

# 2019-2020 ANNUAL REPORT



# FROM THE HEAD OF SCHOOL

Dear Friends,

The 2019-2020 school year began on several high notes. The Board of Trustees unveiled the school's new Vision Statement: *Where inspired academics fuel passion, purpose, and action to honor the enduring truth that we are all one.* We hosted a citywide toiletries drive to support those in need. Our annual Spelling Bee ended in a "spell-off," the Business Club participated in a "Shark Tank" competition, Middle School students made it to the finals in the Ethics Bowl, and two students were named finalists in the Count Basie Film Festival. Then March arrived and the world changed. We moved to a Distance Learning Model - with the hope of it lasting just a couple of weeks - but, as with all other schools, we ended the year remotely.

We were prepared, we pivoted, and we adapted. We used our creativity, we learned new technology, and we were **More Connected Than Ever!** Our community came together to support those in need through weekly food drives. Our students didn't miss a beat. Lessons were learned, projects were completed, graduation commenced - albeit on Zoom. Our students made an impact by sewing masks, printing 3D mask bands, and continuing our weekly Sandwich Squad.

It wasn't always smooth sailing, but our faculty and staff made sure our students had what they needed to succeed. I am so proud of how we navigated the challenges that came with the COVID-19 pandemic. Throughout this report, you will read about the journeys our teachers' took to join this noble profession. Their stories will give you insight into how they were able to support our students through this challenging time and come out of this year even stronger and

I am grateful to our community - together, we are more connected than ever!

With appreciation,



Jill Singleton

# MISSION STATEMENT



*All Saints Episcopal Day School is a diverse community committed to academic excellence and social responsibility for students from Nursery to Grade 8.*

## **At All Saints, we help children develop...**

- A commitment to personal excellence
- The discipline and integrity to be successful in school and in life
- A responsibility for this planet and gratitude for its beauty
- A sense of spirituality through social action and service
- A sincere love of learning

## **At All Saints Episcopal Day School we believe...**

- Children need opportunities to grow intellectually, artistically, emotionally, physically and spiritually
- Cooperation and teamwork are key elements for personal development
- Children can make a difference by giving of themselves to others
- Self-awareness is essential to understanding our connections to our neighbors and our world
- Education should instill an appreciation and responsibility for the earth and all living things
- Children are best served when families and schools work in partnership with one another

# CARRIE WACHTLER

## NURSERY TEACHER



Growing up I would always play school with my big brother; he wanted to be the student and I wanted to be the teacher. This led to my parents telling me, "When you grow up, I bet you will become a teacher!" However, my path led me to the business field.

While pursuing my degree, I became a nanny. It was through this seven year experience of caring for children that I realized my parents were right...I was meant to become a teacher! I returned to school to pursue both my Early Childhood and Special Education degrees.

Upon graduating, I knew that I had found my life's calling and not only my profession, but my dream job!



# ALLISON HRBEK

## PRE-K TEACHER



When I was in grammar school, I was blessed with wonderful female teachers, both nuns and lay teachers, who guided me to learning and loving all of the subjects that were taught, particularly Math and Social Studies. Attending a local Catholic school in the early elementary years helped me develop the discipline for good study skills that would stay with me throughout my education.

In a public middle school, I had a variety of dedicated teachers, and one teacher in particular, Miss C., who inspired me in Eighth Grade. She was a no-nonsense woman, who shared her passion for History and she made it come to life. She used varied resources to bring interesting subjects into the classroom. This was quite different than the individual projects that I was used to doing in other classes. She also implored our class to stay abreast of current events. My middle school years were so inspirational to me that I always thought that I would be a teacher.

Years later, after working in business, I decided to revisit my earlier passion and went back to school to get my teaching certificate. Since I loved working with young children, I jumped at the chance to teach the little ones. Although I got into education at a later age, I have never looked back. I love my job, the age group that I teach, and the opportunity to emulate those wonderful teachers who guided me so long ago.

# KATHY FERMAN

## KINDERGARTEN TEACHER



I realized I wanted to be an Early Childhood teacher when I was teaching the Creative Dramatics Enrichment course at All Saints. On the first day of class, I was organizing the students to sit in a circle when Owen arrived. He was having some age-appropriate hesitation about his mother dropping him off. He looked at me and asked why his classmates were sitting in the circle. I told him we were getting ready to play acting games where we get to pretend. Owen became very excited. He asked, "We get to sit in a circle and pretend?" "Yes, that is what we do in Creative Dramatics - we pretend." Owen said, "Oh boy! That's my favorite!" He let go of his mother and ran to the circle to join his friends. Owen's joy stayed with me.

To be honest, not every class went smoothly. Not every theatre game we played was a hit with the students. However, that one moment was enough to make me see the singular delight of teaching young children. I love their enthusiasm for new things. I love their honest feedback. Their unbridled reactions to learning keeps me on my toes.

A little while after this magical day with Owen, I applied and was accepted to Bank St. College of Education. I never looked back. I don't think I ever will.

