



# Tartan

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

## REFLECTIONS

### The Importance of Athletics

By Marcus D. Hurlbut, Headmaster



A week or so ago a little noticed event occurred on our campus that illustrates an important aspect of life at St. Margaret's. Our football team was playing a league game against a dreaded, local rival and the score was decidedly in our favor as the first half was coming to an end. With less than a minute left, we recovered a fumble on our opponent's five yard line. As the clock wound down, our quarterback took a knee on two successive downs and the teams left the field for the halftime break. It was a class act and it made me very proud to be a Tartan!

I was blessed to be born into a family that valued fitness and thrived on the challenge of athletic competition. Both my parents were strong athletes – my mother a basketball and track and field star and my father a small college football player. As a family we played games, all kinds of games, some that had structure and clearly defined rules and others that we simply made up. Without fail, we figured out how to keep score, and the battles, no matter how trivial, were always intensely fought. I loved it then and am blessed today to be able to enjoy and cherish similar experiences with my kids and grandkids. And very fortunately, my older siblings and I still carry on that family competition on the tennis court and the golf course. Athletics have been one of the great gifts of my life.

But as my Harvard professor father would remind me again and again, sports were not the be all and end all. There was more to life than winning or losing on the athletic field. There were unquestionably times in my life when I fought this admonition and even today, I love the thrill and adrenalin-rush of competition as both a player and a spectator, and truth be told, losing has never come especially easily for me, no matter what the level.

Like many of you, I have been deeply saddened by the tragic events that have recently unfolded at Penn State University and I have tried without much success to make sense of it all. It is tempting to take a self righteous and sanctimonious position in condemning the colossal failure of leadership that obviously occurred there. Of course, so it would go, none of us would ever be party to anything like this. Yet, it happened and sadly, there existed a culture that allowed it to happen.

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### The ICE Lab a Hotbed of *Learning*



By Tait Lihme, 21C Learning Specialist



“Pure excitement!”  
“Huge astonishment!”  
“Loved it!”

Quick quiz: Are the statements above reviews from:  
A) Critics about Martin Scorsese's movie adaptation of Hugo Cabret?

B) Teachers and students referring to working on simple machines, applied mathematics and programming?

The movie “Hugo” is probably going to be great, but if you chose B, congratulations! You're correct. Those who have experienced working in the ICE Lab, since it's opening at the beginning of the 2011-2012 school year, are giving it rave reviews.

Imagining. Creating. Engineering. That is what the ICE Lab was designed to promote. Using an engaging environment and dynamic resources, students are participating in innovative and purposeful learning in exciting new ways.

It would be simple to suggest that this is because the space has cool retro/techno furniture and a myriad of unique learning spaces. It would be easy to conclude that using LEGOs and other cool machines to program is the reason. While research is compelling about how environment impacts learning and no one would argue that LEGOs

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# Tartan



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

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**Editorial Director**  
 Anne Mack

**Editor**  
 Nicole Peddy

**Editorial Board**  
 Jeannine Clarke, Jeneen Graham,  
 Stephen Harrington, Marcus D. Hurlbut,  
 Anne Mack, Nicole Peddy

**Contributors**  
 Roland Allen, Janice Avalone, Bonnie Bauer,  
 Karen Carnahan, Jennifer Cuda, Lara Farhadi,  
 Marcus D. Hurlbut, Dr. Greg Koch, Tait Lihme,  
 Anne Mack, Susie Maga, Dr. Regina McDuffie,  
 Lisa Merryman, Linda Morales, Nicole Peddy,  
 Jennifer Perez, Laurie Smith, Mel Taylor

**Please send comments, questions, and suggestions for topics to be addressed by the principals or the Headmaster, or other input to:**

*Tartan* newsletter  
 St. Margaret's Episcopal School  
 31641 La Novia  
 San Juan Capistrano, CA 92675  
 (949) 661-0108  
 communications@smes.org  
 www.smes.org

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REFLECTIONS *continued from page 1*

It is far too early in the process for me at least to draw definitive lessons from these profoundly troubling events. What is clear, however, is that in times like these it is absolutely essential to step back and take a good, long look at what we value, how we conduct ourselves and what defines us. Athletics can unquestionably be both a blessing and a curse. They can lift us up and bring out the very best in each of us and they can also reveal fatal flaws that cause decent people to do decidedly indecent things.

