GROWING OUR MIDDLE SCHOOL
Common Sense vs. the Common Core
LEGACY STUDENTS
Park is proud to serve generations. Legacy students are the children and grandchildren of Park alumni.

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THE MAGAZINE OF THE PARK SCHOOL OF BUFFALO
FALL 2014

COVER PHOTO: Fifth grade teacher Nicole Mantheva and Chloé Regan ’22 walk to the Opening Day Assembly, September 8, 2014

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I am a proud product of public schools. In fact, my story would not be possible without them. My father, a second generation immigrant, received an excellent education at Stuyvesant High School in Manhattan (an exam school like Buffalo’s City Honors) that prepared him well for a technical career at American Telephone and Telegraph. He in turn moved our family to Long Island so that I had access to an excellent suburban school district, which prepared me to attend college (a SUNY school, by the way) and, eventually, earn a Master’s Degree.

I graduated from my public high school in 1985, which was arguably the end of the golden age of American public education. The educational system I experienced was developed on an industrial age model designed to produce productive citizens (like my father) with the skills and knowledge necessary to be successful within mid-twentieth century economic models. But as the Space Age ramped up — and then gave way to the Information Age, and then the Global Age, and then Globalization — a national consensus emerged that public education needed to be reformed if the majority of students were going to meet the demands of the 21st century.

This feeling led to more and more national attention on education and more than three decades of reform efforts ranging from A Nation at Risk, to Outcome-Based Education, to No Child Left Behind, to Race to the Top, to the Common Core State Standards. Each reform has come and gone in pendulum arcs tied to the nation’s economy and created them with seemingly very little lasting effect on student outcomes. Meanwhile, Park has plunged along for the last century following and refining the same Progressive mission that was central to our founding.

This letter was inspired by a panel discussion Park conducted on May 7, 2014 that compared and contrasted Park’s approach to education with the current Common Core State Standards reforms being implemented across New York State. The discussion was inspired by the volume of phone calls Park is currently receiving from families concerned with Common Core assessments and contrasted Park’s approach to those of Chris LaRicella, the CEO of The Park School in New York State.

Chris LaRicella
Head of School

CHRI$$ LAURICELLA
HEAD OF SCHOOL

My Child is Not an Experiment

The latest attempt at public school reform, The Common Core State Standards, were developed through a consortium between the National Governors Association Center for Best Practices, the Council of Chief State School Officers, Achieve (a nonprofit reform organization led by governors and business leaders), ACT, and the College Board (both organizations that prepare and administer standardized college admissions tests).

The initiative was largely driven by the promise of four billion dollars of federal Race to the Top funding for states that adopted academic standards which led students to be “college and work ready.” With this in mind, Common Core Standards focus on developing the critical thinking, problem solving, and analytical skills that the developers felt students need to be successful in college and work settings. Forty-four states, the District of Columbia, four territories, and the Department of Defense have voluntarily adopted and are currently moving forward with implementing these standards in their various systems.

While the Common Core Standards might help advance the goal of creating a more suitable education for the 21st century, the assessments that are being used to determine whether or not students have met the Common Core Standards are problematic. Even the most carefully designed standards are only as effective as the tests needed to be reformed if the majority of students were going to meet the demands of the 21st century.

The Common Core Standards Framework suggests that the tests needed to measure learning outcomes across the wide range of learning styles, cultural backgrounds, and language needs presented by American public school students. One can only imagine the picture that will emerge of Buffalo Public Schools if its high percentage of students for whom English is a second language – whether in their home language or English – from Common Core assessments that are only provided in English or Spanish.

Moving Targets. As Common Core Assessments are being piloted in New York, there is a growing feeling that, in an attempt to “set a higher bar” the tests have become developmentally inappropriate. The scores that determine student proficiency have also gone through a period of adjustment, such that scores that would be “proficient” one year became “inadequate” the next, fueling a distrust of high stakes testing. As Common Core Assessments are being piloted in New York, and one year became “inadequate” the next, fueling a distrust of high stakes testing. As Common Core Assessments are being piloted in New York, there is a growing feeling that, in an attempt to “set a higher bar” the tests have become developmentally inappropriate.

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Good Data? Currently there is substantial time lag between when students are measured and when data from the assessments are released. This time lag, often up to six months or more, makes this information fairly difficult to use for improving individual student learning.

What gets tested gets taught. In a climate of high stakes testing that focuses on English and math, it seems that some schools are focusing on these two subjects to the detriment of other subjects, including science. Given the feelings of importance and urgency attached to the assessments, the scores of instruction also seem to be changing, with less emphasis on multi-part, experimental projects and more emphasis on traditional didactic methods.

While the Common Core Standards might help advance the goal of creating a more suitable education for the 21st century, the assessments that are being used to determine whether or not students have met the Common Core Standards have become developmentally inappropriate. The scores that determine student proficiency have also gone through a period of adjustment, such that scores that would be “proficient” one year became “inadequate” the next, fueling a distrust of high stakes testing. As Common Core Assessments are being piloted in New York, there is a growing feeling that, in an attempt to “set a higher bar” the tests have become developmentally inappropriate.

Like those involved with developing the Common Core, we believe it is good for all children to be enrolled in schools that have high academic standards. As a college preparatory school, we have always aligned our work to the habits of mind that students will need to be successful in college and beyond. We develop our curriculum with a full awareness of subject-specific standards, often developed in reference to the standards of professional organizations that represent the discipline, like the National Council of Teachers of English. Unlike the Common Core, we hold these high standards in all of our subject areas as well as equally high expectations for our students’ social and emotional development.

An Old Model? Perhaps where Park most significantly departs from reform efforts such as the Common Core is in our underlying assumptions about how schools should operate and student learning be measured.

It is quite possible that public school reform efforts continue to fail because they are built on a false premise. If school systems roughly approximate a manufacturing model, the assumption is that students will enter the Park and the Common Core

Similar to the Common Core, The Park School was also founded as a reform movement. In 1912 a group of concerned parents decided that Buffalo needed a school based on the then-radical notion that education was much more than teaching curriculum content and intellectual skills. They sought out educational reformer and philosopher John Dewey, who led them to Mary Hammert Lewis, who in turn founded a school with a mission that pairs students at the center of their education, addresses their social, emotional, and intellectual growth, and balances a rigorous curriculum with an active, project-based pedagogy designed to keep children engaged in their learning.

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ABOVE: Lower school students learning math concepts by studying pumpkins! LEFT: Upper School students study geometry with math teacher Matt Genoia.

Same Tests? Assessments are at the core of the concerns regarding Common Core Standards and may ultimately prove to be its Achilles’ heel. One would hope that the standards that have been created to foster critical thinking and the higher order habits of mind needed in college and beyond would be measured by something more sophisticated than multiple choice tests. Unfortunately the majority of test questions piloted in New York look and feel very similar to the same types of tests used prior to implementing the Common Core Standards.

One Size Fits All. It is very difficult if not impossible for standardized testing to measure learning outcomes across the wide range of learning styles, cultural backgrounds, and language needs presented by American public school students. One can only imagine the picture that will emerge of Buffalo Public Schools if its high percentage of students for whom English is a second language – whether in their home language or English – from Common Core assessments that are only provided in English or Spanish.

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accountability is the exceptional preparation and placement of our graduates (all and communicate effectively and behave honorably. Perhaps our ultimate student enrollment and generous philanthropic support. This trustworthiness think will best help us realize this mission. Park's accountability is based on Our autonomy allows us to follow a very specific mission, and our independence This is not just a Park thing. I believe that all good teachers constantly assess their students' skill and content acquisition is also assessed through a series of our students, rather than asking our students to conform to the needs of the This is a Societal model that is older than any public school reform.

A COMMON SENSE APPROACH

We also assess differently, with a common sense approach to how we determine what our students know and can do. How would you determine whether your child has developed critical thinking skills? Most likely you would ask him or her questions, engage in a discussion, or try some real-world problem solving. This is the same approach that we take at Park, rather than relying on a standardized test to measure whether a student demonstrates critical thinking skills or college readiness.

This is not just a Park thing. I believe that all good teachers constantly assess their students' learning in this way. Good teachers take ownership of their own development, and they are the best judges of whether their students are meeting the learning standards embedded in their curriculum. Unfortunately, our public school colleagues haven't been left to their own devices for a very long time.

A FINAL THOUGHT — AUTONOMY AND ACCOUNTABILITY

As an independent school, Park values autonomy balanced with accountability. Our autonomy allows us to follow a very specific mission, and our independence from public funding provides us the freedom to follow the practices that we think will best help us realize this mission. Park's accountability is based on whether our community — students, families, faculty, and alumni — trust us to be the best that they can be. When I look back at each of my children's Park School experiences, it is apparent that Park truly is student-centered. My children are the people they are today due in large part to the community that is The Park School. When I think of Clay's experience at Park, two things come to mind: his academics and his behavior. Clay could easily have succumbed to being the stereotypical "rich" kid we often think of as a young man who might try to out-smart everyone and who doesn't care about his grades. That isn't what happened, though. Clay once told me that he hadn't come to Park because he didn't want to be a good student. Park has made sure it could be that each of her children has had as a Park School student. We asked her to reflect on the unique experience that each of her children had had as a Park School student.

Gabi is a "lifer." She started in pre-kindergarten and will be a senior next year. It might have been difficult for her to follow her brothers, who were always at the top of their class and made it look easy. Park has made sure that Gabby has been cared for not only in the classroom but in her social life as well. Clay's son, Connor, is a member of Park's local chapter of the March of Dimes. Gabby is a "lifer." She started in pre-kindergarten and will be a senior next year. It might have been difficult for her to follow her brothers, who were always at the top of their class and made it look easy. Park has made sure that Gabby has been cared for not only in the classroom but in her social life as well. Gabby grew up in a family that each of her children has had as a Park School student. We asked her to reflect on the unique experience that each of her children had had as a Park School student.

