



Faculty & Staff Profiles

SAINT GEORGE ACADEMY · EAST VILLAGE, NEW YORK CITY



Mr. Andrew Stasiw

Head of School

COMMUNITY CHORUS, GRADES 9-12 · INSTRUMENTAL ENSEMBLE

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Mr. Stasiw has served as Head of School since 2015. He still teaches Community Chorus and advises the Instrumental Ensemble, and has spent nineteen years in education.

His path to the work was not a planned one. He grew up in Detroit, studied music at a conservatory, and toured internationally as a pianist before beginning a business career that took him to a vice presidency at a television and film production studio. When a teacher fell ill, he was asked to fill in for a few weeks. The temporary assignment turned into a calling, and he has been in schools ever since. He earned a Bachelor of Music at Wayne State University and an M.S. at St. Mary's University, and holds an Advanced Certificate in Educational Administration from St. John's University.

What he says about Saint George is that it is more a living argument about what education can be than a building full of classes: rooted in care, curiosity, and connection. He has watched students present research at the United Nations, perform on stage, and carry one another through hard stretches, and he takes that as the point — that education is less about achievement than about becoming one's fullest self. Every teacher here knows every student by name. The school celebrates hard work and laughter in roughly equal measure, and prizes ambition alongside empathy.

Saint George is a place of genuine belonging — a place where excellence and happiness coexist.

Outside of school he plays piano, hikes, and swims — the ocean and lakes both. He values compassion toward others, and the thing he hopes students take from him has nothing to do with a syllabus: that life is beautiful, and that gratitude should be a daily practice.

EDUCATION

- Wayne State University — Bachelor of Music
- St. Mary's University — M.S.
- St. John's University — Advanced Certificate, Educational Administration
- Conservatory training in music

IN THEIR WORDS

What inspired you to become an educator?

I love kids.

What do you enjoy most about working with students?

Their excitement about learning and succeeding.

Students are most successful in my classroom when they...

Let go of their inhibitions and prepare to soar in the newness of things.

What helps me build relationships with students

Honesty, and respect for them.

If a student is having a difficult day...

Come to my office and say hello.

Advice I wish someone had given me at your age

Relax. You do not need to prove yourself to everybody.

One thing I hope every student learns beyond the content of my class

That life is beautiful, and that gratitude should be a daily practice.

ONE TRUSTED ADULT

Trusted adults who made a difference in my life: **My high school math teacher and an orchestra conductor**

They gave me a saying I still recite to myself whenever I feel overwhelmed.

QUICK FACTS

HOMETOWN	Detroit, Michigan
HEAD OF SCHOOL SINCE	2015
ADVISES	The Instrumental Ensemble
YEARS IN EDUCATION	19
VALUE THAT MATTERS MOST	Compassion toward others
FAVORITE LOCAL SPOT	Malai Marke on 6th Street — chicken tikka masala every time; and Veselka
FAVORITE SUBJECT AS A STUDENT	Math
COFFEE OR TEA	Neither
ONE WORD	Creative — and funny
SURPRISING FACT	He worked with famous actors in film and television production, and has performed as a pianist for two U.S. Presidents
ALSO	Once shared a row with Melinda French Gates at the United Nations
ON HIS SHELF	The Shawshank Redemption, Seinfeld, and The Devil's Alternative by Frederick Forsyth
WOULD LOVE TO VISIT	China
OUTSIDE OF SCHOOL	Playing piano, hiking, and swimming — ocean and lakes

MESSAGE TO STUDENTS

Caring about others is loving yourself.



Dr. Chris Rogutsky

Assistant Head of School & IB Coordinator

TEACHING & LEARNING · INTERNATIONAL BACCALAUREATE · SCHOOL DESIGN
& INNOVATION

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Dr. Chris Rogutsky was practicing place-based education long before she knew there was a name for it. As a teenager bored by school, she sometimes skipped it to visit the red pandas at the Bronx Zoo.

“Why red pandas? Because what is cuter? Their tails, their faces — they're perfect.”

A voracious reader who grew up playing piano, clarinet, bandura, and fife and drums, she was never a conventional student. She loved her elementary school years but found much of her later education unable to nurture her curiosity or challenge her intellectually. By high school, she was largely biding her time until she could leave — and finding ways to educate herself in the meantime.

That experience has shaped a career spent creating the kinds of educational experiences she once went looking for herself: intellectually serious, creative, dynamic, beautiful, and connected to the world beyond the classroom.

She founded an educational program for children and families living in New York City homeless shelters, served as Assistant Principal at Hunter College Campus Schools, and later became Principal of the Long Island High School for the Arts. There, as many as 67 artist residencies could be underway at once, and she developed curriculum that invited young artists to use their own art forms to explore and communicate their inner lives. Her career has crossed public, independent, faith-based, arts, and higher education — settings that rarely appear on the same résumé.

Dr. Rogutsky also works at the intersection of schools and higher education. As a professor and graduate program director at Manhattan University, she prepares future school counselors and mental health professionals and has taught more than eighteen graduate courses. She also established Saint George as an internship site for Manhattan University counseling students, creating another bridge between theory and practice.

Some of her favorite projects have happened nowhere near a conventional classroom. For Ecosystems of Long Island, a grant-funded program she designed for eighth graders, students spent one full day each week outdoors — seining, conducting water testing, exploring local ecosystems, and learning aboard a historic oyster sloop. At the arts high school, she worked with architects to redesign specialized learning spaces. Her work with young people has also been featured frequently in the media, including a national television piece on a student puppetry project.

For Dr. Rogutsky, design and education have always been connected. She has designed pollinator gardens registered as Monarch Waystations, selecting plants to sustain wildlife across the seasons and even constructing a small river and

waterfall. Whether she is designing a curriculum, a school, a room, or a garden, she is interested in creating the conditions in which something can flourish.

Saint George is also a return to a place that has followed her through nearly every stage of her life. As a child, the East Village meant its Ukrainian institutions, including Saint George itself. As a young adult — with long black hair — it meant an edgier neighborhood of punk, record shops, thrift stores, and the Ukrainian places where she and her friends gathered. Today, she is back in the same few blocks, helping reimagine a school for a new generation of New Yorkers.

For her, being Ukrainian has also meant growing up with an understanding of the immigrant experience — of maintaining language and culture while simultaneously becoming part of somewhere new. That experience shapes how she sees Saint George's multilingual community and students whose families have arrived in New York from across the world.

She still wanders the neighborhood and the rest of New York on foot, often eight to ten miles in a day, noticing buildings, gardens, people, public spaces, and details other people hurry past. The East Village she knew as a child is not the one she knew as a young adult, and neither is quite the one her students inhabit today. That constant layering of people, cultures, histories, and change is part of what she loves about New York — and part of what draws her to place-based education.

For her, New York City isn't the backdrop to an education. It is part of the curriculum.

EDUCATION

- University of Pennsylvania — Ed.D., Leadership and Organization
- Additional graduate and professional study too extensive — and eclectic — to sensibly list here.

IN HER WORDS

What do you enjoy most about education?

Creating things that don't exist yet. I love taking an idea and getting incredibly granular about what it would take to actually make it happen. I have spent much of my career rebuilding and reimagining schools.

What do you believe about learning?

Chalk-and-talk education is boring. Learning should be dynamic and applied. Students should make things, go places, encounter people, ask questions, solve problems, and discover connections they weren't expecting.

If you weren't an educator...

I would be a landscape architect. No question.

What do gardening and education have in common?