# RACHAEL BEESLEY

## FIRST GRADE TEACHER



When I was a little girl I wanted to be a vet; I loved animals SO much and thought that it had to be the best job in the world. As I got older, I realized that being a vet is not fun all the time. Sometimes, the animals that visit are very sick or are suffering from an injury. I decided that a job as a vet wasn't the best choice for me. I talked to my aunt about this and she told me, "You should be a teacher." I liked school and I liked my teachers, but I didn't want to be a teacher.

According to an aptitude test in high school, I would be a good race car driver. Once I got my driver's license, I realized that being a race car driver was not the right job for me. When I told my aunt, she said, "You should be a teacher!" I liked school, but I did NOT want to be a teacher.

I decided to study theater in college and I really loved it, but along the way I realized that acting was not the right job for me either. I went to visit my aunt once again and she told me, "You should be a teacher!"

While working as a waitress, I started to think that maybe I should be a teacher. I took a job as an assistant in a Pre-K classroom just to see if my aunt was right. I LOVED that job. Working with children really made my heart happy.

This is my fourteenth year at All Saints and my twenty-fourth year working in education. It is not a glamorous job. I do not make a lot of money. I don't work with animals. But I love what I do. I am right where I belong.



# RONNIE LOVING

## SECOND GRADE TEACHER



I have ALWAYS wanted to be a teacher. In my Fifth Grade yearbook, each student wrote “In 20 years I will be...” and mine said, “teaching First or Second Grade.” Two teachers in my life were truly inspirational.

Mr. Dunn, my Second Grade teacher, had an amazing program called Space Week. We studied everything space and went on a “mission” to a space station that was set up in the gym - complete with space shuttle, meteor shower, and more! It was just so cool, engaging, and inspirational; and for a brief period, I wanted to be an astronaut.

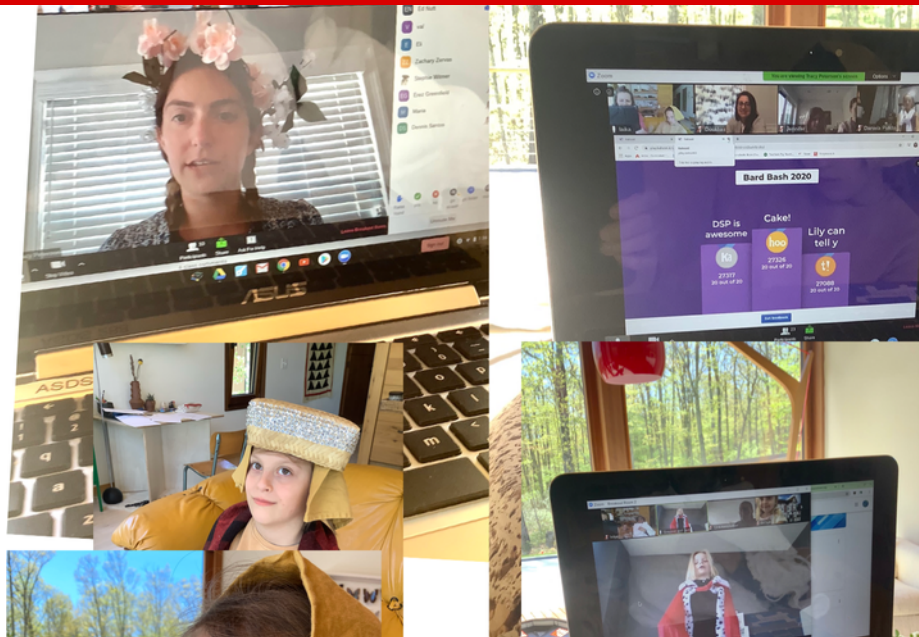
I cried when I found out I had Mr. Gardner for Fifth Grade - he was super strict. Once in his class, I realized that strict is not mean and actually makes students feel safe through clear boundaries and expectations (this reminds me of my own teaching style today). I thrived with him. He had projects that brought learning to life. When we studied measurement in Math, we designed our own dream houses and then built 3-D models to scale. The list of projects from him goes on and on.

These two teachers brought learning to life. They were the inspiration for the milestone projects I developed, which I believe are the heart and sole of my curriculum. Each year as I see students motivated to explore concepts based on ideas and projects, I am awed by their curiosity and how they develop as learners and inquirers. Working with children gives me purpose and hope for the amazing ways our community and world can grow and improve.



# TRACY PETERSON

## THIRD GRADE TEACHER



As an eight year old, I spent hours in my room with a small white board, my stuffed animals and dolls all lined up in front of me, teaching a Math lesson. I have wanted to be a teacher for as long as I can remember. When I look back on my experience in elementary school, in the classroom with my teachers was always a place that I felt safe. I admired my teachers so much for how smart they were, how they could teach me new things, and help me in any situation.

As a child, I struggled with anxiety. I was very nervous, and at times would have panic attacks at school. My Second Grade teacher had a way of making me feel so safe and heard. I would tell her the tools and practices I was doing to help me when I was feeling nervous and she always listened and responded with such intent. She had such a warm persona, but at the same time expected great things from me when completing my classwork. That is the kind of teacher that I strive to be.