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Board of Visitors, October 2014

Front Row:
Dee Dee Danahy Booth ’65, Karen Seeberg Marshall ’63, Carol Hasegawa, Leslie Fisher Curtiss ’59, Lisbeth Tim Finnell ’58, Chris Lauricella, Connie Constantine

Middle Row:
Charles Cheney ’59, Judith Stein Chock ’60, Thomas W. Hahn ’73, Deborah Blescheip Feldman ’55, Sarah Cohen ’75, Corinne Erne Chinn, Leslie Fisher Curtiss ’59, Teddy Taylor Dunn ’47, Kevin Eng ’01, Melissa Baugurter, Mark Kamer ’73, Tia Ball ’70, Rev. LueAnn Heath Potter, David Roberts ’47, Ann Burns, Frank Scibelli

“The School’s Board of Visitors recently convened on campus for a two-day session centered on Service. Visitors, on campus October 16 and 17, learned about Park’s focus on community service, the service learning curriculum, and how our students are taught to develop civic and social responsibility to prepare them for life after Park.”

“IT is always fun having the Board of Visitors on campus,” said Head of School Chris Laduca. “Looking up to their arrival we spent time reflecting on what we are doing that we want to share with the Board, which becomes our theme for their visit. This reflective process alone is invaluable to us and is only enhanced by the ability to engage these friends of the School in thoughtful dialogue about what they are experiencing over the two-day visit. I have conversations with BOV members that help me think about some aspect of Park operations in a whole new way.”

“Being a participant on the Board was great,” said Gallivan. “Sherpa ’15, volunteer, Girls Education Collaborative; and Service and Volunteers Community Breakout sessions included a panel discussion, lively discussions and participate in provocative debates. With more than 20 Visitors in attendance, classroom visits and classroom-level input created rich learning experiences that allow students to deepen their understanding of a subject.”

The session happened as the School welcomed Case Brown of Hahn Family Foundation, Brown spent three days assessing the middle school of Development at 716-839-1243 x104 or cstevens@park.org. The BOArd of VISITORS

PaRK sCHOOl

Board of Visitors
Pastor Frank Armstead
Tim Ball ’70
Nancy Stone Barrett ’51
Randall Bennett ’73
Dee Dee Danahy Booth ’65
W. Lawrence Buick ’60
David Burns ’53
Ann P. Burns
Charles Cheney ’59
Judith Stein Chock ’60
Thomas W. Hahn ’73
Deborah Blescheip Feldman ’55
Sarah Cohen ’75
Corinne Erne Chinn
Leslie Fisher Curtiss ’59
Teddy Taylor Dunn ’47
Kevin Eng ’01
Tim Finnell ’58
Ann Provenanco Friedman ’72
The Hon. Delila L. Green ’73
Arthur Gliss ’75
Douglas Goldstein ’77
Hilary Harry ’61
Carrie Harte
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Barbara Scharman ’51
Farr Edsall
Anne Robinson Wadsworth ’77
Lisbeth L. Wall ’58
Paula M. Waters ’75
Ellen Gibling-Yost ’62
David Zeplowitz ’82

What sets Park’s middle school apart from other middle schools?

The teaching and learning process is viewed as an adventure. Class sizes remain small, allowing for individualized attention, differentiation, and the ability to let classroom lessons and discussion go wherever the students take them. Teachers really get to know their students—their interests (both in and out of school), strengths, and weaknesses. Knowing that the teacher has a clear picture of the student helps them be more effective. The classroom level is the primary focus of classroom management, but teachers are also encouraged to look at the classroom as a whole, coordinating the school day and the school week. The school is run by a teacher-driven curriculum which is designed to meet the needs of all students. The teachers have the freedom to make decisions about how to best teach their students. The school has a strong focus on differentiation and the ability to let students have more choice over what and how they learn. The school is a great place for students to develop their own interests and passions, and to explore the world around them.”

As you enter your third year as Head of Middle School, what has changed?

OneGroup (the school’s information management system) has had an enormous impact on home/school communication. It is a one-stop shop for families and faculty alike. Everyone is able to view course descriptions, units of study, assignments, announcements, and grades reports. Open grade books allows parents to log in and review, in real time, their child’s progress.

Discuss where the Middle School is headed.

We strive to achieve a middle school community focused on academic excellence, critical thinking, and Park middle schoolers are given a significant amount of personal responsibility and freedom ….

Very early in their middle school careers, students learn that they are granted a great deal of autonomy in the classroom, and in turn they take advantage of the opportunities to develop skills that suit both themselves and their students. They are talented, creative, knowledgeable, and flexible. They are able to change the direction of a lesson based on student curiosity, and to address teachable moments as they arise.

Our faculty members are dedicated to their craft and committed to meeting the needs of their students while carrying out our mission, particularly as it grows.

Discuss the curriculum … how is it different and why?

The curriculum provides students with a good balance between core subject exploration and Emphasis on skills development, not just the memorization of facts. We look for the ‘aha’ moments. Questions are encouraged. Student voice, choice, and individualization are emphasized. A quiet, or forced, classroom with active project work and engaging discussions that evidence that learning is taking place and going beyond books and mundane standards.

Where other teachers may be bound by the standards and modules of the Common Core, Park teachers have the ability to craft rich, project-based learning experiences that allow students to deepen their understanding of a topic, particularly in the areas of science and math. Our small class sizes allow our teachers to closely track for understanding. The classroom is a student-centered environment rather than one that focuses on testing. This is what sets Park apart from other schools.

Park middle schoolers are given a significant amount of personal responsibility and freedom ….

Very early in their middle school careers, students learn that they are granted a great deal of autonomy in the classroom, and in turn they take advantage of the opportunities to develop skills that suit both themselves and their students. They are talented, creative, knowledgeable, and flexible. They are able to change the direction of a lesson based on student curiosity, and to address teachable moments as they arise.

Sum up your view for Park’s middle school as it grows.

This is an exciting time for the Middle School. While we continue to revisit curriculum to ensure that we are meeting the needs of our students, we remain dedicated to the goals outlined in the school’s strategic plan and staying true to our vision and mission.
FIFTH GRADE: LEARNING RESPONSIBILITY

My first day in fifth grade was memorable. I had never been to Park and I got lost. I couldn’t find my locker, and I cried. Then a friendly teacher helped me find my new class. Since that first day, coming to school at Park has been wonderful. Some observations from that first year include the fact that I found it odd that my class was so small, but I liked it that way. Knowing no one except my older sister quickly changed to knowing everyone! It wasn’t hard that I had to learn the campus, but thanks to my classmates I learned it in no time. What really amazed me was that our teacher didn’t expect us everywhere, and that gave me not only a sense of freedom but also my first real feeling of responsibility.

I participated in some activities in fifth grade that began to shape the person I am today. I became a class representative to the Middle School Student Government (MSSG), and I learned how to ski. I still participate in both. I was MSSG class representative again and I enjoyed leading my class. It was in sixth grade where I made true friendships and got a taste of how great Park really is.

Sixth grade was a big transition. I remember thinking that it was like transferring schools again, except this time I kept the friendships I had made.

Now students joined the class and it turned out to be a great year. It was the year where I felt like a college student. I knew the ropes and I was able to teach them to the new students. There were new fifth and sixth grade teachers, a new foreign language teacher, and a new head of middle school! It was an Immersion year and part of our class went to Washington D.C. It was a great trip. I was able to meet classmates and learn about our nation’s capital and history. We started reading Shakespeare in English, which I didn’t expect to do until high school. My teacher made the introduction to Shakespeare easy to comprehend and a lot of fun. We also took Spanish, and my Spanish teacher made learning a second language fun as well.

EIGHTH GRADE: MEETING CHALLENGES AND GAINING CONFIDENCE

Although I really thought I would miss my seventh grade teachers, eighth grade was great. I realized on the first day my teachers for eighth grade were just as spectacular. I loved my classes: sciences, math, Spanish... all of them! The courses were challenging and made me think. I was looking for a change. My teacher taught me to think deeper and to understand the material.

My Park School middle school experience was life-changing. I gained a lot of confidence. I was able to pursue my interests, including serving as president of the MSSG. I love being involved with student government, and am the ninth grade class president this year!

It gave me joy and happiness; it created lifelong friendships with not only my friends, but also my teachers; it created an excitement for learning that I wouldn’t otherwise have. I feel so lucky to have found Park, and although I have made many sacrifices to continue my education here, I happily make them. There is no better place to be a part of Park’s growing middle school!
We are very grateful to be able to provide these opportunities to our students. We have begun this exploration in three ways:

First, this fall we are offering a high school club called the Futures Club. We are studying aspects of Robotics and how they can, should, or might be used in society. Based on our experiences thus far we may include a similarly themed middle school club next year.

Second, we are offering a Robotics Immersion. We are studying aspects of Artificial Intelligence and Psychology, as well as Machine Learning and Artificial Intelligence. Teachers Will Fedirko and Glen Herman along with their upper school Futurists Club joined water resource expert Case Brown for a lively session about drones and artificial intelligence on Jonah’s Field in October.

Third, a one-semester course will be offered in spring 2015 titled Artificial Intelligence. This course will include a lab course in what it means to be living in the 21st century.

As part of the School’s focus on STEAM, and thanks to a BISSNET STEAM Grant funded by The John R. Oishei Foundation, Park’s new 3D printer and M-Audio Keystation 49es keyboards have been installed.

The Afinia H-series 3D printer is a welcome addition, and will provide students with the ability to design and create an endless array of objects across all disciplines. “It’s wonderful that the students can now engage in computer-aided design,” said Technologist Dave Weeks. “The possibilities of what they can do are limitless.”

