

The background of the entire page is a photograph of three students outdoors. In the foreground, a student with long dark hair and a black face mask is holding a smartphone up to take a picture. She is wearing a maroon shirt and several colorful beaded bracelets. To her right, another student is wearing a grey shirt, a blue lanyard, and a colorful patterned face mask, with one hand raised to their forehead. In the background on the left, a third student with red hair and a black face mask is partially visible, wearing a light blue shirt. The scene is set against a backdrop of green foliage and a building.

# Thistle



# TALK

## ACTIVE LEARNING

Winchester Thurston School

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*Graig Marx (top photo) and Dave Piemme (bottom photo) assist area teachers during a professional development day (prior to the pandemic) designed to train teachers with skills to lead students through real-world problem solving.*

## WT Faculty Members Honored as Champions for STEM Equity

WT Science Department Chair Graig Marx and Middle School Math and Computer Science Teacher Dave Piemme were named the 2021 recipients of the Champion for STEM Equity award by the Carnegie Science Awards for their program, Design to Make a Difference. The program combines Maker Education with altruism in a product-based learning format and helps fellow Pittsburgh-area middle and high school teachers improve their own Maker Education practice through an array of free resources.

# Thistle <sup>TALK</sup> MAGAZINE

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### Mission

Winchester Thurston School actively engages each student in a challenging and inspiring learning process that develops the mind, motivates the passion to achieve, and cultivates the character to serve.

### Equity and Inclusion Statement

As a means to fulfill our credo, "Think also of the comfort and the rights of others," Winchester Thurston will be an inclusive community and will pursue the social and pedagogical benefits that diversity brings. We will place the highest value on enabling students to understand their own identity and those of others. It is our moral imperative to be courageous and intentional in promoting understanding, addressing bias, identifying and honoring qualities of justice, respecting multiple perspectives and contributions, and valuing the dignity of all.

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*This fall, all students returned to WT for full-time, in-person learning for the first time in more than a year.*

**FROM THE HEAD OF SCHOOL** | *Scott D. Fech, Ph.D.* 2

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**About the cover:** *Progressive education creates opportunities to engage students as active participants in the learning process. Here, grade 6 student Sophie Clendenning-Kim (L) and Middle School Science Teacher Tracy Valenty (R) observe pollinator activity on a nearby tree. Valenty and Middle School Librarian Kira Senedak collaborated to enhance the grade 6 plants and pollinators unit. Students first researched pollinators, then conducted a pollinator census in WT's garden, and submitted their findings to various citizen science projects.*



### THISTLETALK GOES DIGITAL

Get more news, photos, and fun at [winchesterthurston.org/digitalthistle](http://winchesterthurston.org/digitalthistle)



*Scott D. Fech*

## Giving Students Choice and Voice

From our founding, Winchester Thurston School was established to stand out in the crowd. Not content with the educational opportunities that were available to girls and young women at the time, Alice Maude Thurston and Mary A. Graham Mitchell established schools that would challenge the norm in the educational landscape. And while we have come a long way since that time, one thing remains the same: WT's commitment to being the leaders in education, setting the standard others want to emulate.

Today, WT's innovative spirit and willingness to accept challenges head-on is what has propelled us successfully and strategically through the pandemic. We embrace many of the tenets of progressive education as laid out by renowned educator and philosopher John Dewey, the founder of the acclaimed University of Chicago Laboratory Schools. Dewey believed that students were at the center of the classroom and that learning needed to be done in context and experience. No more would the teacher stand at the front expecting students to memorize the lecture, word for word. Instead, teachers would guide students through experiences that required students to create

Our students have  
choice and voice  
in what they learn  
and how they  
demonstrate it.  
That is progressive  
education.

meaning and reflect on how it could apply in a multitude of situations. According to Dewey, "Education is not preparation for life; education is life itself." This is why our signature program, City as Our Campus<sup>SM</sup>, thrives at WT. These experiences serve as a pathway to nurture students' curiosity, guiding them to tap into undiscovered passions and internal motivators that drive them to want to learn more. Our students have choice and voice in what they learn and how they demonstrate it. That is progressive education.

This issue of *ThistleTalk* is dedicated to sharing some of the ways progressive education plays out today—from curriculum development, to interdisciplinary courses, to a thoughtful transition into deeply rigorous coursework that will far exceed the limitations of the standardized curriculum that Advanced Placement requires. [See page 4.]

And with an approach that keeps students at the center of our work, we know that students will need WT to provide a coordinated effort in student support services. We understand that the requirements needed to keep our community physically healthy during the pandemic, including physical distancing, have also meant that we must attend to their social-emotional needs in new ways. With our newly hired administrators in student support services and diversity, equity, inclusion, and wellness, we are taking a comprehensive approach to making sure that all students have a sense of belonging at WT. [See page 12.]

Thank you for your support of our "dear old WT." Without it, none of this would be possible. I am excited to continue our journey as we meet the challenges of today while preparing our students for the future.

# WT offers a warm welcome to these new members of the Board of Trustees.



**Brea M. Heidelberg, Ph.D., '02** is an arts management educator, consultant, and researcher focusing on the intersection of the arts and other fields of study. She serves as Program Director for Drexel University's Entertainment & Arts Management program. Heidelberg has served as Vice President of the Association

of Arts Administration Educators, as Co-Chair of Americans for the Arts' Emerging Leaders Council, and as a member of the editorial board of the *American Journal of Arts Management*.



**Marsha C. Lovett, Ph.D.** is Associate Vice Provost for Teaching Innovation and Learning Analytics at Carnegie Mellon University. In addition, she is the Director of The Eberly Center for Teaching Excellence & Educational Innovation, and Teaching Professor in the Department of Psychology. Lovett currently leads a

team of teaching consultants, learning engineers, designers, and technologists to help instructors create meaningful and demonstrably effective educational experiences. Lovett's son, Nathan Lovett-Genovese, is a member of WT's Class of 2017.



**The Honorable Jennifer Staley McCrady '91** presides in the Family Division of the Allegheny County Court of Common Pleas. Prior to being elected to the bench, McCrady spent 15 years at KidsVoice, the legal services organization that represents dependent children in Allegheny County. She was named Child

Advocate of the Year in 2013 by the Pennsylvania Bar Association, and is Co-Chair of both the Allegheny County Children's Court Roundtable Transition Aged Youth Workgroup and the Pennsylvania Bar Association Children's Rights Committee.



**Joy Titus-Young '92** is the Deputy Director of Global Stakeholder Engagement at US Pharmacopeia. She is a strong business development professional with experience spanning nonprofit management, budgeting, data analysis, strategic planning, and organizational development. Prior to her time with US Pharmacopeia, Titus-

Young was with the American Chemical Society where she served as the Manager for Industry Relations and the Manager for the Department of Diversity Programs. She serves as Co-Chair of the WT Alums of Color group with Don Michael 'Mike' Mendoza '06.





