Dear King Community:

It is always a pleasure for me to introduce this magazine. I believe this magazine captures many of the essential programs, qualities, and characteristics of our School. King is a sophisticated multifaceted educational institution. It’s not easy to be aware of all the things being accomplished here. I do believe that a careful reading of this magazine does give one a comprehensive sense of the School.

For example, in this issue you’ll read about new developments in our STEM initiative, as well as work that we are doing in global education. You’ll learn about a new art show that we have initiated, as well as a science fair that we ran for the first time this year. There is a Q&A with our new Dean of Athletics, Micah Hauben, which introduces you to an important new leader joining our community. There is information about Griff Titus, a 38-year member of our maintenance department, who passed away recently and left a legacy to our School that will live on for decades. Just this brief detailing of content gives evidence of the scope and depth of the activities and the community here at King.

In addition, you’ll find comprehensive recognitions of excellence that were awarded during the Upper School Prize Day and Commencement. As a school committed to academic and overall educational excellence, these awards have particular significance. When you read the names of the awards it will become clear that we acknowledge academic excellence, strength of character, and a wide variety of contributions to a wider community. With academic excellence at our core, all of these awards combine to create a picture of what we value here at King.

Please enjoy reading this magazine.

Sincerely,

Thomas B. Main
Head of School
What’s Your Story?
By Kathleen O’Rourke
Director of Marketing & Communications

Everyone loves a good story. When I sat down to write this letter, I had just returned from an inspiring conference focused on website best practices and trends in school marketing. Within the first hour of arriving, a message was displayed across the screen: “As a marketer in 2017, you need to be storyteller first, and a salesperson second.” What I’ve attempted to do in this magazine is tell King’s story from multiple perspectives. It is these stories that keep us connected to the School and remind us why we’re here doing what we do every day, and loving it.

This year, I have a special story that connects me to a group of Grade 12 students who trekked through China with me on a King trip that I chaperoned three years ago. They had just finished their freshman year. They were the youngest students on the Global Studies trip – shy, cautious, and awe-struck among the upperclassmen. They were 7000 miles away from their families and they leaned on each other. This spring, three years later, this same group of students processed into the tent with the Class of 2017 and took their seats. One of them was selected as the senior class speaker; another student was the Valedictorian; a third student won the History and Alumni Prize; two students were awarded prizes in Performing Arts; and another student was awarded the prize in Chinese - no surprise after witnessing her on our trip.

Each student will attend one of the best-ranked colleges and universities in the country. This group’s story is at the heart of what King does best: help students find their individual passions and thrive in a rapidly changing world.

I’ve always been a storyteller and to do it well you must have an emotional core to each story - what you felt when you were there. The Harvard Business Review writes, “… all the rational things that we think are important in the business world actually don’t stick in our minds at all. But stories create “sticky” memories by attaching emotions to things that happen.”

I’ve included a photo from our trip on this page. It was the day we spent at the Yungang Grottoes. That day, I was a storyteller more than a salesperson. I stood back and captured the innocence of that moment, on film and in my memory, before it disappeared. King is full of success stories and I look forward to sharing them with you for years to come. Safe journey to the Class of 2017!
Grandparents’ and Special Friends’ Day

Grandparents and Special Friends from around the country, and even the world (Brazil!), joined the King Community on May 12 for the annual Grandparents’ and Special Friends’ Day. The sunny morning began with breakfast and featured speeches by our stellar Grandparent Volunteer, Susan Mansfield, and Head of School Tom Main. Grandparents and Special Friends enjoyed activities in the classrooms and musical performances throughout the remainder of the day. Each year, this special event touches the hearts of everyone included!

ACROSS THE DIVISIONS

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Through video conferencing and emails, King students engaged with their Ghanaian partner and shared information about themselves while learning about life thousands of miles away. Students then worked closely with their partners to gain a global perspective, identify a real problem, and use the engineering design process and design thinking to develop a proposed solution. Students decided to lessen the impact of limited electricity by providing 3D printed solar flashlight components.

Students were guided through the engineering design process and taught how to use Tinkercad, a 3D CAD design tool, to 3D print boxes for the flashlight components. The partners spent weeks planning, designing, and exchanging ideas to finalize a design that students printed and assembled in the LS Digital Lab.

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This after-school offering aligned with the LS Science curriculum as well as Next Generation Science Standards (NGSS). According to the NGSS, “there are three distinct and equally important dimensions to learning science: Crosscutting concepts, Science and Engineering Practices, and Disciplinary Core Ideas. These dimensions are combined to form each standard - or performance expectation - and each dimension works with the other two to help students build a cohesive understanding of science over time.”

“We hope that students gain global perspective from this course while building upon their understanding of the engineering design process, Tinkercad, and 3D printing” said Sue Laramie, Computer Science and Digital Applications Faculty.

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Metamorphosis in the Lower School Courtyard

With a combination of metamorphosis and just the right amount of “Kindergarten Magic,” the Kindergarten class released their butterflies in the Lower School courtyard in late May. The release was the culmination of a science unit that began with tiny caterpillars that students watched climb to the top of a cup and hang in a “J” shape formation. Three days later the chrysalides were moved to a “Chrysalis Station” where they hung for 10 days until they were ready to emerge as butterflies. The butterflies enjoyed fresh fruit, flowers, and sugar water.

Throughout this growth period, students read books, watched a short metamorphosis video, and completed butterfly Math activities. On a bright, sunny, May morning Julie Rachinsky-Wood, Kindergarten Faculty, released the butterflies to a host of giggles and excited shrieks. Some of the butterflies immediately took flight, while others seemingly wanted to flutter around for a while, apprehensive about leaving their young friends.

When asked ‘Where would you fly if you were a butterfly?’ students answered ...

- I would fly to India - that’s where my mother lived and grandmother lives. - Neerav
- I would fly to heaven because that’s where my grandfather is. - Evan
- I would fly to heaven because that’s where my grandmother is. - Sebastian
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- Kenya because my grandma and grandpa live there - Erica
- China because I would get to see cute little Pandas. - Kate
- Michigan because I like to swim in my grandma’s lake. - Ella
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- Orlando, Florida to go on a Disney cruise. - Patrick
- Captiva because I’ve already been there and I liked it. - Sebastian

A Global Connection Through Science

Earlier this year, LS students in Grades 3-5 partnered with a school in Africa to explore electricity accessibility and how something we take for granted every day can be life changing for children in Ghana.

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A global perspective is threaded through all we do at King and this approach creates opportunities for students to learn about different countries and their cultures. In the Lower School, students embark on a year-long study of a different country each year and experience workshops and classroom activities focused on the selected country. In the 2016–2017 school year, LS students explored the history, culture, and people of India. Cara Grimaldi, Performing Arts Faculty, and Lori Auletta, Visual Arts Faculty, worked together scheduling different events throughout the year exposing students to the music and art of India. Shevon Morris, Science Faculty, conducted activities centered around the Karnali River, which cuts through the Himalayas in Nepal and joins the Sharda River in India. LS students were tasked with designing and building a tarpul that could transport someone across the river to reach a medical facility. The budding engineers had to take into consideration soil content, erosion over time, and the physics of building a tarpul that could hold weight.

In Social Studies, students learned about different historical figures throughout the evolution of India’s society. Grade 2 students worked on projects focused on the famous Indian civil rights leader, Mahatma Gandhi. Grade 1 embarked on a journey with a “Stories Around the World” unit in the classroom and during library. Cara Grimaldi stressed how important this opportunity is for students at such a young age. “When you specifically look at India and Indian music and lifestyle, it exposes our students to new knowledge and different perspective about people whose culture is vastly different from ours, and we celebrate King students who have family from India as well.”

LS music classes welcomed Ms. Gin Won and Mr. Mike Lukshis, two independent teachers of Indian music and arts, who presented different meanings behind Indian classical music and rhythmic schemes within certain songs. One interesting teaching aspect used was providing the class the option to create their own five-syllable-long lyric and adding it into a rhyme scheme of a song. “It was great to see young students embrace and accept a different culture through art because art is a great area to examine when exploring and learning about a new culture,” Ms. Auletta said.

The King Community embarked on a trip across the United States in early May as Grade 4 presented their ‘State Fair’ in the LS Library. The State Fair is the culminating project for student’s state research unit. Students serve as tour guides and display fun facts and details about their state in their “booth”, which includes a poster board, custom delicacies, costumes, and speeches they’ve rehearsed about their state. Whether visitors are enjoying Ben and Jerry’s ice cream from Vermont or mint julep tea from Kentucky, the Fair is always a highlight of the year. Student Lucy Goldstein chose Oregon as her state and educated visitors about Crater Lake. She asked, “Did you know that Crater Lake is the deepest lake in the United States? At first, it was a volcano but the top exploded and glaciers formed. The glaciers filled the volcano and Crater Lake was created.”

“This unit of study provides essential skills and utilizes many learning styles. Students are fully immersed in their state exploration and they become experts and the best ambassadors for that area. And they have fun, which develops their love of learning.” – Ellen Eagleton, Grade 4 Faculty

The State Fair project is a way to develop research skills, and extract information from a text and the internet. “Students utilize skills including paraphrasing, reading for information, using search tools in a text and online. Also, they practice and build on their oral presentations skills as they write and present the information on their state. Organization and long-term planning skills are applied as they create their presentation,” said Helen Santoro, Grade 4 Faculty.

Student Zachary Louizos was distributing coupons to Hershey park from his Pennsylvania booth. “My favorite part of the Fair was learning new things about a state that I didn’t know before. For example, I learned the Benjamin Franklin, who was a famous person from PA, was the first owner of a post office,” said Zachary.

Some years, the whole family gets involved with the project and plan vacations to the chosen states. One year a parent joked that she was thankful her daughter chose Florida and not Alaska.
Brining Machines: Bringing the Laws of Physics to Life

Much of the material covered in the Grade 8 Conceptual Physical Science (CPS) class is theoretical. Students learn the fundamental laws of physics. They learn about atomic structure, molecules, and chemical behavior and study the periodic table. But for some units, like the unit about energy, students get the opportunity to take the concepts learned in class and apply them. The energy unit was brought to life by building a machine that illustrates students’ understanding of the input and output of energy and the laws of physics.

Tung Tran, Science Faculty, has been teaching CPS at King for 18 years. In his class, students work in teams to design and build “compound machines” that feature three smaller machines working together to achieve some sort of output. Year after year, Mr. Tran is impressed with the creativity and ingenuity of his students. Projects this year ranged from a machine that could shoot a ping-pong ball into a cup, to a crossbow, and a machine that could frost cupcakes. According to Mr. Tran, the machine’s output doesn’t have to be practical; it just has to be functional. “The important part is how students are applying the physics and the mechanics of the machine,” he said.

Students Rebecca Degter and MaryAlice Smith worked together to create a wooden catapult that incorporated a wheel and axle, a pulley, and a lever, that could launch a toy car across the room. Once their design was cleared for production, Rebecc a and MaryAlice spent hours testing different systems and tweaking their design. “The best part of the project was making it through the process of trial and error and seeing it work. It was such a feeling of success,” MaryAlice said.

This year, due to the large size of the Grade 8 class, Dr. Tom Castonguay, Chair of the Science Department and Director of STEM, taught a section of CPS. Putting his own spin on the “compound machines” idea, Dr. Castonguay led his students in the design and production of their own Rube Goldberg Machines (a contraption that is deliberately over-engineered to perform a very simple task through a chain reaction - think of a more scholarly version of the game Mouse Trap).

The devices created in Dr. Castonguay’s class incorporated a range of common household items, frankensteined together to achieve a simple output. Items like dominoes, PVC tubing, buckets, and Nerf guns, worked together to cut a piece of fruit, push Mentos into a cup of Coca Cola, or water a plant. This type of hands-on, experimental, fun learning fits well into the Next Generation Science Standards (NGSS). “These standards give local educators the flexibility to design classroom learning experiences that stimulate students’ interests in science and prepares them for college, careers, and citizenship,” according to NGSS website.

Students Christopher Gaine and Sammy Hillemeyer engineered a device that, ultimately, poured cereal into a bowl. To start the contraption, a marble is placed on an incline board, which rolls into a plastic cup pulley system. The device finishes with a toy car falling off a plane lifting a bowl to pour in a cup directly beneath. The series of actions allow students to conceptualize the various energies, how they transform (convert) and transfer to other energies, and ultimately, poured cereal into a bowl. The energy unit was brought to life by building a machine that illustrates students’ understanding of the input and output of energy and the laws of physics.

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Asking a group of MS students to step out of their comfort zone and share their feelings is normally met with much trepidation. When Shakespeare on the Sound visited Grade 6 in May, students were encouraged to open up, become comfortable, and simply, be silly! The visiting actors broke down the “fear” barrier and allowed students to explore Shakespeare in a fun, interactive environment.

According to Shakespeare on the Sound, “Our unique programs are designed to engage, challenge and inspire students by using theater techniques to promote creative expression and literacy, explore and develop critical thinking, and offer a new approach into the complex world of William Shakespeare, his plays and poetry.” During the school year, the group presented Words, Words, Words! to Grade 6 students and focused on the art of storytelling and verse-making.

Jenna Adimari, English Faculty, begins her Grade 6 Shakespeare unit with the same speech each year saying, “I know that some of you are nervous to begin Shakespeare because it can be hard. But I promise to make this unit as interactive as possible because it is a play, and plays are meant to be performed!”

One of the challenges Adimari faces when teaching Shakespeare is that students immediately say “this is hard because the words are funny,” instead of reading the play like a novel, they perform each scene using props and casting students as different characters. “The hardest part of the CPS project was exciting to see the students interacting with the curriculum in a way that was meaningful and engaging,” commented Dr. Castonguay.

During an earlier workshop, students warmed up by playing several games utilizing their voices and bodies. Their mantra for this program was “don’t be afraid to be silly,” which reinforces Ms. Adimari’s classroom as a safe space for students to step out of their comfort zones and act.

“Year this year, the work that Shakespeare on the Sound did with each of my classes will help when they are tasked with performing a scene from the play for their final projects. The teaching artists reinforced the idea of voice inflection to illustrate a character’s emotion and body movement to help enhance the emotions using several different warm-up games,” added Ms. Adimari.

“THE MANTRA FOR THIS PROGRAM WAS “DON’T BE AFRAID TO BE SILLY.”

Brigitte McGuire, Grade 6
One way we engage in personalization at King is to ensure students can accelerate and thrive in our academically rigorous programs. A vital outcome of personalization is that our programs and curricular offerings deeply engage our more advanced students in a particular subject area. To that end, Advanced Number Theory Course (ANTAP), was introduced in the Middle School this year for advanced students primarily in Grade 7. ANTAP taught by Dr. Victoria Krzhiichenko (Dr. K), Chair of the Mathematics Department, stands out as a big, King-sized statement about how critical number theory is for today’s young people, and how important it is to offer our most advanced students the opportunity to “speak math” at a sophisticated level sooner in their course of study. Rather than simply pushing advanced students into a predictable next step in a pre-set course sequence, ANTAP invites students to spend a year exploring advanced problem solving and algebraic thinking before progressing on to Geometry. “One thing in particular is how Dr. K teaches and how everything is explained in class. I enjoyed the new class and the challenges it presented,” said Grade 7 student Giovanna Armetta.

There were 71 Grade 7 students enrolled in the course this year, all of whom completed Algebra I prior to enrolling in ANTAP. Their daily activities and at-home work included the types of challenging application of algebraic thinking that one sees in upper level math competitions where students need to rely on flexibility and creative thinking rather than simply needing to “solve for x.” “Going into ANTAP I knew the class was going to be challenging but I was excited to take on the challenge. It was a hard class but I enjoyed it a lot and I am happy that I had the chance to be in the class with a great teacher who is always willing to help,” said Grade 7 student Nicole Roer.

The year-long exploration of algebra involved a deep dive into number theory and probability, topics not typically explored in standard mathematical progressions – and rarely seen in upper schools, let alone middle schools.

Number theory is the study of the set of positive whole numbers, which are often called “natural numbers.” In particular, it’s the study of relationships between different sorts of numbers: odd numbers, even numbers, squares, prime numbers, the Fibonacci sequence – to name just a few. Number theory asks us to think about patterns and relationships that are found in the realm of integers – and noticing patterns and relationships makes students better mathematicians. Dr. K adds, “While the goal of ANTAP is to expand student numeracy more broadly than is typically available in the standard curricular progression, the trajectory of ANTAP will likely take its participants to multivariable calculus and linear algebra in the US years. In this way, King continues to strive to meet the needs of our most advanced MS mathematicians and prepare them with critical thinking skills and a numerical agility that will serve them well in Upper School, college, and beyond.”

“ANTAP class exposed us to new topics that we will learn in high school so that we are more comfortable learning them when the time comes. A lot of the class was dedicated to problem solving, and all the shortcuts you can use to make it easier.” – Ronald Harvey, Grade 7

The Friday after returning from Spring Break, Middle School students filed into the Upper School dining hall for the first “Mix-It-Up Lunch,” an effort coordinated by MS Faculty along with the MS Student Council. Rather than going to their “usual table” to sit with their “usual group,” students were pre-assigned seats based on common interests.

Jenna Adimari, English Faculty, Michelle Sibrizi, and Lindsay Silbereisen, both Science Faculty, initiated the concept as a way to expand the culture of inclusivity in Grades 6, 7 and 8. Adimari, Sibrizi and Silbereisen, worked with MS Student Council to develop an online survey of 25 questions which was then distributed to all MS students. Questions ranged from “What’s your favorite color?” to “What do you want to be when you grow up?” to “What’s your favorite app?”

Every two to three weeks, Adimari, Sibrizi and Silbereisen use the data from the survey to group students based on areas of common interest. First, the results are sorted based on the question. Then the students are arranged so that each table has an even distribution from each grade. To take it a step further, MS Faculty also review the seating assignments to ensure there are common connections at each table to provide a baseline comfort level for all students.

MS Student Council Co-Presidents Wafa Noman and Ethan Anderson ’21 explained, “What we want MS students to take away from the lunches is to break out of their comfort zones and meet new people. Students tend to sit with the same groups every lunch period and rarely have the opportunity to sit with other people in the school. Mix-It-Up lunches allow you to get to know other students with similar interests who might just end up becoming a good friend.”

