



TRINITY  
SCHOOL

# flourish

*The magazine for friends & family | Fall 2014*

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## **Challenge Accepted**

Trinity students create in the new iHub, while the community comes together to support *Growing Leaders: A Campaign for Trinity*.

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### **Statement of Philosophy**

Trinity School is an independent co-educational school serving preschool and elementary age children. Founded in 1951 by Trinity Presbyterian Church and grounded in the ethical framework of the Christian faith and its Jewish heritage, Trinity accepts children of diverse backgrounds and provides experiences that foster mutual respect, trust, and cooperation among students, faculty, and parents.

### **Mission Statement**

The mission of Trinity School is to create a community of learners in which each child can acquire the knowledge, skills, and attitudes to achieve his or her unique potential and become a responsible, productive, and compassionate member of the expanding global community.

*Flourish* Magazine is published bi-annually and mailed free of charge to students, parents, faculty, alumni, grandparents, and friends of Trinity School. For more information about Trinity, please call 404.231.8100 or visit our website at [trinityatl.org](http://trinityatl.org).

### **Non-Discriminatory Statement**

The School does not discriminate based on race, color, gender, religion or creed, national or ethnic origin, sexual orientation, or family composition in the administration of our admission and educational policies, in the extension of financial aid, or other school administered programs.



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# It's Elementary.

Everything we do at Trinity is designed to help children ages three through Sixth Grade flourish. Learn about Trinity School from the real experts - our students.

## Trinity School Open House Dates:

**2014**

December 2, 9:30 AM

**2015**

January 21, 9:30 AM

**Reserve your spot today:**

404.231.8118 or [trinityatl.org](http://trinityatl.org)



TRINITY  
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My first year of teaching was in 1980. Fast-forward to 2014, and some schools have changed significantly while others retain a 1980 educational model and outlook.

In 1980, successful students were primarily defined by how much they knew and how facile they were recalling information. Then, possessing information in one's brain was vital because access to content was limited to books, libraries, etc. For most schools, knowledge was an end in itself, and the purpose of school was to fill a student's mind with content, i.e., facts, skills, and concepts.

Schools in 1980 defined and measured student success narrowly. Students read textbooks, listened to teacher lectures, took notes, studied, and completed written exams. While these tests occasionally included questions that required students to analyze, synthesize, and evaluate, most questions focused on a student's ability to memorize content.

My teaching style in 1980 was very traditional. I had information that students needed. I wrote much on

the blackboard (with chalk, no less), pontificated to my students, and hoped I was filling their minds with a lot of content knowledge.

While many schools today still operate as if it is 1980, many more – including Trinity – have made dramatic changes not only to the “what” they teach, but also to the “how” they teach. These schools have changed as the skills, habits, and attitudes needed in the 21st Century have changed. The key for parents today is to find a school that empowers their children to flourish in the Information Age, not to be a contestant on Jeopardy.

The most significant change over the past 35 years is technology. Knowledge will always be important, yet now through the ubiquity of technology, knowledge is readily available at one's fingertips. Although I am not an accomplished do-it-yourself home repair guy, I am able learn much from step-by-step home repair YouTube videos. Whenever I get into a disagreement with my parents about movies, sports, history, etc., my mother invariably tells me to settle the dispute by “getting the answer from that iPhone of yours.” Many of today's schools understand that the goal of education is no longer the acquisition of knowledge but what a person can do with knowledge. Those schools still teach essential content, yet they also provide ample time for students to practice and develop the 4C's of the Information Age: critical thinking, creativity, communication, and collaboration. Being able to solve problems, to find innovative solutions, to work effectively and respectfully with others, to think through multiple perspectives, to present confidently in front of groups, and to use various types of media are skills and habits schools like Trinity emphasize.

The other significant change in education is personalized learning. Over the past thirty years there has been much research about the myriad ways different children learn and the need for teachers to get to know each child and his or her unique learning style. The 3 R's of reading,

writing, and arithmetic remain important, especially in an elementary school like Trinity. However, students today have more voice and choice in what and how they learn. In 1980, students in my class more often worked independently on the same material and assignments. Today, students can be found working in groups on assignments and projects that they help determine and shape.

Teaching is a much more demanding profession now compared to 35 years ago. However, the added work and time reflect what is best for students. Good schools today are much more student-focused. The emphasis is not on how well-written and delivered a teacher's lecture was, but on the extent that students learned and demonstrated their understanding in ways beyond written exams.

This year, Trinity will complete strategic planning and visioning for its future. Throughout that process, the goal of preparing students for success in the Information Age will continue to drive us. I invite you to read this and subsequent *Flourish* issues through the lens of how our program is ever evolving based on current research in education and on the needs of a changing society and world.

Sincerely,

Joseph P. Marshall  
Head of School

# Meeting the Challenge:

Help Trinity Secure \$1 Million in Challenge Grants for Capital Needs

For more than 60 years, Trinity School has continued to thrive due to an incredibly committed and generous community. With the launch of *Growing Leaders: A Campaign for Trinity* in January of this year, we have again witnessed our community come together in an inspiring way. As a result of early commitments from 100 percent of our Board of Trustees, as well as a number of current parents, members of the faculty and staff, grandparents, and friends, support for the *Growing Leaders* campaign, which seeks to secure \$15 million to grow the School's endowment (\$5 million), provide for capital improvements (\$5 million), and strengthen annual giving (\$5 million), has surpassed the \$10 million mark. While we are very pleased with our progress to

date, we need the support of our entire community to achieve success—**especially now!**

In a vote of confidence for Trinity School, the *Growing Leaders* campaign, and the exciting opportunities the campaign will provide for generations of Trinity students, two friends of the School have challenged our community to come together to support the campaign. This challenge focuses on the capital enhancements outlined in *Growing Leaders*, which include The Learning Commons, a more central entrance for students, parents, and visitors, and The Trinity Track, completed in the summer of 2013. **The two donors, who wish to remain anonymous, have pledged a combined \$1 million in**

**challenge grants. In order to claim the \$1 million, the Trinity community must dig deep to fund the remaining \$4 million in support of our \$5 million goal for capital improvements.**

This is an exciting time for Trinity School and an opportunity for the community to rise to the occasion, and make a significant difference in the lives of Trinity students – both now and long into the future. Modifying Trinity's current learning environments will support dynamic changes to our program and pedagogy, critical to preparing students for success in the Information Age. These enhancements to Trinity's campus will provide the community with spaces that offer flexibility and adaptability, support



relationships, encourage collaboration, nurture curiosity, and support exploration and problem solving – giving students, faculty, staff, and parents room to learn, create, connect, and grow.

In addition to the \$1 million pledged for the challenge, our community has already committed \$1,739,725 in support of our capital needs. We still have \$2,260,275 to raise from our community to meet our capital goal of \$5 million and to secure the challenge grants. Construction for this project is planned to be completed during the summer of 2015. **To achieve this, we need our community to act now, stretching to give as generously**

**as possible to ensure that we take advantage of this exciting opportunity for Trinity School.**

We hope we can count on you to accept the challenge!

Families are invited to make a cumulative five-year gift to the *Growing Leaders* campaign that encompasses their traditional annual fund contribution in addition to any gifts to the Endowment and Capital campaign initiatives. Donors will be recognized for their cumulative gift to *Growing Leaders: A Campaign for Trinity*. Naming opportunities begin at the \$50,000 giving level.