I always want my students to feel like they can come to me and feel heard and supported, while also knowing that I expect great things from them because they can do anything that they believe they can. I cannot imagine doing anything else as a career or way of life, especially when I see members of my class beam with pride when they finally understand the Math concept they have been working on, write more paragraphs than ever before, or conduct an experiment. Being a teacher is so much more than making sure my students learn, it is also to help them succeed in life.

# SEJAL PATEL

## FOURTH GRADE TEACHER



Growing up and attending public school in Jersey City, I was fortunate to have many wonderful and amazing teachers. They were the reason why I loved going to school each and every day (my perfect attendance awards year after year can attest to that!). My teachers were my role models and it was no surprise that when I had to write an essay in elementary school on my future career, I wanted to follow in their footsteps. I remember proudly showing off my essay to my grandmother and can vividly picture the construction paper apple I adorned on the cover of my essay.

As I went through high school and college, I held hopes of being a physical therapist or psychologist. Whatever career path I'd choose, one thing was for sure, I always knew I wanted to work with children because I enjoyed spending time with them and they always brought me joy.

After graduating college, I worked part-time at a preschool. Hearing the pure joy in a child's laughter, seeing their eyes widen with curiosity, trying to keep up with their bursts of unlimited energy, and their huge hearts that showed love, kindness, and forgiveness easily made me realize that there was no better way to spend my days. I started attending graduate school to become a teacher and to this day I'm lucky to work with the best humans - children. Each and every day, they inspire me to laugh, love, learn new things, and live a happy life!

# DANIELLE SEUBERT

## FOURTH GRADE TEACHER



For as long as I can remember, I have always wanted to work with children. When I was younger, I couldn't wait until I was old enough to start babysitting and once I took the babysitting and CPR/First Aid courses, I started my own babysitting "business." As I entered high school, I took extra classes each semester so I would be able to do a co-op experience each afternoon volunteering at a local elementary school.

As for my own learning experience, I had to work much harder to overcome learning challenges in a traditional setting at time when there was not much support or a variety of educational approaches offered to students. Eventually, though, I graduated with honors. This was part of the reason I decided to get my Master of Literacy Education. Working in the literacy clinic, I loved seeing the moment the students "got it" or felt proud for accomplishing a skill that took such hard work.

If I had the opportunity to start my education at a school that values hands-on education and experiential learning as much as All Saints does, my education journey would have been much smoother. Now I enjoy these experiences as much as the students. Each year I am amazed by their creativity during Academic Choice projects and their teamwork and ingenuity when we build the Fourth Grade Boardwalk. They remind me of how hopeful and kind people are, making coming to work a joyful experience every day.



# KIM GIAMMARINO

## MIDDLE SCHOOL TEACHER



When I was nine years old, my family moved from Brooklyn to Staten Island in the middle of the school year. I was scared and very nervous. I did not know anyone, but when I walked into Mrs. Murphy's Third Grade class I knew that everything was going to be okay. She had my name on the board with positive words of encouragement from all students. As I looked down the rows of desks, each student created a card with a message about themselves, which I was able to bring home - and still have today. As the day continued, each student made time to welcome me and help me become acclimated to the procedures and schedule for the day.

Mrs. Murphy had a special way of making each child feel welcomed, challenged and successful every day. As the days turned into weeks, I became less uncomfortable and made lifelong friends. I had always thought of her as a superhero...how was she able to help me and ALL of her students feel "special" while teaching us how to multiply and write paragraphs. This was the moment that inspired me to become a teacher. To have the ability to help every child feel a part of something greater than themselves in a welcoming community is what I try to achieve every day for each of my students.



# RACHEL HARTMAN

## MIDDLE SCHOOL TEACHER



I remember forcing my brother to "play school" with me when we were younger. My mom bought me an enormous chalkboard for my "classroom" and it was my favorite gift ever. It was funny because I had always wanted to be a teacher; I imagined it every day. Having really wonderful teachers while I was in elementary school certainly helped fuel this desire. But, my life path didn't play out that way.

When going off to college, I decided I wanted the glitz and glamour of working in New York City. I had carved out the perfect life for myself: a communications job, BlackBerry in hand, the quintessential NYC apartment, and an equally ambitious roommate. For a while, it was the life I had always wanted. When it came down to it though, long, tiring hours often had me feeling like I was doing empty work. I decided it was time to get back to my roots.

It turned out, my brother - the one who was reluctant to play school with me - had already been a Physical Education teacher for quite some time. And he loved his job. So, while it wasn't good timing, and I had no idea what the teacher education program would entail, I applied and enrolled myself into what would be the next two years of my life. Teaching ended up being my true passion, and I can't even put into words how glad I am that I took the plunge. Being a teacher is one of the best decisions I've made and I'm in love with my career.

