arts Achievements

The importance of supporting our young artists

By Marcus D. Hurlbut, Headmaster



This is the last edition of the *Tartan* until late summer, and the weeks ahead are action-packed with end-of-year events culminating with the graduation of the Class of 2010. We deeply appreciate their many accomplishments, and we look forward to celebrating their St. Margaret's career on June 12.

As I reflect on recent events in the life of our school community, I am struck by the extraordinary breadth and depth of our students' involvement and the remarkable progress we have made in the performing arts. In April, Lower School through Upper School students demonstrated growth and commitment in concerts revealing the importance of the performing arts and the need for a first-class facility to support our highly developed programs and exceptionally talented students.

When I arrived at St. Margaret's in 2003, the theater program was well established and bursting the seams of Sillers Hall. Darcy Rice was directing productions across all divisions, engaging huge numbers of students in seriously challenged spaces. Much remains the same today, with the important exceptions of the technical crew, orchestral accompaniment and Theater Arts teacher Nathan Wheeler. Today, virtually all performing arts technical support (lighting, sound, costumes and make-up) is provided by students. The theater orchestra, formerly comprised of hired musicians, is now an extension of our instrumental program, with students filling virtually every seat.

In 2003, the Christmas concert featured a band comprised of 10 electric guitars and a saxophone! It was clear that we could do better. Several weeks ago, more than 200 students made exceptional music under the inspirational leadership of Chris Carbajal. Our orchestra, under the guidance and instruction of Gene Wie, demonstrated growing numbers and exceptional talent. Our choral music program, launched in the Lower School by Diane Hawkins and Susan Remsberg, has been guided to increasing levels of performance by Stacey Wentzel. Our vocalists dazzled a standing-room-only gathering in the Chapel with a variety of complex, four-part harmony pieces, including a superb performance by the all-boys' choir, a first at St. Margaret's.

*Continued on page 2*

### Building **Teams** Beyond *St. Margaret's* Borders



Breakthrough San Juan Capistrano, sponsored by St. Margaret's, helps tomorrow's instructors develop teaching skills while helping San Juan students on their path to college

By Diosa Adams, Breakthrough Director

This summer, Breakthrough teachers will head from San Francisco, Atlanta, Boston, New York, and other locations, to St. Margaret's. These 16 amazing high school and college students will come from all over the country to form a team that will engage in an intense, challenging and fulfilling internship at St. Margaret's, as our school reaches out to local middle school students and supports them on the journey to be the first in their families to receive a college education.

Our Breakthrough teachers help students master algebra, raise their reading levels, practice self-advocacy and learn study skills. Through a team and advisory structure, Breakthrough teachers help students prepare to succeed in college preparatory courses.

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# Tartan



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

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The All-School Dance Recital, led by dance instructors Holly Mehling and Jaime McCain, is another highlight of the year.

I confess a bias for the arts and their role in enriching our lives. In my years at St. Margaret's, the growth of the performing arts has been truly extraordinary, and our community has benefitted from the inspiration and talent our faculty and students share so enthusiastically. It is time for this program to have a home of its own, where talents can continue to flourish and grow. We have had much success raising funds to build a performing arts center, but we have not yet met our goal—we need everyone to join in to make this dream come true. Seven years ago we might have seen this facility as something of a luxury. Today, however, as our students remind us again and again, the new facility is a necessity! My hope is that, in the fall, the construction of this new space will be launched. In the meantime, we have work to do!

To those who have supported this important effort, I extend my sincere gratitude and appreciation. To those who have yet to join in, I hope you will find a way to lend a hand. Every dollar helps.

Best wishes to you and your families for a rewarding and successful conclusion to the school year. And, as Darcy Rice reminds us repeatedly, life is better with art!

T I M E P I E C E

## 30 Years of Teamwork

Working together is the oldest tradition at St. Margaret's

*By Lisa Merryman, Faculty Emeritus and School Archivist*



In 2010, we celebrate the 31st year of teamwork and mutual respect between St. Margaret's Episcopal School and St. Margaret's Episcopal Church. This is the oldest tradition at the school, as it began the weekend before school opened, on October 1, 1979. The school and church shared facilities in the temporary structures, Father Sillers was both Priest-in-Charge and Headmaster, and Sharon Sarpa was secretary for both the church and the school.

At times sharing has been a challenge, but a challenge met in the spirit of teamwork and mutual respect. During the first three years, every Friday afternoon before the students went home, students in grades 4, 5 and 6 stacked their desks and arranged their chairs in rows for the Sunday church services held in their connected classrooms. The School Advisory Board (precursor to the Board of Trustees) worked with the Bishop's Committee (precursor to the Vestry) to establish a fair plan for utilities and maintenance. When the first permanent buildings were completed, the Advisory Board worked out a schedule for shared use, especially for Sillers Hall, which was greatly appreciated as a place for gathering and celebration.