# PROGRESSIVE EDUCATION: EQUIPPING STUDENTS FOR LIFE



Merriam-Webster defines education as “the action or process of teaching someone, especially in a school, college, or university.” But that definition falls far short of what transpires at WT, says Head of School Dr. Scott D. Fech.

“We are a school committed to progressive education. For me, this is the application of knowledge in relevant situations,” he explains. “It is not learning content for content’s sake. Students can learn a mathematical or scientific formula, but if they don’t know when or how to use it, it is just an academic activity. Progressive education is about learning for use, adaptation, and application. It is about equipping students with lifelong skills, including critical analysis,

communication in multiple modes, exploration of multifaceted ideas, and the ability to acquire and apply knowledge to solve complex problems.”

Fech began forming his philosophy when, as a high school French teacher, he realized his students’ learning was limited by conventional methodology. So, he dug into language acquisition research, scrapped rote memorization, adopted comprehensible input—a methodology incorporating action and visuals with real-life situations—and witnessed students’ fluency soar. Later, as an administrator at the acclaimed University of Chicago Laboratory Schools, founded by renowned progressive educator John Dewey, Fech’s thinking rooted deeper still.



Grade 7 student Aleah Cooper participates in a project that is focused on understanding and action to master science concepts. Progressive education emphasizes hands-on projects that use real materials rather than relying solely on textbooks.



“Dewey’s philosophy was, ‘Let’s do it!’ We are living and using information right now. This meshes seamlessly with WT’s strategic priorities. It’s why City as Our Campus thrives—because it’s about how content is living and breathing and being utilized on a day-to-day basis out in the field. It can’t help but be interdisciplinary,” says Fech.

### Developing Curriculum Through Multiple Lenses

“Interdisciplinary learning reflects how learning occurs naturally in most contexts,” states Director of Academics Desiree Jennings. “It helps students engage in deeper levels of learning, and it teaches students the value of learning about a single subject from different perspectives and through different lenses. It also provides teachers with the same opportunity—to learn and teach about the same thing through a different lens.”

An elementary teacher turned administrator, Jennings knows well the benefits of interdisciplinary coursework. Throughout last year, she worked closely with WT faculty to review and revise curricula at each divisional level, digging in with individual teachers to define the purpose of their curriculum and ensure that it remains the driving force shaping curriculum decisions—all while maintaining focus on how that purpose aligns with WT’s Philosophy of Teaching and Learning, Mission, Equity and Inclusion Statement, and Strategic Priorities.

“Learning about our curriculum from the administrative end has allowed me to experience the curriculum itself as a vehicle for questions, challenges, and joys in a whole new way because I am able to focus on listening, observing, wondering, and sharing ideas with my colleagues at a much broader level. Among the most important things I’ve concluded is that to

align our curriculum from PK through grade 12, and to consistently refine and develop it, we need a systematic approach.”

As part of that process, Jennings will incorporate recommendations from The Glasgow Group, with whom she and others at WT worked during the past year to conduct a Diversity, Equity, and Inclusion audit. [See page 17.] The Glasgow team asked faculty to examine parts of their curriculum through different lenses, analyze their work within that context, and consider what more could be done.

“They also examined existing curriculum documentation and curriculum resources such as classroom texts, assigned readings, learning activities, and other resources,” says Jennings, adding that such work is necessary in the pursuit to reimagine learning.

“Progressive education recognizes the school as an essential part of the community and society, the value of developing intellectual curiosity within the student, and the importance of curriculum reflecting the society it is developed within.”

### Systematic Faculty Support

WT’s commitment to progressive education, and to evolving its curriculum, includes a

strong framework for supporting faculty. The Summer Curriculum Program is a key component, providing stipends, space, and other resources for the summer exploration and development of proposed projects and courses. Jennings has extended the program throughout the academic year by meeting periodically with teachers to learn about project implementation, objectives for integration into curriculum, and any support still needed to attain teaching and learning goals. All of this will inform Jennings’ plans for curriculum development going forward, while building on successful efforts already in place.



Collaborative learning is a key component of progressive education. Grade 1 students Harper Liu (L) and Amy Ai (R) support each other in their reading comprehension.



A personalized approach to learning helps students to pursue their individual goals in a meaningful way. Math Teacher Heather Crowley (L) guides grade 7 student Henry Katz (R) in her self-paced algebra class, which empowers students to pursue their learning at a pace appropriate to their mastery of the content.

“Middle School Math Teacher Heather Crowley worked last summer on further developing her self-paced algebra course. In Heather’s own words, this model ‘allows students to move at a learning speed that feels most comfortable to them’ and includes instructional videos, assignments for skills practice, checking completed work, games and activities to review and strengthen understanding, and daily opportunities for small group lessons and one-on-one instruction,” explains Jennings. “This model is exciting to me because it is designed to meet the needs of diverse learners, which helps to ensure that students are both making good learning progress and having a joyful, affirming experience in math class.”

Fech, after sitting in on a recent class, offered only praise: “I have never seen such individualized instruction in a class of that size in my life.”

### **The Fulcrum of Interdisciplinary Teaching and Learning**

As WT expands its commitment to progressive education, the importance of interdisciplinary learning and teaching becomes ever more apparent—and so do the possibilities for the Joan Clark Davis Center for Interdisciplinary Learning.

“The magic is in teachers working together with colleagues and with students—bringing classes and disciplines together,” explains Fech. “The Davis Center will inspire people to think differently, to allow for flexibility and collaboration in new ways that foster critical thinking and problem solving.”

“Interdisciplinary learning is one of the goals that teachers have been asked to work on in the Upper School,” says Director of Upper School Dr. Anne Fay.

“Some exist already, such as Machine Learning and the Implications of Artificial Intelligence (AI), and Interactive Storytelling and Video Game Design. Other courses under development include Memory, Culture, and Identity, which will engage students in science, history, music, art, and rhetoric as they examine memory as a process grounded in science and formed through social interaction and cultural experiences. In all these courses, one goal is for students to learn that successful engagement with complex problems requires the involvement of multiple disciplines.

Equipping students to acquire knowledge, and to become adept at adapting and applying it, is an outcome that students and families should expect of progressive education, Fech offers. “I think that’s what makes our students more interesting to colleges, because they do think in this way. They’re going to challenge the system. They will have already made these connections in interdisciplinary ways that many of their peers—who went through a much more classical program that segmented things by design—will not have done.”

### **Change and Challenge on the Horizon**

Such connections and skills will only flourish and even proliferate as WT moves away from outside, content-centered curricula such as Advanced Placement (AP) courses (a decision made after years of careful deliberation), and toward more offerings of “authentic, project-based learning courses that engage students with content and skills to address real-world problems that are very student-centered, where pacing



A focus on developing social and interpersonal skills prepares students for life after school. Seniors Leo Hoglund-McGuirk (L) and Tamia Pugh (R) share ideas during a class discussion.





Kindergarten students Mira Hoskoppal (L) and Connor McBride (R) engage in a science experiment to build their observation and experimentation skills. The main driver of progressive education is hands-on, experiential learning so students develop their skills as well as knowledge.