It is hackneyed and trite, but one of the great truisms of athletics is the importance of keeping your eye on the ball. When we fail to do this, when we lose sight of what really matters, when winning becomes the be all and end all, we relinquish an essential part of our humanity and we become vulnerable to influences that have the potential to take us in questionable and at times, even tragic directions.

One other threadbare and overused cliché is that athletics teach lifelong lessons. I am a true believer of this but I also am very mindful that this, too, is a double-edged sword. Winning is usually but not always better than losing, and sometimes, even winning is not all it's cracked up to be. It all depends on how you do it. Sometimes, it's better to take a knee.

TIMEPIECE

## The Inception of Tartan Athletics

*By Archivist Lisa Merryman*



In 1980, the second year of St. Margaret's Episcopal School, a grade 7 class was added and an interscholastic sports program began. David Boyle (pictured below in 1984), and his wife Marilynn, came to St. Margaret's to teach, and also coach after school sports. The first two sports were soccer and golf and Mr. Boyle coached both of them. He says of that year, "We had no budget. I made soccer goals out of PVC pipe and they frequently fell apart."

In the third year of the school, football, coached by future principal David Stankey, girls' volleyball, coached by Mrs. Boyle, girls' basketball, coached by Mr. Boyle, and boys' basketball, coached also by Mr. Stankey, were added.

With the arrival of our first athletic director, Kevin Filzen in September 1982, the school began to play CIF sports at the junior varsity level. Mr. Filzen also taught middle school physical education and science. Varsity sports began in the fall of 1983, and since that year Tartans have shown their prowess in every CIF sport offered.





and robots are fun, those explanations are only the tip of the iceberg. It is the transformative learning happening in the ICE Lab that has really got students and teachers excited.

The ICE Lab resources have an impact on student learning as a direct result of the partnership between the Lower School classroom teachers and Mrs. Posvistak. Through collaborative planning, instruction and implementation, students in Kindergarten – grade 4 are learning to solve physical challenges with mathematic concepts, programming skills and machines. The students who make the correct modifications to resolve a problem are extremely satisfied. The students who do not, become even more motivated to get it right. It requires an amazing blend of creative thinking, logical steps, precise conclusions, collaboration and perseverance.

Middle and Upper School enrichment and elective courses are also held in the ICE Lab including programming, robotics and Advanced Placement music. In addition, the space is available to all teachers and classes who want to make use of its resources. For example, grade 8 science recently used the lab's iPads and divided learning spaces to collaborate on an elements project.

Perhaps more exciting than the planned academic uses is the enthusiastic response by students to voluntarily engage in self-directed learning after school. In fact, we've added an additional Lower School club to accommodate all the students interested in participating.

You're welcome to stop by and check out what's going on in our new ICE Lab. It's a cool place to learn.



## What's Inside the **ICE Lab**:

Twenty-first century teaching and learning calls for a wide range of equipment and space configurations.

- Expanded floor space for robots, simple machines and varied teaching spaces
- 12 hard-wired computer stations with dual monitors for instruction and application along with individual storage bins for designated supplies
- 18 wireless laptops for mobile computing activities
- 20 iPads for accessing, processing and creating information using apps
- 6 iMacs for specialized software including game design, app development and multimedia
- Multiple learning spaces and configurations to support varied learning objectives
- Collaborative resources like rolling whiteboards, paper-pad table and whiteboard walls



# Enhancing Children’s Motor Skills Through Play in the Preschool

By Laurie Smith, Early Childhood Development Center Teacher



Brain research is showing what early childhood educators have known for a long time: that physical development is intertwined with cognitive, social and emotional development. Good motor development is part of the education of the whole child. Every day, Motor Development Specialist Shelley Harmon plans activities for

the students in the Early Childhood Development Center that strengthen the different body systems to increase balance, coordination and bilateral control (ability to use both sides of the body).

