A LETTER FROM TOM MAIN

Dear King Community:

It is always a pleasure for me to write a few introductory comments for Quest magazine. As I reflect on the end of our school year, I like to think of the themes that student speakers reflect upon during their remarks at the Lower and Middle School Moving Up Ceremonies, and the Upper School Commencement. This year, as is the case each year, they focus, among other things, on their teachers. These students, at every age, comment on the exceptional quality of our faculty, the meaningful relationships they establish with students, their commitment to their craft, and their deep knowledge and expertise in the discipline or grade they teach. It is inspiring for me, year after year, to see our young students so aware of and appreciative of the outstanding community of men and women who constitute the King faculty.

One of the most distinctive attributes of a King education is our faculty’s personalized approach to teaching and learning. King faculty are committed to knowing each student, both as a person, and as a learner. In the context of a highly demanding and rigorous academic program, this knowledge informs teachers’ work with students, so teachers capitalize on strengths and address areas that need shoring up. Each and every student benefits from this personalized approach. All students, all learners, can better thrive in an environment where they are known.

Throughout this magazine, you’ll see many fascinating stories. There is Science, poetry, Shakespeare, a trip to Iceland, community service, multicultural work, Alumni accomplishments, and so much more. While a careful read will give you a sense of the breadth and depth of our academic program, the reality is that this is just a small slice of the pie. Academically, King is an ambitious, enthusiastic, and high powered place. Our student, faculty and alumni communities do such compelling work – it would be impossible to capture it in one publication.

Finally, we are so proud of our seniors last year. They will attend many of the finest institutions in the country, and they are all going to schools that suit them well, schools where it is highly likely they will be successful. This was a particularly satisfying way to finish the year.

Sincerely,

Thomas B. Main
Head of School
We all wait for summer. For as long as I can remember, the last day of school was always one of the happiest days of my young life. It represented three months of freedom — swimming in the pool yelling ‘Marco Polo’, playing jailbreak outside until dark, and fun family vacations — an easy, carefree time.

For young people, summer offers another type of freedom as well — an opportunity to learn in a different way, outside of the classroom. Whether at sleep-away camp, a first-time job, or a volunteer internship, summer can be a time to grow and explore personal identities. The core of who we are is a reflection of what we take from our experience within the King community. Confidence, maturity, and respect can be taken from the groundwork that has been instilled, consciously or subconsciously, throughout the school year.

At King, we prepare students to thrive in a rapidly changing world. As the world changes, one thing remains constant: kindness and respect never go out of style. Personal success can be measured in our School’s Virtues – Integrity, Kindness, Perseverance, and Respect – skills that serve us well in life.

So, own your King Virtues this summer. Try them on for size at the dinner table; at the crowded amusement park; at the beach, even in the heat of the summer; compliment the waitress at your favorite ice cream spot; volunteer with your family at your favorite charity. Make the virtues a reflection of who you are as an individual and pay attention to what happens around you.

While writing this letter, a colleague recommended Amy Poehler’s new book ‘Yes Please’ – a funny (it’s Amy Poehler, you know it’s funny!) and insightful memoir. Poehler writes, “Decide what your currency is early. Let go of what you will never have. People who do this are happier…” and “The only way we will survive is by being kind. The only way we can get by in this world is through the help we receive from others. No one can do it alone, no matter how great the machines are.”

A thought to take with you this summer: let your currency be kindness … you will be forever rich.

By Kathleen O’Rourke
Director of Marketing & Communications

Let your currency be kindness … you will be forever rich.
There is a new super hero at the Lower School. Every Monday, students rush into the building to find out where he is hiding and what message he has for them. He can be hard to find because he is very tiny. In fact, he is a tiny ant. He may be small but his message is big: he wants to save the environment and encourage children to protect the environment. Aptly, his name is Environmental Ant and he has become a sort of mascot for the Lower School.

Environmental Ant is a character created by Ran LaPolla, Chair of the Visual Arts Department. As part of King’s extensive Professional Growth and Development Program, LaPolla was one of four teachers last summer to receive a King Summer Sabbatical Grant. “It was a great opportunity and a dream come true for me,” says LaPolla. “I developed this character about ten years ago when my own children were in elementary school and I have always wanted to write and illustrate a children’s book about him. Receiving this grant gave me the incentive to finally create it.”

The book Environmental Ant tells the story of E-Ant who lives in the planter next to the playground at the King Lower School. Along with his friend, P-Hy, a stale cheese puff who fell out of a kid’s lunchbox, Environmental Ant sets out to save his friends in the planter from a plastic bag that is blowing around in the entryway of the Lower School. Environmental Ant is a sort of mascot for the Lower School.

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Karen Raidt, Head of Lower School, adds, “What I have enjoyed about our LS superhero is that students have been very excited to read the riddle for the week and to see the cartoon. The information they read sparks great conversations among the students about being kind to the environment and making healthy choices.” Next year, there plans to have Environmental Ant be a component of classroom curriculum across disciplines.

Frank Barros, Director of Sustainability, had been looking for a way to make sustainability and environmental concerns interesting and understandable for elementary school students. Environmental Ant is the perfect fit. Says Barros, "To supplement efforts in the Lower School to teach sustainability topics in nutrition, fitness, and environmental stewardship, a weekly riddle is flashed on the LS monitor every Monday. It leads students to where Environmental Ant is hiding. When they find him, he has a message for them to read to their homeroom class. Additionally, a related Environmental Ant cartoon drawn by students is shown on the class monitors. The initiative has seen overwhelming success in increasing sustainability awareness. This success Mr. Barros has experienced sparks an even greater excitement about science and the natural environment.

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Making a Difference a World Away

Grade 1 students study a variety of poetry throughout the year and create poetry books where they publish and illustrate some of their favorite poems that they have written. As a culmination of the Grade 1 English curriculum and to celebrate all their hard work, students recite and share their poems and poetry books at the Annual Grade 1 Poetry Tea, held in May. They also create and share personal acoustic name poems through a technology project using animation.

Sonia Benedetto, Grade 1 Faculty, adds, “Our poetry Tea is a special time, which allows students to share the work they have done with their parents and special guests.” Parents are asked to join in the fun by writing their own poems with their children, as well as share some delicious snacks and drinks with them.

At this year’s event, students recited “Keep a Poem in Your Pocket” by Beatrice Schenk de Regniers, “Hug O’ War” by Shel Silverstein, “The Manatee” by Douglas Florian, and “Dreams” by Langston Hughes.

On what type of surface does a basketball bounce highest? Which fruit conducts the most electricity? Are you right- or left-brained? These and many more questions were answered using the scientific method at the Grade 5 Science Fair.

Grade 5 Showcases Independent Research

The Grade 5 Science Fair provides an opportunity for students to work in small groups or with a partner to apply the scientific method to conduct independent research. This project is the capstone of the Lower School science program and is a way for students to showcase their well-developed understanding of the scientific process before they move on to Middle School. This year for the first time, Middle and Upper School students and teachers joined Grade 5 students in the classroom as they prepared for the fair to introduce new technologies and applications. The collaboration helped to enhance the accuracy of the data collected throughout the experimentation process. As a result, this year’s fair had the best turnout, as well as fabulous projects!

Dr. Thomas Castonguay, Chair of the Science Department, worked closely with Ms. Shevon Morris, LS Science Faculty, and Grade 5 students. “Accomplishments in science are almost always the result of a collaborative effort. Why should PreK-12 science instruction be any different,” said Dr. Castonguay. “At King, we draw upon the power of community for many reasons. For one, collaboration helps to facilitate the logistics of planned activities. Secondly, all learners benefit from interacting with other individuals, regardless of age and/or experience, and lastly, scientists continue to work in groups, are guided by mentors, and seek out the advice of countless others.”

The Science Fair is an important component of King’s LS curriculum because it allows students to practice scientific thinking and problem solving, it teaches students how to improvise when they get unexpected outcomes, and it teaches students to give and receive constructive feedback from both teachers and peers. While students are guided through labs and learn curricular content in the classroom, when they ask questions about the natural world and use hands-on exploration to independently find answers, they gain a greater understanding and make connections about the world around them.

Fiona Fine ’90, a Grade 5 parent and Alum., enjoyed the Fair and thought it was a huge hit with students and parents. “I thought the students were extremely well prepared not only in the area of their chosen experiments, but also in their presentations as well. They were able to answer questions with a true understanding of their subject. I look forward to these presentations every year and I am always amazed at their knowledge and enthusiasm that they bring to the fair!”

As our school continues to actively investigate the best delivery of Science, Technology, Engineering, and Math (STEM), we find ourselves researching new and exciting programs and projects to introduce to the classroom to help the students gain a greater understanding of how we use science in our everyday lives. Dr. Castonguay adds, “It was wonderful to see the involvement of MS and US students and teachers particularly in the weeks leading up to the student presentations. I saw first-hand the learning and the meaningful exchanges between students of all ages. The inspiration was palpable.”

“Tanzania became a real place for them, not just a shape on a map of Africa.”
– Lori Auletta, LS Art Faculty

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– Griffen Gaine, Grade 5

“We learned the valuable lesson that with just a little effort, you can change lives.”
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LS students are utilizing their creative talent and helping children 7,500 miles away experience a small part of what we take for granted every day. King shares the belief that all children should have food to eat, a place to sleep, and a supportive environment to learn and grow. This year’s “Animals of the Serengeti” project supports The Jim Arden Foundation and encouraged students to research the region; read books on the topic; watch excerpts from the National Geographic channel; and study photos that Jim Arden captured during his time in East Africa and the Serengeti. Jim Arden is a retired educator who taught in Greenwich for 30 years and traveled frequently to Sub-Saharan Africa to build schools. His Foundation’s Mission is to create a nurturing and educational environment for young adults in Tanzania.

After the research and reading, students tapped into their creative side and worked to draw their favorite African animals based on the models and photographs they’d seen. US Art students joined the cause and created block prints of Serengeti animals they chose to depict. As part of this multidisciplinary, cross-sectional project, the Arts, Service Learning, and Global Education departments worked together to help students better understand and appreciate the differences in culture in foreign countries. Students’ artwork was made into notecards and sold at King community events throughout the year. In January, the Lower School presented a check for $1,200 to the Jim Arden Foundation. Grade 5 student Griffen Gaine, who participated in the year-long project, exclaims, “We learned the valuable lesson that with just a little effort, you can change lives.”

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Our MS students can now add ‘Sound Keepers’ to their list of accomplishments and skills as they worked this year to protect and preserve Long Island Sound (LIS). The MS partnership with SoundWaters incorporates watershed science into the Grade 6 curriculum, teaching students about their local resource and their impact on the Sound. SoundWaters was founded in 1989 with the mission to protect LIS through education and action. King’s partnership allows students to take learning outside the classroom and, as Grade 6 student Ramon Linders explained, “Hands-on experiences are the best way to learn.” One main component of this partnership was Lindsay Silbereisen’s implementation of a year-round research project. Silbereisen, Grade 6 Science Faculty, guided students as they sought to answer the essential question, “How do invasive species affect the natural balance of an ecosystem?”

Students participated in multiple field trips throughout the year traveling to SoundWaters coastal education center in Stamford’s Cove Island Park, sailing aboard the organization’s Schooner, and walking along the riverbank at the Mianus River State Park. Each trip plays its own part in the yearlong project and is planned with specific goals in mind. At the Cove, students used a population sampling technique called random sampling for their research project. “I liked using the quadrats during the population sampling and identifying how many males and females were in one smaller location,” said Grade 6 student Carolina Leite.

A visit to the Mianus River, which is a freshwater ecosystem affecting Long Island Sound (LIS), allows students to examine another component of our watershed. Students conduct a STEM-based activity and calculate the flow rate of the river. Aboard the Schooner, students were divided into four smaller groups to gain knowledge on nautical engineering and navigation, the food web and plankton, water analysis, and human impact with a marine debris component. On every trip, students record data in a lab booklet or worksheet and the forms to bring back to the classroom for further discussion and reflection.

Back in the classroom, students analyzed the data, set-up two variables (an independent and dependent), and compared their relationship by graphing the data points. Besides the hands-on Science initiative, this project also has interdisciplinary components. Writing skills are utilized as students compile their research into one large report at the end of the year. Students build on their Math foundation to tabulate data from each field visit, graph their data, take measurements of the crab’s carapace, and calculate averages from their data tables.

“With summer upon us, students will continue to preserve, protect, and enjoy our local resource – Long Island Sound.”

Author of Yard War Leads Writers’ Workshop

During the year, Grade 7 and 8 English classes explore themes surrounding topics such as the American Dream, identity, and personal responsibility. Keeping with those themes and King’s commitment to creative writing and critical thinking, author Taylor Kitchings visited students in April to read from his book, Yard War, and lead a writers’ workshop for students. Students had previously read his book in class and were able to discuss the characters and narrative with the author. After the book discussion, Kitchings led two exercises with students, encouraging them to be creative and write what first comes to mind. To combat writer’s block he offered the advice, “just start moving your hand, the mind will follow.”

In the first exercise, students were challenged to write down everything they knew about their name in three minutes. For the second exercise, Kitchings instructed students to describe an Oreo cookie to an alien without using the word “chocolate.” Each student took a different approach to this text, many students used their five senses to describe the cookie (while they enjoyed eating them). The class then shared their work with one another and with Kitchings. After the workshop, some students had their books autographed and chatted with Kitchings.