In the early years, there was little separation between the church and school. The first fund-raisers were for both. The parking lot has always been shared. School families were welcomed to the church services, and when additional priests joined the church staff, they often taught or coached at the school. Parishioners frequently attended Founder's Day and other school events. The school's baccalaureate and commencement were both initially held in the church.

When the school became a Diocesan school in December 1988, the church and school became separate entities in operation and governance, but the spirit of teamwork and mutual respect continued to grow. The church Sunday school implemented The Catechesis of the Good Shepherd program, and it was so successful and adaptable that it became the basis for religious education in the Lower School. Eventually, all the clergy became involved in the life of the school.

During this decade, the tradition has been to manifest in dealing with site development and plan enhancements. The leadership and partnership of rector Canon Robert Edwards and Headmaster Marcus D. Hurlbut exemplify the concept of teamwork and mutual respect.

Breakthrough teachers direct studies in English, math, social studies and science, with the advice of career teacher mentors. Four teaching teams provide instruction to small groups of about 10 Breakthrough students at a time, who rotate through the teams. In addition, each Breakthrough teacher becomes an advisor for three or four students. Much like the St. Margaret's advisory system in the Middle School and Upper School, the Breakthrough advisory is designed to provide students with the support and personalized help they need to succeed. During the summer portion of the program, each advisor checks in with his or her advisees every morning, at lunch and in the afternoon, talking them through any challenges, praising successes and conducting any necessary follow-up. This helps students form a strong bond with and sense of belonging to their advisory group and their team.

This team structure allows a high level of support that contributes to a high level of learning. At the end of each day, the teaching

faculty meets to share reports on their classroom experiences and concerns. They discuss their students' daily "breakthroughs" and take time to recognize individual teachers' special contributions.

Breakthrough teachers tell us that they feel rewarded for their time and efforts as they watch their students grow and learn. The team environment allows them to share their accomplishments and those of their students. Each year's particular group of teachers and students is different, and each member contributes their particular strengths. But each year's Breakthrough team develops teaching and leadership skills, practices organization and time management, and makes friendships with each other and with their students that remain steadfast.

## Teamwork and an Advisor: The Best of Both Worlds

Meeting the challenge of being a Breakthrough advisor helps Breakthrough students meet their own challenges

*By Nohemi Moctezuma, Class of 2010, and Breakthrough Summer Teacher*

Last summer, I had the opportunity to teach seventh-grade science to Breakthrough San Juan Capistrano students, and to be an advisor as well. An advisor for Breakthrough is much more than a mentor. The ability to be a nurse, a counselor, a friend, a parent, a psychologist, a cheerleader and a cook are a few of the necessary requirements. Lesson planning and making worksheets that encourage learning are time-consuming and rewarding tasks, but they are nothing compared to what an advisor does for his or her advisees. This past summer I found out that being an advisor is an exhaustingly rewarding job!

Guiding students through time-management and study skills is important, and academics are crucial, but being an advisor provides much more. For our students to gain the self-confidence to succeed, they need someone who cheers them on. When the team's math teacher told me that one of my advisees got the highest test score,

I congratulated her and let her know that I was proud of her!



For the students, having an advisor means that someone will always listen to what they have to say. Conversations range from yesterday's soccer game to what they had for



dinner last night. They can share anything that goes on in their lives. It is a way for them to talk and not just be heard, but be listened to.

Working in teams helps Breakthrough students develop crucial skills necessary for group activities in future classes. Breakthrough teams learn

together, struggle together and win together. In a group, however, students might not get the individual attention they need, which makes having an advisor essential. In the Breakthrough program, students are recognized for their individual contributions even during team assignments. For example, during Spirit Day, all students used their talents to complete their group project. Some made the team poster, while others helped create a team song or a team dance. All the students participated, and they were able to work together for the Spirit Day competitions.

When the team wins, each member is ecstatic, and if the team loses, they all motivate each other to try harder next time. There is no finger-pointing. The students can just be themselves, while benefiting from working with others who are different from them.

Having both an advisor and a team to rely on makes it possible for Breakthrough students to succeed in every possible way!

## Teamwork Is in the Details

In every aspect of the Preschool, children learn through teamwork and collaboration, developing mutual respect

By Ingrid Andrews, Director of the Early Childhood Development Center and Wee Tartan Center



From the first day of school, we set about building a sense of community and connectedness. Classrooms and outdoor spaces, language and behavior exercises, and the overall curriculum are intentionally organized, modeled and planned to help children develop respect for each others' uniqueness.