Activities that stimulate the tactile system (sense of touch), the vestibular system (information from the inner ear about movement and our position in space), the bilateral system (using both sides of the body together) and the proprioceptive system (information between muscles and joints) are planned on a rotating basis. Included in her goals are opportunities for the children to practice self-regulation (waiting your turn) and cooperation (working with others). All these are foundation skills that build toward success in St. Margaret’s physical education programs and games/team sports in the Lower, Middle and Upper schools.

Mrs. Harmon assesses each Preschool child’s motor development skills in the fall and spring to share with classroom teachers, who then share with parents at parent-teacher conferences. Both gross and fine-motor milestones are planned for and assessed. You’ll see the children climbing, sliding, swinging, pulling a wagon, hoisting sand bags, throwing, kicking and catching balls, riding the bikes and scooters, balancing on the tires and walls, building with big

wooden blocks, jumping rope, climbing up and down stairs, digging in the sand, gardening and engaging with the daily gross-motor obstacle course.

Fine-motor skills (essential for pencil and paper tasks as children move through school) are strengthened by watering plants with squirt bottles, building with LEGOs, planting, tending and picking fruit and vegetables from the garden, exploring a sensory table, coloring, as well as painting and cutting in the Art Room.

When children are able to exercise their fine and large motor skills through play, they soon gain proficiency in controlling movements of both their large and small muscles. Through intentional teaching and by creating an environment rich with natural play-based activities in our preschool setting, we seek to enhance a child’s opportunity for physical development and set children on a lifelong love of physical fitness and good health.



**Shelley Harmon**  
ECDC Motor Development Specialist, ECE Certificate



## Jump Into Learning!

By Jennifer Cuda, Lower School Physical Education Teacher



**Jennifer Cuda**  
Lower School PE Teacher, MS  
Girls Volleyball, Girls Basketball  
Boys Volleyball Coach  
B.A. California State University,  
Fullerton



**Gerry Manning**  
Lower School PE Teacher, MS/US  
Boys Lacrosse Coach  
B.A., California State University,  
Fullerton

As we watch the Lower School students scurry to the gym each day to greet us in Physical Education Class, we are reminded every class session of the value of our outstanding physical education program that has grown over the years here at St. Margaret's.

More than just an array of brightly-colored t-shirts around campus, our house league system in the Lower School is a representation of the camaraderie, sportsmanship and pride that are characteristics of our athletic program. House leagues at St. Margaret's, red for Belmont, yellow for Carlton, green for Oxford, and light blue for York, are modeled on the British system of establishing longstanding teams and encouraging team spirit across grade levels. Each child will usually belong to the same house league team throughout their time in the Lower School and often will belong to the same house league as their siblings and in

recent cases even alumni parents! The camaraderie of school-wide house leagues is inspiring to the younger children as they witness their older league mates on the playground at recess, in Chapel and around campus throughout the school day.

As much as the house leagues organize and help set up the teams, our physical education curriculum helps develop individual and interpersonal skills through a wide variety of athletic activities. At first glance, a typical game in PE may look like just sliding a beanbag across the gym – when in fact it is much more. In kindergarten through grade 2, through skill development and cooperative recreational games we emphasize teamwork, leadership, sportsmanship and putting forth their best effort. In grades 3 through 5, we center on teaching differentiated skills in team sports: volleyball, basketball, flag football, lacrosse, soccer, and track and field. Utilizing parallel and co-teaching models we combine our individual strengths as educators, as well as expertise from colleagues department wide to create a well-rounded, multi-faceted program.

One day a week grades 2 through 5 students participate in House League Day. All three classes per grade level gather together. We do a unique warm-up, then celebrate teamwork through a community game. For example, the well-known game of Hot Foot (a favorite game your child can share with you) provides players with tangible learning experiences on the court, which lead to valuable conversations directed toward our three essential questions:

1. Why does team work matter?
2. What does it mean to be a good sport?
3. What is healthy living?

As we work throughout the year to find the answers to these big questions, we encourage you to explore these with your children at home.