Promoting a kind and inclusive culture is a critical focus of the MS faculty. “Character education is arguably the most important work that we do in the Middle School,” explained Chris Cunningham, Head of Middle School. “From workshops and speakers to fun community events to focused advisory and Lifeskills classes, we spend a ton of time working proactively to ensure that everyone feels connected to each other and shares a sense of community.” While not an entirely new concept to King, the idea of a fixed Friday “Mix-It-Up” lunch is a new staple of the MS community. The Mix-It-Up Lunches will continue in the 2017-2018 school year as yet another way to practice King’s values and core beliefs within the student community.

As Adimari explained, “The concept is really framed around the School’s Virtues – empathy, Kindness, Perseverance, and Respect. Students have the opportunity to practice integrity by staying true to who they are and sharing their individuality with their peers; be kind when opening up to new people; persevere through something that at times can be uncomfortable; and learn to respect all differences that make up the King community.”

The events of September 11, 2001 are forever etched in our memory. For young students, this day unfolded before they were ever born, yet despite that, many of them feel deeply connected to that day. Grade 8 student Will Burke visited the 9/11 Memorial with his class in early March. “Walking in that day, we were at the base of the Freedom Tower, the tallest building in America. Initially, we were free to explore the museum on our own and I went directly to the memorial exhibition, where I looked for my Dad’s old friend Tom Galvin, who was one of the victims of the attack. The way you end up at the memorial, I took another glance at the Freedom Tower and what it symbolized for our nation, that we can persevere through anything and that freedom and democracy will never be destroyed,” said Will.

Katie Tobin, Visual Arts Faculty and Team Leader Grade 8, commented, “Our visit coincides with the Grade 8 history curriculum - United States and the World. The 9/11 Museum and Memorial was created so that the events and the lives of those lost on September 11, 2001 are not forgotten. Many students made connections at the museum, including several who have a relative or close friend of the family that was affected by the tragic events.”

Ken Lewis, History and Social Sciences Faculty and Grade Dean Grade 8, reflected, “As we study history we discover it repeats itself, and from that we hope to learn from our past and avoid making the same mistakes in the present and future. The 9/11 Memorial reminds us of this. It helps the students understand that there are divisions in the world - whether political, religious or other - that impact our lives dramatically, sometimes painfully. Our students were not alive at the time of these attacks, so it really does represent their Pearl Harbor. It is the terrorist attack that shook their world, and affected their families, much like Pearl Harbor did for many of their parents and grandparents. From my observation, most of the students really absorbed the message and meaning of the Memorial, and hopefully will carry it with them as they grow into responsible and respectful adults.”

“The quiet bus ride home I was able to sit and think about what I saw and was able to process the true horror for all the victims of the attack and their family members.” – Will Burke, Grade 8
STEM Distinction Graduates Inaugural Class

by Keelin Daly, freelance writer

Nisha Chandra always knew she wanted to be a doctor, but it wasn’t until she spent time designing medical drugs with a group of scientists at New York University that she really knew what that entailed. She shared this as she and fellow seniors described their real-world academic experiences when they presented their Capstone Projects at King’s inaugural STEM Colloquium. These projects are the final steps for a senior earning a STEM Distinction. Seniors participating this year included Nisha Chandra, Samantha Ehlers, Amelia Hunt, Matt Goodfellow, Will Nash, and Jonathan Richter.

During her Project, Nisha performed molecular modeling on a computer to simulate the behavior of a drug used to treat Alzheimer’s disease. Using this process, she and a group of scientists worked to increase the potential impact of the drug by determining its best target within the body once injected, the first step in creating new drugs for the market. “I had no idea coding had so much to do with medicine. And there’s so much left to be done,” said Nisha, affirming her intent to pursue medicine. Nisha is attending Princeton University in the fall. Science, Technology, Engineering and Mathematics have always been part of King’s core academics. Their interdisciplinary nature is core to our curriculum and sets our academic process apart. US students pursuing the STEM Graduation Distinction engage in rigorous courses, intensive clubs, and project development and research, which culminate in the Capstone Projects.

“All eyes were on the stage in late March as NASA astronaut Rick Mastracchio addressed the US students in the PAC and shared his experiences from his 227 days and nine walks in space. Dr. Tom Castonguay, Chair of Science Department and Director of STEM, introduced Mr. Mastracchio, and characterized his work as “leaving our planet in the pursuit of knowledge.”

Jack Tulloch ’17 was instrumental in securing this visit and Dr. Castonguay explained Jack’s interest in space by referencing a direct quote from Jack, “Ever since I was born onto this planet, I wanted to leave it.” Jack will study aerospace engineering at Worcester Polytechnic Institute this fall.

Rick Mastracchio was selected as an astronaut in 1996. The Connecticut native has a Bachelor of Science degree in Electrical Engineering/Computer Science from the University of Connecticut, a Master of Science Degree in Electrical Engineering from Rensselaer Polytechnic Institute and a Master of Science Degree in Physical Science from the University of Houston-Clear Lake.

Astronaut Mastracchio began his day at King with a presentation and Q&A in the PAC and then met with smaller groups of students for discussion during the remainder of the morning. He explained that he was so eager to become an astronaut that he applied each year for 9 years. NASA receives 5,000-10,000 applications per year and grants 20 interviews to choose an 8-10 person astronaut class. Rick interviewed 3 times over 9 years.

When asked why NASA goes into space, Astronaut Mastracchio, answered, “We’re doing science. These hundreds of experiments are going on at any one time. For example, we can test antibiotics to combat bacteria and superbugs.” Mastracchio trained for two and a half years and needed to learn Russian. “We get trained in lots of things. Flying a spaceship is hard. Try flying a spaceship while speaking Russian! I was also trained as a dentist, as an optometrist, and as an EMT.”

“Astronaut Mastracchio regaled the audience with fascinating tales about the peculiarities of life in zero gravity, where things we deem easy to do on Earth (e.g., using the restroom) are challenging in space, and tasks that are impossible to do on the ground (e.g., lifting a 200-pound mass with a pinkie finger) are effortless when performed on the ISS (International Space Station).” Dr. Castonguay continued, “A major takeaway from Astronaut Mastracchio’s presentation is that space is hard, a point that was underscored when we learned about some of the engineering marvels that have made space exploration possible. As the challenges that lay ahead are quite technical and interdisciplinary in nature, it is clear that future generations of space explorers will consist of individuals who are well versed in STEM. Indeed, Rick’s visit was a boon for anyone needing a reason to take math, for example.”

“It’s really possible that tourists will be able to go to space. It’s an exciting time. Commercial companies are building ways to support travel in low earth orbit. But it will be dangerous. We have a saying at NASA that space is hard.”
Students pick their topics, write proposals, and select an Advisor to oversee their activity. This year’s Senior Projects ranged from student teaching, writing a short novel, and an internship at a sound studio to coding apps, learning sign language, and creating a website. On June 1, the day before Commencement, students shared their projects with classmates and parents at a presentation in the US gymnasium.

Many opportunities presented themselves right here on campus. Caroline Benjamin and John Sanchez volunteered as student teachers in the Lower and Middle School while across campus, in the PAC, Richard Jove and Karl Zoubek worked with Ian Lear-Nickum, History Faculty, and several underclassmen to play music and perform songs. Richard comments, “In my mind, Senior Projects are meant to be an opportunity to engage in an activity that I have not been able to do as much as I would’ve hoped to throughout the year. For me, this meant playing music with my friends and putting on a performance for my peers. I can’t wait for the presentations to see what my fellow seniors have put together!”

John Sanchez volunteered with Grade 4 and Grade 1 and enjoyed working with the young students helping them find solutions to tasks. “Sometimes when students work individually they’ll get stuck on a certain part. When this happened, I would give them clues to help them progress because more often than not they actually know how to complete the work they have, they just need a little bit of a push,” said John.

Jack Kane enjoyed his experience at the New York Botanical Gardens. “I worked with Kristin Schieler, the head of the outdoors crew, and multiple head curators of the perennial and rose garden. I helped with general maintenance around the grounds and really enjoyed myself in one of the most beautiful gardens in the area. I learned a lot in the field of horticulture and feel that I have better knowledge of plant variety and their needs and differences,” said Jack.

Samantha Ehlers worked at Pegasus Therapeutic Riding, a non-profit organization that offers therapeutic horseback riding and unmounted equine-assisted activities for individuals of all ages with varying disabilities and/or medical conditions. Samantha adds, “My goal was to gain a better understanding of how a therapeutic riding program is developed and implemented, with a particular focus on what the program hopes to achieve for its students. The highlight was working at the horse show, an annual event where students get to exhibit for family and friends the progress they have made throughout the year. It is so rewarding to see a student you have worked with for years finally ride completely on their own!”

Two students took a step back in time returning to their former schools to volunteer. Kelly Cathano volunteered at ACS International School, in London, England. She worked with her brother’s elementary school teacher as a student assistant. Kelly explains, “I chose this project because of my interest in education, which I plan to study at Bucknell University. I also have not been back to London since 8th grade and I have the best memories of being there. I was so excited and had an awesome time helping out at my old school and seeing old friends in a place that is very special to me.”

Fellow senior Stephanie Schwartz realized her love and passion for creating ceramic art during her sophomore year at King. For her project, Stephanie volunteered at her former elementary school, Pear Tree Point School, as a student assistant to her former art teacher Ms. Heather Chila. Stephanie recounted, “This whole experience has been incredible. My job was to help Mrs. Chila with her classes and it has been amazing. I never knew how impactful these three weeks could be. The highlight of my experience is walking into the classroom and having the kids greet me with hugs and having the kids scream my name and ask if I could sit next to them while they draw. I never thought I wanted to be a teacher until now.”

The senior projects are just another way King offers students opportunities to excel outside the classroom and prepare them for the next step in their journey.
Big Risks Reap Big Rewards

Time was a hot commodity in the US gymnasium in late April as a full day of stock trading was squeezed into one minute, with 60 days completed in one hour, during the Junior Achievement 2017 Stock Market Challenge. King had a strong showing at the multi-school competition with nine teams in place. The team comprised of Grade 10 students George Dowling and Tyler Shiffman, and Grade 11 students Pierce Norwood and Kurt Voges brought home the winning trophy in the Challenge.

The event attracted 176 students (44 teams) from six schools - Academy of Information and Technology, King School, New Canaan High School, Trinity Catholic High School, St. Luke’s School, and Westhill High School. All students competing for King were members of the US Club, Viking Investment Partners (VIP), and represented our School very well. Frank Roche, US Faculty Advisor for VIP, was extremely pleased with our student’s efforts and success. “In short-time, these young men were forced to recognize and learn a basic principle of investing and trading - cut your losses and let your profits run. Moreover, they also came to recognize another basic principle - the importance of risk management and when to apply more risk based on reasoned analysis.”

On the winning King team, Pierce was driving the decisions based on his experience competing last year. “I saw OPK (Opportunity Knocking) and spent $100,000 on a last minute investment knowing that to win, we needed to take big risks. This risk was very rewarding when our total growth flew up almost instantaneously and we were in first place for the first time. We won on that final investment of OPK which secured our victory and the trophy for King,” said Pierce.

Going into the event, Tyler had no idea what to expect or what the outcome would be. Tyler reflected, “This was the first time I have ever done anything like this... As the event began and the four of us started to work together, I saw that stocks we decided to invest in were beginning to make us real money. After doing his research and constantly analyzing the market, Pierce realized that OPK was the company that would win it all for us. Looking back, it was funny how the company that made us win was called Opportunity Knocking because the opportunity was literally knocking for us to win.”

All teams competed on their own since advisors were not allowed to participate or direct the traders while trading was underway. When allowed, Mr. Roche gave students the advice they needed - those with the highest risk tolerance typically win challenges like these. “The winning team showed poise under pressure, evidence of a high degree of confidence in managing significant risk, and willingness to compete right to the end,” added Mr. Roche.

“I was amazed by the questions asked. Students were able to ask the difficult questions and voice their concerns all across the board,” adds Cameron.

“While the moral of the story is big risks can have big rewards. Advice I would give to younger students participating next year would be to use every tip given to you, and don’t underestimate how helpful they can really be” – George Dowling ’19

The GAINS initiative: “To connects girls and women with a passion for STEM subjects to support encourage, teach and inspire one another.”

Most King students who attend this conference are pursuing the Upper School Certificate of Distinction in STEM. This graduation distinction is comprised of a variety of challenging coursework, club activities, project development and/or research opportunities culminating in a Capstone project. Along the path to Distinction, students learn first-hand some of the skills that are regularly used by today’s researchers and innovators, such as literature review, experimentation or project design, modeling, data analysis, and presentation of information.

Three students share their reflections on this year’s conference:

**Mallory Ehlers ’19**

“I enjoyed every minute of the GAINS conference! My favorite part was probably the opportunity to meet fascinating women who were studying or had careers in the STEM fields. They were so engaging and encouraging to all the girls in attendance, that you couldn’t help but think, ‘yes, I want to do that too.’

**Ciara O’Donnell ’18**

“It was such an incredible opportunity to work with so many inspiring women in the STEM field. It helped cultivate my passion for science, and pushed me to explore things that are generally outside of my comfort zone. If you asked me to go again, I would say yes in a heartbeat.”

**Annika Ozizmir ’18**

“GAINS was an unbeatable experience! I listened to technical talks from post-docs on biomedical engineering, machine-learning, and genetics. Along with the talks, I gained hands-on experience at Stanford’s Carnegie Science Institute. Most importantly, however, the women role-models I met have given me the guidance and career knowledge I will need to pursue a future in STEM.”

**Ali Wheeler ’18**

“It was super cool to see how new technologies like virtual reality are developing. Overall, the experience was amazing and definitely makes me want to study STEM even more.”

In early April, five US girls attended the 2017 Girls Advancing in Stem (GAINS) Conference in Palo Alto, CA.

**“What do you think we should do about climate change?”**

Congressman Himes pondered the question, looked directly at the students sitting around the table and responded, “We should embrace what we have to do. We are in the midst of an energy revolution. People are scared. Instead of digging in our heels, we should be leading and embracing this revolution.”

Congressman Jim Himes visited King in late February and began his day addressing the entire Upper School in the PAC. Immediately following his presentation, Himes conducted a Q&A with a small group of students. During his first presentation, the Congressman touched on many topics. “A lot of democratic norms that we took for granted are being turned over. Around the world, politics have been disturbed ... One of the big problems in our democratic system is that young people don’t participate at a high rate. It’s ironic because it’s the young people who will be dealing with the decisions made today. So, my plea to all of you is to participate,” said Himes.

Cameron Reiss ’17 organized Congressman Himes’ visit and is a firm believer in having your voice heard. “Throughout the school year, I listened to people complain about the presidency and congress and the government as a whole. I heard classmates voice their concerns about the future of our country. The more I listened to my classmates, the more I felt the need to bring our Congressman to King so their voices could be heard, and their questions answered,” said Cameron. “I hope that my classmates understand that their voice matters and our actions matter. Our world is changing, and we as a generation, are key to that change. During the Q&A session, I was amazed by the questions asked. Students were able to ask the difficult questions and voice their concerns all across the board,” adds Cameron.

Wringing up his presentation at King, Himes concluded, “We are much more accepting than in the past of people who are different from ourselves. We need to continue to help people see that differences are good.”
Ever wonder about the ideal PSI for throwing a football? Or the best weather to fish for Bass? Or maybe you’ve been wondering how light and heat affect the rate of fermentation of alcohol from yeast? As our US Science students learned, to answer these questions, you first must think like a scientist.

At this year’s first Annual Upper School Science Fair, students showcased their ability to approach questions scientifically by presenting their hypothesis-driven science experiments to a group of internal and external judges as well as the greater King Community during the two-day event in May. “The overall objective of the project is to develop the ability to use the scientific method of research and discovery and to learn how to critically assess data sets and come to logical conclusions,” explained Dr. Victoria Schulman, Science Faculty, who spearheaded this year’s event.

Before coming to King, Dr. Schulman worked in the field of biomedical research, focusing on human genetics at Yale and Sloan Kettering. Using her previous background as a professional scientist, Dr. Schulman, alongside Dr. Tom Castonguay, Chair of Science Department and Director of STEM, integrated the Science Fair project into Honors and AP Biology, Chemistry and Physics. The Science Fair was also open up to any US School students who were interested in participating, with several students/teams submitting a project as an opportunity to explore their interests in science.

Students, working independently or in small groups, started the project by posing a question that could be answered using scientific research. Students were encouraged to rely on their interests to guide them, as there were no requirements on the “type” of science used. From there, students formulated a hypothesis (a tentative answer to their question) and tested it. In the end, there were 44 projects with topics ranging from Behavioral Science, Psychology, Biology, Physics, Math, Earth Science, and Chemistry.

“For many students, it is challenging to bridge the gap from science theory and facts to actual science application” explained Dr. Schulman. “Our students have all the tools and skills necessary to apply their knowledge, but sometimes to make that leap to independent application they need a little push and some guidance.”

To complete the project, students had to do much more than just think like a scientist, they had to present like one too. “A poster presentation is the most popular way science is reported to other professionals,” explained Dr. Schulman. “Our Science Fair, while smaller in scale, is intended to simulate how real scientists communicate their findings in the real world.”

Phillip Bradford, Ph.D. Associate Professor in Residence, Director of the Computer Science Program, University of Connecticut, Stamford and Kathryn S. Kalasinsky, Ph.D., a Scientific Review Officer at the National Institutes of Health (NIH) in Bethesda, MD, served as external judges for the Science Fair. Both judges were surprised by the depth and range of the student work. “The students looked at questions of processes they had observed in their own lives. Many of them were very ingenious,” commented Dr. Kalasinsky. “I learned something interesting from every presentation I visited,” commented Dr. Bradford, “I saw projects on climate change, the physics of video games, Young’s Modulus and fundamental frequencies, and the effects of note taking”.