Progressive education takes a whole child approach, attending to intellectual, as well physical, social, and emotional growth. Dance Teacher Kassandra Humberson '08 leads students in physical movement activities that meet that goal.

and topics are responsive to student's learning needs and interests, and where students will be able to dig deeper into the content and skills of a discipline," explains Fay.

"For example, a course in data science will replace AP Statistics and will focus on the concepts, tools, strategies, and methods at the intersection of data analysis, computing, and mathematics; an advanced alternative to AP Computer Science—which focuses solely on the Java programming language—is Computer Languages and Structures which will introduce students to different programming languages in the context of problem-solving. In English, AP Language and Composition would be replaced by Rhetoric and Communication, which will provide students the opportunity to learn the theories and practical tools of persuasion employed in several different fields."

### **"The thread that stays the same"**

Reflecting on the vast arc of Winchester Thurston's history, Fech declares that the school's evolution is as much about the future as it is about the past.

"These are the moments that who we are continues to be the thread that stays the same. In the late 1800s, when Miss Mitchell and Miss Thurston created schools—initially as two, and then as one—they broke boundaries to provide an education for women that was on par with what was being given to men, and to prepare them for college. They were progressive at their core. They challenged the system. They created change. Their legacy still drives who we are; not only is it alive and well—it is thriving. So, in addition to fulfilling the vision of our strategic priorities, our commitment to progressive education is really a nod to our founders. They were ahead of their time, just as WT is now and, I believe, always will be."



Junior Sid Sadashiv participates in a collaborative Urban Art project with students enrolled in City College of New York, which motivates students to communicate and exchange ideas about social justice through art. Engaging in creative methods to learn about social responsibility is part of WT's approach to progressive education.

# A Collaborative Culture of Teaching and Learning

Teaching, like learning, is a dynamic, interactive process—“nowhere more than at WT, and never more than now,” declares Assistant Head for Education and Strategy Adam Nye. “As we continue seeking innovative ways to refine and enhance the learning experience, our faculty need support to navigate this work.”

Such support abounds within WT’s Formative Development program, a robust faculty support and professional development system that—along with the Summer Curriculum Program—extends the work of reimagining learning and deepens the school’s commitment to progressive education.

Program components include:

**Mentorship:** Each new faculty member collaborates with a mentor, assigned based on needs and interests, for the first two years of teaching.

**Goal Setting and Collaboration:** All faculty members set goals (at least one of which is focused on reimagining learning and one devoted to diversity, equity, and inclusion) to help identify and pursue areas of growth; experiences are then designed to foster communication and collaboration on shared goals.

**Professional Development:** All faculty members receive a generous budget to pursue professional development aligning with their goals and the strategic priorities of the school.

**Focus Year:** Occurring on a three-year rotation, the Focus Year includes intentional reflection of goal progress and professional development; guided curriculum development and refinement; classroom observations; and collaboration between colleagues.

Though each component is crafted with distinct supports and purpose, they share common goals: to encourage participants to engage in honest self-reflection, share in candid conversation, and use insights they glean from the process to accelerate their growth as teachers. The focus is on improving teachers’ practices through an interactive process where they can express their aspirations and receive input on their particular skills, strengths, and areas for growth.

The benefits of Formative Development, asserts Nye, are far-reaching, long-lasting, and fundamental to teaching and learning at Winchester Thurston. “The Formative Development mission statement recognizes that, ‘As faculty are involved in a process in which they engage in dialogue and self-reflection to improve their practice, they model the very growth mindset that we expect from our students’—in this collaborative culture, student learning can’t help but be enhanced.”



Faculty collaborated with artist Emily Marko during a professional development workshop to share and document their hopes for this academic year.





# AN INTERCONNECTED CULTURE OF BELO

An oft-quoted African proverb says that it takes a village to raise a child. Winchester Thurston—driven by its commitment to progressive education—embodies a parallel belief: that it takes a whole school community to nurture learners into active, engaged citizens who challenge inequities, address real problems, and make an impact on their school and their city. Two new members of the WT community—Director of Equity, Inclusion, and Wellness Jessica Walton (R), and Amy McTighe, Ph.D., Director of Student Support Services (L)—are experts in areas essential to creating the change that progressive education allows. As the 2021–2022 academic year unfurled, *ThistleTalk* invited Walton and McTighe to a conversation about those areas; how their work helps students feel healthy, safe, and supported; and how their respective domains overlap and impact the entire WT community.

*Q: Let's start by sharing your vision, hopes, and goals for your work.*

**Jessica Walton:** I'm looking at things from two different lenses. One, navigating hot topics—diversity, equity, and inclusion, justice, wellness, you name it—as they impact students. And two, ensuring that we commit to policies that protect the safety, integrity, and well-being of the full community. One of my main goals, which ties in



# NGING

with my partnership with Amy, is to help people feel prepared and comfortable to engage in this work.

**Amy McTighe:** My vision is to make Winchester Thurston the shining star in providing services to students with diverse learning needs, to ensure that we have the support structure in place to draw people to our community, and to distinguish our program from those of other independent schools. In creating this realm of acceptance and belonging, the overlap with Jessica's work becomes so apparent.

**Q:** *How are your areas essential to progressive education and reimagining learning?*

**AM:** Our areas are similar in this respect. When you're talking about equity and justice, especially in an academic setting, you're also including those with diverse learning needs. It's not just about race or socioeconomic background, it's about highlighting and supporting all students. It focuses across the board on exactly what Jessica is working on.

**JW:** Right. We're committing to more than staying at the forefront in terms of teaching

and learning. We're looking at a holistic student experience when we say progressive education: learning about how my values are going to impact the way I see the world, and the lens that I see the world through. It's learning about conflict resolution skills, how to advocate for myself, communicate my needs, and manage my emotions.

*Q: Your areas overlap. How does that impact students and the broader community?*

**AM:** The support we provide considers that everyone presents individually and has different needs. We also recognize that most students are affected by meaningful relationships, and, regardless of whether or not they're in support services, may need support to build these connections. Both of our areas look at the whole student, with an individual, customized approach.

**JW:** So, when we say we are committing to equity, inclusion, and justice, and creating a supportive environment, we start by caring about the relationships we have with students. We want to make sure we're providing members of the WT community what they need to achieve success for themselves. How can we make sure that we're supporting everyone on their individual path?

**AM:** And, Jessica and I aren't doing this all on our own; we're bringing in experts from other areas in the community.

It's a team effort. A student's challenges may indicate one thing to a teacher, but could actually signal another concern that Jessica and I can help identify.

*Q: Why is it important for these focus areas to be in place for students to flourish?*

**JW:** There are a couple of different things at play. At the heart of social-emotional learning is, how well do I really know myself? How well can I express my needs to those around me, and how well can I pick up on

the messages those around me are giving? Students are expected to perform and advocate for themselves in the classroom, on the field, and in many other spaces while also trying to read the social cues of those around them, trying to manage the expectations of adults at home, and trying to fit in with peers at school.