The keyboards feature four full octaves, professional pitch bend and modulation wheels, and music creation software. “Using and understanding music technology has become an essential part of music education,” said general music and choir director Theresa Thomasa. “Our music department is thrilled by the addition of a STEAM Lab, which will allow students to compose their own music and help them better understand and apply musical concepts. Students will learn basic piano skills on the M-Audio keyboards, and the recording and mixing software will allow students to experience music in a creative and culturally relevant way.”

This image, provided by Dr. Diamond, illustrates an example of what her students are doing. The image shows which proteins of a protein sequence are most conserved among other organisms that have similar genes and produce similar protein products. The letters represent different amino acids; the larger the letter, the more likely the amino acid is to occur in that position across the different organisms.

Several upper school students are participating in a research project conducted through the Western New York Genetics in Research Partnership. Led by science teacher Dr. Margaret Diamond, the students are learning how to annotate a gene sequence using many of the tools commonly used in Bioinformatics research.

“At the end of the year, the students will have the opportunity to present their research at the Student Capture Event at the University at Buffalo Center of Excellence,” said Diamond. “Depending on their findings, their research may be published in the scientific literature.”

This project is led by professors from both the Department of Biomedical and Clinical Laboratory Science and the Department of Family Medicine at the University at Buffalo, and is supported by a National Science Foundation Innovative Technology Experiences for Students and Teachers (I-TEST) award and by the New York State Area Health Education Center (AHEC) System.

“This experience offers high school students a rare opportunity to participate in cutting-edge scientific research and to learn techniques used in basic genome analysis and Bioinformatics,” said Diamond.

The project is in addition to a new Biotech course being offered by Diamond in the spring of 2015.

“This course is designed to give students an introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology.” she said. “Students will develop laboratory, critical thinking, and communication skills currently used in the biotechnology industry. Through reading and laboratory experiences, students will explore and evaluate career opportunities in the field of biotechnology.”

Topics include: DNA, RNA, and protein technologies; genetic diagnostics; forensics; cloning, stem cells, and bioethics; healthcare and pharmacology; GMOs; and fermentation technology.

OPPORTUNITIES

NEW LEARNING OPPORTUNITIES

STEAM – Science, Technology, Engineering, Arts, and Math

EXPLORING MODERN SOCIETY, ENGINEERING, AND HUMANITIES

GLEN HERMAN & WILL FEDIRKO

Thanks to a generous grant from The John R. Oishei Foundation, Park’s math and science departments are exploring new areas. We are adding curricula that open a dialog on modern society, engineering, and humanities, so that our students get an enriching high-school level course in what it means to be living in the 21st century.

We will be using the grants as an opportunity to do something new at Park. We are adding curricula that open a dialog on modern society, engineering, and humanities, so that our students get an enriching high-school level course in what it means to be living in the 21st century.

We have begun this exploration in three ways:

First, this fall we are offering a high school club called the Futures Club. This club explores the idea of robotics and its potential applications in society.

Second, we are offering a Robotics Immersion. We are studying aspects of Artificial Intelligence and Psychology, as well as Machine Learning and Artificial Intelligence.

Third, a one-semester course will be offered in spring 2015 titled Artificial Intelligence. This course will include a lab course in what it means to be living in the 21st century.

We are very grateful to be able to provide these opportunities to our students and feel that they will become integral parts of learning science at Park.
Theatre & Performing Arts

GREASE IS THE WORD – 2014 ALL-SCHOOL MUSICAL
Mary Kate O’Connell

One of my long favorite quotes by the master, Pablo Picasso, is, “Every child is an artist. The problem is how to remain an artist once we grow up.” I had the pleasure of seeing a stage full of young artists – exploring, expressing, and exuding the joy of what live theatre is truly all about.

The Park School’s production of Grease brought together the entire Park School community – a production and performance team of more than 50 students, faculty, staff, and parents. All ages of performers and voice production made this show happen, each completely committed to the story, their characters, and the important part they each played in the success of the show.

School shows are often a popularity game, with songs, roles, and show choices too frequently driven by emphasis on the newest show and on being the best or better than other schools’ productions. Not here. The Park School has a simple philosophy that all performers who have dedication, commitment, and energy can enjoy their moment in the spotlight, and produce a memorable show.

Bravo Park! You have created for these young artists a life memory that will help them remember the artist inside when they are grown.

O’CONNELL & COMPANY BEGINS ITS SECOND YEAR IN RESIDENCE

September 2014 marked the start of O’Connell & Company’s second year in residence at The Park School of Buffalo. The company has a full slate of productions on tap and founder Mary Kate O’Connell is excited about the buzz that has been generated.

“Our first season in residence exceeded our expectations,” said O’Connell. “The creative, forward-thinking atmosphere here at Park is the perfect environment for our theatre company.”

In addition to presenting five shows, as well as Dvive by Dvive (a season-long variety showcase), O’Connell offers an afterschool drama program in the lower school and also runs a Summer Scholars drama camp and vacation drama camp. The company is also offering an internship for the 2014-15 school year that will allow students to work behind the scenes with all aspects of technical production.

O’Connell and Company has made noticeable improvements to the theatre in the Helen Long building, constructing a sound/light box and sponsoring new electrical work and lighting. The next major improvement will be new seats in the theatre, purchased with money raised from the troupe’s annual “Take a Seat” fundraiser.

Buffalo area reviewers have noted that Park’s theatre is a great fit for the company, and Buffalo area reviewers have noted that Park’s theatre is a great fit for the company, and faculty, staff, and parents.

It was a year of firsts and thrills for Park’s sports teams. The boys and girls varsity basketball teams joined the Monsignor Martin League, topping the zone on their levels of play. The girls JV bowling team won the championship title in the Monsignor Martin League after posting an impressive 46-10 record. The boys varsity soccer team had a stellar season this fall which saw the boys beat Gow and CCA for the first time in years.

O’CONNELL & COMPANY in residence at The Park School of Buffalo
2014-2015 SCHEDULE

<table>
<thead>
<tr>
<th>NOVEMBER 28 – DECEMBER 21, 2014</th>
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<tr>
<td>THE MUSIC &amp; LYRICS OF JERRY HARMON</td>
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<td>JERRY’S GIRLS</td>
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<td>THE JASON ROBERT BROWN MUSICAL REVUE</td>
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<td>SONGS FOR A NEW WORLD</td>
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<th>APRIL 9 – APRIL 24, 2015</th>
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<td>CELEBRATING AMERICA’S FAVORITE PASTIME</td>
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<td>THE QUEEN OF BINGO</td>
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<th>MAY 7 – JUNE 7, 2015</th>
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<td>LOVE, LOSS, AND WHAT I WORE</td>
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<th>MAY 20, 2015</th>
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<td>TAKE A SEAT!</td>
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| WEDNESDAYS AT 7:30 PM – ALL SEASON LONG! |
| THE LONGEST RUNNING SHOW IN WNY HISTORY |
| DIVA BY DIVA: A CELEBRATION OF WOMEN |

716-848-0800 • OConnellandCompany.com

O’Connell & Company in Residence at The Park School of Buffalo
2014-2015 Schedule

ABOVE LEFT: The girls varsity basketball team played with great heart last year. They were were doing for loose balls and diving in their power to win. They had a great off season and we look forward to seeing them on the court. CENTER: The girls JV bowling team finished its 2013-14 season on top of the league and boasted a 46-10 record after leading the Monsignor Martin League nearly all season. RIGHT: The boys varsity basketball team had a strong showing and proved to be a formidable opponent in its inaugural year in the Monsignor Martin League. Season highlights included impressive wins over St. Joe’s and Nichols.

Sports Roundup

WINTER, SPRING, & FALL ’14
New Faculty & Staff

With continuous improvement and growth comes the necessity to add faculty and staff who will contribute to helping Park realize its mission. Please join us in welcoming these educators to the Park School community!

SHANNON MILLER, Grade 4 Core Teacher, holds a BA in Child Development and a MS in Education, both from the University at Buffalo. Her experience includes one year teaching English Language Arts for grades 6-8 at St. Rose of Lima School in North Buffalo and seven years teaching grades 5-6 in the Union County Public School system near Charlotte, NC.

KENNEDY SCHULTZ, LMSW
US French, received her BA in French and Cultural Area Studies from the College of Wooster (OH), and holds an MEd in French Literature from the University of Wisconsin-Madison. She is an active member of the National Network for Early Language Learning, American Council on the Teaching of Foreign Languages, and American Association of Teachers of French. She has more than 10 years of teaching experience at Buffalo college and universities, and is the founder of Explor-A-Wold, an online resource that develops world language curricula for early language learners.

MATTHEW GAROZZO, US Algebra II and Trigonometry, earned his BA from the University at Buffalo in 2007. He continued his education at SUNY Buffalo State where he earned his mathematics teaching certification and his MS in Education in 2014. His teaching experience includes three years teaching math in Buffalo public schools as well as two and a half years as a high school math teacher at Buffalo Academy of Science Charter School.

JENNIFER GRABSKI, Psychology Intern, is pursuing her PsyD from Alfred University. She holds an MA in School Psychology from Alfred and a BA in psychology from SUNY Fredonia. In her graduate program, Jennifer was awarded an Academic Leadership Grant, which allowed her to focus on research and teaching at the post-secondary level.

JOCELYN WEAVER, School Psychologist, coordinate behavioral and academic intervention services for students in need; works directly with students on social, metacognitive, and executive functioning skills; and manages testing, classroom, and behavioral accommodations for students with 504 plans and Individual Education Plans (IEPs). She holds a BA in Psychology from the University at Buffalo and a Master’s with a certificate of Advanced Study in School Psychology from Niagara University. Jennifer was a Park intern school psychologist for the 2013-14 school year.