“Having Taylor visit King and discuss his book was a great way to bring literature to life and engage the kids with a text in a new way. Students were able to make connections between Yard War and other texts they have been reading during the course of the year.” – Lee Waterhouse, MS English Faculty

This past spring, Grade 7 read A Raisin in the Sun, and began to unpack the complexities surrounding issues such as segregation and dreams deferred. Students frequently addressed the question of what equality means and looks like. Similarly, Grade 8 read To Kill a Mockingbird, tackling in greater depth issues of equality, moral cowardice, and democracy. Yard War takes place in Jackson, Mississippi during the 1960s and focuses on how a seemingly simple game of football became both a political and social lightning rod during a turbulent era. The main character, Tripp Westbrook, invites his family’s maid’s son, Deere, to play with his friends, and the reader follows along with the action as the book progresses. All three of these books tie nicely together, allowing students to better understand the complex racial and social dynamics that the country continues working through in order to realize its greatest hopes and desires.
In June, Chris Cunningham completed his first year as the Head of Middle School. Before coming to King, Chris was the Middle School Director at Harlem Academy since 2009. Prior to his tenure at Harlem Academy, he worked at the Dwight School in New York, teaching, chairing the Middle School English Department, and serving as Curriculum Coordinator.

What about King appealed to you from the very beginning? I was immediately struck by King’s commitment to the individual student. Plenty of independent schools boast of being able to provide individual attention but that’s mostly just a function of having small classes: Teaching fewer kids naturally gives you more time to spend on each one.

King seemed different because of the way it allocated staffing and resources. Here was a school that had detailed profiles on how each student learned best and employed Directors of Assessment and Instruction whose job was to help teachers better understand and shape their lesson planning based on the students in the class. They were much more committed to the development of faculty as well — it seemed as though each faculty member I’ve met has been to a conference or workshop in their subject area or developmental stage recently. They took a personal approach to teaching and learning very seriously, and they seemed to really know and understand their students. It was impressive when I first saw it, and even more impressed when I was hired and realized how deep the school’s commitment ran.

How was your first year? Wonderful. I can’t stress enough how warm and welcoming the entire community has been. And while King is a much different school than Harlem Academy or Dwight, middle school is middle school, and I’ve found that there are far more similarities than differences.

If you were in middle school again, what would you do differently? We talk a lot in education about the importance of the growth mindset: Understanding that learning is a process and recognizing that setbacks are inevitable. When I struggled in math in middle school, I wish someone had explained the growth mindset to me — I assumed that I just “wasn’t good in math” and it became a self-fulfilling prophecy. I avoided math because it was difficult, and it became more difficult for me because I wasn’t practicing the skills I needed to build a solid foundation. If I had a chance to do it over, middle-aged Chris would sit middle-school Chris down at the kitchen table and force him to do his math homework.

What is your best memory of middle school? I was introduced to A Midsummer Night’s Dream in my 6th grade English class and was later chosen to play the role of Puck in the school’s production that winter. I’ve since had the joy of teaching that play for a number of years, and it’s easily my favorite.

Is there a single most important piece of advice for parents of middle school aged children? I’m a firm believer in the Aristotelian ethic: We are what we repeatedly do. Small choices and behaviors, when repeated, become consolidated as habits and eventually as aspects of our character.

I’ve heard it said that learning in the adolescent brain is like remodeling a home, whereas for the adult brain, learning is more like redecorating that home. We focus a lot on skill development and habits of executive functioning in middle school because those are the traits of successful students.

Practice writing down your homework enough, and it becomes a habit. Spend extra time reviewing your notes from the previous day, and you start doing it without even thinking about it. Build the habits of a good student, and you end up becoming one. And it starts now with the next action you take.

Describe a typical day at King in the life of Chris Cunningham. One of the things that I love about the position is that there are few, if any, typical days. The MS division is involved in so many exciting classes and programs that every day is different with its own things to plan, teachers to observe, people to meet with, and programs to discuss and implement.

I try to always be present for communal moments in the middle school such as morning arrival or lunch, but beyond that, my days can vary significantly from one to the next.

Tell us something people would be surprised to know about you. Everyone always seems surprised that I surf. Admittedly, I don’t get out as much as I used to when I lived in Brooklyn, but I still love paddling out and catching some waves in the summer.

What do you hope for our students once they graduate from middle school? I hope that they leave the middle school with a sense of ownership for their own learning. Too often, students see the learning process as something imposed on them from the outside, which to some extent is fair: We do insist that they attend school.

Still, true satisfaction comes from owning your own learning, understanding your strengths and challenges, and pursuing knowledge for its own sake. I hope that our students leave the middle school a bit closer to being able to do that.

The teaching of Shakespeare has less to do with introducing the appropriate play at the appropriate age and much more to do with how teachers and students interact with the drama. At King, our English department takes a three-tiered approach to teaching Shakespeare.

Listening

Teachers encourage students not only to read Romeo and Juliet or Othello but also, at the same time, to listen to the vocal and emotional movements of their richly enacted characters through an audio version. By reading and listening to an entire act in one sitting, which takes only thirty to forty minutes, students achieve an understanding of major plot elements and conflicts before entering our week of classes, when we practice skills needed to effectively read, analyze, and unlock the magic of his language.

We must live Shakespeare’s drama before we read, interpret, and critique it.

Reading and Analyzing

We encourage students to analyze Shakespeare’s language as a way to understand universal themes that apply to our 21st century lives. For example, in Romeo and Juliet, students interpret the metaphor, “Juliet is the sun,” to recognize the profound effect Juliet has on Romeo’s heart. This simple metaphor teaches students to relate to Juliet and understand her on multiple levels. What does it mean that Romeo compares her to a “sun” and not a “flower”? What might this comparison reveal about Juliet’s character?

Thus, interpreting figurative language allows students to develop their critical thinking and reasoning skills. Shakespeare’s language reflects humanity’s essence; we seek to explore that language not only so that students recognize Shakespeare influence in our culture, but also so that student can appreciate beauty. Studying Shakespeare’s language enables students to learn the type of abstract thinking necessary for college and the workplace.

Performance

Performance allows students to lift Shakespeare’s language off of the page and give it shape. Not only does performance tap the students’ creativity, it asks them to consider language on a new, often less explored, level. Freshmen are typically ready and willing to stand before their peers and imagine themselves as either Romeo or Juliet. It is in this imagining that learning happens.

Ultimately, performance gives the play dimension, allowing students to relate to the characters in real-time. Performance also builds comfort with Shakespeare’s language and helps them to read and interpret on a deeper level. And it’s fun!
ICELAND

AND THE FUTURE OF ENERGY

Over spring break, when athletes were training in Florida and families were vacationing, 22 King students and four Faculty members traveled to Iceland to debate the future of energy and participate in the Global Student Leaders Summit. 600 high-school students from the U.S., Canada, and Iceland were present at the summit. In preparation for this extraordinary international program, King students worked on feasibility studies for five months under the guidance of Frank Barros, Director of Sustainability. The studies addressed issues around a variety of renewable energies: wind, solar, kinetic, biomass, geothermal, and fuel cells.

At the Leaders Summit, King students were leaders in their groups:

• Jeffrey Miller ’17 participated in a debate on fossil fuels vs. renewable energy. His speech supporting renewables won over the audience and he led his team to victory.

• Students created many innovative prototypes such as Ethan Bruck’s “precipitation generator”, Andrew Withiam’s solar powered blanket, Haley Truglia’s pulse bracelet, Austin Albano’s revitalizer, Kayla Lichtman’s shower cycle, and Thomas Breck’s bounce box.

At the conclusion of the Summit, two prototypes were chosen:

• Students created many innovative prototypes such as Ethan Bruck’s “precipitation generator”, Andrew Withiam’s solar powered blanket, Haley Truglia’s pulse bracelet, Austin Albano’s revitalizer, Kayla Lichtman’s shower cycle, and Thomas Breck’s bounce box.

The winning team was one of eleven King teams participating in the Challenge. The King teams are able to leverage their statistics and math skills in a real-world simulation and the experience is highly valuable as they consider a future in economics or finance. The students are members of King’s Investment Club, now called Viking Investment Partners (VIP), which manages a mock investment fund and organizes a financial speaker series. Pete Smith, US Economics, advises the King teams and attended the event.

“The Upper School Club at King seeks to improve the financial literacy of its members and offer leadership roles for many students,” he said. The Club has seen a growth in girls participating over the past two years. Megan Clinka ’17 is a member of the Club and competed in the Challenge. “The stock market challenge was an incredible opportunity for VIP to put into action what we had learned all year. The simulation was fast paced and so much fun. I can’t wait to compete again next year,” said Megan.

This is the second year that the King’s VIP has been in existence. Led by Richard Jose ’17 and ably supported by Vice President JD Hock ’17 and Faculty Advisor Pete Smith, the club introduced two new initiatives this year: a Financial Speaker Series, and a mock stock portfolio, worth over one million dollars, that was diversified across multiple sectors— all led by chosen portfolio managers and assisted by analysts.

Working with King’s Development Office, the Club’s Financial Speaker Series invited King parents and alumni to lead discussions about their experiences in the financial world. Club members heard from leaders in fixed income, hedge funds, and investment banking. Among many discussion topics, students learned about finding new niche markets, the inner-workings of investment banks, the role of fixed income in finance, and the importance of the evolution of technology in regards to today’s financial markets. Jöve adds, “Not only did the generous contributions from these King parents and alumni increase students’ knowledge of the financial world, but it also brought our world – the King community – closer together.”

This year, a main highlight of the Club’s activities, was a trip to the Barclays US headquarters in New York City. At the invitation of King parents, and Barclays Bank senior executives, Joseph Gold, Tom King, and Brian Rozen, 16 members of the Club traveled to the city to learn more about the investment banking business. The visit began with a tour of the trading floor, including fixed income, foreign exchange, and equity securities. Then Mr. Gold and Mr. Rozen answered questions from the group on a wide range of topics including shadow banking, the Volcker Rule, the future of the sales and trading business, the impact of a strong US dollar, and the debate over the UK remaining in the EU. “All events and speakers focus on broadening students’ financial horizons and inspiring students to work in the financial field one day,” said Jöve.

In late April, the Italian Center ballroom was transformed into a trading floor as the Junior Achievement of Southwest Connecticut hosted its annual high school ‘Stock Market Challenge.’ Students from King and other local high schools participated in the Challenge, a stock trading simulation game where four person teams compete against the ‘market’ to achieve the highest return on an initial portfolio. After two 30-minute trading sessions the King team of Grade 11 students Ethan Bruck, Matt Goodfellow, Richard Haight, and James Michalski took top honors.

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Mr. Barros, Mr. Galanopoulos, Mrs. Darnton and I are so proud of our students and we look forward to continuing on this journey to create a better world by looking to the next Summit next year in Italy, where students from around the U.S. and Europe will tackle the future of food.”

— Gilles Chosson, Director of Global Education
Senior Projects - Slice of Life

The transition from a Grade 12 student to a college freshman is an exciting yet stressful time. For King students, Senior Projects represent the end of their high school journey and puts them one step closer to college life. During the last three weeks of the school year, all seniors develop and complete their Project. The Program encourages each senior to study or work, on or off campus, exploring an area of interest that engages and inspires him/her. Personal Advisors oversee and guide the process, from proposal to presentation, and act as mentors to each senior.

On Thursday, June 2, the Projects wrapped up with presentations to family, friends, faculty, and staff in the US gymnasium. Some Projects included students interning at companies, website planning, and produce "The Dream Box" - a white box in which to keep their dreams. A girl would write down her dreams and goals on pieces of paper daily, adding to the box over time. This would help inspire and empower young girls to identify and focus on their long and short-term goals. She is also working on creating a mobile app that would be a software accompaniment to the product. She plans to market to retail stores, arts and crafts stores, and educational outlets.

Laurel Jaffe worked with the clothing company Justice to manufacture and produce “The Dream Box” - an arts and crafts project where girls decorate a white box in which to keep their dreams. A girl would write down her dreams and goals on pieces of paper daily, adding to the box. This would help inspire and empower young girls to identify and focus on their long and short-term goals. She is also working on creating a mobile app that would be a software accompaniment to the product. She plans to market to retail stores, arts and crafts stores, and educational outlets.

Jack Droogan, Jack Lineberry, Sean Quaity, and Bradley Galvin studied golf course design and analyzed local courses. They critiqued and ranked their favorite courses, each compiling a Top Ten list. Through analyzing and photographing each course, the team agreed that the Project helped them understand their country, and to represent its interests with passion and tenacity.

"It is wonderful to see the MS program evolving. It prepares students for the US MUN Club and they have already begun to form an understanding of the actions of governments large and small," said Galanopoulos.

By Christos Galanopoulos, US History and Ken Lewis, MS History

One of the highlights of King’s MS and US History programs is the Model UN simulations. Last winter, the US MUN Club participated in its annual Harvard Model United Nations conference where Harvard MUN granted our request to represent India, which is certainly indicative of the respect that King has established over the many successful years of our participation.

It is not a coincidence that the Best Delegate official site of Model UN ranks King as one of the top 100 Model UN teams around the world. Christos Galanopoulos, US History and the MUN Coordinator, attended the Harvard event and was very pleased with the results. “Once again our results were incredibly gratifying. Twenty of our students debated, lobbied, wrote and voted on resolutions for four days and into the evening hours.

