

IRISH

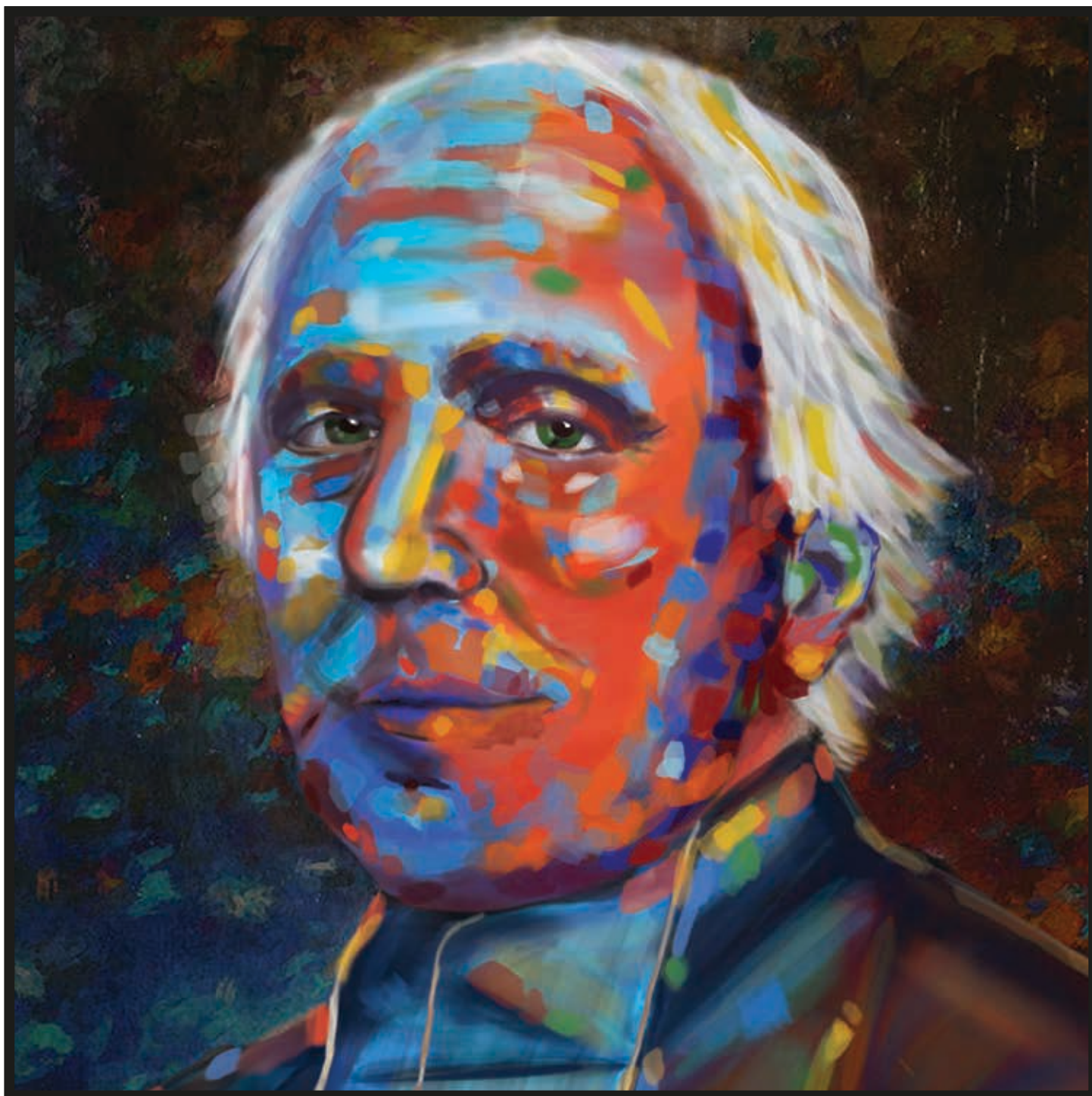
ISSUE 25

Fall 2020

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the school stands for.'*



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NOTRE DAME

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Fall 2020 | Issue 25

IRISH magazine is dedicated to alumni, parents and friends of Notre Dame Preparatory School and Marist Academy and our heritage schools, including Notre Dame High School, Pontiac Catholic High School, Oakland Catholic High School, St. Michael High School and St. Frederick High School.

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On the Cover

The impressionist portrait of Fr. Jean-Claude Colin, s.m., was created by Sophia Gunterman NDP'17, a graphic design student at the College for Creative Studies (CCS) in Detroit. The unconventional approach to Fr. Colin's

portrait was designed to show that he was indeed an unconventional man, a man of many insights, talents and "colors," and decidedly, a man of many dimensions. More on Gunterman is on page 22.

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What a year. . .



Dear alumni and friends:

The last eight to 10 months have been unlike any in the history of the school. In January, there were reports of a new virus surfacing in China. In February, it became clear the coronavirus had made its way into the United States. By March, nearly every school across the country was shut down.

Welcome to the pandemic of 2020.

The decision to close Notre Dame was not an easy one. There was a great deal of economic uncertainty for both the school and the parental community. The school lost tuition, fundraising, and investment revenue during the shutdown.

Fortunately, we did not lose sight of our mission. As a Catholic, Marist school, we are called upon to work with God to form Christian persons, upright citizens and academic scholars. Our students and families needed us more than ever.

The school moved to a virtual learning model quickly and efficiently. Within two days, our teachers were delivering meaningful academic lessons to students aged 3-18. The content, which included daily lessons, videos and assignments was delivered through the PowerSchool intranet system, Google Meetings, Microsoft Teams, Zoom and via the Apple iPad and Microsoft Surface Pro tablets available to students at the lower, middle and high schools. Students continued to be assessed, turn in homework, take exams, and earn grades throughout the semester.

In June and July, school administrators worked to boost the morale of our students by delivering lawn signs, offering drive-by parades, and conducting year-end ceremonies, such as the fifth grade farewell, the eighth grade Baccalaureate Mass and the 12th grade Baccalaureate Mass including the conferral of diplomas.

In July, school administrators worked countless hours on plans to welcome students back to campus. The 16-page reopening plan, which included protocols on wearing masks, hygiene, education, sanitation, social distancing and gatherings, was communicated to parents on Aug. 6 and can be found on the school's website at www.ndpma.org.

Even though the school did a great job with virtual learning, it had been our strong desire to return to in-person education as quickly as possible. Simply put, a Notre Dame education is best delivered in person by teachers who care and who constantly role model our Christian faith through their words and in their actions.

On Aug. 17, we opened our doors to 986 enthusiastic students (a 3 percent increase over last year) who are all anxious to earn a Notre Dame diploma, just like their alumni brothers and sisters, parents and grandparents.

Thank you for your continued support!

Go Irish!

Andrew J. Guest ND'84
Head of School

NDP GRADUATES WOW ONCE AGAIN

Michigan's No. 1 Catholic high school features another stellar graduating class that finishes with an overall GPA of 3.8 and averages more than \$54,000 each in academic, merit-based college scholarships.

Students in the Class of 2020 graduated this spring after four years at their International Baccalaureate school. They also made it through the most unusual senior year in school history with flying colors after finishing up a pandemic-interrupted final semester.

And not only is Notre Dame Prep's 26th graduating class leaving behind a very proud faculty and staff and the state's No. 1 Catholic high school, they are leaving behind a number of impressive statistics as a group.

According to figures released by Notre Dame Prep's counseling department over the summer, to date this year's class of graduating seniors earned more than \$7.2 million, or

more than a \$54,000 average per graduate, in academic, merit-based scholarships from colleges and universities, a number that likely went up as seniors continued to receive scholarship offers throughout the summer.

In addition, the Class of 2020 averaged 26.5 on the ACT with 32 seniors scoring a 30 or above on the test. Also, Notre Dame's graduating seniors averaged 1267 on the SAT and finished the year with an overall grade-point-average (GPA) of 3.79.

Eleven graduates filled out this year's valedictory court for the class, which also featured 21 candidates for the prestigious International Baccalaureate diploma. A total of 117 of the finest colleges and universities

across the country have accepted Class of 2020 graduates, including the University of Michigan, which accepted 20 students, the University of Notre Dame, Loyola Chicago, NYU, Northwestern, Purdue, Oakland University and Penn State.

And finally, perhaps most important, each of this year's graduating seniors spent increasingly significant amounts of time on leadership-level projects as part of their service requirements — once again proving that besides turning out "academic scholars," Notre Dame continues to graduate "Christian people and upright citizens." «



Irish News

BOARD ANNOUNCES NEW APPOINTMENTS



Clockwise, from top left: Michael Genord, M.D., Daron Gifford, Mia Ambrose-Burbank and David Rice.

With approval by the Society of Mary Provincial the Very Rev. Paul Frechette, s.m., Notre Dame announced this summer that its Board of Trustees appointed Michael Genord, M.D., Daron Gifford and David Rice as members, effective Aug. 12. Also announced was the appointment of current trustee Mia Ambrose-Burbank as chair of the board's diversity, equity and inclusion committee, which was formed last February.

"The credentials, experience, leadership skills and core Notre Dame values that Mike, Daron and Dave bring to our board are extensive and far-reaching," said Stephen V. Pangori, chair of NDPMA's Board of Trustees. "On behalf of the entire board, I look forward to their perspectives and insight as the board continues with the implementation of its ambitious strategic plan. I'm confident that they will build upon our school's many successes by governing with the utmost integrity and commitment. Mia's dedication to high academic performance, diversity, and

inclusive excellence in equal measures will continue to help us build on the progress we have already made at NDPMA."

THE PERFECT SCORE

Lars Boehme, a senior at Notre Dame Prep, recently learned that he scored a 36 on his ACT — the highest score achievable — and that he's now the 11th Notre Dame student since 2009 to achieve such perfection.

According to test administrator ACT Inc., only 0.195 percent of the more than 1.78 million high school students who took the ACT in the United States during the past 12 months earned a perfect ACT score of 36, an accomplishment so exceptional that even Bill Gates fell 10 points shy of that number when he was in high school.

As the leading college admissions test, the ACT measures what students learn in high school to determine their academic readiness for college with tests covering four skill areas: English, math, reading and science reasoning. Each area is scored on its own scale of 1 to 36. A student's composite test score is the average of those parts.

NDPMA STAFFER EARNS APPOINTMENT TO NATIONAL SPORTS ORGANIZATION

Aaron Crouse, who has served as an assistant and associate athletic director at Notre Dame since 2014, has been appointed to the national committee for athletic director certification by the National Interscholastic Athletic Administrators Association. The Indianapolis, Ind.-based NIAAA

preserves, enhances and promotes education-based athletics through the professional development of interscholastic athletic administrators.

According to NDPMA Athletic Director Betty Wroubel, Crouse's appointment likely represents one of the youngest in the United States to serve on such a national committee.

"This appointment adds to an already impressive list of leadership roles that Aaron has been asked to take on," Wroubel said.

Crouse, 28, has been a member of the Oakland County Athletic Administrators executive board for two years and will serve as its president next year. In the state athletic administrators association, the MIAAA, after serving a number of years as a committee member, Crouse was named the chair of the awards committee,



which is responsible for collecting, evaluating and recommending members for MIAAA- and NIAAA-designated awards. He also continues to serve as a member of the MIAAA scholarship committee, which is responsible for publicizing, selecting and awarding 13 scholarships annually to high school students.

Crouse, who also has served as NDPMA's head hockey coach, came to Notre Dame in July of 2014 after earning a Bachelor of Science degree in education and sports management from Bowl-

ing Green State University, while also spending time as an athletic department intern and assistant hockey coach at Livonia Stevenson High School. Since arriving at Notre Dame, he has earned a Master of Science degree in sports management and a graduate certificate in K-12 administration, both from Eastern Michigan University.

He also is a Certified Master Athletic Administrator (NIAAA), a Certified Interscholastic Coach (NFHS), and a Masters Elite ++ Certified Coach (MHSAA), having completed all advanced-level programs.

PERFECT SCORES HIGHLIGHT NOTRE DAME PREP'S 2020 IB RESULTS

This year, 21 Notre Dame Prep students in the full International Baccalaureate (IB) Diploma Program joined more than 174,300 students from around the world in receiving their IB-DP and IB-CP results. They are now part of a community of more than 1.95 million lifelong learners in 152 countries around the world.

According to English and social studies teacher Katrina Sagert, who is the IB Diploma Program coordinator at NDPMA, despite operating in the virtual pandemic environment, all 21 students in the Diploma Program performed extraordinary well, with 18 receiving the diploma and of the remaining three, all but one missed the diploma by only one or two points.

"I absolutely loved working with this group of kids," Sagert said. "They had so much humor and hustle, even in the worst of circumstances. I know those skills will lead them to success in their future as much as the knowledge they gained over these last two

years. I could not be more proud of them."

NDP JOINS UNIVERSITY RESEARCH PROJECT

In early summer, Notre Dame joined in some important research with the Center for Honeybee Research and North Carolina State University that focuses on analyzing the benefits of using thermal treatments to decrease viral loads carried by the Varroa destructor mite, which has led to serious issues with the world's honeybee population.

According to Jocelynn Yaroch, science teacher and department chair, treating hives thermally is a relatively new method to fight off the parasitic mite, a major contributor to the demise of bee colonies globally. Chemicals also have been effective, but the



mites are developing resistance, and the treatments sometimes don't work—or even backfire, for example, as some prevent the queen bees from laying eggs.

"This is the second year that our hives are using heat to kill the Varroa mite, a major contributor to colony collapses," Yaroch said. "As the hives heat up, many of the bees will leave the hive to avoid the heat. The heat is primarily meant to treat the brood, or bee babies, so that they are born mite- and virus-free."

"It is our goal as science educators to teach our students how our mission ties into environmental stewardship and increase student involvement in developing biodiversity on the Notre Dame campus," she added.

MIDDLE SCHOOL MASTER

A student in Notre Dame Middle School received a perfect score

in early June in the last of three meets in this year's WordMasters Challenge, a national vocabulary competition involving nearly 125,000 students annually.

Competing in the difficult blue division of the Challenge, now Notre Dame freshman George Moussa earned a perfect score of 20. Nationally, only 66 eighth graders achieved this result. Other students from Notre Dame who achieved outstanding results in this year's meet



included sixth-grader Sami Khouri, seventh-graders Sid Mohindra, Erin Surmann and Audrey Thummel, and eighth-graders Alaina Polsinelli, Beck Silver and Jose Turrubiarres.

The Notre Dame Middle School students were coached in preparation for the WordMasters Challenge by Kelly Simon, a seventh grade reading and eighth grade language and literature teacher, who said that the middle school has been competing for more than 10 years in the annual competition.

"George joins other perfect score recipients from the middle school in recent years, including Ava Wernis and Sam Phillips, who achieved their perfect scores during the last school year," Simon said. "George is a phenomenal student and will academically shine at NDP, just as he did at the middle school. He really wanted the perfect score and when he finally got it, it was a great moment to share with him. I think this accomplishment is just the beginning for this student!"

2020-21 NDP STUDENT COUNCIL E-BOARD ELECTED

The Notre Dame Prep student council for the 2020-21 school year was announced in late May along with a new executive board. According to NDP student council moderator Nick Kator, eight or nine representatives from each

grade are elected after which an executive board is chosen.

"Once the representatives are elected, the council holds an official meeting to choose the executive board," he said. "The representatives choose the e-board through the nomination process and then a secret ballot."

Kator added that the student council is formed each year to address specific issues and concerns from the high school and promote services that enhance the student experience.

Senior Isabella Slifko was elected president of the student council. She said holding such a position is an honor and she's thrilled to take on the important role next year.

"I've been a part of student council since I was in fourth



Isabella Slifko, left, is student council president and Elena Schwegman is vice president.

grade and becoming president has always been a dream of mine," she said. "I have been fortunate to serve as a representative on student council for the past three years and I cannot wait to lead with such incredible people by my side."

Filling out the executive board for next year are seniors Elena Schwegman as vice president, Lexi Fraser as parliamentarian, Anna DePorre as secretary and

Jacob Anderson as treasurer.

Slifko said that it's important for students to get involved with student council to share ideas, interests and concerns with the goal of making NDP the best school it can be.

"We represent our peers and speak on behalf of them," she said. "Student council is for the students and as leaders, it's our duty to put the ideas of our classmates into action."

"As a council, we are aware that this school year will be much different than any other, but we are ready to tackle any challenge," she said. "We are a very flexible group of students who will do our best to help make these transitions go as smoothly as possible. Whether in school or online, we promise to advocate for our classmates and we will continue to update our social media and plan awesome events no matter the circumstances."