JOHN ZAMOJSKI, US Chemistry, holds a BA in Adolescent Education from Canisius College with a concentration in chemistry. He is currently a graduate student at SUNY Buffalo completing his Master’s in physics education. He spent four summers as the hands-on science activity director at the Double H Ranch, a summer camp for children with life-altering illnesses, in Lake Luzerne, NY. Previously, he taught chemistry and middle school science at the Roselli Academy in Hamden, CT.

ELIZABETH HALL, MS/US Spanish, has four years of teaching experience in the Buffalo, Lockport, and Lockport school districts where she taught grades kindergarten-grade 11. Elizabeth is a 2007 graduate of Niagara University, where she studied Spanish language and literature as well as Latin American Studies. Through Niagara University’s study abroad program, she studied in Seville, Spain. She earned her teaching certification with a concentration in Spanish from SUNY Buffalo State in 2009 and expects to earn her Master’s in Foreign Language Education in December.

Reflections on Zoo Day

The exhilarating screams of “Elephants! Bears! Giraffes!” echo through the air as we dart from place to place. The tiger is prowling through the towering grass, while the sloth remains still as it habitats for yet another hour. Although the air is crisp this morning and rain is coming, I’m still excited. Today is Zoo Day. This means animals, plants, and smiles galore. I grasp my student’s hand with admiration, as we guide them and my fellow classmates along the many paths of The Buffalo Zoo. Running to the reptile habitat, I ask my student why they are not at home with Santa Claus. Before she has the chance to respond, I jog her toward the playground so we can zip down the slide that looks like the snake we saw just moments before. The hug on my face seems everlasting.

This day occurred almost twelve years ago and it will remain the quintessential event of my career as a Park School student. Annually, the senior class leads the entire elementary school on an excursion to the zoo. During my fourteen years at The Park School, the meaning of Zoo Day has been amorphous, altering, and evolving as I have grown older. In elementary school, it was about the experience itself rather than the reasons behind it. My first Zoo Day was filled with an innocent joy, but as the years progressed I became more conscious of the reasons behind it. During my fourteen years, Zoo Day has become synonymous with an experience that sculpted my identity. Our senior guides demonstrated the importance of leadership, while gallivanting from exhibit to exhibit they taught us the importance of pursuing a greater understanding of the world. Such a simple event taught us to enjoy, to examine, and to question at a young age. It was the informal instillation of values that would become central to the education I received at Park.

Today’s seemingly simple and juvenile event, Zoo Day is representative of the cooperative, communal education I have received at Park. It is the epitome of time we spend here: Park, a school of 300 students from pre-kindergarten through twelfth grade, is a community. Being raised in this community gave me the ability to communicate with people of all ages. As an elementary school student, I spoke to teachers and high school students with ease. As a high school student, Park has given me the ability to understand and appreciate the effectiveness of young students, which I may not have been able to do otherwise. Having this ability allows me to be a better leader, one with the compassion learned through a hands-on, progressive education. It is often difficult to think of a single event that is central to one’s identity, but all of the core values I have learned in the past fourteen years seem to stem from participating in Park’s Zoo Day.

As a senior, my final Zoo Day is quickly approaching. Similar to a Greek play, my mask will slowly change this Zoo Day as I play a different role than I have in the past. I am now the guiding hand, the friendly face, and the modern mentor. It is my turn to teach a new generation of Park students the values that I have learned over my fourteen years. The children experiencing their first Zoo Day will eventually learn that community becomes family, classroom discussions turn into growing debates, and questions transform into answers. Introducing a new generation of students to these principles is the most rewarding gift I could give as I leave high school. My final Zoo Day is the closing chapter of an experience that has had the utmost influence in shaping my concept of the world and myself.
As we celebrated our achievements this summer of exceeding our fundraising goals for the 2013-14 fiscal year, we want to share with our very generous community what those successes look like and how they impact life at The Park School. Time and time again, we say the Annual Fund supports everything at Park. In the broadest terms, that means faculty salaries, tuition assistance for many talented students who otherwise would not be here, programs that make a Park education unique and powerful, and our amazing campus that is a living laboratory for so much of our educational program and identity. In this report, we hope to convey the big and small ways your gifts help our school.

You and our other loyal alumni, current and past parents, grandparents, current and former faculty/staff, and friends should be proud of what your gifts have done at Park, as well as the growth in our overall fundraising that your support has created. Whether you made a gift to the record-breaking Annual Fund, a gift to our endowed funds, sponsored, donated to a new record for the Park School auction, or made an early gift to the Capital Campaign, please know how much we appreciate your support. Together we will ensure our school remains strong as we educate this next generation of Park alumni.

INCOME 2013-2014
- Net Tuition & Fees $3,249,205
- Gifts & Fundraising Events $754,749
- Summer Programs $347,545
- Other Income $92,032
- Foundation Distribution $70,000
- Ancillary Programs $51,579
TOTAL INCOME $4,565,110

Fundraising does not include gifts made to the Park School Foundation or Capital Campaign.

EXPENSES 2013-2014
- Salaries & Benefits $3,302,189
- Administration $432,004
- Campus & Facilities $347,093
- Instructional & Student Programs $248,353
- Other $101,356
TOTAL EXPENSES $4,431,997

2013-2014 GIVING SUMMARY
Unrestricted Annual Fund $304,165
Restricted Annual Funds $291,208
Auction 2014 – Back to Nature $159,376
Centennial Capital Campaign $350,493
Gifts to Park School Foundation of Buffalo $255,615
Auction 2014 Back to Nature $21,000

TOTAL $1,630,857

2013-14 ANNUAL FUND CAMPAIGN
THE HIGHLIGHTS
$304,000 raised for unrestricted Annual Fund – a new record for The Park School!

PARTICIPATION
100% Trustee and Faculty/Staff
77% Current Parents
16 Trustees (100%)
59 Faculty & Staff (100%)
190 Current Parents (77%)
335 Alumni (18%) national average: 6%
129 Parents of Alumni (15%) national average: 8%
169 Friends (Grandparents, Former Faculty/Staff, Foundations)

WHO GAVE TO THE ANNUAL FUND?

WHO GAVE TO THE ANNUAL FUND?

WITH MUCH GRATITUDE,
CAROLYN HOYT STEVENS ’81
Director of Development

On behalf of the Advancement Committee and Development Team colleagues

AUCTION 2014 – BACK TO NATURE
$159,000 total dollars raised (gross) • 562 items sold • 28 event sponsors • 1,410 hors d’oeuvres consumed
$23,000 • Fund-a-Need leaves sold to support STEAM • 1,000 Estimated volunteer hours

INAUGURAL GOLF OUTING
$9,000 raised (gross) • 65 golfers – alumni, parents, grandparents, faculty, and friends • 23 lost golf balls

of Park students participate in school-led community service projects throughout the year.

LEADERSHIP DONORS (gifts of $1000 or more) provide 71% of unrestricted Annual Fund dollars

OTHER DONORS provide 29% of unrestricted Annual Fund dollars

43% of Park students receive TUITION ASSISTANCE, which includes 10 named scholarship funds.

Total hours in 2013-14 of EARTH SPIRIT EDUCATION SERVICES programming across Lower, Middle, and Upper Schools

300 TOTAL STUDENTS from 45 ZIP codes in Western New York as well as countries around the world including China, Germany, Korea, Nigeria, Panama, and Saudi Arabia.

34 ACRES of indoor and outdoor learning spaces including the marsh, pond, trails, outdoor classroom, Hamlin porch, greenhouse, dining hall patio, and picnic tables throughout campus.

2 MILES OF SIDEWALK
20 DOORWAYS
3 PARKING LOTS

for our maintenance crew to plow on campus every snowy day each winter.
Every contribution Park receives is celebrated with gratitude and directly supports our students, faculty, and campus. The generous members of our Mary Hammert Lewis Circle of Leadership Donors demonstrate a profound commitment to the School with their significant gifts in support of Park’s mission and vision.

The following donors gave $1,000 or more in unrestricted gifts for the fiscal year July 1, 2013 - June 30, 2014. We are exceedingly grateful for their support.

The lists shown in bold are members of the Mary Hammert Lewis Circle of Donors whose leadership gifts of $1,000 and above had a tremendous impact on our Annual Fund and other giving campaigns.

Anonymous (3)
Anonymous Fund of the Sacramento Region Community Foundation
Bruce Bard and Susan Chandler Bard
Fung Eng and Carol Hasegawa
Jesse Chase Dann '71

The upper school chorus performs during the Sylos Grabinberg Memorial Concert, May 2014.
We are proud of our long partnership with The United Way of Erie County as a beneficiary of County Fair proceeds since the 1940s. Thank you to the following friends, who donate gifts to Park through the United Way:

Mr. and Mrs. Gregory Conner III
Mr. and Mrs. William Parke D. Roberts Jr.
Auction 2014 was a reminder to be generous! With more than 300 people in attendance, Park’s 33rd annual auction – Back to Nature – sets a new record.

“We were thrilled by the turnout and enthusiasm of our guests,” said Head of School William Fedirko. “Park’s warm community shined through for auction 2014, from the many donations as well as gifts of time and talent, all of which strengthen Park now and for the future. We are extremely thankful for the support of our wonderful sponsors whose early support made a tremendous difference in the success of the event. We are extremely thankful to the following friends of the School: Amogine, Sanchez & Murray LLP, Curtis Sewick Company, Barra Family, Buffalo CBG/CYN, County Line Stone, Eastman Foundation, Ellicott Animal Hospital, Empire Building Diagnostics Inc., F.A.N. & Friends, Jiffy-tite, M&T Bank, M-Power Sales Inc., Merrill Lynch, Cominar Armstrong Group, Mollenberg Halstead Metals LLC, Moxie, Mr. and Mrs. David Cichon, R&B Oil Hop Development LLC, RICOH USA, Inc., Schmitt’s Audi Volkswagen, Sealing Devices Inc., Sonostar Security Systems, Spitzer Group, Todd Company, United Insurance Agency, Inc., and Walla Fargo Advisors.}

**2013-14 DONORS**

**FACTORIAL AND STAFF**

Park’s faculty and staff give so much every day and are truly the heart and soul of the School. Their gifts are a special way for this group to show their belief in Park’s mission and goals for the future. We salute their continued 100% participation.

