

# Park Pioneer

THE MAGAZINE OF THE PARK SCHOOL OF BUFFALO | 2014



GROWING OUR  
MIDDLE SCHOOL

Common Sense vs.  
the Common Core





# Park Pioneer

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The Park Pioneer is published by the Development Office of The Park School of Buffalo. Please send your comments to [development@theparkschool.org](mailto:development@theparkschool.org).

### LEGACY STUDENTS

Park is proud to serve generations. Legacy students are the children and grandchildren of Park alumni.

#### FRONT ROW:

Joshua Latner (grandson of Judy Stein Chick '60), Talia Cerrato, Myles Cerrato (children of Marnie Benatovich Cerrato '90), Ella Stevenson, Van Stevenson (children of Wende Mollenberg Stevenson '97), Nadia George (daughter of Stephan George '97), Mia Koessler (daughter of Lisa Gelman Koessler '93, granddaughter of Patty Cohen Gelman '66), Finnegan Cook (son of Collin Cook '93), Colton Sprague, Bristol Sprague, Carter Sprague (children of Kody Sprague '03), Calvin Higgins, Erik Higgins (sons of Tripp Higgins '90)

#### MIDDLE ROW:

Chris Wadsworth (son of David Wadsworth '78), Connor Levin (son of Todd Levin '86), Cary Killeen, Oliver Killeen (sons of Allthea Killeen '66), Holly Stevenson (daughter of Wende Mollenberg Stevenson '97), Maggie Parke (granddaughter of David Parke '46), Evelyn Akiwumi (daughter of Derek Akiwumi '81), Summer Harris (daughter of Savannah Harris '91), Marianne Akiwumi (daughter of Derek Akiwumi '81), Jo Stevens, Mia Stevens (daughters of Carolyn Hoyt Stevens '81), Sydney Pfeifer (daughter of Bill Pfeifer '83), Erika Barnes (daughter of Kerima Callahan Collier '81)

#### BACK ROW:

Will Derrick (son of Bill Derrick '68), Flora Kraatz (daughter of Leah Glickman '84), Robert Parke (grandson of David Parke '46), Aidan Powell, Oliver Powell (sons of Steve Powell '81), Eli Swing (son of Pam Glick '74)

THE MAGAZINE OF  
THE PARK SCHOOL OF BUFFALO

FALL 2014

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COVER PHOTO: Fifth grade teacher Nicole Marchewka and Chloe Regan '22 walk to the Opening Day Assembly, September 8, 2014



# My Child is Not an Experiment

## Thoughts on the Common Core

CHRIS LAURICELLA  
HEAD OF SCHOOL



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 receiving from families concerned with Common Core assessments and inquiring about how Park might offer a different experience for their son or daughter.

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 midcentury economic models. But as the *Space Age* ramped up – and then gave way to the *Information Age*, and then the *Digital Revolution*, 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 latest, *Common Core State Standards*. Each reform has come and gone in pendulum arcs tied to the politics that created them with seemingly very little lasting effect on student outcomes. Meanwhile, Park has plugged along for the last century following and refining the same Progressive mission that was central to our founding.

### THE LATEST EXPERIMENT: COMMON CORE STATE STANDARDS

Despite my pride and background in public education, I have chosen a life in independent schools. I sometimes struggle with this decision as a citizen, but never as a parent. I know I'm not alone in this. Years ago I worked with a fairly well-known advocate for equity and inclusion who had his child at my Boston-area independent school. It seemed incongruous to me, given his passion for equity and justice, that he had his child enrolled at my school rather than a public school. When I asked why, he replied: "Because 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 feel 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.

### COMMON CORE STANDARDS AND ASSESSMENTS

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 standards have been problematic. Even the most carefully designed standards are only as effective as the tests that measure how well students have achieved them.

As the Common Core State Standards were being developed, two multi-state consortia — the Smarter Balanced Assessment Consortium (SBAC) and the Partnership for Assessment of Readiness for College and Careers (PARCC) — won federal grants to develop Common Core tests. In New York, the tests that are currently being piloted to assess student achievement within the Common Core Standards are aligned with the PARCC frameworks, and were designed by Pearson and ETS, two well-known testing firms. It is these tests that are causing much of the public pushback and concern around the Common Core Standards.

### UNINTENDED CONSEQUENCES

I assume that all the parties involved with developing the Common Core Standards and its assessments have the best of intentions and the purest of motives. While this approach willfully sidesteps an examination of the effect that billions of dollars of federal money might have on all of the players involved in the process, it does allow me to focus on the unintended consequences that have emerged during Common Core's introduction in New York State.



ABOVE: Lower school students learning math concepts by studying pumpkins!

LEFT: Upperschool students study trigonometry with math teacher Matt Garazzo.