# COLLEEN NGUYEN

## MIDDLE SCHOOL TEACHER



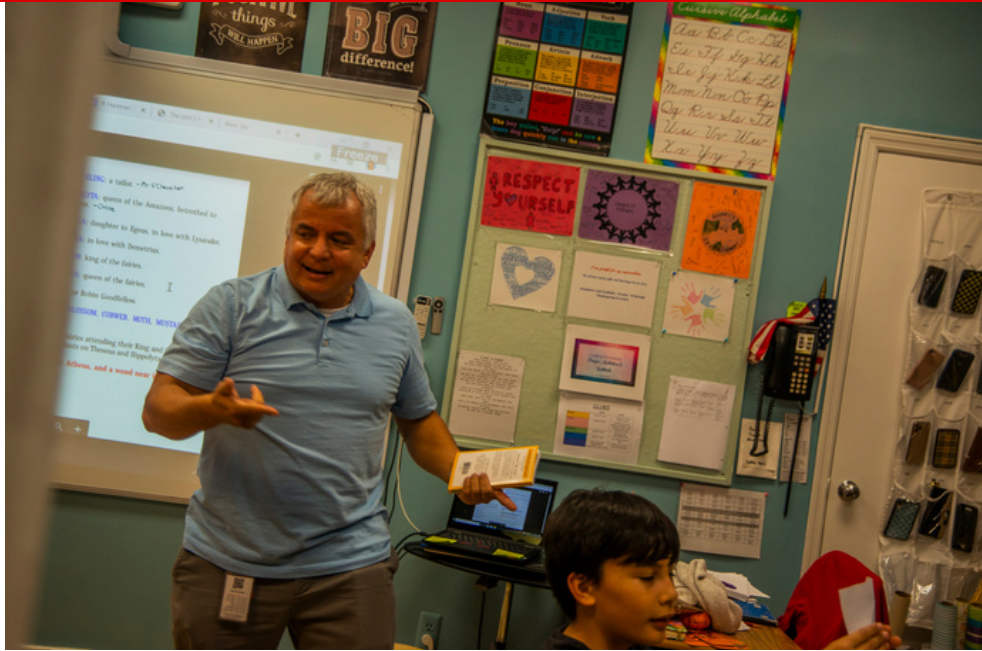
Just as the days of carefree childhood were transitioning to the more self-conscious days of adolescence, my dad was offered a new job and we moved to Connecticut. Those first few weeks in a new school with new classmates were, at times, overwhelming.

About a month into my new school setting, I found a spot in the back of Ms. Martin's Eighth Grade English class. A gaggle of girls were laughing about a recent sleepover and a few boys were teasing each other about their last class. Instead of trying to awkwardly break into either conversation, I decided to immerse myself in a book. Then I heard a faint clearing of the throat - it was Ms. Martin. Instead of starting class, she allowed the chatter to continue and sat down in an empty seat next to me. I looked up in astonishment as she handed me a recording of Robert Frost poems. Ms. Martin explained how she often saw me reading and thought I might enjoy listening to the cassette. That first gesture started a yearlong book exchange. Ms. Martin started almost every class by checking in with me about a book and often stopped me in the halls to share a quick hello.

As I gradually became a part of a friend group in my new school, I never forgot the kindness of Ms. Martin. The effort she made to make a new student feel welcome not only furthered my love of reading, but it boosted my confidence. When I decided that teaching was the career for me, knew that I wanted to be like Ms. Martin. She used her powers of observation to spread kindness and be a source of inspiration to all of her students.

# LAURENT S'CHEVALIER

## MIDDLE SCHOOL TEACHER



In 1998 I began my political career – working on city, state, and federal campaigns, and also taking Chief of Staff positions in government. I helped elect one person to the Houston City Council and, once in office, he turned on the agreements made and became very caustic to the African American community. This gave me pause.

My partner at the time was a school teacher and I had wanted to better match his schedule. I began to substitute in public schools. I was literally told that my job was to make sure there weren't any fights and that the students had to stay on campus - no directions of what to teach or what to do with the students were shared with me.

I connected with a friend from college who was the head of middle school. He mentioned that he needed a Social Studies and Comparative Religion teacher at his school. I made an appointment to see him. Well, needless to say, I drank the Kool-Aid and the rest, as they say, is history.

I entered education to change the world and make it better. I now realize that there is no better age to effect change in children than young adolescents. If you were to ask most people when their psyche traumas began, most would say middle school. If you can provide a place where students feel healthy, whole, part of a community, and connected to what they are doing, then you have indeed changed the world for the better.



# SAL SILVESTRI

## MIDDLE SCHOOL TEACHER



To be honest, I never thought I would become a teacher. Since as far back as I can remember, I always envisioned myself studying and protecting wildlife. During middle school, I was supported and encouraged by a couple of unforgettable educators who, I've come to realize, provided me with my first teaching experience. The Sixth and Eighth Grade Science teachers recognized my passion and allowed me to assist during the Eighth Grade Science dissection classes, as a Sixth Grade student!