You pay attention. You create the right conditions. You understand that different things need different things in order to flourish. And you have to be willing to get your hands dirty.

On being different

I have always done things my own way. It isn't necessarily easy being different because people don't always understand you. But you have to be authentically yourself. There is nothing particularly interesting about preserving the status quo.

QUICK FACTS

HOMETOWN	New York City
EARLY START	Began college at an age when most students are still in high school
CREATIVE LIFE	Wrote a book of poetry
AT HOME	A teenager and five exceptionally fluffy pets
FAVORITE FOOD PHILOSOPHY	Biodynamic
ONE WORD	Inventive
WHAT THE PRINCIPAL CALLS HER	An alien

MESSAGE TO STUDENTS

Being different isn't always easy. Do it anyway.

Pay attention to what fascinates you. Read constantly. Wander. Make things. Go places. Ask questions other people aren't asking. Find the people and experiences that make you want to know more.

School should help you discover who you are, but your education ultimately belongs to you. Don't be afraid to create some of it yourself.



Ms. Meaghan Cheung

Director of College Counseling

COLLEGE COUNSELING, GRADES 11-12 · GRADE 12 ADVISOR

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Ms. Cheung works with juniors and seniors in the College Counseling program. She grew up on Long Island and in New Jersey, studied at Yale as an undergraduate, and earned her law degree at Fordham.

EDUCATION

- Yale University — Bachelor's degree
- Fordham University School of Law — Law degree

She came to the work because she wanted to help students reach higher — and what she enjoys most is watching a student discover an opportunity, take a risk on it, and change the shape of their own life. Her office runs on planning ahead, meeting deadlines, and asking good questions, and it is also the room where a student can turn up simply because the day has gone badly.

Outside of school she cooks, plays tennis, and travels. She reads naval history for pleasure, would like to see the fjords of Norway, and — the fact students find hardest to believe — also serves as a village prosecutor.

What I enjoy most is seeing students discover new opportunities, take risks, and change their lives.

IN THEIR WORDS

What do you enjoy most about working with students?

Seeing them discover new opportunities, take risks, and change their lives.

Students are most successful in my classroom when they...

Plan ahead, meet deadlines, and ask good questions.

What helps me build relationships with students

Listening.

If a student is having a difficult day...

Come to my office and grab some candy — and maybe even talk me into making them a coffee.

Advice I wish someone had given me at your age

Take risks. Try new things.

One thing I hope every student learns beyond the content of my class

Mistakes are not the end. Second chances are real.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **My guidance counselor**

She was funny and understanding, and she encouraged me. She is the reason I aimed higher than I would have on my own.

QUICK FACTS

HOMETOWN	Long Island and New Jersey
ADVISES	Grade 12
VALUE THAT MATTERS MOST	Loyalty
FAVORITE LOCAL SPOT	Le Petit Parisien
FAVORITE SUBJECT AS A STUDENT	History
COFFEE OR TEA	Coffee — multiple times a day
ONE WORD	Empathetic
SURPRISING FACT	She is also a village prosecutor
OUTSIDE OF SCHOOL	Cooking, tennis, and traveling
ON HER SHELF	Dreadnought — in her words, the best naval history book ever
WOULD LOVE TO VISIT	The fjords of Norway

MESSAGE TO STUDENTS

There are amazing opportunities available to you — maybe things you have never thought of, or never considered possible.



Ms. Iryna Chuyan

Ukrainian & English Teacher, Center for Ukrainian Studies

UKRAINIAN I-IV · TECHNOLOGY, MIGRATION, AND MORAL CHOICE, GRADES 11-12 · GRADES 9-12 · HERITAGE CLUB

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Ms. Chuyan teaches the Ukrainian language sequence across grades nine through twelve and the eleventh- and twelfth-grade English elective Technology, Migration, and Moral Choice, which carries its own English Lab — a course that asks what it means to be human in an age of technological change and global displacement, through Ishiguro, Hamid, Warsan Shire, and Toni Morrison. She grew up in Lviv, Ukraine, and studied at the Kyiv University of Technology and Design. She has spent eighteen years in education.

Students are usually surprised to learn that she is an engineer. It is a useful thing for them to know about her, because it is close to what she hopes they take from her classes: that no one arrives at a life in a straight line, and that it is never too late to start something over from the beginning.

Her classes work best when students are genuinely interested in a topic — and, she says, when they discover that even prominent people are regular people, with their own hopes, mistakes, and courage. She builds relationships by listening and asking questions, and by having fun together while they learn. Outside of school she travels, hikes, takes long walks, sews, and skates.

Teaching them something useful — and learning from them at the same time.

EDUCATION

- Kyiv University of Technology and Design

IN THEIR WORDS

What do you enjoy most about working with students?

Teaching them something useful, and learning from them at the same time.

Students are most successful in my classroom when they...

Are interested in a topic — and when they discover that even prominent people are regular people, with their hopes, their mistakes, and their courage.

What helps me build relationships with students

Listening and asking questions, and having fun together while we learn.

If a student is having a difficult day...

Talk with me. Trust me.

Advice I wish someone had given me at your age

Never give up. Stand by yourself.

One thing I hope every student learns beyond the content of my class

Do not be afraid to start everything from the beginning.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **A Ukrainian camp counselor I had**

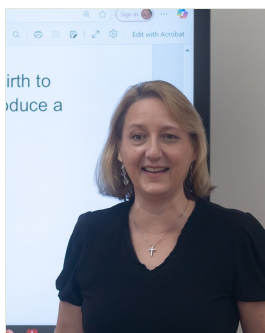
She listened, she was patient, and she was supportive. She encouraged me and inspired me to become a camp counselor myself — and that led, eventually, to my becoming a teacher.

QUICK FACTS

HOMETOWN	Lviv, Ukraine
ADVISES	The Heritage Club
YEARS IN EDUCATION	18
VALUE THAT MATTERS MOST	Respect
FAVORITE LOCAL SPOT	Veselka
FAVORITE SUBJECT AS A STUDENT	English
COFFEE OR TEA	Coffee
ONE WORD	Passionate
SURPRISING FACT	She is an engineer
WOULD LOVE TO VISIT	Alaska — and Disneyland
OUTSIDE OF SCHOOL	Travelling, hiking and long walks, sewing, and skating

MESSAGE TO STUDENTS

I will do my best and go the extra mile to help you learn and grow.



Ms. Liza Donovan

Social Studies Teacher, Center for Global Studies & Economic Systems

GLOBAL HISTORY · UNITED STATES HISTORY & CIVIC FOUNDATIONS ·
GOVERNMENT, ECONOMICS & GLOBAL SYSTEMS · GRADES 9, 11 & 12 ·
THEATRE COMPANY

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Ms. Donovan grew up in Queens, is a graduate of Saint George herself, and came back to teach here in 1992 after Barnard College and a graduate degree in political science from New York University. Thirty-five years into her career, she is one of the people the school is built around. Returning to teach where she had been a student mattered to her: she loved the culture of Saint George as a girl, and wanted the next generation to have the same experience and the same memories.

She teaches Global History: Conflict, Power & Perspective to the ninth grade, United States History & Civic Foundations to the eleventh, and Government, Economics & Global Systems to the twelfth. She teaches through active engagement — group projects, discussion, and real-world connections rather than reading about events at a distance. Her tenth graders spend several days on a simulation of the Congress of Vienna, each student representing a nation and negotiating the future of post-Napoleonic Europe: strategy, secret deals, and votes on the outcome. What they take from it is history, but also diplomacy, negotiation, and problem-solving. Her classes lean hard on public speaking, presentation, and writing, so that students develop their own ideas, work from a range of sources, and grow comfortable communicating them.