# St. Margaret's Physical Education and Athletic Department Philosophy

By *Susie Maga, Director of Athletics*



At St. Margaret's, the athletics, physical education and health classes are central to our mission and integral to the learning process. Through athletic competition, we strive to achieve the highest degree of integrity, sportsmanship and mutual respect as we prepare our students for a healthy lifestyle. In physical education, we strive to

keep our students physically active so that they maintain a healthy body. In health and human development, we strive to empower our students to live healthy lives physically, nutritionally and mentally.

## Program Overview

### Athletics

We believe that the playing field is a laboratory for life lessons of teamwork while building character. Athletes learn self-sacrifice when putting the team's interest ahead of their own to reach a common goal. Participating on a team teaches hard work, problem-solving skills and mental toughness. Our program celebrates the student-athlete, the teacher-coach and encourages the multi-sport athlete. These three common threads are the cornerstones of our highly successful program.

All grade 6 students are required to participate on at least one athletic team or dance class during the school year. Seventh and eighth grade students compete on teams in the Parochial Athletic League (PAL). Last year, 292 of the 303 Middle School students participated in a sport. We offer 15 sports with 44 different teams coached by highly knowledgeable and committed coaches. Our goal in Middle School is to develop skills, promote participation and compete at an appropriate level.

In the Upper School, we offer one of the most competitive and successful athletic programs in Southern California. Most of our teams compete in the Academy League and many compete in division four of the California Interscholastic Federation – Southern Section playoffs. CIF-SS dictates the division in which each sport participates, based mainly upon the school's enrollment. St. Margaret's offers varsity and junior varsity levels for most of our 23 sports, but some Frosh/Soph teams as well. Sixteen of our 23 head coaches are on campus coaches. These are all highly-qualified, dedicated and motivated coaches working with our student-athletes. In the Upper School, when a student participates on a team, they earn one semester of physical education credit.

Tartans Athletics has achieved: 26 team CIF-SS Championships, 5 team CIF-SS State Championships, 24 individual CIF-SS Championships, 3 individual CIF-SS State Championships.

### Physical Education

The primary goal of the physical education department is to get and keep all students active. In addition to the many health benefits of being physically active, it helps reduce stress, keeps students focused, improves self confidence and reduces anxiety and depression. Preschool through grade 5 PE is detailed on the preceding pages.

Three years of PE is required for all Middle School students. Students may participate in a sport, take a physical education or a dance class to fulfill that requirement. In PE, students learn the basic skills and understanding of traditional sports like basketball, flag football, soccer and volleyball. They also learn and participate in nontraditional sports such as kickball, ultimate Frisbee, dodge ball and capture the flag, to name a few. In addition, they will be introduced to strength training in the weight room, under the direction of Velocity Sports Performance.

In the Upper School, PE is required for three semesters which must be completed prior to the beginning of the junior year. The focus in Upper School PE is on fitness development. Students develop their own fitness program using information they have gathered in prior PE and health classes, their teacher and the Velocity Sports Performance staff. They use class time to exercise and follow their programs.

### Health and Human Development

One quarter of health is required in the Middle School and one semester of human development is required in the Upper School. The human development course educates students on healthy lifestyles. It covers stress management, goal setting, chronic diseases and the risks they can avoid by making good lifestyle choices now. Every student is trained in CPR through the American Red Cross. Nutrition and weight management teaches students how to read a nutrition label and make healthy food choices. In fitness, students set up a personal fitness program based on their individual needs. We also discuss alcohol and tobacco, and what constitutes an alcoholic drink, blood alcohol concentration, the long-term effects of alcohol, secondhand and side-stream smoke. The year concludes with a project on drugs and sexually transmitted diseases giving each student the opportunity to research and present a paper. The Middle School program mirrors the Upper School on a smaller scale. We emphasize that students are responsible for their personal health and wellness program and they are encouraged to voice their opinions on various topics and engage in classroom discussions throughout the semester.