I worked as a wildlife biologist, studying endangered and threatened wildlife species, while also preserving and conserving their habitat. After spending nearly a decade in this profession, I was faced with the reality that I alone am not making a difference and I no longer enjoyed what I was doing. Though I was not in a classroom with students, I did spend a number of years educating technicians who were under my supervision. I felt limited, unstable, and constricted by the interests of the business.

After substituting at all grade levels for more than a year, I decided to become a teacher and eventually earned my master's degree in Childhood Education. I am constantly reaffirmed by the students I have taught over the past five years. The positive influence and difference I have made equipping them each with the tools and knowledge to make exponentially more of a difference than I ever could doing what I was previously doing.



# REBECCA VANLOON

## MIDDLE SCHOOL TEACHER



Growing up, I would often play teacher because my teachers were able to make learning so much fun for me. I loved to go home and pretend to teach my stuffed animals or get together with friends and play school. My elementary teachers knew how much I enjoyed pretending to be a teacher - they would often gift me their old teacher books and workbooks.

As I entered middle school, there was one particular teacher, Mr. Shelley, who fostered within me a desire to learn, challenge myself, and explore. He taught World Cultures and World History. I loved his classes; they were so interesting - from the readings to the class discussion.

As I became a teacher, the knowledge that I'm helping to make an impact beyond academics - hopefully in fostering a love of exploration and knowledge about the world around us - is one of the reasons I continue to teach.

# LIBBY VINO

## MIDDLE SCHOOL TEACHER



I grew up in a small milling and farm community in southern Oregon. College was not part of the outlook for many of my classmates. I didn't know what I wanted to do, but I knew I wanted to go to college. I began college in Oregon, but I was still craving more people, more cultures, more interactions. I found my way to New York, where I eventually graduated with a degree in Religious Studies and Dance from NYU. I still hadn't determined what I would do as a college graduate. I continued to pursue my interests of dance, theater, and exploration of world religions while working as an executive assistant and graphic designer. However, the corporate world did not excite me.

At this time, I lived on the corner of Washington & Seventh Streets in Hoboken. One day, I saw children with signs asking for donations to help send them to summer camp. "Wouldn't that be awesome," I thought, "to take a break from my job and work with children at a summer camp for a week." This idea stuck with me all day. By the end of the day, it had evolved into, "Wouldn't it be great if instead of my job, I worked with kids every day." I began my research that night. By the end of the week, I knew which schools were hiring, how to pursue an alternate route teaching license, and how my salary would be impacted.

In the end, I knew that All Saints would be my home, and not just because it was literally across the street. I wanted to be a part of a community that worked to uphold the values of service, protecting the environment, and nurturing children to live their best lives and follow the paths that they design. I began teaching Third Grade on September 10, 2001. I was hooked. Twenty years later, I still enjoy waking up every morning to teach at All Saints.

# CLAUDIA GOVANTES

## MUSIC TEACHER



When I was 14 years old, I met a person who made a positive impact in my life. That person is Leonor, my choral conducting professor at the Music School of Havana, Cuba. She was a rigorous teacher who taught me not only how to perform music with excellence, but how to be a sensitive person and kind to others. Every lesson I received from her was delivered with passion and dedication. I still treasure these lessons that influenced me in a positive way and inspired me to become a teacher.

I always dreamed about being a professional singer and a music performer, but after graduation, I was given the opportunity to advise and guide students who wanted to pursue music studies. I was so proud when they passed the tests to get into music school. It also made me look at teaching as a field in which to invest my life.

I strongly believe that teachers make a contribution to the community in a meaningful way. I have always been passionate about singing and music and that's what I want to share with others.

Being a children's teacher allows me to impart life lessons that students will never forget. Essentially, being a teacher lets me take part in shaping the next generation. Witnessing my students enjoying learning and the progress they make little by little is the most rewarding feeling I have experienced in my years as a music educator.



# ALYSSA MENES

## MUSIC TEACHER



I wanted to become a teacher so I could share my love of music with students. Music has instilled a sense of confidence within me, so I want to be able to give that back to the students. I've also found a great sense of creativity, self-expression, and joy through music-making. But even beyond the realm of music, teaching itself is a service. It is a teacher's duty to ensure that young learners grow up to be confident in their abilities, as well as innovative, compassionate, kind, and aware of the ability they have to make a huge impact on the world around them.

Throughout my education, I had a number of teachers who went the extra mile to ensure that not only did I learn, but that I also developed the skills I needed to succeed at any endeavor I undertook. In my experience, I've gotten to work with so many wonderful students of all ages. I especially love working with young learners, because they teach you just as much as you teach them. They bring so much enthusiasm and energy to the classroom, which always lifts my spirits and helps me do a better job teaching.

Teaching wasn't something I really thought about doing when I was young. But once I graduated college, I started teaching guitar lessons to make a little extra money while I pursued my career in music composition. Something about seeing students progress, seeing how happy they became when they engaged in music-making, made me feel that this was something I could do. I am still working as a composer now, but getting to teach as well enriches my life so much.