Four King students who wrote applications to the most challenging committees were accepted by their assessors. It was so moving to witness the concentration and focus, challenging committees were accepted by their assessors. Twenty of our students debated, lobbied, wrote and voted on resolutions for four days and into the evening hours.

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As the closing ceremonies commenced, over 3,000 students from the United States and 37 more nations spanning all continents around the world eagerly anticipated the results. The King team of Richard Jove ’17 and Jonathan Richter ’17 won first place and best delegate award representing India in a simulation of the UN Economic and Social Commission for Asia and the Pacific, debating the topics of Global Economic Resilience and Social Protection for an Aging Population.

"To have these accomplishments as a school of our size, competing against giant power-houses, is well worth feeling proud,” added Galanopoulos.

In April, 30 students participated in a MUN simulation hosted by the Upper School. The guest speaker, Sabah Abdullah Allen, UN adviser and speech writer for the UN delegation of the United Arab Emirates, and parent of two King graduates, spoke to the students about the role of the UN in today’s global arena, specifically addressing the problem of international terrorism. After Mrs. Allen’s presentation and Q&A, students went to their respective committees, organized and planned by senior and junior leaders. There were three committees organized by King senior and junior leaders: 1) a DISEC (disarmament and security) committee of the General Assembly, which discussed international cyber security threats, 2) a historical crisis committee simulating the American Civil War, and 3) a historical crisis committee simulating World War II. The committee leaders wrote background guides and moderated discussion, while the committee members debated, negotiated and wrote on diplomatic resolutions.

In Middle School, Ken Lewis’ Grade 8 History class participated in a Model UN simulation in May where they acted as delegates to the United Nations and debated real issues as part of a UN committee. This activity is a culmination of a yearlong study of American foreign policy, and the role that the United States plays in the world today. “This exercise actually helped with my overall knowledge of the UN and countries’ views. It showed us how the UN works, in a hands on experience, and helped me understand how important the UN is to the world,” said Alex Roger ’20.

Each of Mr. Lewis’ four classes attempted to reach a resolution on topics such as Cyber warfare, Internet Access in Developing Countries, the threat of North Korea, and the re-instatement of Cuba into the Organization of American States (OAS). After serious debate, involving argument and disagreements at times, two of the classes reached a fair resolution that was passed by its respective committees. “I liked the Model UN because it gave me and others a different view on issues in the world, depending on the country you represented,” said James Scanlon ’20.

The students each represent a country in their committee. They prepare for this exercise by first writing a research paper on their country, discussing why the country plays an important role in the UN (or not); they then follow up by writing a position paper, which specifically focuses on the issue from the perspective of the country. This Model UN activity incorporates substantial researching, public speaking, debating, and writing skills, as well as critical thinking, teamwork, and leadership abilities. During the process, the students become experts on their country, and come to represent its interests with passion and tenacity. “I think the Model UN helped us to understand our country, and to come up with a strategic plan that benefits all countries,” said Gavin Roberts ’20.

Senior Projects - Slice of Life

The transition from a Grade 12 student to a college freshman is an exciting yet stressful time. For King students, Senior Projects represent the end of their high school journey and puts them one step closer to college life. During the last three weeks of the school year, all seniors develop and complete their Project. The Program encourages each senior to study or work, on or off campus, exploring an area of interest that engages and inspires him/her. Personal Advisors oversee and guide the process, from proposal to presentation, and act as mentors to each senior.

On Thursday, June 2, the Projects wrapped up with presentations to family, friends, faculty, and staff in the US gymnasium. Some Projects included students interning at companies, website development, film analysis, magazine and board game creation, stage management, volunteering, photography, playwriting, coaching, traveling, and research.

Laurel Jaffe worked with the clothing company Justice to manufacture and produce “The Dream Box” - a white box in which to keep their dreams. A girl would write down her dreams and goals on pieces of paper daily, adding to the box. This would help inspire and empower young girls to identify and focus on their long and short-term goals. She is also working on creating a mobile app that would be a software accompaniment to the product. She plans to market to retail stores, arts and crafts stores, and educational outlets.

Jack Droogan, Jack Lineberry, Sean Quaity, and Bradley Galvin studied golf course design and analyzed local courses. They critiqued and ranked their favorite courses, each compiling a Top Ten list. Through analyzing and photographing each course, the team agreed that the Great River Golf Club in Milford, CT and Blindbrook Club in Purchase, NY were among their favorites.

"It is wonderful to see the MS program evolving. It prepares students for the US MUN Club and they have already begun to form an understanding of the actions of governments large and small," said Galanopoulos.
Inspiring Connections

In late March, King hosted its second El-Sistema Residency, in which talented musicians from the Baltimore OrchKids and Bravo Waterbury programs collaborated with our Middle School and Upper School students for a three-day intensive music workshop. The focus of the residency was to inspire a connection between communities of different socioeconomic backgrounds by using the music ensemble as the vehicle with which to communicate with each other. This year, King also included students from Stamford’s own PROJECT MUSIC, an El-Sistema-inspired program under the direction of Garrett Méndez, King Director of Instrumental Music. Since the founding of the program last year, King students have been contributing their musical talents to the cause, by volunteering as assistant teachers and mentors to the PROJECT MUSIC students.

Over three days, King students along with the students from the El-Sistema programs participated in rigorous music rehearsals that included a diverse repertoire of music. The music ranged from the highest values – solidarity, harmony, mutual compassion. And it has the ability to unite an entire community, and to express sublime feelings.” – José Antonio Abreu, Founder of El Sistema program

“Music has to be recognized as an agent of social development, in the highest sense because it transmits the highest values - solidarity, harmony, mutual compassion. And it has the ability to unite an entire community, and to express sublime feelings.”

“So far, the dance program is only open to US students. “We’re hoping this grows [to LS and MS students],” Segovia said. Segovia grew up training in ballet, tap and jazz, and chose to focus on modern dance, as well as ballet, in college. After spending some time performing with ballet and modern dance companies, she now teaches at St. Saviour’s School in Old Greenwich. It was in fact Brittany, one of Segovia’s Students at St. Saviour’s, who suggested that she come and teach at King. “I have been dancing since I was a little kid,” said Brittany. “I have tried other sports but none of them captured me like dance does. After my first year at King, I knew I wanted to make dance a part of the King community again. My friends and I started a dance club in the middle of sophomore year. After a full year of dance club and dance class, I am proud to say that dance will forever be a part of King.”

“The beauty - and the skill - of dance lies in the lines that the body traces through the air.” In class, Segovia goes her students to keep straight knees and sharply pointed feet, to know when to flow the movement to the music and when to pause, just for a moment. “ Basically, it’s what I’ve been taught, how a class should flow! Segovia said. “The stretching is very important and it brings us together at the beginning of the class.”

“Music has to be recognized as an agent of social development, in the highest sense because it transmits the highest values - solidarity, harmony, mutual compassion. And it has the ability to unite an entire community, and to express sublime feelings.”

“Watching the students from diverse backgrounds interact by rehearsing, performing, and composing music, I found this statement to be deeply true. The bonds that have been created between the students continues to grow and we look forward to having them back next year and for us to go to Baltimore next year.” – Garrett Méndez, King Director of Instrumental Music

“Every week, students of King’s new dance program walk into the PAC’s mirrored studio and leave their school-books at the door. Through movement and dance, they find a different way to learn another type of discipline and right. The class, taught by Jennifer Segovia, consisted of seven US girls the first semester, most of whom have had some dance background already. Some are returning to dance for the first time in several years. Others, like Breann Lombardi ’17, have pursued a dance education outside of school and are now hoping to further perfect their skills with King.”

“In my three years at King, I have been able to expand my knowledge on things I am passionate about and try new things. With the dance class, I learned about all types of dance and techniques, and built on my forever-growing dance foundation, while also bonding with my best friends and making memories that will last me a lifetime. I am forever grateful for the opportunities I have been given, and I am looking forward to the opportunities in the future.” – Charlotte Reiss ’17
The US Performing Arts Program was selected to participate in the American High School Theatre Festival (AHSTF) in Edinburgh, Scotland.

The class had begun. Ran Lapolla, Chair of Visual Arts Department, flashed famous works of art across the screen and asked students to describe what they saw and felt. They were encouraged to find personal relevance in all art and relate art to their experiences through writing, discussion, and projects. The class, Global Art: the Phenomenon of Human Expression, is a new US Art History class that was designed by Gilles Chosson, Director of Global Education, Connie Nichols, US Art, and LaPolla. The course is a history elective and can be used towards earning a Global Distinction.

“This course helped me learn how art can affect someone’s life and culture in ways that you would never think. I think this class will make me socially aware of significant things around me.”
- Jenna Della Jacono ’16

The course covers many topics including the function of art in societies and how it relates to basic themes that reflect the shared human experiences: food and shelter, religion, mortality and immortality; power, politics, and glory; and self and society. “Throughout the semester we do a number of art projects that help strengthen student understanding of the choices artists make and why. By examining art through a global lens, the course becomes very inclusive of a wide variety of artists from around the globe,” said LaPolla. “Artists perform an important function in society. Their work often captures the zeitgeist of the time and illustrates history as it happens. Sometimes art has even changed the course of history.”

For students' final project, they chose between writing a research paper; doing a presentation for the class; or creating an art project that relates to their research. The class challenged Jenna Della Jacono ’16. “I have really enjoyed being in Ms. Lapolla’s art class this year. I have learned to grow a passion and to understand the meaning of art globally and in America. This course helped me learn how art can affect someone’s life and culture in ways that you would never think. I think this class will make me socially aware of significant things around me” said Jenna.
The 2015-2016 school year was filled with a variety of plays, musicals, and instrumental and choral concerts. Students took center stage in Twelfth Night, Triple Trouble, Aladdin, Lion King, Jr. and Sweeney Todd. Our students' musical talents were in the spotlight for the Winter and Spring Concerts. Congratulations to everyone who worked on the stage and behind the scenes to make every production a huge success.
Interconnected world, it is crucial that they know how to interact respectfully and kindly with peers from another cultures. Being able to function in a foreign language in a foreign environment is also an important skill to master for future global citizens.

The Global Education program at King takes a multidisciplinary approach woven into the PreK–Grade 12 curriculum to develop students’ knowledge of cultural diversity within the context of globalization and change. Students who are passionate about Global Studies can choose to graduate with a Global Studies Distinction. The multiple exchange opportunities expose students to foundational cultural differences and stress how important it is to mutually listen, understand, and respect each other in order to foster healthy relationships.

The visiting Spanish students’ experience was truly a campus-wide global exchange. They exchanged short sentences with Grade 1 during Ana Gallegos’ Spanish class and helped students translate some of their favorite words. Kendall Abbott ’18 enjoyed meeting the Spanish students as it allowed her to interact and become friends with other kids from around the world. Abbott exclaimed, “The Global Education program gives us insight on other cultures and different people from around the world. The students taught us ways in which everyone is the same and how there are many people around the world who are just like us.”

King parent Scotty Reiss opened her home, and her family, to host a student. She said, “King matched us with Marie, who is the same age as our daughter Cameron, and gave us a few guidelines. The rest was up to us. Learning about Marie’s country and seeing ours through her eyes was a truly rewarding experience. I hope that Cameron will participate in the exchange program someday so she can see Spain through Marie’s eyes, share her American culture with Marie’s family, and complete the rich experience of culture exchange.”

Before returning home, our exchange students presented on their country to a group of US students. Alexea Papanicolaou ’18 attended the presentation and feels the exchange trip is important for young students because they are still learning and comprehending new things. “Since we are learning about cultures all around the world, it is important for us to experience what we learn. There are so many stereotypes about different places, but when you get to experience that part of the world and see what it is truly like, those stereotypes become non-existent. Global Studies was designed to teach students about people and culture around the world and being able to actually experience it is amazing.”

At King, educating our youth to become future global leaders is at the forefront of our curricular mission to prepare students to thrive in a rapidly changing world. In the Middle and Upper School, the Global Education program offers language and cultural programs with a homestay component in China, France, and Spain. Also, every year we host students and teachers from France and Spain for two to three weeks.

Travel in June included:

Spain: June 11-23, for US Students
A highlight for me was the trip to the world famous Santiago Bernabeau Stadium. This iconic stadium is home to one of, if not the world’s greatest and richest football (soccer) team, Real Madrid CF. My favorite part of the entire visit was walking outside of the same tunnel that the players use. To walk out of the tunnel and look around the stadium was a very exciting and unique moment. It was a truly amazing experience that I enjoyed very much. JP Leite ’17
Toledo was super cool. Everything from the panoramic view at the top of the hill to watching how they make swords was just awesome and amazing and I loved it. Filled with history and wonderful architecture, the city was modern yet ancient at the same time. Claire Whamond ’17
Our last day in Alicante was nothing short of eventful. Being together and enjoying this Spanish immersion was amazing. We relished the Spanish culture and the unparalleled hospitality that Sofia (my host family) and her parents extended to us. I am fortunate to say that I now have a second home and I will hopefully return in the near future. Callie Bartimer ’17

France: June 11-25, for US Students
The group spent two days in a beautiful mountainous area located an hour away from Manosque. Students attended a course on the history and making of perfumes in Forcalquier, a quaint little town outside of Manosque. It was a really interesting workshop with authentic hands on experience, as each student made his/er own perfume. The next stop was Provence! Students spent a lot of time with their host families and experienced a wide variety of cultural activities: cooking, cultural festivals or events in local towns, strolling through Aix-en-Provence, and a day in the Gorges du Verdon, by a lake located in the heart of a breathtaking regional park. The host families prepared delicious food for lunch and students rented canoes in the afternoon. Later, one of our own students participated in a cake contest and won with her French buddy!