I want students to experience history firsthand, not just read about it.

What she wants new families to understand is that Saint George is a safe place where everyone knows everyone, small enough that teachers can work one-on-one with students and still hold the line on rigor. It is kind, caring, and supportive, and it has high standards. She is not only teaching social studies, as she puts it — she is teaching work ethic and integrity. The school teaches the whole student.

EDUCATION

- Barnard College — Bachelor's degree
- New York University — Master's degree
- Saint George Academy — alumna

IN THEIR WORDS

What helps me build relationships with students

I always listen to them first, and then respond.

Students are most successful in my classroom when they...

Participate, ask questions, work together, and step outside their comfort zone.

A favorite lesson

The Congress of Vienna simulation. They strategize, make secret deals, and vote on outcomes. It lasts for several days, and the students love it.

Advice I wish someone had given me at your age

Invest.

One thing I hope every student learns beyond the content of my class

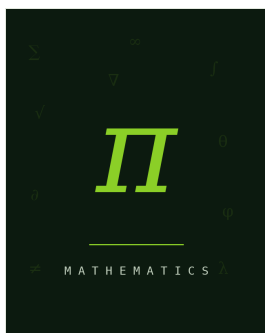
How to work hard and be efficient, responsible, and reliable — a valued employee, a valued friend, and a valued member of the community.

QUICK FACTS

HOMETOWN	Queens, New York
AT SAINT GEORGE SINCE	1992 — and a graduate of the school herself
YEARS IN EDUCATION	35+
VALUE THAT MATTERS MOST	Integrity
FOUNDED	The Drama Club and the Yearbook
FAVORITE LOCAL SPOT	Veselka — stuffed cabbage with mushroom sauce
FAVORITE SUBJECT AS A STUDENT	Literature and history
COFFEE OR TEA	Coffee
ONE WORD	Not enough space to put all of them
FAVORITE FILM	Europa Europa
WOULD LOVE TO VISIT	Greenland
SURPRISING FACT	Her college background — and that she went to Saint George
OUTSIDE OF SCHOOL	Traveling, dining out with her husband, and bicycle riding

MESSAGE TO STUDENTS

You're never alone. Need help — ask for it. Be respectful and people will respect you. Be thankful, and you'll always hear from others: thank you.



Dr. Halverson

Teacher & Director of the Center for Mathematics

MATHEMATICS, GRADES 9-12 · MATH CLUB · TABLE TENNIS CLUB

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Dr. Halverson teaches mathematics across all four grades. She grew up in South Jersey, studied mathematics at the University of Arizona, and earned a master's degree at Boston University and a doctorate at Northeastern, where her dissertation was in ergodic theory, and minored in computer science along the way. She has spent more than thirty years in education and twenty-one of them at Saint George.

She did not begin in a classroom. She programmed throughout graduate school, worked as an actuary, and then spent thirteen years as a software engineer through the years when computing moved off mainframes and onto microcomputers and PCs. She became a teacher looking for work with more meaning — work that, as a Christian, would be of use to society. She also teaches university-level mathematics courses.

Her math classes do not run on lecture. She teaches for about twenty minutes, sets the class to work, and then circulates, helping students one at a time and in groups; students work individually or together, and she assesses in a variety of ways, so that different kinds of learners have more than one way in.

She advises the Math Club, where students take mathematics beyond the classroom through competitions, puzzles, and collaborative problem-solving, and the Table Tennis Club. The mathematics program runs from MYP Mathematics through Algebra II and Trigonometry, Precalculus and Discrete Mathematics, and the dual-enrollment calculus and statistics sequences offered with St. John's University.

What she values in the school is what she thinks a prospective student should know about it: that Saint George is small enough to belong to instantly, that its students are culturally diverse and unusually cohesive, and that teachers here have both the freedom to teach as they see best and the time to give students individual attention. Outside of school she bodysurfs, bicycles, and reads. Students are usually surprised to learn that she lifts weights.

This is a small school where a student will instantly feel like they belong — and where they get the individual attention of their teachers.

EDUCATION

- University of Arizona — B.S., Mathematics; minor in Computer Science
- Boston University — M.S., Mathematics
- Northeastern University — Ph.D., Mathematics; dissertation in ergodic theory

IN THEIR WORDS

What do you enjoy most about working with students?

When they are enthusiastic.

Students are most successful in my classroom when they...

Do the work. Math takes practice.

What helps me build relationships with students

Humor.

If a student is having a difficult day...

Tell me, and I won't call on them.

Advice I wish someone had given me at your age

Pray before decisions.

ONE TRUSTED ADULT

Trusted adults who made a difference in my life: **Two of my high school teachers**

They believed in my math ability. They are the reason I became a math major.

QUICK FACTS

HOMETOWN	South Jersey
ADVISES	Math Club and Table Tennis Club
YEARS IN EDUCATION	More than 30 — twenty-one of them at Saint George
VALUE THAT MATTERS MOST	Honesty
FAVORITE LOCAL SPOT	Mamoun's Falafel on St. Marks Place — and B&H Dairy
FAVORITE SUBJECT AS A STUDENT	Math
COFFEE OR TEA	Coffee and tea
ONE WORD	Smart
SURPRISING FACT	She lifts weights
FAVORITE FILM	Soylent Green
WOULD LOVE TO VISIT	Israel
BEFORE TEACHING	Thirteen years as a software engineer, and work as an actuary
ALSO	Teaches university-level mathematics courses
OUTSIDE OF SCHOOL	Bodysurfing, bicycling, and reading

MESSAGE TO STUDENTS

You can go as far as you want in any subject, if you are willing to do the work.



Mr. Nick Iadevaio

Athletic Director & Director of Student Wellness

INTRODUCTION TO PSYCHOLOGY & PHYSICAL EDUCATION, GRADES 9-12 ·
GRADE 10 ADVISOR · RUNNING CLUB · SPIKEBALL CLUB

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Mr. Iadevaio is Saint George Academy's Athletic Director and Director of Student Wellness, and teaches Introduction to Psychology and Physical Education. He grew up on Long Island, about thirty-five minutes east of the city, and earned both a bachelor's degree in Psychology and a master's degree in Clinical Mental Health Counseling from Lesley University.

He is a former college athlete and a lifelong fitness enthusiast. At Lesley he was a four-year starter and the first two-year captain in the history of the Division III baseball program, leading the team to its first conference championship and NCAA Regional appearance and, the following year, to the most successful season in program history. He still runs and lifts most days, and coaches at the Hofstra University New York Baseball Academy each summer.

That combination is the point rather than a coincidence. As a licensed mental health counselor and practicing psychotherapist who also runs the athletics program, he treats physical and mental health as one subject rather than two — the body and the mind trained together, not in separate hours. The athletics program he built runs on the conviction that movement should be social, competition should be inclusive, and wellness should last a lifetime; the same conviction shapes his psychology classroom, where students examine the relationship between biology and behavior, and his work as an adjunct professor at Manhattan University, where he teaches Lifespan Development and Ethics and supervises graduate students in both mental health counseling and school counseling.

The material one is grappling with in their studies provides the cognitive and emotional platforms for how one can take on and solve life's problems years down the road.

EDUCATION

- Lesley University — M.A., Clinical Mental Health Counseling
- Lesley University — B.A., Psychology, minor in Sociology, magna cum laude
- Licensed Mental Health Counselor, New York State Office of the Professions

IN THEIR WORDS

What do you enjoy most about working with students?