NDP ARTISTS SEND PORTRAITS TO ORPHANS IN VENEZUELA

Last May, IB Visual Art seniors and AP Studio seniors from Notre Dame Prep's Class of 2020 finished up what is an annual



SEE IRISH NEWS ON PAGE 50

NEW BLOG LAUNCHED BY OFFICE OF ENROLLMENT MANAGEMENT

Notre Dame's Office of Enrollment Management has launched a bi-weekly blog designed to give readers some insight into the world of Notre Dame. The blog also will strive to provide readers—likely prospective parents—some good general information as they embark on researching schools. The first installments featured the innovative technologies/tools that have proven to be a real asset in NDPMA's classrooms; advice on planning for private school tuition; and a smattering of overheard anecdotes, "wit and wisdom" from the first month of school. Check it out at ndpma.org/admissions/blog.

A school year like no other

Despite the pandemic, graduates from all three Notre Dame schools were able to put together a relatively normal end of the year, thanks to faculty and staff and the students' own creativity and initiative.

As they finished up what unquestionably was the most tumultuous school year ever, Notre Dame "graduates" at all three schools were still able to celebrate their transition to the next level, albeit in some non-traditional ways.

On May 17, Notre Dame's upper school seniors were feted with a "drive-by" and socially distanced car parade that snaked around the school's main campus. It featured seniors, parents, faculty, staff and news coverage by WDIV, WXYZ, Fox 2 and the Detroit Free Press. Middle school eighth graders and lower school fifth graders also enjoyed "drive-by" parades hosted by faculty and staff.

Graduation lawn signs were delivered to each school's graduates by faculty and staff in late spring and more formal graduation ceremonies and Masses followed in mid-summer.



For most students and their parents — while it was a most unusual end to the school year and disappointing in many respects, especially with the loss of traditional year-end events like the senior all-night party and prom — they were pleased.

Dawn Impellizzeri, whose son Nathan graduated from Notre Dame Prep, was happy that the school went the extra mile with student acknowledgement.

“Thank you so much for putting smiles on these seniors faces again,” she said after a lawn sign was delivered to her house. “It

meant so much for them to be recognized.”

Debra Kozole, mother of NDP grad Meghan, said the sign was a wonderful surprise. “So glad to be a part of this community,” she said.

Janae Condit, whose daughter Shea graduated from Notre Dame Middle School, was pleased that the school hosted an outdoor parade for the eighth graders in late May.

“Thank you and what a nice send-off for the kids as summer begins,” she commented on Facebook shortly after the event.

Notre Dame Prep 2020 graduate Matt



DeAngelis, like most of his peers, was upset when the campus closed due to the COVID-19 pandemic. Yes, he was very much looking forward to heading to Happy Valley in the fall to attend Penn State University, but not until after the senior class had finished up what is usually the most exciting two months of their high school career.

“When I first learned of the school building shutting down, I was in shock,” he said. “Notre Dame has been my second home for the past four years, and the fact that I had to say goodbye with no warning was very difficult.”

DeAngelis, in fact, did get to say goodbye to his classmates on July 19 when Notre Dame Prep hosted a formal graduation ceremony and Baccalaureate Mass in the school gymnasium.

“The administration did a great job at coordinating the graduation planning, especially given the restrictions that were laid out by the state,” DeAngelis said. “The administration also frequently kept in touch with us who were on student council to make sure that we felt comfortable with the plans

LEFT

Matt DeAngelis NDP’20 is attending Penn State University.

TOP

Notre Dame Lower School Vice Principal Bob Patterson is with then-fifth grader Lillian Stolzenfeld after he delivered a lawn sign to her home. Notre Dame seniors and eighth graders also received signs delivered by faculty and staff.



the closure that he and his class needed in uncertain times.

"I was so excited to finally have an official graduation ceremony, but it was still a reminder that it might be the last time I'm with all my classmates."

DeAngelis also noted that even though the school's official senior prom was canceled due to the pandemic, the Class of 2020 did manage to organize an "unofficial" prom



wouldn't be complete without a prom," he said.

Now into what no doubt will be an unusual start to his college career at Penn State, DeAngelis believes his high school has prepared him well for the next academic level. And after the unusual finish to the year, he's ready for just about anything else he encounters in the future.

"Notre Dame truly shaped me into a better Christian person who is more globally aware and better able to adapt to new things quickly," he said. "NDPMA is first a family, then a school. But the academics at Notre Dame always has challenged me in a way that pushed me to see things differently. I believe this way of learning definitely helped me during my college search and enabled me to feel more confident about becoming a student at Penn State." «

they were making. It was very clear that the safety of the graduates, our families, and the faculty and staff was their top priority."

Kimberly Lee, whose son Julian graduated from NDP, was thankful the school was able to put together a graduation celebration for the seniors.

"It meant everything to see them walk across that stage," said Lee, who also has a daughter, Jordyn, now a junior, at NDP. "Another affirmation that we chose the best school and faculty to help raise our children. Forever grateful!"

DeAngelis said that while going through the July 19 Mass and graduation, he felt that it was

in conjunction with other parent-organized events.

"This year, many seniors were eager to have one last memory together at prom," he said. "It was devastating to hear of the venue cancellation for the school prom due to restrictions put into place," he said.

But he knew there might be other options that could accommodate a 'makeshift prom' and still follow appropriate health and safety protocols.

"A few phone calls later and we had ourselves a prom. I think it was important that we had this rite of passage because, after all, senior year, even this senior year, really

ABOVE LEFT

Katie Leuchtmann delivers her address to parents and fellow graduates at the Notre Dame Middle School eighth-grade graduation and Mass at St. Mary of the Hills on July 27.

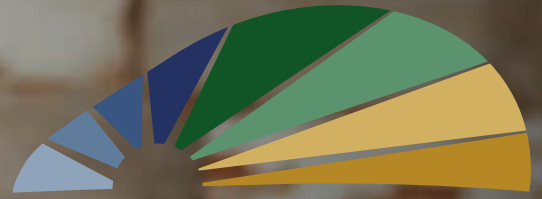
ABOVE RIGHT

Notre Dame Prep's Emily Mohr, from the Class of 2020, celebrates with her parents at the May 17 senior parade held on the school campus.

BOTTOM RIGHT

Students in the Notre Dame Prep Class of 2020 celebrated a Baccalaureate Mass and Conferral of Diplomas on July 19.





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School Board forms committee on diversity, equity and inclusion

STEPPING FORWARD

During the past several months, hardly a day has gone by without some coverage in the media regarding civil unrest in cities across the country sparked by a rash of disturbing and controversial deaths of Black Americans. The accounts of Breonna Taylor, George Floyd and Ahmaud Arbery at the hands of local law enforcement agencies has left the country divided and sparked calls from many community leaders to address the underlying societal inequities that some say led to these and other recent altercations.

For Kala Parker, Notre Dame's director of diversity, equity and inclusion, the national dialogue is a teachable moment for faculty, students and parents, and how a Catholic, Marist school works towards creating a community of inclusion that advocates for those pushed to the fringes of society.

The development of a more diverse, equitable and inclusive school community has long been a priority at Notre Dame, given its mission to form Christian people, academic scholars and upright citizens.

Through the leadership of the school administration and board, work in this area has continued to flourish as part of the school's strategic plan.

"The biggest thing that has changed over the last couple of years is our shift away from focusing on diversity recruitment in terms of sheer numbers to helping the kids who are here feel better and included on the field and the classroom by providing equal access to opportunities, programs and activities that exist," Parker said.

A FOCUSED APPROACH

Last February, the school board voted to create a standing committee dedicated to the topic of DE&I, which Parker said is a major step forward. The committee is chaired by board trustee Mia Ambrose-Burbank, president of business development for VMS365 Inc.

"Notre Dame has always valued and promoted a community of inclusiveness and respect for every individual. Recognizing the social and economic challenges our students face, Notre Dame understands the importance of reinforcing these values

through our curriculum, initiatives and programming. The newly formed board committee will focus on developing a plan that will support the school's mission by ensuring an environment that is equitable, affirming, safe, and just. This is our most important work," Burbank said.

One of the first priorities the committee will be tasked with will be to evaluate the school's culture in order to establish strategic, measurable DE&I goals and objectives. The committee's creation follows best practices from the national ISACS accrediting body and ISM (Independent Schools Management), an advisory organization for independent schools.

Efforts around diversity have included a partnership with Jalen Rose Leadership Academy in Detroit that Parker started four years ago. This initiative brings a select group of students from Notre Dame Prep and Jalen Rose Academy together monthly to discuss issues of race, identity, difference, stereotyping, etc.—broadening the students' perspectives to worlds outside of their own.

Other initiatives include working with Campus Ministry to teach identity, anti-bias, and social justice focused on those "on the fringes" of our society.

Parker said she also provides resources to teachers to foster classroom dialogue around diversity, equality and inclusion and embed those concepts into class curriculum via articles, lesson plans, books, and other resources.

"Students enter the classroom carrying an assortment of beliefs, including cultural prejudices picked up from their neighborhoods, pop culture, and their





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**OUR TEACHERS ARE ON THE FRONT LINE SUPPORTING
POSITIVE BEHAVIORS AMONG STUDENTS, FOSTERING A SENSE
OF BELONGING FOR ALL STUDENTS AND THEIR FAMILIES, AND
INSTILLING RESPECT FOR ALL PEOPLES ALL YEAR LONG.**

||

families. A lot of what I do is support our teachers with resources to help students not only reflect on their own experiences, but also look at the world from a different view or circumstance,” Parker said. “Our teachers are on the front line supporting positive behaviors among students, fostering a sense of belonging for all students and their families, and instilling respect for all peoples all year long. Therefore, it is important to present diverse perspectives on topics in the classroom. It encourages students to reflect on their own identity and be open to the ideas and experiences of others.

“The goal is to make sure students know that their lives and their story is a part of their learning. It helps make students feel connected to what they are learning.”

Felicia Guest, head of the Individuals and Societies Department, teacher at Notre Dame Middle School, and member of the faculty diversity committee, said inquiry and understanding is a big part of the diversity teachings at the school.

“Diversity and inclusion are embedded in my curriculum. In order to be a Christian person, an upright citizen, and an academic scholar, one needs to be open-minded and caring. In my classroom we learn to respect and value each person as a child of God,”

Guest said. “My students are encouraged to share their perspectives, cultural beliefs, practices and values with each other. We don’t always have to agree with each other, but we allow each person to have a voice.”

Monthly informational newsletters to staff and hosting periodic workshops with local and national consultants are also part of the school’s effort to move the needle on diversity and inclusion, Parker said.

“My hope is that this new committee would be able to take a closer look at our DE&I initiatives and provide some guidance on what we could be doing differently,” she added.

Notre Dame Prep English teacher Melissa Archer said, “we cannot simply make diversity a special week or month, because it communicates that it’s not important enough to be thinking about all the time.”

This past school year, Archer redesigned her unit on Harper Lee’s “To Kill a Mockingbird.”

“I did this because we needed a new approach to talking about diversity and diversity issues in the classroom—simply, I didn’t feel like we were offering the type of curriculum that really pushes students to

engage with the real world and the issues we all face as upright citizens in this world,” Archer said. “We felt that though it’s such a great, classic book to teach, as a vehicle to teach

diversity, it was a bit outdated and at times insincere; diversity is much more than just race. So, I decided to pair excerpts from the book and allowed students to choose their own novel that dealt with a number of social justice issues—race, gender, class, mental health, disability, etc.”

Archer said after reading and discussing their books, “To Kill a Mockingbird,” and social justice and diversity issues as a class, students chose their own diversity and social justice issues to research and present.

“The topics that they chose proved to me that they were beginning to understand the relevance of diversity and social justice in their lives and that they were growing in their understanding of what it means to be a global citizen,” she said. “Diversity became more than something they heard their teachers talk about every so often—it became a way for them to work towards helping shape the kind of world and community they’d like to be a part of.” «



'I believe this is going to be a great year'

Upper school math teacher Dan Staniszewski NDP'02 talks about the end and beginning of two most unusual school years. He has high hopes for the current one.

By Daniel Staniszewski

The halls were quiet. There was no roar in the gym after the seniors won Irish Week. No pictures were taken in college sweatshirts on the last day of classes. No getting to drive away from Notre Dame Prep with Alice Cooper's "School's Out" after my last exams were graded.

It was one of the strangest ends to the school year that I've ever experienced and probably that I ever will experience in my career. And yet despite all of these missing things, I still made amazing memories with my students and my colleagues from March through July. I got to watch movies (remotely) with a lot of the Class of 2020; I got to deliver lawn signs to many of my favorite students to celebrate

their completion of high school; I got to show up in my truck on graduation day and clap for them and see them again, and even take a few distanced selfies with them; and I got the chance to put my cap and gown on and be a part of their graduation ceremony and take some pictures with them afterward.

I think the most important thing that I learned while we were remote learning is that math is not the most important thing that I teach. Yes, I really want students to know the quadratic formula and how to take the sine of an angle and how to use implicit differentiation, but I learned that teaching is so much more than that.

Check that. . .remote learning cemented in my mind what I already knew: teaching is more than conveying information; teaching is performing! Teaching is love! Teaching is fun! And it's for all these reasons I teach.

I got the chance to see my favorite students again before they left for college. I got the chance to see one of my freshmen show up for every Zoom call upside down because

LEFT

Notre Dame Prep math teacher Dan Staniszewski is with Claudia Kaiser NDP'20 after the Baccalaureate Mass and Conferral of Diplomas on July 19.



I BELIEVE THIS IS GOING TO BE A GREAT YEAR BECAUSE I AM PUTTING EVERYTHING INTO TEACHING MATH AND I'M PUTTING EVERYTHING INTO MAKING SURE MY STUDENTS KNOW THAT I LOVE AND CARE ABOUT THEM.



ABOVE

Staniszewski takes a selfie in front of Malorie Wilson NDP'20 during the special May 17 senior parade at Notre Dame.

he couldn't figure out how to fix it. I got the chance to have my wife sing the quadratic equation song and admit to my algebra class that while she knows exactly what the quadratic formula is, she has no idea what it is used for.

I also hope that the following things are what my students took out of the end of last year: They are loved. They had fun. They matter. People care about them. They are a unique and unrepeatable miracle of God. If in 20 years, my students are like my wife and don't have the slightest clue what the quadratic formula is used for, that's okay. But if in 20 years, they remember that their teacher gave

up his time to drive to their house and deliver a lawn sign or to watch "Mortal Kombat" on Netflix with them because he cared about them that much, then I will in fact consider myself to be a successful teacher.

And now we have started the 2020-2021 school year, which is just as different as the end of last year was. Of course, I am worried and anxious and scared about many things. I am worried about my health, the health of my family, and the health of my students. And if you think that grocery shopping while wearing a mask is tough, try being a student and wearing one for 6 1/2 hours a day in class—or even worse, try being a teacher and lecturing through your mask for 6 1/2 hours a day!

I also have more responsibilities than ever before. Things like cleaning desks between classes, taking temperature checks and health screening questions at football practice, and acting as a pseudo-counselor when students just need a friendly ear to listen to them.

So... with all that is new and weighing on me heavily, the most important lesson that I can learn comes to me from my favorite prayer:

"God, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference."

There are so many things about school right now that I cannot change and are challenging and I don't like. But the things that I can control are well within my grasp. I now have school shoes and home shoes and my school shoes live in my truck 24/7. I have a bin in my garage for my work clothes so that I don't potentially bring anything inside the house with me. I take a shower right away when I get home. I wash my

hands as often as I can. And of course I wear a mask.

These are some of the things I can do to keep myself safe, but I also need to remember the lessons that I learned at the end of last year and to keep applying them.

I am still able to geek out about Disney movies with a student who needed someone to talk to that day. I am able to blame every mistake that I make in my HL math class on a student who got a 36 on his ACT. I'm able to read a student's eyes and see that she doesn't understand what I said and go back over it with her after class. I'm able to tease a senior for still wearing slippers to school after two weeks. And I do all of these things because they are fun, but also because it tells the students they are loved and cared for. I do these things because I don't care as much about SOHCAHTOA as I do about the kids knowing that they truly are children of God.

None of this takes away the fact that I'm still nervous about teaching face-to-face while in a pandemic. It still scares me. There is a lot of potential exposure and my students get even more. But I hope they take the precautions seriously so that we can limit the spread as much as possible.

Luckily, the things that I shared above are all things that I can do in the classroom as well as if we have to return to remote learning. I can still blame the same kid for all my mistakes while using Zoom; I can still answer questions if students struggle; and I promise I will still tease the slipper wearer, especially since she would still be wearing them if we are remote learning.