The itinerary also included a stay in the beautiful Roman city of Arles with a stop at the boulangerie-patisserie for croissants, brioches and fougasse (a specialty of Provence)!

Students visited the Van Gogh Foundation for guided tour where they learned more about the painter and his life in France, and especially in Arles, where in the space of one year he made more than 200 paintings. Our US students met with a group of local Grade 5 students and presented an overview of our school and then played games. The younger students were so excited to host American students.

Spain: June 12-19, for MS Students
Some highlights of this trip were touring the Santiago Bernabeau Stadium - home of Real Madrid CF, and a visit to Madrid’s El Palacio and Plaza Mayor. Students enjoyed a bullfighting demonstration in Toledo and a Spanish Tapas cooking lesson & tasting in Barcelona. They explored the Picasso Museum, which is on the pilgrimage route of modern art lovers Explore and El Barri Gòtic – the Gothic Quarter - in Barcelona.

The 2016–2017 school year will include trips to:
Global Student Leaders Summit in Italy
Middle School trips to Greece, France, Spain (summer) and Nicaragua (spring break)
Middle School trips to Québec and Costa Rica
Our entire community came together in April for the first King Cares Family Service Day, hosted by the Service Learning Committee. To kick off the morning, faculty, staff, students and families gathered in the LS courtyard and were entertained by a DJ while enjoying breakfast. Some got their faces painted, and everyone had the opportunity to browse brochures of local organizations, purchase cards made by LS students in support of the Jim Arden Foundation, and even sign up for a bone marrow drive with the Leukemia and Lymphoma Society which is honoring Kyle Markes, the brother of a King student, as their Memory Honoree. At the conclusion of breakfast, everyone gathered to hear the music of Garrett Mendez and his students from Project Music. Several King students spoke about their experiences doing service with King. At the conclusion of the kick off, Senator Leone presented a check from Optimum to Andrew Stein of the Orphaned Starfish Foundation for the work the boys Varsity Soccer Team did through their King Cares 5K in Fall 2015.

After the morning ceremony, the 200 participants broke into 16 different service groups to benefit 17 of King’s partner organizations.

Some of the service completed included:
- making toys for an animal shelter
- creating STEM activity kits for students around the world
- socializing with residents of local senior homes
- cleaning a beach
- cooking meals for locals

The 3rd Annual King Cares 5K, hosted by Boys’ Varsity Soccer and our Fall Athletic Teams, saw hundreds of walkers and runners converge on campus last fall. The event raised funds to benefit the Orphaned Starfish Foundation and the Boys and Girls Club of Stamford and Greenwich. Over the past several years, the event raised a total of nearly $35,000, and we exceeded our goal of $15,000 this year. “I think the event was a huge success! We had more sponsors and donors then ever before. The boys did a great job spreading the word and reaching out to their community. I think the event offered the team real world experience in being a leader and accountable to something greater then themselves. We saw a lot of personal growth from the captains this year,” said Boys’ Varsity Soccer Coach, Enzennio Mallozzi.

The King Cares tradition continued this year with meaningful community events.

Senator Leone presented a check from Optimum to Andrew Stein of the Orphaned Starfish Foundation for the work the boys Varsity Soccer Team did through their King Cares 5K in Fall 2015.

Service learning opportunities this year included:
- Domus Holiday Toy Drive
- Thanksgiving Food Drive
- Hockey Teddy Bear Toss
- Visiting seniors in Assisted Living
- A service trip to New Orleans
- Decorating/sending cards to veterans
- Peace Pole for France
- Serving at the New Covenant Soup Kitchen
- Reading to Preschool students
- Students Rebuild Healing Classroom Challenge

The ‘King Cares’ culture of service encourages all students, and families, to engage in meaningful community partnerships that enrich the learning experience, promote civic responsibility, and strengthen our community. There are numerous student-run clubs and activities, in all divisions, that are committed to developing civic-minded students who embrace the opportunity to reach out and connect to the our community and around the world.
In early April, students, faculty, and parents enjoyed the cultural immersion and fantastic food at the Annual Multicultural Fair. The Parents Diversity Committee (PDC) organized the event, which consisted of parent-sponsored tables that showcase a country’s culture, customs, and food as well as basic facts about the country.

PDC co-chairs Mi-Sun Freeman and Micaela Malin were extremely pleased with the success of this year’s event.

“The Multicultural Fair was a huge success and was the most attended Multicultural Fair to date.”

– Mi-Sun Freeman, PDC co-chair

The entire Lower School visited as well as many MS and US students and faculty. We had 28 countries represented which we could not have done without all of the amazing parent volunteers,” said Mi-Sun.

This was a true community celebration, attended by students from all divisions, faculty, staff, and parents - a wonderful way for each family to share their culture.

“... This event was an amazing way for our children to appreciate and understand what makes each of us unique but also what connects us.”

– Micaela Malin, PDC co-chair

Celebrity chef Jet Tila presented last fall for the inaugural installment of the 2015-2016 Culture from the Kitchen series. Tila, of Chopped and Cutthroat Kitchen fame, whipped up a sumptuous dinner consisting of crab-citrus-pomegranate salad, braised salmon and tamarind duck breast, and rice pudding topped with mango. Lise Leist, Dean of Community Affairs, believes the series promotes cultural diversity through cultural dinners. She viewed the event as an “opportunity to share some of the wonderful stories and tastes of each native dish. “Sharing cultural diversity is essential to every learning environment and core to King’s diversity mission and vision,” she added.

Last winter, Celebrity Chef Fabio Viviani entertained a generous crowd with his engaging and charming personality, telling stories of his childhood and his path to success ... and he cooked too. Viviani delivered a message to all the guests in the US dining hall: "I wish I had a story like most chefs but I did not grow up in a culture of food. My family had no money and there was no food to cook. But success is not about how good you’ve had it, it’s about how bad you want it."

Celebrity Chef Bal Arneson, of Spice Goddess, joined King in April. Arneson was born in India and was raised cooking traditional Indian cuisine. She shared stories of her grandmother who stressed the importance of mastering one complete dish so Arneson could prepare it for a man someday and win his family’s approval.

The Culture from the Kitchen series is sponsored by the Office of Community Affairs in partnership with King’s food service provider, Compass, and director Lelio Vieux. The Compass Group showcases culinary expertise through this national Chef Series.
We believe that healthy identity development is essential to the academic, social and emotional growth of our students.

In June, Nisha Chandra ’17, and Femke Munting ’16 were recognized at US Prize Day for their leadership in organizing and developing the workshop. This winter, Nisha will join the Student Diversity Leadership Conference in Atlanta as a student facilitator.

In December, six students and ten faculty members attended the NAIS People of Color Conference (POCC) in Tampa, FL. The POCC is the flagship of the National Association of Independent Schools’ commitment to equity and justice in teaching and learning. The POCC states, “The mission of the conference is to provide a safe space for leadership and professional development and networking for people of color and allies of all backgrounds in independent schools.”

The three-day event included the Student Diversity Leadership Conference (SDLC), a multiracial, multicultural gathering of upper school student leaders (grades nine - 12) from across the U.S. “This was my first opportunity to attend POCC. I was thrilled to hear so many motivational speakers and I came back to my classroom eager to incorporate some of the methods of inclusion that we discussed at the conference. It was one of the best conferences that I have attended and I would love to go again,” Idalis Figueroa ’16, the event invited US students and faculty for a day of conversation, which included student facilitated groups who shared discussions on many issues including gender identity, socioeconomic diversity, race, and religion. This event was just one of many throughout the year where King celebrates its growing diversity through exploration and discovery of individuals including, but not limited to, their race, class, gender, religion and sexual orientation.

The theme of the day was cultural competency to help widen the scope of our own experiences. In addition, Lee Mun Wah, an internationally renowned Chinese American documentary filmmaker, author, educator and master diversity trainer, spoke to Faculty and Staff and shared innovative tools for diversity education. Lisa Leist, Dean of Community Affairs, adds, “These mindful interventions allowed all to practice cross cultural dialogues, use empathetic responses, and look for ways to create a “safe container” to talk about diversity and create a sense of community while building cross cultural conversations towards authentic change and long term understanding.”

King nurtures an environment in which each individual strives for wisdom and goodness found through a deep understanding of equity, fairness, and cultural inclusion. We believe that healthy identity development is essential to the academic, social and emotional growth of our students.

King hosted our first Day of Diversity in April. Led by student leaders Nisha Chandra ’17, and Femke Munting ’16, the event invited US students and faculty for a day of conversation, which included student facilitated groups who shared discussions on many issues including gender identity, socioeconomic diversity, race, and religion. This event was just one of many throughout the year where King celebrates its growing diversity through exploration and discovery of individuals including, but not limited to, their race, class, gender, religion and sexual orientation.

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Idalis has made an impressive journey in participating and leading change and progress in race relations. Idalis will attend Villanova in the Fall.
Our Athletics program saw many individual and team accomplishments this winter and spring.

Our athletes - on the field, in the hallways, or in the classrooms - supported each other, regardless if they won or lost a game. The bonds that they created will enable all of our teams, varsity and junior varsity, to continue to enjoy the success we had this winter and spring, and it will also allow King to continue to enhance our programs for years to come.

By Tom Decker, Director of Athletics

Harry Walker '18 captured the FAA boy’s tennis singles Championship, which is the first ever for King.

Natalie Wind ’16 joined the 1000 Point Club here at King. In doing so, she became the sixth girl to reach this milestone, and the fourteenth basketball player overall.

Jack Feinstein ’17 broke King’s point total in ice hockey with his 28 goals and 19 assists for a total of 47 points.

Kelly Conheeney ’18 ripped a bases loaded clearing double down the left field line in the last inning clinching the FAA Championship.

Miles McQuillen ’17 shot an even par 36 in his match against Masters at Sterling Farms, the second lowest score veteran coach Bill Pusack had witnessed during his tenure.

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Softball won the FAA Championship game in a thrilling victory over RCDS.

Our boys and girls squash teams competed in their first New England Squash Tournaments, where Graham Henderson ’16 captured the NE Class C Squash Flight One Tournament Championship.
In late April, King celebrated nine of our graduating seniors, as they signed their celebratory national letter of intent to play at the collegiate level next year. These nine seniors represent 10% of the Class of 2016, truly a remarkable percentage for this class. Tom Decker, Director of Athletics, attended the ceremony and introduced each student. He comments, “Watching each of them sign their letter was a powerful experience. While I am proud of all of students here at King, this signing was a very special moment for me. I am so happy for all nine of these athletes, as well as for their families and teammates. They have represented King very well and should be proud of their accomplishments.”

The nine members of the Class of 2016 are (L to R):

• Graham Henderson, Hobart College (squash)
• Riley Marsh, Columbia (crew)
• Robbie Smithline, University of Pennsylvania (tennis)
• Natalie Wind, Wheaton College (basketball)
• Paul Spadaccini, Catholic University (football)
• Ryan Correa, Franklin & Marshall (softball)
• George Peele, Williams College (lacrosse)
• Liam Quigley, Colby College (baseball)
• Connor Bamford, Bowdoin College (baseball)

The King College Counseling Office’s four-year developmental program helps each student discover the most competitive platform and accommodations to support the demands of rowing which, in turn, allowed Riley to realize his ultimate goal. Finding the perfect spot where he would grow and succeed as a scholar and athlete has brought us full circle.” – Celeste & Robert Marsh

Several parents added:

“When you’re passionate about something, you want to share it with others. That’s exactly what the King Girls’ Lacrosse Team did in late April. Under the leadership of Morgan Riley ’18, they hosted girls from Harlem Lacrosse and Leadership (HLL) PS 149 for a day of drills, clinics, and lunch. HLL provides academic intervention, leadership training, and lacrosse to at-risk youths. Morgan learned about HLL in October 2015, and immediately knew she could round up teammates and friends to support this organization. “I am so proud of Morgan for spearheading this wonderful day with PS 149 and their future lacrosse players. Morgan’s ability to tackle this huge undertaking is a credit to the type of leader that she has become on and off the lacrosse field at King. What else could a coach ask for? I am beyond thrilled,” said King Coach Jay Kavanagh.

This event was very well designed for the middle school age group, keeping in mind the many different levels of play.

When the team worked hard and wanted to be coached. I’m hoping it continues in the right direction this winter because we have made a lot of progress.” – Coach Brett Farson

During the week before the event, our community participated in a collection drive for HLL. The equipment and clothing, as well as numerous donations, will underwrite weekend tournaments and camps.

Alyssa Palomba, HLL Program Director, was extremely pleased with the event and outpouring of support. “On behalf of HLL, I wanted to thank King for such an amazing day. Your community is so welcoming and generous. On the way back, many of the girls said to me that this was the best event that we had this year. These trips help our student-athletes grow and learn in a unique way that they are not finding in the classroom. They also give many of our students a chance to get away from the stress at home and have the space to just be a kid.”