Working with students allows me to fully tap into the best version of myself. I have always resonated with the energy of the teenage spirit, and working with young people keeps me connected to the part of myself that has guided my career.

Students are most successful in my classroom when they...

Can have open dialogue with one another and make their best attempts to understand differing perspectives before anger and hostility arise.

What helps me build relationships with students

Playfulness — in conversation, work, and effort. The opposite of happiness isn't anger, it's depression. I think it's important to always have a playful disposition.

Advice I wish someone had given me at your age

Don't close yourself off in your career too early. Try out different avenues of work before solidifying a vocational pathway.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **My high school baseball coach**

He was reliable and stuck to his word. He went out of his way to make sure I had the opportunity to improve, while showing consistent concern for my wellbeing years after I graduated. It taught me that even when we are not physically with these people, in some way they are still with us.

QUICK FACTS

HOMETOWN	Long Island, New York
VALUE THAT MATTERS MOST	Posterity
FAVORITE LOCAL SPOT	Rosie's on East 2nd Street
FAVORITE SUBJECT AS A STUDENT	English
COFFEE OR TEA	Cold brew, black
ONE WORD	Kindhearted
SURPRISING FACT	He has a knack for house projects and knows his way around a toolbox
ATHLETICS	Former Division III baseball pitcher — four-year starter and two-year captain, Lesley University

OUTSIDE OF SCHOOL

Running, weightlifting, and house projects

ALSO

Head group coach at the Hofstra University New York Baseball Academy

MESSAGE TO STUDENTS

You were thrown into this world with limitations and parts of you that cannot be changed. Nevertheless, this offers a deep, resonant kind of beauty to the circumstances of your living. It is in this paradoxical position where you can grow and become who you always have been.



Ms. Kelly Jahn

Teacher & Director of the Center for Storytelling & Media

ENGLISH & FILM, GRADES 9-12 · GRADE 11 ADVISOR · LITERARY MAGAZINE
· SKETCH COMEDY CLUB

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Ms. Jahn teaches English and Film and directs the Center for Storytelling & Media. She grew up on Long Island and studied at Temple University and the University of Galway, and is currently continuing her study at Hunter College.

Her master's thesis examined dark humour in Irish culture through female-centred comedies, which feeds directly into the Irish literature course she teaches. Before teaching she worked in production on Late Night with Seth Meyers, Saturday Night Live and the Tribeca Festival, and founded Black Crow Comedy, Galway's first open mic centering female and queer comics, producing eight themed shows for local charities.

She came to teaching out of a conviction that education is the key to a more just world — and that the world needs readers, writers, and artists now more than ever. Her classroom runs on communication, and on celebrating small joys while dreaming big.

I love learning, and I love sharing my passion for literature and the arts. Education is the key to a more just world.

EDUCATION

- University of Galway — M.A., English
- Thesis: “Cruelty, Coping, and Camaraderie: Dark Humour Prevails in Irish Culture through Female-Centred Comedies”
- Temple University — B.A., English; Certificate in Entertainment Industry Studies; IES Abroad Dublin Writers Program
- Hunter College — Adolescent English 7-12 Advanced Certificate (in progress)
- The Language House Prague — TEFL Certificate, 130 hours

IN THEIR WORDS

What do you enjoy most about working with students?

Their sense of humor. Students can be ruthless but hilarious.

Students are most successful in my classroom when they...

Are compassionate, consistent, courageous, and curious.

If a student is having a difficult day...

Take a breather, chat, and get support. As long as you communicate, we can figure out a solution. Even if you don't know why you are having a difficult day, at least let someone know — that's a great first step.

Advice I wish someone had given me at your age

You have so much time to evolve. Make mistakes and don't be afraid of embarrassment; one day you will laugh about it.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **My therapist**

She taught me it is okay to struggle with mental health and ask for help. I am able to love myself more fully, while still striving to be better.

QUICK FACTS

HOMETOWN	Long Island
FAVORITE SUBJECT AS A STUDENT	English and Film
COFFEE OR TEA	Both — cortado with oat milk, or Irish breakfast tea
ONE WORD	Fiery — with passion, not anger
SURPRISING FACT	She has performed stand-up comedy — Second City New York, Stand Up Level I
VOLUNTEER	Guide Dog Foundation for the Blind — her family raised two breeders and whelped more than 60 puppies

MESSAGE TO STUDENTS

We appreciate you wholly as you are now, and we also want to help you grow into the best version of yourself you can be.



Ms. Jessie Katz

Director of Student Success, Community Partnerships & Counseling

SCHOOL COUNSELING, GRADES 9-12 · GRADE 9 AND GRADE 12 ADVISOR · MYP COMMUNITY PROJECT · YEARBOOK

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Ms. Katz directs Student Success, Community Partnerships and Counseling. She advises both the ninth and twelfth grades, co-leads the MYP Community Project and the Yearbook with Mr. Petzold, and teaches in the College Counseling program.

She grew up in Westchester, New York, and earned a Bachelor of Science in Human Services with a concentration in pre-counseling and social work from the University of Delaware. She is completing a Master of Arts in School Counseling at Manhattan University, expected December 2026.

She always knew she wanted a profession built on connecting with people and learning about them; once she began internships in school counseling, she knew she had found it. Her training has been unusually broad for someone early in a career: school counseling internships at both the middle and high school levels, work with a Pupil Personnel Worker conducting home visits for students facing chronic absenteeism, county mediation meetings with families, and a crisis committee focused on school safety. She has also supported students with special needs and learning disabilities in an after-school setting in Tel Aviv, and led wellness and mental health programming at the university level.

Lean on the people around you. You don't have to do everything on your own.

EDUCATION

- University of Delaware — B.S., Human Services, concentration in Pre-Counseling and Social Work
- Manhattan University — M.A., School Counseling, expected December 2026

IN THEIR WORDS

What do you enjoy most about working with students?

Making strong connections with each student, and earning their trust to help them with whatever they need.

Students are most successful in my classroom when they...

Engage and participate with myself and their peers.

What helps me build relationships with students

Connecting with them on interests or humor, and meeting them where they are with positivity and relatability.

If a student is having a difficult day...

Always come to me with anything they need — whether it is talking it through or just sitting together.

Advice I wish someone had given me at your age

You don't need to have everything figured out. You have time.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **My father**

He always helped me see different perspectives, and to understand that not everything is as serious as it may seem. He taught me to meet everyone with warmth, and that being kind will always take you farther. I felt supported in all of my interests, passions, and emotions — and I apply what I learned from him in every part of my life.

QUICK FACTS

HOMETOWN	Westchester, New York
YEARS IN EDUCATION	2
VALUE THAT MATTERS MOST	Patience
ALSO	Supported students with special needs in Tel Aviv; led wellness and mental health programming at the University of Delaware
LEADS	MYP Community Project and Yearbook, with Mr. Petzold
FAVORITE LOCAL SPOT	New to the neighborhood — recommendations welcome
FAVORITE SUBJECT AS A STUDENT	English
COFFEE OR TEA	Coffee
ONE WORD	Ambitious
ON HER SHELF	Friends
WOULD LOVE TO VISIT	Italy
AT HOME	A cat named Daisy Pancakes
OUTSIDE OF SCHOOL	Time with friends and family, live music and concerts

MESSAGE TO STUDENTS

I am so excited to become part of the Saint George community. I can't wait to get to know all of you and support you as you learn and grow.