If you are interested in learning more about the *Growing Leaders* campaign and how you can help the School secure these challenge grants, please visit our campaign website ([www.trinityatl.org/growingleaders](http://www.trinityatl.org/growingleaders)), or contact Margaret Douglas, Director of Advancement, (404.240.9446 or [mdouglas@trinityatl.org](mailto:mdouglas@trinityatl.org)).

### **Growing Leaders Giving Societies**

- \$1,000,000 and above
- \$500,000-\$999,999
- \$250,000-\$499,999
- \$100,000-\$249,999
- \$50,000-\$99,999
- \$25,000-\$49,999
- \$10,000-\$24,999
- Up to \$9,999

# Growing Leaders: Campaign Update

**\$15 MILLION  
TOTAL GOAL**

**Total Raised to Date: \$10,437,578**



**ENDOWMENT**



**CAPITAL AND UNRESTRICTED**



**THE TRINITY FUND**

## Help us show the world that Trinity is Growing Up!

We need the support of the entire Trinity community to achieve our campaign goals. Your support is a mighty example to each and every Trinity student of the power – and the responsibility – individuals have to

make a difference in the world. With your partnership, Trinity School and its students will continue to flourish, today and long into the future.

Please contact Margaret Douglas, Director of Advancement (404.240.9446 or [mdouglas@trinityatl.org](mailto:mdouglas@trinityatl.org)) to learn more or to make your commitment to the *Growing Leaders* campaign today.



(Left to Right) Kato Nims, Rebekah Daniell, Carole Gaillard, Elise Burbank, Samantha Steinberg

### Grant Recipients

Due to support of the School's endowment through *Growing Leaders: A Campaign for Trinity*, the School was able to award three esteemed members of the faculty and staff with grants during pre-planning in August this year.

Carole Gaillard, Special Events Assistant to UED Coordinator, and Samantha Steinberg, Second Grade Lead Teacher, were honored with *Rollins Quest for Excellence* grants, which recognize employees who embody excellence, dedication, and loyalty to Trinity. These grants, which include a \$5,000 stipend to be used for personal and professional growth and renewal, were made possible by a very generous gift to *Growing Leaders* from the Gary W. Rollins Foundation.

Established through the *Growing Leaders* campaign in 2013, *The Childress Family*

*Fund for Faculty Excellence* supports faculty members in their professional growth and development. Awards presented each year give faculty members the opportunity to pursue an innovative program to increase awareness, knowledge, and proficiency or insight that will be applied in the classroom and shared with Trinity colleagues. Fourth Grade Lead Teacher, Kato Nims, received the prestigious award this year.

Elise Burbank and Rebekah Daniell were also honored at the reception, each receiving a *Teacher Opportunity Grant*. Established in 1994, the *Teacher Opportunity Fund* is an endowment fund set up to honor excellence in teaching. The fund awards grants of \$2,500 annually to faculty for summer exploration and curriculum enhancement.



### Gates Leadership Society Reception

On September 18, 150 members of the Trinity community gathered for an enjoyable evening at Canoe in appreciation for their generous support of Trinity School. The Gates Society reception recognizes donors who make annual gifts to the School at the \$2,500 level and above. The evening's program included

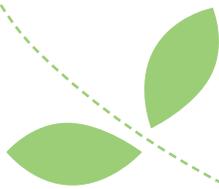
speeches by Chairman of the Board of Trustees Weldon Baird, Head of School Joe Marshall, and Kindergarten Lead Teacher Chari Nickerson, who thanked the donors for their incredible level of support and reflected on the critical role The Trinity Fund plays as a part of the *Growing Leaders* campaign.



### Sneak Peak!

This fall, parents, students, faculty, and staff have gotten a glimpse of how *Growing Leaders: A Campaign for Trinity* will transform the Media Center into The

Trinity Learning Commons, a full-service reading, research, and project space. If you have not yet seen the rendering, please stop by to see the exciting changes in store!



# Challenge Accepted

Trinity Students and Teachers Take On the Challenge to Become Innovative Creators and Problem-Solvers

Since 1951, Trinity has been empowering students to be leaders of their own learning, to think critically, and to solve problems in dynamic ways. The recent rise of the Maker Movement aligns well with the School's approach to elementary education, and has inspired teachers and students alike to become creators instead of just consumers of information, solutions, and products.

Trinity's first formal makerspace classroom opened its doors in August at the start of the 2014-15 school year. Teaching in a makerspace-style environment engages students and teachers through a problem-based curricular approach. The Trinity Innovation Hub (iHub) serves as a project development and prototyping space for both faculty and students, and is a space where concepts and problems from any discipline, for any purpose, and at any age level can be explored, researched, and developed.

"This is a space for the sharing of information and ideas, the exercise of creativity and design, and the introduction of cutting-edge manufacturing and computer-aided design techniques," explains Jeff Morrison, Director of Technology and Media Studies. "The iHub is designed to promote individual tinkering, social learning, and group collaboration on creative and technical projects. It conveys to our students that we value learning experiences with endless options and choices. Giving our students the opportunity to learn about and explore their passions results in a deep love of learning."

From a 3-D printer and 3-D pens to sewing machines, microwaves, and miter saws, the iHub's wide range of tools, materials, and gadgets allows students to create what they could only imagine just a few months ago. This approach to learning utilizes tools and technology as means for solving complex problems and understanding high-level concepts.

Self-directed, hands-on learning is not limited to the iHub at Trinity. Innovative teaching methods that align with the needs of the 21st Century learner are being utilized throughout the School. But, new and dynamic spaces are needed to help faculty in their efforts to teach students the crucial information age skills commonly known as the 4 C's: Communication, Collaboration, Critical Thinking, and Creativity.

Scheduled for construction Summer 2015, The Trinity Learning Commons will be a full-service reading, research, and project environment. Intentionally designed as an intersection of a library, a media lab, and a makerspace, The Trinity Learning Commons will be an engaging learning environment that will create a central hub of activity on the Trinity campus. It will provide students and the entire Trinity community with ready access to information, support, inspiration, and connection. A full-scale renovation of the School's current Media Center and the completion of unfinished square footage



directly below will create a generous, flexible space to enhance individual and group learning activities.

From open areas and presentation studios to glassed-in collaboration rooms and spaces devoted to quiet reflection and reading, this multi-level venue will offer limitless opportunities for Trinity students to gather and to be inspired by the energy of those around them. The learner-centric space will prominently display and promote student and faculty work. Infused with technology on all levels, the Learning Commons will provide students and faculty with full-time access to a wide array of interactive tools and on-site support, ensuring they are building the skills to present their work in digitally powerful ways.

“We are deeply grateful for the opportunity to partner with our Trustees, families, faculty and staff, alumni, grandparents, and former families to make this space a reality for the Trinity community,” says Margaret Douglas, Director of Advancement. “Trinity seeks to raise five million dollars in capital support as a critical piece of *Growing Leaders: A Campaign for Trinity*, which will fund the Learning Commons, as well as an updated Administration Wing and the Trinity Track. With the generous support of the entire Trinity community, we look forward to pushing forward and enhancing our current Media Center for our students and faculty.”

Trinity faculty are eagerly anticipating the opening of the new Learning Commons and have begun planning creative and engaging ways to use the space to enhance

the Trinity experience for their students. The iHub has sparked the imaginations of teachers and students, and demonstrated the limitless potential for dynamic learning in spaces that are flexible, child-centered, and forward-thinking. For more than fifty years, Trinity has provided children with an elementary education that is second to none. That success is due to a careful balance of preserving the School’s rich history and values and fulfilling its mission of helping young learners achieve their unique potential and helping them become responsible, productive, and compassionate members of an expanding global community.