# STEVEN MIMMS

## PE & HEALTH TEACHER



Being a teacher is not a profession, but a way of life. I always believed that helping others is an essential aspect in life. I feel it is a blessing to have the ability to educate and prepare children for life in and out of the classroom. Growing up playing sports helped me understand the importance of retaining information to better myself. As I developed as a student-athlete, I always found myself passing along all the information I learned to other players. It helped me become a great leader on and off the field.

Once I finished my college baseball career, I knew I wanted to coach. I enjoyed being around the game and giving back. I worked at many youth camps growing up and I loved the energy the kids would bring every day. They were excited to learn and it felt like an escape from reality. Those moments made me realize that I really wanted to be a teacher. I love working with kids and watching them develop. Every day is a new journey and the opportunity to help mold the children of the future is amazing.

My passion for sports, love for children, and the ability to make learning fun and interactive are the reasons I will always love to teach. I always think about what made learning exciting for me as a kid and it was the opportunity to learn about something I was passionate about, especially when it was made fun. I have the opportunity to connect with students on many different levels, which allows me to keep them engaged every day. I want them to learn, take risks, gain confidence, be competitive, have a positive attitude, and always smile! When you're doing something you love, it doesn't even feel like work, that's why I'll continue to teach.

# BECCA ROSENBERG

## TECHNOLOGY INTEGRATION SPECIALIST



While I have always loved working with children, I didn't originally go to school to become a teacher. At the University of Wisconsin-Madison, I majored in Interior Architecture and Design. Each summer between semesters, I worked at a children's sleep away camp, which was the same camp I attended as a child. It was during those summers that I realized I would love to be a teacher. Helping a child overcome homesickness, supporting them to make new friends, or facing their fear of the climbing wall were times when I felt most successful and knew I would love to continue working with children and support their growth.

After graduation, I worked as a designer for about a year and then decided become a teacher. I received my master's degree in Elementary Education and started teaching Fifth Grade. During my time as a classroom teacher, I loved incorporating technology into my lessons and projects. I also witnessed many teachers struggle with technology integration. I became the go-to person for brainstorming the best ways to incorporate technology into teaching and learning, which led me to pursue a Master of Instructional Technology and Media. This led me to joining All Saints as a full-time Technology Integration Specialist!



# ALEX SCHMIDT

## ACADEMIC ENRICHMENT TEACHER



Ever since I was a child, I knew I wanted to be a teacher. For as long as I could remember, I would play school using my old workbooks and toys as students. My parents even bought a chalkboard and school desk for our basement! I would conduct class frequently and as I grew older, I included friends who would come over for a play date. There is not a defining moment in my life when I decided to teach, it has always just been a passion of mine.

Growing up, I attended a public elementary school similar in size to All Saints. We averaged one to two classes per grade. Even though I had many wonderful teachers, my Second and Fifth Grade teachers stand out to me. They were inspiring women who allowed their students to learn about the world in a safe and somewhat structured environment. Creativity was encouraged and expectations were clearly outlined. These teachers taught me when it was appropriate to ask questions and when it was time to just listen and think through a situation. They not only taught me academics, but also social norms and helped me become the person I am today.

# RACHEL THERRES

## ART & COMMUNITY TIME TEACHER



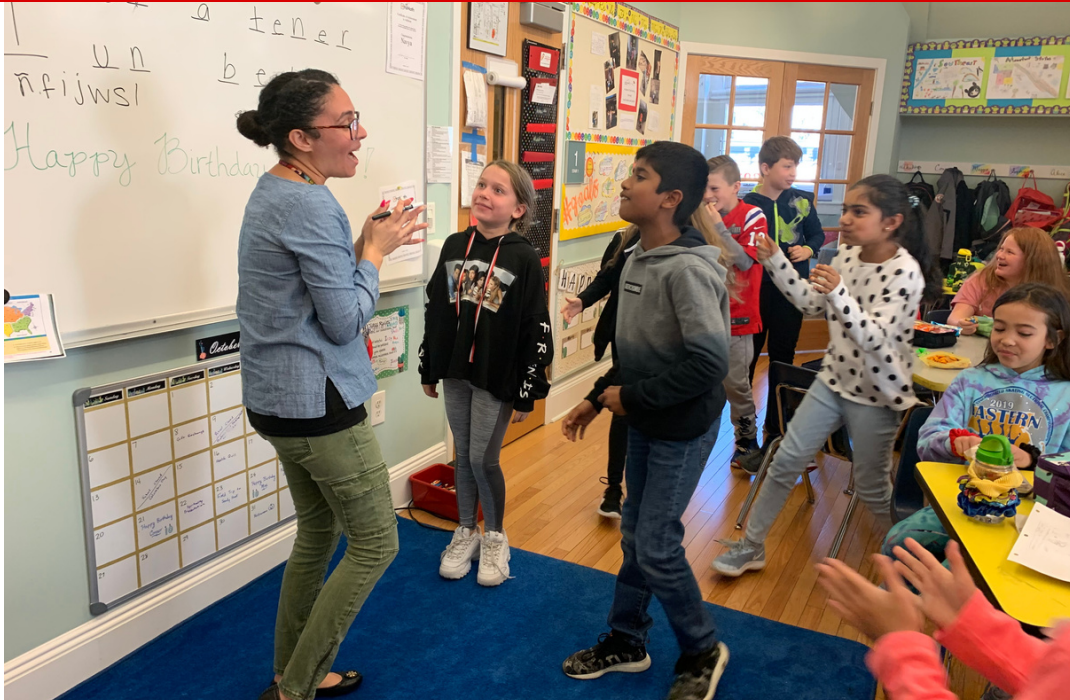
As a child I wanted to be many things: an actress, an artist, and a writer. I was deeply connected to creative activities, despite the lack of arts education in my own schools. That's right; I did not have an art or drama teacher in elementary school!