Ms. Helen Kec

Office Administrator

FRONT OFFICE · SAINT GEORGE ACADEMY

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Warm, efficient, and endlessly resourceful, Ms. Kec is the heartbeat of the front office. She is known for doing everything under the sun, and for doing it with kindness, competence, and calm. She is often the first friendly face a family meets, and she takes real pleasure in helping students and parents feel welcomed, supported, and seen.

Originally from Ukraine, Ms. Kec moved to the United States at sixteen, and she brings to Saint George a deep appreciation for community, culture, and connection. She lives in NoMad with her family and is the proud mother of two boys, one of them a member of the Saint George Class of 2027. Outside of school she is an avid reader and cook and a lover of nature and movement, and each spring you are likely to find her and her family at the Ukrainian Street Festival, one of her favorite city traditions.

She believes Saint George is the right place for students who want a small, close community where everyone knows one another and friendships run deep.

This is a place where people become like a family. I love working here.

QUICK FACTS

FROM	Ukraine — she moved to the United States at sixteen
AT HOME	NoMad, with her family and two sons — one of them Class of 2027
OUTSIDE OF SCHOOL	Reading, cooking, nature, and movement
A FAVORITE TRADITION	The Ukrainian Street Festival each spring



Deacon Vitaliy Kit

Teacher & Director of the Center for Faith & Digital Media

OLD TESTAMENT · NEW TESTAMENT · ICONOGRAPHY: ART, SYMBOL & SACRED PRESENCE · MORAL QUESTIONS: ETHICS, JUSTICE & HUMAN RESPONSIBILITY · CODING & COMPUTER SCIENCE · GRADES 9-12

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Deacon Kit teaches the Religion program: Old Testament in the ninth grade and New Testament in the tenth, Iconography: Art, Symbol & Sacred Presence in the eleventh, and Moral Questions: Ethics, Justice & Human Responsibility in the twelfth. He also teaches coding and computer science. He has spent twenty years in education, and has been part of the Saint George community for all of them.

He was born in Sokilnyky, just outside Lviv, and entered the Holy Spirit Seminary in Lviv after finishing high school. His formation took him across Europe and to the United States. He was ordained a subdeacon by His Beatitude Lubomyr Husar in February 2004, and his vice rector during those seminary years was then-Father Sviatoslav Shevchuk, now the Father and Head of the Ukrainian Greek Catholic Church. Recommended for further study, he spent about two years in Eichstätt, Germany, reading canon law.

In 2006 he moved to New York City and began teaching at Saint George Elementary and Middle School, where he taught until 2012 before continuing his ministry at Saint George Academy. In 2023 he began the Clinical Pastoral Education program in northern New Jersey; he now serves as a clinical chaplain in two New Jersey hospitals. He was cantor for several years at Saint George Ukrainian Catholic Church in the East Village, and is now cantor at Saint Paul Ukrainian Catholic Church in Ramsey, New Jersey. He was ordained to the diaconate on May 10, 2026, at Saint John the Baptist Ukrainian Catholic Church in Whippany.

What he values in the classroom is the shaping of young character: helping students set a moral compass, and simply being present for them. His answer to what a student needs on a hard day is characteristically direct — that they can stay exactly who they genuinely are.

He codes new projects in his own time. He has visited some fifty-five countries and speaks several languages, and the place he would most like to go is his own country, Ukraine, now torn by war.

Being there for them — here and now.

EDUCATION

- Holy Spirit Seminary, Lviv — seminary formation in philosophy and theology
- Ukrainian Catholic University, Lviv
- Ivan Franko National University of Lviv
- Katholische Universität Eichstätt-Ingolstadt, Germany — graduate study in canon law

IN THEIR WORDS

What do you enjoy most about working with students?

Shaping young character, paving a moral compass, being present for them.

Students are most successful in my classroom when they...

Are fully involved in class.

What helps me build relationships with students

Being there for them — here and now.

If a student is having a difficult day...

They can stay and remain who they genuinely are.

One thing I hope every student learns beyond the content of my class

Travel.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **A mentor from my years of formation**

He was understanding. The relationship affected me very deeply, very pleasantly, and lastingly.

QUICK FACTS

HOMETOWN	Sokilnyky, just outside Lviv, Ukraine
YEARS IN EDUCATION	20
VALUE THAT MATTERS MOST	Loyalty and morality
FAVORITE LOCAL SPOT	The Ukrainian National Home restaurant
FAVORITE SUBJECT AS A STUDENT	Chemistry
COFFEE OR TEA	Both — but coffee more
ONE WORD	Listening
SURPRISING FACT	He has visited about 55 countries and speaks several languages
ORDINATION	Subdeacon, February 2004, by His Beatitude Lubomyr Husar; deacon, May 2026
PARISH	Cantor at Saint Paul Ukrainian Catholic Church, Ramsey, New Jersey
ALSO	Clinical chaplain in two New Jersey hospitals
AT SAINT GEORGE SINCE	2006
OUTSIDE OF SCHOOL	Parish service, hospital chaplaincy, and coding new projects
LISTENING TO	The Jordan Peterson podcast



Ms. Emily Mowdy

Director of Admissions & English Teacher

ENGLISH, GRADES 10-12 · GRADE 11 CO-ADVISOR · AMBASSADOR'S CLUB

emowdy@saintgeorgeacademy.org

Ms. Mowdy directs Admissions and teaches English in grades ten through twelve. She co-advises the eleventh grade with Ms. Jahn and advises the Ambassador's Club, whose students welcome prospective families, lead campus tours, and serve as student leaders at admissions events — the school as seen through the eyes of the people who already belong to it.

She grew up in Mattituck, on the North Fork of Long Island. She earned a B.S. in psychology at the University of Maryland, returned to complete further undergraduate coursework in education, and went on to an M.S. in TESOL and Secondary Education in English at Molloy University.

She became a teacher because of the relationships she formed with her own high school teachers, and she describes the best part of the job in those same terms: watching students grow over the time she has with them, and the particular feeling when a lesson lands and you can see learning happen in real time. Her classroom is built on the conviction that student voice matters — students do their best work when they are confident that their opinion and their contribution are important and heard.

Students should come here if they want to be challenged. The expectations are high, and in a small classroom setting, teachers can make sure those expectations are met.

One of her favorite projects is StoryCorps, in which students interview someone who has been deeply influential in their lives — a teacher, a parent, a friend — and set that conversation alongside literature such as Tuesdays with Morrie. As she puts it, the project gives students the chance to speak with meaning, to listen deeply, and to see how personal stories connect to the texts they study.

Her favorite Saint George memory is Spirit Week before the Christmas break, when the whole school takes part in themed days, traditions, and activities. She calls it the perfect mix of education and life — bonding, fun, and ritual, with everyone coming together not just as classes but as a community of faith. Outside of school she practices yoga, explores new neighborhoods, and tries new restaurants, and students are usually surprised to learn that she is a certified scuba diver.

- University of Maryland — B.S., Psychology; additional undergraduate coursework in education
- Molloy University — M.S., TESOL and Secondary Education (English)

IN THEIR WORDS

What do you enjoy most about working with students?

Watching students grow during my time with them.

Students are most successful in my classroom when they...

Are confident that their opinion and their contribution to my classroom is important and heard.

What helps me build relationships with students

My willingness to get to know them, and my desire to.

If a student is having a difficult day...

Come to me freely and let me know where they are at, and how I can support them that day.

Advice I wish someone had given me at your age

You don't need to have it all figured out.