Classrooms are organized into centers where small groups of children work together in dramatic play, using blocks, creating art, playing games and handling manipulatives. The centers are designed for collaboration. It's the teacher's job not only to plan the environment, but also to help facilitate that goal. Children are encouraged to help each other figure things out and consider each other as a resource. When students ask, "How do you spell this?" or "Is there a block that will fit here?" Teachers respond, "Hmm, who could you ask to help you with that?" Outside, bikes for two and three at a time get the muscles working together as well as the creative minds.

The "Second Step Anti-Violence Curriculum," taught weekly in the Preschool by St. Margaret's grade 6 students, helps children learn to read body language, work together and solve problems. Second Step is specifically designed to teach mutual respect, and across the curriculum, music, literature, science and art activities support teambuilding as well.

Books are another great way to introduce teamwork. *The Turnip*, a Russian folktale, and a Halloween version titled *Big Pumpkin*, by Erica Silverman, show children that pulling up a turnip (or a pumpkin) might be difficult for one person, but that it is quite doable when you use teamwork. *Duck in the Truck*, by Jez Alborough, shows the benefits of teamwork, when frog, sheep and goat help Duck get his truck out of the mud.

Children love to take home something they've made in the art room and see it displayed on the refrigerator art gallery, but when collaborative projects, which are planned specifically to give children the experience of working together, are displayed at the Preschool for all to see, children share pride in their group efforts. Cooking activities bring children together for a common goal, too—and they get to eat the results!

When we document and discuss these activities, children have a chance to revisit their experiences and build on the community

feeling. As children work together in the classroom and on the playground, they practice social competence and team-building right along with their science, math and literacy skills.



The song "Sitting Down to Eat," by Bill Harley, is sung in the Preschool as a rhyming introduction to hospitality.

*I was sitting down to eat,  
just about to begin  
There was a knock on the door that said,  
"Can I come in?"  
I opened the door and what did I see?  
It was a great big elephant looking at me!  
I said "Oh no! What you gonna do?"  
You got enough for one,  
you got enough for two  
"I've got enough for me,  
yes, that's true.  
If I've got enough for me,  
I guess I've got enough for you."*



# Learning Leadership Through Teamwork

Students and teachers share their perspectives, creating an atmosphere of collaboration and respect

By Colleen Beshk, Grade 2 Teacher

By Jessica Guerinot, Grade 5 Student and Student Council President



Teachers in the Lower School work collaboratively on a daily basis. We discuss everything from classroom management ideas to report card comments. As a professional learning community, teachers are encouraged to share ideas, lesson plans, and the workload. My father, a former eighth-grade teacher, once described teaching as a “one-man

job,” but that has never been the case for me. The element of teamwork is woven into every aspect of our professional life at St. Margaret’s. A new idea is not a “one-man job;” it is shared among those passionately interested in making the idea a reality. By bringing our varied experience levels and backgrounds to the conversation, a deep-rooted, mutual respect forms, and collaboration becomes far more enriching and effective.

In the classroom, it is nearly impossible to “teach” teamwork. It is something that is guided, modeled and practiced. From desk arrangements to group projects, Lower School teachers strive to foster a collaborative environment. It is important for students to learn that teamwork, respect and leadership go hand in hand. In that spirit, I have asked grade 5 student and Student Council president, Jessica Guerinot, to share her student perspective on teamwork in the Lower School. Our student-teacher relationship began three years ago in my grade 3 classroom and continues to this day with our combined efforts on the Battle of the Books team and Student Council.

As a student at St. Margaret’s for the past nine years, I have learned a lot about working as a team. In group projects you learn and realize that it is not about one person. It is about many people contributing what they do best.

Being the leader in a group is an opportunity and a privilege. I have learned that being a leader means not bossing the others in your group, but being an example for them. Being a leader also means stepping back sometimes, and letting others do their best without you grabbing the spotlight. There have been times when I didn’t necessarily agree with people in my group or the suggestions they made. But allowing other people to have ideas and letting them supply their thoughts to the cause is one of the most effective ways to show respect and leadership in a team. Good leadership is putting the rest of the team before you. When you make the other people around you feel involved, your team is healthy and happy. That is what I think Mrs. Beshk means by mutual respect.

In fourth grade, I was in a group with two other people. We were each assigned a separate project, but at the end we had to collaborate and create a poster of the Gold Rush. When we pushed each other and ourselves to do better, the poster looked great! We assigned jobs. One person was the illustrator, one person designed the layout, and the other person put all of our ideas on paper. I think the best lesson that I have learned at St. Margaret’s about teamwork is that when everyone around you is feeling involved, doing whatever they do best, and most importantly, getting along with everyone else, then all of the team members feel like their own personal leader.