So last year didn't end the way I expected. This year didn't start the way that I'm used to. I'm more anxious than normal. My ears hurt more than normal (6 1/2 hours in a mask is really rough on your ears!). And I'm falling asleep on my couch earlier than usual.

But I believe this is going to be a great year because I am putting everything into teaching math and I'm putting everything into making sure my students know that I love and care about them. And I can do both of those things in a mask. And I can also do both of those things if I'm teaching my kids with Zoom from my dining room table.

However, THE most important thing for me is that my students know they are loved and cared for. And as long as they know this, I will consider myself a very successful teacher—even if they don't know the quadratic formula. «

STUDENTS SPEAK UP

We figured that—just like Mr. Staniszewski—many of Notre Dame's students would have a lot to say about the way the 2019-20 school year ended and the way we began this school year. We figured right. . .

"I think that my biggest takeaway from all of the virtual learning last spring was staying organized because I did not have someone everyday reminding me of stuff and keeping me on track, so I was forced to do so much of it on my own unlike before. I was already a very self-sufficient person, but I think online school just put me to the test."

"Overall, the first couple weeks of school have been great! I am so glad to be back with faculty and friends. I believe the changes are necessary and NDP is doing its very best to keep us safe!"

"Ending the school year in the spring the way we did had a lasting impact on me as a student and a person. Online school encouraged me to become more independent with my learning while also improving my time-management skills. Also, I now have a much deeper appreciation for the NDPMA community. I think we all took our school for granted, especially seeing our classmates every school day. Now I can say that I truly look forward to coming to NDP each day because I know what it is like to be separated from your peers at the drop of a hat."

"The last few months of last school year were difficult without all of the peer interaction I am used to. However, with that being said, NDP did a spectacular job with virtual learning. I could not have wished for anything more. The counselors, teachers, and administrators were by my side every step of the way."

"The last few months of last school year have given us all a time to reflect on what really matters. Being stuck in our homes secluded from our friends, we all made realizations. Personally, I realized how much I had taken in-person learning for granted. NDP's amazing teachers undoubtedly did an outstanding job in making the difficult unexpected transition to online. However, online learning cannot compete with the massive benefits in-person learning offers. There is something to be said for being in the classroom rather than sitting at home behind a screen."

"Watching the seniors of last year lose beloved moments such as a normal graduation and prom was heartbreaking. Although one cannot be sure what will come next spring, I will be keeping my fingers crossed that some resemblance of normality may be returned, as I most definitely am looking forward to a more typical senior year finish."

"The way we ended last semester gave me more time to reflect on myself and my goals in life. Although it was more difficult to learn, I think it helped in some ways. I had so much going on at the time, it kind of felt good to have everything slow down for a bit. But after a while I started to go a little crazy, I think we all did. I think it really helps that we are in person right now, seeing all of our classmates, and getting rid of some of that craziness."

"Notre Dame has done an incredible job preparing for in-person learning. I know it is doing the very best it can. The school is always perfectly clean and I always feel safe."

"My classmates all agree that NDP has exceeded our expectations in the way that the faculty has handled the pandemic. We all feel safe coming back to school because we know our school community is doing everything it can to keep us on campus and in the classroom."

"The first few weeks of this school year have gone fairly well for me. There are obviously a lot of learning curves for everyone, so patience is something that we all are practicing throughout this process (I know personally that I struggle a lot with this specifically). I'm also sure everyone has noticed things that are far from being ideal, and there are many things that may need adjusting in the near future."

"NDP has been extremely diligent in ensuring the safety of students and staff alike. From daily temperature checks to hourly classroom cleanings, faculty members are doing everything in their power to enable our school to stay in-person without putting health at risk. The amount of effort on the school's behalf is clear, and I know I and many other students remain greatly appreciative of their dedication and concern. I feel safe and excited for what the day brings every time I step through the entrance doors."

"I think it's good to be back learning in person, for sure. Everything feels safe and clean. I like how the school is doing it so far, but 10 minutes in between classes is a lot. Maybe it's too much time. The time could go towards community time instead."

Performing in



*COVID-19 forces Notre
Dame band, theatre and choir
students to adapt*

the pandemic



When students began returning to campus this past summer for athletic and academic camps, they were greeted with the familiar and welcoming sounds of snare drum cadences emanating from William Kozyra Alumni Field as part of Notre Dame Prep teacher Joseph Martin's marching band camp. Even in the face of uncertainty over a canceled season, students were excited to pull out their instruments.

"We have been implementing every precaution possible to keep our band students safe," Martin said.

Since July, band students have been required to fill out a web-based COVID-19 screening form before every practice, hand sanitizer stations were placed at the entrance to the football field and practice space, and complimentary Notre Dame masks were issued to each student.

"Every student has a pre-filled water bottle, a mask, a bag to store the mask when it is removed, and a specialized instrument bell

cover to help stop the spread of particles," Martin said.

Despite the odds, summer band camp went on without a hitch with shorter days (three-and-a-half hours, five days a week versus the standard nine hours).

"During camp, we were not able to do our traditional evening activities such as group dinners, game night, movie night, and our Friday family band party. We had our mandatory parent meeting via Zoom. To keep fun in the program, we dedicated the last 45 minutes of camp each day to socially distanced ice breakers, competitions, and games. All the students really pulled together,

OPPOSITE

The Notre Dame Prep band held a special camp this summer.

and we have much of our show prepared. We are off to a great start!" Martin said.

Still, he acknowledged it takes a lot of prep work and creativity when it comes to marching

marching band uniform this year to reduce the interaction of the students and parent volunteers who manage our uniforms. We created new warm, cool, and cold weather uniforms using spirit wear combinations that we believe will reduce direct contact and keep everyone safer."

The biggest challenge, he said, is maintaining a sense of normalcy.

"We are all in this together and there are many people with different opinions. Trying to respect one another and staying safe is my biggest concern,"

Martin said. "The students want to see each other. They want to interact and create not only music but the bond of family that these students have with one another. We can learn online, but for performing arts, it's not the face-to-face experience that students long for."

Band students were disappointed that they cannot perform at football games this year but are optimistically looking forward to hosting concerts eventually.

"As of now, we are continuing to practice our MTV '80s marching band show with hope that we will have a couple of outside performances in the stadium later this fall," Martin said.

The band had plans to travel to Mackinaw City in May 2020 for the Memorial Day Parade, but

the event was canceled. They are hoping to play in 2021.

"We are looking forward to performing this spring if things get better. Our concert plan is yet to be determined. We hope to be able to perform for parents but have plans to livestream in case we cannot perform in-person," Martin said.

THE SHOW MUST GO ON

In August, Notre Dame Theatre Program Director Meredith Scott NDP'02 held onto hope her students could return to the stage this fall. However, with the state still in phase four of its Safe Start Plan, changes to the fall sports season, and no parents or guests allowed on campus for safety reasons, Scott quickly began formulating a new plan to provide her students a sense of normalcy.

"It's not like me to not have a firm plan by the time classes resume but performing (especially musicals) is about as risky as football," she said.

Scott approached Notre Dame Principal Fr. Joseph Hindelang, s.m. on a plan to present the one-act play "Women & War" by Jack Cunningham this past September. Performed in the style of correspondence via monologues, the play featured a selection of fictional stories based on historical fact, told by generations of Americans impacted by conflict from World War II to the War in Afghanistan.

"We actually did this show for our Michigan Interscholastic Forensics Competition and placed 3rd in the state in 2016. It was an audience favorite," Scott said.

The play was held outside Notre Dame in the circle driveway.

band, which by its nature is very coordinated and requires proximity, in the age of social distancing and mask wearing.

"When we are inside, the students are 5 to 6 feet apart in a staggered formation. We are setting up the music room every day and sanitizing the chairs and stands in-between every class," Martin said. "When outside, our marching drill is designed with fewer movements and the students are spaced further apart than last year's show."

Students wear their masks in the classroom and on the field unless playing their instruments.

"They do not share any equipment and do not gather in practice rooms to practice as small groups to help stop the spread of the virus," Martin said. "We are not issuing our traditional



THE STUDENTS WERE AMAZING. EVERYONE WHO ATTENDED LOVED THE SHOW. I AM EXTREMELY PROUD OF EVERYONE INVOLVED WHO PUT IN 110 PERCENT.

Audiences brought their own lawn chairs and each performance was limited to 100 guests.

"I had never tackled outdoor theatre before," Scott said, adding that keeping actors socially distanced with proper theatre lighting and sound had its challenges.

"The students were amazing. Everyone who attended loved the show. I am extremely proud of everyone involved who put in 110 percent," she said.

Of course, pivoting from a traditional stage show is nothing new for Scott and the department. Last spring, when the school moved everyone to a virtual learning environment, theatre students quickly adapted by participating in a living room theatre program, a partnership between Concord Theatricals and Playbill. Their goal was to keep theatre alive by rehearsing shows like "The Wizard of Oz"

and "Annie Get Your Gun" at home. Since the students could not see each other in person, they rehearsed via Zoom calls. The final performance was recorded on Zoom, and each student provided their own costume and props.

The project was featured in Playbill, the leading Broadway and theatre website, this past May.

"It was a dream come true. I could be seen by the idols that I worship on Broadway!" said then-sophomore Anna Bonema.

THE MASKED SINGERS

Singing in groups in confined spaces remains one of the riskier activities for contracting COVID-19, according to the Centers for Disease Control and Prevention. So, planning a choir season is no easy task, said Notre Dame Choir Director David Fazzini.

"We were trying to do as

much of our normal activities as possible. As of now, the kids are sanitizing when they enter the room. They are seated 6 feet apart and they must wear masks," Fazzini said. "We are singing with masks on. I am using various locations to not only change up the 80-minute rehearsal but also change the air in our rehearsal space."

Performances, at least for the fall, will be virtual. All competitions have also moved to a virtual environment. For now, a Christmas concert is planned, which will either include a short live performance or a recorded CD.

"Everything is in a TBD mode as far as concerts go. Even if we can perform in December, there will most likely still be some restrictions that will make things a little different from past years," he said. "The hardest part is these masks. They are hard to wear and sing correctly. But it is better to see the kids in person with masks than to try to put all of this music together from far away.

"Choral music videos do have value but the music we prepare is meant to be experienced live. Trying to figure out how to engage an audience when they are not present is tricky and nearly impossible."

As far as when or how individuals will once again be able to enjoy the escape of a concert or live theatre performance, Fazzini said that is still anyone's guess. One thing is certain, the performing arts play an undeniable role in the human psyche and just like everything else, the show must go on. «



OPPOSITE

In April, Choir Director David Fazzini organized a virtual choir video featuring 92 singers — 67 current students and 25 alumni and teachers.

LEFT

Notre Dame Prep chorus students practice "safe singing" earlier this school year.

ABOUT THE ARTWORK AND ARTIST:

The artwork on this spread and the cover of the fall issue of IRISH magazine, an impressionist portrait of Fr. Jean-Claude Colin, s.m., was created by Sophia Gunterman NDP'17, a graphic design student at the College for Creative Studies (CCS) in Detroit. Gunterman chose to profile Colin, who founded the Society of Mary, the religious order of which the Marist priests and brothers of Notre Dame belong, to honor her alma mater.

This unconventional approach to Fr. Colin's portrait was chosen to show that he was indeed an unconventional man, a man of many insights, talents and dimensions.

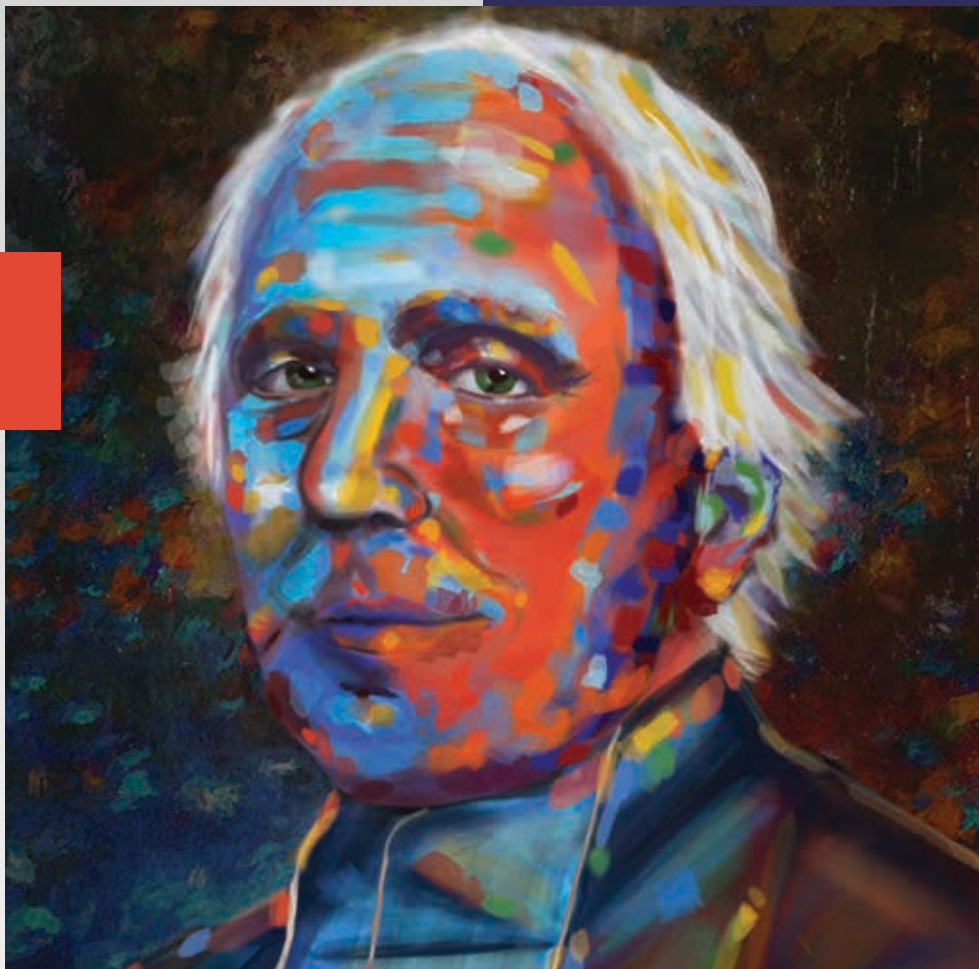
Gunterman attended Notre Dame since the third grade, and said she fondly recalls her educational journey and the teachers that supported her interest in design.

"I knew I wanted to do some sort of art (after graduating), so when I was exploring possible majors, graphic designed immediately stood out to me," she said. "I get to design many aspects of art ranging from book layouts, to website coding, brand identities, and creating physical spaces for people to experience."

The CCS senior said Notre Dame Prep visual arts teacher Ned Devine was a big inspiration for her chosen career.

"He is very down to earth and encourages you to create what you want. I did not expect to be creating a cover for my alma mater's magazine, but I am happy to have the opportunity to do so!" Gunterman said.

To view her additional work, visit her online portfolio at www.guntermanart.myportfolio.com.



A SAINTLY EDUCATOR

Notre Dame's Fr. Leon discusses the founder of the Society of Mary and his road to sainthood

By Fr. Leon M. Olszamowski, s.m., Corporate President

INTRODUCTION

A recent report from the National Catholic Education Association (NCEA) reported that 300 Catholic schools in the United States have closed their doors during the COVID-19 pandemic and that another 150 may close, if the pandemic continues much longer; but Marist educators still have hope for the future.

We Marist Fathers and Brothers continue to see our schools as critical venues for creating future leaders who will preserve and enliven our Catholic faith and preserve our Marist heritage. Following the almost 200-year-old “Instructions” of Marist founder, Fr. Jean-Claude Colin, s.m., our Marist schools continue to be: first and foremost, incubators of the Catholic faith; second, a culture for teaching good citizenship; and third, a disciplined environment for learning academic subjects. For Fr. Colin, the delivery order of these three educational components is essential.

Fr. Colin’s educational goals are very different from, for instance, the original intent of public education in the United States, which was established to educate its citizens to be informed (savvy) voters and productive workers for the commonweal. Though their missions are quite different, both public and Catholic schools are all about educating young people, Pre-K through Ph.D.; and both systems are fueled by hard-earned dollars via taxes or tuition. There should be no wonder, then, why schools, public, private, and Catholic, are hurting in our pandemic-riddled world; there are almost no young people in classrooms and few, if any, budgetary dollars left to fuel educational programs. In the case of Marist school teachers, there currently exists no face-to-face classroom settings for teaching faith, citizenship, and academic subjects. At the moment, we are facing lockdowns, face masks, and social distancing; and we may have to endure the same until a vaccine is available on an international scale.