“The iHub is a place for sharing information and ideas, exercising creativity and design, and the introduction of cutting-edge manufacturing and computer aided design techniques. In other words, as its name suggests, it is a space where science, art, engineering, and technology can meet to yield amazing new solutions.”

~Kevin Howard  
Trinity Engineering Specialist

# Meeting Today's Needs and Securing Tomorrow's Dreams

Parent Fund Chairs Help Navigate The Trinity Fund's Integral Role in the *Growing Leaders* Campaign



Lorrie and Patrick Allegra truly believe in the value of an excellent education. They hold a deep appreciation for the opportunities made possible by their own school experiences. Their understanding of the critical role that education plays in a person's life is further strengthened by Patrick's choice to dedicate his career to teaching, currently at Holy Innocents' Episcopal School. This commitment to education is what led the Allegra family

to Trinity in 2010 when their eldest son, Jackson, started as a student in Pre-K. That same commitment has inspired them to invest their resources in all that makes Trinity truly exceptional.

Now entering their fifth year as a Trinity family, the Allegras have three students enrolled; Jackson in Third Grade, Beckett in First Grade, and Finn who entered the Threes this year. Their youngest daughter,

Harper, will turn two in December. Over the years, Lorrie and Patrick have been active members of the Trinity community. They have graciously and generously committed not only their resources, but also their time and talents to the School. Through their role as Trinity Fund volunteers for the past three years and currently as Chairs of The Parent Fund, they help the School secure unrestricted resources in support of the operating

budget that give Trinity the flexibility to respond quickly to unexpected challenges as well as to unprecedented opportunities that enhance the learning experience for each Trinity student.

With his experience in independent schools, both as a student and educator, Patrick understands the challenges facing all schools. “It is extremely difficult to capture and retain stellar faculty, offer top-rate facilities, and stay relevant in a competitive independent school landscape,” explains Patrick. “As a result, tuition alone simply cannot cover the costs. The Trinity Fund plays a vital role in filling the gap between tuition and the actual cost of a Trinity education.”

“We are very excited to serve as Chairs for The Parent Fund for the 2014-15 school year,” says Lorrie. “This is such an important time for the School’s overall fundraising efforts in the midst of the *Growing Leaders* campaign. This is the School’s first comprehensive capital campaign in more than a decade, and its goals are simple; raise \$15 million to keep Trinity healthy today and ensure its strength for the future. Along with increasing the endowment to support the students, faculty and staff, and curriculum, and capital enhancements that include the Trinity Learning Commons and Trinity Track, the School seeks to increase annual giving at all levels. So while The Trinity Fund is an ongoing annual solicitation, this year, it plays a critical role as a part of *Growing Leaders*. We are committed to helping the School achieve these goals for The Trinity Fund

and the overall campaign.”

*Growing Leaders* was intentionally structured as a comprehensive campaign, of which The Trinity Fund is an integral part. This strategy ensures that The Trinity Fund – which is the foundation for all the School’s fundraising, providing essential unrestricted support for the operating budget – continues to grow and meet the needs of the School, while giving the community the opportunity to make an important difference in supporting capital and endowment needs as well.

“We are delighted to help the School meet its Trinity Fund goals, while also encouraging our community to go above and beyond in support of the campaign. Capital campaigns are an exciting time in the life of an independent school because it means that the institution not only has a vision, but also a strategic plan to enact that vision,” says Lorrie. “The *Growing Leaders* campaign particularly resonates with us because it keeps the School’s vision of ‘the child at the center’ and the importance of cultivating a love of learning as its guiding principles, while also enabling the community to look toward and plan for the future.”

As a family intimately involved with education, Lorrie and Patrick understand that in order to ensure Trinity is prepared for the future, the School needs to realize the objectives of the *Growing Leaders* campaign. “I am in complete agreement that the definition of ‘educated’ is in flux. Compiling knowledge is not as important as figuring out how to use that knowledge,” says Patrick. “We

fully support the School’s goal to create dynamic spaces like The Learning Commons, which will help foster this new idea of what it means to learn. The improvements to the physical plant are a beginning step to ensure that our children have the opportunity to imagine, cooperate, test, fail, retest, and present their findings. The quality of Trinity’s teachers and curriculum is just as important as the enhancements to the physical space. Teaching is not easy. It is imperative that Trinity has the ability to recruit and retain top-level teachers who possess the skills to teach our children how to think, how to work together, how to ask questions, and how to present information.”

“Before we know it, our children will move beyond the brightly painted walls of Trinity,” reflects Lorrie. “We want to make sure we relish the opportunity to be a part of their experience. It is our hope that each member of the Trinity community will also seize the opportunity to support the School in a meaningful way this year, enhancing the educational experience not only for students today, but for generations of students to come.

# Marsha Harris: Trinity's New Director of Curriculum



Marsha Harris has been tasked with an important role on behalf of the Trinity community. As the newly appointed Director of Curriculum, Marsha is charged with aligning curriculum within as well as across grade levels from the three-year-olds through Sixth Grade. It is a multi-faceted job with many nuanced initiatives that must be carefully balanced and considered.

"I am honored to serve as Trinity's Director of Curriculum," says Marsha. "In my new role, my main responsibility is to oversee, review, and modify our current curriculum, while enhancing horizontal and vertical curricular alignment. My goal is to ensure that our academic program supports the School's pedagogical approach and vision in preparing students for success in the Information Age."

For more than fifty years, Trinity has offered a dynamic elementary educational experience that has prepared students for high school, college, and beyond. A huge part of that success is due to the School's dedicated and talented faculty. As we find ourselves well into the 21st Century, it is Marsha's job help move the School's academic program forward, and create an environment in which teachers

have the autonomy to teach concepts in a variety of ways, while still ensuring that all students are mastering the same core skills and principals. "Our teachers bring many talents and gifts to the classroom," comments Marsha. "We embrace the uniqueness of each individual educator and empower them to share their practices and passions with our community. Students and teachers are encouraged to try new things and take risks. We are given permission to fail, and try again so that our work is better!"

The Director of Curriculum position is a new addition to Trinity's academic leadership structure. The role was added to ensure that the School's academic program and pedagogical approach complement and support one another, and provide faculty with support as they develop lessons plans and innovative teaching strategies each year.

**"Our unique curriculum is designed by teachers and administrators for our students so that they have a variety of opportunities to experience relevant, meaningful content through various instructional methods, designed to reach all different types of learners," explains Marsha. "Teachers and administrators are continually analyzing our program and materials to ensure that our students are developing the necessary Information Age Skills that are essential in our mission and vision for teaching and learning. Over the next few years, I hope to help establish common language with reading, math, and assessment through vertical curricular alignment. We will continue to research and pilot the best programmatic tools and practices for teaching, learning, and assessment so that we can personalize learning for our students, and hone key skills like collaboration, communication, creativity, and critical thinking."**

From 2008 through the spring of 2014, Marsha served as an instructional technology specialist at Trinity. That experience helped make Marsha uniquely qualified for this new position. As an instructional technology specialist, Marsha not only worked with students of all ages, but she also worked closely with fellow faculty members, helping them bring technology into the classrooms in meaningful ways and shape lessons that emphasized information age skills.