The Overall Winners, Thomas King ’20 and Kaden Lints ’20, Honors Biology students, were inspired by comments by Thomas’ mother about how computer screens affect eyesight. After coming up with a hypothesis with his partner, they engaged Dr. Schulman for guidance. Thomas reflected, “From there, Dr. Schulman helped mentor us. She refined the idea and helped come up with effective strategies to test our hypothesis.” The winning partners each received a new iPad mini to help with data collection for their next scientific investigation.

In the end, students learned the ability to “think like a scientist” extends far beyond the confines of traditional science disciplines. “There is an analytical procedure that they can use for all problem solving, not just science questions,” explained Dr. Kalasinsky.

The Science Fair is just one part of an overall emphasis by the Science Department to provide more hands-on, application-based experiences for students. As Dr. Castonguay explained, “The Science Fair is a great opportunity for us to instill core science and engineering practices of the Next-Generation Science Standards (NGSS) in our students and to provide them with an opportunity to independently apply their mastery of the scientific method.”
Success Outside the Classroom

Cross the Divisions

Will Nash ’17 and Jason Liu ’18 received Physics Bowl recognition: Will placed second worldwide in Division 2 and Jason placed third worldwide in Division 1. The worldwide Physics Bowl competition is sponsored by the American Association of Physics Teachers (AAPT). Each year, approximately 10,000 students, from around the world, take a 40-question, multiple-choice test under their school’s supervision. Division 1 is for first year physics students; Division 2 is for second year physics students.

Augusta DeMartin ’19 and Delaney Harris ’19 were honored as The Leukemia and Lymphoma Society’s (LLS) ‘Student of the Year Campaign’ with their BloodLove Team, which raised $61,000. The girls held a benefit spin class in Greenwich, designed and sold t-shirts, and donated over 30 stuffed animals and toys (donated by the toy company Melissa & Doug) to the pediatric oncology ward at Memorial Sloan Kettering Cancer Center. The girls created the BloodLove team, comprised of 15 US students, to not only raise money but also to bring attention to blood cancers like Leukemia, which is the #1 killer of children under the age of 20.

Sydney Gubner ’17 received a Gold Key Award, the Best in Show Award, and was named an American Visions nominee for her oil painting, Waves. The Gold Key Award represents the very best works submitted to local programs. Sydney is the first King student to be awarded a Scholastic National Silver Medal, and she is overjoyed that her work has been recognized at the national level. “I would have never imagined winning an award like this! It is definitely true that hard work pays off and practice can make perfect. "Sydney will attend Elon University in the Fall to further pursue her passion in Studio Art. “I am excited to continue doing what I love and could not be more thankful that King has prepared me for my exciting future.”

Ashley Xu ’19 received a Silver Key Award for her Self Portrait charcoal piece and also a Gold Key Award for her oil painting Questioning - a piece she submitted with an art teacher whom she studies with outside King. Questioning was displayed in Carnegie Hall in New York City, June 7-9. Ashley Xu’s oil painting is the only painting from Connecticut Regional Scholastic Art Awards Program to receive a National Gold Medal in 2017.

Wafa Nomani ’21 was accepted into the National Youth Leadership Forum: Medicine, an Envision program. Wafa will travel to California and study/stay at UC Berkeley, July 10-18, for the program. “I am very excited to be part of this program and to meet new people with similar interests and career aspirations. I love science and biology, in particular, and I’ve always wanted to go into medicine. Hopefully, I’ll get a better understanding of the field when I attend NYLF. It’s really exciting to be getting a glimpse of my future career,” said Wafa.

Connecticut Regional, Scholastic Art Awards: the nation’s longest-running and most prestigious recognition program for creative teens in grades 7–12:

Carli Levethan ’19 was awarded the Outstanding Youth Volunteer Award, at the United Way Stamford Volunteer Awards Ceremony in January. Carli was awarded for her work with Building One Community (BTC). Carli spends her Saturdays teaching English as a Second Language (ESL) at BTC. “I started volunteering about four years ago, but two years ago, I was asked to be the leader of the Youth Links Program, which is a program where high school students come in and teach classes. I organize every Saturday morning, as well as assess new immigrants’ language levels and place them in their appropriate classes. Every year we gain new volunteers and I have grown the Youth Links Program and introduced new opportunities such as volunteer appreciation breakfasts, rewards for most dedicated volunteers, as well as mini "promotions" to our best and hard-working volunteers. Building One Community has truly opened my eyes to a whole new world. It is a lot of work but it truly completes my week. I consider BTC my second home.”
Big Fun

A Tiny Toy Theater Provides

Grade 5 students stepped away from their computers, phones, and iPads earlier this year and discovered a more simple form of entertainment, one that dates back to the early 19th century. The Great Small Works Theater (GSW) Company, of Brooklyn, NY, visited King in March to introduce the ‘Toy Theater’ project and help students understand its origin and outline the steps of the project - storyboarding, creating puppets, scripting, rehearsal, and performance. The original toy theaters were mass-produced replicas of popular plays, sold as kits that people assembled at home - tiny versions of big hits from around the world.

The main character in the Grade 5 play was Environmental Art, the storybook character developed by Ran LaPolla, Visual Arts Faculty. The Visual Arts and Sustainability Faculty, along with a bit of Environmental Science and focused on the task to meet their performance date in May,” said Ms. LaPolla. Grade 5 student Grace Eagleton enjoyed working as a team and coming up with their own ideas. “It was fun to hear everyone’s ideas on what we should do, and see other people’s puppet shows.”

Making the puppets was the best part because we got to paint our own puppets and see what they looked like in real life versus just a story board,” said Grace. “Students worked in teams to collaborate on the storyboard and also their separate group artistic productions. As they rehearsed, students assumed roles as set manipulators, puppeteers, narrators, and actors. They learned to achieve an end result together with a common goal, each contributing with their individual strength and style,” said Ms. LaPolla.

Grade 5 student Ryan Wempen also enjoyed being in control of the process. “I really liked that we got to direct everything and really be in control of our own show. It was cool to be able to make our own decisions and create the items for the show,” said Ryan.

“I thought the project was really cool! I liked that we were able to complete everything by ourselves. We created the puppets, wrote the script, and decided how we wanted the show to go.”

– Grade 5 student Spencer Neckritz

A host of local students joined the celebration during the “El Sistema: Building and Connecting Communities through Music” – a special concert that wrapped up four days of intense musical training during the El Sistema residency on the King campus. Venezuelan educator, musician and activist José Antonio Abreu founded el Sistema in 1975. According to El Sistema USA, “El Sistema is … a set of inspiring ideals which inform an intensive youth music program that seeks to effect social change through the ambitious pursuit of musical excellence. El Sistema focuses primarily on children with the fewest resources and greatest need.”

Garrett Mendez, Performing Arts Faculty, organized the residency and was amazed to see so many students and staff from such diverse backgrounds all working together towards one common goal - to create original music that was a reflection of their lives. “I hope students realized that no matter what background we come from, we have way more similarities than differences. Creating our own original composition empowered students to take a more active role in their music. The residency proved that they already have the skill set to not only play music but also to create music and that process allows them to express themselves more deeply,” said Mr. Mendez.

Several local organizations participated in the residency with King, including: Project Music, a musical education program for Stamford’s inner city children; Intake, a Stamford-based non-profit arts organization that promotes music education through multiculturalism and native instruments; Bravo Waterbury, an intensive after-school music education program for students at Children’s Community School; and the Baltimore Symphony OrchKids. Over 120 students, aged 8-18, and 20 teachers converged on the King campus for the week and worked alongside our students and Faculty to improve their playing skills, master an original composition, and have fun! The residency culminated with the concert performed to a packed house.
US students hoping to enter the resulting Advanced Art Program begin their studies in their first year, with a prerequisite that hones technical skills. They then advance for sophomore and junior years through Advanced Art 1 and 2 which deepen technical training and start to challenge the students intellectually by incorporating more conceptual ideas into their work. Ms. LaPolla and Ms. Nichols guide students ensuring they develop skills, understand various mediums, and gain confidence in their creative thinking process. All of this prepares them for Advanced Art 3, when seniors embark on a course of independent study. The program’s impact, evident in the conceptual depth of the student’s work, is beyond expectations. “I see incredible changes in the students. Every year I see a greater level of confidence, particularly this year. Not only as artists, but as people,” Ms. Lapolla said. “At the start of the year I am the teacher. They look to me to hold their hands. After the Colloquium, they came to class and we were equals. They had realized their ideas, their goals, their work. They were confident. I realized I could leave the room and they were now capable of going on alone. It was really impressive.”

For Emily Salomon ’17 art has always been very therapeutic. “Art is a way for me to stay grounded and to realize that it is important to focus on the positive in life and not let myself get stressed about things that don’t matter in the grand scheme of things. The goal of my art is to share the message with others and give them a temporary sense of escape from reality,” said Emily.

To further underline just how successful this program is, just look to a new trend among upper and coming King students who have found a way to accelerate the process. Rising freshmen are now regularly taking the first year prerequisite during the summer before entering Upper School, and entering Advanced Art 1 in Grade 9. The result is the creation of Advanced Art 4, which students can take in Grade 12. Ms. Lapolla and Ms. Nichols continue to guide students on an intellectual journey that has the potential for deeper conceptual development than they could have imagined when they designed the program.

Fast on the heels of the Senior Art Colloquium, Grade 5 and Grade 8 demonstrated their artistry with their own Moving Up Art Show. The Show is a new addition to the Visual Arts program and took place in the PAC on Thursday, May 19.

Lori Auletta and Katie Tobin, Visual Arts Faculty, guided students throughout the year developing the fundamentals of art, which are then showcased in this event. Ms. Auletta’s students are introduced to composition and its elements, including texture, patterns, repetition, proportion, and various mediums. All of these are put to use throughout the Grade 5 year. Students then choose their favorite piece to display at the Moving Up Art Show.

Grade 5 student Chase Phillips created a piece that seemed to infuse every one of the compositional elements. After tracing his hand, he recreated it using clay, adding color using markers and paint, and texture with colored tiles in a gorgeous, three-dimensional piece. Though the colors are what he liked most about the final piece, it is the attention to detail that he gained from the process that resonated most. That and being featured in an art show, “I like to see my art on the wall and to see the 8th graders and how we go from this to that;” he said, gesturing from his piece to the upperclassmen’s artwork hanging on the opposite wall. “I like looking and knowing who the artists are and what they chose to do and to see how they did it.”

Looking at the Grade 8 wall, he added, “It looks so perfect, like a photograph.” Ms. Tobin’s Grade 8 students chose a piece they admired and, using a photograph, recreated the image on a flat surface using a monochromatic color scheme focusing on the values of dark and light. Perhaps the most recognizable image on the wall was that of Grade 7 Science teacher Michelle Sibrizzi, who found an admiring in Grade 8 student Wafa Noman. “I was never really interested in science until I studied in her class; she is now my guide and I’m considering neurobiology since studying with Ms. Sibrizzi. I want to be a doctor” said Wafa. “I now love to tie science to all of my other classes.”

Though initially, Wafa chose Ms. Sibrizzi out of her love of science, it was not until she started mixing paint that she realized this project called for science as well. “I didn’t really appreciate how science could relate to art until I started thinking about and mixing color,” said Wafa.

And just as Chase was motivated by seeing the Grade 8 artwork on the wall across from his own work, Ms. Tobin said many of the Grade 8 students were motivated by all the work in the Show. “We have 30 kids taking the Fundamentals in Art class, the Advanced Art prerequisite, this summer with many pursuing a visual art elective in the fall.”
On stage in the spotlight or behind the scenes, King students shined this year in three musicals:

**Grade 5 Musical, The Little Mermaid**

The Grade 5 Musical is our students’ first formal exposure to theatre at King. Each year, Performing Arts Faculty chooses a familiar piece like The Little Mermaid, which generates excitement among students and facilitates learning. Students rehearse by class so the script is divided into three acts and the parts are customized to fit that particular group of actors. Everyone had a great time under the sea.

“Students are called upon to learn fundamentals like blocking, focusing attention on their scene partner as well as dancing and singing at the same time. They are also challenged to create character fully using both their voices and their bodies. Students in this year’s production rose to the challenge, bringing all the characters to life with energy and skill.”

- Amy Darnton, Performing Arts Faculty

**MS Musical, Beauty & The Beast**

“Mounting this iconic tale as old as time was a huge challenge for our students. They all know the characters so well, that it felt easy at the outset, but became more daunting as they faced the reality of working in the fantasy costumes and creating their own authentic version of the characters, not caricatures from the movie. In this production we also focused on vocal development, providing each student with either a private voice lesson or the opportunity to participate in a vocal master class.”

- Amy Darnton, Performing Arts Faculty

**US Musical, Avenue Q**

At King, we strive to create a meaningful process for each actor and crew member that calls him/her to believe in themselves and find the courage to take appropriate risks, persevere and grow. Each member of the company rose to the occasion and I am intensely proud of each and every one.”

- Amy Darnton, Performing Arts Faculty

We chose Avenue Q because the content addressed issues that affect all of us. Using puppets and comedy, the story addressed acceptance, racism, and community. The students had the opportunity to work with professional puppeteers throughout the process. They learned that they had to put all of their emotion and expression through the puppet, which was not easy, but they did a wonderful job. "This was a new and amazingly fun experience for all of us," said Jackie Martino, Chair Performing Arts Department.

“One theme that emerged after Avenue Q was the contrast between how challenging the process was compared to how effortless and fun the final production played to the audience. There is always a lot more going on in a show than meets the eye and, in this case, the reward for the effort was the ultimate ease and simplicity of the result.”

- Mark Silence, Performing Arts Faculty
KING WELCOMES STUDENTS FROM SPAIN

For the fourth consecutive year, the World Languages and Global Education Departments welcomed 12 Spanish students and two chaperones from I.E.S. Haygón high school in Alicante, Spain to King. From April 20-May 5, our Spanish guests shadowed King students, lived with host families, and traveled throughout Fairfield County and the greater New York City area.

One of the exchange students, Lydia Ghanem Benrais, Grade 11, commented “Visiting the United States is something that every foreign student dreams of, especially if you have the opportunity to travel to New York. The highlight of our trip was going to a Broadway musical and seeing the Brooklyn Bridge.”

Susannah Branch, World Languages Faculty, who coordinated the exchange had her first immersive language experience when she was in high school. She explained, “It’s well known that the most effective way to learn another language and culture is to have direct contact with it, so as a language teacher, I see these experiences as absolutely invaluable for my students.”

Benrais and her fellow students commented, “We are very grateful for this experience at King and we’d like to thank everyone who made this exchange possible. We were welcomed warmly by the teachers and families, and we’ve been very happy here.”

King is excited to announce that our partner schools in France and Spain will be coming back next year. The French Exchange is planned for late February and the Spanish Exchange is planned for the early April. We are always looking for host families so if you are interested in hosting a guest from France or Spain, please contact Gilles Chosson, Director of Global Education.

"The highlight of our trip was going to a Broadway musical and seeing the Brooklyn Bridge." Lydia

"I don't have enough words to express my gratitude towards this fantastic school." Etienne

If you are interested in hosting a guest from France or Spain, the French Exchange is planned for late February and the Spanish Exchange is planned for the early April. Please contact Dr. Gilles Chosson, Director of Global Education.

This yearly exchange program invites students from the Ecole Internationale de Manosque (EIM), located in the heart of Provence, to visit King for two weeks and stay with King families.

LANGUAGE IMMERSION & CULTURAL EXCHANGE

In late February, a group of visiting French students spent time in LS classes giving our young students the opportunity to speak French and engage with the group. Grade 5 students were very excited to meet the students and learn first-hand about French culture, typical food, Paris, and La Provence. They participated in interactive activities, educational games, practicing French, and sampling French bonbons.

"We were very excited about this visit, as it marked the third year of our exchange program with EIM. The students all speak English, and they engaged fully in school life at King. It was a wonderful learning experience for both the visiting students and our King students," said Dr. Gilles Chosson, Director of Global Education.

The exchange program offers a unique experience for both King and visiting students to expand their vision about the world beyond their own country, to explore and dive deeper into each other’s culture, and to become fluent in the target language through immersion.

"Being away from home and family requires students to push themselves beyond their personal comfort zone and to adapt to the new culture and people. The exchange trips are deeply fulfilling for students in terms of their personal growth and experience as they expand their self-confidence, self-esteem, problem solving and social skills. Very often, the exchange program trips help create lifelong friendships between King students and the visiting students," said Denise Mihailoff, World Languages Faculty.

Ms. Mihailoff offers the following advice to any student who is considering an exchange trip. "I would like to quote St. Augustine: “The world is a book, and those who do not travel read only a page.” As a passionate traveler myself, I genuinely encourage our students to participate in the exchange programs here at King and in the future at their undergraduate schools. These trips are adventurous, fun, enriching; they bring personal and professional satisfaction, as well as new friendships and memories.

"The classes were different and interesting; it makes me want to stay longer in this awesome school." Anouk

"King is an incredible school where respect, learning and helping are connected." Clara

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PATHFINDERS

The journey to Nicaragua for Grade 10 students Josh Figueroa, Daniel Kulaguz, Henry Meyer, Dean Pigott, and Grade 9 student Davis Knight, included Spanish immersion lessons in Granada during the first four days and community service in Las Trojas, a rural area of the country, during the last three days. The group stayed with host families in Granada and students had Spanish instruction in the mornings and cultural activities and field trips to local destinations in the afternoons.

The second half of the trip was the most challenging and the most rewarding. The group traveled to Esteli to gather supplies and headed toward the village of Las Trojas to help build a concrete platform in front of a school that was originally built in 2007. The work was physically draining but our group rose to the challenge. Our students interacted with the students of the village whenever they had free time. New friendships were forged with the children and the adults and the group left the village with fond memories and a fervent desire to return to help on another project.

Dean Pigott enjoyed the trip and reflected, “It was amazing to see new parts of the world with King and my classmates and to gain a better understanding of the Spanish language.”

Tung Tran, MS Science Faculty, chaperoned the trip along with Neuvi Villanueva, World Languages Faculty. “The boys enjoyed their experience and were enriched by the culture, food, and people. Living in homestays and working side by side with the indigenous people in the village was also an eye opener. Seeing how these people live and the hard, laborious work they put in each day was humbling,” said Mr. Tran.