# A Plan for Teamwork

Opportunities for students to work together abound in the Middle School

By Jeannine Clarke, Middle School Principal



Cooperative learning is an instructional method in which students work together in small, heterogeneous groups to meet a goal. Teachers act as guides or facilitators, as students work together and are responsible for each other's learning. This pedagogical practice has been a part of the landscape of schools for more than 30 years, but has become

increasingly important as the workforce demands more expertise in teamwork.

Working in small groups is an ideal practice for middle school students. Robert Slavin, Co-Director of the Center for Research on the Education of Students Placed at Risk, at Johns Hopkins University, states: "Cooperative learning has the potential to capitalize on the developmental characteristics of adolescents in order to harness their peer orientation, enthusiasm, activity, and craving for independence within a safe structure."

In the classroom, key elements are stressed during teamwork and cooperative learning exercises. The teacher creates heterogeneous groups of diverse ability, levels and backgrounds. Teacher supervision of the groups ensures that they are not veering off task. The teacher is available to answer questions and guide discussion if necessary, and working in teams supports positive interdependence through group goals and a final learning outcome. Students are encouraged to use verbal and nonverbal communication during face-to-face interaction to solve problems and explain learning material. They practice individual accountability as they complete their tasks and assist the group in meeting learning goals. Teachers establish rules that allow students to practice social skills, including being respectful, speaking in a manner appropriate to the classroom setting, and using their time wisely. Afterward, in a group processing activity, students reflect on how the group functioned; the evaluation includes individual and group assessment.

In addition to stressing these factors during the exercises, the grade 6 teachers have developed a teamwork rubric to help students understand how to be an effective team member. The rubric describes five components in their ineffective states (emerging), and when they are working at their best (exemplary).

Creating learning activities in which exemplary teamwork is needed to achieve a learning outcome is just one way our teachers facilitate the development of important teamworking skills in the classroom.



### Contributions

**Emerging:** Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.

**Exemplary:** Routinely provides useful ideas when participating in the group and in classroom discussion. A leader who contributes a lot of effort.

### Problem-Solving

**Emerging:** Does not try to solve problems or help others solve problems. Lets others do the work.

**Exemplary:** Actively looks for and suggests solutions to problems.

### Attitude

**Emerging:** Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s).

**Exemplary:** Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).

### Focus on the Task

**Emerging:** Rarely focuses on the task and what needs to be done. Lets others do the work.

**Exemplary:** Consistently stays focused on the task and what needs to be done. Very self-directed.

### Working With Others

**Emerging:** Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

**Exemplary:** Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.

## Parents and St. Margaret's: A Great Team

Working together, we can help Upper School students to achieve much and celebrate their achievements

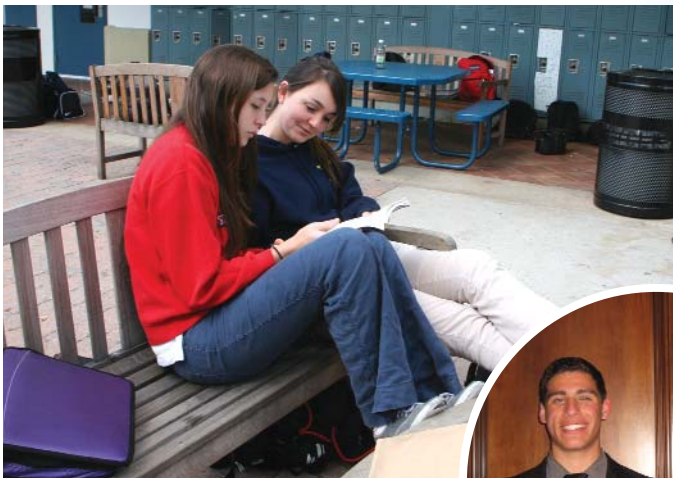
By David Boyle, Upper School Principal



As we near the end of the 2009-2010 academic year, our thoughts in the Upper School turn to student awards, celebration of student achievement, and the upcoming commencement celebrations, including the Candlelighting Ceremony, Baccalaureate, and Graduation. Parents, you have played a large role in the many

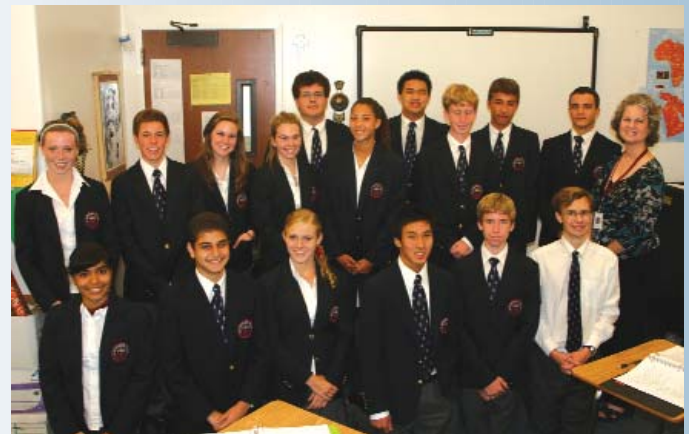
successes of your Upper School students.