**AM:** We believe that people with strong social and emotional skills are better able to cope with everyday challenges at home, on the playground, in the park, wherever, in addition to academic benefits. And we're not just talking about students. Our work includes educating teachers about how to support themselves so they can better support students.

*Q: In terms of your collaboration, what exciting work is on the horizon?*

**JW:** Something that comes up continuously in our weekly meetings is building out a holistic advisory program. This initiative is going to be huge—concrete, actionable, and curricular in nature. It will structure ways to build the sense of belonging that we're both talking about, and will differentiate among different types of learners.

**AM:** A crucial piece is employee education. We will provide the knowledge, support, and resources that faculty need to successfully address difficult or unfamiliar topics during advisory.

**JW:** Creating meaningful advisory programs is tough even under the best of circumstances. Now, considering social distancing protocols, it's definitely going to take collaboration not just between Amy and me, but with other community members. But long term, we are very excited about a reimagined, structured advisory program that has impact across divisions. We know that it is work like this that reflects WT's commitment to progressive education.



*"It's a team effort. A student's challenges may indicate one thing to a teacher, but could actually signal another concern that Jessica and I can help identify."*



# Counselors, Community, Commitment: A Network of Support

As WT expands and deepens its commitment to wellness, equity, inclusion, and justice, each community member plays a part in helping students to feel safe, seen, supported, and included. Middle School Counselor Sara Leone and Upper School Counselor Asia Shannon know that more than most.

“We must be proactive in ensuring that our curriculum, programming, and interventions are preventative in nature, and tailored to the needs of our students. This starts with Social Emotional Learning (SEL)—the foundation of a student’s well-being,” notes Shannon. “Research shows that students who participate in effective SEL programs show increased academic performance, improved classroom behavior, an increased ability to manage stress and depression, and have better attitudes about themselves, others, and school in general.”

“Middle School is often a time for social uncertainty anyway, and the pandemic conditions have intensified that; some students are experiencing challenges in making meaningful social connections in ways that feel authentic,” adds Leone. “This can lead to feelings of anxiety or loneliness. The good news is, WT was already doing a lot of work in this realm. SEL skills like empathy, self-regulation, and self-awareness are intentionally built into the Middle School experience.”

## **Solution-Focused Strategies**

While social uncertainty has long been a challenge for Middle School students, an Upper School student’s stressors are more likely to include academic pressure, fear of failure, and conflict within friend groups. Each issue requires a different approach, and WT’s commitment to well-being goes several steps beyond, recognizing that solutions vary not only from struggle to struggle, but student to student.

“My counseling style is one that is solution-focused,” shares Shannon. “My goal is to highlight the strengths and attributes of our students, shifting their focus from the problem to their capabilities of solving the problem.



Upper School students Sofia Shapira (L) and Kamili Wiley (R) build their own stress balls as part of “Wellness Wednesday,” a monthly program designed to promote stress relief and build community.

For student conflicts, I find that providing space for students to express their thoughts and feelings, directly to the other party, is an effective strategy. It gives students an active role in solving their own problems.”

Middle School strategies, says Leone, are integrated throughout the day. “Our goal is to help students feel safe, heard, and like they belong to their school community through developmentally appropriate, deliberate approaches, such as our Student Wellness Mission Statement, a hands-on and active advisory program, and an SEL curriculum in all Middle School Health classes.”

## **“Communication is Key”**

As vital as Leone and Shannon’s roles are, they always circle back to the imperative of a community-wide network for student wellness.

“Communication is key,” Leone states, unequivocally. “As a group of professional adults serving a school community, our number one goal is to keep students safe and well. I want students to realize they have a team of people supporting them as they figure out who they are, and how they want to contribute to the world around them.”



# Grading for Equity

A transformational practice of grading and assessment is beginning to take root at WT. Known as Grading for Equity, it is accurate, growth-focused, bias-resistant, and motivational—and it nurtures and supports WT’s dedication to progressive education and its commitment to equitable practices.

“Grading for Equity takes out implicit biases and speaks to students’ mental and emotional wellness, developing their capacity to have a growth mindset, to feel successful and competent in the material, and to get feedback in an authentic and non-judgmental way,” says Amanda Welsh, Director of Middle School. “It also eliminates labeling learners as certain types of students and speaks to the potential they all have to master all subjects.”

## Equity, Accuracy, and Mastery

Developed by former educator and administrator Joe Feldman, and detailed in his book, *Grading for Equity*, the approach counters problems in traditional grading practices that can hamper authentic learning, invite bias, and contribute to stress.

“This approach,” Welsh explains, “allows us to equitably assess our students’ mastery and learning. For example, a student’s grade for a class is not the average of grades accumulated over a trimester. Rather, students have the opportunity to grow in their learning and show true mastery by retaking tests and quizzes, actually ending a trimester with a grade reflective of what they know. It also views homework differently. Now meant for formative feedback, homework is not graded; instead, it provides an opportunity for students to practice on their journey toward mastery of skills.”

## Middle School Faculty Leads Gradual School-Wide Rollout

During 2019–2020, Welsh explored Feldman’s book with faculty who had begun questioning whether traditional grading and assessment practices had kept pace with WT’s evolving teaching methods and pedagogy. Not only did the approach resonate with their discussions; they found it complemented the Middle School program overall: “It is closely aligned with our Developmental Designs philosophy centering on the four

needs of an adolescent learner: autonomy, competence, relationship, and fun,” notes Welsh.

“*Grading for Equity* had a huge impact on my thinking about assessments, what motivates students to learn, and overall grading practices,” reflects Middle School Spanish Teacher Nicole Hartung. “These are all connected. Moving homework, and any practice work, out of the grading process creates an environment



Middle School Spanish Teacher Nicole Hartung

where mistakes are expected as an important part of the learning process. I tell my students, ‘Mistakes are expected and respected,’ and I mean it. Practice work leads to progress in learning. That progress shows up in the assessment. I enjoy helping students to see that connection.”

Adds Hartung, “Students who see a clear path to success, who know their teachers will meet them where they are, and who can practice to show content mastery, are students benefiting from both Grading for Equity and Developmental Designs. They have both the tools and the environment to thrive in our WT Middle School community and beyond.”

# DEI AUDIT REPORT

Over the past year, WT has engaged with The Glasgow Group in an audit of diversity, equity, and inclusion (DEI) practices. Constituent groups (employees, parents, students, alumnae/i, and Trustees) were encouraged to participate through surveys and focus groups. Following are the high-level findings and recommendations.

For further information about the findings in this report, and to participate in the efforts already underway to address the recommendations, please contact WT's Director of Equity, Inclusion, and Wellness, Jessica Walton, at [waltonj@winchesterthurston.org](mailto:waltonj@winchesterthurston.org).



## Perception of Inclusivity

There is general agreement by survey respondents that although WT has publicly made a commitment to diversity, the school does not always act upon that commitment. Intentions do not always match impact, and protecting tradition is prioritized rather than becoming more equitable or inclusive. It is worth noting that the majority of survey respondents identified as white individuals. The perceptions of community members who identify as Black, Indigenous, and People of Color (BIPOC) differ from the majority of respondents, and report lower levels of inclusivity in their lived experiences at WT.