One thing I hope every student learns beyond the content of my class

You are uniquely valued, and your gifts are greatly valued. Discovering what they are will lead you to success.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **My English teacher**

They treated me with respect and made me feel like I could always come to them.

QUICK FACTS

HOMETOWN	Mattituck, Long Island
ADVISES	Grade 11, with Ms. Jahn, and the Ambassador's Club
VALUE THAT MATTERS MOST	Faith
FAVORITE LOCAL SPOT	Café Maude in the East Village — for the dumplings
FAVORITE PROJECT	StoryCorps — students interview someone who has shaped their life, alongside Tuesdays with Morrie
FAVORITE SAINT GEORGE MEMORY	Spirit Week before the Christmas break
FAVORITE SUBJECT AS A STUDENT	History
COFFEE OR TEA	Coffee
ONE WORD	Passionate
SURPRISING FACT	She is a certified scuba diver
LISTENING TO	Dr. Arthur Brooks
WOULD LOVE TO VISIT	Japan
OUTSIDE OF SCHOOL	Yoga and fitness, exploring new neighborhoods, and trying new restaurants



Rev. Dr. Leslye Noyes

Counselor

PSYD · MDIV · LP · LMHC · ON CAMPUS WEDNESDAYS

lnoyes@saintgeorgeacademy.org

Rev. Dr. Leslye Noyes is a certified Jungian analyst in private practice in New York City, where she sees individuals and couples and supervises therapists who want to learn to work symbolically. She is with the Saint George community on Wednesdays.

She graduated from Union Theological Seminary and is an ordained minister of the United Church of Christ. She was awarded the Post-M.Div. Mission Fellowship from the United Church Board for Homeland Ministries, which she used to develop visual art as a ministerial tool. She completed training programs at Gestalt Associates for Psychotherapy, the Blanton-Peale Institutes for Religion and Mental Health, and the Jungian Psychoanalytic Association.

She is a certified Pastoral Counselor and a Fellow of the American Association of Pastoral Counselors, and currently serves as Dean of Candidates at the Jungian Psychoanalytic Association.

EDUCATION & TRAINING

- Union Theological Seminary — M.Div.; ordained minister, United Church of Christ
- Psy.D.; Licensed Psychoanalyst and Licensed Mental Health Counselor
- Jungian Psychoanalytic Association — certified Jungian Analyst
- Blanton-Peale Institutes for Religion and Mental Health
- Gestalt Associates for Psychotherapy
- Post-M.Div. Mission Fellowship, United Church Board for Homeland Ministries

QUICK FACTS

ON CAMPUS

Wednesdays

AT SAINT GEORGE

Completing mental health counseling licensure hours — while pursuing yet more advanced study at Manhattan University

ALSO

Dean of Candidates, Jungian Psychoanalytic Association

IN HER PRACTICE

Individuals, couples, and the supervision of therapists working symbolically



Mr. Logan Oviatt

Teacher & Director of the Center for Science & Sustainability

SCIENCE, GRADES 9-12 · LOGIC, SPEECH & DEBATE · CHESS CLUB ·
POETRY CLUB

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Mr. Oviatt teaches science, directs the Center for Science & Sustainability, and teaches Logic, Speech & Debate. He grew up in Costa Mesa, California, and holds a B.S. in Earth System Science from the University of California, Irvine, with a specialization in terrestrial ecology and hydrology, and a Master of Theological Studies from Fuller Theological Seminary concentrating in Hebrew Bible and the Ancient Near East.

His coursework spans satellite remote sensing, ocean biogeochemistry, forest ecology and climate modelling on one side, and Biblical Hebrew, Akkadian and the theology of climate change on the other — a combination that shapes both his Earth Systems course and the Center he directs. He reads Biblical Hebrew, Biblical Greek, Akkadian, Northwest Semitic dialects and French, and works with QGIS, ArcGIS and MATLAB.

He is passionate about making learning exciting, and says what he enjoys most is watching a student have a sudden realization. His classroom rewards curiosity and treats failure as part of learning.

The day you stop having wonder about the world around you is the day you become boring.

EDUCATION

- University of California, Irvine — B.S., Earth System Science, specialization in Terrestrial Ecology and Hydrology
- Fuller Theological Seminary — M.T.S., concentration in Biblical Studies (Hebrew Bible / Old Testament, Ancient Near East)
- Thesis: “The Joban Monster: Rhetoric of Body Horror in the Book of Job”

IN THEIR WORDS

Students are most successful in my classroom when they...

Apply what they know to daily life. That's when learning becomes fun.

What helps me build relationships with students

Finding common ground with their hobbies. As a hobby collector, I enjoy bonding with others about their nerdy interests — we all have one.

If a student is having a difficult day...

Sit with me in silence if they need to. Sometimes safe silence is what we all need.

Advice I wish someone had given me at your age

High school is a very safe space to learn how to fail.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **My AP Literature teacher**

She listened and asked questions instead of injecting herself into my problems. She was my model for how to be curious about the world without being offended by it.

QUICK FACTS

HOMETOWN	Costa Mesa, California
VALUE THAT MATTERS MOST	Open-mindedness
FAVORITE SUBJECT AS A STUDENT	World History
COFFEE OR TEA	Coffee
ONE WORD	Passionate
SURPRISING FACT	He failed out of his first semester of college — burnout is real
RECOGNITION	UCI Dean's List 2020–2022 · Fuller M.T.S. Scholarship · Society of Biblical Literature
BEFORE TEACHING	Coffee roasting and espresso machine work — and he took university courses in Coffee Science and the Science of Beer and Brewing

MESSAGE TO STUDENTS

Being a lifelong learner is underrated.



Mr. Jake Petzold

Director of Student Information Systems & School Counselor

GRADES 9-12 · GRADE 9 ADVISOR · MYP COMMUNITY PROJECT · YEARBOOK

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Mr. Petzold serves as Director of Student Information Systems and School Counselor, and advises the ninth grade. He grew up in New Jersey and earned his bachelor's degree in Psychology from James Madison University. He is currently pursuing a master's degree in school counseling at Manhattan University.

He entered education to support students socially and emotionally as well as academically, believing that a caring adult at school can make a meaningful difference in a student's life.

I hope every student learns that asking for help is a sign of strength, not weakness.

EDUCATION

- James Madison University — B.A., Psychology
- Manhattan University — M.A., School Counseling, expected May 2027

IN THEIR WORDS

What do you enjoy most about working with students?

Getting to know students as individuals, helping them see their strengths, and supporting them as they work through challenges and plan for their futures.

Students are most successful in my classroom when they...

Communicate as openly as possible, ask questions, advocate for themselves, and stay willing to grow.

If a student is having a difficult day...

Come talk to me, ask for help and support, or simply take some time in a safe and welcoming space.

Advice I wish someone had given me at your age

You do not need to have your entire future planned out. It is totally okay for your interests, goals, and plans to change as you learn more about who you are.

A trusted adult who made a difference in my life: **My high school counselor**

They always listened without immediately judging me or trying to solve everything — consistent, approachable, and genuinely interested in how I was doing. That relationship made me want to go into counseling.

QUICK FACTS

HOMETOWN	New Jersey
VALUE THAT MATTERS MOST	Empathy
FAVORITE LOCAL SPOT	Shuka
FAVORITE SUBJECT AS A STUDENT	US History
COFFEE OR TEA	Coffee
ONE WORD	Empathetic
SURPRISING FACT	He is a big New York Jets fan

MESSAGE TO STUDENTS

Work hard and take your responsibilities seriously, but remember to take time and enjoy life along the way. Make time for the people and experiences that matter to you, and do not be afraid to ask for help when you need it.