Over March break, while most New Englanders were shoveling snow, five US boys were shoveling dirt in Nicaragua as they rebuilt a school during a language immersion and service trip.

Student Leaders Gather at King

More than 110 students from 25 independent schools gathered at King in February for the inaugural Global Education Leadership Symposium.

Faculty and high school student leaders from across Connecticut and New York met for a day of interactive workshops and presentations on topics including service learning, diversity and inclusion, leadership, sustainability, and global education. The event, aligned with the King Mission, aimed to explore ways to “prepare students for an increasingly interconnected world.” The keynote speaker was Dr. Derrick Gay, an experienced classroom teacher, musical director, senior administrator and educational consultant who’s renowned for his work on issues of diversity, inclusion, and global citizenship.

Dr. Gilles Chosson, Director of Global Education at King, organized the event in partnership with the Connecticut Association of Independent Schools and Education First, a global leader in educational travel. Dr. Chosson comments, “Dr. Gay’s presentations were very well received and inspiring, as were many sessions. Both students and adults enjoyed the high quality programming put in place. I am very proud of our King students who, I know, impressed many with their kindness, respect, and experience. The student presenters were passionate about their learning on leadership, global education, sustainability, and diversity. Faculty was also very inspiring and were wonderful facilitators and ambassadors for King School.”

Participating schools included Greenwich Academy, St. Luke’s School, the Stanwich School, New Canaan Country School, Ansonia High School, Hopkins, and others.

The keynote speaker was Dr. Derrick Gay, an experienced classroom teacher, musical director, senior administrator and educational consultant who’s renowned for his work on issues of diversity, inclusion, and global citizenship.
The cold, rainy weather didn’t deter over 200 members of the King Community as they converged in the LS gymnasium in early April, to celebrate the second annual King Cares Family Service Day. The event kicked off with breakfast, music, face painting, and service opportunities with the Youth Uplift Challenge, the Leukemia and Lymphoma Society Bone Marrow Drive, as well as a beach towel collection for Person to Person. Jenna Temple, Director of the King Cares Service Program, welcomed attendees by highlighting service projects from the 2016-2017 school year that benefited local, national, and international partner organizations.

The King Cares Service Program combines service learning, a curriculum-based teaching and learning strategy that integrates meaningful service with instruction and reflection, with co-curricular community service. King Cares Service Committee Coordinators, along with students from each division, provided remarks and showcased the various service projects held throughout the year. Attendees enjoyed a brief concert from Project Music, an intensive after-school music education program for students from each division.

Attendees were greeted by speeches from King Cares Service Committee Coordinators, along with students from each division, who provided remarks and showcased the various service projects held throughout the year. Attendees enjoyed a brief concert from Project Music, an intensive after-school music education program for students from each division.

When asked about what her overall thoughts and feelings were about the trip, she said, “I enjoyed the experience, I thought it was incredible.” Jordan was not the only student on the trip who felt that way; fellow classmate Louise Dill ’19 said that a lasting impact that will stick with her is “the environment and how it was different to our way of life in Connecticut.”

“My hope is that students learn to appreciate what they have and also open their eyes to areas of our country that can use help” said Ms. Temple. This Annual Service trip has impacted all students who have volunteered and will continue to inspire and motivate future students.

“The event benefitted 11 of King’s partner organizations including:
- Building One Community (Neighbors Link)
- Orphaned Starfish Foundation
- Person to Person
- SoundWaters
- Sunrise Senior Living
- The Villa Assisted Living Center

My hope is that this event ignited a passion for service for both veteran volunteers and those who volunteered for the very first time.”

– Jenna Temple
Director of King Cares Service Program
Pucker up for a Good Cause!

King Community Embraces the Midnight Run

Parent Midnight Run in January: King parent Regina Woods Gordon lead the charge for King’s Midnight Run efforts this past year. Midnight Run is a “volunteer organization dedicated to finding common ground between the housed and the homeless. Midnight Run volunteers distribute clothing and personal care items to the homeless on the streets of New York City,” according the MidnightRun.org.

The King community stepped up in such a big way and the Parent Midnight Run in January was a very moving and successful venture due to the efforts of so many. Whether parents took the time to sort through their closets or sort through the vast amount of donations, generously purchased new clothing to donate, or joined us on the run, King is truly grateful for their individual efforts. Mrs. Gordon reflects on the Run, “We were a small but very motivated group, along with our three King Staff drivers who so kindly stepped up to transport us and patiently waited until we completed our journey very late into the early hours of Saturday morning. The stories were varied: Gary, who told us his childhood stories of skipping school (265 days!) at 9, acknowledging those beginning steps as his road to homelessness today; Peter, who sleeps in a burned out church with permission, as long as he folds his blankets and tucks them away unseen; and Daisy with such a sweet spirit, who on her bike with her many bags, really just wanted a cashmere sweater.

There were so many more stories and so many more in need — there always is. We thank the King community so very much for giving our small group the gift of this experience; while it was gratifying to give those needed articles, the true pleasure for us parents were those human exchanges. They are the gift we take forward: a daily reminder that listening with empathy, compassion and respect and the giving of your heart to those less fortunate can only return to us threefold and beyond.

US Student Midnight Run in April: The student Midnight Run in April was a huge success. Some were unable to attend but brought in lunches. Many students joined the group at the last minute and King was grateful to have them along. Our students were polite and gracious to the men and women who walked up to our windows and asked for items. Cathy Mishkin, US History Faculty and Midnight Run Advisor, offered special thanks to Regina Woods Gordon for her help organizing bins after the parent run in January. Also, special thanks to King parent Cathy Nash, the baseball team and Coach Ken Lewis, the Ayssah family, the Benkwitt family, and US students Matt Dalinka ’18, Katy Simpson ’18, and Kelly Wappler ’18 for their help on the Run. “It takes a village to get things done and we had one,” said Ms. Mishkin.

Ms. Mishkin adds, “Finally, a special thank you to Jenna Temple, Director of the King Cares Service Program, for her constant support and expert guidance of this program. King is lucky to have such a dedicated leader.”

In March, Patrick O’Neill, History Faculty, found himself face to face with a pig and the entire Upper School was to blame. “We wanted to raise awareness for the Rwanda Service Club and grab people’s attention with a unique fundraiser,” said Oona Nash ’18. Oona and Piper Loglisci ’18, co-leaders of the Club, organized the “Kiss a Pig” event where, over the course of 2.5 weeks, students put loose change and bills into one of three buckets, each bucket designated to a specific teacher. The teacher with the most money at the end would kiss ‘Hamlet,’ a pig owned by the Wulder family. More importantly, all money raised supported organizations that King partners with in Rwanda.

“It is easy to forget how lucky we are and we were trying to get the entire school community aware of the suffering in Rwanda,” said Oona. The Club has partnerships with three organizations in Rwanda and generally hosts three events throughout the year: a school wide fundraiser for the Oruchundo home for children, giving orphans and impoverished children in Rwanda the opportunity to go to school; a Christmas box that is put together by the club members; and a drive for specific items that organizations have requested. Oona and Piper are working to organize a trip to Rwanda for spring break 2019. It’s a long process and there is much to be done, but they are excited to see firsthand the result of all their work.

“We are trying to educate the King Community about the suffering of others, which will hopefully foster generosity, empathy, and passion. I hope that in future years the club will continue to grow and the legacy of our work will provide a foundation for a compassionate and generous community,” said Oona.

For the fourth consecutive year, King was a neighborhood sponsor of the 22nd Annual Bennett Cancer Center’s ‘Hope in Motion’ event in June. A group of parent and student volunteers manned our station providing much-needed water for the thousands of walkers/runners. This is always a wonderful community event and King is proud to participate. We look forward to next year’s event on Sunday, June 3, 2018.

“I was stunned by the amazing group boarding the vans that evening. They all made such a positive difference in so many lives. Mrs. Mishkin quietly leads this entire effort. Without her, none of this would have begun and would not continue.”

- Jenna Temple, Director of the King Cares Service Program

KING supports hope in motion

“The Hope in Motion Walk & Run appreciates our ongoing partnership with the King School community. Their water-station is a true symbol of community spirit, support and fun along our Walk & Run route.”

- Kari Pollak, Manager
Hope in Motion Walk & Run

King supports hope in motion
The King community is rooted in a culture of diversity and inclusion. We thrive on uniting our students, Faculty, Staff, and parents to respect our differences and celebrate what makes us unique. Throughout the academic year, students participate in different events and service trips to gain more knowledge about our community and the world around us. This knowledge opens our minds to the diverse community that is King.

In April, the Parents’ Association Parent Diversity Committee (PDC) sponsors the Multicultural Fair, which celebrates our community’s cultural backgrounds through food, music, arts and crafts, and more. This annual fair is a wonderful opportunity to bring our community together and celebrate the cultural backgrounds of our families. The PDC provided each participating host table with a flag of their country and paper passport books. Students in PreK-Grade 3 received flag stickers from the tables they visited and filled up their passport books.

The Multicultural Fair is one of the most anticipated events in the LS academic year. In addition to trying all the delicious food items from the individual countries, students also learn basic knowledge about the countries represented. Some parents provided arts and crafts items to further educate attendees on their native cultures, as well as board games that are native to their country.

This year’s fair was the most successful in recent memory, with 35 nationalities represented, spread across tables in the LS gymnasium. Students from Lower, Middle, and Upper School came together, visiting the fair throughout the day. PDC members, and co-chairs of the Fair, Sandra Bissell, Viviani Kulig, and Giovanna Valdivia were extremely happy with the success of this year’s Fair. “With the addition of Japan, Guatemala, Ireland, and Dominican Republic, this was our biggest fair ever! Our community was invited to take a journey around the world through food, costumes, pictures, crafts, and more. This wonderful event celebrates the beauty of what makes us unique and at the same time so connected,” said Kulig.

With the addition of Japan, Guatemala, Ireland, and Dominican Republic, this was our biggest fair ever. – Viviani Kulig

Pathfinders

Greece
June 12-24
A large group of US students (25) traveled to Greece for a socio-cultural, intellectual, and environmental immersion trip. This is the fifth time King has hosted a Greece trip since 2010. This highly successful program includes expert-guided visits to famous ancient sites and museums such as the Acropolis, Ancient Olympia, Minoan Palace of Knossos and Delphi; rich historical destinations; a theatrical production that takes place in the ancient amphitheater of the Acropolis; and cultural immersion in folk life. Some highlights of the program include hands-on archeological and historical discussions with experts, discussions of art and architecture, traditional cuisine, running the original 100-meter dash on the site of the Olympic games, and staying in an authentic, traditional folk village in Crete. Students were encouraged to turn their inspirations to literary and artistic expressions during and after the program.

Scotland
June 11-24
It’s been a year in the making for 11 US students and Drew Schoudeel, Science Faculty, as they traveled to Scotland in June for the culminating trip for the Expeditionary Studies course. For the final class project, the group embarked on a kayak expedition to the Outer Hebrides off the coast of western Scotland. Over March break, the group took a Wilderness First Responder Course in preparation for this trip. A support vehicle shadowed the group while they kayak along the coast of South Uist and circumnavigate the main island of Hirta.

Italy, Slovenia, & Croatia
July 6-16
Eleven of our Global Scholars from the Upper School proudly represented King at a Global Student Leaders Summit on the Future of Food, in Italy. After the Leadership conference, they embarked on an eight-day journey to discover that as a region’s landscape changes, its approach to food does, too.

They visited Venice, Ljubljana, the capital of Slovenia, Ptitvice, in Croatia, and finish the tour in Zagreb, the capital of Croatia.

The group embarked on a kayak expedition to the Outer Hebrides off the coast of western Scotland.
In late April, Nisha Chandra ‘17 was awarded the Princeton Prize in Race Relations, which recognizes and rewards high school students who have had a significant positive effect on race relations in their schools or communities through their volunteer efforts.

Nisha received the prize for the work she’s done at King, including helping organize and facilitate the MS Diversity Day, the ML King Day, and other activities centered around race and different aspects of diversity. Nisha comments, “I felt that the purpose of these events was simply to spark a conversation and to open up a space where people could share their personal experiences and recognize the magnitude of the experiences of others. I was trying to turn debates on race into discussions. Mr. Brumskill, has played a huge role in everything I’ve done and always set the best example for making everyone feel heard.”

Nisha received the Kenneth Cooper Prize, for Mathematics, and the Model United Nations Prize this year and was the Class of 2017 Valedictorian. Nisha is attending Princeton University in the fall.

Congratulations Nisha!

King students attended the Connecticut Association of Independent Schools’ 15th Annual Student Leadership Conference in April. This yearly conference brings together over 400 students, Grades 7-12, from independent schools across the state for a day of networking and dialogue on cross-cultural understanding. The conference keynote was Dr. Howard C. Stevenson, Professor of Urban Education, Professor of Africana Studies, and former Chair of the Applied Psychology and Human Development Division in the Graduate School of Education at the University of Pennsylvania. Dr. Stevenson stated, “We all have to be accountable for the relationships that we develop in our school communities.”

“The Conference provided more opportunity and exposure for our School to engage in cross-cultural communication and allow our students to become more culturally competent. Working towards an inclusive community takes work, and we must be willing to do the work in a rapidly changing world.” – Keeniun Brumskill, Director of Diversity

Conference Stresses Cultural Competence

Vikings Boys’ and Girls’ Lacrosse teams welcomed Harlem Lacrosse (HL) in late April for a day of skills training and fun! HL is a school based, non-profit organization that provides academic intervention, leadership training and lacrosse to at-risk youths. Established in 2008, HL is a way to engage academically and behaviorally challenged students through lacrosse.

Girls’ Lacrosse Captain Morgan Riley ‘18, and Boys’ Captains Sammy Houck ‘17 and Kelly Gouin ‘18 were instrumental in bringing this event to King. “Hosting the students from Harlem Lacrosse PS149 was the highlight of my King Lacrosse season. I am so happy that King has supported me as I developed a partnership with the HL foundation. The girls’ and boys’ varsity lacrosse teams worked together to organize this special day and when we saw the smiles on the kids’ faces, we knew all the time and planning was worthwhile” said Morgan.

Kelly Gouin was proud to help plan and host this event with his fellow teammates. “Having played youth lacrosse in the city of Norwalk for over 10 years, we have seen first-hand how sports programs in urban areas can open doors for at-risk students. It was important to us to be part of something that directly affected the lives of so many in such a positive way. We had a great day with the boys and girls from PS 149 and we look forward to working with them again next year” said Kelly.

The months of hard work and dedication paid off in many ways. King was selected as a finalist in the Altice USA (formerly Cablevision) Charity of Champions contest. Altice was on campus at the event to present HL with a $1000 check on behalf of the King lacrosse teams. What a great day to be King. Congratulations to everyone who worked to make that day a huge success!
A Message from Sue Cesare, fellow archivist and former Head of School:

“It has been a pleasure and a significant learning experience to work with Rick Starr on the third floor of the Simon House where the School’s Archives are presently housed. Rick has been tending to the history of our schools for the last four years. He has produced materials for the Development Office when alumni have made requests for information regarding their class. He has created photographic displays of our pasts for special occasions. He has written articles for Quest. He worked diligently, to say the least, to help prepare the 150th book. He has shared his skills with our technology department in planning for the future of the variety of materials we have. With his high level of expertise, enthusiasm and dedication to the uniqueness of the five historical entities that are our history, Rick has given this School archives that are immediately useable and valuable.

Thank you, Rick, for all you have done and for inspiring us to protect and build on the collection.”

The History of Athletics at King

By Rick Starr, King Archivist

Athletics and the importance of team spirit have always played an important role in the developing history of King. Often times it seems that athletics and school spirit is at the forefront of the School’s identity. From the beginning, the men of The King School in the late 1800s and early 1900s earned a strong reputation for their team spirit and the importance of competition in the game. Equally important was the emphasis on athletic spirit that the women of Low-Heywood placed on physical development through sports. By the early 1900s it seems that Low-Heywood was at the forefront of schools that were developing a reputation for the new sport of field hockey. The women of Thomas perhaps had a less formal philosophy about team sports but were no less sincere in their enthusiasm as swimming, horseback riding, and modern dance became outlets for athletic creativity and physical development. By the time KLHT emerged in 1988, team sports were a strong tradition and the backbone of the School.

The spirit and enthusiasm exhibited by the fans and cheerleaders as well as the team members were proof that no matter where you were - on the sidelines, the bleachers or on the field or court - we were all part of the team. Today, we continue to build strong athletes and successful teams, winning many championships. Our new Dean of Athletics, Micah Hauben, is excited to build upon our strong legacy of athletic success and spirit.

on the sidelines, the bleachers or on the field - we were all part of the team.

1920s 1940s 1960s 1980s 1990s 2000s

A Message from Sue Cesare, fellow archivist and former Head of School:
What unique insights do you bring to the Dean of Athletics position?

MH: King's commitment to and focus on personalized learning really resonated with me, as I truly believe the experience of each individual student-athlete along with the open and diverse cultures we create within our teams, are two of the most important aspects of all we do in building successful athletic programs. Living by the virtues of integrity, kindness, perseverance, and respect guide these principles at King. As an extension of these virtues, the athletics experience should match the level of excellence achieved in the classroom and other areas of school. Success can be defined in many different ways, only one of which is wins and losses, and we need to, at all times, strive not only to develop better athletes, but also better people, who are ready to thrive in their journey through this rapidly changing world.

What about King appealed to you?

MH: It was clear from my very first meetings on campus that the King community is comprised of an outstanding and passionate group of faculty and staff, as well as exceptional students and families. The caring and nurturing nature of the School is very evident, and the concentration on personalized learning and the four virtues speaks to the strong values and foundation of King. I am extremely excited to become a member of the School community and look forward very much to having both of my children, Sydney and Mason, attend the Lower School next year.

Tell us a few things about yourself that someone might not know.

MH: I deferred my first semester at The George Washington University to study at a foreign language institute in Beijing, China. I also attended the 1996 Summer Olympics in Atlanta, Georgia, and traveled to Nagano, Japan for the 1998 Winter Olympics.