**2013-14 DONORS – TRUSTEES, FACULTY, AND STAFF**

**2013-14 DONORS – CURRENT PARENTS**
The Park School of Buffalo Foundation manages the School's endowment. Members of the Board include alumni, past parents, and friends who help to grow the assets by encouraging all who care about Park’s long term financial health to make a bequest or establish another type of planned gift to benefit the School.

Park’s total Foundation assets at fiscal year-end, June 30, 2014, were $1.895 million, which is up from $1.642 million in 2013. This growth could be equated to 39% in new gifts and pledges to the Park School Foundation and 6% in earnings and gain on investments. Park’s endowment funds are held at the Community Foundation for Greater Buffalo (CFGB) where they are pooled with more than $300 million in other foundation funds providing our school access to a wide variety of investment vehicles. CFGB’s investment results grew 15.4% last year.

Within Park’s endowment are endowed funds established over the past 40 years to permanently support scholarships and tuition assistance, professional development for faculty, programs benefiting Park’s students and the community, and unrestricted need. The School is grateful to these generous alumni, parents of alumni, former faculty, and others who have established endowed funds to honor Park students and graduates, faculty, and former faculty. These names are now forever associated with The Park School, while at the same time strengthening our community.

If you are interested in learning more about Park’s endowment, contact Carolyn Hoyt Stevens ’81, Director of Development, at 716-839-1243 x104 or cstein@theparkschool.org.

Thank you to those friends who made gifts to The Park School of Buffalo Foundation during the 2013-14 fiscal year. These gifts for endowment funds are a wonderful way to support the School now while ensuring its long-term security.

C. Frederick and Patricia Landenberger
Michael and Margaret Hlastala
Judith Van Liew
Ann P. Bura
Peter Cohen Gelman ’66
Michael and Margaret Hlastala
C. Frederick and Patricia Landenberger
Andrew A. Morrison ’81
Betty Golden Ryan ’48
The Park School would need $6 million in new endowment dollars (at a 5% distribution rate) to provide the purchasing power of a $300,000 Annual Fund.
1912 Legacy Society

Named for the year The Park School of Buffalo was founded, the 1912 LEGACY SOCIETY recognizes those individuals who have included The Park School in their will, trust, or other planned gift. We express our most sincere gratitude to the alumni, current and past parents, grandparents, and friends who have advised us that the School is included in their estate plans. Planned gifts are a significant way to demonstrate your belief in the mission and vision of Park and to help strengthen the School both now and in the future.

If you have made a provision for Park in your plans, please notify us so that we may thank you and recognize you as a member of the 1912 Legacy Society if you choose. For more information, please contact the Park School Development Office at (716) 839-1243 x104 or by email at development@theparkschool.org.

Class of 1925
Jane Balcom Perry (d.)

Class of 1927
James G. Deydt (d.)
Mary Louise Olmsted (d.)

Class of 1931
Charles W. Walker (d.)

Class of 1936
Judith A. Schwellkopf (d.)

Class of 1937
Jane Plimpton Plakias

Class of 1938
Norman Clement (d.)
Leroy S. Wolfe, Jr. (d.)

Class of 1940
Donald R. Hinkley (d.)

Class of 1941
Grace Rammacher de la Plante Brady
Mary Schu Teachen

Class of 1942
Frederic Sanford in the Hubbard (d.)

Class of 1943
Sylvia Lyman Whitcher

Class of 1944
Margaret Taylor Phelps
Esther Potter Thomas (d.)

Class of 1945
Lois Farquharson Hayes
Joy Grady Simpkins
Alice Wadsworth Strong (d.)

Class of 1946
Eugenia M. Seitel

Class of 1947
O. Hubbard (d.)

Class of 1948
John F. Maxon (d.)
Marguerite Moyer Zaborski

Class of 1949
Gordon R. Gross
John H. McDowell (d.)
Marguerite Moyer Zaborski

Class of 1950
Barbara Knous Nicholas

Class of 1951
Sue Barnard Schermer

Class of 1953
Grace S. Metcalf
Amanda Fisk Hobart
Gail W. Stumpf (d.)

Class of 1954
Joanna Brindille Lipking (d.)
Valma F. Rice (d.)

Class of 1955
Robert J. Wilson

Class of 1958
Bruce T. Roeblinger (d.)
Gail Hadlaway Bramer
Timothy J. Finnell
Joy W. Gunzburg
Susan Womer Kazee
Patricia Burns Richardson

Class of 1959
Charles C. Cheney
Leslie Fisher Curtiss
Susan Berryhill Hill
Donald C. & Heather Roberts

Class of 1961
Barbara Brindille
Ann E. Campbell
Margaret Walls Hamilton
Hiary Piper Hart
Scott Moss
Elizabeth Walker Schroeder (d.)

Class of 1962
David C. Brock

Class of 1965
W. Lawrence Buck
Suzanne R. Hirsch

Class of 1966
Patricia Cohen Gelman
Susan Wissngerber
Ann L. Wiley

Class of 1967
Edward Michaels III

Class of 1970
Frank Ritigiano

Class of 1971
Thomas L. Marchschauser

Class of 1973
Mark W. Kamer
Douglas L. Obitz

Class of 1981
David S. Knopp
Carolyn Hoyt Stevens

Class of 1982
Thomas A. Doran
Wendy Newman Pratt

Class of 1983
William W. Pfeiffer

Class of 1984
Donald L. Katz

Class of 1987
F. Dale Wettlaufer

Class of 1993
Amos W. Marvel

FRIENDS
David K. Anderson (d.)
Bruce T. & Patricia Barber
Melissa G. Baumgart
P. Jeffrey Bitch
Mrs. Leonard Brizdle (d.)
Kate Brown & Michael Halberstam
Nan & Wil Clarkson
D. Gregory & Alison Connors
Omar L. & Susanne DeWitt
Holly L. & Eileen Knopp

DAVID K. ANDERSON
“…in 1988, he gifted the entire building and a large part of his private collection to the University at Buffalo which named the gallery ‘UB Anderson Gallery’.

These funds allow donors to support the School they love in perpetuity. Park’s endowment directly supports tuition assistance, professional development, and general needs.

If you are interested in supporting an existing endowment fund at The Park School or establishing a new one in your name or that of a loved one or favorite teacher, please contact Director of Development Carolyn Hoyt Stevens ’81.

JOHN HOLMWOOD McDOWELL came to The Park School in 1943 as a sixth grade student. Many years later, just prior to his death in 2006, he shared that then-Headmaster Mac Dorough Check made it possible for him to attend Park even though his widowed mother could not afford to pay full tuition. He shared this because Park was the beginning of his life. After he passed away, he had also made many philanthropic contributions in his estate plans to show his deep gratitude to Mr. Check and the impact that his Park education had on his life.

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Capital Campaign Update

SCIENCE@PARK

Thanks to many generous donors, we have made considerable progress on our Capital Campaign, Science@Park. With a goal of raising $3.7M to construct a new science facility and implement important technology updates throughout campus, we are pleased to report having raised more than $2.25M to date.

In addition to funds raised from constituents and friends, Park was recently awarded a three year, $120,000 STEAM (Science, Technology, Engineering, Arts and Math) grant from The John R. Ochsen Foundation. This generous grant, along with more than $22,000 in targeted funds raised at Auction 2014, is allowing us to expand our science curriculum to include robotics, biotechnology, and design thinking. In September, we opened a new design lab (see p. 10) complete with hardware and software for students to explore Computer Aided Design (CAD), Computer Aided Manufacturing (CAM), digital sound design, and three dimensional printing. The School is also moving forward on an environmental study of the pond thanks to the generosity of the Hahn Family Foundation. The pond assessment will guide our work to ensure it remains a vibrant part of our natural and educational environment for years to come.

INTRODUCING THE KNOPP-HAILPERN CENTER FOR CAMPUS INQUIRY

Establishing a Center for Campus Inquiry is an integral part of Park’s plans for a new science building. Friends of Dr. Jacky Knopp and Dr. Raoul Hailpern seek to honor them by naming this space the Knopp-Hailpern Center for Campus Inquiry. Former students and colleagues remember them as highly influential teachers who encouraged rigorous thinking in all academic endeavors. The Knopp-Hailpern Center for Campus Inquiry will:

- House the Park School Natural Collection showcasing the flora and fauna found on campus.
- Provide work space for students from partner charter and public schools using Park’s extensive natural resources campus for their study of the natural world.

Please contact the Development Office if you are interested in learning more about the Science@Park Capital Campaign.