Your support has helped your children grow and develop into confident young adults on their way to college. You have been available for parent meetings; you have helped your student prioritize schoolwork and cocurricular activities; you have provided safe transportation for your student to and from athletics activities, drama performances, art shows, science fairs, and more. In these and other countless ways, you have partnered with St. Margaret's in a meaningful way that will resonate through your child's adult life. Through this partnership, we have been better able to educate the hearts and minds of these young people for lives of learning, leadership and service. For that, we thank you.



Another important aspect of the commencement season is student celebrations. Even at the Upper School level, it is important to supervise your students' gatherings. Though we trust our students to make good choices, it is also necessary to help them to avoid the temptations that may accompany large gatherings and celebrations. Let's continue the year by focusing on keeping our students safe and healthy, and ready to continue their education at St. Margaret's or college in the 2010-2011 academic year, which will be here sooner than we expect it.

Even as the year ends, there is much left to accomplish. There are independent senior projects (ISPs), AP tests, award ceremonies, sports awards, and the everyday rigorous academic courses. Thank you for the teamwork and mutual respect that you have shown to St. Margaret's during the course of your student's Upper School education. Best wishes for a safe summer!



This year's Advanced Placement European History class takes a break from college level instruction to pose with their instructor, Dr. Peggy Beemer:



Sam Malagon and David Freed, along with other members of the St. Margaret's Speech and Debate Team, have participated in more than 10 tournaments this year, winning trophies and awards along the way.

# The Positive Side of Social Media

Social technology trends can have a positive impact on student learning

By Regina McDuffie, Academic Dean



As I discussed with parents at a recent Scottie Talk, today's Lower School students have never lived in a world without the Internet. Recently, Dr. Jerry Weichman, a clinical psychologist specializing in teenagers and parenting teenagers, spoke to a St. Margaret's audience about parenting in the 21st century.

He expressed that, in today's multi-media-driven culture, social technology is part of the fabric of growing up. While social drama and acceptance are intensified by social networking sites such as Facebook, social production and social networking can positively impact teaching and learning.

"Social production" is the creation, copying, mixing and remixing of information available to anyone with an Internet connection (Stephen Wilmarth, 2009). Students see themselves as social producers or creators of information, rather than as simple consumers of information. They participate in adding to Web content through wikis, podcasts, blogs and video broadcasts. Social production is rooted in the 20th century philosophy of John Dewey: Students learn by doing. Web 2.0 provides students with the opportunity to be authors and collaborators, working with teams of people outside their classroom and their local community. Their knowledge base is grounded in the collective intelligence of the global community. Social production provides our students an incredible opportunity. For example, our St. Margaret's Middle School students and Upper School students practice social production when they contribute to class wikis on the Angel learning management system. As an example of this type of learning, some of our grade 5 students created a podcast of "eyewitness" accounts of the Boston Massacre as part of their unit on the history of the American Revolution. To read an article about this classroom activity, visit the Tartan Today online at [smesnews.org/today](http://smesnews.org/today) and search for "podcast."

"Social networking," as with Facebook, is part of our students' tool kit for developing their identity and their relationships with others. Social networking is rooted in the 20th century scholarship of Lev Vygotsky and social learning theory: Vygotsky posited that we learn by interacting with others. It is true that we may surrender some aspects of privacy for the convenience of participating in social networks, but there is evidence that the gain from social interactions and peer-mediated learning is substantial. The implications of social networking for teaching and learning are expanding, as more teachers use social networks for professional growth and development. "The more diverse, global and

heterogeneous a set of networks that one participates in, the more learning that occurs" (Boyd and Ellison, 2007).

St. Margaret's puts these technologies to good use. Our faculty uses Techpaths curriculum-mapping software to network with educators around the world. Webinars allow our faculty to talk with and learn from lead educational researchers. Foreign language students create avatars to practice their communication skills. Across the divisions, students and teachers are exploring digital portfolios for sharing work and giving and receiving collaborative feedback. Together, we tap into the positive benefits of social media.



In a 21st century classroom, you might hear a teacher say, "Good morning students, please log on, open your blogs, and go to the class wiki," instead of "open your notebooks and copy this information from the board."