### Professional Development

St. Margaret's coaches and physical education teachers are dedicated professionals who maintain an active professional life. Johnny Marmelstein attended an NCAA intensive workshop on rules and

eligibility for college athletes at the University of Southern California. The girls' basketball coaches attended the Nike Basketball Conference. Billy Assaf spent two days at Michigan State University observing basketball practices and meeting with the coaching staff. I attended the LA84 Foundation Volleyball Clinic at Loyola Marymount. Many of our coaches attended the All-Sports Clinic in Irvine, a three-day conference for their specific sport, strength training and the psychology of sport. Jennifer Cuda, visited Explore Elementary in San Diego which is part of the High Tech High School initiative. The PE staff completed their Thinking Maps on Tech Paths and vertical planning for kindergarten through grade 12.

Director of Athletics Mrs. Susie Maga oversees the physical education and Tartan Athletics programs. She is the varsity girls' volleyball head coach and serves on the CIF Volleyball Advisory Committee. Mrs. Maga has a wide range of coaching accomplishments including numerous league and CIF Championships, League Coach of the Year, CIF Coach of the Year, *The Orange County Register* Coach of the Year, and has compiled an overall coaching record in girls' athletics of 303-85. Prior to her 18 years with St. Margaret's, she worked at Westmont College as an educator and assistant volleyball coach. She holds a Bachelor of Arts in Kinesiology from Westmont College and a Master of Arts in Education from Azusa Pacific University.



**Rod Baltau**  
Football Head Coach,  
MS Coach



**Summer Crabtree**  
MS PE Teacher, Girls Lacrosse  
Head Coach, Multi-sport Coach,  
US English Teacher  
B.A., Princeton University



**Jeremy Dailey**  
MS PE Teacher, MS Coach,  
MS Mathematics Teacher  
B.A., University of California, San  
Diego, M.S., Vanguard University



**Lori Fava**  
MS Athletic Coordinator, PE  
Teacher, Girl's Basketball Head  
Coach, MS Coach  
B.A., Molloy College



**Jill Fincher**  
Athletic Office Administrative  
Assistant



**Paul Helms**  
Athletic Director Aide  
B.A. Stanford University



**Jason Leneau**  
MS PE Teacher, MS/US Coach  
B.S. University of Virginia



**Nancy Linaweaver**  
MS PE Teacher, MS Coach,  
US Science Teacher  
B.A., Eastern Oregon State  
University,  
M.A., California Polytechnic  
College at Pomona



**Johnny Marmelstein**  
MS Health Teacher; Girls Soccer  
Head Coach, Multi-sport Coach,  
Grade 9 Dean  
B.A., Hope College,  
M.A., Azusa Pacific University,  
NSCAA—Premier Diploma



**Jamie McCann**  
Dance Teacher; Cheer Head Coach  
B.A., University of Texas, Arlington,  
M.F.A., University of California,  
Irvine



**Mel Taylor**  
Assistant Director of Athletics,  
Human Development Teacher; MS  
PE Teacher; Baseball Head Coach,  
MS/US Coach  
B.S., Towson State University,  
M.A., Concordia University



**Dave Tomlinson**  
Certified Athletic Trainer;  
US Sports Medicine Class  
B.S. California State University,  
Northridge

**Additional Team Head Coaches:** Billy Assaf\*, Boys Basketball; Lindsay Eres\*, Track and Field; Krystalle Glosser, Equestrian Advisor; Kyle Kermott, Swimming and Diving, Rob Lakeman\*, Cross-Country, Andrew May, Boys Soccer; Rocky Parker\* Boys and Girls Golf, Peter Soderin\*, Surfing, Rick Trager, Boys and Girls Tennis, Jonathan Volzke, Wrestling, Dylan Wade\*, Cross-Country.  
\*Notes a St. Margaret's faculty member.

For information about St. Margaret's partnership with Velocity Sports Performance, visit the St. Margaret's athletics website, [www.smes.org](http://www.smes.org).

## Exercise Nurtures the Developing Brain

By Dr. Greg Koch, Director of the Student Academic Support Center



Have you worked out today? You know it's good for you, both physically and mentally. You also know that research has demonstrated the benefits. What you may not know is that physical exercise is an important ingredient in empowering your child to learn. Children are typically naturally physically active, creating all kinds of games and

activities. Their natural tendency to stay active has been sabotaged, however, by the mesmerizing qualities of sedentary habits like watching television, sitting at the computer and playing video games.