Marsha is passionate about elementary education, and has worked with this age group for more than 15 years. "I love teaching elementary-aged children. Their innate sense of curiosity and the ability to find joy in their day is inspiring. They light up when they discover something new. It is a special thing to watch young learners. The transformation from an inquisitive three-year-old to a confident yet still eager Sixth Grader seems to happen in the blink of an eye. As elementary school educators, we have a unique opportunity to listen, watch, play with, and learn from our young students. It is a true gift."

At the core of her role is one guiding goal – to deepen and personalize learning for every Trinity child. "Our students leave with exposure to many different things from rich experiences with the arts and exploring the outdoors, to leadership opportunities and self-directed learning. But most importantly, Trinity graduates have a deep understanding of who they are as learners. I am proud to play a role in that discovery."



## Enhancing Growth Mindset (in Math)

There is potential in all of us to achieve our goals. This is the basic principle of a growth mindset, which is based on Dr. Carol Dweck's internationally revered book, *Mindset*.

In her book, Dweck compares a growth mindset to a fixed mindset to highlight the benefits of approaching life and learning with a positive and constructive outlook. "In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort,

good teaching, and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."

This year, Director of Teaching and Learning, Jill Gough, is working alongside our teachers and students to utilize the power of growth mindset to change the perception of what successful math students think, do, and say.

"Our definition of success in math is no longer focused on speed and memorization, but on number sense, flexibility, and perseverance," explains Jill. "As a community of learners, we continuously reflect on our practices and strive to model life-long learning. How might we grow in our

knowledge and understanding to enhance the growth mindset of each of our young learners and ourselves? In 2014, how are we practicing and embracing learning in an Information Age?

A great example of how we are answering these big questions this year begins with an online math course offered by Stanford University. This fall, we participated in a Massive Open Online Course (MOOC) called *How to Learn Math: For Students*, taught by Stanford University Professor Dr. Jo Boaler. Together, a team of learners, made up of both adults and students, worked through the course together, which combines new brain research and new best practices to learn and teach math. Trinity's



Fifth and Sixth Grade students and teachers, along with a number of Kindergarten through Fourth Grade teachers, used this opportunity to learn in a blended environment.

In her course, Dr. Boaler tells us that what separates high achievers from low achievers is not that high achievers know more math, but that they interact with numbers flexibly. She explains that people see mathematics in very different ways, and they can be very creative in solving problems. It is important to keep math creativity alive.

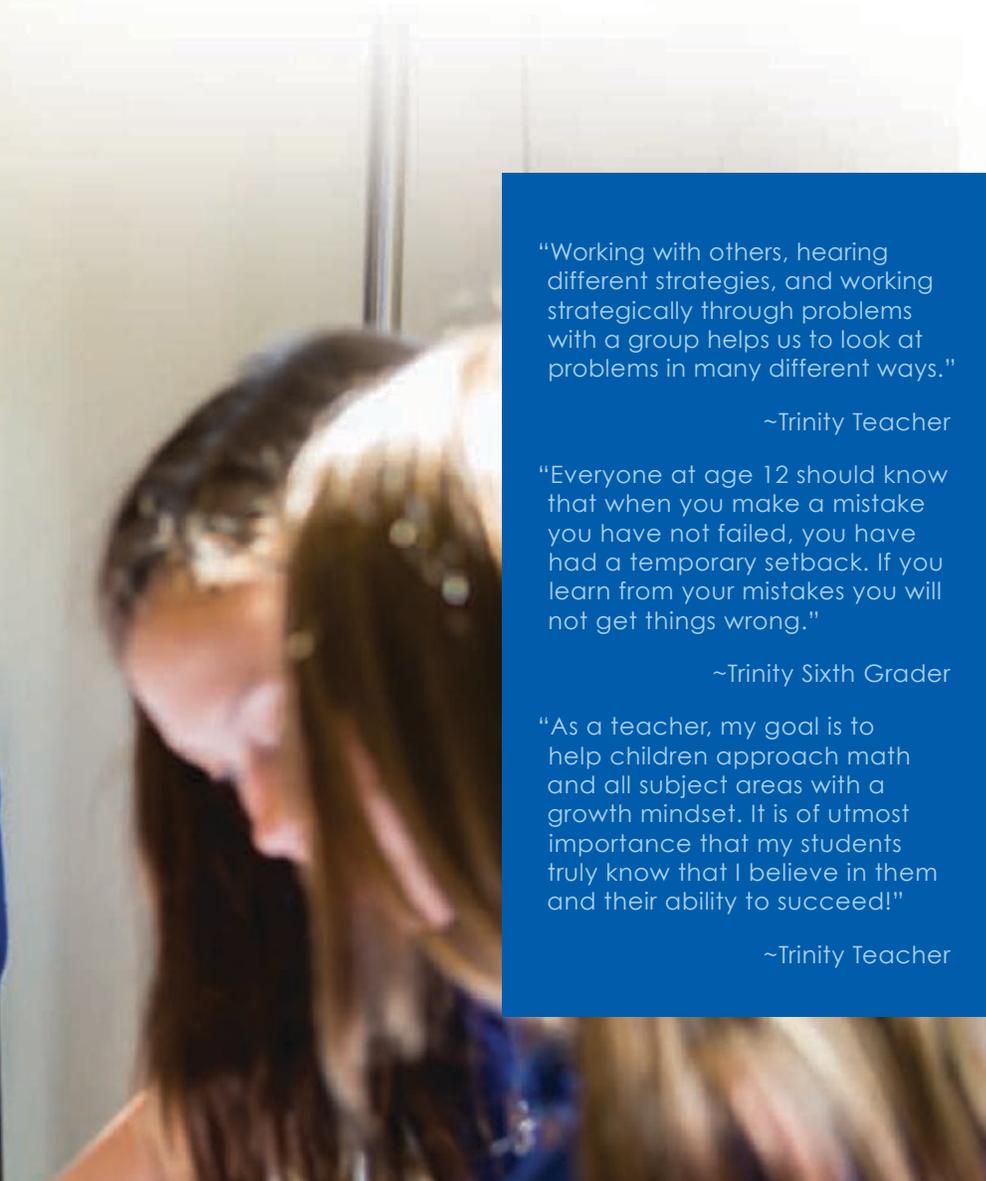
While the course focuses on math, it is really about so much more. I see this course as a triple threat. It has offered students and faculty (even some of our Board members!) an opportunity to participate and complete

an online and blended learning course. And while it is technically a math course, it is illustrating the bigger message that mistakes help you learn and grow if you practice and work through them. The third, and maybe the most important, opportunity is co-learning. The course puts our adults and young learners on the same footing. They experience the course together; they participate in common lessons that focus on empowering all learners to grow in their flexibility, confidence, and skill.

I hear students and teachers having important – different – conversations. They discuss how it is okay to make mistakes because you are learning. Students talk about the realization that everyone can do well in math. Their conversations center on the importance of being mathematically

flexible, in other words, knowing how to show what you know in multiple ways.

While only one example of how growth mindset is thriving in our classrooms, Dr. Boaler's course highlights a core belief at Trinity – we are lifelong learners. As a team, students and teachers, we explore learning online and face-to-face. We now know that number flexibility is a gateway to success, and we continue to take action to encourage, build confidence, and illuminate multiple pathways."



"Working with others, hearing different strategies, and working strategically through problems with a group helps us to look at problems in many different ways."

~Trinity Teacher

"Everyone at age 12 should know that when you make a mistake you have not failed, you have had a temporary setback. If you learn from your mistakes you will not get things wrong."

~Trinity Sixth Grader

"As a teacher, my goal is to help children approach math and all subject areas with a growth mindset. It is of utmost importance that my students truly know that I believe in them and their ability to succeed!"