In middle school, I had a German language teacher who taught me much more than conjugations. He would wear costumes to class, incorporate art history, and even made me want to try writing in another language. He taught me that I could be all of those things I wanted to be and share my passion for art as a teacher. I could perform for my students, write thoughtful units and comments for their work, and of course get to work with art materials all the time.

I love how open children are to new ideas and how they bring creativity to so much of what they do in their everyday lives. I'm so grateful that I get to watch them grow as people and artists over the nine years I work with them at All Saints. I get to give them everything I would have wanted in an art education through their time here and hopefully inspire them to find their passion the way I have!

# GLICER ALLENDE

## SPANISH TEACHER



I became a teacher because I enjoy working with children and I love that moment when the lightbulb goes off in their head and something clicks.

I didn't always want to be a teacher, though. I thought that in order to make an impact in the life of a child I had to do something huge, so I became a social worker. During my time as a social worker, I realized I wasn't making much of an impact on the children directly because there was a lot of red tape I had to get through in order to accomplish one thing. It was then that I realized that in order to make an impact on a child I just had to show up and be consistent. I realized how much I missed being in the classroom engaging with students daily.

I love teaching because every day is a fresh start. I learn so much from my students about kindness, flexibility and how to enjoy the little things.



# MELODY MOYSE

## AMERICAN SIGN LANGUAGE TEACHER



I was a hard of hearing student, who was becoming deaf and had three exceptional teachers who taught me how to learn, fit-in, and care for myself. Because of the support and encouragement I received from those teachers, I wanted to become a counselor, so I earned a master's degree in School Counseling. I worked as a counselor within the school system for 18 years, and there was a lot of teaching involved.

When I moved to New Jersey, I wanted to serve my new community in any way it showed me. I didn't want to "control" my destiny. Many different people wanted me to teach Sign Language. I was enjoying it, but it felt more like a skill than a calling at the time. The moment I wanted to teach was when I met my Fourth Grade class at All Saints.

I am still learning about my purpose as an ASL teacher. Having been a counselor for so many years, I often develop curriculum based on student goals. I listen to student, staff and parent perspectives. It is a personalized curriculum aligned with the our schools' mission and vision. Teaching Sign Language is not just about learning a language, skill, or performance art, it's about developing character that equips students and empowers others.

I love the students' enthusiasm and creativity, but more than anything, I love listening to their ideas and creating opportunities to empower them to realize those ideas.

# ELI QUINTERO

## SPANISH TEACHER



The best professor who crossed my path once said, "To teach, you just need to have a diploma; but to educate, you need wisdom because education is an art, and art needs passion." He was a big influence in my life; he was able to create challenges for two hundred students every Monday in a conference room and was able to get the attention of all of them for an hour and a half just by sharing his wisdom and experience. He was able to turn the most boring class into a famous one. He never took attendance because everyone always came - if you missed one of his classes, it was like you missed one chapter of your favorite series without replay.

He has influenced me in many ways and helped me discover that educating children at an early age is my passion. To live surrounded by students allows me to find happiness in unimaginable ways, motivates me to improve myself, and forces me to become a better human being every day. It inspires me to know I am educating the men and women of tomorrow. I became a teacher because teachers make a difference in the lives of future generations. Teachers have the opportunity to impact generations, not only with bits of knowledge, but with wisdom and character.

In addition, my mom was an early childhood educator and my dad is still the best educator I know. This is what I was meant to be and I couldn't be more grateful to teach and inspire.

# KRISTIN RUUD-DIAZ

## FRENCH TEACHER



The memories of my childhood play time are mostly of playing school. I'm not quite sure how this started, but perhaps as early as age five, I recall setting up classrooms in the basement and in the backyard and "teaching" my playmates.

When she went back to the classroom, I often accompanied my mother before school started to help her set up for the year. I observed her working diligently, creatively and joyfully at school and at home. It seems that school and teaching were just a way of life which was ingrained in me every day.