The evidence in favor of making exercise a part of your child's life is powerful. Studies have shown that exercise encourages the growth of neurons in the brain, thereby improving learning and memory. A 2007 study by the National Academy of Sciences showed a 30 percent increase in the number of brain cells in the hippocampus—a part of the brain that is involved in the memory formation process, including spatial learning and recalling facts, episodes and events.

Another way of understanding the benefits is that exercise helps supply oxygen to the brain, improving concentration and focus. Even walking 15 minutes a day will help to improve focus, with the front part of brain—the “brain manager”—particularly benefitting.

If you've noticed that your son or daughter tends to be anxious, irritable, high strung or prone to getting down, the imperative of exercise becomes even more powerful. Exercise helps to provide an outlet for these uncomfortable feelings and emotions. The same rule that you may have noticed about yourself applies to your child: the times when you least want to exercise are often the times when you most need to exercise. Physical exercise is like a natural medicine.

Don't get hung up on what type of exercise your child does—any type of physical activity will benefit him or her. The key common thread to exercise is physical movement. Typically speaking, higher levels of physical exertion are even better than more sedate activity. Your child may like to run or ride a bike or skateboard. Some children prefer contact sports or sports that require difficult precise movements, while others enjoy the repetitive, unchanging motion of running or swimming. It's important to realize that some children will feel more stimulated by team sports, while other kids prefer to engage in individual activities. The benefits come not from winning, but from participating.

A young person will benefit from getting out and exercising every day. The U.S. Department of Health and Human Services recommends that vigorous physical exercise take place a minimum of three times a week. The physical activity should last at least 60 minutes. Aside from frequency and duration of exercise, the real key is to get your young one moving in the right direction, with less time devoted to sitting and staring and more time spent moving around, in the process interacting more with other kids and the environment.

So turn off the TV and the computer and the video game system and the smart phone and tell your kids to create their own games. If they can't think of any, just think back to when you were a kid!



## The Many Roads to Fellowship

By Karen Carnahan, PTF President

*"Some people give time, some money, some their life skills and connections, some literally give their life's blood...but everyone has something to give."*  
– Barbara Bush

It's true everyone has something to give; small and large "gifts" are always needed and appreciated by the Parent Teacher Fellowship. Some ways to be involved in the St. Margaret's Episcopal School community are:

**Booster Club:** The profits from the sales of comfy stadium seats, Tartan spirit wear, plaid hair accessories and food at the Snack Bar on the Tartan Field benefits the entire St. Margaret's community in the form of PTF Grants. Karen Murphy, Booster Club chair, is always looking for enthusiastic volunteers to help sell items, to assist in the future implementation of putting Booster items on the school website or to sew new Tartan Hawaiian quilts. Melody Murayama is in charge of the Snack Bar, which is staffed by the parents of various sport teams. The Booster Shop, which is located in the Pasternack Field House, is open during drop-off on Monday, Tuesday and Friday mornings.

*"Almost anything can become a learning experience if there is enough caring involved."* –Mary MacCracken

**Book Fair:** On November 29 through December 1, Book Fair Chair Carri Snelgrooes and her assistant Laura Lorr, will turn Sillers Hall into a haven of literature presented by Scholastic. Books for all ages will be available and this year's theme is: "To the Book Fair and Beyond –Reading is Out of This World." The profits of the annual Book Fair are donated to the Library. This is a fun way to volunteer or holiday shop or both!

*"Lend me your hope for awhile. A time will come when I will heal, and I will lend my renewed hope to others."* – Eloise Cole

**Tartan Angels:** The Tartan Angels is a new PTF committee which provides support to St. Margaret's families who are experiencing a medical crisis. The chair of Tartan Angels is Marina Goffredo and she welcomes you to be "on call" with rides to school and/or meals, when requested, for families in need.

As this year's PTF president, I welcome you to participate. Please contact the chairs directly or Beth Adamany, PTF office manager, about any PTF activity at 949.661.0108 ext. 351. I will end with one more quote from one of my favorite holiday movies.