~Trinity Teacher

# 114 Years of Dedication

By Sharmaine Mitchell

Since 1951, Trinity School has been fortunate to employ hundreds of well-educated, quality teachers who provide a stellar education for students. Aside from their wealth of knowledge, however, our

community has benefited from traits that cannot be taught: unwavering dedication, love, and deep passion for educating young children. The Trinity community honored five of those teachers and celebrated their

retirements at the end of the 2013-14 school year. We wish them all the best in their future endeavors.



**Kathryn Nevin**  
EED Music Teacher

34  
YEARS

“Walk in the room and stand in a circle...” Hearing these words will inevitably elicit the chorus of several tiny voices, eager to finish this familiar song, just one of the many memories Kathryn Nevin’s students hold dear. Her love of music, her spirited playing of the ukulele, and her ability to weave fun and excitement into the teaching of music will be forever cherished.

*“Kathryn brought 34 years of dedication to teaching and love for the kids to Trinity School. She freely extended her warmth, smile, and positive spirit towards students, colleagues, and parents alike.”*

**Alyssa Gangarosa**  
Music Teacher



**Loretta Fine**  
Fourth Grade Lead Teacher

26  
YEARS

For 26 years, Loretta Fine’s warm smile and quick wit brightened days for many in the Trinity community. Her love of cooking, spirited attitude, and unique sense of style are among numerous things that make her unforgettable.

*“I cherish my relationship, both personally and professionally, with Loretta. Although known for her comedic one-liners, her greatest quality is her loyalty. She is one of the most loyal people I’ve ever met and would do absolutely anything for me or those she loves. Her laughter, fun-loving attitude, and loyalty will be missed here at Trinity!”*

**Kato Nims**  
Fourth Grade Lead Teacher



While hearing the name by which she was best known – “Miss Em” – may immediately bring to mind the famous Turkey Dance, Emily Winship’s effervescent spirit is most noteworthy. She has been deeply loved by countless members of the Trinity community since the beginning. Her compassion, love of Native American culture, genuine love of life and people, and her sense of humor all make Miss Em a true Trinity treasure.

*“Ms. Em is an amazing human being. She is compassionate, loving, and inspirational. The connections that she has with her students and the interactions with her colleagues are genuine and filled with love. When I first started at Trinity, Ms. Em was a source of support and encouragement for me; always offering a warm hug and sharing a hearty laugh. Love...that is Ms. Em.”*

**Kim Washington**  
First Grade Lead Teacher

**25**  
YEARS

**Emily Winship**  
First Grade Assistant Teacher



Mary Nunnally’s ability to communicate with the youngest of Trinity’s students has always been remarkable. She held the belief that her “Teddy Bears” were more than capable of understanding concepts most adults would deem “over their heads.” Mary’s incredible sense of humor will not soon be forgotten.

*“I’m really going to miss the laughter that Mary brings to the room, and her overall presence.”*

**June Zellers**  
Threes Assistant Teacher

**22**  
YEARS

**Mary Nunnally**  
3s Lead Teacher



Dawn Pile’s sheer delight in the magic of learning through children’s eyes was always evident to those who worked with her during her time at Trinity. Early Elementary Division (EED) students looked forward to “Dawn’s Gatherings,” and her ability to captivate her young audience during that time was impressive. Dawn’s love of writing, love of nature, and infectious smile are all trademarks that will be missed.

*“Dawn’s wisdom and way of knowing children kept our focus where it should be, on the joy of growing and learning.”*

**Rhonda Mitchell**  
Early Elementary Division Head

**7**  
YEARS

**Dawn Pile**  
Early Elementary Division Head

# Spotlight on Art 2015



NEARLY  
**1,000**  
PIECES SOLD DAILY

**350**  
ARTISTS

**200**  
VOLUNTEERS

**6,000**  
SQUARE FEET OF  
GALLERY SPACE

“Collectors in pursuit of the next big thing will appreciate the history.”

–*Atlanta Journal Constitution*

“Spotlight on Art is something you can count on to not disappoint.”

– *Carylon Killebrew*

“Spotlight on Art...is The Showcase in the South. The staff and organizers are highly motivated to sell art...”

–*Curt Butler*

5

FULL DAYS OF THE MARKET

Contemporary  
Realism  
Impressionism  
Folk  
Whimsical  
Sculpture and Pottery  
Jewelry  
Home and Garden

2

EVENING EVENTS

8

ARTISTIC GENRES

## Join Us!

### NEIMAN MARCUS GALLERY

November 29, 2014 - January 27, 2015  
Neiman Marcus  
Lenox Square  
Atlanta, GA

The season opens as Neiman Marcus at Lenox Square transforms main-level retail space into a beautiful art gallery from late November through January. All artwork in this special collection of approximately

30 artists is available for purchase and represents just a sampling of what is to come at the much-anticipated Artists Market at Trinity School in February.

### ARTISTS MARKET

February 2 - 7, 2015  
Trinity School Campus  
4301 Northside Parkway  
Atlanta, GA

The grand event! Featuring the work of more than 350 selected artists, spanning all price points and styles, the six-day market includes opportunities to meet the artists at two evening events and features an ever-changing inventory. Carefully

curated sections include contemporary, realism, impressionism, folk, whimsical, sculpture, pottery, jewelry, home and garden, and items for young collectors. The Market is open to the public with free parking and admission.

### Opening Night Celebration:

Monday, February 2, 6 - 9 PM

### Cocktails and Canvases Celebration:

Friday, February 6, 6 - 9 PM

### GALA AUCTION

Saturday, February 14, 2015  
Delta Heritage Museum  
Atlanta, GA

To celebrate and wrap up the season, 650 Trinity community guests come together for a spectacular evening of dinner, dancing, and bidding on sought-after items and experiences in live and silent auctions.

# Coding for Communication, Collaboration, Critical Thinking, and Creativity

By Marsha Harris, Director of Curriculum

## What is Information Age Learning All About?

The phrase, “21st Century Learning,” has become a buzzword in education. But is it really new concept? Are we completely changing the way that teaching and learning occurs in this – relatively – new century? In some ways, yes; but in many ways, no. It is easy to connect images for technological tools such as tablets and laptops to the phrase. However, 21st Century Learning shouldn’t be focused on the technology at all. The key is teaching students dynamic ways to learn, to gather information, and to be successful members of our ever-shrinking global society. The technology is simply a vehicle to achieve understanding and ignite curiosity. The tools available to students in this age of information where empower them to shift from simply consuming content to creating content and sharing it with the world! It is an exciting paradigm shift in education.

## The Importance of Learning to Read and Write Code

When students learn to code, they learn to think analytically, problem solve, and practice public speaking skills. They begin to think like inventors, entrepreneurs, and creators. Exposure to coding provides opportunities for students to seek out their passions and share their understanding with a broader audience. This is an incredible gift for our young students in the beginning stages of their educational journeys.

Throughout Europe and Asia, coding and computer science are core elements of education beginning at age five. In a way, coding is a new form of literacy. It is important to introduce these concepts at an early age so that they become regular practice, similar to learning a new language.

Obviously, coding looks very different at every stage of development. Last year in the Idea Lab, students were introduced to coding and programming in a variety of ways. From playing with apps like Kodable, Hopscotch, and Daisy the Dinosaur, to exploring the tutorials on Code.org, students learned the core foundation of computer programming; in order for your device to perform an action, there must be a command programmed.