The Dean of Athletics position is a new role. What will be your focus?

MH: Working to build relationships will be a vital part of my transition to the community in this newly formed role. Once relationships are established, my focus will be on developing the culture of athletics, keying in on the experience of each individual student-athlete. This will include exploring our expectations around commitment and what it means to be a member of the King Athletic Program.

It will also be important to explore ways to advance the brand of King Athletics, to continue to cultivate relationships within Stamford and other local communities, and to expand and develop connections with athletic alumni. Other areas of focus include empowering student-athlete voice, promoting and celebrating the success and competition levels of our athletes and teams, stressing effort and process based goals, reaffirming the value of sportsmanship and citizenship, and providing relevant and engaging professional development opportunities to help foster effective, positive coaching and growth mindsets.

What do you feel are some the most important benefits of athletic participation?

MH: Participation in athletics provides many opportunities for life lessons and promoting character, including learning how to win and lose with grace and dignity, responding to and dealing with mistakes and adversity, and building resiliency and self-confidence.

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What do you feel are some the most important benefits of athletic participation?

MH: Participation in athletics provides many opportunities for life lessons and promoting character, including learning how to win and lose with grace and dignity, responding to and dealing with mistakes and adversity, and building resiliency and self-confidence. Benefits also comprise social-emotional development, dealing with mistakes and adversity, and building resiliency and self-confidence.
“Despite the number of victories a team had, or did not have, what is most rewarding is how our student-athletes handled themselves during competition. They played hard, and always with fair play, class and good sportsmanship, which is what we are trying to instill in our student-athletes. They learned how to work with others and be good teammates, to be gracious in defeat, and to be humble in success.”

– Tom Decker, Director of Athletics.

BOYS’ LACROSSE:
The team accomplished more this season than any other team in the history of the program, finishing tied for first in the FAA regular season and FAA Tournament Champions for the first time ever. The team scored 211 goals in sixteen games and held eight opposing teams to seven or less goals. We graduated three key seniors who will be missed: Sammy Houck, James Michalski, and Owen Bass.

GIRLS’ LACROSSE:
The team had a great season that culminated with their first trip back to the FAA playoffs since 2011. They ended with a 6-9 record that included a thrilling double overtime victory against longtime rival Hopkins School. Led by tri-captains Jayne Tully ’17, Claire Morris ’17 and Morgan Riley ’18, the team worked extremely hard all year.

SPRING VIKINGS PATHFINDERS CREW:
This spring heralded the first ever King Co-ed Rowing Team. Boys novice quad finished 4th in the Long Island Championships and Boys JV double won a bronze medal in the same regatta. The team consisted of Grade 8-11 students, putting the team on a solid footing for their second season of competition.

BASEBALL:
Reaching the FAA finals was a highlight of a successful season. The team enjoyed its best pitching and defense in many years, along with a very opportunistic offense. In 11 of 18 games, the pitching gave up three runs or less, including three shutout wins. With the team only losing four players to graduation, the future is bright for this program.

BOYS’ GOLF:
The Team went 4-8 under first year coach Tom Fletcher. The team was led by senior Co-Captain Miles McQuillen ’17, who earned All-League Honors with his outstanding play throughout the season culminating with a top 10 finish at the FAA Championship. The Vikings concluded the year finishing fifth in the FAA tournament.

GIRLS’ GOLF:
Girls’ Golf went into the FAA to compete. Four-year veteran and Co-Captain, Cameron Reiss ’17, led the team and took home her own personal win in a match against Holy Child. Co-captain Ellie Carney ’18 also took home a win of her own against Rye Country Day, and Kendall Battles ’19, a newcomer to the team, won a match as well against Holy Child at Apawamis in Rye.

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BOYS’ TENNIS:
It was a rebuilding year for Boys’ Tennis with a record of 4-8. Harry Walker ’18 was undefeated in dual match play at number 1 singles with a record of 9-0 and Terry McGrath ’21 was 8-2 at number 2 singles. We graduated two seniors, Richard Jove and Andy Checkwall. The underclassmen are looking forward to a successful season next year.

GIRLS’ TENNIS:
The team had an overall record of 6-4 and made the NEPSAC Tournament reaching the semi-finals. Callie Bartler ’17, Stella Silver ’18, and Sam Falcon ’20 had outstanding winning records. Our doubles teams were very competitive, especially, Megan Glinka ’17 and Katie Glinka ’19, Cara Shattan ’17 and Maya Mandava ’17, and Sam DeChiera ’20 and Avery Lehnerts ’20. Our senior captains, Callie, Megan, Maya, and Cara lead the team with enthusiasm, hard work, and spirit.

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SOFTBALL:
Overall, the team finished 8-4 and #3 in the FAA. Captains Kelly Conheeney ’18 and Riley Jones ’18 led the team with their leadership and commitment. Pitchers Mallory Ehlers ’19 and Annie Salvi ’20 controlled the momentum of the game, had confidence, and always held their composure. Erica Cunningham ’20 filled big shoes this season as catcher. She controlled the pitchers, was the quarterback of the field, and made her presence known.

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GIRLS’ BASKETBALL: Led by lone senior Callie Bartimer and super sophomore Alonna Christy, the team won 5 games. Coaches saw much improvement with a team filled with underclassmen throughout the season.

ICE HOCKEY: Coming off of last year’s FAA Championship, the team came out of the gates hot. Led by seniors Jeremy Toscano, Garrett Waldner, and Charlie Keating, the team qualified for the FAA tournament with an 8-6-1 overall record. The regular season was highlighted by a mid-season five game winning streak, outscoring opponents 22 to 9 overall.

GIRLS’ SQUASH: The capped their 7-7 regular season record by qualifying for the New England playoff tournament. Led by seniors Jayne Tully, Emily Salomon, Alison Norton, Lily Fox, and Nisha Chandra, and strong play from junior Maeve Snover at #1 and freshman Caroline Cooney at #2, the Vikings had great leadership all season.

BOYS’ BASKETBALL: The team finished with 10 wins on the season, captivated by a win at Brunswick. Senior guard Trey Canaveri capped his King career by reaching the 1,000 point milestone. Lead by Canaveri, sophomore team scoring leader LeVaughn Lewis, and junior co-captain Renn Lints, the team made the FAA playoff tournament.

BOYS’ SQUASH: Though the season did not go as they had hoped for, the team made some significant strides as a program this year. Lead by coaches Mauricio Dasso and Mark McAndrews, the Vikings improved as a unit and showed moments of a bright future as a program. Ari Maki ’19 and Austin Hanley ’18 were key contributors of the team and will lead them next year.
CAMPUS Q&A

NINA NEWMAN, DIRECTOR OF ADMISSION & FINANCIAL AID

What are some of the highlights of your first year at King?

NN: Right from the beginning, at Homecoming, I saw first hand the King community come together and celebrate. Throughout the year, as I’ve had the wonderful opportunity to get to know students, parents, and everyone who works at King, I felt the same incredible level of energy and commitment. Our school spirit is infectious!

What do you feel most sets King apart from other schools?

NN: King’s student-centered approach to everything is refreshing and certainly distinguishes us from our peers. Our Faculty not only know our students extremely well, they take great joy in helping our students realize their potential. At King, it is the “person” in personalization - the student’s passion, goals, and challenges - that animates our educational pursuits.

How would you describe the newly enrolled students who will start in September?

NN: Our new students are talented, passionate, happy and engaged. They are excited to join us, and I am thrilled to introduce them to the community. As I’ve worked in schools throughout my career, I’m always amazed how a school community reinvigorates itself each year as new students and their families add their talents and passions to the community.

How do you think King is a popular choice for prospective students?

NN: King’s student-centered approach with increased attention on STEM. The Fun Camp, which runs weekly through July 28, continues to grow and the weekly themes have taken on a more academic approach with increased attention on STEM. Summer programming has been a key component enabling many King students to graduate with “Distinction” while still maintaining a heavy course load during the school year. Summer Institute offers sports clinics for those students who want to engage their bodies along with their minds, and push themselves to be their best in a variety of sports. This year’s offerings include baseball, volleyball, lacrosse, field hockey, soccer, and mountain biking. The Fun Camp, which runs weekly through July 28, continues to grow and the weekly themes have taken on a more academic approach with increased attention on STEM.

Providing Insight on Personalization

Marnie Sadlowsky, Head of Upper School, addressed the group gathered in a conference room at the Greenwich Country Club on May 16. “Our final goal for today is to look honestly and (perhaps more) fearlessly at the world around us and ask: What’s the best way to teach our students to thrive in this world? How brave are we willing to be,” she asked. The question hung in the air for a bit and Ms. Sadlowsky moved on to her next slide.

The session, which was part of King’s continuing efforts to share best practices in education and increase community sponsorship, was presented at the Moffly Media’s ‘Woman in Business’ event. Ms. Sadlowsky’s break out session was titled ‘Personalizing Education: the Key to Unlocking your Child’s Potential’ and her goals were outlined in her first slide:

- To Clarify Personalization’s Meaning(s)
- To Acknowledge the Context in which Personalization Exists
- To Encourage Parents to Engage with Ideas about Personalization with Confidence
- To Look Honestly and (perhaps more) Fearlessly at the World around us and ask: What’s the best way to teach our students to thrive in this world? How brave are we willing to be?

Ms. Sadlowsky dug deeper into her goals and conducted an open discussion with the parents in the room. The morning concluded with her final thought. “It’s pretty clear to me that our approach to education – which is already changing – should continue in the vein of what “personalization” gets at - a commitment to knowing each of our children well, respecting who they are and are becoming as they grow up, and insisting on an education that keeps getting better at honoring this dynamic.”
At King, we seek to develop lifelong learners. What is the key to inspiring students?

Ms. Sibrizzi: I think the key is making the content I’m teaching relatable to students, engaging, and exciting. I know that if you hook them, they become invested in what they’re learning.

Ms. Rachinsky-Wood: Building teacher/student relationships based on trust, encouragement, and support. This inspires students to be confident learners. Confident learners become experienced learners. Experienced learners develop lifelong learning strategies and a love of learning!

Mr. Lear-Nickum: I think the trick here is to always relate whatever we are discussing to their own lives; in what ways have you, the student, felt this way before? In what ways have you walked a mile in this historical figure’s shoes? You have to make it relatable to the group and to the individual, which is difficult sometimes, because these are adolescents of varying experiences, interests, and backgrounds.

What does Personalized Approach mean to you and how do you incorporate the method into your teaching?

Ms. Sibrizzi: For me, personalization means ensuring that each student feels that you know them and care about them, as well as understanding that there are different learning styles. In the classroom, I practice this by utilizing a variety of teaching methods. Biology is a hands-on environment where we conduct experiments and dissections - group work - but we’ll also have individual discussions.

Ms. Rachinsky-Wood: In my Kindergarten classroom, I embrace every moment as a teachable moment and in doing so I focus on the most meaningful ways for each student to learn. My objective is to know each student’s interests, inextricability, and must importantly learning styles. I am constantly recognizing that they are all ever-changing. It is my goal to provide my students with problem solving strategies that will assist them mathematically and phonetically as well as support them as they establish and sustain meaningful relationships with peers as well as others in local and global communities.

Mr. Lear-Nickum: My version of personalization goes beyond pedagogy, proficiency, or growth. While all those aspects of personalized teaching are incredibly important, personalizing relationships with each student is equally vital. In other words, there are two levels to personalization. The first level is understanding how students process information differently and knowing which students in my classroom have achieved certain levels of proficiency in any given area. Knowing each student at this level of detail not only helps me plan my lessons with greater awareness and intention, but also it remains true that if I fail to know these students in these ways, then I can’t get to that second level of personalization: the relationship of trust between teacher and student that leads to profound growth.

How do your personal passions influence your teaching?

And how do you help students articulate their perspectives and develop their ‘voice’?

Ms. Sibrizzi: I am passionate about helping others, so it goes hand-in-hand with teaching. Some of the most emotionally vulnerable years are the Middle School years, so I know how important it is for students to have someone who will listen and support them and also challenge them. They’re often encouraged to give their feedback on topics we discuss, especially the developments in genetics. We share in small groups and if students are comfortable, they can share with the entire class. I think being comfortable with your “voice” comes from first trusting that you are in a supportive environment.

Ms. Rachinsky-Wood: While earning my masters degree I focused on sustainability, primarily the sustainability of relationships, which are critical in Kindergarten and throughout life. Throughout any given day, there are moments when a child may say or do something that may upset another child. The important life lesson in these situations is the value of friendships and the ability to work through our differences.

Mr. Lear-Nickum: I discuss history and politics with literally anyone who will listen -it’s incessant. This energy bleeds into my teaching: if something happens in the world tonight, we know about it instantly thanks to technology, and I instantly seize that moment to help students realize how immediate the past is in relation to the present moment.

Is there anything else you would like to add?

Ms. Sibrizzi: I hope that each year students walk away from my class feeling challenged and also inspired and incredibly knowledgeable about not only Biology but also about important study skills and interpersonal skills.

Ms. Rachinsky-Wood: As an educator, a mom (of grown children) and a grandmother, I instill the importance of the “don’t sweat the small stuff” philosophy! My Kindergarten classroom is a place where students learn to embrace this philosophy; they make good choices, use kindness and respect, and are problem-solvers who always make room for a friend. This environment, along with the problem-solving strategies I utilize in my teaching, will guide them as they grow.

Mr. Lear-Nickum: The rules of engagement in my classroom are pretty simple: use evidence, use respectful language, utilize reason, and be willing to see things from multiple perspectives. In class and during debate practice, I let them go at it while I refereed the discussions they get into are creative, exploratory, envelope pushing, and real. As long as they feel like their words are heard and valued, the energy is contagious.

"... if something happens in the world tonight, we know about it instantly thanks to technology, and I immediately seize that moment to help students realize how immediate the past is in relation to the present moment."

– Ian Lear-Nickum, US History Faculty

"In my Kindergarten classroom, I embrace every moment as a teachable moment and in doing so I focus on the most meaningful ways for each student to learn."

– Julia Rachinsky-Wood, Kindergarten Faculty

"Some of the most emotionally vulnerable years are the Middle School years, so I know how important it is for students to have someone who will listen and support them and also challenge them."

– Michelle Sibrizzi, MS Science Faculty
Our close-knit community was deeply saddened to hear that Bill Wallace ’96, ’98, Math Faculty, passed away in early June. Bill’s presence and dedication to our School will be greatly missed.

King was Bill’s second home from 1977-2016. He taught at the King School before the merger, moved to Hamden Hall in 1988 for one year and then found his way back again to his favorite place in September of 1989. All three of his children graduated from the School, and he delighted in their strengths, and did his best to give them their space in the building.

Bill had high standards and many students quickly learned that it paid off to get to class on time unless they wanted a little workout of pushups. He was never too busy to provide extra help and found great pleasure in helping students learn.

Bill always had a ready supply of humor to share. One of his many loves was softball and you could always find him in the bleachers cheering on the team. To his colleagues and his students, he embodied the four virtues of King: Integrity, Kindness, Perseverance, and Respect. Thank you to Bill for his dedication and service to King. His presence is missed every day.

Students and Faculty share their memories and tributes:

"I had Mr. Wallace for two out of my four years of math at King. We were always the first people to come in the door each morning. As a freshman, I struggled with math and Mr. Wallace was there to guide me through problem sets and once in a while laugh with me over his corny jokes. As someone who has been teaching at King for so long, his unique personality and passion for math never faded. He was one of the first teachers that I connected with during my time at King and he was my friend before most of my classmates were. His focus as a teacher and kindness as a friend, made my experience as a new King student easy. I wish him well and I hope that others are able to bond with their teachers as I did with Mr. Wallace.” – Jack Kane, KS ’17

"Even though I never had Mr. Wallace as my teacher, he was always there for extra help and would always say hello to me in the hall.” – Cameron Reiss, KS ’17

"I was a freshman in his 11th grade Math class. ... Mr. Wallace made everything fun. He knew how to make a future English major like me feel comfortable. If I didn’t understand a concept, he explained it. He spent his free time with me when he could to make sure I understood what was going on in class and didn’t fall behind. ... Most of all, he was kind. ... He expected your best effort, to be sure, because he always brought his. That was enough for us, and clearly it was enough for 39 years of students who benefited from his presence and good nature…” – Melissa Ginsburg, KLHT ’97

"...I can definitely say that Mr. Wallace was my favorite [teacher]. My twenty-year career as a systems engineering specialist has been guided by what I learned with Mr. Wallace. While none of the mathematics I use exceeds what we covered in MAT500, the simple fact is that the methodical, systematic approach that I’ve consistently applied was learned under his instruction. Whether we are developing the analytics used for system optimization, calculating metrics for trading performance issues, or just handling routine capacity planning, the guiding principles I picked up during our time have been invaluable tools that have enriched my work. The intellectual curiosity and desire to understand both theory and practice are what have allowed me to succeed in a complex and competitive field.” – Carl D. Speare, KLHT ’96

"I’ve been fortunate to know Mr. Wallace as a student, player (basketball), and alum. ... He had arguably one of the first computers in his homeroom and class. It was a big, tall thing. And he had this sign on it to remind the students not to touch it.” – Doug McDermott, K ’83

"The Dance of Mathematics: One of my favorite memories of Bill Wallace was his humor and willingness to impart the joy of mathematics. As I taught Honors Geometry, next door to his classroom, I would reach a particular moment in describing advanced equations. Then, I would ask Bill to come in and show his dance to help the students remember the graphed shape of the different equations. He would twist his hips and move his arms as he illustrated each equation. It was so much fun.” – Bill Pusack, Former Mathematics Faculty

"Bill Wallace is a wonderful person, teacher, and mentor. When he interviewed me eighteen years ago for a position as math teacher, there was no mentor-mentee program, but Mr. Wallace became a great mentor to me! Mr. Wallace’s jokes made students feel at ease in his class. He had great relationships with students and advisors; he was friendly, funny, and cheerful! Our Math department and students surely will miss his humor and expertise!” – Victoria Khiznichenko, Chair of Mathematics Department

YEARBOOK DEDICATION: The 2017 King School Yearbook was dedicated to Mr. Wallace during a ceremony on June 1. Mr. Wallace was unable to attend the ceremony but two of his three children, Tobey and Devin, accepted his edition. "Mr. Wallace left an admirable mark on our School that will always be greatly remembered. His enthusiasm, dedication, and overall love for King forever shaped our community for the better. Whether it was by making math jokes in class, supporting us on the fields, or just by smiling at us in the hall, he was always able to put a smile on our faces. We will miss him!”