In the United States, these days we talk a lot about the two pandemics we are confronting as a nation, i.e., the novel coronavirus and poverty exacerbated racism/classism.

There is an old French adage I would like you to recall: “Plus ça change, plus c’est la même chose.” We Americans translate this as “the more things change, the more they stay the same.” For me, this statement rings true, and it leads me to write about Fr. Jean-Claude Colin, s.m., the venerable founder, inspiration, and master teacher of the Marist Fathers and Brothers. My thesis is: Fr. Colin was an inspired teacher in his own times and remains an equally inspiring teacher, whose insights on life, faith, and education are, perhaps, more relevant than ever in modern times. In fact, our Marist educational mission comes directly from the words and writings of Fr. Colin, i.e., working with God, we form Catholic/Christian persons, upright citizens who useful are to society, and academic scholars (People of Letters). If understood and practiced well, Fr. Colin’s formula for educational success continues to work for Marist Fathers and Brothers schools.



ABOVE

The Venerable Jean-Claude Colin, s.m., was a French priest (Aug. 7, 1790 – Nov. 15, 1875) who became the founder of the Society of Mary (Marists).

OPPOSITE

In this official Marist icon, the central life-event of Fr. Jean-Claude Colin is represented: his relationship with Mary and her Divine Son. It speaks particularly of the inspiration that was given Colin throughout his life of listening-obedience, an inspiration that remained always his guide as founder, leader and writer of a rule.

Fr. Colin (1790-1875) was born just a year after the French Revolution began, which was a time of civil unrest characterized by popular protest, and runaway secularism. It was a time when the Catholic faith had little relevance in the cities and even less relevance in the rural regions of France where there were few or no priests. Churches were shuttered and/or in dire need of repair. Fr. Colin's post-revolutionary France bred a general "out of sight, out of mind" regard for religion. Moral relativism reigned and was characterized by trenchant Enlightenment thinking that each individual person acts as the moral measure of all things. You can be sure that the French revolutionary motto: "Liberty, equality, fraternity" had quite a different meaning for individual French citizens.

If this reminds you a bit of the world generally and, more specifically, the United States today, do not be surprised. For as the old saying goes, "the more things change, the more they stay the same." The United States today is characterized by its own form of relativistic secularism, civil unrest, popular protests against racism and alleged police brutality. Statistics show less practice of the Catholic faith (only 25 percent of Catholics attend church regularly); and, even if faith is practiced, it is often a garden-variety of "pick and choose" what you want to believe, more non-denominationally-oriented, and in many cases somewhat syncretistic, i.e., a mélange of religions and philosophies, often espoused together without much logic.

It is in the context of the turbulent times of Fr. Colin's 18th/19th century, and, perhaps, even more so the turbulent times of 21st century America, that his teaching

content and methodology ring true and effective. Fr. Colin was, indeed, a saintly visionary offering a perennial and effective approach to pedagogy built on solid Catholic teaching which he not only believed, but also personally practiced.

THE FIRST COMPONENT: WORKING WITH GOD TO FORM CHRISTIAN PERSONS

Recall that accepting the missions of Oceania was the key to approval of the Society of Mary in 1836. Nonetheless, Fr. Colin in his early priesthood preferred home missions, i.e., re-evangelizing French people fallen away from the practice of Catholic faith, and teaching young people, especially in schools. Speaking favorably of the education of youth in France, he once said, "I think a hundred times more highly of the education of youth in our own countries, which are also pagan (my emphasis), than I do of the foreign missions." He also said, "My greatest ambition, one of the first ideas in the founding of the Society, its prime aim, is teaching. I despair of its future. I regard it as lost if it does not work in teaching."

In his "Instructions to the Personnel of the Little Seminary of Belley" (*Les avis de Jean-Claude Colin*), he noted that in a Marist Catholic school the primary goal was passing on the Catholic faith, which as he saw it, came "from the true font of the Roman Church (read Catholic)." His formula was not a mix-and-match religious instruction following the latest fad or philosophy but something rock solid for own his time and future times.

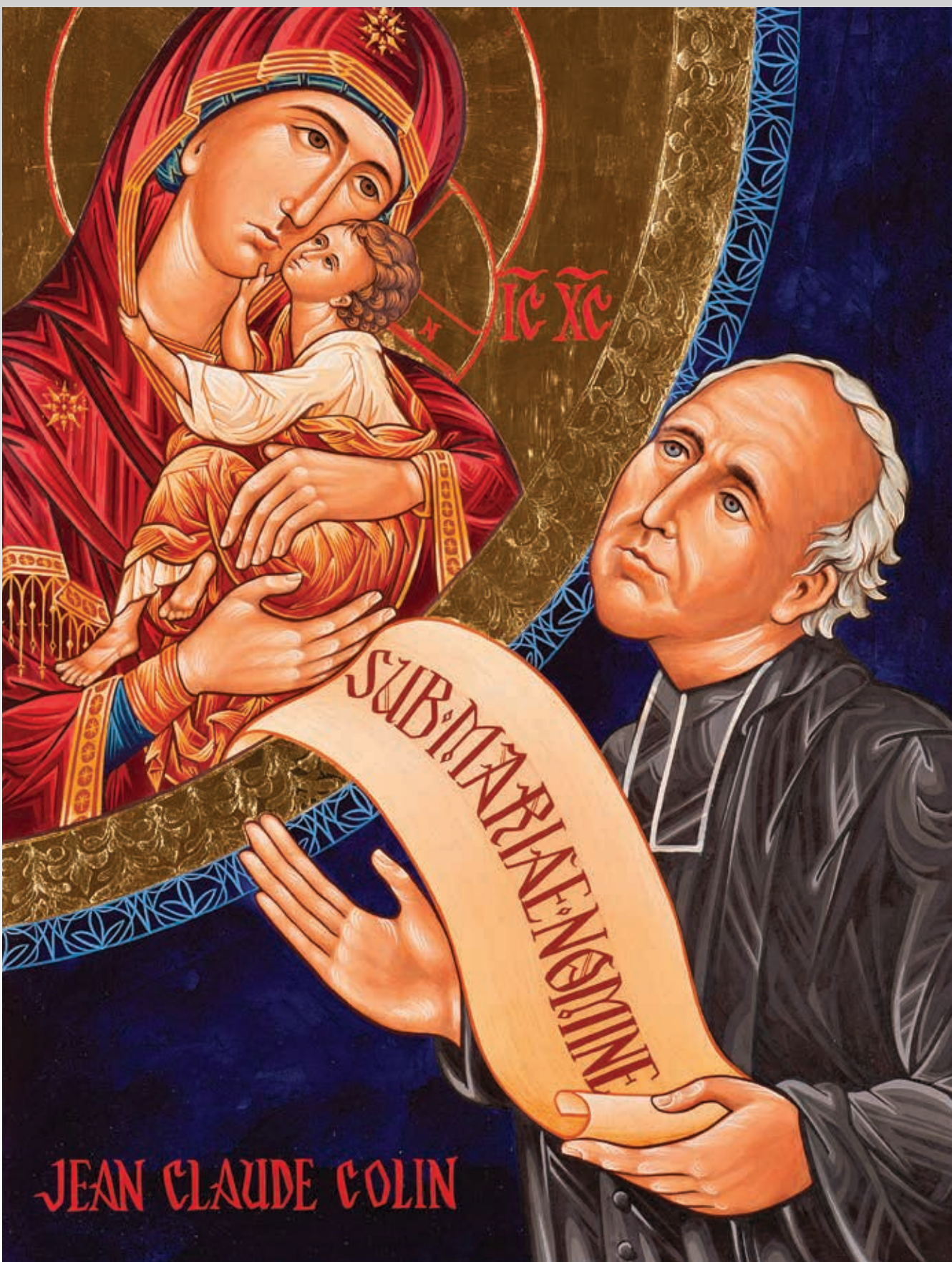
For Fr. Colin, the Blessed Virgin Mary's way was the model to follow when forming a relationship with her Son and following God's law. In Mary, the mother of God, he found the best example of a disciple and a teacher. She taught Christian faith and life to the first apostles and members of the early church. Indeed, Fr. Colin saw her as the first and perpetual "Superior" (primary leader) of the Marist Fathers and Brothers, who were called by a "gracious choice of Mary" to breathe her spirit and follow in her footsteps, i.e., to Think like Mary, Judge like Mary, Feel like Mary, and Act like Mary. He envisioned that the Marist Fathers and Brothers would teach the Christian faith and life to new disciples, especially young people, through the ages. Indeed, it was Fr. Colin's grand vision to make the whole world Marist . . . everyone thinking, judging, feeling, and acting like Mary."

The first and most important component of our Marist education mission today remains to help young people to be Christ-like, following Mary's way. The Annunciation scene from Luke's gospel tells us all we need to know

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IN MARY, THE MOTHER OF GOD, HE FOUND THE
BEST EXAMPLE OF A DISCIPLE AND A TEACHER.



JEAN CLAUDE COLIN

OUR FOUNDER TAUGHT US TO TAKE A BACK SEAT, I.E., TO BE "HIDDEN AND UNKNOWN," A LEAVEN THAT MAKES OTHERS RISE. FOR US MARIST EDUCATORS, "OUR STUDENTS WILL ALWAYS COME FIRST."

in order to think, judge, feel, and act like Mary. Further, for Fr. Colin, the beginning point of any Christian discipleship model was a willingness to adopt Mary's "fiat" (let it be done to me as God wills). His own life mirrored Mary's "fiat". He was passionate about fulfilling God's will and in a Marian style. This once prompted a Roman Curial official (Cardinal Castracane), after an interview with Fr. Colin, to say to others in the room that "one day this man will become a saint."

Today, we might call Fr. Colin's first component catechesis or the religious education of students following the Marian way.

THE SECOND COMPONENT: UPRIGHT CITIZENS, USEFUL TO SOCIETY

In his own time, the Marist Fathers and Brothers preached missions in the poorest and most rural regions of the Bugey Mountains of France. It is there that his beloved "home missions" and the beginnings of Marist school teaching began. Having, myself, walked the very steep trails of those first Marist missionary journeys, I had a feeling of being in, what we Americans would call the "backwaters" or "sticks".

Fr. Colin "founded his schools in response to local needs, confining himself to towns of secondary importance where there were no other religious congregations. . . (this) an application of his general principle about choice of works, 'Marists exist to do what others don't want to do.'" No doubt, he dealt with a "backwoods" in many of his students, and Fr. Colin's aim was to work with God "to produce well-educated Christian gentlemen." His aim was to teach young people not to be boorish at one extreme or affected at the other. "Discipline was to be firm but reasonable; corporal punishment was excluded."

In his curriculum he offered physical education and sports. We would surmise he did that, first, to help students learn how to work with others and, second, to make them physically strong and competitive—useful to society and its workforce.

It is obvious, Fr. Colin's second component of education joins paths with public sector education as practiced then and now.

THE THIRD COMPONENT: ACADEMIC SCHOLARS (PEOPLE OF LETTERS)

Like the second component, Fr. Colin's third component offers many of the same subject areas offered by the

public sector schools, but he purposefully deviates from the secular path by introducing religion and morality.

Clearly, in Fr. Colin's view, the development of religious spirituality (approaches to God) and relationships with other people were far more important than academic ability in classroom subjects. He firmly believed any person had the capacity to be a child of God and could learn to relate well with other people, but he understood well that not everyone was equally adept at classroom subjects.

For Fr. Colin, academic skills help students to navigate culture and the world of work, but academic scholarship remained the least compelling educational component. Christian people able to relation with God and other people always came first. For Fr. Colin, this was not to say that book-learning does not have its own important and proper place in education ... it clearly does; and so, although he often preferred an environment among the poorer, less educated class, "he was not resigned to having only second-class establishments where a respectable mediocrity flourished." His schools were quite strong and demanding, academically. They were what we might today call "classical" schools, teaching ancient languages like Latin and Greek, French, mathematics, physics, natural sciences, and, where possible, the fine arts—very much after the fashion of the Jesuit schools of his time. Nonetheless, religion and the salvation of souls was his primary concern; and religion not simply as an academic subject, but religion in sense of practice, including prayer and a pious (devoted, dutiful, and moral) behavior.

Fr. Colin held study days for his teachers and insisted that they know theology and the subject matter of their other secular subjects as well. As for French, he believed "... it would be humiliating if a student or their parents found mistakes of grammar or spelling" in the work of one of his teachers. He "raised the bar" as much for teachers as for students, and his standards for teachers, in particular, seemed to rise over the years. For instance, he often reviewed teachers' work and demanded greater accuracy in the way student work was marked.

Fr. Colin was also very concerned about priest-teacher decorum. In 1853, he gave advice to his Marist-priest teachers "regarding their attitudes and behavior towards their pupils, which (he said) should 'conform to the rules of wisdom and prudence.' His watchword was 'tact', referring, in his time, to intelligent and sure judgement. Thus, they (teachers) were to "act kindly toward (students), not judge them too harshly, not speak

too roughly to them or to speak ill of them. They were to avoid over-familiarity with them, showing no preferences or particular affection.” This would seem to be excellent advice to teachers in any age, and our Marist Fathers and Brothers try their best to practice his advice in our schools even today.

AND FINALLY

As a religious founder, Fr. Jean-Claude Colin, s.m. was a man of great passion and compassion. He loved God and Mary, the mother of God, from whose womb, Jesus Christ became man.

For the field of education in his own time, he was something of a visionary, particularly in the order of his educational components. His thoughts and practices continue to speak to Marist Fathers and Brothers and those with whom they teach in our Marist schools. I personally find it refreshing that I can go from one Marist house to another anywhere in the world, from one Marist school to another in any country, and have virtually the same experience of life and school. I find it remarkable that our saintly founder has had such a long-standing impact.

A good summary of what we Marists in education strive for comes from these words of Fr. Colin:

I have always had this thought, that the Society is destined to combat until the end of time. Mary has been the support of the Church at its birth; she will be that also at the end, and she will be that through you. So, we must be filled with her spirit, and must go and draw this spirit from her heart. The apostles did nothing without consulting her; for she had the new law written in her heart, and well before the Incarnation she had been instructed by the Holy Spirit.

And:

It is by self-effacement that you will overcome the world. You have to do everything for God and for the blessed Virgin. Nothing for you, everything with self-effacement.

Our founder taught us to take a back seat, i.e., to be “hidden and unknown,” a leaven that makes others rise. For us Marist educators, “our students will always come first.” «

Fr. Leon M. Olszamowski, s.m., Animator for the Cause of Fr. Colin in the north, east and west regions of the United States: lolszamowski@ndpma.org.

[I am indebted to Fr. Justin Taylor, s.m., who has compiled the resources and written the definitive life of Fr. Colin for the Holy See, entitled: “Jean-Claude Colin: Reluctant Founder,” ATF Press Publishing, Adelaide, Australia, 2018. I have used many references from his book in my article. The book itself is a wonderful read, and I would suggest it for anyone interested in knowing our Father founder.]

Fr. Jean-Claude Colin, s.m., has been declared by the Catholic Church as “Venerable”, the church’s first step on his road to sainthood. If you are interested in more information on our Marist founder, please refer to his own Marist website: www.jeanclaudecolin.org or Fr. Ronald Nissen, s.m., Chief Animator for the Cause of Fr. Colin: ronaldnissen@bigpond.com.

PRAYER FOR THE BEATIFICATION OF VENERABLE JEAN-CLAUDE COLIN, FOUNDER OF THE SOCIETY OF MARY

God our Father, in your servant Jean-Claude Colin, you gave your people a zealous priest and religious founder dedicated to serving the Church in the spirit of Mary.

We ask you for the glorification of your faithful servant in the midst of your Church and grant us the favor which we ask through his intercession.
(mention request)

This we ask through Christ Our Lord.

If you receive any grace through the intercession of Venerable Jean-Claude Colin, please advise:

Fr. Carlo-Maria Schianchi, s.m.
Postulator, Padri Maristi
Via Alessandro Poerio 63
00152 Rome, Italy
postulator@maristsm.org

Humility and

The Marist Way core values help all associated with Notre Dame to “be Marist” and live the Marist Way. As a part of Marist Way formation at Notre Dame, the community explores a theme based in Marist values each year. There are four basic themes each containing virtues to be learned during a given year.

For Notre Dame’s 2020–21 school year, the theme is humility and simplicity. A key member of the school’s Campus Ministry group, Fr. James Strasz, s.m., discusses how this year’s theme can help get us through some very uncertain times.