Currently, our Sixth Graders are digging deep into app development through a program called MAD Learn. In science, the students are using this tool to demonstrate their understanding of science-related content where they can create an app, and share it within our Trinity community. Our students will explore the concept of app development within their different subjects throughout the year. MAD Learn is an excellent way for students to direct and personalize their learning experience, and hone the important information age skills known as the 4C’s; Communication, Collaboration, Critical Thinking, and Creativity.





### Student Highlight: Kennedy Walker

This past June, Kennedy Walker '15 joined me at a conference hosted by the International Society for Technology Education. The conference brought nearly 18,000 educators from across the globe to the Georgia World Congress Center to discuss many facets of 21st Century education and technology's role in new approaches to teaching. For an entire morning, Kennedy presented her app called, "French Teacher by Kennedy," to a very interested group of educators who were gathered around Kennedy four-deep, listening as she shared her experience with mobile app development. The teachers quickly realized that this exercise was not about the technology at all, but about the process of learning and the technological tool's role in allowing her to demonstrate her understanding of learning French.

Kennedy's work is a perfect example of the critical importance of the 4C's in the information age, and how technology can be used as a vehicle for mastering these skills. Trinity has again partnered with Mad Learn for the 2014-15 school year, and will be working on Mobile App Development with many of our Upper Elementary Division students. Through the work of the classroom teachers, collaborative projects in the Idea Lab, and self-directed discovery in the iHub (the School's new makerspace), Trinity students will have limitless opportunities to collaborate, communicate, think critically, and create.



# Flik Independent School Dining



One of the many exciting changes this school year has been the addition of our new food service provider, Flik Independent School Dining. Known for creating menus customized for each school's campus, Flik is "the only dining services company specializing exclusively in private and

independent school education." Flik's focus on preparing foods with fresh ingredients from scratch aligns well with Trinity's goal of providing a healthy environment for students and adults alike.



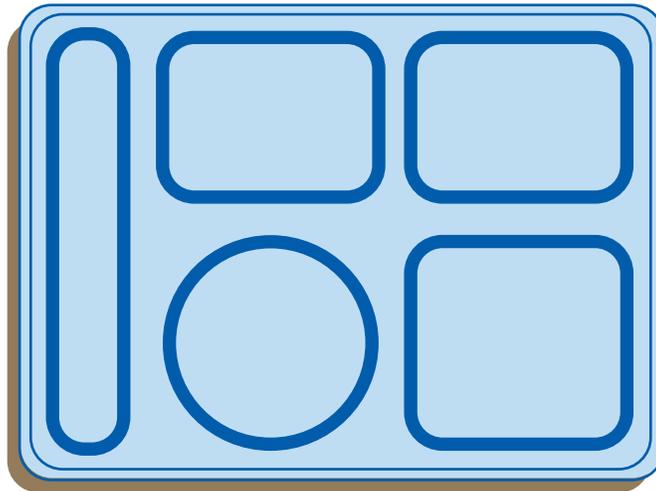
**150**  
INDEPENDENT SCHOOLS  
ACROSS THE UNITED  
STATES

MEALS MADE WITH FRESH  
INGREDIENTS FROM  
**Scratch**



**100%**  
FRUIT JUICE, LOW-FAT  
MILK, AND WATER  
AVAILABLE DAILY

ATTENTION TO  
DIETARY CONCERNS  
SUCH AS ALLERGIES,  
CELIAC DISEASE, AND  
FOOD SENSITIVITIES



## Welcome, Chef Margaret!



I was born and raised in San Juan, Puerto Rico. I grew up with a strong culinary influence from my grandmother and the bold flavors of the island. At first I thought my interest for science was bigger and went on to obtain a bachelor's degree in biology. However, after working in restaurants throughout my college years, I realized my love for food was a priority. I then moved to Atlanta in 2007 to study culinary arts at Le Cordon Blue, where I

honed my household cooking talents into the skills of a professional chef. Luckily, I have found a second home in Compass Group (Flik's parent company), for which I have worked for the last six years. Now, excited that the journey has brought me to Trinity, I hope to inspire a healthy lifestyle and love for and a love for food in the students and adults I serve.

- Margaret Cotnoir



# Alumni Spotlight: George Mattingly '86

ALUMNI



"I can remember the old building very well, and the classrooms. It was before any of the renovations to what is now Atlanta Girls' School had occurred. So many great memories: Jekyll Island; graduation at Trinity Presbyterian Church; Martice Moore (who went on to play basketball at Georgia Tech) being able to dunk in the Fifth Grade; dissecting a frog. Most of all, I remember what it felt like to be a 'Sixth Grader.' What a unique and awesome experience it was to be the 'Seniors' at such a young age!"

These memories still resonate with George Mattingly today, and are much of the reason why he and his wife, Amanda, decided to send their two children, **Ethan '19 and Owen '21**, to Trinity School. "Trinity was a very special place for me as a child. The same core values I remember from the 1980's still exist at the School today. Trinity has always been focused on developing a child's self-confidence and emotional intelligence. As a parent, I now appreciate the benefits of attaining a long-term goal at a young age (graduating Sixth Grade) and then having to move on and adapt and excel in a new environment. I want that for my boys as I think it will make them stronger and more self-confident."

Following his graduation from Trinity, George went on to attend The Westminster Schools, and majored in

Accounting and Finance at Washington & Lee. He started his career in Washington, D.C. as a CPA for Deloitte & Touche, but it was not until he worked with The Carlyle Group that he realized his true passion for the field of Mergers and Acquisitions. Inspired by that partnership, George left Washington to get his masters in Business Administration at the University of Virginia and moved to New York City to join Lehman Brothers as an investment banker. After many years in New York, George returned back home to Atlanta to open a satellite office for



Lehman Brothers in 2008.

In 2011, George joined The Home Depot as Director of Strategic Business Development.

Through this role, he is responsible for the home improvement and construction retailer's mergers and acquisitions. "Since 2011, we have acquired six companies, which has been a terrific learning experience. It's a lot different to be the buyer of a business rather than the broker. Many would be surprised with the types of companies we are targeting – a lot of small technology organizations that can help us transform to better meet the needs of the digital consumer."

George sees technology as playing an integral part in the future of business. He urges all young Trinity students to familiarize themselves with computers and technology as much as possible, as it will ultimately aid them in future vocations. "Learn computer coding! More and more traditional businesses, like retailers, are transforming into IT companies. Fluency in computers and how they operate will be a huge advantage as one progresses in their career."

Outside of his work life, George enjoys seeing live music with his wife Amanda, spending time with his two young sons at sporting events, and participating in outdoor activities such as golf, fishing, and running. Next up for George? "I am training for the next Trinity Fun Run!"