“Young student-athletes serve as role models that demonstrate positive female relationships and what it means to be a hard-working student-athlete.” – Alyssa Palomba, HLL Program Director

“The team worked hard and wanted to be coached. I’m hoping it continues in the right direction this winter because we have made a lot of progress.” – Coach Brett Farson

Congratulations to first-year ice hockey Coach Brett Farson as the team finished their season with a best ever team winning percentage record of 11-3-1. The team won the FAA regular season championship, and King’s first ever FAA Ice Hockey Tournament Championship with a thrilling 2-1 OT shoot out victory over RCDS. We’re looking forward to another exciting season in 2016-2017.

“In many ways it was a season for the ages on the ice, as the 2015-2016 King varsity hockey team stormed its way to the FAA regular season title and its first FAA playoff championship in school history. Coaches Smith, Grose and I would like to thank the graduated seniors, Jack Droogan, Jack Lineberry and Tyler Petrone, for their tremendous leadership, and the entire team for such an outstanding effort on the ice. The team worked hard and wanted to be coached. I’m hoping it continues in the right direction this winter because we have made a lot of progress.” – Coach Brett Farson
LANDMARKS

Personalizing STEM – the King Way

At the end of the school day, Dr. Tom Castonguay walks from his Upper School laboratory to meet his daughter, Caroline, at the Lower School. They walk together to the parking lot – many days, he carries her on his shoulders. As both a parent and a teacher at King, Dr. Castonguay not only carries Caroline, but also the responsibility of educating hundreds of King students across the three divisions.

Dr. Castonguay’s role in STEM began when Marnie Sadlowsky, Head of Upper School, asked him to lead math, computer science, digital literacy, and science teachers in a discussion about how to elevate the STEM curriculum at King to a more sophisticated level. Dr. Castonguay was appointed as Director of STEM Programming and currently leads a committee of faculty members charged with optimizing STEM. Teachers have examined how an integrated STEM curriculum can transcend the four distinct disciplines and take a more holistic approach to teaching and learning. As a result of this, they also made a rigorous collective effort to create a STEM graduation distinction that offers rich educational opportunities to students as they head off to take STEM-aligned classes in college. This new distinction was introduced to the Upper School in 2015-2016. It joins the three other Upper School Distinctions: Global Education, World Languages, and Leadership.

The broad question of what an integrated STEM education means to our School Distinctions: Global Education, World Languages, and Leadership has garnered a rich crop of ideas from the members of King’s STEM Committee, which also includes Ted Parker, Director of Digital Literacy and Innovation and Interim Academic Dean; Shevon Morris, LS Science Faculty; Sue Heintz, Chair of the Computer Science and Digital Applications Department; Dr. Victoria Khiznichenko, Chair of the Math Department; and Frank Barros, Director of Institutional Sustainability.

Central to STEM for King is the interconnectedness of these skills among the various fields of study. “Instead of just changing the language we use on campus, we’re envisioning how it changes the way we approach these disciplines,” Ted Parker explained. “It’s therefore been important for our STEM Faculty to focus on a strong commitment to interdisciplinary planning and pedagogical approaches.”

As Dr. Khiznichenko pointed out, "good teaching means connecting all subjects." Khiznichenko continued, “it’s not enough to just talk about the potential similarities between computer programming, science, and mathematics – what’s been exciting to witness is how our approach to planning and teaching each of these separate subjects has evolved as we’ve continued to find ways to utilize skills across disciplines to better solve and address the problems facing our rapidly changing world.”

All King students are deeply immersed in the study of STEM throughout their elementary, middle and high school years.

For Dr. Castonguay, Mr. Barros, and Dr. Khiznichenko, who all play the dual role of educators and parents of children at King, this intellectual and academic discussion will also always have personal significance. “I’m in this unique position to shape a curriculum from which my daughter can benefit,” Dr. Castonguay said. “So I’m doubly invested.”

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As part of offering a sophisticated, integrated STEM curriculum, King Faculty have:

• Established a rich array of science and computer science electives. The 15 US Computer Science and Digital Applications classes range from Digital Mobile App Development and AP Computer Science to Filmmaking and AP Computer Principles (the newest class to be added).
• Instituted a more comprehensive, cross-divisional approach to mathematics instruction.
• Increased space and technology to engage the creative aspects of technology as understood in the field of engineering.
• Developed a specific set of competencies, or skills that students need to have in each discipline. These are built to support the three dimensions of learning of the Next Generation Science Standards: science and engineering practices, disciplinary core ideas, and crosscutting concepts.

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Teaching Excellence at King

Leadership at the divisional and departmental levels take responsibility for creating a culture of classroom observation, reflecting on current best practice in line with our Mission and guiding annual individual goal-setting and evaluation for teachers with an intentional emphasis on growth and improvement. During the upcoming year, we will initiate a peer coaching instructional process that will further deepen our commitment to excellence in the classroom. We are also a leader among independent schools for annually integrating student (Middle and Upper School) and parent (Lower School) feedback into our process of self-reflection and goal setting.

Faculty groups such as the Mentoring Committee and the PG&D Committee charge faculty to directly shape and impact the growth and development of our colleagues. The mentors, for example, work with first-year teachers at King to provide transitional support and guidance, while both groups mutually benefit from their interactions. The PG&D Committee leads interdivisional programs including two all-day workshops each year as well as the “Food for Thought” evening programs to explore best practices. Guiding annual individual goal-setting and evaluation for teachers reflecting on current best practice in line with our Mission and the fruitful discussions with an intentional emphasis on growth and improvement.

We are committed to provide the support necessary for each teacher to excel. We also recognize that “excellence” takes a variety of forms within the spirit of our Mission and that a personalized approach to PG&D is necessary for each teacher to be his/her best. Through this commitment, we are proud that our faculty takes advantage of these opportunities to improve and grow each year, and we are grateful for the generous funding that supports these Mission-driven endeavors to benefit our faculty and students.

“Bill’s infectious laughter and booming baritone has been a fixture in the Upper School as long as I can remember. His indoor golf practices with putting mats are a part of a spring ritual. We share triumphs...and fellowship.”
- Bill Wallace, US Math Faculty

“We all know that longevity at the workplace is quickly becoming a thing of the past, but we are here tonight to thank you for staying and creating a wonderful legacy at this school. Your loyalty to the school and to your students created a foundation for the rest of us to build upon.”
- Cathy Mishkin, US History Faculty

124 YEARS OF COMBINED SERVICE

The end of the 2015-2016 School year saw the retirement of three Faculty of long tenure - Helen Kweskin, after 43 years; Priscilla Pusack, also after 43 years; and Bill Pusack, after 38 years. On June 14, their fellow Faculty (both current and former), alumni, parents, and friends gathered to honor their time at King. Additionally, many who could not attend sent their own memories and wishes along.

“Both Bill & Priscilla are such gifts to King! Their customized pedagogy and enthusiasm will never diminish - it will live on in each and every student they taught.”
- Tom Main, Head of School

“Their impact on our school has been huge - in teaching, we don’t always see the fruits of our labors, as it matures and becomes more evident when kids have moved on, but rest assured that great schools are built by teachers that are educational pillars - as are these three.”
- Bruce Fallon-Long '90

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One for the History Books

On June 30, 2016, King’s 150th Anniversary celebration came to a close and the year of ‘Legacy, Strength, and Pride’ became another memorable addition to the archives of our School. The year kicked off with the Opening Ceremony and a birthday cake to mark our School’s special day. The State of the School rang in the year for our parent community and Homecoming attracted a record-breaking alumni crowd. The beautiful coffee-table book was distributed throughout the year and was a wonderful gift for each member of our community.

The 150th Speaker Series brought together renowned educators and thought leaders to offer a unique educational resource for our community. Central to our Mission, the theme of the series was “Thriving In A Rapidly Changing World.” Speakers throughout the year included:

Dr. Lori Murray: Dr. Murray holds the Distinguished National Security Chair at the US Naval Academy where her principal responsibility is to instruct the undergraduate midshipmen on current global national security issues. She is also a proud member of the King community as an Alumni parent - she is mother to Lucynn ’08 and Amanda ’10. Dr. Murray spoke about the challenges we face in that world - namely security - and shared a quote from Thomas Jefferson: “The bullock of a democracy is an informed citizen.” “Education and information”, she added, “are key - particularly in an election year. In 1865, in the wake of Lincoln’s assassination, Dr. Murray reminded the audience, Ms. Richardson started the school that would eventually become Low-Heywood and is the founding institution that led to today’s King.”

Gary Briggs ’80: During Gary’s time as a student at King, he edited the yearbook, served as Student Council Vice-President and played on the football team. Since August 2003, he has served as Chief Marketing Officer of Facebook, Inc. Gary spent the afternoon presenting to a group of US students. He engaged them by asking which apps they used, and asked to hear some feedback on current aspects of Facebook’s platform. “In the media business, you’re inventing technology as you go,” he told the students, sharing the some surprising statistics about how people consume around seven hours of media in a five hour period.

Geoffrey Canada: Mr. Canada is one of the most renowned experts on education. In his 20-plus years with Harlem Children’s Zone, Inc., Mr. Canada has become nationally recognized for his pioneering work helping children and families in Harlem and as a passionate advocate for education reform. As our Capstone Speaker, he elaborated on the global impact of education in the rapidly changing realm of technology, economy, and politics. Mr. Canada addressed the large crowd in the PAC commenting that he still feels like this is the most wonderful country in the world, but stressed that “I am watching it slowly commit suicide.” Mr. Canada adds, “The fact that you’re born in the wrong zip code should not mean that the deck is stacked against you. In places in this country where people don’t get an education, we make sure there’s a jail cell to put them in.” He continues, “It takes $1,000 a year to ‘save a kid’ but people tell him that is not scalable - meanwhile, it takes $60,000 a year to keep them in jail. We have to do more - help one kid, provide one scholarship, more outreach. All of us - we’re all in this together and we all have to do more.”

Ben Hoke, Director of Development, led the 150th Speaker Series Committee and secured Mr. Canada’s visit. He was extremely pleased with the success of the evening and adds, “Mr. Canada encourages all Americans, especially those fortunate to be in private schools, to advocate for transformative school change by taking a stand in our communities and expecting the best from all students, no matter the zip code.”

Lise Leit, Dean of Community Affairs, reflected on the messaging of the evening. “Mr. Canada delivered a clear message of empowering all to become next generation leaders, to develop resilience, and make healthy choices. Together we can empower all children to reach their full potential.”

Many Faculty members were moved by Mr. Canada’s powerful message:

Ken Spall, US Science Faculty: “Mr. Geoffrey Canada discussed the continuing crisis in public education and how all Americans must drive change through competition, principally, between public and charter schools. He stressed the power of high expectations for students, parents and teachers. Mr. Canada’s unwavering position is that all of his students at Harlem Children’s Zone will go to college, and that teachers will help students achieve regardless of the student’s economic and family situation.”

Lindsay Wyman, LS Director of Assessment and Instruction: “I thought Mr. Murray was charismatic and engaging, but more importantly, he was real about what is facing the world of education today. And not just the world of private education in Fairfield County, but education in the United States as a whole, which directly impacts all of us, especially those fortunate to be in private schools. Mr. Canada’s powerful message: “All students, no matter their zip code.”

Gary Briggs ’80: “I have to do more - help one kid, provide one scholarship, more outreach. All of us - we’re all in this together and we all have to do more.”

He finished by reciting his poem, “Take a Stand”: “Maybe before we didn’t know, That Gary is afraid to go to school, the store, to roller skate. He cries a lot for a boy of eight. But now we know it’s not true That other girls and boys cry too. They cry for us to lend a hand. Time for us to take a stand. And little Maria’s window screens Keep out flies and other things. But she knows to duck her head, When she plays each night, near bed. Because in the window comes something That shatter little children’s dreams. For some, the hourglass is out of sand. Time for us to take a stand. And on the scaffold, when we pray, To our God we often say, ‘Oh Jesus, Mohammed, Abraham, I come to better understand. How to learn to love and give, and live the life you taught to live.’ In faith we must join hand in hand. Suffer the children! Take the stand! And tonight, some child will go to bed. No food, no place to lay their head. Mr. Canada addressed the large crowd in the PAC commenting that he still feels like this is the most wonderful country in the world, but stressed that ‘I am watching it slowly commit suicide.’ Mr. Canada adds, ‘The fact that you’re born in the wrong zip code should not mean that the deck is stacked against you. In places in this country where people don’t get an education, we make sure there’s a jail cell to put them in.’ He continues, ‘It takes $1,000 a year to ‘save a kid’ but people tell him that is not scalable - meanwhile, it takes $60,000 a year to keep them in jail. We have to do more - help one kid, provide one scholarship, more outreach. All of us - we’re all in this together and we all have to do more.’

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Gary Briggs ’80: ‘I have to do more - help one kid, provide one scholarship, more outreach. All of us - we’re all in this together and we all have to do more.’
I am looking forward to introducing families to a great school and helping them as they decide who they want to educate their children. It can be a stressful process for families, and I enjoy playing a role in providing a solution.

Is there a single most important piece of advice for prospective families/students when selecting a school? Be honest with the admission office. It is important that families trust that schools want a diverse student body—students with different strengths and weaknesses. In order to know if King is the right fit for your family, we have to be able to have an open and honest discussion.

What is the most commonly asked question from prospective parents? And prospective students? I am not sure if there is one most commonly asked question. One thing I love about admissions is that each student and each family is different. They have different values and interests, so the conversation can go in any direction. At the core of every conversation is a desire from both the parents and the students to find a school where the student will thrive. Luckily, that is our goal too!