## Key Findings

- Socioeconomic status was highlighted as one of the biggest sources of inequity at WT.
- Constituents are unclear of to whom to go when they have questions around diversity, equity, and inclusion.
- There is a desire for increased opportunities to engage in dialogue with individuals who represent a diversity of thought.
- There is a feeling that WT is not open to or supportive of a range of learning abilities and emotional well-being.
- Many students indicated a noticeable imbalance between girls' and boys' Athletics programs.
- Employees would like more professional development around DEI through divisional/differentiated lenses.



## Recommendations:



### Normalize Academics and Student Affairs

- Create school-wide community norms for conversations on civic engagement in classroom settings.
- Review student handbooks, policies, and discipline procedures to ensure that consequences are clearly outlined and equitably applied.
- Review the placement process for advanced learning courses and the determination process for awards/honors.
- Create more opportunities for students to explore the value of and exposure to DEI concepts, including required programming in Middle and Upper School.



### Engage Parents, Alums, and Trustees

- Include thorough information regarding the school's values and efforts related to DEI in all admission materials.
- Make schoolwide expectations clear to current families.
- Collaborate with alums to reflect and learn.
- Recreate the DEI committee of the Board of Trustees.



### Continue Learning and Create Accountability

- Increase support for employees' understanding of emotional health.
- Review school traditions and history with a DEI lens.
- Create a system of accountability regarding microaggressions against individuals with historically marginalized identities.
- Create regular opportunities for BIPOC employees to meet with senior administrators.
- Work with Division Directors to develop formal feedback systems related to DEI.
- Conduct an annual parent satisfaction survey.



### Diversify the WT Community

- Increase racial makeup of faculty and staff at WT; increase racial and economic diversity of the Board of Trustees.
- Refine admissions processes to be more equitable and inclusive.
- Create a taskforce to review the role of socioeconomic status within the WT community.
- Diversify the leadership of the Parents Association.



# ICYMI\*

Experience a taste of some of the great things happening at WT! Be sure to follow us on Facebook, Twitter, and Instagram, and visit [winchesterthurston.org](http://winchesterthurston.org) to keep up-to-date.

Each month, Kindergarten students spend a day at Frick Park Environmental Center. These visits foster

## a curiosity and respect for nature,

create comfort in—and excitement for—the outdoors, and provide opportunities to learn about plants and animals in the local environment.



Ninth- and tenth-grade students

## reconnected and forged new bonds

as they learned about the traditions and expectations of the Upper School during day-long retreats at Camp GUYASUTA.



**THISTLETALK GOES DIGITAL**

Get more news, photos, and fun at [winchesterthurston.org/digitalthistle](http://winchesterthurston.org/digitalthistle)



As part of City as Our Campus, Lee and Earl Dingus told creation stories about their tribe and shared their

**experiences as Indigenous people** to the seventh-grade social studies classes.

*\*In Case You Missed It*



As part of the grade 9 Health, Wellness, and Physical Education Seminar, students participated in team-building activities designed to help them



**overcome challenges**  
in themselves, their communities, and the world.

Across all four divisions, students participated in learning experiences to celebrate Hispanic Heritage month and Latinx voices. The fourth-grade bulletin board display reflects the students' understanding of the extensive influence that

**Hispanic culture**  
has on our country.



Middle School students participate in advisory competitions throughout the school year in order to build community and promote school spirit. As part of the inaugural advisory competition, students

**designed mascots**  
for their advisory.

With internal demolition complete (and more than 300 items donated to Construction Junction for reuse), the Joan Clark Davis Center for Interdisciplinary Learning is taking shape to transform the educational experience at WT and to **reinforce the school's commitment** to the broader community.







**Boys Soccer** had an undefeated season on its way to becoming both the Class A **WPIAL Champion** and the **PIAA State Champion**.



**Boys Cross Country** is both the Class A **WPIAL Runner-Up** and **PIAA State Runner-Up**.



**Girls Cross Country** finished **third in the Class A WPIAL Championship** and ninth in the PIAA State Championship.



# ANOTHER GREAT SEASON

for the Bears is in the record books!

With Boys Soccer bringing home the school's **first Soccer State Championship**, and Girls and Boys Cross Country also competing at the state level, the excitement on campus ran through mid-November (and beyond)!



**Girls Soccer** qualified for Class A WPIAL playoffs for the **first time in school history**. [See inside back cover.]

**Field Hockey** had a strong showing this season, including **two wins over rival** The Ellis School.



**Girls Tennis** was seeded ninth in the Class AA **WPIAL tournament**.



The **Golf team** finished their season on a **high note** with a win on their home course.

# Miss Mitchell Society

## Expand the Vision of our Founder



*Dr. Mary A. Graham Mitchell was a visionary leader. She broke boundaries by creating a school dedicated to educating women and preparing them for the rigors of a university setting. She reimaged learning by encouraging her students to progress in their education at a time when most women were encouraged to complete their schooling with a high school diploma. And, she created a community of learners and scholars who continue to “Think also of the comfort and the rights of others” to this very day.*

In Miss Mitchell's honor, the Miss Mitchell Society recognizes those in our community who have chosen to expand the vision of our founder through a bequest or planned gift. Including Winchester Thurston School in your will or trust, or adding WT as a beneficiary of an insurance policy, IRA, or 401(k), is a smart way to provide future tax savings while making a lasting impact on the life of our school and students. Every planned giving donor becomes a member of the Miss Mitchell Society—membership requires no particular gift or bequest amount.

Please consider joining the community of supporters in the Miss Mitchell Society. Your gift will help us continue to break boundaries, reimagine learning, support community, and rethink time and space—all in the spirit of our founder. For more information, or to let us know of your intentions, please contact Alex Neal, Director of Leadership Philanthropy, at [neala@winchesterthurston.org](mailto:neala@winchesterthurston.org) or 412-224-4644.