CENTENNIAL CAPITAL CAMPAIGN LEADERSHIP

Martin J. Berardi
Robert L. Montgomery, Jr. ’55
Co-Chairs
Melissa G. Baumgart
Gerard L. Cornish
Peter B. Dow ’50
Patricia Cohen Gelman ’66
Gordon R. Gross ’49
Mark W. Kerner ’73
Trudy Mollenberg
Christopher L. Lauricella
Head of School
Carolyn Hoyt Stevens ’81
Director of Development
Julie R. Berrigan
Development Associate & Capital Campaign Coordinator

UPCOMING EVENTS

ALUMNI HOLIDAY PARTY
Saturday, December 20, 2014, 6:00 pm
Just Vino, 846 Main St., Buffalo

ALUMNI BASKETBALL GAME
Tuesday, December 23, 2014, 5:30 pm
Clayton Gym

ATLANTA – REGIONAL ALUMNI EVENT
Thursday, January 22, 2015

BOSTON – REGIONAL ALUMNI EVENT
Wednesday, February 25, 2015

AUCTION 2015 – PASSPORT TO PARK!
Saturday, March 7, 2015, 5:30 pm
Clayton Gym/Dining Hall

MUSICAL – CINDERELLA
Thursday, March 12, 2015: 5:30 pm
Friday, March 13 & Saturday, March 14, 2015: 7:30 pm
Sunday, March 15, 2015: 2:30 pm
Thetria

PARK ORCHESTRA AT KLEINHANS
Saturday, March 21, 2015, 7:00 pm
Mary Seton Room

COUNTDOWN TO COMMENCEMENT DINNER
Thursday, March 26, 2015, 6:00 pm
Dining Hall
All alumni are invited to take part in this Park School tradition. Alumni serve dinner to the senior class, officially welcoming them as alumni.

PPA CHIAVETTA’S BBQ
Friday, May 1, 2015, 3:00 pm
Rich Activity Center

SYLVIA GINSBERG MEMORIAL CONCERT
Thursday, May 14, 2015, 1:15 pm
Clayton Gym

COMMENCEMENT
Friday, June 12, 2015, 10:30 am
Chapin Quad

REUNION 2015
Friday, June 13 - Sunday, June 14, 2015
This year we celebrate classes ending in 0 and 5.

3rd ANNUAL PARK GOLF OUTING
Monday, August 17, 2015
Seneica Hickory Stick Golf Course

OPEN HOUSE DATES
Wednesday, December 10
Thursday, December 11
Sunday, January 11
Thursday, February 19
Friday, February 20
Wednesday, March 18
Thursday, March 19
Monday, May 11
Tuesday, May 12

The Park School Orchestra at Kleinhans Music Hall last spring. Park has performed at Kleinhans eight times in the last 10 years.

The Park School will offer a variety of day camps in 2015. All camps are open to both Park School students and to students from other schools.

For a complete description of each camp, see WWW.THEPARKSCHOOL.ORG/CAMP
2014 College Acceptances and Class Day Awards

The Park School Class of 2014 graduated Friday morning, June 13, 2014. Twenty-seven students received their diplomas at Park’s 92nd Commencement ceremony.

“Yours is also a diverse class, with all of the nuances that difference brings to a group,” said Head of School Chris Lauricella in his remarks. “You have learned the very real life skills of perseverance and determination.”

Commencement speaker and faculty member Charles Wise reflected on humankind’s apparent movement away from civility and common sense in modern American society and toward a culture that is increasingly fractured and anti-intellectual. He challenged the graduates to move beyond their own lives and to make room in their hearts and minds for people who may not share their worldview. He reminded the gathering that, “we do not care as much about what you think, as we do about why you think it.”

In his remarks, class president August Howell said, “I’m proud of us as a whole for the immense growth we’ve all gone through, and what growth comes with growing pains, there is nothing that put our class down.” He also snapped what is the first Park School commencement “selfie” ever during his address.

The Class of 2014 has been accepted to 61 colleges and universities. We wish them well!
From the Park Alumni Association President

JOE McMahan ’83

The 2013-14 school year was a great year for the School in many ways. As you have read in other parts of this Pioneer, a renewal was set for the Annual Fund, enrollment is up significantly, and substantial progress has been made in the Science/Art/Capital Campaign. It was also a very successful year for the Alumni Association. We had a full schedule of events, added a few new ones, and expect to build on that momentum this year.

As President of the Park School Alumni Association, I am thrilled to be able to engage with many of you in a variety of ways. One of the most enjoyable things I get to do is notify recipients when an award has been bestowed upon them. This past year I was honored to be able to call Jerry Jacobstein ’59 and Mark Karrer ’73 to tell them they had been elected into the Park School Sports Hall of Fame (see page 36). Each had wonderful experiences to share about their experiences on the fields and courts at Park, and how those experiences shaped them into the successful people they are today. If you are planning to attend Reunion next June or in the future, I strongly recommend that you come a bit early so that you can enjoy some of the wonderful things I get to do.

We have worked hard to come up with a number of great ideas in ways in which we can build a stronger Alumni Association. These include creating an alumni job board (to post job openings, to seek employment, and to offer internships for our students) and creating new and exciting local events across the country. The Development Office sends out a monthly Notes to keep everyone up-to-date on what is happening at Park!

With all that said, we can use your help. If you have a bit of time and would like to re-connect with the School, we would welcome your assistance. We need help archiving photos, finding lost alumni, and organizing alumni events. Please contact me, or Carolyn Hoyt Stevens ’81 (cstevens@theparkschool.org) and let us know you’d like to become involved!

I’m looking forward to another great year and hope you are too!

The charitable support of dedicated parents, alumni, and friends like you has benefitted thousands of Park School students since Park’s founding 102 years ago.

Last year, we exceeded our Annual Fund goal by raising $304,000 and we want to continue that wonderful growth this year. Won’t you help?

Show your love for Park by making a generous gift today. Contact the Development Office at (716) 839-1243, x130, or donate online on our quick and secure giving page at:

THEPARKSCHOOL.ORG

The second annual Golf Outing, held at Seneca Hickory Stick Golf Course in Lewiston, was a huge success. This year’s winning foursome included Chris Berardi ’03, Marty Berardi, Evan Smith ’03, and Kody Spagno ’93.

Many thanks to our kind sponsors Marty and Sarah Berardi; cocktail hour sponsor Curtis Screw Company; beverage cart sponsors Princeton Equity Partners; and putting contest sponsor Native Pride-Tirol Park, as well as the following tee sponsors:

- AAA of Western and Central New York
- Allied Mechanical
- Amigone Sanchez & Mattrey
- Audubon Machinary
- Elliott Small Animal Hospital
- Federgrau, Pfeifer & Kubitski, CPA, PC
- Gerry and Michelle Cornish
- wheels

The fundraiser netted nearly $9,000. Part of the proceeds will go toward improvements to the fitness center in the Rich Family Activity Center. Nearly one hundred alumni, faculty, parents, and friends of the School participated in what has become an eagerly anticipated annual event.

SECONd ANNUAL GOLF OUTING – A GREAT SUCCESS!

The fundraiser netted nearly $9,000. Part of the proceeds will go toward improvements to the fitness center in the Rich Family Activity Center. Nearly one hundred alumni, faculty, parents, and friends of the School participated in what has become an eagerly anticipated annual event.

The Park School Alumni Association meets throughout the year. Meetings are a great opportunity to catch up with one another and to be an active participant in planning Alumni Association activities. We encourage you to join us at any of these Alumni Association meetings. Your participation and input is invaluable and will make each alumni event even more successful. Be sure to check out all of the events happening at Park this year on page 31!
Reunion 2014

More than 150 alumni, former faculty, staff, and friends returned June 13-15 for Reunion 2014. Alumni from 1949 through 2014 gathered to honor members of classes from years ending in “4” and “9” along with the members of the Class of 1964 who celebrated their 50th Reunion.

Jerome Jacobstein ’59 and Mark Karrer ’73 were inducted into The Park School Sports Hall of Fame on Saturday, June 14, 2014.

Jacobstein, a four-sport athlete at Park, captained the boys tennis, basketball, and soccer teams, and also participated in track. “As a Park senior, Jerry was the archetypal student-athlete. His principal focus was scholarships, but he also demonstrated great heart and skill contesting on the playing field for team and school,” said classmate and basketball co-captain Stephen Cary ’59.

“It’s a great honor,” said Jacobstein. “For me, the most important elements of my Park School experience were the sense of community, the quality of education in the broadest sense of that word, and the sense of fairness that was instilled in us by the sports program, the faculty, and the school environment.”

Jacobstein received his MD from the University of Pennsylvania School of Medicine in 1967 and was a nuclear medicine specialist in the Philadelphia area for many years.

The son of headmaster John Karrer, Mark Karrer was an outstanding athlete during his Park career, playing varsity soccer all four years of high school as well as basketball and tennis, and serving as a captain or co-captain on many teams.

“When this campus as his training camp, it’s not surprising that Mark grew up to be an outstanding athlete,” said classmate Julie Knopp ’73 in her introduction. “Mark shined on the soccer field – the field he now named in his father’s memory – where he was co-captain in his sophomore year and All CUPS his junior year. As a senior, Mark was named to the All State Team by the National Soccer Coaches Association, a tremendous honor for a player from a school with such a small enrollment.” He went on to receive All-American honors for his play on the University at Buffalo men’s soccer team.

“No one could be more deserving of this honor,” affirmed his classmate, Randy Benenson ’73. “Even though you were much better than all of us in every sport, you were the perfect teammate that made us all feel equal.”

Karrer thanked his coaches and teammates, as well as his mother, Mary Karrer. “I grew up on this campus,” Karrer said. “It was an incredible experience and privilege to have Park as my backyard and to have the opportunities I did. I am honored to receive this award tonight and pleased to still be so connected to Park today.”

Karrer has remained involved at Park by supporting its sports programs in a number of ways over the years, most recently by leading the effort to have Coach Herb Molin induced into the Greater Buffalo Sports Hall of Fame in October 2013. Karrer is owner and president of M-Power Sales, in Clarence Center.

Pioneer Award

THE ELSTER-GOLDSTEIN FAMILY RECOGNIZED FOR COMMITMENT TO THE PARK SCHOOL

The Park School of Buffalo presented the 2014 Pioneer Award to members of the Elster-Goldstein family in recognition of their long, generous, and strategically important support. The award was presented to Sydney Elster Goldstein ’54, her son Doug Goldstein ’77, and daughter Amy Gerome-Acuff ’73 at Reunion 2014.