– Co-Editors Maeve Snaver, KS ’18 and Caroline Strom, KS ’18
LANDMARKS

Of the awards presented during Commencement week at US Prize Day and at Commencement, many are named for our own Alumni and Faculty. 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.

On these pages, you’ll find a snapshot of the award recipients from our multi-talented US student community. You’ll also see the awards recognizing our Faculty.

King US Students Win Accolades

Outstanding US students each year are recognized for achievement in a range of areas – from academic accomplishments to extracurricular and athletic talents.

Of the awards presented during Commencement week at US Prize Day and at Commencement, many are named for our own Alumni and Faculty. 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.

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Cum Laude Society

These students have been inducted into the King Chapter of the Cum Laude Society.

Members of the Class of 2017 who were previously inducted as Juniors: Carter Borghetta, Nisha Chandra, Samantha Ehlers, Richard Jove, Kayla Lichtman, James Michalski, Sophie Perez, Jonathan Richter, Cara Shattan

Members of the Class of 2017 who were inducted as Seniors: Callie Bartimer, Megan Glinka, Matthew Goodfellow, Peter Green, Amelia Hunt, William Nash, Emily Salomon, Elisabeth Sciolla, Karl Zoubek


King Prizes

These prizes are grounded in the history of the School and their recipients are chosen by our US Faculty.

Nisha Chandra ’17: The Alumni Prize recognizes a Senior who gives most promise of an adult sense of responsibility and obligation to the community and who, in maturity, intelligence and altruism, seems best fitted to take a place in the world.

Callie Bartimer ’17: The Anna Ayres Herrick (Former Headmistress of the Low-Heywood School) Award honors a Senior who, through loyalty, integrity, and friendliness has contributed to King’s high standards of character; the entire Upper School, both Faculty and students, votes this award.

Matt Roer ’18: The Cornell Book Award was established to recognize a Junior’s academic excellence, good citizenship, innovative thinking, and awareness of cultural diversity.

Bram Brakman ’17: The Eleanor Christensen (Former Faculty) Prize is presented to a student who models the attributes of self-awareness, self-advocacy, commitment to their own development as a learner, and has mastered the art of learning well.

Jonathan Richter ’17: The Evald B. Olson (Former Varsity Baseball Coach) Prize is awarded to a Senior who, during the years at the School, has combined success in athletics with excellence in the study of mathematics and science.

Kayla Lichtman ’17: The Faculty Prize recognizes a Senior who, through character, intelligence, and thoughtfulness, has won the respect of the Faculty.

Caroline Strom ’18: The Jefferson Book Award was established to recognize outstanding high school students who show exceptional promise of developing, through education, into leaders who are well prepared to help shape the future of the nation and the world. This was Thomas Jefferson’s vision when he founded the University of Virginia.

Caroline Strom ’18: The Marc L. Hoffman (KLHT ’95) Award is given to a rising Senior who has utilized his or her strengths along with embracing his or her learning style to achieve academic excellence. Furthermore, this student has demonstrated honor, integrity, good judgment and fair play.
King Prizes continued

Megan Glinka ’17: The Meryl Kann (LH ’36) Cup is awarded to a Senior whose unselfish spirit, dedication, and versatility have enriched the total life of the School.

Cole Dorsey ’17: The Michalson Memorial Award is presented to the Senior who has maintained his or her position in their class on the basis of outstanding personal effort.

Samantha Ehlers ’17: The Nancy Cunningham Nickerson (LH ’32) Award is awarded 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.

Richard Jove ’17: The Upper School Prize recognizes a Senior who, through scholastic, artistic, and athletic achievements, leadership and versatility and positive contributions to the life of the school has earned the recognition of the Faculty.

Memorial Awards

Amelia Hunt ’17: The Boyle (LH Former Faculty) Prize is presented to a Senior who has entered the School within the last two years and who through enthusiasm and initiative has enhanced the quality of the School.

Carter Borchetta ’17: The Gregory Dean Muggeo (K ’79) Memorial Award is presented to a Senior who has especially enriched the qualities Gregory Dean Muggeo displayed in his years at King, including leadership, devotion, generosity, vitality, and consideration for others.

Jack Kane ’17: The Mildred C. Anderson Memorial Prize is awarded to a Senior who has been in the School for a minimum of two years and has shown the greatest overall development both as a student and as a person.

Kayla Lichtman ’17: The Robert Morse Carpenter (K ’36) Memorial Prize is awarded to a Senior for high scholastic achievements as well as for an excellent record as a citizen of the School.

Megan Glinka ’17: The William Bartram (K ’36) Memorial Prize is awarded to a Senior who has contributed the most to the School in co-curricular activities.

Will Millerchip ’17: Award for Excellence in Visual Literacy honors a student who demonstrates an acuity not only in the processing of digital imagery in an increasingly technological landscape, but also a proficiency in producing content in high volume under the auspices of filmmaking and photography.

Cara Shattan ’17: Computer Science Award recognizes commitment, dedication, and overall knowledge of the many facets of Computer Science, including using applications to create, as well as developing applications used to create.

English

Piper Loglisci ’18: The American Studies Prize is presented to a Junior in recognition of ongoing intellectual curiosity and dedication to the study of American literature and history.

Memphis Moye ’17: The Dater Prize for Improvement in English was established by Mr. and Mrs. Phillip Dater in memory of their daughter, Julia Lee Dater, an honors graduate in the class of 1956.

Carter Borchetta ’17: The English Prize is presented to a Senior whose commitment to and passion for literary and rhetorical studies has enabled the student consistently to achieve at a high level in English over the course of high school.

Mathematics

Cameron Raker ’19 and Elena Gribelyuk ’18: The American Mathematics Competition (AMC) is held annually nationwide and recognizes winners for Grades 9/10 and Grades 11/12.

Elena Gribelyuk ’18: Every year King School participates in the Fairfield County Mathematics League competition. This award recognizes the Top Scorer for the School this year.

Nisha Chandra ’17: The Kenneth Cooper (Former Faculty) Prize is awarded to the Senior who has attained the highest average in mathematics during Upper School.

Samantha Ehlers ’17: The Math Prize is given to a Senior who, through determination, has achieved at a high level and has earned the respect of the Math Faculty.

Elena Gribelyuk ’18: The Rensselaer Medal is presented to a Junior who has demonstrated outstanding achievement in mathematics and science and has the potential for a successful career in a science or technology-related career.

James Michalski ’17 and Charlie Keating ’17: The Statistics Prize is awarded to the students who have demonstrated a sophisticated understanding of statistical concepts and with a consistent effort produced outstanding work in AP Statistics.

Certificates of Distinction

Global Studies Distinction is awarded to those students who successfully complete a rigorous program of study during high of global problems and responses to them: environmental, socioeconomic, diplomatic, and intellectual.

Austen Albanon ’17, Trey Canavrich ’17, Megan Glinka ’17, 3D Hock ’17, Sammy Howk ’17, Jack Kane ’17, Charlie Koating ’17, Jack Rosen ’17, Elisabeth Sciolto ’17

STEM Distinction is presented to those students who pursue a variety of challenging coursework, club activity, and the completion of a capstone project. Nisha Chandra ’17, Samantha Ehlers ’17, Matthew Goodfellow ’17, Amelia Hunt ’17, William Nash ’17, Jonathan Richter ’17

World Languages Distinction is presented to students who pursue a rigorous program of study in world languages during high school of two languages plus immersion through a cultural-linguistic trip and/or leadership role in a club or activity related to world languages. Caroline Benjamin ’17

Class Prizes

Class Prizes are awarded by the Grade Deans and the Dean of Students to one student from each grade whose contributions have especially enriched their class.

Eliza Heaton: Freshman Class Prize

Paul Noujaim: Sophomore Class Prize

Callie DiModica: Junior Class Prize

Lily Fox: Senior Class Prize

History & Social Sciences

Harry Walker ’18: The American History Prize is presented to a Junior in recognition of excellence in the study of the American past.

Matt Roer ’18: Future Global Leader Award is presented to a Junior who has consistently demonstrated academic leadership and achievement with particular focus on global issues and the ability to address innovative problems with global impact

Carter Borchetta ’17: The History Prize is awarded to a Senior in recognition of general excellence in the study of history.
Performing Arts

Memphis Moyé '17: The Boo Forester Drama Award is given in memory of Elizabeth “Boo” Chapman Forester LH ’34, former drama teacher at King. Boo was an inspiration to her students and passionate about her work in the theater. The award goes to a student who displays dedication, versatility, and commitment to the King Performing Arts Department.

Krystal Ssono '17: The Choral Award is given to a student who has shown excellence in choral singing.

Brittany Lombardi '17: The Dance Award is presented to a student who has displayed artistic and technical excellence in Dance.

Austen Albano '17 and Sean Hayes '17: The Instrumental Music Award is given to students who have enriched the King Community through their passion for performance in a variety of musical settings.

Zoe Clark '17: The Musical Theater Award is given to the student who, through talent and dedication, have achieved excellence in performance.

Ben Steib '17: The Technical Theatre Award is presented to a student who, through perseverance and dedication to the art form, has grown as a theatre technician and made significant contributions to productions in all divisions.

Science

Will Nash '17: The Physics Prize is for excellence in the study of physics.

Science Fair Awards

Thomas King and Kaden Lints: Grade 9 Prize
Natasha Ayisheh and Elena Teeter: Grade 10 Prize
Max Helman, Jason Liu, and Nick Shpetner: Grade 11 Prize
Renn Lints, Abby Price, and Ezra White: The People’s Choice Award

Thomas King and Kaden Lints: Overall Prize

Visual Arts

Stephanie Schwartz '17: The Ceramics Prize recognizes a Senior for dedication to, willingness to experiment with, and mastery of this challenging medium.

Suzie Savage '17: The Diane Catalani (LHT ’80) Memorial Prize in Art is awarded to a student who is deeply engaged with the process of making art during Senior year.

World Languages

Claire Whamond '17: The Chinese Prize is presented in recognition of high scholastic achievement in the study of Mandarin Chinese.

Emily Salomon '17: The French Language Prize is given to that student who demonstrates excellent verbal and written skills with the French language and an outstanding mastery of French grammar and vocabulary.

Callie Bartimere '17: The Spanish Language Prize is given to that student who demonstrates excellent verbal and written skills with the Spanish Language and an outstanding mastery of Spanish grammar and vocabulary.

ATHLETIC AWARDS

Thomas King ’20: Daniel Hudson (Former Head of Upper School) Outstanding Freshman Male Athlete Award
Samantha Falcon ’20: Karen Potenson (Former Faculty) Outstanding Freshman Female Athlete Award
Jayne Tully '17: Outstanding Senior Female Athlete Award
Trey Canevari ’17: Outstanding Senior Male Athlete Award

Callie Bartimere '17 and Cara Shattan '17: Fairfield Athletic Association Scholar-Athlete Award is awarded to recognize Senior students who are in the top 10% of their class, have taken at least three AP classes, played at least two varsity sports, and have received All League recognition.

Riley Jones ’18: The Jody Veeder Richards (LH ’53) Award is presented to a female Upper School student who has demonstrated the highest standard in sportsmanship.

Sammy Houck ’17: The Northrop (Former Athletic Director) Cup is awarded to the Senior who, during the years at King, has achieved an outstanding record in athletics, not only because of ability, but also because of a high level of sportsmanship.

Cara Shattan '17: North Stamford Exchange Club Scholar Athletic Award is a citywide award recognizes a female Senior who is a top scholar and has received athletic recognition from their league.

Flynn McMorrow ’17: Stamford Old Timers Scholar Athlete Award is a citywide award recognizing a Senior who is a Stamford resident who excels in academics and athletics.

Cara Shattan ’17: The Barbara Black Ware LH ’28 Memorial Award recognizes valuable contributions in athletics, high academic achievement, thoughtfulness for others, and a sense of responsibility for the School.

Four-Year Varsity Letter Winners: (*’17 unless otherwise noted)

Basketball: Callie Bartimere, Trey Canevari, Jake Spencer
Field Hockey: Aimee Madigan, Claire Morris, Jayne Tully
Football: Ethan Bruck, Trey Canevari
Golf: Cameron Reiss
Ice Hockey: Jeremy Toccano, Charlie Keating, Garrett Waldner
Lacrosse: Sammy Houck, Claire Morris, Jayne Tully
Soccer: Callie Bartimere, Michael Burke, Mayor Lichtman, Jack Rezen, Elisabeth Sciolli
Softball: Kelly Conheeny ’18
Squash: Nisha Chandra
Tennis: Callie Bartimere, Megan Glinka, Richard Jove, Maya Mandava, Cara Shattan, Harry Walker
Volleyball: Cara Shattan
Cara Shattan ‘17 was appointed to the United States Military Academy Class of 2021 by her mother, MyLinh Shattan, West Point’s Congressional District Coordinator and Field Force Representative, West Point Admissions, and United States Military Academy Class of 1991, during the Prize Day ceremony.

**Service Academy Recognition**

Cara Shattan ‘17 was appointed to the United States Military Academy Class of 2021 by her mother, MyLinh Shattan, West Point’s Congressional District Coordinator and Field Force Representative, West Point Admissions, and United States Military Academy Class of 1991, during the Prize Day ceremony.

**Faculty Recognition**

The Patricia A. McDermott (Former Trustee) Award and Faculty Summer Sabbatical Grants provide funding to support teachers who have been selected to explore subjects and ideas and develop their knowledge and expertise in a manner that will positively impact their work with students.

The Patricia A. McDermott (Former Trustee) Award: Patrick O’Neill, History and Social Sciences Faculty and Grade 9 Dean Faculty Summer Sabbatical Grants: Margie Farrell, Paola Grant, and Neuvi Villanueva; these are all World Languages Faculty.

Drew Schoudel: Viking Athletic Service Award is presented to a Faculty member to recognize outstanding contributions to the King Athletic Program.

**Club & Activities Awards**

Jared Bunder ‘17 and Spencer Gold ‘17: Construction Award recognizes students who assume leadership roles and follow through with their responsibilities.

Daniel Gilbert ‘18 and Matt Roer ‘18: Debate Team Prize is awarded to members who have consistently shown enthusiasm and dedication to the Team, and whose debating skills demonstrate excellence in the art of public speaking and argumentation.

Jordan Kulick ‘19: The Diversity and Inclusion Award recognizes a student who fosters a commitment to understanding multicultural education and issues that focus on self-reflections, forming allies and building community.

Talia Newman ‘17: HOPE Award (Helping Other People Excel) recognizes a student who leads by example as a service ambassador for King in the community.

JD Hock ‘17 and Richard Jove ‘17: Investment Club Prize recognizes commitment to improving the club’s understanding of the financial world by their enthusiasm, energy, and efforts to organize the club meetings and activities.

Samantha Ehlers ‘17: King Cares Service Prize is presented to a Senior who makes significant and impactful contributions to the community at large.

Elena Gribelyuk ‘18 and Jonathan Richter ‘17: Math Teaching Assistants Club Award recognizes students who altruistically helped students throughout the year.

Elena Gribelyuk ‘18 and Will Nash ‘17: Math Team Prize is given to individuals who, through loyalty to the team, faithful participation in its practices, strong involvement, and contributions to the team in competitions, have won the recognition and respect of the team and its coaches.

Nisha Chandra ‘17, Megan Glinka ‘17, and Richard Jove ‘17: Model UN Prize is awarded to members who have consistently shown enthusiasm and dedication to the Club, and have demonstrated a deep understanding of the global issues and concerns facing the United Nations.

Nisha Chandra ‘17: The Princeton Prize in Race Relations was created in 2003 by Princeton University to recognize high-school students for outstanding work in their schools or communities to advance the cause of race relations.

Zoe Clark ‘17 and Elisabeth Scielza ‘17: Student Activities Award is presented to students who create opportunities to increase school spirit.

Volunteer Service Awards: These awards recognize service work throughout this year within the King community as well as work around the world. The Presidential awards are recognized by President Trump.


Silver Presidential Volunteer Service Awards for 175-249 hours of service. Callie DiModica ‘18, Ben Steib ‘17

Gold Presidential Volunteer Service Awards for over 250 hours of service. Carli Lavethan ‘19

Maeve Snover ‘18 and Caroline Strom ‘18: Yearbook Prize honors the students who have been most instrumental in taking initiative and responsibility towards completing the Yearbook.

Silver Presidential Volunteer Service Awards for 175-249 hours of service. Callie DiModica ‘18, Ben Steib ‘17

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Maeve Snover ‘18 and Caroline Strom ‘18: Yearbook Prize honors the students who have been most instrumental in taking initiative and responsibility towards completing the Yearbook.

Congratulations to the 2017 award recipients who represent the proud continuation of our legacy at King.
Lower School Students Move Up

The LS Moving Up Ceremony is always a highlight of the year. It marks the beginning of Middle School for Grade 5 students and celebrates the next step for PreK-Grade 4.

Karen Raidt, Head of Lower School, addressed Grade 5 during the ceremony. “Each of your teachers described you as an engaged, talented, compassionate group of students, with a wonderful sense of humor. You are leaders, problem solvers, and team players. You are excited about learning… you are inquisitive and enjoy engaging with each other and are very supportive of your friends… we will miss all of your wonderful qualities and talents next year.”

Grade 5 students shared their reflections:

Grant Dietz: “The most important part of our year was the Boston trip, and it was also the best part. We ate lunch at the Hard Rock Cafe. We went on duck boats, which can drive on land and water, and we all got to drive in the water, which was awesome. We went to the Museum of Science, where we built tiny bobbleheads, saw a black widow, saw a robotic arm, and got to control it. We also walked the Freedom Trail and saw some of Boston’s monuments, including Paul Revere’s grave, which I thought was really cool.”