## MISS MITCHELL SOCIETY MEMBERS

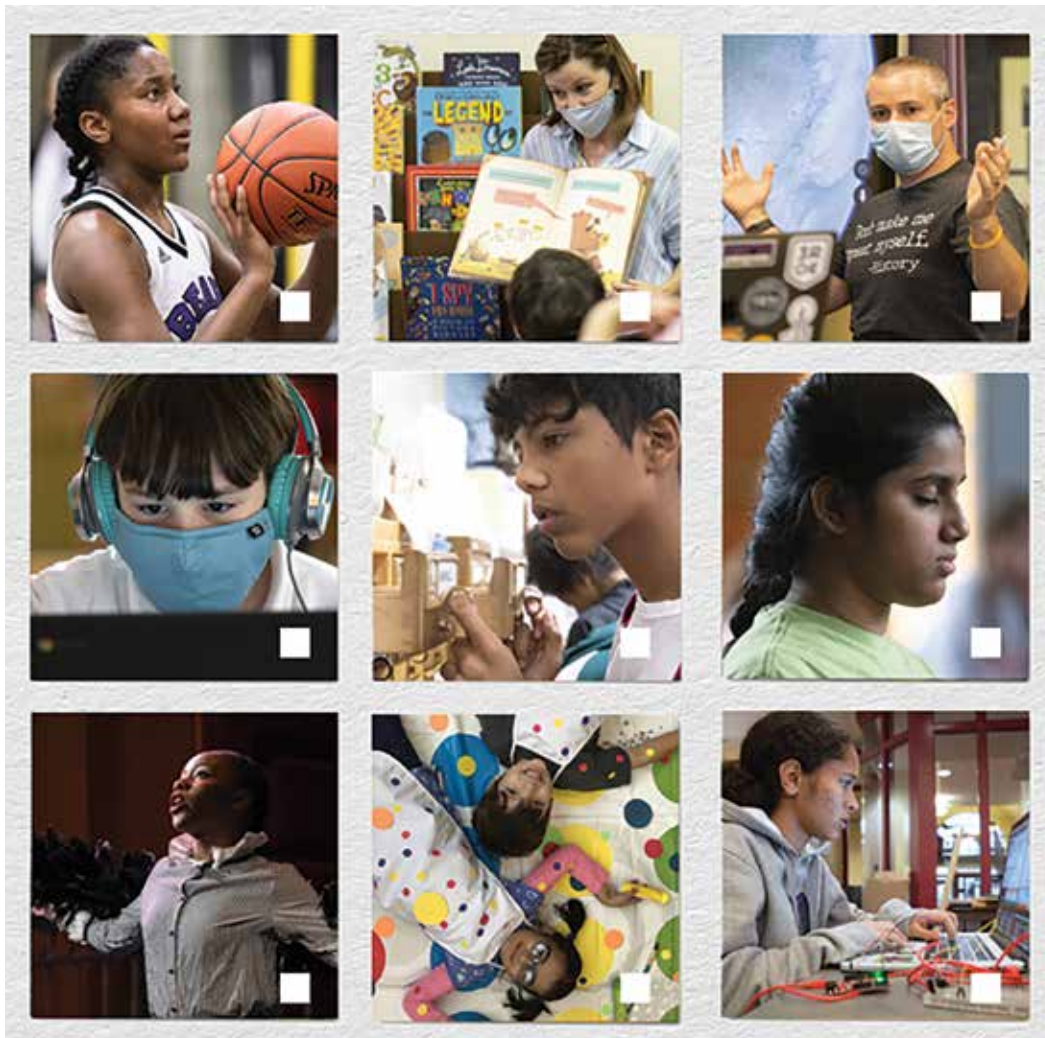
Following are the current living members of our community who have remembered WT in their estate planning.

Betsy Aiken '72	Anna-Stina Ericson '44	Gretchen Larson	Henry Posner III
Suzanne LeClere	Robert I. Glimcher	Maslanka '83	Kathy Zillweger
Barley '52	Barbara Graves-	Marga Matheny '64	Putnam '71
Loretta Lobes	Poller '93	Patricia L.	Sarah Irving Riling '67
Benec '88	Rosanne Isay	Maykuth '69	Susan Criepp Santa-
Barbara Abney	Harrison '56	Beverlee Simboli	Cruz '60
Bolger '52	Kristi A. Kerins A'67	McFadden '55	Jennifer M. Scanlon
Kathleen W. Buechel	Kathryn W. Kruse '58	Kathleen L.	Sheen Sehgal '89
Joan Clark Davis '65	Elsa Limbach	Metinko '91	Dr. Beth A. Walter '92
Judith Rohrer Davis '57	Louise Baldridge	Frances P. Minno	Gaylen Westfall,
Judith Ellenbogen '58	Lytle '51	Bee Jee Epstine	Honorary Alumna
Justine Diebold	Carole Oswald	Morrison '56	Carol Spear
Englert '59	Markus '57	Eileen Mauclair	Williams '57
		Muse '61	

*Please visit [winchesterthurston.org/missmitchell](http://winchesterthurston.org/missmitchell) for the complete list of Miss Mitchell Society Members.*



Which of these is supported by the WT Fund?



Thanks to you, all of them.

**The WT Fund fuels dynamic learning opportunities.**

**You are the spark that powers the WT Fund.**

Your support puts resources directly in the hands of every student every day, empowering them to drive their own learning. Your generosity also galvanizes teachers as they guide students in exploring ideas that link the past, their present, and their hopes for the future.

***This only happens when you give.***

Visit [winchesterthurston.org/gift](http://winchesterthurston.org/gift) or call 412-578-3748 today.



# REUNION 2021

WT's Reunion 2021 brought together alums from across generations. Whether on campus or virtually, alums engaged with students, school leadership, and one another.

Highlights included:

- ❁ State of the School and Reunion Kickoff with Head of School Dr. Scott D. Fech where he discussed WT's strategic priorities and the Joan Clark Davis Center for Interdisciplinary Learning
- ❁ "Think Also" in Action: Alumnae/i Panel Discussion with Upper School students including the Black Student Union, Gender and Sexuality Student Union, Feminist Student Union, and Student Equity and Inclusion Committee
- ❁ In-person Then and Now Luncheon and Welcome Back Party with alums celebrating their 5th through 65th Reunions
- ❁ Alums of Color Affinity Group Brunch at The Porch at Schenley Plaza
- ❁ Class Parties online and in-person



(L-R) Friends Joan Clark Davis '65 and Emeritus Trustee Rosanne Isay Harrison '56 sing the Alma Mater accompanied by Daniel Sadowski, Associate Director of Middle School.



The "Think Also" in Action panelists share their experiences with students and talk about how they navigate the world using WT's credo. (L-R) Trustee Joy Titus-Young '92, Lauren Ober '96, Don Mike Mendoza '06, Alisha Wormsley '96 (on screen), and Keshira haLev Fife '96 (not pictured)



Dr. Scott D. Fech shares updates with Dorothy Hart Murray '61 (L), and Cathleen McSorley Stanton '61 (R).

Contact Amiena Mahsoob at [mahsooba@winchesterthurston.org](mailto:mahsooba@winchesterthurston.org) or 412-578-7511 if you would like to gather your class for next year's combined Reunion or if you have an idea for another alum get-together.



Class of 1971 alumnae discuss shared memories. (L-R) Ellen 'Charney' Regenstein Spyra '71, Elizabeth 'Lisa' Bansavage '71, and Barbara Tall Hennig '71



Current WT students, and co-founders of Music for Good, perform during the Welcome Back Party. (L-R) Alex Sayette, Marco Cardenes, and Rohan Sykora



Class of 2006 classmates catch up IRL. (L-R) Emily Hoffman, Don Mike Mendoza, Alisa Beverley, and Dr. Andrew Wickerham



Alums from the Classes of 1969 through 2018 gather at the Welcome Back Party.