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What is one way that you think the admission process can be improved? What’s the question you get asked most by students? Tell us one thing about yourself that someone might not know. Do colleges care how many times you take the test? What is one way that you think the college admissions process could be improved? Eliminating standardized tests is one most commonly asked question. One thing I love about admissions is that each student and each family is different. They have different values and interests, so the conversation can go in any direction. At the core of every conversation is a desire from both the parents and the students to find a school where the student will thrive. Luckily, that is our goal too!

What is one way that you think the admission process can be improved? What is the one thing you're most looking forward to at King School? From the students to the administrators, everyone knows their role in the community and cares about making the school the best it can be. Perhaps most importantly, King felt like a very happy place to be.

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What unique insights do you bring to the Admission Office and what is the one thing you’re most looking forward to at King School? Having been at multiple schools and having a faculty full of independent school educators, I have learned that there are many ways to run an effective admission process. Not being tied to just one template allows me to keep an open mind and think outside of the box.
The Legacy Ball

The great lawn at The Stamford Yacht Club was outfitted with a huge white tent and nearly 500 parents, alumni, faculty, and guests rocked the night away as our community celebrated our School’s 150th Anniversary at ‘The Legacy Ball’ in April. The Yacht Club was the perfect venue for this event as one of King’s predecessor schools, Low-Heywood, was located on Shippan Point. Highlights of the evening included a silent and live auction and dancing to the amazing sounds of the Soul System Orchestra, a 16-piece band from NYC. The event supported financial aid at King and grossed $625,000 including $211,000 from ‘Raise the Paddle’, which goes directly to tuition assistance for deserving students who have demonstrated financial need. The remainder of the proceeds will support the Parents’ Association Endowment Fund.

It was a wonderful night and a fitting culmination of a historic year.
Moving Up Closes the 2015-2016 School Year

LS students celebrated their Moving Up Ceremony and MS students ended the 2015-2016 school year with their Closing Ceremony on Friday, June 10. Congratulations!
Congratulations 2016 Graduates!

The largest graduating class of our School processed onto the stage as Grade 12 students and walked off as the Class of 2016 – the newest members of King’s Alumni Association.

King’s Commencement Ceremony took place on June 3 and these young men and women marked the 150th class to graduate from King or one of our predecessor schools. Family, friends, and a long line of supportive faculty joined the class under the tent as 88 students received their diplomas and began the next step in their journey of life-long learning. As Head of School Tom Main commented, “Together, this group of 13 “lifers” represents 175 years of attendance here at King. When adding the years of attendance for the remaining members of the class, I arrived at a staggering 632 years of attendance at King for this class!”

Head of School Tom Main:
I think this graduating class is a group that is well prepared and quite naturally inclined to take full advantage of all the electives life has to offer, and then accomplish great things through the pursuit of the opportunities those choices present. They will make idealistic choices, they will approach challenges passionately, and they will find pragmatic answers and solutions. That is their nature.

What strikes me most about the group is their idealism – fueled by passion and a real intensity – but well balanced by a sense of pragmatism. And that’s the key – it’s the balance. They get things done. This will serve them well as they embark on the next journey.

Keynote Speaker
CT Governor Dannel P. Malloy:
Out of all the King Virtues that have been taught on this campus, and we hold dear to our hearts, perhaps respect is the one under the largest assault in our society today. We have to change that and I can’t think of anyone better to do that than a King graduate. Respect for one another, respect for oneself, respect of others, respect of other ideas, respect for other principals – this is what your life should be about. If you can weave these virtues into your lives, you will be successful. Your lives will be a challenge but there is no doubt in my mind that they will be great. We have an obligation to leave the world a better place for having lived in it. There are no high school graduates today in this nation who are more prepared to do just that than you are. Accept that challenge.

Valedictorian
Jana O’Donnell:
Every single person has their own personal legacy at this school – A legacy of competing in all aspects of life- academics, sports and community. Our legacy is the knowledge and experiences gained on this campus, the discovery of our potential and skills, the friends and contacts, all of which will support us in our lives to come. In the end, our legacies remain. In the end, we come out bigger and we come out better, and maybe we’re all a little rough around the edges, but we will always be us, and King will always be home.

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– Jana O’Donnell, Valedictorian
Thank you for a marvelous year for our Alumni community!

In my first year as your Alumni Association President, I’ve enjoyed meeting many of you at regional events or on campus, and it’s been my pride and pleasure to serve as voice for our Alumni community.

What a year it’s been! We celebrated our 150th year with exciting events, captivating speakers, and our historic 150th anthology. We gathered at receptions and dinners across the country, reconnecting with faculty and friends and reminiscing about our time at School. More than ever, our Alumni are choosing to demonstrate their dedication to their alma mater through donations to our Annual Fund.

I’ve had the chance to meet some of our newest Alumni in the Class of 2016, and would like to be the first to welcome them to the team! This is a group of hard-working students, talented artists and actors, and skilled athletes. They are all headed on to embrace their bright futures, and I hope that they are as proud of King as we are of them.

As we close our 150th year, I hope you will join me in reflecting upon your time spent at our shared alma mater and what it meant to you. For me, my years from 6th through 12th grade were spent making lifelong friends, learning from gifted teachers, and embracing the core values that I hold as an adult (and mother to two King students) today. Regardless of the year you graduated or which of our founding institutions you attended, I know that we share a common bond and each see pieces of ourselves and our school experience in today’s King.

With thanks for a great year,
Fiona Muir Fine ’90

We’re pleased to be welcoming the 88 members of the Class of 2016 to our Alumni community. They are a group of intelligent and talented young adults headed to great futures and we’re thrilled that they will remember King as home!

Senior week brought a schedule jam-packed with exciting and sentimental activities for our graduating class. They headed out to Six Flags for their Senior Excursion, danced the night away at prom, and presented their Senior projects to faculty and their families.

We held our annual Senior Reception at Wee Burn Country Club. Seniors and parents alike enjoyed the gorgeous setting as they mingled, ate dinner and took photos. Our Senior Parents performed the traditional songs as a tribute to their children: “Sunrise, Sunset” and “I’ve Grown Accustomed to Your Face” while they held placards with their sons’ and daughters’ faces on them. The entire group enjoyed a photo slideshow and the graduating Seniors were sent out the door with a gift from the Alumni Association. The Senior Reception is a tradition several decades old, and is a marvelous time for King families to reflect on their journey through the School and celebrate their students’ imminent graduation.

We’re thrilled to welcome our newest members, the Class of 2016 to our Alumni community! As you go on to exciting new adventures, we hope that you’ll stay in touch, keep us posted, and come and visit.

To learn more about the Alumni Association, contact Betsy Gell, Director of Alumni Relations, at bgell@kingschoolct.org or visit us at www.kingschoolct.org/alumni. See you soon!

Fiona Muir Fine ’90
AND THE AWARD GOES TO...

Each year during Commencement week, King hosts our Upper School Prize Day, where outstanding students are recognized for achievement in a variety of areas—from academic accomplishments to extracurricular talent to athletic records. Of the awards presented, many are named for our own Alumni.

These award recipients represent the proud continuation of a legacy left by their predecessors, and serve as a lesson that the values held by our founding Schools for generations remain a critical part of our student culture today.

Named for alumnus William Barthram ’36, the Barthram Prize goes to the member of the Senior Class who has contributed the most to the School in co-curricular activities. This year’s Barthram Prize went to Lauren Jaffe, who will be attending the University of Pennsylvania in the fall.

Robert Carpenter ’36 is the namesake for the Robert Morose Carpenter Award, awarded to a member of the Senior Class for high scholastic achievement as well as excellence. Former King and attending Coucher College in the fall, the winner of the inaugural Boo Forster Award.

The Marc Hoffman ’95 Award is presented to a rising Senior who has utilized his or her strengths along with embracing his or her teaming style to achieve academic excellence. Furthermore, the student has demonstrated honor, integrity, good judgement and fair play. Junior Andrew Gheewalla was the winner of the Hoffman award this year.

The Meryl Kann Cup, named for Low-Heywood alum Meryl Kann ’36, is awarded each year to a Senior girl whose selfless spirit, dedication and versatility have enriched the total life of the School. The Kann Cup was presented to future Bryant University student Alexandria Rabassa—daughter of Frank Rabassa ’95.

Named for the late Lauren Leslie ’95, the Lauren Leslie Award is presented to a student who displayed the greatest courage, determination, and fortitude during their Upper School years. Kayonne Markes, who attends the University of Miami in the fall, won this year’s Lauren Leslie Award.

Leadership, devotion, generosity, vitality and consideration for others are qualities taken into account in deciding the recipient of the Muggeo Award, named for Gregory Dean Muggeo ’79. Student Body President Will Nellis, who will be attending the University of Pennsylvania, was presented with the Muggeo Award this year.

The Nancy Cunningham Nickerson Memorial Award is presented to a Senior in recognition of commitment to improving the lives of those facing physical and/or spiritual challenges and having an abiding concern for others. This year’s Nickerson Memorial Award went to Emilio Mola, who plans on attending UConn.

The Yvonne Veeder Richards ’53, the Jody Veeder Richards Award is presented to an Upper School girl who has demonstrated the highest standard in sportsmanship. This year’s award went to Tidals Figueras, who is headed to Villanova in the fall.

Named for an alumna from the Low-Heywood Thomas Class of 1980, the Diane Catelani Memorial Art Prize is presented to a student who was deeply engaged with the process of making art during their Senior year. The Catelani prize went to Senior artist Ali Bonfils, who will be attending the Pratt Institute.

New this year is the Boo Forster Drama Award, named for the late Elizabeth “Boo” Chapman Forster ’34, alumna and former drama teacher. The award goes to a student who displays dedication, versatility, and commitment to the Performing Arts Department. Molly Eigaston, a King and attending Coucher College in the fall, was the winner of the inaugural Boo Forster Award.

The Mark Hoffman ’95 Award is presented to a rising Senior who has utilized his or her strengths along with embracing his or her teaming style to achieve academic excellence. Furthermore, the student has demonstrated honor, integrity, good judgement and fair play. Junior Andrew Gheewalla was the winner of the Hoffman award this year.

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All in the Family

The Sarner Family

George Sarner ’39
Rick Sarner ’73
Gail Sarner ’73
Bryan Sarner ’07
Lauren Sarner ’10

When George Sarner attended Low-Heywood in the early 1930s, it was a School for highly intelligent and creative young women. Generations later, she sees that same spirit when she comes to visit her granddaughters on campus. “I attended Low-Heywood School from Grades 4-12. There was always an emphasis on the creative arts and music. When I saw Hannah’s art show or see Charlotte playing with the band, I see the way the school values creativity is the same.”

Sary Frankel Bernstein attended Low-Heywood School in Grades 6-8 and her grandmother Hannah Freund graduated in 2014. Granddaughter Charlotte is a Grade 9 student who loves hearing her grandmother’s stories about her time at Low-Heywood—especially the funny ones: “My grandmother told me a story about when she was driving and knocked over a fence at King!”

Sarey deeply values how the legacy of Low-Heywood lives on in her granddaughters. “The spirit to me is exactly the same. The school still offers students the freedom to blossom. I’m grateful for the sense of heritage and that they’re taking part in my life.”

Family patriarch George sums it up best: “The School always meant a lot to me and it was wonderful to be in a position to send my children, and then my grandchildren.”

The Bernstein/Freund Family

Sary Frankel Bernstein ’39
Hannah Freund ’14
Charlotte Freund ’19

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Family patriarch George sums it up best: “The School always meant a lot to me and it was wonderful to be in a position to send my children, and then my grandchildren.”

At King, we’re lucky to have nearly thirty families in which the parents or grandparents are Alumni. These families represent both the history of the School and its bright future, and the way traditions pass from one generation to the next—including the tradition of excellence in education!”

SUMMER 2016
Homecoming Weekend during our 150th year took on the appropriate theme of “Let’s Make History” and make history we did! With record numbers of Alumni joining us for our Friday night reception, a festive feeling under the tent on Saturday, and seven Reunion events organized around town, it was a truly spectacular weekend for all!

Our 150th year Homecoming theme was “Let’s Make History” ... and we did!

San Francisco Dinner with Tom Main
We hosted an intimate dinner with Head of School Tom Main in San Francisco this year, bringing together a great group of alumni to talk about their careers, their time at King, and how the School has grown.

Alumni Hockey Game
By Pete Smith, Assistant Hockey Coach/Upper School Faculty Member
Photos by Grant Lineberry
King Varsity Hockey opened its 2015-16 campaign with the traditional Alumni Hockey Game. Our Varsity team broke on top early when assistant captain Jack Feinstein took a neutral zone pass, split the defense and scored the first of his three goals against alum keeper Sam Sullivan ’08. The alum came back with four first period goals, but King captain Jack Lineberry closed the gap, going coast to coast and finishing upstairs. The two teams traded goals in the second period before the Alumni team pulled away for the win.

King alumni players included former Varsity captains Nolan Murray ’15 (playing with former line mates Marc Skolnick ’15 and Luke Pritchard ’15), Max Perkins ’14, Anthony DeLuca ’13, and co-captains Troy Lynch ’12 and Steve Franze ’12. The ‘old boys’ included Luke’s dad Andy Pritchard ’81 and goalie Larry Smith ’86.

Alumni Girls Soccer Game
By Kimberly Segalas ’07
Photos by Ashley Alebiosu ’08
During Thanksgiving weekend, a group of former Lady Vikings reunited on the turf field for a spirited and fun alumni soccer game. A decade of Vikings Soccer was represented spanning the class of 2003 to the class of 2011. Undeterred by a rainy weather forecast, these young women demonstrated they still have the athleticism and love for the game that they displayed throughout their time at King.