Mia Lynn: “We trust each other a lot and we are caring: when anybody has a boot or a cast there are plenty of volunteers to sit with during Physical Education, lunch, and even recess, so that they’re not alone. Also, we performed the Small Works Theatre puppet show, which was about Environmental Ant. We invited preschoolers from the Service Learning Club. There were so many of us wanted to help that every preschooler had more than one buddy.”

“I can’t wait,” said Ethan Anderson who, along with his twin sister Abi, is headed for the Upper School. “There is so much more freedom in high school. Everything we’ve done so far is to prepare for this, but now we have more control over the direction we want to take.”

Abi echoed his sentiment. “I’m excited to be exposed to seniors who are preparing to go to college and to learn from them,” she said, adding that the Middle School really set students up for this next step. “The workload gradually increased over time so we are really ready for the next level.”

That preparation is key to King’s unique approach to teaching; students are guided toward increased independence and responsibility throughout their years at the School. Heather Anderson, mother of Ethan and Abi, saw this up close as she watched her two very different children ascend through the Middle School. “This is the culmination of three years in middle school,” she said, adding that the remarkable thing about King is its ability to adapt to the interests and strengths of each child. “Ethan is academic and sports driven. Abi is more excited about arts and music and the opportunities they will bring,” she said. “They are two completely different kids raised two different ways and King meets their unique needs. They are both taking the global studies program this summer at King’s Summer Institute; he likes the idea of environment and law and the academics of it, while she likes the worldly idea of cultures and exploring different aspects of that.”

Though there will be more freedom, there will be more work, as well. “This is a bigger moment for me,” said Mrs. Anderson. “But they are fully prepared for it. Grade 5 was very beneficial for learning the organization and planning it takes to be a good student and that gained momentum through Grade 6 and Grade 7. They were very self-driven and ready for the increased expectations.”

“I’m going to miss the teachers the most,” he said. “I really got to know them; they guided me in the right direction. They got more out of me than I thought was possible.” – Ethan Anderson
Legacy and Lifers Celebrate the Class of 2017

When Geoff Schneider K ’84 and Tim Tully K ’82 graduated from King in the 80s, it was a different place. “King has done a great job staying ahead,” said Tim while chatting with Geoff about the School’s competitive edge at the Senior Dinner celebrating the Class of 2017. Tim’s daughter, Jane, is his third to graduate from King this year. “They have evolved and brought in experts with new methods, curricula, course loads and focus on things like STEM and things that are really important these days,” Geoff said, whose son Noah also graduated this year.

King’s competitive edge is also apparent to parents of our “lifers,” students who joined King in Kindergarten and stayed through Upper School. Though they have not been part of the King family since the 80s, the school’s growth was apparent even over the past 12 years. “We are overwhelmingly proud to see evolution of James and that of King,” said Paul Michalski, on behalf of himself, his wife Jane, and their son James. “We frequently looked back and we are happy with the decision to come here now that we see how he has developed within the King culture and community.”

The Michalskis have two children at King, adding that each level of the School met each of their children right where they needed it. “It’s a very individualized approach,” Jane said. “They really know each student on their intellectual, academic, emotional, physical and artistic levels and are able to relate each of these things with all aspects of the child’s development.”

“The School community has been part of the fabric of his life for so long he hadn’t really considered life without King. “It hasn’t really hit me,” he said. “I’ve been here all my life. I had a conversation today with my Advisor and he kept saying how sad it is that I’m leaving because he’s known me since I was 4 and he’s really sad to see me go after all these years. That sort of sums up the relationships I have had here.” – James Michalski ’17

But if James is worried about missing King, he just needs to take a page out of Geoff Schneider’s book. “I’ll never leave King,” said Geoff. “I’m proud of what they’ve built here.”

Gary Briggs K ’80 Comes Full Circle

Excerpts from Gary Briggs’ speech:

King welcomed Gary Briggs, CMO of Facebook, back to campus in June as our Commencement Speaker. Mr. Briggs spent the afternoon with members of the Class of 2017 and reminisced about his days at King. Later that day he delivered a moving and inspirational speech, with excerpts below. Our entire community thanks Mr. Briggs for his time and generosity.

“It is not enough to say I want to be a doctor, a lawyer, a banker or a marketer, for that matter. Those are labels and not fulfillment. What do you want to learn a massive amount about and do most days of your life? Start with that question… Work/life balance is talked about a lot but I’ve learned it’s the wrong discussion. If you start with working in an area that is fulfilling for you, the stress level of work is reduced. Doing something you enjoy. Work/life balance is up to you. That is true in school or a job. Learn how to work smarter. You may not realize this, but King has trained you well here. That is true in school or a job. Learn how to work smarter. You may not realize this, but King has trained you well here. One of the benefits of so much work is that you’ve started to learn what work you actually have to do and what you don’t. As I said, I didn’t read everything I was told to read. That was my way to get balance and choose what to learn.

How you work, what you do and how well you choose is up to you. The people I know who have the best balance make choices all the time and they don’t let other people’s priorities dominate their own.

What I want you to consider is that you have so much ahead of you and have been so schooled in how to learn and head on the path to success. I think if you put as much thought and consideration into who you love and who is to love you that you have a higher chance of a wonderful, fulfilling livelihood and life.”

2017 Matriculation List

Auburn University  
Babson College  
Belmont University  
Boston College (2)  
Bucknell University (2)  
Butler University  
Champlain College  
Chapman University  
Clark University  
Colby College  
Colgate University  
College of Charleston (2)  
Dartmouth College  
Denison University  
Drexel University  
Duke University  
Elon University (2)  
Fairfield University  
Franklin and Marshall College (2)  
Georgetown University  
Harvard University  
Kenyon College  
Lafayette College (2)  
Lipscomb University  
Massachusetts Institute of Technology  
Miami University, Oxford (2)  
Middlebury College  
Muhlenberg College (2)  
New York University  
Northwestern University  
Pennsylvania State University  
Philadelphia University  
Princeton University  
Providence College  
Santa Clara University (3)  
Sewanee: The University of the South (2)  
Spelman College  
St. Lawrence University  
Swarthmore College  
Syracuse University  
Texas A&M University  
The George Washington University  
The University of Alabama  
Tufts University (2)  
Tulane University (1)  
United States Military Academy, West Point  
University of Connecticut (2)  
University of Connecticut, Stamford  
University of Miami  
University of Pennsylvania  
University of Rhode Island  
University of Richmond (5)  
University of San Diego  
University of San Diego, California  
University of Texas at Austin  
University of Wisconsin, Madison (2)  
Vanderbilt University  
Villanova University (5)  
Wake Forest University  
Washington State University  
Washington University in St. Louis  
Wheaton College  
Whittier College (2)  
Worcester Polytechnic Institute  
Worcester State University  
Worcester University
A Foundation of Love for the Class of 2017

The Class of 2017 along with Faculty, Staff, families, and friends gathered in the large white tent on Friday, June 2, prepared for a Commencement address interspersed with comments about perseverance, success, and rapid changes in our digital world.

Given that the Commencement Speaker was Gary Briggs, an alumnus of the King Class of 1980 and currently the Chief Marketing Officer of Facebook, that assumption made perfect sense. Instead, they were treated to a love story. “The fact is, in my experience in my own life and my observations of others, success does not rest on the right career and work/life balance. It rests on something we don’t talk that much about.  Love. Who you choose to love as your companion in life and whom you choose to love you back. Who is going to love you not just for whom you are but grow with you to be the person you will become? It is the decisions you make about love that are the foundation of everything else,” said Mr. Briggs.

It was a perfect spring day and Mr. Briggs’ speech set the scene for an extraordinary celebration. Eighty-eight students, the largest class in the history of the School, processed into the tent with fourteen years of schooling behind them and paraded out eager to take on the next four years. The class included 13 “lifers” representing 175 years at King.

Head of School Tom Main:
“Our deep commitment to the individual is powerful, and yet we, like almost every other school – have all of our graduating seniors up here on the stage, looking identical. A conundrum! … but this group of seniors are uniform - or the same - in just one very important way - their understanding and deep awareness of what is important to them. These individuals understand their priorities and they are deeply committed to these priorities - uniformly. Where they differ profoundly is in what is important to them. They have such incredibly different and varying priorities. Their goals are big; their core values are strong. They are passionate and they are relentless about so many different things... And so, it is appropriate for them to be on stage, uniformly - but do not mistake that for uniformity. This is a tremendous group of individuals, a group that leaves us forever changed and better for their vital and varied presence here.”

Class Speaker Jonathan Richter:
“When we entered the Upper School we each had our own personal ambitions … As we progressed up the food chain, we matured, and our mindset changed from personal to community. In addition to striving for our own success we began to think about our surroundings. Personally, it was important to me that the debate club would continue to thrive. What we have learned through our academic, athletic, and business pursuits is that: Other people aren’t around just to help you to accomplish things; we help each other, and we just care about each other.

We have come together as a community celebrating our victories and supporting each other through adversity... There won’t be another class of 2017. Not just because calendar years don’t repeat... but because we provided a unique dynamic to this school...”

Valedictorian Nisha Chandra:
“I found kids in every grade who just made it seem like being accepting was the easiest thing in the world. And it is not. I found the most amazing group of friends, and without you guys, I would be a much worse version of myself… there were so many incredible moments, at this school, with this grade, where each of you meant something to me. And that is not nothing. In fact, I think it is something infinitely wonderful.”
Down the hall, a more advanced class of similarly diverse recent immigrants has advanced from “How are you?” and is engaged in a spirited banter with their volunteer instructor over the finer points of making a hardboiled egg. The English lesson is serving up the practical side of engaging in American culture for newcomers.

Engaging in American culture is natural for King students but the collaboration with Building One Community (formerly known as Neighbors Link), has our students learning their own lessons about the challenges of the immigrant experience as well as the value of being a service-minded global citizen. “We tell students it’s important to see the world, but the truth is they don’t have to go too far to do that,” says Ms. Horak, “The world is right here in Stamford.”

Indeed, because of its long-term partnership with Building One Community (B1C), King students and families have been able to connect in meaningful and enduring ways with American newcomers in what Ms. Horak describes as a “glocal” version of a cross-cultural exchange. “It’s wonderful to travel and see other cultures, but the beauty is that they are able to do it in their own backyard,” says Ms. Horak, who in addition to leading B1C is the parent of King alumni.

Ms. Horak notes King’s long-term relationship supporting B1C through several ongoing service projects - ranging from tutoring clients to sharing an annual Thanksgiving feast - is really an outgrowth of King’s Global Education Program, which celebrates its tenth anniversary this year. King students Robin Johnson ’19 and Carli Levethan ’19 have volunteered at B1C for the past four years. “Twice a week, I get to work with the amazing students in the after school homework program. Working with these kids has made me realize all of the skills I have learned from King and it is rewarding to pass these skills along to the children at B1C,” said Robin. In addition to her role at B1C, Ms. Horak was part of a dedicated group of King parents who first proposed a Global Education Program to King Administrators and played an active role in researching what other private and public schools throughout the region were doing to create and advance those curriculums.

King’s Global Education Program, which is woven into the PreK-Grade 12 curriculum, fosters students’ knowledge of cultural diversity within the context of globalization and change. “King’s partnership with B1C is a wonderful extension of our commitment to Global studies and exposes students to many aspects of the world, right here in our community,” said Dr. Gilles Chosson, King Director of Global Education.

“Our goal was for the program to be about more than helping our children master a foreign language or exposing them to other cultures, but the beauty is that they have the opportunity to connect in meaningful and enduring ways with American newcomers,” Ms. Horak notes King's long-term commitment to Global studies and exposes students to many aspects of the world, right here in our community.”

Indeed, because of its long-term partnership with Building One Community (B1C), King students and families have been able to connect in meaningful and enduring ways with American newcomers.

At the Building One Community’s headquarters on Stamford’s Selleck Street, Executive Director Catalina Horak, P ’05, ’08, navigates past three English-as-a-Second-Language classes taking place simultaneously on a weekday morning.

In one corner, more than a dozen new immigrant students, hailing from places as far-flung as Ecuador, Japan, China and Africa, are learning English basics.

The role King students, parents, and Faculty play supporting the non-profit’s clients is varied and impactful. It includes US students engaged in one-on-one English tutoring; coat drives for day workers; and a program which regularly brought Grade 7 students to the Selleck Street headquarters to run a homework club for clients’ children. “This was a great program because for some of our clients who don’t have strong English skills, it’s hard to help their children with their schoolwork,” says Ms. Horak.

“B1C has taught me a sense of empathy, respect, and most importantly, responsibility,” said Carli. “What I learn at B1C carries over to not only my life as a daughter and sister, but also as a student at King. I believe it is highly important for everyone around us to have their eyes opened to a whole new world, and this whole new world can simply be in your backyard.”

The most enduring tradition established between King and B1C’s clients is an annual Thanksgiving feast served annually at the Selleck Street headquarters by a large and enthusiastic group of student and parent volunteers. After preparing the feast, King families sit down to break bread and celebrate with the clients. “We are so fortunate to work with B1C and our students benefit greatly from the experience. Working with clients and volunteering their time is a wonderful asset to King’s service program,” said Jenna Temple, Director of King Cares Service Program.

“It’s something we’ve come to look forward to every year,” said Sarita Hanley, a King parent who now serves on B1C’s board. “It’s been such a wonderful experience for our students and families that the next question is often, ‘How else can we be involved?’” Often, it’s the beginning of a longer relationship, which is exactly what happened for my family.”

A Cross-Cultural Exchange
The King School Faculty Book Group began more than twenty years ago, under the auspices of Low-Heywood history teacher Elaine Waters. This small group would meet at Elaine’s Stamford home over the summer, including the mainstay participants Germaine Barbarite, Eleanor Christensen, Boo Forster, Graciela Rodriguez, and Karin Wagner. With the passage of time, the Book Group is now comprised of fourteen King School retirees and has developed a monthly meeting format of sharing lunch, lively discussion, and updated news of the School.

This long running group of friends are perfect examples of King’s commitment to lifelong learning.

On a sunny day in mid-May, the group met at the home of Helen Kweskin, former King English teacher, to discuss a memoir by Carl Wilkens titled I’m Not Leaving. In the book Wilkens details his decision to be the only American to remain in Rwanda during the 1994 genocide against the Tutsi. He used his experience in relief operations to save the lives of over 400 Rwandans. Helen Kweskin traveled to Rwanda with Wilkens in 2009, a connection actually initiated by a former King student, Cali Faulkner ‘10, who was doing her final project on Carl Wilkens for Mrs. Kweskin’s course on Rwanda. Kweskin subsequently helped Wilkens with the genesis of his book, and he thanks her in the acknowledgments for “early editorial help and affirming feedback when I felt so unsure and really needed it.” Over the past ten years at the School, King has heard Carl Wilkens as a speaker, hosted several educators from Rwanda, provided an upper-level elective course on Rwandan history, fielded a Rwanda Service Club, and in 2013 sponsored a service-learning trip for seven senior students and two Faculty members to the Urukundo Home for Children.

Current members of the King School Faculty Book Group include Eileen Baker, Judy Becker, Sue Cesare, Eleanor Christensen, Cindy Hermanson, Carol Holland, Cornelia Jones, Joyce Kicelian, Helen Kweskin, Glee Miner, Terry Murphy, Graciela Rodriguez, Cathie Seton, and Karin Wagner. Recent book selections range from Ordinary Grace by W.K. Krueger to Hillbilly Elegy by J.D. Vance.
King School’s Head of School Society celebration at Country Club of Darien in late May gathered the School’s most generous donors at a reception hosted by the Head of School and the Board of Trustees. This leadership society is comprised of those who have made gifts of $5,000 or more during the fiscal year.

Thank you for your support!
A MESSAGE FROM:

Fiona Fine
Alumni Association President

On behalf of the King School Alumni Association, it is my pleasure to congratulate the Class of 2017 on your graduation and welcome you to the King Alumni Family! There are over 4,500 alumni around the country and world. Our goal as the Alumni Association is to continue the relationship you have with King and to keep your connection to the School and its alumni growing stronger.

We will soon be launching an online community, and currently offer regional events to help you network for future careers, give you the opportunity to socialize with other alums, stay connected to current and future students, and assist you in planning reunions. The Alumni Association is launching several new programs in the upcoming years to support and serve our alumni family the best we can.

We are looking forward to a great 2017-2018 school year, kicking off the year on September 22-23 with Homecoming weekend.

Stay in touch! We are always looking for ways to broaden our programming to serve our alumni better.

Fiona Muir Fine, KLHT ’90
It all started with family. Amanda Marcelle, KLHT ’07 and Eric Reinemann, KLHT ’08 Will Orenstein, KLHT ’09 met through their brothers, Andrew Marcelle, KLHT ’09 and Pj Reinemann, KLHT ’10, who were close friends. However, they rarely interacted while students at KLHT. It was not until years later when they were both on family vacations in Mexico that they became close, and eventually began dating. Amanda and Eric celebrated love and family at their wedding in Southampton, New York on June 10, 2017.

Eric, a King “lifer” who attended the School from Kindergarten through Grade 12, was always interested in music. He played piano, guitar, sax and even led two bands called Forge and Keepsake while at King. He would run from football practice (with shoulder pads still on) and squash to rehearse with Dr. Martino. Eric enjoyed that King allowed students to incorporate both arts and athletics into their daily academic lives instead of having to pick one or the other.

“King School is special because it is small, focused on the individual, and encourages students to seek their genuine, original selves. It helps to create character and unique individuals, confident in themselves through involvement in multiple disciplines,” Eric says.

Meanwhile, Amanda started at King in Grade 6. She was very academically driven and strived to do the best she could in school to get straight A’s. Amanda was on the cheerleading squad and fondly remembers her close group of friends. She liked that KLHT had a broad range of students and academic programs that served all types of learners. “King has wonderful teachers,” Amanda said. “Mrs. Weldon and Mrs. Kweskin taught writing and grammar lessons that enabled me to succeed in college” … and that’s exactly what she did. First, at Dartmouth where she majored in Women and Gender studies and minored in Religion, and then at Columbia where she received her Master of Science in Social Work (MSW).