*"Strange, isn't it George, how each man's life touches so many others, and when he isn't around it leaves an awful hole?"* – Clarence the Angel, "It's a Wonderful Life"



# Athletics and College Admission

By Roland M. Allen, Director of College Counseling



While athletics and special talent may contribute to a candidate's attractiveness to the college admissions committee, the truth is that every St. Margaret's student is admitted to college based on a variety of factors. Keep in mind that a student's academic record will always be the first factor of consideration when the admissions committee weighs admission. Since 82 percent of our students compete on interscholastic teams, however, the impact of college athletics and college admission is a hot topic in our community.

Pursuing athletic play at the college level requires preparation. We encourage students to record their athletic achievements, and become familiar with the NCAA Eligibility Center and the National Association of Interscholastic Athletics (NAIA) recruitment

policies early in their college search process. Most colleges that our students will consider attending hold membership in one of these organizations.

Just how much athletics will matter varies from college to college and with each student's ability. Generally speaking, students who are actively recruited and academically viable can expect athletics to have some weight when they apply to college.

Students should keep in mind, however, that the college admissions office always has the final word on a student's admission, regardless of what a student hears from a college coach. An admission decision is official only when the dean of admissions signs off and notifies the student directly.

## 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.

### July 2011

#### Lower School

Paul Boranian  
Reid Davis  
Eliot Edward  
Espen Garner  
Lara Hairapetian

#### Middle School

Alex Choi  
Shara Famili  
Sarah Gencarella  
Nick Johnson  
Matt Johnson

#### Upper School

Mary C. Ahearn  
Hayden Caves  
Tiffany Cheng  
Katherine Schneider

### August 2011

#### Lower School

Ashley Clarey  
Mitchell Frye  
Dmitrios Georgiades  
David Kennett  
Abigail Westhead

#### Middle School

Nicolas Assad  
Allison Demas  
Katie Tobiason

#### Upper School

Hunter Edington  
Lance Lew

### September 2011

#### Preschool

Samantha Duran  
Ross Johnson  
Dylan Tsunoda  
Grace Tsunoda

#### Lower School

Carter Aimers  
Davin Bosu  
Catie Demas  
Justin Edward  
Nadia Farjami  
Caden Gazzaniga  
Alexis Kieckhafer  
Victor Marron  
Emelie Miller  
Sarah Pence  
Emmy Perry  
Natalie Yee

#### Middle School

Allie Acacio  
Katherine Adelman  
David Chou  
Julia David  
Kayla Farahbod  
CJ Jacobs  
Priyanka Jhalani  
Mathew Josephs  
Zoe Pothier  
Ivy Qi  
Sophie Shaw  
Laurel Smith

#### Upper School

Anthony Cecere  
Cedric Cole  
Catherine Connelly  
Austin Foley  
Marc Haddad  
Alden Herrera  
Matthew Nicholas  
Matthew Ryan  
Marissa Young



## What Are Your Magical Moments?

By Lara Farhadi, Director of Advancement



When Annual Fund Co-Chairs Lara and Dan Horgan set out to speak about St. Margaret's and what makes this school so special to them, they speak of magical moments. They speak of the teacher that created a special outdoor lesson plan to engage their son, who only liked PE because "it was outside."

They point out the times when a new student joins our community and, embraced by his or her peers, experiences an easier transition than others might. They recall a tragic incident in which the community came together to support a family in need and effectively helped them get through the hardest of times.

These moments are not a matter of chance, or even the exception to the rule. These moments are a hallmark of our community – from the caring, nurturing environment in which children thrive, to the sincere care and support parents provide to one another. Everywhere we turn there is more than just another chance for a magical moment – there is one in the making.

At St. Margaret's, magical moments can and do happen because our students have strong academics, numerous opportunities to participate in sports in outstanding athletics, access to an exceptional arts program – whether it's creating, performing or behind the scenes, exploring hands-on science and new technologies. They can have it all, and they often do.

At St. Margaret's, our students have the necessary access and unparalleled support to pursue all their interests in a nurturing environment.