By Fr. James Strasz, s.m., Campus Ministry

The novel coronavirus has thrown us into a state of uncertainty. What happened to normal? Better yet, what is normal? The word normal comes from the Latin language and describes a carpenter’s square to set things perpendicular and therefore square with each other. For us, normal is probably best described as “something established by authority, custom, or general consent as a model or example” (Merriam Webster). We make or consent to what is “normal” and in this time of pandemic with its confusion normal as we have known it in our daily lives it is out of reach. We have seen several attempts to define normal based upon different aspects of life itself whether these be economic, personal freedom, political, etc. I raise the question because as we start another school year albeit a very different one, we might ask how do we define normal. I would propose that it is to be found in learning two important aspects of life: simplicity and humility.

Simplicity and humility are often defined as two virtues or values. Virtue and value are not the same and so it might be helpful to briefly distinguish them. A value is something we treasure in life. We place as something of worth. Hence, we consider it of value.

We also arrange our values according to how important it is in our life and by the way we define happiness. Happiness is a state we all reach for and it involves many different feelings and emotions. Happiness should not be confused

with being happy, which is momentary and changes because it is located in an emotion. Happiness, on the other hand is a state of being we all seek – an ultimate goal for our lives. Happiness, for our purpose here could be defined as that state of being wherein we are truly ourselves and can pursue what is best for ourselves and others.

A virtue is a way to cement the place of value in one’s life. Virtue is the making of good habits specifically chosen to fulfill happiness. People develop habits for many things. But we also develop habits specifically because they move us to happiness and excellence. This is virtue. And virtue is dynamic. Virtue demands we consciously choose to create certain habits. And we can lose virtue if we let those habits slip away.

Simplicity is more value while humility is what cements that value in everyday life. Simplicity is being forthright and honest about what is happening in our lives. Sometimes we limit the meaning of simplicity to streamlining things. For Fr. Jean Claude Colin, the founder of the Marist Fathers and Brothers, simplicity was a value he often cited to his Marists as being of great importance in life. Colin believed an honesty and being straight forward in one’s relationships was essential to finding happiness in one’s life. He draws our attention to Mary, the Mother of Jesus as a prime example of simplicity. The beginning of simplicity is being honest with ourselves about our life, the world in which we live and most especially in our relationship with God. And Mary was

Simplicity

exactly that. She said what she meant and she acted on it.

Humility is the way to cement the value of simplicity in one's life. Humility is learning to be yourself. I often tell the students here at the school that humility is learning to be "comfortable in your own skin." A good way to test your humility is to stand in front of a mirror. What is it that comes to your mind as you look at yourself? Most people right away begin to critique their appearance or do not even take the time to look at oneself because it's a waste of time. Humility would start off by saying, "This is me". It is the self-realization of who you are and to stand before God as you find yourself.

Humility is learning to accept oneself as a human person coming from God and being made in his love and goodness. God loved us into life and God's love for us is totally unconditional. That even goes so far that God can love me in my sinfulness love me. God sees me exactly as I am and finds me lovable. God does not excuse my sins but God does love me because God knows me.

Humility is to have the ability to love oneself exactly as we are and to make the discernable movements to become who we truly are meant to be. It is a day in and day out task of choosing in every specific moment of our life to be authentically who I am as a person. Humility will demand that we treat others with the same dignity and respect we desire and understand what is ours before God. Fr. Colin would say it is the process of learning to say no to "greed, power and pride".

If the pandemic can make us cognizant of anything at all, it is that we all need to learn humility. We need to recognize our own place before God and to embrace this unconditional love that is given to us. At the same time, humility also teaches us that we may be the master of our own ship but we do not have control over all the forces around us. Life is and can be

difficult. What we do with those difficulties is important. Each person has an obligation to care for themselves, their loved ones and others. The stranger on the street is as much a special person to God as the people we love dearly. We are called to share from what we have with them be it materially, emotionally, or spiritually. The humble person knows who he/she is and shares the gifts God has given them. «



A new scholarship offered to Notre Dame students carries the legacy of a 2017 alumnus who represented ‘everything the school stands for,’ says one of his classmates.



A QUIET GRACE

The family of Notre Dame Prep alum David Molnar recently established the David A. Molnar Endowed

Scholarship to honor David's life and to provide support to NDPMA students who have demonstrated resilience and courage in overcoming past or present challenges in their lives.

According to David's father, Robert Molnar, the scholarship also commemorates the positive impacts David made on his family's lives and the lives of those who knew him. David died suddenly in November 2019 at the age of 21.

"David was afflicted by acute onset epilepsy at the age of 11," his father said. "For many years he endured unpredictable seizures that dramatically altered his teenage years, a time that is usually filled with a multitude of activities and social experiences. He desired to live a normal life despite the fact that his epilepsy

made his life extraordinary and significantly limited his ability to truly enjoy the freedoms that all teenagers covet."

Robert stressed that his son, who graduated in 2017, was determined to beat this health enemy no matter what obstacles he had to overcome.

"David always strived for perfection and worked harder than most while managing his affliction with a quiet grace," he said. "He rarely spoke of his epilepsy, likely due to the fact that he wanted to be seen and treated just like everyone else. His perseverance, optimistic attitude, wonderful sense of humor, and passion to overcome his condition was courageous and inspiring."

The new scholarship provides for two awards to be made each school year to a rising eighth-grade student and a rising 12th-grade student at Notre Dame. The awards will be used for tuition and fees incurred during the eighth-



and 12th-grade academic years.

"Having lived through what David endured and having witnessed his courage and faith, our family wishes to distinguish those students who carry a burden but who do not let it define them and who give extra effort in fighting through adversities that many others do not realize," his father said. "It's tough to be an NDPMA student, as the demanding curriculum and requirements are rigorous and necessitate hard work. To those students who do this while going through additional trials and tribulations that most others can't even imagine, we salute them and wish to honor their tenacity and work ethic."

One of Molnar's classmates who knew him well recalled his friend's own tenacity and work ethic.

"When I think of my friend David, I am reminded of his strength of spirit," said Joe Tuski, who also graduated in 2017. "David dealt with very difficult circumstances all while maintaining a great attitude. I am inspired often by his resilience and fortitude and I'm convinced that his strength was indeed rooted in his faith in God and support from his wonderful family and friends. David will be in my heart always, and his memory will continue to make me grateful for my own blessings."

Dan Staniszewski NDP'02 is a longtime math teacher at the school and remembers his former student well.

"David was one of the kindest people you could ever meet," he said. "He always wanted to learn more and

understand everything better. And David lived the mission of the school. If we had more people in the world with David's kindness and character, the world would be a much better place."

Another one of Molnar's high school instructors was Melissa Archer, who teaches English at Notre Dame Prep. She's also a member of the school committee that recommends Molnar scholarship recipients.

"I taught David in his junior-year English course and found him to be a conscientious, hardworking, kind and upright person," she said. "He was eager to grow in his academic skills and reacted well to setbacks. Among his classmates, he had many friends and while dealing with his health, he seemed to be enjoying a full life."

Archer also said she admires the Molnar family for honoring their son with the scholarship.

"What a great act of kindness to lift up future NDPMA students to courageously rise above challenges to fulfill the school's mission," she said.

Mary Jane Pasko, who recently retired from the main office at Notre Dame, also was a big fan of Molnar.

"David taught me a lot about living with an unusual condition and that he never let it stop him to do or try anything," Pasko said. "He even wanted to sing in the choir in front of the entire school. He just wanted to experience everything every other NDP student experienced. I'm so sad that David left us way too soon but will forever be happy

ABOVE LEFT

David Molnar celebrates his 2017 Notre Dame Prep graduation with siblings Maria NDP'13 and Robert NDP'14.

OPPOSITE

Molnar was a big fan of University of Notre Dame football.



THE SCHOLARSHIP IS OUR WAY OF MEMORIALIZING AND
RESPECTING THE POSITIVE EFFECTS DAVID HAD ON THE LIVES OF HIS FAMILY,
FRIENDS AND COMMUNITY, AND TO SHARE OUR ADMIRATION FOR THOSE
WHO CONTINUE TO DO SO.

that I knew him.”

Two other classmates also recall their fellow alum.

“I remember his smile and positivity the most,” said Dana Pangori. “David’s positive energy brought calmness and comfort to everyone he encountered.”

Luke Adams was happy to hear about the scholarship.

“I think it’s an amazing idea,” said the Columbia University senior. “David deserves to be remembered in this way as he always appeared to represent everything NDP stands for.”

Robert Molnar says that’s exactly why his family has endowed this scholarship, which was initiated for the 2020-2021 school year.

“We want to recognize families who are enduring real struggles, as we know those challenges well,” he said. “We recognized how David shouldered his burden; it was inspiring and will always positively influence our family’s lives. That’s why we want to acknowledge these attributes and to celebrate those who demonstrate similar traits.

“These attributes define character and provide a challenge for each of us to rise above our difficulties and to be the best that we can possibly be,” he added. “The scholarship is our way of memorializing and respecting the positive effects David had on the lives of his family, friends and community, and to share our admiration for those who continue to do so.” «

The David A. Molnar Endowed Scholarship was established in 2020 by Dr. and Mrs. Robert Molnar, in memory of their son. Before his untimely passing in November 2019, David exemplified the mission of our school, of which he was a proud alumnus of the Class of 2017. The award bearing David’s name recognizes a rising Notre Dame Middle School 8th grader and a rising Notre Dame Prep senior for demonstrating resilience and courage in overcoming challenges in their lives, and for serving as positive role models for other students.

A note on creating scholarship funds: Scholarship funds, like the David A. Molnar Endowed Scholarship, are often initiated in honor of or in memory of a loved one and award assistance with tuition and fees to deserving students attending Notre Dame Preparatory School and Marist Academy. They typically represent the goals and values of the person for whom the fund was established.

Please contact Mark Roberts, vice president for advancement at Notre Dame, (248-630-7720 or mroberts@ndpma.org) for more information on the Molnar scholarship or establishing a new scholarship fund.





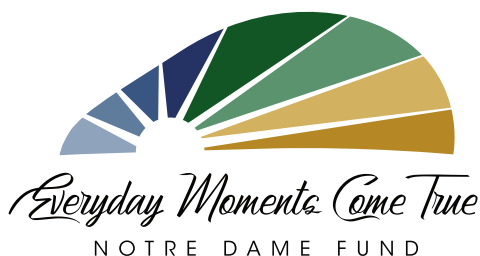


EVERYDAY MOMENTS COME TRUE



“Be ever watchful [and] leave nothing untried ... from the rising of the sun to its setting.” So said Pope Gregory XVI to Fr. Jean-Claude Colin in 1836 when he approved the Society of Mary as a new religious order. It was an unsettling time in France and around the world much like it is today.

The priests of the Society of Mary, which we also call the Marist fathers, began as missionaries after the French Revolution tore the country apart in the early 1800s. In one of the rural districts they often visited, a bishop invited them to run his school. The idea of a Marist education was born—a place where young men and women were enriched by academic learning but not before they learned how to follow Christ as Mary did and to become responsible citizens. —>



RIGHT

The inspiration for the annual appeal's wordmark comes from the address Pope Gregory XVI made to Fr. Jean-Claude Colin in 1836. Shortly afterward, a young Marist priest named Peter Chanel, s.m., set out on a mission to the South Pacific. Still today, there are Marist schools in New Zealand.

Parents, alumni and friends impact lives of students and teachers

Notre Dame carries that same legacy of learning today. Our mission is more impactful now more than ever as families across Southeast Michigan grapple with the challenges the COVID-19 pandemic has brought us. This is also a time of great opportunity, the one Fr. Colin, the Marists' founder, saw almost 200 years ago.

"Parents, grandparents, alumni, parents of graduates, and friends of the school have told us these last several months they want their annual gifts to have a greater impact. For Fr. Colin and for Our Lady's school, the lives of students and teachers are most important to our mission," said Mark Roberts, vice president for advancement.

"We listened to our community and have carefully chosen a 'basket of funds' for donors to support in an annual appeal this fall. Each fund will benefit the very heart of our Marist school—a place where students learn how to follow Christ as Mary did and become responsible citizens. Our mission is more relevant than ever, especially during these challenging times for Catholic education," Roberts added.

Donors may choose to support one or more of these funds in the 2020-2021 appeal:

NOTRE DAME FUND

This fund typically bridges the gap between tuition revenue and the real cost of a Notre Dame education. During COVID-19, gifts to this fund are helping the school purchase personal protective equipment for students, faculty and staff, additional cleaning supplies and services, and the technology and training for teachers to deliver instruction virtually.

FINANCIAL AID FUND

A growing number of students attend our school because of the generosity of donors who contribute to this fund. While many current families have not been affected, some parents have asked how to keep their children enrolled. Your gift is pooled together and distributed to families in financial need.

FACULTY EXCELLENCE FUND

Teachers have been essential since Fr. Colin first imagined a Marist education. This year, in particular, you can honor a current or past member of the faculty by making a gift to

this fund. It supports salaries and professional development opportunities for teachers in the lower, middle and upper schools.

Head of School Andrew J. Guest said gifts to the Notre Dame Fund are a crucial part of the school's daily operations.

"As an independent Catholic school with no direct support from outside entities, we typically rely on only a few sources of revenue. Tuition covers 80 percent of the school's annual expenses and the Board of Trustees sets tuition intentionally below cost each year to keep a Notre Dame education affordable for as many families as possible," Guest said.

"Other revenue streams, including philanthropy, bridge the gap between tuition and the true cost of a Catholic education.

"While comparable Catholic schools draw on an endowment to support operating expenses, Notre Dame's endowment is relatively small, making the need for annual gifts that much more important," Guest added.

The school is introducing a new donor recognition society this fall, the Leadership Circle. Members make special gifts to one of the three funds in the school's annual appeal and receive benefits depending on their individual level of giving. Benefits include an invitation to the Annual Reception, among others. See the sidebar for more information.

"Making a gift to our annual appeal will transform the lives of children from pre-kindergarten through 12th grade, and it's a vote of confidence in our outstanding educators who are going above and beyond for students and families every day," Roberts said.

"As Notre Dame takes unprecedented strides to support those in its care during this time, our new annual appeal will ensure students enjoy an educational experience that has come to define our school," added Jill Seitzinger, board member and Advancement Committee chair. "Every gift, no matter the size, will make an everyday moment come true for both students and teachers."

For more information on the Notre Dame Fund, visit www.ndpma.org/support or call 248-630-7718.

NOTRE DAME FUND LEADERSHIP CIRCLE

The Leadership Circle is a new donor recognition society for alumni, parents, grandparents, parents of graduates, and friends who make special gifts to the school's annual appeal.

Benefits of Giving

\$1,000 - \$2,499

An invitation to the Annual Reception held in the fall. Advance copies of IRISH magazine published three times per year. Special recognition in the Honor Roll of Donors.

\$2,500 - \$4,999

And, an opportunity to name an Annual Scholarship to support a student in financial need or for academic achievement. For more information, visit www.ndpma.org/scholarships.

\$5,000 - \$9,999

And, a seat at one of a series of Roundtables, a small-group conversation with administrators and board members about the school's future. The Roundtables will be held via Zoom.

\$10,000 - \$24,999

And, a personal invitation to the Leadership Circle Dinner with other members at this level hosted by the President and Head of School.



For more information, visit www.ndpma.org/leadershipcircle or call 248-630-7718.

2019-2020 Honor Roll of Donors

Everyday moments are made possible by the generosity of the alumni, parents and friends who support the Notre Dame Fund. We gratefully acknowledge these donors who contributed to the Notre Dame Fund between July 1, 2019 and June 30, 2020.



Members of the Leadership Circle contribute annual gifts of \$1,000 or more each year. Their generosity helps us bridge the gap between tuition and the true cost of a Notre Dame education.