Class of 1976 alumnae reunite. (L-R) Mary Odom, Bahra McConnel Fisher, Claire Blume Thomas, Louise Ketchum, and Lynn J. Snyderman



Class of 1976 alumnae pour over yearbooks. (L-R) Lisa Whitcomb Capra, Mary Odom, and Beth Beegle Miller



Trustee Tiffany Sizemore '95 (L) and Upper School Teacher Mary Martin '88 (R) share the joy of fellowship at the Alums of Color brunch.



Michael-Paul Jenkins and Dayna Scott Jenkins '11 introduce their toddler to Hallie Goldstein '11.



Class of 2001 classmates celebrate their 20th Reunion. (L-R) Dr. Scott D. Fech, Kerry Soso, Lisa Przyborski O'Brian, and Kristen Maser Michaels



Alums of Color gather at The Porch at Schenley Plaza on Saturday to discuss ways to mentor current students and document stories. (Clockwise) Sheen Sehgal '89, Trustee Tiffany Sizemore '95, Director of Alumnae/i and Parent Engagement Amiena Mahsoob, Don Mike Mendoza '06, Director of Equity, Inclusion, and Wellness Jessica Walton, Latika Ravi '97, Archana Janardhanan Ravi A'00, Upper School Teacher Mary Martin '88, Director of Academics Desiree Jennings, Trustee Joy Titus-Young '92, Linsey McDaniel A'96



Joey Scapellato '18 (L) reunites with Upper School Teacher Callie Gropp '03 (R).



(L-R) Middle School Teacher Dave Piemme catches up with Ben Steiner '11 and George Epitropoulos '11.

## Save the Date: Reunion 2022

October 14 – 15, 2022

For class years ending in 0's, 1's, 2's, 5's, 6's and 7's  
(and anyone else who wants to join the fun)!



### THISTLETALK GOES DIGITAL

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1954

**Dana Spicer McCown** shares, "I have a small publishing company and during the lockdown, I used the time to write my memoirs. They are entitled, *Dana June: A Leap into the Unknown*, published by my own StoryBridge Press. It was a lot of fun recalling the past, but finding the right pictures was challenging. I encourage anyone to do it as a gift to family. After being a textile artist working in weaving for 40 years, I found that my loom wouldn't fit when we moved to an apartment in 2012. Further downsizing was required. The research I had done on the Indian woven textile, Telia Rumal, meant that I had an important collection of the work. At my stage in life, it was important that I found a good home to keep this textile. I was very pleased that the Brisbane Art Gallery/ Gallery of Modern Art acquired most of my collection for safe keeping. We have been very fortunate here in Queensland, Australia that the government put in strict regulations during the pandemic. We are back to a very normal life, back to the theatre, and restaurants. There have been very few deaths here, most coming from people arriving on cruise ships and then spreading to nursing homes. But immunization is in full swing here, and hopefully the rest of the world will be helped to acquire doses. We must not get complacent and be very thankful for those hard-working frontline workers."

1959

**Emily Crandall** moved from Pittsburgh to Switzerland when she was a sophomore at WT. **Justine 'Tina' Diebold Englert** and Emily wrote

to each other frequently. During the pandemic, Tina found Emily's letters (55 in total) and looked her up online. They reconnected this last spring and now write to each other each day via email. Tina shared, "It's a fun story of long-lasting friendships established at WT many decades ago!"



**Tina (R) and Emily (L)** reconnect this past spring.



**Rachel 'Gay' Knake Haines** writes, "Spent the pandemic writing a children's book about my therapy dog Oliver – all proceeds go to Child Protection Center and Suncoast Humane Society." Follow the link in DigitalThistle to purchase the book.

1965

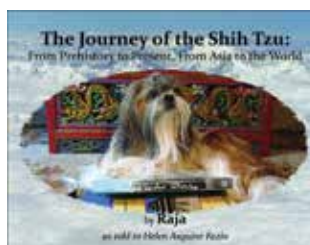
**Eleanor Levinson Peris** shares, "I continue to volunteer with Imagine, A Center for Coping with Loss in New Jersey. I also work as a Peer Coordinator for Court Appointed Special Advocate (CASA) for kids in foster care. I'm also involved in a Saturday Fun Club, helping resettle the refugees in New

Jersey. It provides English as a second language classes, homework help, games, and arts and crafts for the children. I continue to walk, bike, swim, and play golf during the spring, summer, and fall. Now that we are vaccinated, we're hoping to start traveling again with friends and family."

1971

**Helen-Jean Asquine**

**Fazio** is a former art gallery owner, college educator, and currently the Principal at HA Fazio Associates, LLC, a management consulting services business. Helen has owned Shih Tzu dogs for more than 20 years and has meticulously researched the history of the breed. She has a passion for traveling, and Helen and her family would never dream of traveling without her Shih Tzu, Raja, the narrator of their book, *The Journey of the Shih Tzu: From Prehistory to Present, From Asia to the World*.



1976

**Stacy Jannis Tamerlani**

shares, "It's hard to believe it's been 45 years since I left the hallowed hallways of WT. After graduating from Rhode Island School of Design (RISD) in 1980, I moved to New York City and Washington, D.C./Silver Spring, MD, and ended up with a 40+ year long career in commercial film, television production, animation, and graphic design. Although I've

been now slowly toying with the idea of retirement, last year I did the animation for two high-end documentaries, one on Arctic science and the other on John Marshall, the fourth Chief Justice of the Supreme Court. This year, I helped the University of Maryland receive a \$5 million NSF grant with a marketing video that explains their proposed quantum computer network."

1981

**Stephanie Wishnev** and

partner Lynn Kowalski stopped by WT to celebrate Reunion before embarking on a 334-mile bicycle journey from Pittsburgh, PA to Washington, D.C. This trip is part of their larger goal of cycling across the United States.



**Stephanie (R) and Lynn (L),** celebrating Stephanie's 1981 Miss Mary A. Graham Mitchell Scholarship Prize for Character, Personality, Loyalty, and Scholarship.

1996

Under the leadership of **Keshira haLev Fife** and Sara Stock Mayo, Keshar Pittsburgh launched an anti-racism initiative. V'ahavt/a (Hebrew for "and you shall love") is a nine-month cohort-based program which enables 22 participants to explore anti-racism within a Jewish framework. Between April and December 2021, national experts, including consultant Annie-Rose London, will guide the group through webinars, chavruta-style discussions and



opportunities for study. Follow the link in *DigitalThistle* to learn more about these and other initiatives.



Keshira (L) and Sara (R) supporting the Black Lives Matter movement.

## 2006

**Don Mike Mendoza** shares, “I launched a national podcast called *Producing While Asian* that accompanies my blog of the same name. I am a brand ambassador for Unapologetically Asian, a grassroots organization created to spread awareness about Asian discrimination and activism. I currently sit on the American University Alumni Board, and I am part of The Filipino American Association of Pittsburgh and The Filipino American Symphony Orchestra Board of Directors. In September, I completed the 334-mile bike trip from Pittsburgh, PA to Washington, D.C. in four days. Follow the link in *DigitalThistle* to learn more about Don Mike’s work.