Support of the Annual Fund is critical to ensure that these moments continue to happen. Please consider making a gift to the Annual Fund this year, a gift in support of those magical moments and that which you hold most dear – your children.

For information on the Annual Fund, please contact Lara Farhadi at [lara.farhadi@smes.org](mailto:lara.farhadi@smes.org) or (949) 661-0108 ext. 353.



## Church Chimes

All Are Welcome To Join Us For Worship

### Regular Weekly Schedule of Services:

#### Sundays

8:00 a.m. Holy Eucharist

9:30 a.m. Holy Eucharist

with Sunday School Catechesis of the Good Shepherd program for Preschool through 5th Grades, Youth Group (6th-12th grades), Choir, Nursery care for infants and toddlers in the Early Childhood Education Center

11:15 a.m. Holy Eucharist

#### Wednesdays

7 a.m. Holy Eucharist

Looking for a Great Start to your Day?  
All are Welcome!

### Upcoming Events—All are Welcome!

**Christmas at St. Margaret's**—All are Welcome!  
Come celebrate the joy of Christ's birth at St. Margaret's Church this Christmas

#### Christmas Eve, Saturday, December 24

**3:30 PM Children's Pageant and Eucharist**  
(All children are welcome to participate in the Children's Pageant.)

**5:30 PM Family Eucharist with music and soloists**

**8:00 PM Choral Eucharist**  
with congregational and choral carols,  
7:30-8 PM

Childcare will be available for all three services.

#### Christmas Day, Sunday, December 25

10:00 AM Eucharist with Carols

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# Tartan

St. Margaret's Episcopal School  
 31641 La Novia  
 San Juan Capistrano, CA 92675

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EDITORIAL NOTE

*Last year, we focused each issue of the Tartan newsletter on St. Margaret's five core academic departments: English, math, science, history and foreign language. In addition, each Tartan Talk throughout the school year concentrated on the academic subject represented in the current Tartan newsletter. We are extending this theme for the 2011-2012 school year to focus on our arts, athletics, Christian life and religion, information technology, and service programs. The next issue of the Tartan and the Tartan Talk, on January 26 at 8 a.m. in Sillers Hall, will focus on the Christian life and religion department.*



## SCHOOL COUNSELOR

# A Conversation About Bullying

*By Janice Avalone, School Counselor*



It seems a day does not go by without hearing or reading about another bullying incident in our country. Many times these occurrences are headline news because of a tragic ending. What is traditionally not reported is the daily torment and ridicule that our children may face. Technology eliminates the boundary between

home and school making it difficult to ignore and disconnect from school bullies. While bullying may start for victims in school, it often accelerates on the Internet and social media sites—the school bully becomes the cyber-bully. A recent article reported on our local public schools in terms of cyber-bullying incidences in the past 12 months. A neighboring community was ranked one of the highest with 25 percent of their seventh grade population reporting cyber-bullying incidences. This is an alarming statistic as most bullying incidences go unreported.

Data shows that education is one of the most effective ways to reduce bullying behavior. St. Margaret's continues to develop and support anti-bullying programs as well as PTF-sponsored outside

speakers for our students and parents. In the Lower School “Steps to Respect,” a nationwide bullying prevention program, has recently been added to our established Character Counts program. Small group discussions, some of which are facilitated by our Upper School Peer Counselors are being scheduled during the weekly Middle and Upper School advisory meeting period. We have also initiated a Middle School “Girls Talk” mentored by Upper School female students. Research shows that continued dialogue and education must be consistent in order to combat this national problem.

As with all social-emotional concerns, the establishment of dialogue between parent and child is essential. Conversations about the child's responsibility if they are bullied or observe this behavior should be established. The power of the bystander can make a significant impact in comprehending a bullying situation. In the home, allocate only common areas for computer usage as well as monitor web activities of your child. Observations such as fear of going to school, isolation from friends, complaints of feeling sick and trouble sleeping, could be signs of a developing situation. Open communication with your child regarding changes of behavior is critical and we encourage parents to seek professional support, including those at St. Margaret's, when needed.