I am also grateful to my teachers who looked out for and guided me along the way and provided me with experiences that shaped my life. I naturally pursued an Elementary Education degree with the plan of becoming a classroom teacher. As this major was quite intense, I felt that I must drop my French classes, but my professor stepped in and persuaded me to travel and spend a summer with a French family. This suggestion, along with the professor who notified me of the opportunity to represent our college as an English teacher the next year in France, were the turning points to my becoming a French teacher.

I'm so fortunate to teach young learners who are eager, creative, risk-takers, and open to the variety of activities employed in a language class. The students' energy energizes me each and every day. We share joy and encourage and support each other in the pursuit of becoming French speakers.



# CATHERINE VENTURINI

## LATIN TEACHER



My teaching career began quite early on. When I was 11 years old, I read a book on Greek mythology, decided that I was the personification of the goddess Athena and began to write short plays about the gods. My friends were assigned various roles and were keen to know more about their powers, which I explained as colorfully and dramatically as possible (my mother's nickname for me was Sarah Bernhardt).

We staged backyard performances for the neighborhood kids, who became as hooked as we were on the stories of the 12 Olympians and lesser deities.

From that one book, I became a teacher and a classicist, and from the nucleus of my backyard, the stories of Greek mythology radiated to a larger audience. The book, of course, is D'Aulaires' *Book of Greek Myths*, which, to this day, inspires the imaginations of children everywhere and, I have no doubt, germinates future Latin teachers.

# FACULTY & STAFF

## **Administrators**

### **Head of School**

Jill Singleton

### **Lower School Division Head**

Nicole Berhaupt

### **Upper School Division Head**

Amanda Dillon

### **Dean of Students**

Noah Guzman

### **Business Manager**

Deborah Jacobus

### **Director of Technology**

Jason Maurer

### **Director of Admissions**

Amina O'Kane

### **Director of Advancement**

Erin Moran

### **Facilities Manager**

Martin Espinoza

### **Assistant Director of**

### **Technology**

Nagy Neshan

### **Advancement & Admissions**

### **Associate**

Banu Chediek

### **Assistant to Head of School**

Josie Morgado

### **Receptionists**

Stacy Cruz

Joshua Thomas

### **Facilities Team**

Elijah Arvinger

Martin Nathan

### **Business Administrator**

Chuck DeMeola

## **Head Teachers**

### **Nursery**

Carrie Wachtler

### **Pre-Kindergarten**

Allison Hrbek

### **Kindergarten**

Kathy Ferman

### **First Grade**

Rachael Beesley

### **Second Grade**

Ronnie Loving

### **Third Grade**

Tracy Peterson

### **Fourth Grade**

Sejal Patel

Danielle Seubert

### **Middle School**

Kim Giammarino

Rachel Hartman

Colleen Nguyen

Laurent S'Chevalier

Sal Silvestri

Rebecca Van Loon

Elizabeth Vino

## **Assistant Teachers**

### **Nursery**

Krista Turner

### **Pre-Kindergarten**

Evelyn Rivera

### **Kindergarten**

Brittney Ferrante

### **First Grade**

Siggy Valdes

### **Second Grade**

Zack Zervas

## **Co-Curricular Teachers**

### **Art & Community Time**

Rachel Therres

### **Dance**

Jennifer Eisenberg

### **Music**

Claudia Govantes

Alyssa Menes

### **PE & Health**

Steven Mimms

### **Spanish**

Glicer Allende

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### **French**

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Catherine Venturini

### **American Sign Language**

Melody Moyse

### **Technology Integration**

### **Specialist**

Becca Rosenberg

### **Academic Enrichment**

Alexandra Schmidt

# FINANCIAL STATEMENT



## Operating Revenue

**2020**

**2019**

Tuition & Fees	\$5,178,173	\$5,279,889
Related Programs	\$188,566	\$313,961
Fundraising	\$331,095	\$360,682
Other	\$63,909	\$16,527
Net assets released from restriction	\$195,565	\$0
<b>Total</b>	<b>\$5,957,308</b>	<b>\$5,973,078</b>

## Operating Expenses

**2020**

**2019**

Payroll & Benefits	\$3,771,567	\$3,772,512
Program	\$128,209	\$189,226
Financial Aid & Discounts	\$433,639	\$535,875
Administrative	\$321,028	\$388,866
Property	\$548,869	\$386,024
Fundraising	\$2,535	\$63,952
<b>Total</b>	<b>\$5,205,847</b>	<b>\$5,336,455</b>
<b>Excess Operating Revenue</b>	<b>\$751,461</b>	<b>\$636,623</b>

## Non-Operating Expenses

**2020**

**2019**

Depreciation & Amortization	\$159,663	\$190,602
Interest	\$310,139	\$14,760
Loss on equipment disposal	\$11,777	\$0
<b>Total</b>	<b>\$481,579</b>	<b>\$205,362</b>
<b>Excess Revenues Over Expenses</b>	<b>\$269,882</b>	<b>\$431,261</b>



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Made in honor of

Clara Daleo  
Grandpa Bobby  
Joyful Noise  
Linda Swartz, Jessica Seaton  
& Michael Seaton

Made in memory of

Hsiang Kee Chang

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