# Congratulations, Class of 2014!



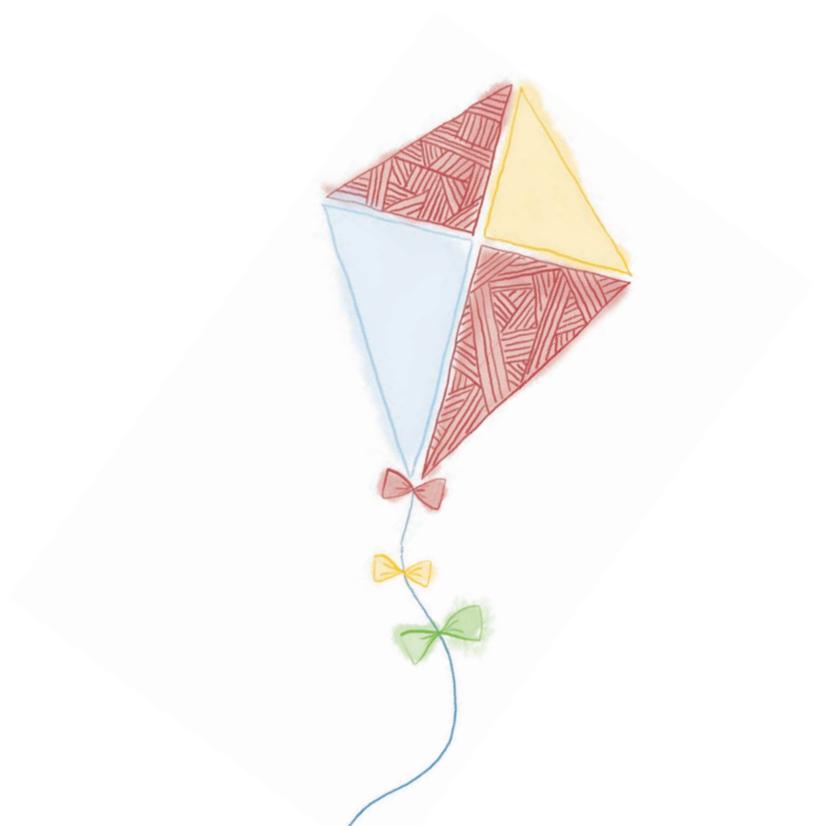
| Name            | School                  | "I am leaving Trinity School with..."   |
|-----------------|-------------------------|---|
| George Alford   | The Westminster Schools | great friends, caring teachers, and many memories from the trips.   |
| Jay Bartelt     | Paideia School          | friendships, great memories, teachers, fun and eventful days.   |
| Anna Bass       | The Westminster Schools | confidence in myself.   |
| Parker Battin   | The Westminster Schools | great friendships.  |
| Peter Bernot    | The Westminster Schools | memorable friendships, leadership experience, wonderful experiences on Outdoor Ed trips and a love of math and science (because of my great teachers!). |
| Virginia Bernot | Atlanta Girls' School   | a sense of who I am.  |
| Grayson Bradley | The Westminster Schools | great friendships.  |
| Maguire Brown   | Woodward Academy        | great friendships and great teachers.   |

| Name                    | School                           | "I am leaving Trinity School with..."  |
|-------------------------|----------------------------------|--|
| Sophie Butler           | Atlanta Girls' School            | memories of Jekyll Island and new experiences with my closest friends.                                   |
| Angus Carson            | The Westminster Schools          | a great education.   |
| Bryce Davis             | Whitefield Academy               | the ability to build strong relationships.   |
| Leighton Dickson        | Holy Innocents' Episcopal School | confidence in knowing who I am and with knowledge I gained from my wonderful teachers.                   |
| Anna Grace Fantucci     | The Lovett School                | hope for success in everything I do and friendships that will last a lifetime.                           |
| Connor Flournoy         | Holy Innocents' Episcopal School | happy memories of wonderful teachers and friendships that I will cherish always.                         |
| Alejandro Garcia-Civita | The Lovett School                | my great skills I learned and helpful friends and teachers.  |
| Olivia Graner           | Paideia School                   | the ability to live in the moment and a strong sense of responsibility.                                  |
| Nichelle Haley          | The Lovett School                | great friendships.   |
| Poppy Harris            | The Galloway School              | the knowledge that once you've mastered the art of accepting things for what they are, life gets easier. |
| James Hernandez         | The Westminster Schools          | confidence in public speaking and special memories.  |
| Riley Hernandez         | The Westminster Schools          | great friendships and memories, and confidence in math skills.   |
| Lee Hickman             | Holy Innocents' Episcopal School | great opportunities.   |
| Kate Howard             | The Westminster Schools          | great friendships and study skills.  |
| Nicholas Hungria        | The Galloway School              | friends and great teachers.  |
| Anna Scott Johnson      | Holy Innocents' Episcopal School | strong friendships that I have kept over the years and will continue to keep.                            |
| Lauren Kendall          | Atlanta Girls' School            | pride in who I am!   |
| Matt Lamberth           | The Westminster Schools          | confidence, experience, educational skills, and many amazing memories.                                   |
| Thomas Law              | Marist School                    | great friendships.   |
| Katie Malloy            | Marist School                    | great memories.  |
| Caroline Mitchem        | Holy Innocents' Episcopal School | great friendships.   |

# Congratulations, Class of 2014!

| Name                | School                           | "I am leaving Trinity School with..."   |
|---------------------|----------------------------------|---|
| Will Moorman        | Mount Vernon Presbyterian School | more self-confidence and some great friends.  |
| Rankin Mori         | The Lovett School                | confidence in myself.   |
| Seth Nuffer         | The Galloway School              | confidence in public speaking.  |
| Olivia Osby         | Woodward Academy                 | the values that make me who I am now. I will always cherish that Trinity has taught me to be a better person.   |
| Jack Overstreet     | Whitefield Academy               | many unforgettable friendships.   |
| Sarah Jane Peterson | The Westminster Schools          | leadership skills.  |
| KJ Pressly          | The Westminster Schools          | great friendships that I will have forever.   |
| Carter Rathore      | The Galloway School              | memories and my long lasting friendships.   |
| Will Reese          | Woodward Academy                 | great friendships and memories of outdoor trips.  |
| Cain Regal          | The Westminster Schools          | great friendships.  |
| J.Edward Robinette  | The Westminster Schools          | great friendships.  |
| Jack Sapone         | Holy Innocents' Episcopal School | With a great mindset that I will succeed anywhere I go, the memory of great teachers and an awesome experience. |
| Jack Sodemann       | Woodward Academy                 | everything stated here. I'm also leaving behind recess.   |
| Sadye Sumter        | Holy Innocents' Episcopal School | great friendships.  |
| Emma Szwast         | Pace Academy                     | all of my amazing friends.  |
| Miller Taylor       | Holy Innocents' Episcopal School | memories and friends.   |
| May Leby Thompson   | The Westminster Schools          | amazing friendships, brains, and the memories that I will carry with me forever.                                |
| Campbell Tomlin     | The Lovett School                | hope for success.   |
| Tanner Uzzell       | The Westminster Schools          | friends, great Math skills, and confidence to go on.  |

| Name             | School                           | "I am leaving Trinity School with..."  |
|------------------|----------------------------------|--|
| Kelsey Varn      | The Westminster Schools          | a whole new level of leadership skills that will last a lifetime and many great friends who I will know and love forever. I will miss Trinity forever and will never forget the experiences that I have gained over the last nine years. |
| Peter Wantdke    | Holy Innocents' Episcopal School | knowledge.   |
| Noah Weeks       | Holy Spirit Preparatory School   | great memories and a love of science.  |
| Henrietta Wright | The Westminster Schools          | the confidence to pursue my dreams.  |
| Kate Zeising     | The Westminster Schools          | lifelong friendships and lessons from teachers that made me who I am today.  |