LEADERSHIP CIRCLE

Our Lady of Lourdes Society **\$10,000-\$24,999**

Bill and Gail Borgiel P'12
Pat D'Agostini P'98, P'99, P'01, P'03, GP'30, GP'32
Tim Easterwood P'21 *
Daron and Linda Gifford P'02, P'11
Paul Housey ND'88 and
Amber Housey P'21, P'22, P'24
William Kozyra P'03, P'05, P'06
Ed and Christina Lis P'25, P'27
Frank and Maureen Roth P'22, P'23 *

St. Joseph Society **\$5,000-\$9,000**

Bruce and Lissa Barron P'09, P'10, P'12
Bob and Barb Brzustewicz GP'16, GP'21
Tom and Shelly Hauck P'17, P'19, P'22
John Henke ND'58 and Vera Ruseckas
John and Anne Kennedy P'19, P'22
Tim and Shari Knutson P'12, P'15, P'18
Gino Mersino P'19, P'22
Steve and Laura Pangori P'13, P'15, P'17, P'18
Kris Powell ND'75 and Jennifer Powell P'16
Matthew and Whitney Schmit P'26
Brad and Jill Seitzinger P'18, P'21
Mary (McLaughlin) Spencer SF'52 *
Pete Sullivan ND'82 and Stacy Sullivan
Ward Utley Family Foundation *
Betty A. Wroubel +

St. Anne Society **\$2,500-\$4,999**

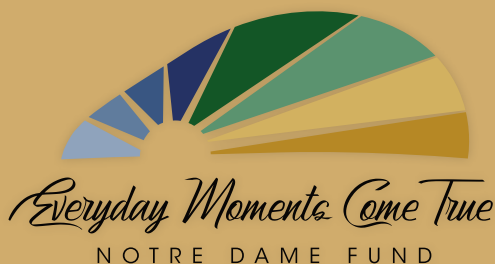
Dan and Jennifer Beaudoin P'19, P'21, P'26, P'27
Mike Bourlier and Pam Bourlier +
Tony and Michele Chabot P'17, P'21, P'21
Kathy Chinavare +
Fabian Fregoli ND'89 and
Loreta Fregoli P'18, P'20, P'25
Michael and Jill Genord P'11, P'13, P'16, P'18

Andrew Guest ND'84 and
Karen Guest P'12, P'16, P'19 +
Robert and Christine Hoepfner P'16, P'18, P'21
Tom and Jennie Kenny P'17, P'19, P'24
Gary and Laurie Keoleian P'21, P'23, P'26
Allan Kochanski P'18, P'22
Harve and Laura Light P'24
Jon and Carrie Lytle P'17 +
Sean Maloney ND'75 and Laura Peppler-Maloney
Charles and Doneen McDowell P'22
Mike and Lora Mlinarcik P'96, P'99
Barbara and David Pilarski P'10, P'12, P'18
Tom and Leslee Risi P'12, P'19, P'21, P'22
Marc and Ticki Silver P'18, P'21, P'24
Joe Sobota ND'95
Ryan and Amanda Stacey P'20, P'22
John and Stacy Wernis P'24, P'27

St. Peter Chanel Society **\$1,000-\$2,499**

Joseph and Angela Aiello P'25, P'25, P'25
Carl Anderson and Michelle Holwey P'19, P'22
Tim and Diana Atkins P'15, P'17 +
Brent and Jennifer Bassett P'28
John and Kim Blakeslee P'18, P'19, P'24
Tony Block ND'80 and Maureen Block P'08 +
Charlie and Janet Bloom P'22, P'24, P'29, P'33
Bill and Laura Brickley P'06, P'09
Rob and Liz Brisley P'14, P'20, P'21
Dan and Linda Brouns P'19, P'22
Tony and Mia Burbank P'10, P'17, P'24
Roger Byrd ND'59 and Mary Jo Byrd GP'16, GP'18
Tom and Margaret Convery P'04, P'06, P'09,
P'18, GP'31
Tom Cousins and Sharyn Yambrick-Cousins P'18, P'22
Lyle and Helen Davis GP'19, GP'21
Bob and Jill Dudek GP'25, GP'27, GP'30 *
Mike and Mary Durkin P'00, P'01, P'06, P'12, P'14,
P'16, P'16
James and Gina English P'18, P'21
Roger and Sandy Favrow GP'21 +
Jim Gammicchia NDP'99
Mark Gaynor ND'83 and
Carrie Gaynor P'17, P'20, P'20
Paul Gaynor ND'84 and Rita Gaynor P'12, P'18, P'20
Preet Gill and Navneet Athwal P'25, P'30
Stan Guest ND'80 and Lily Guest P'06, P'08, P'12, P'13
Pat Haddad ND'81 and Liz Haddad
Michael and Shannan Heaman P'22, P'22
Jerry Hendler and
Denise Glassmeyer P'06, P'09, P'13, P'17
Brett and Gayle Hinds P'23
Bob Hoehn SF'60 and Judy Hoehn
Mike and Linnea Holycross P'18, P'20

Gerard Housey ND'77 and
Laure Housey P'16, P'19, P'22
Aimée Huyser P'26 *
Ruth Irwin GP'19, GP'22
Paul and Gitta Judd P'18, P'21
Jon and Cecilia Karr P'14, P'20
Mike Kelly ND'73 and Cindi Kelly P'00, P'03 +
Christopher and Janet Kostiz P'22
Michael and Lisa Kozemchak P'25, P'25
Robert and Jill Lanham P'23 *
Mark and Ely McCaskey +
Craig and Amy McLeod P'21, P'23 +
Brad and Mariann Merrelli P'02, P'04, P'06
Chris Milback and Barb Ciesliga P'21, P'23, P'25
Brendan and D'Arcy Molloy P'12
Inacio and Andrea Moriguchi P'12, P'14
Bruce and Cathy Morris P'02
Steve and Julie Neiheisel P'14, P'18
Mike and Debbie Newman P'17, P'19, P'22
David E. Osiecki +
Paul and Laurel Ostin GP'30 *
Randy and Mary Jane Pasko P'06, P'07, P'10 +
Tim and Ilona Philippart P'21
Philip Phillips and Mattie Scott-Phillips P'25, P'25
Anthony and Courtney Plas P'23, P'25
Joe and Anne Marie Redoutay P'14, P'17, P'21
Dave Rice ND'81 and Peggy Rice
Mark D. Roberts +
Gerard and Karen Roose P'12
Scott and Wendy Rossmiller P'27
Tony and Jane Rudder GP'31
Heiner and Nicole Salzmann P'21, P'23 *
Greg and Kit Scheessele P'15, P'19
Patrick and Sandi Seyferth P'17, P'21
Bill and Diane Sollmer P'13, P'16, P'20
Joe Spada + and Jo Lake-Spada
David and Ann Stone P'14, P'21
Tom and Dorothy Stuart GP'12, GP'14, GP'14, GP'16,
GP'17, GP'19, GP'20
Kevin Finn and Janice Suchan P'19
Ed and Robin Tashjian P'04, P'05, P'07, P'10
Laurie Terzano P'10, P'12, P'13, P'17
Ryan and Carrie Thorpe P'23
Fr. Stan Ulman
Kyle and Katherine Urek P'29
Mike and Regina VanDieren P'17, P'19, P'22
Noel and Emily Villajuan P'26, P'29
Bob and Mary Watson P'12, P'15 +
Andrew Woodcox NDP'08



We are equally proud to recognize these donors who supported our 2019-2020 annual appeal.

Fleur de Lis Club \$500-\$999

Deacon Jim Berch ND'59 and Carol Berch P'84, P'92
 Don and Mary Jo Carlson GP'21, GP'33 *
Patrick and Janice Carraher P'20, P'22
John and Jane Connor GP'23, GP'25, GP'28
 Teresa Famularo P'13, P'17, P'19 *
Pat and Rene Fox P'22, P'22 +
 Albert Gelles ND'94
DJ Goebel NDP'07
 Dennis and Cathy Goebel P'05, P'07
Ed and Carrie Greif P'19, P'22
John and Terry Hensler P'20, P'24
Charles and Carolyn Hubbard GP'19, GP'22
Phil Jeszke ND'76 and Dawn Jeszke P'10, P'14
 Anthony and Christina Joslin P'17, P'19, P'22, P'25
John Kaminski ND'86 and Joan Pletcher
Norm Kotarski +
 Rick and Debbie Kozole P'18, P'20
 Michael and Fay Larsson P'19, P'22
 Mike Lesnau ND'72, P'98, P'01, P'06
 Edward and Marilyn Lis GP'25, GP'27
James Lyjynen and Heather Sullivan P'15, P'19, P'22
 Joe Martin +
Dan McCaffrey and Kathleen McCaffrey +
 James and Maria Meli P'22 *
 Dave and Cathy Milback GP'21, GP'23, GP'25
 John Mills ND'58 and Diane Mills
Kathleen Offer +
 Kenneth Pallach ND'82 and Lisa Pallach P'20
Ken Parent +
Ken Rogers SM'57 and
Jane (Webster) Rogers SF'54, GP'17, GP'19, GP'22
Aaron and Debra Silver P'19, P'22, P'26
Jim and Kelly Simon P'24, P'26, P'29 +
Gregory Simon ND'89 and Lacey Story P'22, P'25 +
Br. Martin Singer Obl. OSB +
 David and Heather Smith P'22, P'24
Tom Soules ND'59 and Barbara Soules
 Marc and Julie Topoleski P'18, P'20 *
Patrick and Tamara Valade P'23
Joe Vicari ND'75 and Rosalie Vicari
Mark Zuccaro and Cathy Zuccaro +

Fighting Irish Club \$250-\$499

David and Ann Marie Allard P'14, P'14, P'17, P'20, P'22
 Derek and Jennifer Archey P'18, P'23, P'26 *
 Edward Archey *
 Mark Beck and Susan Rancilio Beck P'22 *
Henry Bender ND'75
 John and Stephanie Bingham P'25, P'26 *
Ken Bowers and Kathy Bowers P'07, P'12, P'16 +
Jim Brown SF'53 and
Rosemary (Bentham) Brown SM'53
Ann Walker P'23
 Christine Busby GP'19, GP'24 *
Jerry Caroselli ND'82 and Van Caroselli
Susan Clifford P'02
 Joseph and Kathleen Conroy P'14, P'18, P'18, P'23
Frank Coppola ND'73 and Robyn Coppola P'00, P'03
 Alek and Lorrie Cvetkovic P'23, P'25
Edward and Margaret DeChambeau GP'17, GP'18, GP'21, GP'23
 Denise (Charlebois) Denis PC'73 and
 Dave Denis P'01, P'04, P'07
 Dave Disser ND'89 and Jennifer Disser
Tom Durkin NDP'00 and Lauren Durkin
 Ralph and Pam Engler GP'17, GP'21, GP'21 *
 Gregory and Marilu Fitzgerald P'20, P'21 *
 Mark and Lisa Fraser P'22
 TJ Gartner NDP'07 *
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UNWAVERING ENVOY

Notre Dame alum serving his country in the South Pacific says his high school was indispensable in preparing him for life as a diplomat, husband, father and man of faith.

When Notre Dame alum Joseph Cella ND'87 was six years old, while most of his friends were likely focused on "Sesame Street," "Mr. Potato Head," "GI Joe" and perhaps Atari's "Pong" TV game, he began his lifelong journey of following public policy, world events and politics through newspapers and the only three TV news networks available back then.

As his education advanced through St. Augustine Catholic School in Richmond, Mich., Notre Dame High School in Harper Woods, and Hillsdale College, where he earned a Bachelor of Arts degree in 1991, he became even more of a student of the world, and ultimately many professional opportunities presented themselves as a result, culminating in his current position as the U.S. Ambassador to Fiji, Kiribati, Nauru, Tonga and Tuvalu.

"As long as I can remember, I've always had a desire to serve our country in some capacity, and when this was presented to me for my prayerful consideration in late 2019, I was totally prepared to answer the call to serve and lead an embassy team," Cella said. "It is a high honor, a joy, a privilege and a blessing to serve in this capacity."

Cella has more than 25 years of experience in public service as well as in the private sector and nonprofit work. He has advised members of the U.S. House of Representatives, served on the boards of several non-

profit organizations, and worked as a confidential advisor to various public officials, religious leaders and business professionals.

He is a co-founder of the Pontifex Group, a consulting firm whose practice areas include public policy, public relations, crisis management and is the founder of the National Catholic Prayer Breakfast, which has hosted numerous presidents, chief justices and many others in the political and business world. He also helped found and served on the boards of In Defense of Christians and Fidelis: Catholic Vote, and worked with more than a dozen other nonprofit organizations, including Hillsdale College.

BRINGING GOD'S SALT AND LIGHT TO ALL WE ENCOUNTER

Now well-entrenched at the embassy, which is located in Suva, the capital of Fiji, an archipelago of more than 300 islands northeast of New Zealand, Cella reflected on the rewards and challenges of a U.S. ambassadorship.

"The rewards are many, including serving as an official representative of the United States of America," he said. "Also, living outside of the U.S. for the first time, it is humbling to find out how many people hold America in the highest regard and are fascinated by our history, culture and people. Plus, it's rewarding to be able to interact with great people from all walks of life in these

OPPOSITE

U.S. Ambassador Joseph Cella ND'87 is with children on a Kiribati beach during his accreditation trip in January 2020.

MY TIME AT NDHS SOWED IN MY HEART, MIND AND SOUL THE IMPORTANCE OF BRINGING GOD'S SALT AND LIGHT TO ALL THOSE WE ENCOUNTER, TREATING THEM WITH DIGNITY AND RESPECT.

island nations and learn more about their rich cultural tapestry and history."

As far as challenges, he said, not having more hours in a day is one of them, and "not being able to remember all of the beautiful and complex first names of our local staff is another."

the importance of bringing God's salt and light to all those we encounter, treating them with dignity and respect," he said. "This is integral to who I am today as I live out my vocation, and as a husband to my dear wife, and father to seven great children."

Cella also reflected on Notre Dame High School's closing by the Archdiocese of Detroit in 2005.

"It was bitter and sweet," he said. "Bitter, in that the building where the important early formation of thousands took place would no longer have the mighty strains of 'Shake down the thunder from the sky' echo through the halls. Sweet, in knowing the financial and demographic realities were soberly considered at a critical time, which has allowed the important work of the Marists to continue in a new location in Metro Detroit."

PANDEMIC IN PARADISE

Even though he's working and serving his country in the South Pacific many miles from the United States and his



ABOVE

In May, Ambassador Cella leads the inaugural Fiji Forward event to build economic partnerships between the United States and Fiji.

RIGHT

Ambassador Cella and Tuvaluan Prime Minister Kausea Natano are shown in January following his accreditation ceremony in Funafuti, Tuvalu.

However, Cella had no problem remembering some of the names from his time at Notre Dame High School.

"Mr. [Conrad] Vachon and Father [John] Kiselica were the greatest of teachers and were integral in the formation of me as a person, complimenting the vital work of my parents," he said. "They had a lasting impact on me and I will be forever grateful to them."

"Mr. Vachon and his brilliant ways in senior English inspired me to become an English major in college and Father Kiselica's teaching, encouragement and example heavily contributed to me engaging as a political volunteer during college and other advocacy work, and ultimately, to my vocation and life's work," he added.

He said Notre Dame honed his love and practice of his Catholic faith that he treasures to this day.

"My time at NDHS sowed in my heart, mind and soul



high school stomping grounds, Cella has not been unaffected by the global pandemic.

The five islands that Cella serves, which he said have relatively fragile health infrastructures, quickly locked down as COVID-19 began to spread worldwide. The island governments instituted protocols and then went into a prevention and containment mode, prohibited travel, and began scaling up PPE resources that Cella and the embassy helped facilitate.

Cella and his staff also were responsible for evacuating approximately 2,000 Americans from throughout the consular district, which is expansive given the many square miles spread out among the islands.

"However, Fiji was the only one of the islands to develop cases, peaking at 18, fortunately with no deaths, and all cases have since recovered," he said. "The government of Fiji has done an exceptional job in managing the plague."

Cella also discussed the upheaval currently extending to all corners of the globe as a result of the coronavirus.

"This is an epochal time we are living in," he said. "The current dynamic seemingly is a combination of small elements of other pandemics and other events in history: the Bubonic Plague, the Great Depression, World War II, the 9/11 attacks, and the global financial collapse in 2007-08. Essentially, this is a time when new rule books are being fashioned while navigating uncharted waters. No matter one's station or job, all have been impacted around the world."

As far as his own job, Cella said the work tempo and length of days radically scaled up beginning in mid-March.



"We sent American families home, shrunk our in-office embassy team to essential personnel with the rest of telecommuting, and then things were quite still for several weeks before travel corridors were re-opened, and we began to restore normal operations," he said. "The most challenging for me personally was being apart from my wife and children for four months, although living like a celibate bachelor monk bore great fruit for both my prayer life and my interior life." «

ABOVE

Ambassador Cella's official family photograph at his swearing-in ceremony in Washington, D.C., in November of 2019.



FRONT LINE

Alumni health care professionals stay nimble during COVID-19 pandemic

For more than half a year, heroic health care workers across multiple specialties have borne the brunt of the COVID-19 pandemic that has impacted Michigan and the entire country. In a life and death battle against a faceless enemy, many—including graduates from Notre Dame who have gone on to enjoy successful careers—continue to serve the public to the best of their ability despite putting themselves and their loved ones in harm's way.