## A Gala for a Good Cause

### Club 30: A Tartan Jazz Club, Was as Successful as Memorable

By Janet Mitchell, PTF Publicity and Communications Chair



In February, we shared a special evening together at the Spring Fundraiser, Club 30: A Tartan Jazz Club. This event will no doubt remain a highlighted page in the 30 years' worth of memories that make up St. Margaret's rich history book. For many of us, the thrill was in realizing that this evening represented so much to so many. The culmination of a year of imagination, collaboration, and diligent work, this fund-raiser had an unprecedented number of attendees and unprecedented amount of funds raised. The majority of the money raised went to fulfilling a shared vision for our future: a new Middle School and Performing Arts Center, to be enjoyed by our entire school community for many years to come. The end result was a magical celebration at the St. Regis Resort, shared by a record 531 members of our school community, that took us one huge step forward toward delivering on this promise.

The excitement and the energy of the evening were apparent from the moment of arrival at the St. Regis Resort. Many St. Margaret's parents, faculty and staff had jumped right in to the spirit of the 1930s theme—women appeared with pin curls, feathers and bright red lipstick, draped in 1930s couture. Gentlemen were also present, with their pin-striped suits and black and white spats. A professional photographer captured the arrivals as they posed in front of dreamy 1930s cars, courtesy of Family Classic Cars. Inside, there was an amazing display of silent auction items, and guests browsed as they visited with friends and enjoyed hors d'oeuvres. Background music was provided by St. Margaret's student musicians, highlighting the talents of concert pianist George Ko, a nine-piece chamber orchestra and a 10-piece jazz combo. The talent that was showcased was a reminder of the high quality of St. Margaret's education in the arts.

The main ballroom had been transformed into a 1930s jazz club, as an unforgettable backdrop for an unforgettable evening. Father

Rob led us in a prayer, and Headmaster Marcus D. Hurlbut and PTF President Holly Larsen thanked the Spring Fundraiser Cochairs Briar Mewbourne and Liddy Lind for their many hours of service. Holly Larsen remarked, "Without Briar and Liddy's creative vision and leadership, this event would not have been possible. Briar and Liddy, along with the entire Club 30 Committee, did an amazing job of creating, planning, organizing and executing a perfect party that will go down as one of the best for our St. Margaret's community. Together, we raised an unprecedented amount of money for the Building on a Promise capital campaign and our 21st century learning initiatives, and I feel honored to be part of such a successful event." Board of Trustees President Michael J. Berchtold praised the collaborative efforts of the PTF, the Advancement and Communications teams and the school community for their success in accomplishing such an amazing goal.

A showcase of St. Margaret's talented performing artists took the spotlight again during dinner in the main ballroom. All eyes were glued to the ballroom floor as Middle School dancers Kelly Burk and Anna Marie Jennings performed a lyrical dance, and Middle School vocalists Miranda Mower and Morgan Higgins sang a stunning duet that brought down the house. St. Margaret's students were also involved in the audiovisual aspects of the evening, demonstrating their technical expertise. Cochair Briar Mewbourne commented, "The hotel vendor who provided the audiovisual equipment was very impressed with our students and their knowledge. They made me so proud."

*Continued on page 10*



The Building on the Promise video spoke to the promise of a St. Margaret's education. The video also provided a virtual glimpse of the beautiful Performing Arts Center and Middle school of our future.

A highlight of the live auction was the auctioneer's sense of humor and timing, and many community members gave generous gifts supporting the capital campaign and 21st Century learning initiatives. The bidding kicked off with a hat and shovel for the ground-breaking ceremony, followed by named seats for the Performing Arts Center, a reserved parking place, and the extraordinary once-in-a-lifetime vacations that are always a St. Margaret's favorite. Afterward, the Wayne Foster Band brought everyone in the ballroom to their feet!

Club 30: A Tartan Jazz Club was an entertaining evening of dinner and dancing, and it was also one of the most successful fund-raisers we have ever had. Our final numbers reflect that we raised \$706,000 after expenses, and \$250,000 for the Fund-a-Need program. The cost for each attendee was lower than in past years, and underwriting was substantially greater, due in part to the Underwriting Party hosted by parent Larry Pasternack prior to the event. Many congratulations to all who contributed to making this memorable event so successful, with such a lasting impact on our school community for many years to come.

To learn more about the Building on the Promise capital campaign or to watch the Building on the Promise video, visit <http://promise.smesnews.org>.