# 2014 High School Graduates and College Choices

**Phoebe Jones**  
Presbyterian College

**Victoria Culton**  
Bryn Mawr College

**Johvonn Smith**  
Elon University

**Stephen Borrelli**  
McGill University

**Anne Torrey McCuean**  
Furman University

**Blythe Morocco**  
Auburn University

**Lucy Saltmarsh**  
William and Mary University

**Grant Haley**  
Penn State University

**Helen Johnson**  
University of Georgia

**Austin McCartney**  
University of Texas, Austin

**Addison McClaugherty**  
University of Mississippi

**Linzy Scott**  
Vanderbilt University

**Wellie Delmer**  
University of Georgia

**Eric Thompson**  
University of North Carolina

**Simons Finnerty**  
School of the Visual Arts

**Corey Richards**  
University of Georgia

**Emma Kupor**  
Northwestern University

**Christopher West**  
Boston College

**Isabelle Babb**  
United States Naval Academy

**Jon Farrell Braatz**  
Georgia Institute of Technology

**Austin Chapman**  
Boston College

**Maggie Cushing**  
Bucknell University

**Margaret Draper**  
University of Virginia

**Ramsey Fahs**  
Harvard University

**Alex Floyd**  
Brown University

**Madeline Hill**  
Washington and Lee University

**Drew James**  
George Washington University

**Brandon Krupczak**  
Georgia Institute of Technology

**Caroline Maguire**  
University of Georgia

**Gabe Phillips**  
University of Mississippi

**Emma Reifenberger**  
Auburn University

**Brandon Chan**  
Southern Methodist University

**Chase Bowen**  
University of Alabama

**Ta'Neal Chandler**  
Pomona College

**Caroline Crews**  
University of Alabama

**Katrina Dawson**  
New York University

**Callie Kennedy**  
Haverford College

**Christopher Kennedy**  
Oberlin College

**Matthew Kennedy**  
College of the Atlantic

**Caroline Richardson**  
University of Alabama

**Brian Tung**  
Perdue University

**Porter Adams**  
Harvey Mudd College

*\*This list reflects the information received by the Alumni Office by press time. Please contact Alice Trahan, Director of Special Events and Alumni Relations, at 404.231.8119 with any alumni updates.*



**Growing Leaders**  
A Campaign for Trinity

Since 1951, Trinity School has been helping children flourish, providing them the skills necessary to lead and succeed in the global community. Going forward, we must continue to cultivate a learning experience that is second to none.

*Growing Leaders: A Campaign for Trinity* seeks to raise \$15 million to keep Trinity healthy today and ensure its strength for the future.

Help us show the world that Trinity is **Growing Up**.

# Class Notes

**Cinda Koets Boomershine '84** and her husband Mark Boomershine welcomed son Ryland "Rex" Walter Boomershine on March 28, 2014. Rex weighed 7 pounds, 7 ounces.

**1 Beth Whitaker Tate '91** and her husband Edward Tate welcomed son Whitaker McMillan Tate on August 6, 2014. Whitaker weighed 7 pounds, 14 ounces and measured 21 1/4 inches long.

**Walter Constantine '93** and his wife Lib Constantine welcomed Denver Walter Constantine on May 1, 2014. Named after his great grandfathers. Mom and Dad are so proud and having a blast!

**2 Walker Inman '93** and his wife Amanda Inman welcomed a son, Harrison Walker Inman on June 2, 2014.

**3 James Black '94** married Catherine Bass on May 17th, 2014 at the Farm at Old Edwards Inn in Highlands, North Carolina. Catherine is a graduate of The University of the South and is currently pursuing an executive MBA at the Emory Goizueta Business School while working full time in executive search for Korn/Ferry International. James graduated from Middlebury College and subsequently received his M.D. from Emory University School of Medicine in 2009. He just finished his orthopedic surgery residency at Emory and has been selected for a year-long fellowship in orthopedic trauma surgery at Washington University/Barnes Jewish Hospital in St. Louis, Missouri beginning in August 2014.

**Emily Head David '97** and her husband Britt David welcomed twin boys on June 24, 2013. William Rhodes weighed 5.5 pounds and was 18 inches long and Jackson Britt weighed 4 pounds and was 17 inches long.

**4 Caroline Faulkner Shirley '98** married Stephen Andrew Shirley on May 10, 2014 on Harbour Island in the Bahamas. A beautiful, intimate ceremony with family and close friends. Trinity alums Mary Radford Wyatt

von Werssowetz and Lindsay Campbell Sambrooks were included in the bridal party as well as Ben and Nick Faulkner, Trinity classes 1995 and 2000. The girls have been friends since their days in the Two-Year-Olds class at Trinity. Steve and Caroline both graduated from Pace Academy and the University of Georgia. Caroline is an account executive for designer Lela Rose in New York. Steve works for Spotify. They reside in Manhattan.

**Alex Richard '06** is currently a Sophomore at Stanford University, after graduating from the Atlanta International School. He is majoring in Computer Science and enjoyed working for Ooma, a VOIP Company, last summer in Palo Alto. He travels extensively with Stanford's Model UN team, most recently competing in Quebec, and serves as Captain of the Team.

**Callie Kennedy '08** graduated Summa Cum Laude from Woodward Academy last spring. During her Senior year at Woodward, Callie received several awards and honors including the Master Student Award, and the George Eastman Young Leaders Award. She was recognized as a Gold Eagle for maintaining a high grade point average all four years of high school, and was one of two students asked to serve on the screening committee for the school's new Director of Admissions. Callie was an A.P. Scholar, and received a Distinction Award for her work. She was also a member of the National Honor Society and National Spanish Honor Society. She is attending Haverford College in Philadelphia, Pennsylvania.

**Christopher Kennedy '08** graduated Magna Cum Laude from Woodward Academy last spring. He was a member of the National Honor Society and the National Spanish Honor Society, and served as President of Amnesty International. Christopher was selected for the Georgia Honors Program (Communicative Arts) and received the Cleo Carmack Hudson Poetry Award and the Master Student Award. He was an A.P. Scholar for which he received the Honor Award and was recognized as a Gold Eagle for maintaining

a high grade point average all four years of high school. Christopher is attending Oberlin College in Oberlin, Ohio.

**Matthew Kennedy '08** graduated Summa Cum Laude from Woodward Academy last spring. Matthew received the Presidential Scholarship at Woodward, as well as the Master Student Award, the Stone Essay Award, and the Cleo Carmack Hudson Poetry Award. He was a member of the Quill & Scroll Honor Society, the National Honor Society, as well as the National Spanish Honor Society. Matthew was the President of the Environmental Awareness Club and Editor of the Silent Voices Literary Magazine. He was an A.P. Scholar for which he received the Honor Award and was recognized as a Gold Eagle for maintaining a high grade point average all four years of high school. He is attending College of the Atlantic in Bar Harbor, Maine.

**Sarah Richard '09** is currently a Junior at Westminster where she enjoys being a Varsity Football Cheerleader and will serve as Head Prefect of the Discipline Council her Senior Year. She enjoys working at the Young Chef's Academy, where she teaches little kids to cook.

**Josh Doman '10** took first place in the U.S. Southern region of the 2014 Physics Bowl competition sponsored by the American Association of Physics Teachers (AAPT) last spring. His score tied for eighth place in the U.S. and ranked eleventh in the world in this international competition, which drew more than 4,500 students from more than 280 schools in the U.S., Canada, China, and Spain. Josh is currently a junior at The Westminster Schools and enrolled in the AP Physics class.

**Gabby Wilson '12** received the "Prefect Award" for the 2013 – 2014 school year during Middle School Honor's Day. This award is a great honor bestowed upon a middle school student (Grades Fifth through Eighth) who demonstrates exemplary leadership, dedication, and represents the highest ideals of Mount Vernon Presbyterian School.



TRINITY  
SCHOOL

flourish

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