Mr. Andriy Petryshyn

Custodian

BUILDING & SYSTEMS · SAINT GEORGE ACADEMY

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Much of the work that keeps a school running happens behind the scenes, and Andriy Petryshyn is an essential part of making sure that Saint George Academy's building and systems work smoothly each day. Whether solving a problem, coordinating logistics, or attending to the countless details most of us never see, he works tirelessly to create an environment where students and faculty can focus on learning.

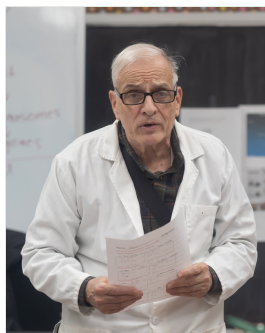
He grew up in Ternopil, Ukraine, and earned a university degree in agricultural science. While living in Ukraine he also worked with technology and systems, developing an appreciation for how complex systems function and how the many individual pieces must work together. He later lived in Italy, an experience that further developed his love of travel and his interest in different places and cultures.

Following the outbreak of the war in Ukraine in 2022, he and his wife relocated to the United States. Adjusting to life in a new country has not always been easy, but he is grateful for the opportunities he has found here and particularly enjoys working in a school. He appreciates the energy students bring to the building, and the sense of purpose that comes from helping create a place where they can thrive.

Outside of school he loves music and going to concerts. He is an avid hiker who enjoys spending time outdoors and traveling whenever he has the opportunity. Living in New York has given him a particular appreciation for the extraordinary systems that make a city of this size function — and for all of the work, much of it unseen, that it takes to keep those systems running.

QUICK FACTS

HOMETOWN	Ternopil, Ukraine
EDUCATION	University degree in agricultural science
PREVIOUSLY	Work with technology and systems in Ukraine; later lived in Italy
AT SAINT GEORGE SINCE	After relocating to the United States in 2022
OUTSIDE OF SCHOOL	Music and concerts, hiking, and travel



Mr. Joseph Puliafito

Science Teacher, Center for Science & Sustainability

ANATOMY AND PHYSIOLOGY · FORENSICS · CHEMISTRY · GRADES 11-12

jpuliafito@saintgeorgeacademy.org

Mr. Puliafito has been teaching at Saint George Academy since 1981. Before that he taught with the Marist Brothers at St. Agnes High School. Over more than four decades here he has taught biology, chemistry, earth science, physics, and computers — few teachers anywhere can match the breadth or the longevity.

He is a native New Yorker who grew up on the East Side and still lives in the building he was raised in. He earned his B.S. at St. Francis College in Brooklyn and later an M.S. in educational technology at the New York Institute of Technology. Alongside the classroom, his career has included more than fifty years of curriculum design and teacher training in technology, work that has taken him to St. Francis, NYIT, and Touro College through the UFT.

His vocation began in high school, volunteering at a shelter for children run by the Franciscan Missionaries of Mary. The needs he encountered there were so much greater than his own, he says, and the experience changed him permanently. The desire to teach, as he puts it, was always in him.

This year he is teaching Anatomy and Physiology, Forensics, and Chemistry. The Anatomy and Physiology course carries a forensic twist — students work through the body's systems, from cells and tissues to organs, by way of the questions a forensic investigator would ask of them. It suits the way he teaches. His classroom is a hands-on one; students do best in it when they are working on experiments rather than reading about them. One of his favorite projects has been developing microchemistry activities with the Lab-Aids program to draw students into science. He has served on Middle States Accreditation committees, and once conducted interviews with engineers in the control room at Three Mile Island after the accident there.

Here it is more like family. Teachers work together, we respect one another, and we love the students. The students are personable, they give you energy, and that energy makes you want to teach.

His life outside the classroom has been as varied as the neighborhood. He trained in the Meisner technique at Carnegie Hall and appeared in several films, among them an NYU project that won a summer festival award; he was once up for a role in *The Godfather*. In the East Village he worked alongside sculptors and artists, building websites for private clients. For decades his standing breakfast was at Kiev, the diner that once stood on the corner. He now divides his time between Manhattan and a house in Fishkill, though his teaching remains rooted in the East Village. Nearer to home, he fishes, swims, and works in forestry.

EDUCATION

- St. Francis College, Brooklyn — B.S.
- New York Institute of Technology — M.S., Educational Technology

IN THEIR WORDS

What do you enjoy most about working with students?

They keep me in touch with the new generation — their ideas, their problems, the way they see things.

Students are most successful in my classroom when they...

Work on experiments. Hands on.

What helps me build relationships with students

Compassion.

If a student is having a difficult day...

Talk to me.

Advice I wish someone had given me at your age

Be your own person. Every one of you is unique in your own special way.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **Sister Pasqualine**

She cared about me, and she applauded my art work. She instilled honesty in me and insisted that my relationships be built on it.

QUICK FACTS

HOMETOWN	New York City — the East Side, in the building where he grew up
AT SAINT GEORGE SINCE	1981
PREVIOUSLY	St. Agnes High School, with the Marist Brothers
YEARS IN EDUCATION	More than 50
VALUE THAT MATTERS MOST	Honesty
FAVORITE SUBJECT AS A STUDENT	Biology and French
ONE WORD	You choose
THIS YEAR	Anatomy and Physiology, Forensics, and Chemistry
ALSO TAUGHT	Biology, chemistry, earth science, physics, and computers
FAVORITE LOCAL SPOT	Kiev, the diner that once stood on the corner — breakfast, daily
PROJECTS	Microchemistry activities with the Lab-Aids program; Middle States Accreditation committees; interviews with engineers in the control room at Three Mile Island
BEYOND THE CLASSROOM	Curriculum design and teacher technology training with St. Francis College, NYIT, and Touro College through the UFT
SURPRISING FACT	He trained in the Meisner technique at Carnegie Hall, has appeared in several films, and was once up for a role in The Godfather
FAVORITE FILM	North by Northwest
WOULD LOVE TO VISIT	The Galápagos Islands
OUTSIDE OF SCHOOL	Fishing, swimming, and forestry

MESSAGE TO STUDENTS

I care about you. All you have to do is ask — anything at all, and no judgement from me.



Mr. Steve Sayles

Teacher & Director of the Center for Global Studies & Economic Systems

HISTORY & ENGLISH, GRADES 9-12 · MYP PERSONAL PROJECT · STUDENT GOVERNMENT ASSOCIATION

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Mr. Sayles teaches History and English and directs the Center for Global Studies & Economic Systems, and coordinates the MYP Personal Project. He grew up in Syracuse, New York, and earned his Bachelor of Arts and Letters in Economics and History from the University of Notre Dame as a member of the Glynn Family Honors Program, returning to Notre Dame for a Master of Education through the Alliance for Catholic Education.

He came to Saint George Academy from La Salle Academy in New York, where he taught Global History, Government, Economics, and English. He holds Social Studies certification for Grades 9–12 and presented “The Communal Classroom: Leveraging Context for Effective Instruction” at the ACE 31 Conference.

He became an educator by watching his mother teach fifth grade for twenty-five years in a tight-knit community, helping those who needed it. What he enjoys most is watching students grow and prepare as they step into college and the wider world. His classes run on discussion — students do their best work talking the material through with him and with each other — and he builds relationships by asking what interests them and learning what drives them.

Failure is oftentimes more informative than success.