## Book Dedications

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

### February 2010

#### Preschool

Connor Allen  
Charlie Denham  
Cole Donnelly  
Giselle Jenkins  
Dylan McGuire  
Skyler Rosenhain

#### Lower School

Jackson Adelman  
Samantha Glassman  
Kaitlin Kao  
M. Lewis Smith  
McCall Sorenson  
Cami Thomas  
Jack Wolcott

#### Middle School

Gabriel Ong  
Armen Shrikian  
Trent Sorenson  
Eri Takada

#### Upper School

Ivory Agan  
Marie Griffith  
Ted Ko

### March 2010

#### Preschool

Amelia Kerr  
Natasha Kieckhafer  
Henry Wohlgenuth

#### Lower School

Nicholas Jacome  
Will Kieckhafer  
Annika Lambach  
Daniel Lew  
Maxwell Maryott  
Makenna Mitchell  
Grace Stapelberg  
Myles Stapelberg  
Alexa Theodora  
Shea Marie Tomaselli  
Kaden Tsunoda

#### Middle School

Trevor Jue  
Gregory Justice  
Shelby Nicholas  
Andrea Prullelo

#### Upper School

Colin W. Johnson  
Jonathan F. Li  
Ashleigh Magnus



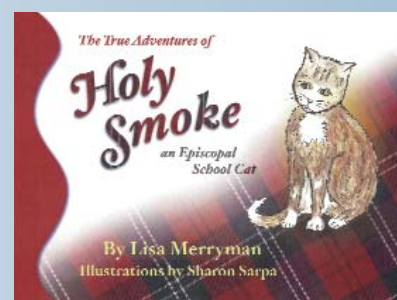
celebrating community  
ST. MARGARET'S 30TH ANNIVERSARY

As you know, Celebrating Community is our yearlong, school-wide community service effort to commemorate our commitment to service, community and our 30th anniversary of St. Margaret's Episcopal School. We have challenged all members of our community to commit this year to community service. Through this effort, we have endeavored to advance our longstanding commitment to service and community, provide new and foster existing service learning experiences for our students and help those in our community. If you sit on a nonprofit board or serve on a committee to support a community activity, tell us about it, and join the Celebrating Community initiative by logging your hours at [30th.smesnews.org](http://30th.smesnews.org) today! The hours of service are growing, and you can be a part of this yearlong, school-wide community service effort.

We are pleased to announce the arrival of *The True Adventures of Holy Smoke: an Episcopal School Cat*. Written by founding faculty member Lisa Merryman and illustrated by founding staff member Sharon Sarpa, this book was published in celebration of St. Margaret's 30th anniversary.

Meant to be read aloud to young children, it is allegorical and may be enjoyed by all ages. Beautifully illustrated, the 12 true adventures each include a moral lesson about God's abiding love.

The book is available in the St. Margaret's bookstore and at the Preschool reception desk for \$9: All profits go to St. Margaret's Episcopal School.



## Teamwork Sets St. Margaret's Apart

From students to Trustees, each member of our community contributes to our success

By Stephen Harrington, Executive Director of Advancement



I recently celebrated my two-year anniversary at St. Margaret's—my, how time flies! I took a moment to reflect on the great school-wide accomplishments during the past 24 months. One accomplishment that we can all be proud of is the initial success of the Capital Campaign to build a new St. Margaret's Middle School and Performing Arts Center.

The success of the Building on the Promise campaign shows our community's commitment to providing for our school's future and the future of our children's education. The campaign's success is all the more notable considering the current economic climate. Thinking about what has made this endeavor so successful, the word *teamwork* immediately came to my mind. This important project has been anything but routine, and yet our vision is thriving because of the collective and combined efforts of many

dedicated, hardworking and committed members of our unique school community.

Our Board of Trustees had the forethought to make this project a top priority for our school, which has proved to be a key component of our success. The Campaign Chair, Campaign Cabinet, and the PTF leaders, members and volunteers have embodied the phrase *collaboration and mutual respect*. During my two years, I have discovered what sets St. Margaret's apart from other schools: not just the significant achievements of our students, and the dedicated faculty and staff that provide one of the best educational experiences in the country, but also the spirit of teamwork embodied by all members of our community. As the saying goes, "it takes a village to raise a child," and St. Margaret's is an especially wonderful and diverse village in which to raise our children.

For more information on Building the Promise, visit <http://promise.smesnews.org>.



## Church Chimes

**Regular Weekly Schedule of Services**  
All are welcome!

**Sundays**  
8 a.m. Holy Eucharist

**9:30 a.m. Holy Eucharist**  
With Sunday School Catechesis of the Good Shepherd program Preschool through grade 5, Youth Group (grades 6–12), choir, nursery care for infants and toddlers.

**11:15 a.m. Holy Eucharist**

**Wednesdays**  
7 a.m. Holy Eucharist

**Special Events at St. Margaret's Church**

**Vacation Bible School at St. Margaret's August 2–6**  
9 a.m.–12 p.m.  
\$100 fee includes T-shirt; scholarships available upon request.