"As a newcomer to the field, this has been a challenging yet exciting time during which clinical decision making and

organizational skills were put to the test," said **Leslie Theisen NDP'11**, a family nurse practitioner with American Indian Health and Family Services in Southwest Detroit.

"Over the last few months, our medical team has quickly adapted to best meet the needs of our community."

Due to the unprecedented nature of the pandemic, Theisen said most processes and procedures to prevent the spread of COVID-19 had to be developed and redesigned as new information and resources became available, all while continuing to provide services to patients during a pandemic.

As a standalone health center, AIHFS was able to implement curbside testing available to the public regardless of insurance status within weeks of the pandemic hitting Michigan.

"We serve as an access point to screen those who might be positive for COVID-19 prior to them seeking care at an acute care health center and overburdening the hospital systems," she said. "The process of testing does not stop with a nasal swab, but also comes with notifying patients of test results, meaning endless weekends of calling, educating, and offering what guidance we can. It also involves reporting results to the Detroit City Health Department for improved surveillance."

Thiesen said one of the biggest issues that has come to light since infections began is the health disparities among minority populations.

"That is an indisputable fact," she said. "It is part of our agency's mission to provide care and services to underserved populations in Southeast Michigan and it has been a privilege to be on the front lines of increasing access to testing and care for our, mostly minority, community."

"Although there is still a significant amount of work to be done to close the gap, giving our patient population a sense of control in managing their health during these times is moving toward the right direction," she added.

In response to a question on how her education helped prepare her for her role, Thiesen said "'how to be a primary care nurse practitioner during a pandemic' was not covered in school, but I am grateful for the multiple

educational experiences I have had, including my time at Notre Dame, which prepared me for these moments I experience every day."

Cate Desjardins NDP'06 has been in private practice as a psychotherapist for the past five years and quickly adapted to mandated social-distancing requirements by offering a telehealth component. For individuals who grapple with mental health issues, the pandemic presents a whole host of new challenges, from anxiety to depression and exacerbating self-destructive behaviors.

"It has been compelling working with my patients within these unprecedented circumstances and seeing how uniquely each individual responds to the same situation, given

their own history and internal makeup," Desjardins said. "My training emphasizes a stance of compassionate curiosity about the patient's experience and never making assumptions about what a person is feeling just because I've been through something similar."

"This has been invaluable working through an unprecedented situation where all of my patients and myself are living through the same crisis simultaneously," she added.

By working through her trepidations about the pandemic, Desjardins is able to set those feelings aside and create a safe space for clients to express and explore their own feelings in a therapeutic way.

"Of course, having my own therapy has also been crucial—people in

■ ■

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EXPERIENCES I HAVE HAD,
INCLUDING MY TIME AT NOTRE
DAME, WHICH PREPARED
ME FOR THESE MOMENTS I
EXPERIENCE EVERY DAY.**

■ ■

E WORKERS



LEFT

Dr. Jonathan Lezotte
NDP'06 is a surgical
fellow at Henry Ford
Health System.

helping positions need support and help, too," she said. "From my perspective, this pandemic is not creating a new mental health crisis—it's merely deepening and exposing the mental health crisis that already existed. I hope that the rising awareness about the necessity of mental health and mental health care will continue to grow and lead to more and better access to mental health care in the long-term."

A CHALLENGING AND INTENSE EXPERIENCE

When **Christelle (Penkala) David NDP'02** thinks back to the early days of the COVID-19 pandemic, she's still amazed at how quickly everything changed for her as an occupational therapist at Michigan Medicine (University of Michigan).

One day she was seeing cancer and lymphedema rehabilitation patients in Ann Arbor, and the next she was beaming into their homes through a video screen on their telephones or computers.

"Video visits pose a challenge for therapists due to the hands-on nature of what we do, however it allowed us to give the patient some tools to manage their symptoms until we were able to see them in clinic. A few therapists (including myself) were 'on-call' for the clinics where we would have to come in and treat only urgent/critical cases," she said.

While David has now returned full-time to her clinic (as of May), she said the severity and expediency of the virus infection rate left the health system scrambling for a solution to face-to-face care that could maintain patient safety in the confines of state and federal requirements.

"I was the only therapist within my specialty for the entire Michigan Medicine system for over a month while a majority of physical and occupational therapists were furloughed. I absorbed 10 other therapists' case loads, having to triage all of them to try and see as many urgent



patients as possible within a limited timeframe," David said.

"Because the patients I treat have chronic disease, we see them for months at a time, so it has created quite a backlog. With my cancer patients having to wait so long for treatment, many of them significantly declined, requiring urgent and aggressive remediation to improve symptom management and their overall quality of life," she added.

David said she is definitely concerned about the backslide and progress that he has made over the last few months for many of her patients.

"Some were hospitalized with COVID-19 symptoms. During their hospitalization, they experienced significant deconditioning, brachial plexus (nerve) injuries from

positioning and even cognitive difficulties which has required additional occupational and physical therapy for improving strength and balance," she said.

"Every day it is more evident the essential role that occupational and physical therapists play during this pandemic," Davis added. "Michigan Medicine has taken a serious approach to how many therapists are in the clinic, what routes are taken to bring patients in and out of the clinic, and rigorous cleaning protocols. Things seem to change daily and it has been a challenging and intense experience to say the least during this time trying to adjust to the new norm."

Julia Stevens NDP'98, a registered dietician and health coach with Active Nutrition LLC also saw her world turn upside down when Beaumont Health required her to go digital, and she's making the best of the situation.

"My in-person weight management classes contracted at Beaumont had to pivot to virtual overnight as the building closed and other clinicians



I THANK GOD EVERY DAY TO

ALLOW ME A CAREER WHERE

I CAN WORK SAFELY AND

CONTINUE TO HELP MY CLIENTS

MOVE TOWARD A HEALTHIER

LIFE. IT IS SUCH A BLESSING.

were furloughed. Thankfully, I have been seeing clients in a telemedicine platform for more than two years, which made the switch for me somewhat painless. What I did not expect was the change in how I counsel my patients," she said.

"The stress of the pandemic, of life, took a toll on my clients' health and normal routines that we had worked hard to manage. There was also an influx of individuals concerned with managing chronic diseases such as hypertension, high cholesterol, and pre-diabetes. COVID-19 has definitely made them aware of how susceptible these conditions make them to more severe infections," she added.

Utilizing a virtual telemedicine format has provided a secure place for Stevens to work one-on-one with patients from the comfort and safety of their homes.

"It has also allowed me access to those patients that I wouldn't otherwise serve due to geographical location," she said. "I thank God every day to allow me a career where I can work safely and continue to help my clients move toward a healthier life. It is such a blessing."

'NOTHING SHORT OF A NIGHTMARE'

Dr. Jonathan Lezotte NDP'06, a surgical fellow at Henry Ford Health System, said the intensity of the last few months has been a surreal whirlwind of critical care delivery to some of his sickest patients.

"When COVID-19 swept through Detroit and started to overwhelm the institution, I was front and center. My unit was quickly commandeered for ICU COVID-19 management and my fellows and I faced patients that were sicker than we have ever seen," he recalled. "We began working around the clock to help manage the massive influx of cases. With all the craziness that COVID-19 brought to our doorstep, our team stepped up to the plate to manage something so unprecedented and unpredictable."

He admits that seeing the virus ravage otherwise healthy patients' bodies has left an inimitable mark on his psyche, especially as the new father of a 9-month-old.

"My wife was the real rock star keeping the house going during my near absence because of my hospital duties," he joked.

Lezotte said he hopes the number of cases in Detroit continue to decline this fall.

"Life is starting to settle back down at the hospital and in my unit. I'm starting to see more of the surgical critical care cases I signed up for and looking forward to graduating my

fellowship and starting the next chapter in my career," he said. "Being on the front lines of a pandemic is a unique experience and one I surely will never forget."

Jonathan Zaidan ND'86, president of Lake Orion-based Women's Excellence OB/GYN clinic, summed up the current state of the health care industry best: "Health care has been extremely challenging secondary to the fact that there is fear along with an unknown. COVID-19 has made us all realize that all our technology and expertise does not protect us from a virus. The virus does not discriminate and we all feel vulnerable now."

"The challenge in health care is that we not only have to provide necessary and essential services to our patients, continue routine monitoring of their conditions and medications but also help to deal with significant emotional disturbances secondary to the fear that they are experiencing now that they feel a loss of control. Providing our patients a straightforward plan as well as empathy and compassion has been our approach during this crisis pandemic," he added. «

OPPOSITE

Leslie Theisen NDP'11, right, is a family nurse practitioner with American Indian Health and Family Services in Southwest Detroit.

RIGHT

Cate Desjardins NDP'06 (with her family) has been in private practice as a psychotherapist for the past five years.



IRISH NEWS FROM PAGE 7

tradition for the college-bound student-artists. Each of the seniors created a portrait of an orphan living in Venezuela as part of the Memory Project, a unique initiative in which art students create portraits for children and teens around the world who have been neglected, orphaned or disadvantaged.

Sandy LewAllen, who is the chair of Notre Dame's art department, said she packaged and shipped the portraits to Venezuela in early May. In previous years, portraits by NDP seniors have gone to Afghanistan, Haiti, Congo, Ghana, Mexico and Peru.

The charitable nonprofit organization Memory Project invites art teachers and their students to create and donate their portraits to youth around the world who have faced substantial challenges, such as neglect, abuse, loss of parents, violence and extreme poverty.

Administrators from the Memory Project say that kids in such situations tend to have few personal keepsakes, and project organizers aim to provide them with special memories that capture a piece of their childhood – portable pieces of their personal history. As much as possible, the Memory Project also wants to help the kids see themselves as “works of art.”

EDEN KONJA HONORED AS NATIONAL EDTECH LEADER

CoSN, the Consortium for School Networking, and technology news outlet EdScoop announced last May that Eden Konja, information and academic technology director at Notre Dame, was selected as one of only five EdTech Professionals in the United States for the 2020 NextGen: Emerging EdTech Leaders Program. The program annually recognizes rising technology leaders in



education outcomes.

“The 2020 NextGen Program cohort consists of a remarkable set of emerging leaders with the hands-on experience and vision needed to ensure that technology makes a profound difference in education,” said Keith Krueger, CEO of CoSN. “We congratulate each of the winners as well as all of the applicants on their accomplishments. This is a new generation of leaders who will help us create a new learning reality.”

Konja said he is grateful to the administration at Notre Dame for the opportunity to support the mission of the school through technology.

“I am humbled to receive this honor and very proud to have had a hand in the achievements in integrating technology for the purpose of enhancing the Notre Dame experience,” Konja said. “The school has been recognized by Microsoft and Apple for these achievements, but more importantly, it showed more recently when we were able to flip to remote learning within days of shutting our campus down due to COVID-19 and to continue our school mission virtually.”

NOTRE DAME'S WROUBEL NAMED STATE ATHLETIC DIRECTOR OF THE YEAR

Michigan's professional organization of school athletic directors, the Michigan Interscholastic Athletic Administrators Association (MIAAA), announced last spring that Betty Wroubel from Notre Dame Prep has been named the 2020 State Athletic Director of the Year. Wroubel will be

K-12 schools and districts across the United States who have embraced technological innovation to improve

presented the award locally at a date to be determined after the March MIAAA Annual Conference in Traverse City was canceled.

“I am blessed, humbled, honored, and very surprised to receive this recognition,” Wroubel said after learning of the award. “But this award truly is a tribute to and a reflection of our student-athletes, who are the heart and soul of our program; our coaches and training staff, who excel in their fields and are very dedicated to our mission; and our parents, who continue to support our programming. I am also fortunate to have a talented athletic team, Aaron Crouse, Sue Emerick, Duane Holmes and Maureen Radulski, who work very hard to produce a quality, educationally sound, competitive, mission-centric program.”



Andrew J. Guest, Notre Dame's head of school, said Wroubel is one of the most decorated high school athletic directors and coaches in the country.

“Her commitment to her students, her profession and our school is unshakeable,” he said. “She is a hard-working, dedicated and loyal administrator who has devoted her life to the faith formation, character and physical development of young men and women. Her contributions to educational athletics, particularly at the high school level, are immeasurable. You will not find a harder worker or stronger champion for educational athletics in the state of Michigan. We are very proud of Betty and this additional recognition adds to her long history of achievement.”

NDP STUDENT WHO WORKED ON PPE PROJECT NAMED TO FIRST ROBOTICS DEAN'S LIST

Nolan Kuza has been interested in computer science and coding since he was in the fifth grade. As a longtime member of the school's Killer Bees, he's also been providing his programming expertise for a number of years to that team. In addition, he has been applying those same skills to advance the school's CyberPatriot team.

In the midst of the early months of the coronavirus pandemic, when infections were raging and hospitals were struggling to keep up, he was called on to help create a new website for FIRST in Michigan that launched in the spring to keep track of the production of personal protection equipment by robotics teams in Michigan.

“Throughout those few weeks, I worked on the website along with an adult mentor from another robotics team, with about a 50:50 split in workload,” Kuza said. “For this project, I had been working in the back-end programming languages of Python and Javascript along with front-end languages HTML and CSS.”

Kuza is one of only a few students in the state chosen to work on the website project. Now, many in the Killer Bees robotics community who have been 3D-printing face shields are logging their donated items on



Nolan Kuza works on creating a new website for FIRST in Michigan that keeps track of the production of personal protection equipment by robotics teams in Michigan.

the website he produced.

Kuza also was named in May a local recipient of the FIRST Dean's List Award, which recognizes the leadership and dedication of the most outstanding secondary school robotics students. Typically, only 10 students nationwide are honored each year with the award, which goes to those who not only contribute to their own robotics team, but also work on and lead projects that benefit the whole community, such as the FIRST in Michigan PPE Challenge website.

THREE FROM NOTRE DAME GET NATIONAL ART HONORS

Two student-artists from Notre Dame Prep, junior Jason Stewart and senior Amelia Cumming, learned last March that they earned National Gold Medal Awards as part of the Scholastic Art & Writing Awards competition, one of the highest awards given by Scholastic. Past winners of the National Gold Medal Award include Andy Warhol, Sylvia Plath, Truman Capote, Richard Avedon, Robert Redford and Joyce Carol Oates. Senior Claire Brisley earned a National Silver Medal Award from Scholastic.

Stewart won a National Gold Medal for his drawing, "What



"Birthday Breakfast Pancakes and Berries," Mixed Media, National Silver Medal by Claire Brisley NDP'20.

Looks Back at Me," which also earned the National American Vision Award, the highest honor from Scholastic. Cumming won two National Gold Medals: one as a result of her drawing, "Abovewater III," and the other for the painting, "Miss Transubstantiation." She also



"What Looks Back at Me," a graphite drawing by NDP then-junior Jason Stewart, earned a National Gold Medal and the National American Vision Award.

earned three National Silver Medal awards.

In addition, then-NDP senior Claire Brisley won a National Silver Medal for her mixed-media piece titled, "Birthday Breakfast Pancakes and Berries."

The eight national awards

represent the most earned by any high school in Southeast Michigan.

In January, Scholastic announced that 34 Notre Dame Prep student-artists earned a total of 58 awards in its regional competition, the most in school

history.

The Scholastic Art & Writing Awards have an impressive legacy dating back to 1923. Over the years, the Scholastic Art & Writing Awards have grown to become the longest-running, most prestigious program for creative teens in the country.



"Miss Transubstantiation," Painting, National Gold Medal by Amelia Cumming NDP'20.

PRAYERS

Notre Dame mourns the loss of our dear brothers and sisters and invites our community to join with us in prayer.

Dr. Gary Bachara ND'64, Jan. 20, 2020

Philip Bieri SF'60, April 19, 2020

Lance Butler SM'58, May 4, 2020

George Denyer ND'58, Aug. 19, 2020

David Eineichner ND'70, April 5, 2020

Patricia (McKellar) Flemming SF'50, April 4, 2020

Marc Glenn NDP'02, July 11, 2020

Joseph Humphreys SF'58, March 29, 2020

Evelyn Jackalow SF'50, April 18, 2020

Fr. Roland Lacasse, May 11, 2020

Dennis Lufkin SF'62, April 22, 2020

Michele Dobski McDonald SF'67

Maureen (Croasdell) Mirovsky SF'64, April 4, 2020

Mark Rabchun ND'73, June 23, 2020

Frank Reeser Jr., Notre Dame High School teacher and coach, Notre Dame Prep junior varsity basketball coach, June 27, 2020

Eleanor (Kelley) Reno SF'53, April 17, 2020

Peter Rubino ND'84, brother of Anthony ND'97, April 27, 2020

Delores (Dennen) Sallee SF'58, April 23, 2020

Andrea Thomas NDP'99, Sept. 21, 2020

May their souls and the souls of all the faithful departed, through the mercy of God, rest in peace. Amen.