Don Mike (L) and friend Henry Ryan (R) on bike trip from Pittsburgh, PA to Washington, D.C.

## 2007

Each year, *Pittsburgh Magazine* and PUMP recognize 40 outstanding individuals under the age of 40 whose creativity, vision, and passion enrich the Pittsburgh region. This year’s class includes associate alumna **Felicity Ansonia Williams**, 32, Programs and Policy Manager and Special Assistant to the President and CEO at the Hill Community Development Corporation.



Felicity Williams

## 2008

**Matt Arffa**, writes, “I was deeply saddened to hear of the passing of Mr. Lovasik. He was a wonderful man and a great teacher. I had the joy of spending four years with him in his Upper School Latin classes. I remember having great discussions on philosophy and life, in between practicing our declensions. Mr. Lovasik was always passionate about our personal and professional growth. I am thankful for the years I spent with him. Requiescat in pace.”

## 2009

**Kevin Nguyen** continues teaching English as a foreign language in Japan for the fifth year. He recently made time to be involved in the theatre arts again. In July 2021, he participated as an ensemble member in Theatre Mangekyo’s devised production, *Disconnected*, playing the characters Ceri (F) and Ran (M). In addition to being an ensemble member once again,

Kevin will also be stage manager in the production’s second phase. Follow the link in *DigitalThistle* to learn more about Theatre Mangekyo.



Kevin as Ceri (L) and Ran (R) in Theatre Mangekyo’s production *Disconnected*

## 2010

The First Tee – Pittsburgh (FTP), an international youth development organization introducing the game of golf and its inherent values to young people, highlighted **Miranda Santucci** in their May newsletter. Miranda’s dad introduced her to golf while he was a volunteer coach with FTP and then 12-year-old Miranda was allowed to tag along. Upon entering WT’s Upper School, Miranda became a volunteer coach herself to teach the program’s golf skills and its core values to younger kids. She credits FTP for helping her mature into an adult with confidence and life skills. Miranda attended Allegheny College, where she was on the golf team. She graduated in 2014 with a degree in managerial economics and now serves as an internal auditor for PNC Financial Corp. Miranda is a member at Diamond Run Golf Club in Sewickley, where she is the reigning Women’s Club Champion.



Miranda (L) with playing partner and First Tee volunteer Maureen (R)

## 2011

**Dayna Scott Jenkins** recently decided to leave her job as a director to devote all of her time and attention to Dayna Scott Events (DSE). Dayna strives to provide stylish, personalized, budget-friendly weddings and events. She and her team go all-out to be prepared for the unexpected so her clients can enjoy their day without distraction. In August of 2020, she won a 2020 WeddingWire Couples’ Choice Award. Dayna shares, “My passion is planning, and I’d love to help you enjoy your perfect day!” Follow the link in *DigitalThistle* to learn more about Dayna Scott Events.



Dayna Scott

## 2012

**Allyson Bartlett** writes, “So devastated to hear of the loss of Ken Lovasik. I had him for Latin in 2010–2012, and he was always one of my favorite teachers. We would always love his stories and the anecdotes he shared with us in class. He was always so insightful and caring. He mentioned before he taught at WT that he worked with hospice patients, and after having two grandparents go through hospice, I wish I could have thanked him more for all that he did. On more than one occasion, he would talk with me about how happy he was when the class would do well in Latin, and how excited he was to share

the topic with others. He was an inspiration and a beloved teacher. My heart goes out to his family in their grief."

## 2016

**Carrie Mannino's** documentary play, *It Couldn't Happen Here*, focuses on the Pittsburgh and Jewish communities in the aftermath of the antisemitic massacre at the Tree of Life building on October 27, 2018. The play was awarded the Yale Playwriting Award. Follow the link in *DigitalThistle* to read the complete article, and join us on campus on January 20, 21, or 22, 2022, to see the Upper School performance of this work.



Carrie Mannino

## 2017

**Emma Famili** shares, "I graduated from WT in 2017 and am completing my graduate degree while working for the government and directing a nonprofit. I am the program director for ACEing Autism Pittsburgh. ACEing Autism is a 501(c)(3) nonprofit dedicated to honoring and celebrating all abilities through affordable, accessible, and adaptive tennis programs." Follow the link in *DigitalThistle* to learn more about ACEing Autism.



Emma (L) with an ACEing Autism participant

Photo Credit: Loop Photography

In their Research Science Class at WT, **Jack Waters** and **Jacob Dubner** developed the Oral Rehydration Tube (ORTube), a 3D-printed device to combat diarrheal diseases. Now the pair have incorporated ORTube as a 501(c)(3) nonprofit organization, and hope to expand ORTube access to communities in need. Follow the link in *DigitalThistle* to learn more about the ORTube.

## 2020

**Zoë Soteres** and Mitchell Dubin partnered with City Theatre Educational Programs to secure the live-performance and streaming rights for Jason Robert Brown's 2001 musical production, *The Last Five Years*, through Music Theatre International. The musical is about two characters navigating a relationship that just isn't working. The production, from the orchestra to the stage crew, was comprised of student artists from multiple corners of the Pittsburgh area. Zoë, a freshman studying acting at

DePaul University, starred alongside Jason Schmidt, a 20-year-old Chicago native and sophomore in Carnegie Mellon University's musical theater program. Zoë shared with the *Pittsburgh Post-Gazette*, "It's one of the things I'm most proud of, that we found young artists that are motivated enough to do this essentially by themselves. I just think that it's so important to encourage young people to get into the arts to get more innovation in the arts, and it's our job to do that." Follow link in *DigitalThistle* to read the full article.



Zoë (L) with co-star Jason (R) performing in *The Last Five Years*.

## IN MEMORIAM

The following members of the WT community will be missed by their classmates, friends, students, and colleagues. We offer sincere condolences to their families.

**Alma Simon Balter '35**

**Margaret Bunting Mills '36**

**Dolores 'Dee' Kaufman Gluck '44**

**Rita Gottlieb Levis '46**

**Ann Brownell Orgel '47**

**Mary Cosgrove McKean '48**

**Adlyn Hollearn Hickey '50**

**Helen Lee Henderson '57**

**Carol Heape '65**

**Mary Kress Pringle '69**

**Rachel Clement Paulsen '81**





## Making History: Girls Soccer Reaches WPIAL Playoffs

In just its fifth year as a WPIAL contender, the Girls Soccer team qualified for the WPIAL playoffs. The team, led by head coach Parus Nischal '13 and assistant coaches Jivak Nischal '18 and WT Science Teacher Dr. Lynn Horton, started as a club sport in 2015. Through the determination of a strong group of students, and the encouragement of Horton, their mentor, the team debuted as an independent varsity sport in 2016 and earned entry into the WPIAL in the 2017 season.



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## Your City as Our Campus

We're eagerly and cautiously anticipating a return to travel. Watch your email inbox for opportunities to connect with fellow alumnae/i in your city.