This summer, St. Margaret's welcomes children entering Kindergarten through grade 5 for our summer worship Vacation Bible School. Join us for a week of fun, including: Bible stories, arts and crafts, atrium work time, worship, snacks, and songs. Registration forms are available in the church office (space is limited). For more information, contact the Church office (949-661-0110, ext. 301; [church@stmarg.org](mailto:church@stmarg.org))

or Janice Avalone (949-661-0108, ext. 1061). Middle School, Upper School, and adult volunteers are needed.

**American Girl Camp 2010: "Building Character Through History" August 16–20**

9 a.m.–2 p.m.  
\$100 fee for materials.  
St. Margaret's Church is pleased to offer a camp for girls in grade 1 through grade 5. Daily sessions include history, reading, writing, crafts and sewing, music, cooking, and games. All activities reflect periods of American History. The class will end on the last day with a Mother-Daughter tea party. Registration forms for campers and assistants are available in the church office (space is limited). For more information, contact the Church office (949-661-0110, ext. 301; [church@stmarg.org](mailto:church@stmarg.org)) or Susan Remsberg (949-661-0108, ext. 301; [Susan.Remsberg@SMES.org](mailto:Susan.Remsberg@SMES.org)). Middle School and Upper School girls are needed as assistants.

**Angel Food Ministry Distribution May 22, June 26, July 31**

Project Angel Food is a nationwide, nonprofit food distribution program for all that provides quality foods on a monthly basis to help supplement monthly grocery expenses. Many ongoing volunteer opportunities are available. If you would like to help, please contact Program

Coordinator John Heppert (949-582-0583; [kdsnk9s@cox.net](mailto:kdsnk9s@cox.net)) or volunteer coordinator Leslie Tangeman ([Tangeman@cox.net](mailto:Tangeman@cox.net)). Angel Food information and menu flyers are available in the Church office. You are welcome to pick some up to distribute to others in the community.

**Rummage Sale—We Need Your Donations!**  
**June 14–17 (Collection)\* June 18–19 (Sale)**

It's not too soon to gather items for St. Margaret's Annual Rummage Sale. Proceeds from the Rummage Sale will go toward the Church's outreach programs. We need your gently used clothes, toys, household items, collectibles, antiques, jewelry, etc. We welcome any Rummage Sale volunteers, for all day, part of a day, any day! This is a great way for students to obtain community service hours. Everyone is welcome—we have a great time for a great outreach to the community and for the Church. For more information, contact Linda Morales (949-661-0110, ext. 301; [linda.morales@stmarg.org](mailto:linda.morales@stmarg.org)).

\*Items can be brought directly to Sillers Hall June 14–17, but if you have items you'd like to donate now, please contact the Church office to arrange to pick up the storage unit key for our Public Storage unit on San Juan Creek Road.

**For more information about the Church, visit [www.stmarg.org](http://www.stmarg.org).**

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Teamwork and Mutual Respect



## FROM THE LIBRARY

# Teamwork and Mutual Respect in the Library

By Darla Magaña, Director of the Library and Media Center



I get a puzzled look when I mention to people that I've been planning lessons or grading. "I thought you were a Librarian!" they will respond. I'll reply, "I am a Librarian, but I'm a school Librarian." School Librarians in the 21st century are not just the keepers and organizers of information. We also teach how to access, evaluate and use information.

In other words, the St. Margaret's Librarians not only ensure that students and teachers have access to necessary and helpful information and resources, we make sure that they know how to access it, when to access it, and what to do with it once they have accessed it. Our school Library curriculum ensures that students can be learners for life.

After I explain this to quizzical inquirers, they undoubtedly ask, "So, do you teach a class?" The interesting response is that St. Margaret's Librarians don't teach classes, although we have a large store of curriculum to teach. How do we do it? We collaborate.

Through teamwork with other teachers, and mutual professional respect, we can accomplish our important goals.

Two recent examples illustrate this process. In one unit designed by history teachers James Harris and Michael Phelps and the Library, grade 9 students learned both the history curriculum and the library curriculum, practicing accessing primary and secondary research sources, paraphrasing, and critical thinking. They created packets of documents that could be used to answer a puzzling historical question. This unit allowed me to introduce and reiterate some key information literacy skills, while history teachers assessed the students' ability to historically analyze documents.

In the Lower School, teachers collaborated with Librarian Victoria Burnett, who helped students learn how to use the Library catalog to look up books for an upcoming research project. Through a mutually respectful working relationship, classroom teachers and Librarians ensured that students could start and successfully carry out their research projects. In the process, students gained confidence as independent learners.

Teamwork and mutual respect are cornerstones of the Library information curriculum. So, when your St. Margaret's child evaluates a Web site, locates a key bit of information, and uses information to strengthen a decision or argument, don't thank just the Librarian—thank the teacher and the Librarian!