The Elster-Goldstein family started supporting The Park School more than 50 years ago and has been involved in growing the School ever since. Their generous support has helped fund the Rich Family Activity Center and its fitness center as well as the Dining Hall. They have also enthusiastically embraced the Science@Park campaign, which will result in the construction of a state-of-the-art science building and the Knopp-Halpern Center for Campus Inquiry. Most notably, the family created the Elster Music Fund, which has provided an opportunity for all students to have access to both a violin and to Max Zelikman, who brings those violins to life with individual lessons and wonderful orchestra performances.

“For more than 50 years of generous support, the Elster-Goldstein Family Foundation has continuously strengthened the School, with generations of Park students benefiting from this support,” said Head of School Chris Laucella. “They have had a profound impact on our community and it is a pleasure to honor them in this way.”

“I am passionate about education,” wrote Amy in a letter to the School. “I have never lost the desire to learn, and I have tried to instill that desire in my own children and, by supporting The Park School, I hope to fuel that desire in others. Today’s students are tomorrow’s leaders, and it behooves us to help them attain the best education possible.”

Doug added, “Looking back, it was Park that instilled the quality of self-expression and continual questioning, and gave me the confidence to speak up knowing that I would be listened to. Park allowed me to choose my own path through life, the one best suited for what I wanted to do. It was the perfect place for me to learn and grow. As part of the Elster Foundation, we enjoy giving to Park to allow others to have the same opportunities that our family had.”

The Pioneer Award was instituted in 1969 by then headmaster E. Barton Chapin Jr. as a way to recognize outstanding members of the Park School community who have done a great deal for the School.

LEF T: Alumni Senior Award winner Julian Frizelle ’14 and Alumni Association President Joe McMahon ’83.

Search this QR code with a smartphone or tablet or visit theparkschool.org/pioneeraward to watch a video about the Elster-Goldstein family.

Dr. Jerome Jacobstein ’59 and Stephen Cary ’59

Dr. Jerome Jacobstein ’59 and Julie Knopp ’73

Mark Karrer ’73 and Julie Knopp ’73

THE PARK SCHOOL OF BUFFALO

1912

S A V E T H E D A T E F O R R E U N I O N 2 0 1 5

June 12 & 13, 2015

F R I D A Y , J U N E 1 2

10:30 am
Commencement

Evening
Class parties for years ending in 5 and 0

S A T U R D A Y , J U N E 1 3

3:00 pm
Alumni Association Meeting

4:00 pm
Campus Tour

5:00 pm
Sports Hall of Fame Induction Ceremony

6:00 pm
Reunion Dinner

Contact Erin Fitzgerald at ofitzgerald@theparkschool.org or 716-839-1243 x103 for more information about Reunion 2015 or visit www.theparkschool.org/reunion.

THE  E L S T E R - G O L D S T E I N  f a M I ly R E C O G N I Z E D

P R O F O R M C O M M I T M E N T T O T H E P A R K S C H O O L

Contact Erin Fitzgerald at ofitzgerald@theparkschool.org or 716-839-1243 x103 for more information about Reunion 2015 or visit www.theparkschool.org/reunion.

THE PARK SCHOOL OF BUFFALO

1912

E R I N  F I T Z G E R A L D

Chapin Jr. as a way to recognize outstanding members of the Park School community who have done a great deal for the School.

THE PARK SCHOOL OF BUFFALO

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THE PARK SCHOOL OF BUFFALO

1912

E R I N  F I T Z G E R A L D

Chapin Jr. as a way to recognize outstanding members of the Park School community who have done a great deal for the School.
CLASS OF 1959:
John Nitterauer, Jerry Jacobstein, Steve Cool, Barry Phillips

CLASS OF 1964:
Rob Higgins, Ted Nitterauer, Chris Eggakston, Jessica Wolf Schultz, Jim Derick, Judith Pagley, Warren Liddle, Sarah Roberts Stowe, Sharon Greenfield, Bob Jacobstein

CLASS OF 1969:
Mary Dancy, Frank Rikoligos, Jerry Wood

CLASS OF 1970:
Peter Alt, Lewis Mancini, Richard Liputz, Ken Hal

CLASS OF 1974:
Amy Holten, Jared Dobbs, Rocky Rockwell, Kit Prine, Wes Stone, Chicken Hollin Stone, Clay Chayney, Wendy Crichton Maloney ’75

CLASS OF 1979:
Lisa Damiani, Barbara Weinstein Seidner, Leslie Willet Bardak

CLASS OF 1984:

CLASS OF 1994:
Don Culture, Stephen Drossell, Bill Walsh

CLASS OF 1999:
Joel Moore, Rachel Huan Tung, Jane O’Shea, Maggie Gallagher Gochfrid, Evan Berendson

CLASS OF 2004:
Rob Baker, Kate Fass Park, Andrea Berardi, Erin Holtz

CLASS OF 2014:

WHERE ARE THEY?

Do you know the whereabouts of any of our “lost” alumni? The alumni listed below are members of classes celebrating reunions this year, and we want to invite them.

If you know how we can reach someone on this list, please contact the Development Office, 716-839-1243 x130 or email alumni@theparkschool.org. Thank you for helping us keep all Park School alumni connected!

Alumni can update their contact information by visiting www.theparkschool.org and clicking on Alumni.
In Memoriam

Evelyn Aklwimi
July 20, 2014
Mother of Derick ‘81 and Edward ‘84
Grandmother of Evelyn ‘22 and Marianne ‘23

Marie Battaglia
March 16, 2014
Mother of Margaret Battaglia ‘14
Mother of Coach Michael Battaglia

Warren Bennis
July 31, 2014
Former Trustee

Calvin Brady ‘71
August 19, 2013

Margaret A. Brown ’58
October 11, 2014

Rumsey Clark
August 30, 2014
Son of Cameron Clement Clark ’67

Philip Coletti
December 5, 2013
Grandfather of Liam Perry ’19

Lawrence E. Davis ’72
January 5, 2014
Brother of Jeffrey Davis ’75

Joyce Ann Doyle
June 6, 2014
Mother of Wendy Doyle Skora ’78 and Betty Doyle Levy ’83

Peter Flickinger
January 25, 2014
Father of Heather Flickinger Byrne ’84 and Peter Flickinger

Charles Frazier
January 25, 2014
Grandfather of Elia ’20 and William Rosen ’23

Patricia Garman
January 1, 2014
Grandmother of Lucas ’10, Clayton ’12, and Gabrielle ’16 Baumgart

Nancy Pompanzi Golden ’42
September 8, 2014

Toby Grady Goodyear ’51
April 16, 2014
Sister of Joy Grady Simpson ’45

Germaine Kefnergev Esh ’44
October 30, 2012

Charles J. Hahn
October 11, 2014
Grandfather of Calypso Sky Hahn Mauer ’17

Sharon Horvath
April 5, 2014
Mother of Brian Horvath ‘90

Claire Lisette "Patt" Heyl Hubbard ’51
December 7, 2013

Kathryn Hyde ’67
December 13, 2013
Sister of George Hyde ’76

Diane Irvine
April 16, 2014
Mother of DeWitt Irvine ’77

Frederick N.C. Jerald III
April 16, 2014
Father of Holly Cox Jerald ’95

Robert Johnson
December 9, 2013
Father of faculty member Matt Johnson

W. Lawrence Kimber
Father of William Kimber ’61, Susan Kimber Koist ’63, and Margaret Kimber Hartch ’71

Harry F.M. King II ’47
February 7, 2014

David Koch
September 18, 2014
Father of Tristan Koch ’13

Joanna Brindlee Lippling ’54
February 1, 2014
Sister of Barbara Brodie ’61

Wilber Martin
October 25, 2014
Father of Congressman Richard Z. ’01, Heather Zillig Binkowski ’03, Ryan Zillig ’07, and Brooke Zillig ’10

Walter Maunz ’55
April 5, 2014

Diana Olear
January 24, 2014
Wife of faculty member, Max Zelikman

Stasia McDowell
November 8, 2013
Wife of John H. McDowell ’49 (d.)

Dr. S. Harvey Mudd
January 21, 2014
Husband of Marion Henisch Mudd ’47

Edward V. Regan
October 18, 2014
Husband of Susan Ginberg Regan ’65

Nancy Lattimore Robbins ’61
April 1, 2013

Lenore Rubin
July 24, 2014
Mother of Renee Hauver ’74

Larry Schoenberg
May 7, 2014
Husband of Barbara Brodie ’61

Lois V. Siggelkow
September 5, 2014
Mother of Richard ’72 and James ’73 Siggelkow

John Wadsworth
September 14, 2014
Husband of Linda Kittering Wadsworth ’56, Stepfather of Pamela Nichols Murasso ’81

Lillian Wilson
August 28, 2014
Wife of C. Teamann Wilson ’41

Howard Yood
April 12, 2014
Father of Michael Yood ’80

Frank Zeplowitz
October 7, 2014
Father of David Zeplowitz ’82

We extend our condolences to the friends and family of these alumni and friends of the School.

December 2013 – October 2014

Class Agents

Class Agents are important to Park’s alumni efforts, serving as a direct connection between classmatelsh and the School. Strong relationships between Park and its alumni depend upon an effective Class Agent program. The responsibilities of a Class Agent are simple and require only a modest commitment: send email updates to your class with Park news, help locate "lost" alumni, and attend alumni lunch club and School events. If you are interested in serving as a Class Agent (even if your class already has one), please contact the Development Office at 716-839-1243 x130 or alumni@theparkschool.org. There are gaps to fill as you will note in the list that follows.

JOE HEUSSLER came back to campus Thursday, February 20, 2014 to discuss “How to Break into the Entertainment field. He is the Music Director & Afternoon Drive Host at 98.5 FM in Buffalo and is the youngest Music Director in the United States.

The Series, which is co-sponsored by the Park Parents and Alumni Associations, will commence its third season later this year.