Eleven players participated in the half field match including Caitlin Feigenbaum ’03, Stevi Feinberg ’06, Stephanie Yacenda ’06, Kimberly Segalas ’07, Shaela Greenfield ’08, Andrea Horak ’08, Tiana Segalas ’09, Lauren Karp ’09, Kinsey Greenfield ’09, Summer Segalas ’10, and Julie Tooher ’11. Many thanks to former Vikings’ Volleyball and Lacrosse standout Ashley Alebiosu ’08, who came out to support and help document the day with pictures, and to the Greenfields for bringing snacks! This was the second annual alumni girls’ soccer game, and the group fully plans on playing again next year with an even bigger turnout.

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This year, we’ve been lucky enough to have a number of our alumni visit us as speakers. Whether they are addressing a large crowd, networking with a small club, or imparting advice to our students these speakers address our community with a personal attachment to it. They attended classes in the same halls as our students, learned from our Faculty, and now visit their alma mater as dedicated alumni. We thank them all for their time and wisdom!

A Sesquicentennial Return to Campus

As part of our 150th Anniversary Speaker Series, we proudly welcomed alumnus Gary Briggs ’80 back to the King campus on November 17. During Gary’s time at King, he edited the yearbook, served as Student Council Vice-President and played on the soccer team. In his yearbook, his parents took out an ad congratulating the Class of 1980, saying they were “a fine group of young men ... onward and upward!” Onward and upward, indeed. Gary went on to earn a B.A. in Political Science and American Civilization from Brown University and an M.B.A. from the Kellogg Graduate School of Management at Northwestern University. He has held a number of leadership roles at companies such as PepsiCo, IBM, Our House, Inc., eBay, Plastic Jungle, and Google. Since August 2013, he has served as Chief Marketing Officer of Facebook, Inc. Gary spent the afternoon presenting to a group of US students. He engaged them by asking which apps they used, and asked to hear some feedback on current aspects of Facebook’s platform.

“In the media business, you’re inventing time,” he told the students, sharing some surprising statistics about how people consume around seven hours of media in a five hour period. Gary also spoke about his involvement with internet.org, a Facebook-led initiative that works to bring internet access to communities worldwide where it is unavailable.

After a tour of campus and a conversation with his former homeroom teacher Mr. Wallace, Gary took the stage as the second speaker in our Sesquicentennial Speaker Series. He began by remembering his late parents and reflecting on the fact that affording King was a stretch for them, a choice that he is grateful for to this day. He shared that the nurturing he received at King has been definitive in his life. He went on to state, “The modern era of technology is still in its early days,” remembering a life-changing moment when he attended a presentation where the speaker called the internet a “fad.” He closed his presentation with some words of advice for young professionals struggling to find job security in this changing world: “Find something you love, and have the ability to learn.”

Aluna Honors Academic Achievement

Each year, King inducts students into the Cum Laude Society and hosts a ceremony in which they’re addressed by an alum. This year, that alum was Liz Byrnes ’05. Liz, who currently works in digital marketing for CBS Sports, talked about how her time at King influenced her success today, and spoke of her admiration for the Faculty and how much she appreciated their guidance. She explained how skills she had learned in various courses at King informed the work she does every day.

Young Alumni Impart Valuable Advice as Part of College Panel

On Thursday, January 14, we were pleased to welcome back four of our Alumni to speak to current students about their college experience. Eli Lichtman ’14 (Hamilton College), Emma Snover ’14 (Barnard College), Walter Argaeta ’15 (Manhattanville College), and Alyssa Meyers ’15 (Boston University) joined us for two panels moderated by Peter Newcomb, Associate Head of Upper School and Associate Director of College Counseling. The first panel, for our Junior Class, focused on the college application process. The Alumni spoke about the common application, what they looked for on college visits, and how they selected their top choice school. They answered student questions about maximizing the usefulness of the College Counseling Office and how to stay organized. Emma encouraged students to keep a journal during their time at King so when they sit down to write their essays they are able easily to reflect on their experiences.

For the Senior panel, the conversation turned to the transition to college life and the challenges and opportunities it presented. The Alumni spoke about adjustments large and small - from figuring out their time management, to meeting new people, to figuring out how to do laundry. They discussed Greek life and the ways in which they felt academically prepared by King. It is always a pleasure to see our recent graduates and hear how they are thriving at college. We are even more grateful when they are willing to pass some of the wisdom they’ve gathered onto the King students for whom they are known and trusted faces!

King Viking Investment Partners Club learns from a fellow Viking

By JD Hock and Richard Jove, Class of 2017

On Friday, April 8, the King Vikings Investment Partners welcomed Doug Ostrover ’80 back to King. Presenting to a diverse group of US AP Economics students and Vikings Investment Partner analysts in attendance, Mr. Ostrover shared his story of how he went from being a King student to leading a multi-billion dollar credit investment firm. After his presentation, he fielded questions regarding career advice, the future of Wall Street, his global outlook, and the debt crisis in Brazil and Argentina.

He offered five pieces of advice to help better prepare students for a rapidly changing world:

- Be able to be self-reflective and honest about your skill sets
- Make sure you’re well liked
- Look ahead five years and don’t get caught up in the moment
- Don’t leave too early
- Be humble

After graduating from King in 1980, Mr. Ostrover received a B.A. in Economics from the University of Pennsylvania and an M.B.A. from New York University’s Stern School of Business. He currently is a co-founder and Chief Executive Officer of Owl Rock Capital Partners and Co-Chief Investment Officer of Owl Rock Capital Advisors. He also serves on the Board of Directors of the Michael J. Fox Foundation.

The Investment Partners were also pleased to welcome back Carl Speare ’96 and Steven Menking ’06 to campus as speakers – more to come next year!
COMING HOME

SUMMER 2016

CLASS NOTES

1942
MARY BARTON WILLIAMS writes us, “I’ve recently moved from the southern lake region in Maine to the Topsham-Brunswick area of the central coastal region. I have a beautiful view of the Androscoggin River. Still doing a bit of botany. My third granddaughter is due in July.”

1943
THEOPHILUS “TED” HILTON writes, “The school taught in and was principal of West Side School in Cold Spring Harbor, just celebrated its 25th year! The 8th grade class of 1955 just celebrated its 60th Reunion – taught them when they were in 7th grade in 1952. I have three children, nine grandchildren, and two great grandchildren!”

1944
JANET RAMSEY ALEY attended college in North Carolina and lives in Wilton. Janet writes that she is “pushing 90 and still vertical!”

RICHARD REININGER lives in Redmond, WA and just turned 90 years old. Richard still vertical!”

1945
JEANNE SUTTON KONEFSKY is the former owner of Gloria Sutton Dress Shop in Darien, and has relocated to Albuquerque and just turned 90 years old. She owns Pacey’s, a women’s casual clothing boutique. Katie tells us, “I have a wonderful son who is an improv comedian and educator living in New York City, and a lovely husband who is a native Canadian. Our 40th anniversary is next spring. A few years ago I reconnected with many of my former classmates from Thomas. And they in turn were in touch with others, so we rounded up a lot of us!”

MARY HYDE “HEIDI” JENKINS RYAN writes, “Greetings! I would like to find my classmates of 1966 as our 50th year approaches. Amazing to think of so many classmates!”

1946
JOAN TINKER SWIFT lives in Norwalk and tells us she is, “looking forward to my grandson’s wedding on New Year’s Eve. I love these young people!”

1950
BARBARA HANCOCK HART lives in Redding, CT. Barbara writes that her husband Bill, “died peacefully after an illness of several months. I am delighted to be living at Meadow Ridge.”

1952
JENIFER “JIFFY” MORGAN MASSEY is a retired real estate broker living in San Clemente, CA with husband John. She writes that they have “three kids and eight grandchildren - all wonderful, including two daughters-in-law and one son-in-law. We spend half the year traveling. Jiffy would love to be contacted by Classmates and can be reached at the following: jifmassey@gmail.com, (949) 212-0099 or 211 Avenida Valencia, San Clemente, CA 92672.

I’d love to hear from classmates from King, Thomas or Low-Heywood – Jiffy”

1955
FRANK KLINE is retired and living in Savannah, GA. Frank tells us, “I left King School after 8th Grade to attend Deerfield Academy. My preparation at King was superb thanks to great teachers like Mrs. Schwebel, Mme. Lyman, Mr. and Mrs. Cooper, Mr. Hankin and Mr. Markamer.”

1960
EDWARD HINES is retired and living in Burlington, NC with his wife Sharon. Edward tells us, “My wife and I continue to divide our time between North Carolina and Virginia where we have a home on Smith Mountain Lake. In retirement we have enjoyed our 3 grandchildren and frequent trips to Charlotte to support the Carolina Panthers.”

1962
TINA KUGEL HIRSCH writes, “After a forty-year career as a film editor, I just wrapped up the 12th year of teaching my craft at USC’s School of Cinematic Arts. The most satisfying years have been the last four when I worked in the Graduate Program. I’m taking next semester off to finish making a documentary with my husband, Karl Epstein. It’s the story of a Haitian immigrant in the Dominican Republic - how he survives day to day, living on the meager tips he earns on the public beach in the center of an inconsequential town, and his dream to meet a sweet Canadian woman.”

1963
PRUDENCE “BETSY” HAWTHORNE and husband Larry live in Moscow, MT. Prudence has been retired since 2006; she worked in the Curriculum Department of Missoula’s largest school district. She writes, “My two sons live in the San Francisco Bay area, which means that Larry and I enjoy wonderful visits throughout that region.”

1964
SANDRA PITT SIMANDI is a real estate agent with Weichert Realtors in Westport. She writes, “I also work at ACBI Insurance in Fairfield doing marketing and cold calling for the commercial agents. Real estate referrals are always appreciated!”

WENDYLEYER WALLACE writes, “I have been living in Manhattan for almost 20 years. Recently attended an alumni gathering here and enjoyed it very much!”

1965
COVENTRY SCOTT HARRIS lives in California and writes, “We’d love to welcome guests to our home in Santa Barbara!”

1966
WILLIS LYMAN (RAMAKUMAR) tells us he is “continuing to study and perform music, especially jazz.”

KATIE MUNVES PEARLMAN attended Oakland University, where she earned her degree in American History, and now lives in Calgary with her husband Paul. She owns Pacey’s, a women’s casual clothing boutique. Katie tells us, “I have a wonderful son who is an improv comedian and educator living in New York City, and a lovely husband who is a native Canadian. Our 40th anniversary is next spring. A few years ago I reconnected with many of my former classmates from Thomas. And they in turn were in touch with others, so we rounded up a lot of us!”

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1969
RICK KINNAIRD is a retired writer living in Chesterton, IN. He earned his degree from John’s Hopkins and taught computing for AT&T, Cray Research and Fannie May. He tells us, “My daughter Katie got her PhD from Portland and is teaching at MacAlester. My son Alex is sky diving and base jumping, currently instructing at iFly in Seattle.” When it comes to his memories of King, Rick writes “Recently learned that Vahsen’s in Portland – a favorite watering hole of Jeff Donahue and his gang - was the place where Janis Joplin composed ‘Mendez Benz’. The main guy at Vahsen’s was Charlie. He had a Salvator Dalí style moustache. I often wondered if he served Janis!”

1970
FRANCES WELLS writes us from Chatham, MA, “I went to Thomas for six years and graduated in 1970. My experience with the PYE environmental club inspired me to major in botany at Ohio Wesleyan and get an MS in biology, plant ecology, from Western Illinois.

1971
CHUCK CONNELL lives in Bedford, MA and is a software architect at Upstart.

REVEREND WESLEY WUBBENHORST passed away in March, but before that sent us a note sharing that he earned his B.A. in History from Lafayette College, his Masters in Special Education from Fordham University, and his Masters of Divinity at Virginia Theological Seminary. He and wife Vivienne lived in Annapolis, MD, where Wesley worked in youth ministry and was an interim minister for congregations in transition. They had five children and a new granddaughter. Wesley wrote that he remembered the Senior Lounge, Reddi-Rooter and Dairy Queen, and that he had been in touch with Classmates Peter Little and David Berger, who he visited in Seattle last year.

1972
GEOFFREY CASWELL writes, “I was at King for 5th, 6th, 7th and 8th grades, finishing in 1968. I’d like to catch up with classmates!” Geoffrey lives in Asheville, NC and attended the Rhode Island School of Design.

1973
YVONNE POLEY is a licensed mental health counselor. She shares, “In October, I relocated to Virginia Beach to be in the daily lives of my two small grandchildren. In 2016, I will seek gainful employment in VA. Hello to all my classmates!”

1974
“Hello to all my classmates!”

Theophilus “Ted” Hilton '43

BENSON STEIN is retired from the U.S. Marine Corps Reserve and the Colorado Department of Transportation, and currently serves as Chief of Staff for Congressman Mike Coffman. Benson attended Brown and received his MBA from the University of Texas. He and wife Susan live in Denver, CO and he tells us, “My twin boys just finished 8th grade and just passed their driver’s tests.”

Katie Munves Pearlman ’66

Rick Kinnaird ’69 is a retired writer living in Chesterton, IN.
JANE WEIDIG lives in Raleigh, NC with wife Paula Womack. Jane and Paula were married on Nauset Beach on Cape Cod in November of 2012. They were joined by Jane’s mother, alumna and former Faculty member Marjorie Weidig ’41.