If you would like our community to remember a loved one in prayer, please email prayers@ndpma.org.

ALUMNI NOTES

Notre Dame Prep: (NDP); Notre Dame High School: (ND); Pontiac Catholic: (PC); Oakland Catholic: (OC); St. Frederick: (SF); St. Michael: (SM)

NOTRE DAME HIGH SCHOOL ALUMNI

Jerry Drenzek ND'75 is a volunteer at the Stahl Automobile Museum in Chesterfield, Mich. He was recently recognized in the Brass Horn newsletter.

Ronald G. Naski ND'66 has become a published author. After serving for 43 years in the field of education, Naski retired from the University of Detroit Mercy and began pursuing his lifelong dream of writing a mystery. He was inspired by Mr. Conrad Vachon when he was assigned "The Telltale Heart" by Edgar Allen Poe. Naski's book, "Lost at the Lake: A Jack McGraw Mystery," written with his brother Thomas, is available on naskibros.com or Amazon.com. He is currently working on his second book, "Cajun Heat," which is based on serial killings that plagued the city of New Orleans in the '70s.

NOTRE DAME PREPARATORY SCHOOL ALUMNI

Megan Aprile NDP'09 is currently a Spanish and English teacher at Clarkston High School. She graduated with a master's degree in K-12 administration from Michigan State University in 2018.

Carla Aranda NDP'16 recently graduated from Albion College with a Bachelor of Arts degree in communications and a double minor in philosophy and psychology.

Avery Arbelaez NDP'18 recently completed

his sophomore year at Xavier University before studying abroad in Madrid prior to the coronavirus pandemic. He interned with Amazon over the summer.

Matthew Arcori NDP'11 graduated from Michigan State University and currently works in the beer industry supply chain. He recently took over forecasting and orders for Samuel Adams in Oakland and Macomb counties. He also works with Michigan craft beer brands including Atwater and Griffinclaw.

Rebecca Barbaresso NDP'08 graduated from medical school last spring from Michigan State University and is pursuing an OB/GYN residency in Western Massachusetts.

Alexis Barker NDP'18 recently completed her sophomore year at University of Michigan double-majoring in economics and German.

Taylor Barry NDP'10 graduated from the University of Wisconsin with a bachelor's degree in art history and social welfare. Barry is finishing ESL classes and will pursue a volunteer residency in Sudan to teach students.

Ila Batah NDP'17 is a senior at University of Michigan studying computer science and will be working full-time at Deloitte in Chicago after graduating.

Sarah Beckett NDP'18 is currently attending Oakland University with a minor in English and plans to become an independent author.

Gabriella Bendtsen NDP'19 completed her freshman year at Michigan State University and is pursuing a double major in music and game design and development. She wants to be an audio technician and concept designer for games in the future.

Alexis Bokshan NDP'16 recently graduated from Northwood University majoring in marketing and advertising.

Katie Boncore NDP'17 recently finished up her junior year at Michigan State University pursuing a major in finance and a minor in economics. She currently works at Flagstar Bank as a home mortgage loan servicing intern.

Elizabeth Brouns NDP'19 recently completed her freshman year at the University of Michigan and will major in neuroscience.

Austin Cervone NDP'14 works for the public relations firm Weber Shandwick in Chicago, Ill.

Connor Cervone NDP'13 currently lives in Grand Rapids, Mich., and is a product development engineer at MAGNA Mirrors. He is married to his wife, Abigail, and the couple has two dogs.

Marisa Ciszewski NDP'16 graduated from Oakland University majoring in health science with a concentration in nutrition and health. She is pursuing a master's degree in public health at Oakland University. After graduation, she would like to work for the Centers for Disease Control and Prevention or attend nursing school.



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Alex Cousins NDP'18 is a junior at Michigan State University and is currently pursuing a Bachelor of Fine Arts degree in acting as well as minors in Arts and Cultural Management and musical theatre.

Kayla Donaldson NDP'18 completed her sophomore year at Michigan State University and is majoring in international relations with minors in philosophy and law and public relations. She plans to pursue a doctorate degree in media and information and become a college professor.

Judy Effendi NDP'19 is a computer science major at Michigan State University with plans to double major in UX design and minor in Spanish. At MSU she created a programming club with upperclassmen and served as a leader for women in engineering while participating in the Lear Innovation Challenge.

Elizabeth Elias NDP'09 received her master's degree from Oakland University and is currently running an autism clinic in Lake Orion, Mich.

Emily Finn NDP'18 completed her second year at Lawrence Technological University.

She is in an accelerated master's program for architectural design while working toward an additional bachelor's degree in interior architecture.

Meghan Fitzgerald NDP'14 graduated from Grand Valley State University in 2018 and currently works as an account manager for a software company that makes campground reservation software.

Jacob Galloway NDP'19 completed his first year at Grand Valley State University majoring in information technology.

Lila Ghaith NDP'17 is a senior at Wayne State University majoring in public health with a double minor in health psychology and neuroscience.

Allison Goodwin NDP'14 graduated from Duquesne University in 2018 with a degree in early child education PreK-4. She earned a master's degree at the University of Pittsburgh in 2019 and is currently a kindergarten teacher at a small Catholic school in Pittsburgh.

Sophia Gunterman NDP'17 is currently a junior at College for Creative Studies in Detroit and studying graphic design.

Eileen Haig NDP'17 is a senior at the Ross School of Business at University of Michigan and will work for KPMG in New York City.

Sara Hanna NDP'15 graduated from University of Michigan in 2019 and spent this past year working at the U.S. Department of Justice. She began law school in Washington, D.C., this fall.

Morgan Hoxsie NDP'10 is currently living in Minneapolis-Saint Paul, Minn., and working as a civil engineer. Hoxsie passed the professional engineer exam last fall and is a licensed engineer who is engaged and planning an October wedding.

Jermaine Johnson NDP'15 graduated from Loyola Marymount University in 2019 and is working as a sports reporter covering high school sports at a newspaper in Exeter, Calif.

Luke Juriga NDP'18 is attending Penn State studying political science with minors in Spanish and military studies. He is a member of the Air Force ROTC and on track to compete for pilot selection next spring.

Brandon Katta NDP'11 is a surgical resident with his soon-to-be wife, Taylor Abraham,

UPCOMING REUNIONS

INTERESTED IN PLANNING A CLASS REUNION?

Contact Beth Lockhart, Director of Alumni Relations, at alumni@ndpma.org or 248-630-7722.

NOTRE DAME PREPARATORY SCHOOL

Class of 2015

Plans are underway for the five-year reunion. If you are interested in joining the planning committee, please contact Hailey Atkins, hatkins1022@gmail.com.

Class of 2010

Plans are underway for the 10-year reunion. If you are interested in joining the planning committee, please contact William Mott, mottwilliamiii@gmail.com.

Class of 2000

Plans are underway for the 20-year reunion. Please email Francis LeGasse at flegasse@gmail.com if you are interested in joining the planning committee.

UPCOMING EVENTS

Due to the ongoing COVID-19 pandemic, the Notre Dame Alumni Association will host fall events online only and homecoming activities have been suspended for the year. For more information on upcoming virtual events, visit www.ndpma.org/alumni.

The Notre Dame Alumni Association Board of Directors:

Bobbie Hall NDP'00, Vice Chair	Mike Kastler ND'75
Jane Dika NDP'02, Secretary	Patty Dean Phillips SF'52
Dean Aldo PC'76	Meredith (Gifford) Scott NDP'02
Molly Campbell NDP'08	Dan Staniszewski NDP'02
Brian Dooley ND'85	Amy Tkac NDP'02
Lisa Healy NDP'98	

in Youngstown, Ohio, at St. Elizabeth Hospital. His story was featured for "Couples Matching in Surgery" on the American University of the Caribbean's (AUC) website. Katta graduated from AUC in 2016 in the top 10 in his class.

Katherine Kauffman NDP'16 finished her first semester at Florida International University and plans to graduate by next spring/summer.

Reagan Kazyak NDP'15 graduated from The College of Wooster in 2019 with a bachelor's degree in studio art focusing on medical sculpture. She is currently a student at California State University-Dominguez Hills studying orthotics and prosthetics, specializing in pediatrics.

Allison Kot NDP'16 is a senior at Michigan State University studying HR management with a minor in Spanish. This past summer, she interned for Sage Solutions Group.

Alexis Kraniak NDP'16 is studying physical therapy at Oakland University after graduating from the University of Michigan.

Ty Kraniak NDP'11 recently received his graduate degree in epidemiology and lives in Atlanta working as a consultant on international disease control and prevention.

Elizabeth Krencicki NDP'18 is a junior at the University of Michigan majoring in cognitive science with a concentration in computation and cognition.

Leah Krick NDP'16 recently graduated from Michigan State University with a Bachelor of Arts degree in Human Resource Management and a minor in Spanish.

Matt Kurowski NDP'09 currently works in software development at First Citizens in North Carolina.

Jenna Lammert NDP'12 received her MBA degree in 2018 and worked in sales before taking a big leap into starting her own business. She is a certified nutrition coach and group fitness instructor.

Sabrina Lasota NDP'16 is attending University of Central Florida to study hospitality management. She currently works for Disney as an assistant manager and trainer in Hollywood Studios.

Maria Lograsso-Gaitens NDP'10 is currently an elementary music teacher for Dearborn Public Schools. She lives with her husband in Ferndale with their son, Zedo.

Grace Mackey NDP'17 is a senior at Michigan State University majoring in the hospitality business. After graduation she hopes to find a job either working within operations for a professional sports arena or at a luxury resort.

Anna Madison NDP'17 completed her junior year at University of Dayton, majoring in accounting and minoring in Spanish. This summer she interned at Plante Moran and was accepted to University of Dayton's Master of Professional Accountancy program.

Tala Mahjoub NDP'17 graduated from University of Michigan-Dearborn in May with a bachelor's degree in biology and a certificate in Spanish Language Studies. Mahjoub will begin dentistry school at University of Michigan-Dearborn in the fall.

Desiree Messina NDP'08 will graduate with her master's degree in social work in December from the University of Michigan. She hopes to specialize in working to treat athletes who have eating disorders.

Malini Mukherji NDP'18 is double majoring in chemical engineering and materials science and engineering at University of Michigan.

Angela Munaco NDP'12 is a residential realtor and Notre Dame Prep varsity dance coach. She and her fiancé are recent proud parents of a puppy.

Matt Murphy NDP'11 graduated from Michigan State University and is employed as a research and development chemist in Richmond, Va.

Katherine Nachazel NDP'17 graduated from University of Michigan majoring in political science and Spanish. She will pursue a master's degree at the Ross School of Business and is hoping to attend law school to become a corporate attorney.

Sydney Newby NDP'19 is a junior in the Honors College at Bowling Green State University double majoring in International Studies and Spanish. Her goal is to apply to law school and work as an immigration lawyer.

John Opthoff NDP'11 graduated from Michigan State University and recently moved to Paris. He is a cybersecurity manager at GE Renewable Energy and is engaged to his fiancé.

Allison Perkins NDP'15 graduated from Michigan State University last spring and

is currently pursuing a master's degree in marriage, couple and family counseling at Western Michigan University.

Lauren Powell NDP'16 graduated from Michigan State University with a Bachelor of Science degree in neuroscience and a minor in Spanish. She will attend Emerson College in Boston, Mass., in the fall to pursue a master's degree in communication disorders.

Christine Scheer NDP'15 got married in September and is currently working on her master's degree in counseling with a focus in trauma.

Elizabeth Swartz NDP'16 graduated from the University of Michigan with a bachelor's degree in nursing and is a registered nurse with plans to work in a cardiovascular unit at a local hospital.

Deema Ujayli NDP'16 recently graduated from Oakland University majoring in health science. She was recently accepted to Michigan State University's Medical School.

Danielle Wagner NDP'18 completed her sophomore year at Miami University and is studying political science with a minor in criminal justice.

Brendan Weaver NDP'18 is a junior at Grand Valley State University majoring in biomedical sciences with minors in biology, chemical engineering, and business. This year he also got elected president of the pre-optometry club at Grand Valley.

Andrew Winiarski NDP'13 recently graduated from Michigan State University with a degree in chemistry. He got married last August and moved to Utah, where he works as a patient care tech at a hospital while attending nursing school.

Larissa Woryk NDP'13 is a doctoral student at University of Pennsylvania studying materials science and engineering to understand defect behavior crystalline interfaces.

Paige Zohoury NDP'11 is a catering coordinator for the Beverly Hills Marriott.

Notre Dame grad wins international biodesign competition, says NDP's IB program was hugely instrumental in her interest and ultimate success within the color and material design field in college

Turning zebra mussels into glass

Emily Marquette NDP'15 and a team of College for Creative Studies (CCS) graduate students took the grand prize at this year's Biodesign Challenge (BDC), an international education program and competition that partners students with biologists, artists, and designers to envision, create and critique emerging biotechnology.

Marquette and her team virtually presented their project, "Zebra Glass," at the Biodesign Challenge Summit in June along with 44 other student teams from countries around the world. Each project was judged by a panel of 50 experts from academia, the arts and industry, and finalists were from 12 countries across six continents.

For their project, Marquette and her CCS teammates proposed using zebra and quagga mussels, which are invasive to the Great Lakes ecosystem, as a source of calcium carbonate in the creation of region-based artisanal soda lime glass. The students' project aimed to transform these species from an ecological threat to an over-abundant resource that can be harvested and used for various building and decorative applications.

According to Marquette, who is in the Master of Fine Arts program at CCS studying color and material design, this year was the first time the college participated in the international challenge.

"The Biodesign Challenge participation was introduced as a new curriculum change to my materials lab course at CCS," she said. "In our class, one group was chosen by faculty and external industry professionals to represent CCS in the competition. Collaboration with other students and departments within CCS also aided us as we began our project."

ADAPTABILITY AND RESILIENCE

Their winning project — a collaborative effort by CCS students Mahsa Banadaki, Wei Huang and Marquette — was under the guidance of CCS adjunct professor Matthew Strong. The team also worked interdepartmentally with assistance from CCS Craft and Material Studies Chair Kim Harty and Assistant Professor and Section Head of Ceramics Ebitenyefa Baralaye. CCS noted on a press release that not only did the team demonstrate their creativity, but also their adaptability and resilience as "they worked under the added challenge of a global pandemic."

Chair of CCS Color and Materials Design Sally Erickson Wilson

said there already are plans for Zebra Glass 2.0 and the larger movement of 'better' materials.

"Our vision in color and materials design is that student work creates outcomes via non-obvious, material-led practices that result in a creative vision," Wilson added. "Then, working with cross-disciplinary teams, students can translate that vision into viable concepts. These projects are conversation starters where we hope people, consumers and businesses start paying extra attention."

NDP BIG PART OF SUCCESS IN COLLEGE

Marquette understandably is proud of winning the challenge this year, but she's quick to also give credit to her high school alma mater and its International Baccalaureate program.

"I was in the IB program at NDP with concentrations in IB Visual Art, IB English and IB History," said Marquette, whose twin sister, Claire, also graduated from NDP. "The level of thought and emphasis on process in the IB program helped me transition into college and graduate school seamlessly. The IB program instilled an academic confidence in me that allowed me to feel prepared in any assignment."

She added that NDP also prepares its IB students to broadly think through and assess each assignment with the appropriate time-management skills, and then respond accordingly and efficiently to complete each task.

"The IB program's emphasis on connecting elements of ideas has supported me in my continued academic career by identifying cross-disciplinary connections in order to reach a solution," she said. "Being able to recognize connections and establish collaborations between subjects and colleagues has been one of the most valuable skills I learned at NDP."

"In addition, Mrs. [Sandra] LewAllen's IB Visual Art course allowed me to see the opportunities within art and design for my future career, beyond just practicing fine arts," Marquette added. "And Mr. [Anthony] Butorac's IB English class allowed me to feel confident in my writing at both college and graduate studies level of work. Mr. Butorac's emphasis on prioritizing the use of language to express ideas while studying aesthetic qualities of text and literature has been hugely beneficial for my academic and professional writing skills." «



ABOVE

Emily Marquette NDP'15 said International Baccalaureate studies at Notre Dame Prep were instrumental in her university success.

BELOW

The winning project in the 2020 International Biodesign Challenge was submitted by Marquette and a team from the College for Creative Studies.





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