Amanda’s studies introduced her to some incredible experiences, including working the night shift in an inpatient psychiatric hospital, advocating for students as a social worker for a charter school in Harlem, assisting women in treatment for eating disorders, providing group psychotherapy services to professional adults struggling with addiction, and even an experience at the Brooklyn District Attorney’s Office assisting victims of violent crimes.

For the last two years, Amanda has worked as Director of Private School Advising for an educational consulting firm in Westport, Perduegan & Billings, LLC.

Eric also has had a successful life since graduating King in 2008. He spent two years at the University of Miami before taking a year off to play music full time and record an album. Afterwards, he transferred to New York University’s Gallatin School of Individualized Study, seeking a new environment that supported a more personalized approach and encouraged students to think as individuals, as King did for him.

After graduating, Eric worked at Morgan Stanley and now works in private equity real estate at Wheelock Street Capital in Greenwich. He is particularly interested in value investing, and that's exactly what he did. For the last two years, Amanda has worked as Director of Private School Advising for an educational consulting firm in Westport, Perduegan & Billings, LLC.

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Will adds. “King’s teachers are wonderful. I thoroughly enjoyed Mr. Marsh and Mrs. Weldon’s classes - they inspired me to pursue my major in college and to write.”

Will is appreciative of King’s requirement that every student play a sport each semester. He also reflected on the positive outcomes of being the lacrosse team captain in his junior and senior year, including that he was a leader in several other areas of his life due to that experience. “I never would have played soccer or basketball if hadn’t been required, but I am so glad I did.”

Most of all, for Will, King was a community of students who compelled and inspired one another. “We are friends for life,” Will adds.

Will, his fiancé, Emma, and their dog, Nutmeg, just moved back from California where they lived for the past three years. After graduating from Duke University with a degree in History of Economics and Business Culture, Orenstein accepted a paralegal position at an environmental law firm in Berkeley, California with the plan of pursuing a law degree. Instead, Will launched his company, Expense Counselors, which specializes in lowering your utility bills, in 2016 and moved back east to manage the quickly growing company.

Ever wonder how the Commencement cigar-smoking tradition began? Lauren Fredette, Director of Development, and Caitlin Halle, Constituent Relations and Events Manager, recently had the pleasure of sitting down with Will Orenstein, KLHT ’09, and learned that the graduates of 2009 are responsible for the now honored tradition. That is not the only King tradition that Will remembers fondly, “I still enjoy the sense of community that was a defining factor of my time at King; I still touch base with my friends from King almost every day. Our class was very close – we always looked out for each other, and we still do.”

Reflecting on his academics, Will adds, “King’s teachers are wonderful. I thoroughly enjoyed Mr. Marsh and Mrs. Weldon’s classes - they inspired me to pursue my major in college and to write.”

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“My father and I had been closely managing our household bills for years. We know that utility companies play games to charge you the most they can, and it is all about being aware of how the system works and staying on top of it.”

Will explained that many companies offer a very appealing rate initially and then raise their prices and bill at much higher rates. As a consumer, calling the companies regularly can result in savings, but if anyone has been on hold for twenty minutes resulting in a frustrating phone call with no results, they know that it is hard to consistently make these calls. Expense Counselors reviews bills and handles the customer service, plus they know what it takes to maximize savings.

“We started saving lots of money for our own family by staying on top of it. Soon, our friends and neighbors wanted me to consult, and I realized after about 10 homes that I should start a business. So now, through Expense Counselors, we help people save money on electricity, cable, phone, Internet, cellular, SiriusXM, oil, and propane. Our clients save on average over $1,000 every year. They pay us only a fraction of their savings, so it is a win-win. We would love to manage everyone’s utilities bills in Connecticut, and plan to!”

Running his own business is very exciting for Will. He sees the experience as a personal crash course for a MBA, which he plans to pursue. “I get to do everything – customer service and acquisition, legal work, marketing and web design, and sales.”

“I realized that I was building our salesforce and would love to hire King grads!”

Will is glad to be home and looks forward to the opportunity to attend King games and alumni events. Look out for him at the next big event!
**KING TIES THE KNOT**

**Kimberly Clark, KLHT ’07 and Peter Shatzer, May 2017**

Kimberly Clark, KLHT ’07 and Peter Shatzer met at The Catholic University of America eight and a half years ago. “Our first date was at my college dorm. Within the first 5 minutes of talking to him, I turned to my roommate and whispered that I already loved him. She told me I was crazy but look at us now!” Kim shared. “At CUA, I was busy with the cheerleading squad, theatre program and President of Take Note Acapella club, producing an acapella CD, etc., so to say the least, I was too exhausted to go out! Pete and I ordered in food and talked all night in the lounge until sunrise.” Kim and Pete’s wedding took place over Memorial Day weekend in New Canaan in front of their pond.

**Amanda Marcelle, KLHT ’07 and Eric Reinemann, KLHT ’08, June 2017**

Amanda Marcelle in KLHT ’07 and Eric Reinemann KLHT ’08 met at King and have known each other since they were 12. But it wasn’t until both families were on vacation in Cabo San Lucas, Mexico in 2008 that a friendship, and later a relationship, began to blossom. In January of 2016, the two were back in Cabo San Lucas with their families. There, on January 2nd, Amanda saw her first shooting star and wished that Eric would propose. Just a few hours later, Eric did just that.

**Michael Sheehan, KLHT ’03 and Kimberly Segalas, KLHT ’07, July 2017**

Michael first noticed Kimberly when he was taking pre-prom photos for his brother, Stephen Sheehan ’07. “I didn’t think much of it at the time, but I asked who she was because I just thought she was beautiful,” Michael said with a smile. The two didn’t formally meet until five years later. After connecting at a concert, Kimberly invited Michael to come along to a birthday party of a fellow alum, Mike Carberry ’08. As their relationship blossomed, their attachment to KLHT deepened, too; Michael began coaching at King, while Kimberly taught English and coached. They are tying the knot July 1 at The Church of Saint Cecilia on Newfield Avenue with the following reception at Glen Island Harbour Club. “We held our engagement shoot on campus at KLHT; the school is such a part of who we are individually and as a couple.” Kimberly said. Given that 12 of their 20-person wedding party are fellow KLHT Alums, it’s clear that Kimberly and Michael are Vikings through and through! Best wishes and congratulations!

**Carolyn McVeigh, KLHT ’07 and Nate Mazonson, September 2017**

Carolyn McVeigh ’07 and Nate Mazonson got engaged during an RV trip throughout Alaska in June of 2016 after 4 years of dating. They met in Menlo Park, CA, a town that neighbors Stanford, where Carolyn went for her undergraduate education. “Our ‘first date’ was actually quite funny,” Carolyn said. “It happened on a Sunday afternoon shortly after we first met. I was picking up food from a local diner and Nate was there eating with his dad. He invited me to join them so I suppose the three of us shared our first date. The wedding will take place at the Delamar Greenwich Harbor in September 2017.

**Will Orenstein, KLHT ’09 and Emma Goff, May 2018**

Will Orenstein and Emma Goff met in High School during the summer of 2006 while scuba diving in the Caribbean. Having never lived in the same state as each other, they made it through six years in a long-distance relationship. After college, they moved to San Francisco where they got engaged on a beach next to the Golden Gate Bridge on their 10-year anniversary. Their wedding is set for May 19, 2018 at Shenorock Shore Club on the Long Island Sound.

**Stephen Sheehan, KLHT ’07 and Amanda Fuller, August 2017**

Stephen Sheehan started his career in education at Hyde as a teacher and coach and Amanda Fuller, his fiancé, had already been working at Hyde for a year. About a month into his first year, on September 16th, Amanda accepted a dinner out with Stephen. He took her out to dinner to 85 Main in Putnam, but little did he know, that restaurant was the hotspot that Hyde students and their families when visiting campus. Amanda and Stephen’s cover was blown within the first five minutes of their date as about ten students and their parents came walking in to celebrate a birthday just a few tables away. Luckily it was the first date of many! Stephen proposed October 1st at 85 Main. Stephen and Amanda will be getting married in Stamford, CT at The Church of St. Cecilia in August.

**Kara Frisoli, KLHT ’07 and Viktor Kondray, August 2017**

Kara Frisoli ’07 and Viktor Kondray met during a Halloween party at Davidson College in North Carolina. “We were friends for three years and started dating the second half of our junior year of college,” Kara said. While living apart the year after graduating, Viktor came to Stonington to visit Kara. “I began a scavenger hunt, with ribbons serving as guides to each sentimental locale. At each location, there was a box filled with photographs of us and a letter inside discussing our relationship and how it started, in chronological order,” Kara said. “The journey ended at the Old Lighthouse Museum lawn, where I followed rose petals to the front yard near the ocean. This was the first time I got to see Viktor, who was waiting for me there.” Kara and Viktor will be married in Croton, CT on August 5.

Did you get married this year? Let us know! Email alumni@kingschoolct.org with your life updates.


**SUMMER 2017 CLASS NOTES**

“Low Heywood was a wonderful school ... I will always be grateful for what they taught me.”

- Ellen Davis Shelton

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**CONNECTIONS**

80 every day. Some of the correspondence as a classmate.

MARSHALL THARP KS '47

faithful reporting to our alma mater.”

PAUL LEE

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JOHN DICKERSON

shares "Since college graduation, I spent a year performing in the original Las Vegas company of Rock of Ages. I’ve toured with productions of Man of La Mancha and Guys and Dolls, spent a few summer contracts with the Summer Theatre of New Canaan (run by former King theatre program director Melody Libonati), and I’ve now been on the Broadway tour of Jersey Boys for 2 years. When not on stage, I’ve been writing and recording my original music which can be found on the music tab of my website (www.druserkes.com). I will be back in New York City when my contract ends this July; looking to work in the city and get more involved with the community back at home.”

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Joy also shares a memory: “One of my fondest memories is carpooling to school with Ms. Peterson. We had some wonderful conversations on the way to school; she became my mentor in all things ranging from growing up as a teenager, to academics, to solving the world’s problems.”

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YVONNE POLEY shares “In 2015, I relocated to Chesapeake, Virginia to live seven minutes from my wonderful grandchildren: Jocelyn Joy is four and baby Jack is two years old. My son, Mikhail Angstrom is married to my lovely daughter, Robin Foley. Angstrom Batterbys is married to Jeremy David Battersby and they live in New York City near to my beloved sister, Robin Poiley. That is my family..."
So often founders of institutions are profiled for their accomplishments by naming the physical accomplishments in the institutions they founded. In many ways Louisa Low, Edith Heywood, Hiram Uddal King and Mabel Thomas were those “builders of schools.” But there is much more to these original founders and it is reflected in their individual humanitarian spirit and their philosophy of education. These women and men, whose ideals and aspirations established the foundation by which the present King School thrives today, live on both in the School’s Mission and its Virtues of Integrity, Kindness, Perseverance and Respect.

**THOMAS:**
The Thomas School began very quietly and modestly in the early fall of 1922. From the very beginning the school reflected a long, well thought out vision of Mabel Thomas, who founded the school after she had built a long-standing career as a teacher at the Windsor School near Boston. It was a particularly exciting time in the field of American education in that a progressive spirit was in the air, and Mabel Thomas, a fiercely independent and dedicated teacher, was one of its strongest supporters. Primary to Ms. Thomas’ vision was the belief that each student should have the opportunity to seek her individual path and in a nurturing environment, that path would lead to a fully realized potential. At the center of this path toward an individual’s potential was the development of a creative and free thinking spirit.

“The school opened in October of 1922 in the living room of “Graycote”, a cottage on the shores of Wilson Cove in Rowayton, which had only known summer occupants of Ms. Thomas’ family. Only Miss Thomas’ indomitable spirit could have envisioned this cottage as a schoolhouse. From the beginning, she was determined that the regimentation of classes and assignments of marks to measure achievement would have no place in her school. To understand the daring that this implied, it should be kept in mind that the Progressive Education Association, a small group dedicated to experimentation in schools, had been in existence for only a year.”

– Katherine Tausig Opie, Second Headmistress Thomas School

**LOW-HEYWOOD:**
In 1865 Louisa Low, the founder of Low-Heywood school, was not only a great educator but also a very wise woman. Having shaped her educational philosophy with a strong foundation in the liberal arts at the Catherine Aikens School for Girls in Stamford, she had developed a progressive spirit but also a firm belief in a traditional education. She was also a strong advocate of respect within the school community. She was known to express her belief in respect for knowledge as well as respect for one another. She meant her school to be simple, strong in fundamental educational principles and solid. That was indeed the type of school she had. Its physical features were simple and unadorned. There was a deep regard for classroom experiences as well as physical education. To Louisa Low, the development of mind and body in a healthy respectful atmosphere was fundamental to education.

“... We have grown with the years, but we have not changed. The same principles of honest, forthright work, real endeavor, simplicity of environment, character building, and the development of sincere honest purpose, for which Miss Low and Miss Heywood stood are still our guiding lights which we are trying to the utmost of our powers to reach.”

– Kate Strong Low-Heywood class of 1898

**KING:**
In 1875 HU King, a native of Vermont and a graduate of Dartmouth had become a well-established young teacher at the Wilcox Military Academy in Stamford. He was approached by a group of Stamford parents to establish a school for boys that would reflect both the traditional boarding school education combined with a classic liberal arts education. King had already distinguished himself as a model teacher, an active engaged member of the community, and an enthusiastic charismatic humanitarian. To Hiram King it was not enough to be a responsible student engaged in a traditional education, it was also integral that a student be a contributing, responsible member of the community.

“I acquired a belief from my father from my earliest days that people are mostly kind and friendly and decent, whose integrity should be respected, combined with an early instilled pattern of responsibility to others, to citizenship and to the world in general and the pattern of seeing things through.”

– Anna King, HU King’s eldest daughter

**LOOKING BACK ON OUR FOUNDING SCHOOLS**

By Rick Starr, King Archivist

So often founders of institutions are profiled for their accomplishments by naming the physical accomplishments in the institutions they founded. In many ways Louisa Low, Edith Heywood, Hiram Uddal King and Mabel Thomas were those “builders of schools.” But there is much more to these original founders and it is reflected in their individual humanitarian spirit and their philosophy of education. These women and men, whose ideals and aspirations established the foundation by which the present King School thrives today, live on both in the School’s Mission and its Virtues of Integrity, Kindness, Perseverance and Respect.
Your gift, combined with the giving of others, is critical to the continued success of our Students, past and present. We are truly thankful to the Parents, Alumni, Faculty, Staff, Trustees, Grandparents, and Friends who generously made a gift to the 2016-2017 Annual Fund.

With your support, our tradition of excellence continues. To make a gift, learn more about the Annual Fund, or volunteer, contact Siobhan Lidington, Associate Director of Development at (203) 322-3496, Ext. 348 or slidington@kingschoolct.org

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Thank you for embracing our Mission through giving!

IN MEMORIAM

Jane-Elizabeth Robinson Crusoe Lawrence “Crew”, LH ’40

Jane-Elizabeth Robinson Crusoe Lawrence “Crew” passed away on November 30, 2016. When the family decided to move East, they settled on Shippan Point in Stamford and Crew (as she was called) entered First Grade at Low-Heywood School in 1928, becoming an honors graduate, an athlete on the First Hockey Team and Second Basketball Team, a member of the Library Council, Business Manager of the Halo yearbook, and active in plays. She was also a member of the Dramatic Club, Glee Club, Tea Dance Committee, Spring Pageant, Camera Club, Alliance Françoise, and Black Team. Crew later became a member of the Low-Heywood School Board of Trustees, President of the Alumni Association and class agent for over 70 years.

Carol N. Sherwood Pettee, LHT ’76

Carol N. Sherwood Pettee, 59, passed away on May 5, 2017. She graduated from the King Low Heywood School in 1976, received a Bachelor of Arts degree in Mathematics from Smith College in 1980, and a Masters in Business Administration from the Amos Tuck Business School in 1987. Carol spent much of her early life in Connecticut, and Massachusetts before moving to Dallas. She worked, both as a management consultant at Arthur Andersen, and a brand manager for General Foods in her professional life before raising her children. Carol was active in fundraising, and school volunteering. She spent many years as a child advocate in the state court system.

An excerpt from her Senior year book:

Main Occupation...Keeping Posted
Besetting Sin ........ Quoting Bob Hope
Saving Grace .......... Her Eyes
Noted for ........... Her Lingo
Is ..Enthusiastic
Will be ............ A Radio Commentator
Her chosen quote .... “For she lives twice who can at once employ the present well, and ev’n the past enjoy.”

Arthur G. Stratton, K ’46

Arthur G. Stratton, Jr., age 88, a lifelong resident of Stamford, Connecticut, died March 27, 2017. Arthur attended King School before graduating from the University of Connecticut. After serving in the Korean War, Art returned to Stamford and began his career as a stockbroker on Wall Street. Eventually he moved his business closer to home and continued working into his 80’s. Art was an avid golfer and passionate teacher of the sport to a select audience.

Art had a larger than life presence that he maintained right up to the day he died.

Carole spent many years as a child advocate in the state court system.

Susan Gray Arana, LHT ’80

Susan Arena, 54, passed away on November 8, 2016. She grew up in Darien before moving to Boston and later settling in Duxbury, Massachusetts. She was an avid traveler, a teacher of French and Spanish, and had a great love of music and a beautiful singing voice. She enjoyed spending time with her five children and her two dogs, Tupac and Biggie. She could often be found reading a novel or playing the guitar.

Courtenay Byrnes, KLHT ’03

Courtenay Anne Byrnes, 29, passed away on January 25, 2015. Courtenay was born and grew up in Stamford, Connecticut, and graduated from King Low Heywood Thomas School in 2003. She lived in several places throughout her 29 years, but over the past six, she called Barnegat Light her home. She had just finished her first year of a radiology technician-training program. Nothing made her happier than spending time with those she loved. She had the rare ability to bring light, grace and empathy to those who knew her.

Susan was an avid traveler, a teacher of French and Spanish, and had a great love of music.

Courtney had the rare ability to bring light, grace and empathy to those who knew her.

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Summer 2017