Outside of school he goes to the movies, takes long walks, and watches football. He values a respectful and welcoming community, and hopes students leave his class knowing that people work better together than by themselves.

EDUCATION

- University of Notre Dame — B.A. and Letters, Economics and History; Glynn Family Honors Program
- University of Notre Dame — M.Ed., Alliance for Catholic Education

IN THEIR WORDS

What inspired you to become an educator?

Watching my mom teach fifth grade for twenty-five years in a very tight-knit community, and helping those in need.

What do you enjoy most about working with students?

Watching them grow and prepare as they step into college and the larger world around them.

Students are most successful in my classroom when they...

Discuss the material aloud with myself and their peers.

What helps me build relationships with students

Talking with them about what interests them, and learning more about what drives them to succeed.

If a student is having a difficult day...

Discuss what's bothering them in a quieter setting.

One thing I hope every student learns beyond the content of my class

People work better together than by themselves.

ONE TRUSTED ADULT

A trusted adult who made a difference in my life: **My grandmother**

She would always listen carefully to what I had to say before she spoke, and she spoke honestly and earnestly. She affirmed my goals while challenging me to get out of my comfort zone when I could. She left me a lifelong appreciation for listening to others and constantly pushing for self-improvement.

QUICK FACTS

HOMETOWN	Syracuse, New York
YEARS IN EDUCATION	4
CERTIFICATION	Social Studies, Grades 9–12
PREVIOUSLY	La Salle Academy, New York — Global History, Government, Economics, English
CONFERENCE	ACE 31 — “The Communal Classroom: Leveraging Context for Effective Instruction”
VALUE THAT MATTERS MOST	Ensuring a respectful and welcoming community
FAVORITE LOCAL SPOT	Andrea's Pizza
FAVORITE SUBJECT AS A STUDENT	History
COFFEE OR TEA	Neither
ONE WORD	Persistent
ON HIS SHELF	Good Will Hunting
WOULD LOVE TO VISIT	Italy
OUTSIDE OF SCHOOL	Going to the movies, taking long walks, and watching football

MESSAGE TO STUDENTS

I am so excited to enter the Saint George community. My goal is to help guide you along the path to growing into the best versions of yourselves as you get closer to entering the wider world.



Ms. Maggie Stanton

English Teacher

ENGLISH · GRADES 11-12

mstanton@saintgeorgeacademy.org

Ms. Stanton teaches English to juniors and seniors. She grew up in Portland, Oregon, and studied at Liverpool Hope University and the University of Oxford, where her research examined the meeting point of poetry, philosophy, and music in the eighteenth and early nineteenth centuries. She begins doctoral study at Columbia University this fall.

She became a teacher out of a desire to share her love and appreciation for storytelling — and for the meaning we can gain from stories. What she enjoys most is the banter: she says she learns a great deal from the everyday back and forth of a classroom.

Her seminars reward a particular kind of attention. Students do best when they approach a text not looking for the right answer but genuinely interested in pushing at the boundaries of what can be explored. Her background in theatre is a working one: for seven years she taught and wrote for the Northwest Children's Theater and School in Portland, adapting children's literature into stage scripts for young audiences. She has published on Jane Austen, Thomas Hardy, and the Romantics, and has presented her research at Oxford.

Outside of school she reads, makes music, and thinks on the subway.

A desire to share my love and appreciation for storytelling, and for the meaning we can gain from stories.

EDUCATION

- Liverpool Hope University — B.A. (Hons), English Literature and Music (First Class)
- Dissertation: "‘I See Her Instrument is Open’: (Dis)Playing the Musical Body in the Work of Jane Austen" (First Class)
- University of Oxford — M.St., English Literature 1700–1830 (Distinction)
- Dissertation: "Of Sound Mind: The Sense of Music in Charlotte Lennox's Verse" (Distinction)
- Columbia University — Ph.D., beginning Fall 2026

What do you enjoy most about working with students?

Banter. I learn so much from the everyday back and forth.

Students are most successful in my classroom when they...

Approach topics not with a desire to know the right answer, but with a genuine interest in pushing the boundaries of ideas that can be explored.

If a student is having a difficult day...

Sit with me at lunch.

One thing I hope every student learns beyond the content of my class

Curiosity about the world.

QUICK FACTS

HOMETOWN	Portland, Oregon
VALUE THAT MATTERS MOST	Curiosity
FAVORITE SUBJECT AS A STUDENT	English
ON HER SHELF	The Prime of Miss Jean Brodie by Muriel Spark — or Tennyson's In Memoriam
SURPRISING FACT	She has a background in theatre
RECOGNITION	Geoffrey Leyland Memorial Prize in English Literature and Sue Willis Memorial Prize in Music, 2024; shortlisted for the Ertegun Graduate Scholarship Programme, 2025
PUBLISHED IN	Journal for Eighteenth-Century Studies; The Hardy Society Journal; forthcoming in Studies in Romanticism
BEFORE TEACHING	Teacher, writer, and production coordinator at the Northwest Children's Theater and School, Portland
OUTSIDE OF SCHOOL	Reading (“duhh”), contemplating on the subway, and making music

Counseling Interns & Supporting Team

MANHATTAN UNIVERSITY SCHOOL COUNSELING PROGRAM

Saint George Academy is an internship site for the Manhattan University School Counseling Program, a partnership established by Dr. Rogutsky. Some of these counselors-in-training work with students on campus; others support the counseling team remotely.



Bianca Troche

SUPPORTING OUR WORK REMOTELY

Bianca is a Bronx native whose work in education grows out of a long commitment to supporting young people and widening access to opportunity. An alumna of CitySquash, she returned to the organization as a full-time staff member and eventually served as Director of Elementary School Academics, where she built the academic enrichment curriculum for grades 3–5 and tracked students' progress.

She earned her bachelor's degree at St. Lawrence University, majoring in Psychology with double minors in Gender & Sexuality Studies and Education. She now teaches full-time at Ethical Culture Fieldston School in Riverdale while pursuing her graduate degree in School Counseling at Manhattan University. Having been a student, a teacher, and a counselor-in-training, she is especially attentive to mentorship and to building school communities where young people feel both supported and challenged.

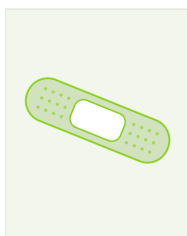


Alyssa Hope Ferrara

ON CAMPUS

Alyssa brings a background in psychology, counseling, and work with young people. She earned her bachelor's degree in Psychology from Manhattan University and is pursuing her master's there in School Counseling and Mental Health Counseling.

She previously served as a Teacher Assistant at the Horizon Juvenile Center in the Bronx, working directly with adolescents, and her graduate training builds on that experience as she prepares for a career supporting students academically, socially, and emotionally. As an undergraduate she was a student photographer, and was active in campus life as a member of Sigma Delta Tau, serving as the organization's Risk Manager.



Caroline Tomlinson

RETURNING REMOTELY, WHILE SHE RECOVERS FROM FOOT SURGERY

Caroline is a native of Virginia and a graduate student in the School Counseling Program at Manhattan University — and already a familiar face here, having completed her practicum at Saint George in the spring, working with students individually and in groups and helping lead the health program alongside Mr. Iadevaio.

She became known that spring for finding small, meaningful ways to make students feel recognized: at the close of one group she made individual treat bags labeled in English and Ukrainian, and returned the letters students had written to their future selves at the start of the semester. She believes good counseling combines knowledge and skill with empathy, intention, and real human connection. This year she continues with the community remotely.