WANT TO BE IN THE KNOW about the upcoming Class Agent Series, or have a suggestion for a potential speaker?

Send an email to missy.kaster@parkschool.org or call 716-839-1243, x138.

Alumni Speaker Series

Park welcomed back two members of the class of 2008 for the second session of the Alumni Speaker series.

JUD JOYCE

40 | PARK PIONEER | ALUMNI

Thank you for your support of the Park School. We extend our deepest gratitude to the community for making this possible.

JUD JOYCE
54 – Mary Mols writes, “My son, Joe, and I are entering our 7th year in business manufacturing and selling Murphy Beds in the Pacific Northwest.

166 – Dan Cox, Owner and President of Caffee Enterprises, gave the keynote speech at the National Automaker/Marketing/Associates’ Coffee, Tea & Water convention in November 2013 in Dallas. The address was titled “How Hot is your Coffee Business?” John Nashit is retired and living life with his wife Sue in Florida. Lois Imrich writes, “All is well in the Imrich family. I will be retiring from the U.S. Navy in June 2015, ending a 30 year career in the reserves as a flight surgeon! I still have my practice in Williamson, working at Blue Cross/ Blue Shield as a Medical Director, and am on the Scientific Staff at the Erie County Sheriff’s Office. Pam, (5), and grandchilden (4) all well!”

167 – Joe Allen writes, “I would like to thank all the alumni who keep in touch – it means so much!”

1962 – Brooke Sullivan Tate is the accountant manager at the New Hampshire SPCA. Lynne Duran writes, “Back to the mountains with my wonderful partner Michelle Macy.”

1963 – Wendy Caldwell Maloney’s watercolors were displayed in an exhibition at The Village Glen, Williamson, in September. The two day exhibition, “nature becomings” featured Wendy’s watercolors and photographs by local photographers.

1964 – Gary Mols writes, “My son, Joe, and I are entering our 7th year in business manufacturing and selling Murphy Beds in the Pacific Northwest.

1965 – Carl Kaleff ’73 and David Bunis ’73

1965 – David Bunis and Carl Kaleff have had a great time catching up during Doni’s recent visit to the Seattle WA area.

1965 – Bob Wilson writes, “I have just returned from a wonderful 3-week trip to Israel and Jordan. I am still enjoying the Florida sunshine and life here in The Villages, golfing and playing with my friends. I am thinking of all my Park School friends as the snow falls on the campus.”

1961 – Margaret Walls Hamilton says, “My husband and I have enjoyed meeting people from all over the world who come to see the rare Abaco parrot which lives on our remote property.

1962 – Dr. Marshall Fagin, appeared on local television shows, old dailies and Winging it to discuss “Prosthodontic Awareness Week” and how dentists help the needy in the community. He also received a Mayoral Proclamation from Buffalo Mayor Byron Brown.

1964 – Gary Mols writes, “My son, Joe, and I are entering our 7th year in business manufacturing and selling Murphy Beds in the Pacific Northwest.

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1967 – Joe Allen writes, “I would like to thank all the alumni who keep in touch – it means so much!”

1962 – Alana Rosen Tate reports, “I joined the Knoxville Museums of Art as the coordinator of the Art Academy program in 2014, having previously been an instructor for the Art Academy since 2002. I have worked as an art and special education teacher in Lenor City, TN since 2003. I am a member of the Board of Directors of Antrim Spectrum as well as a member of the Board of Directors for VSA/Tennessee. We provide creative and recreational opportunities for children and adults with Autism Spectrum Disorders (ASD) and promote awareness of the way people with ASD can contribute to communities.”

1965 – Bob Rich’s company, RMRM Lagomars, has opened its sixth office in the Tampa Bay (FL) area. Rich started the company 11 years ago with first-year revenues of $700,000. His firm anticipates 2014 revenue to be in excess of $365 million.

1960 – Andrew Roberts received his masters in education from the College of William & Mary in May 2014.

1990 – Andrew Roberts ’90

1991 – Wayne Brown and wife, Christine, welcomed their second daughter, Margaret Abigail, on October 13, 2014.

1992 – Alana Rosen Tate’s reports, “I joined the Knoxville Museums of Art as the coordinator of the Art Academy program in 2014, having previously been an instructor for the Art Academy since 2002. I have worked as an art and special education teacher in Lenor City, TN since 2003. I am a member of the Board of Directors of Antrim Spectrum as well as a member of the Board of Directors for VSA/Tennessee. We provide creative and recreational opportunities for children and adults with Autism Spectrum Disorders (ASD) and promote awareness of the way people with ASD can contribute to communities.”

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1990 – Andrew Roberts received his masters in education from the College of William & Mary in May 2014.
2006 – Sean Linehan and his wife Callie welcomed Henry Dana Linehan to their family on September 28, 2014. They live in Burlington VT.

2007 – Melissa Schreiber was named Program Director and Assistant Principal at Hebron High School in Buffalo in September 2014. Andrea Baze graduated from SUNY College at Buffalo with a major in science education (exceptional education). She is currently a teacher’s assistant in Alden (NY) Primary School while she pursues a full time position.

2008 – Ned Eskew has published his first article in a professional journal. “Damage Assessment of a Building Subjected to a Terrorist Attack” was published in Advances in Structural Engineering, Volume 17, No. 1, 2014. Ned received his BS in Civil Engineering from Clarkson University. He is currently working toward his PhD in Structural Engineering at the University of Connecticut, where he is investigating ways to make buildings, bridges, and other infrastructure more able to survive terrorist attacks and natural disasters. He serves as President of the Engineering Grad Student Association. He is working on a project that brings high school kids to campus to do science and engineering experiments. “I launched from Park and has been going strong since. Thank you all!” said his mom, Kate Eskew, in sharing the news. Sarah Giancola recently competed in the Lightweight Women’s Quad Sculls world championship in Amsterdam, The Netherlands. She and her team are hoping to make it to the Olympics.

Judy Heusler has received numerous awards this year as Music Director at Kuu 98.5 in Buffalo, super his proud grandparents, Bud and Ginger Heusler.

2009 – Jeremy Wadsworth is now an Associate Financial Analyst at Landmark Wealth Management in Buffalo, living in Elmhurst Village, and happy to be back in Western New York. Lily Keane and Columbia University teammate Kellie Solowka of Hamburg won the Canadian Henley U-23 Women’s Pair in August 2015. In September, Lily moved to Cambridge, MA. She graduated in February, 2014 from Lausanne Academy, a Boston-based software developer boot camp, and accepted a position as a Software Engineer at AlfradHarmonics in Cambridge. Lily now rows for Riverside Boat Club in Cambridge. Natalie Fraize is studying for her master’s degree in Mental Health Counseling at Philadelphia College of Osteopathic Medicine.

2010 – Emily O’Hara graduated from Pace University May 10, 2014. As Senior Class President, she spoke on behalf of her class at the Commencement. Harry Lipsitz graduated from Peter Pan University in May 2014 with a BA in cinema and digital arts with a concentration in producing. Harry reports, “I am working on marketing a feature film I helped produce that will soon be debuted and in slated to hit the film festival circuit. The feature is entitled That A Stranger How Much I will be bringing this film to Buffalo along with a screening of the short film I completed as a senior thesis, Buffalo Chicken Wigs around the holidays. I plan on moving to New York City in early 2015 and hope to work in film or television.” Hillary Konitsch graduated early from Xavier University (Cincinnati) and is now completing her second semester at Xavier’s graduate program in Occupational Therapy.

2011 – Kevin Gao is attending SUNY Fredonia. Dylan Ratigan will graduate in December 2014 from University of Delaware with a degree in Flight Operations. He is currently a flight instructor at the university and plans to continue teaching students how to fly after he graduates. Nelquan Jones is studying music management at Manhattanville College and interning with EPC Records in New York City. Madonna reports, “I am working on my senior project in May or June, the film entitled ‘This Is Not a Love Story’. I have been writing and directing the film for a year and a half. The film is about a young woman named Taylor who is trying to find love in New York City. It is a story about coming of age, love, and the power of words. I am working on the editing and post-production stages of the film.”

2012 – Paul Fix III is studying International Business at Marist College. He has studied in Prague, Berlin, Spain, and France. He studied Shakespeare in England and interned in New York City last summer. Logan Montone is studying economics at the University of East Anglia in England. She will return to Goucher College in Baltimore in the spring of 2015.

2013 – Laura Grant ’09 recently moved to Portland, OR and is finding it very exciting. Their son Scott ’89 lives about 20 minutes away. Don Grace writes, “Sending all my best wishes to the Park School community...”

2014 – Paul Fix III is studying International Business at Marist College. He has studied in Prague, Berlin, Spain, and France. He studied Shakespeare in England and interned in New York City last summer. Logan Montone is studying economics at the University of East Anglia in England. She will return to Goucher College in Baltimore in the spring of 2015.

Former Faculty – David and Diana Bower recently moved to Portland, OR and are finding it very exciting. Their son Scott ’89 lives about 20 minutes away. Don Grace writes, “Sending all my best wishes to the Park School community...”

Catherine and I were delighted to join in the 100th Commencement. We are always pleased to hear your news! Please let us know about new family members, weddings, degrees, jobs, and more! Email your news to alumni@theparkschool.org.

DO YOU HAVE A PARK SCHOOL TIE OR HOODIE? HOW ABOUT A GOLF UMBRELLA OR BASEBALL HAT?

If not, you can order one online, along with a full array of merchandise. Visit www.theparkschool.org > alumni > parkestore.

CALL FOR NEWS

Show Off your orange and brown!
THE PARK SCHOOL MISSION STATEMENT

The Park School engages the whole student in a diverse and creative community that nurtures the joy and responsibility of active learning in all, from our youngest learners to our graduates, who leave with the skills essential to college success and the confidence to serve and lead.