1974
PATRICIA DEARBORN COLE is a Science Teacher with the City of Stamford.

1976
JOANN SAPHER ANDERS and husband Joel live in Glen Cove, NY where Joann is supervisor of accounting at Neurological Specialties of Long Island.

CAROL SHERWOOD PETTEE lives in Dallas, TX. She shares, “My kids are in University: William is a Cornell senior, Mariel in Yale - her first year as a PhD candidate in Physics. My husband is closing his latest Real Estate fund. I continue to get treated for breast cancer with brain metastases. I’m on a trial drug and it goes well, and I’m not working other than keeping doctor appointments straight.”

1979
LYNN LAUTERBACK BAILEY writes, “I have been living in the Boston area for over 20 years. The first half of my career I worked for AT&T primarily in the data communications side of the business. For the past 8 years I’ve been the CEO of Index Data, a boutique software company that specializes in information retrieval technologies in the library marketplace. My daughter, Katelyn, is a senior at Wake Forest University majoring in Finance.”

1980
JAMES BECKER is President and CEO of the Richmond Community Foundation and lives in Antioch, CA with wife Leah. Jim writes, “I had some great success recently in selling the nation’s first Social Impact Bond. Social Impact Bonds blend private investments and charitable outcomes to effect social change. Investors provide low-interest loans to non-profits to fund programs designed to address social issues. If the programs succeed and earn a profit as a result, the profits are both recycled to fund the programs and used to repay the investors. We will use the proceeds from the bond sale to acquire, rehabilitate, and sell blighted homes throughout the City of Richmond, CA to lower income first time home buyers.”

1982
LIBBY BAKER MATTSON lives in Stamford with husband Jeff and their son Charlie, who is currently enjoying Grade 3 at King. Daughter McKenzie Clippinger ’15 is enjoying her freshman year at Miami University of Ohio, where she is applying to the business school. Libby is a real estate broker with Houlihan Lawrence.

CAROL ANN CUTTITTA VIEBROCK was golfing in Cape Cod over the summer when she bumped into Head of School Tom Main and former Faculty member Karen Peterson!

Ross Young lives in Austin, TX with his wife Melinda and their three sons, ages 10, 13, and 15. He earned his BA in Economics from UCSD and writes, “I am on the Board of Directors of Unipixel (NASDAQ), Akhan Technologies, Renegade Endurance and recently co-founded an advanced lighting startup called BioLighting Technologies. After starting, running and selling DisplaySearch, the leading flat panel display market research, consulting and events firm, I decided to focus my free time on IRONMAN triathlons. I completed 11 in 3 years and recently qualified for the Kona World Championships in 2016.”

1983

Craig Maikin lives in Belmont, MA where he is a Clinical Psychologist. He teaches for Harvard Medical School, blogs for the Huffington Post and Psychology Today, and treats patients in a private practice.

He and wife Jennifer have twin daughters. He shares, “My girls just started middle school! One, Devin, likes to tear up the soccer field and play Minecraft; the other, Anya, likes to tear up the dance floor and write code in scratch. Both are voracious readers. My wife is a clinical psychologist with a busy private practice of her own, and occasionally we run couples workshops together.”

Craig tells us, “After building a wonderful life with a loving family and a thriving private practice as a clinical psychologist, I decided to add a second career just to keep things interesting (read: hectic) by becoming an author. Writing a book had been my life long dream, so when my wife beamed at me one day, in the midst of my panic, and reminded me that I was ‘livin’ the dream’ I knew she was ‘livin’ the dream’. I decided to focus my free time on IRONMAN triathlons. I completed 11 in 3 years and recently qualified for the Kona World Championships in 2016.”

When Ross thinks about King memories, he shares, “I was all about basketball at King. I have passed on that passion to my 15 year old.”

1986

1988
TERI KENNEDY lives in Los Angeles with five year old son Oscar. While authoring a book, I learned several invaluable lessons: always smile at the camera, but never grin; try not to ask, ‘what the hell does that mean?’ when you’re live; and, most importantly, I’m truly lucky to have such caring friends and family.

I guess I really am ‘livin’ the dream.’”

Teri Kennedy lives in Los Angeles with five year old son Oscar.
SUMMER 2016
CLASS NOTES

Continued...

Marc Kligman and family with Giants pitcher Chris Heston.

1990

Marc Kligman lives in Las Vegas, NV with and is a MLBPA Certified Player Agent with Total Care Sports Management. He writes, "2015 was an exciting year for my clients and agency this year. Rookie Chris Heston of the SF Giants threw the first no hitter of the year on June 9th against the Mets. It was 17th no-hitter in Giants franchise history. Chris won 12 games for the Giants in 2015. Pat Venditte, the only true ambidextrous pitcher of the modern baseball era, made his long anticipated MLB debut in Fenway Park in June for the Oakland A's and pitched in 26 big league games. Catcher Dustin Garneau was made his MLB debut for the Rockies. Marlins rookie first baseman Justin Bour took over the starting job and pitched in 26 big league games. Catcher Park in June for the Oakland A's and Chris won 12 games for the Giants in 2015. It was 17th no-hitter in Giants franchise history."

1993

Carlos Vona is President of Paramount Stone, and is in the process of building a new home in Norwalk. He and his wife Meredith welcomed their fourth child in May.

1994

Sandit de Silva starred alongside Claire Danes, John Krasinski, and Hank Azaria in the play "Dry Powder" at the Public Theater this past spring.

2000

Christopher Klein lives in St. Thomas, where he's a captain for Sonic Charters. Chris tells us, "I've been working as an independent, self-employed boat captain for a charter boat company called Sonic Charters that operates day trips between the U.S. and British Virgin Islands. Come visit!"

2004

Max Cuscsuna and Jackie Montoya were married in a surprise wedding in November. Jackie shares the story: "My husband & I got married on November 7, 2015 at his childhood home in Stamford, CT where he and I cultivated a friendship since I was 15 and where I spent much of my youth hanging out. Everyone was invited under the impression that they were coming to an engagement party! Once they were there, right after cocktail hour, my father-in-law stood up, and made an announcement: 'Thank you all for coming, we are very happy that everyone can be here but we have some news. Max and Jackie have decided to end their engagement, we thank you for coming, there is plenty of food and booze and I have a standup routine to perform for you guys!' Everyone was silent. Then he said, 'They are ending their engagement because they are getting married right now!' I was in the house waiting – all of a sudden I heard a loud scream, and I knew he had told them! The ceremony was on the lawn in a tent covered in twinkle lights and we danced the night away with our family and friends. After 15 years of friendship, we decided why wait another year – let’s surprise the heck out of everyone. And we sure did!"

Alan Munter married wife Sarah in November of 2015, and they welcomed daughter Madison in December of 2014.

2006

Steven Menking recently married Courtney Cabel.

At his engagement party in the fall, he celebrated with fellow alums Clinton Bowey ’06, Kritank Gupta ’05, RJ Ferguson ’06, Peter Menking ’08, Ashley Alebiosu ’08, Stephanie Yacenda ’06, Marlon Alebiosu ’06 and Alex AHrens ’06.

2007

Dr. Dru Serkes is performing Norm Waxman in the touring company of Jersey Boys. Check Dru out when he stops in your town!

2008

Andrea Horak is a Program Specialist, Global Operations for Accion and lives in Boston. She graduated from Colgate University with her degree in Peace and Conflict Studies and Spanish. She writes, "I recently changed jobs within the same organization. I’m now working with both the Asia region and the Training & Capacity Building team at Accion as a Program Specialist for Global Operations. I’ll be moving from Boston to D.C. in May 2016. I recently played in an alumni soccer game over Thanksgiving."

2010

Tassos Bareiss was awarded a Fulbright U.S. Student Program grant to Laos for an English Teaching Assistantship. Fulbright grant recipients are selected based on their professional and academic achievement and leadership potential.

2012

Tassos Bareiss was awarded a Fulbright U.S. Student Program grant to Laos for an English Teaching Assistantship.

2016

Nedgine Paul was selected for the 2016 Forbes “30 Under 30” Social Entrepreneurs list. Nedgine is co-founder and CEO of Anseye Pou Ayiti (Teach for Haiti), an organization that recruits and trains teachers to raise educational outcomes in existing schools across disadvantaged areas of Haiti.

Nedgine Paul was selected for the 2016 Forbes “30 Under 30” Social Entrepreneurs list.

2016

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2016

During the wedding were (left-right) Erica Williams ’04, Melissa Mattland ’03, Lauren Cuscsuna ’05, Max & Jackie Cuscsuna ’04, Steven Fixary ’04, Imogene Wilson ’04, Michael Mark ’04 and Caitlin Cassel ’04.

2016

Sarah Lang remembers “relaxing in the Quad in front of the Upper School.”
A number of our recent graduates played host to a visiting group of King students during a college visit trip in March. Thanks to tour guides:
Cameron Burns ’15 (Georgetown),
Tevin Cummings ’12 (UVA),
Tommy Conheeney ’15 and Kaitlyn Goodfellow ’15 (University of Richmond)
Jenny Faig ’13 and Devon Johnson ’13 (Elon)

ERICA NICOKIRIS stopped by our College Counseling office this fall to talk to students about her time at the University of Pennsylvania.

2013
ALEX BLUMBERG just finished a semester abroad and will head back to Elon for the remainder of his junior year.

Congratulations to GERARD POZZI, who has been awarded Hamilton College’s Coccia Foundation Scholarship for study abroad in Italy. At Hamilton, Gerard is an Environmental Studies major with a focus on food sustainability and a minor in biology. In the fall, he’ll travel to Perugia, Italy to study at The Food and Sustainability Studies Program.

EMMA SNOVER tells us, “I declared a double major in Art History and Political Science at Barnard College, Columbia University.”

2014
LUKE PRICE is attending basic flight training at the University of North Dakota Aerospace program. His dad tells us that he’ll have a solo flight soon!

IN MEMORIAM
Mary Waimwright Liebtag ’39
Ann Seguin Britt ’40
Marjorie Lawrence Weidig ’41
Emily Vogt Postma ’43
Ralph “Doc” Costanzo, Jr. ’45
Elizabeth Delle Halliday ’45
Gail Boynton Morris ’45
Wendy Nickerson Edmonds ’56
Thomas Gore ’63
Margot Theis Raven ’68
Stephen Dunbar ’70
Wesley Wubbenhorst ’71
Helen Clamp Goff-Herndon ’79
William “Boomer” Warrick IV ’94

Former Faculty and Staff
Elda Taylor
Russell Ryan

Russell Ryan taught Latin and Spanish, served as Associate Director of College Counseling, Director of Admissions, and ultimately Associate Head of School during his years at King.

We’d love to hear from you!
Send any updates and images to be included in Class Note to Betsy Gell at bgell@kingschoolct.org.

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twitter.com/kingschoolct
https://www.facebook.com/kingschoolct
Search for “KingSchoolCT” and join our Alumni networking group!
www.instagram.com/kingschoolct

It's Time to Toot our Horn!

Overall Parent Participation: 97%
New Parent Participation: 100%
Faculty & Staff Participation: 100%
Board of Trustees Participation: 100%
Alumni Participation: 11%
Gifts to the Annual Fund: $2,364,988

Your gifts are critical to the success of our students, past and present. Our community—Parents, Faculty, Staff, Trustees, Alumni, Grandparents, and Friends—generously donated over $2.364M to the 2015-2016 Annual Fund. With your support, our tradition of excellence continues. To make a gift, learn more, or volunteer, contact Cindy Dill, Annual Fund Director, at (203) 322-3496, Ext. 379 or cdill@kingschoolct.org.

Thank you for embracing our mission through giving.
As King ended this wonderful year of celebrations of 150 years of dedication to education, the School has never seemed stronger or more sure of its’ goals. The next 150 years seem bright as King prepares to take on the challenges of the future. The graduates of 2016 are prepared, and eagerly look to college and becoming a citizen of an increasingly complex challenging world, just as 150 classes have done before them.

Having the advantage of holding a lens to the history of King through the archives is a constant source of amazement at how the personalities of the three founding schools have put an indelible stamp on the King of 2016. Hiram King’s School with its’ strong philosophy in traditional education, Louisa Low’s and Edith Heywood’s innovations, combining the traditions of the English Boarding School model with a plan to provide young women with the opportunity to become strong individual thinkers and seekers of wisdom are testament to the King 2016 traditions that live on today. The social innovations of the 1920’s provided the groundwork for Mabel Thomas to envision a system of education emphasizing the individual creative thinker, happy in their self discovery and secure in their potential of their contributions in the larger community. The King of today thrives on the values that include the groundwork that Mabel Thomas valued in the individual creative thinker.

Each unique culture of the three founding schools is reflected in the King of today. When you can look at the proud classes of the Low Heywood of yesterday, with their class mottos displayed in front of them, When the honor and pride of good sportsmanship is reflected in the eyes of the original King schools players or when the creative spirit of Thomas actors and dancers shine in their outdoor performances and their innovative and organized concern for the environment is reflected in their actions there is no doubt that all of this is not forgotten but undeniably woven into the fabric of King 2016.

Through the circuitous path of consolidations and transitions these founding schools have at once retained their unique personality and identity while at the same time helping to create a strong self aware new vision for King’s next 150 years.
Summer 2016