**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

subjects to the detriment of other subjects, including science. Given the feelings of importance and urgency attached to the assessments the nature of instruction also seems to be changing, with less emphasis on multi-part, experiential 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 STANDARDS HAVE BEEN PROBLEMATIC"**

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 – with its high percentage of students for whom English is a second language – 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 in the measurement, anxiety among students and their families, and confusion for teachers.

**High Stakes.** A variety of systemic outcomes – such as funding, teacher evaluations, and school ratings – are either perceived to be or actually attached to Common Core testing results. For students, teachers, and administrators, this creates the feeling that these tests are very important summative assessments, rather than formative "check-ins" of student learning.

**Good Data?** Currently there is substantial time lag between when students are tested 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

### 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 Hammett Lewis, who in turn founded a school with a mission that puts 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.

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 is best assessed.

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 into the

*continued on page 4*



system, encounter various standardized methods to shape their learning and understanding, and emerge from the system with a somewhat uniform understanding of the content that was taught and a similar level of proficiency with the skills that were being developed. The system's understanding of students' skill and content acquisition is also assessed through a series of standardized assessments.

The problem is the word "standardized." For a manufacturing model to be successful, all of the elements in the production line must be the same. The Model T would not have been possible if Henry Ford used four different sized tires when building it. Overlaying this template on education is problematic because, as any parent with more than one child can attest, there is a huge variation from one child to the next. In the current public school concept, these very different children are all asked to meet the demands of the system to the best of their abilities and in roughly the same way, which will then be measured with the same yardstick – a standardized assessment.

**"A PARK EDUCATION REMAINS FLEXIBLE ENOUGH TO CONFORM TO THE NEEDS OF OUR STUDENTS, RATHER THAN ASKING OUR STUDENTS TO CONFORM TO THE NEEDS OF THE SCHOOL."**

Park is built on a different premise, which assumes that all our students are individuals who may need slightly different approaches. In this concept of school, a Park education remains flexible enough to conform to the needs of our students, rather than asking our students to conform to the needs of the School. This is a Socratic 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 student learning in this way. When left to their own devices, good teachers are the best judges of whether 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 that we are realizing our mission. This balance occurs within a free market, such that when we demonstrate we are trustworthy, we are rewarded with robust student enrollment and generous philanthropic support. This trustworthiness is based on demonstrable student outcomes such as their ability to think and communicate effectively and behave honorably. Perhaps our ultimate accountability is the exceptional preparation and placement of our graduates (all of whom are college-bound), and a century's worth of alumni who have parlayed their Park School education into meaningful and successful lives.



Lower school students use iPads to identify birds in the Judith Ehrenreich Keller '55 Bird Sanctuary.

Public systems of education seem to be on a different path, with each reform effort providing increasing authority to state and federal entities to dictate standards and assessments, which is in turn driving curriculum and pedagogy. It seems to me that the net effect of these reforms has been to undermine the autonomy of classroom teachers in these systems, who are the very people who are most expert in teaching and learning. Likewise, the system of accountability that has developed along with these reforms seems to have very little to do with community or trust.

Perhaps this is the reason why so many educators – public school teachers and college professors alike – choose to send their own children to Park.



Scan this QR code with a smartphone or tablet or visit [theparkschool.org/commoncore](http://theparkschool.org/commoncore) to watch a video of the panel discussion.

## NEW TO THE BOARD

TODD L. LEVIN '86 AND KATE BROWN ELECTED TO BOARD OF TRUSTEES



**TODD LEVIN**, a member of Park's Class of 1986, is the owner and president of Niagara Metals, a direct steel mill shipper specializing in purchasing and recycling all types of ferrous and nonferrous scrap metal.

He attended Park from sixth through twelfth grades, and his son, Connor, is a member of the Class of 2016. A 1990 graduate of the University of Hartford, Levin is active on several other boards in Western New York, including Mercy Flight of Buffalo, Heart Love and Soul, and the Institute of Scrap Recycling Industries. He is a past board member of Buffalo Hearing and Speech Center and the local chapter of the March of Dimes.



**KATE BROWN**, an adjunct professor of English at the University at Buffalo and parent of twins, Max and Anna '24. She has served on a variety of committees at Park. These include Advancement, Development, and the

Social Committee in addition to working on several research projects for the School. She serves on the Board of Directors for the Brown Family Foundation which focuses on research on orphan diseases and supports educational projects for underserved communities in Cleveland, Ohio. She has also published several articles in a variety of scholarly journals.

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## The Board of Trustees

### FROM THE PRESIDENT

#### BOARD PRESIDENT MELISSA BAUMGART REFLECTS ON HER CHILDREN'S EXPERIENCES AT PARK

*Editor's note – Board President Melissa Baumgart and her husband, Allan, have three children who have attended Park: Lucas '10, Clayton '12, and Gabrielle '16. We asked her to reflect on the unique experience that each of her children has had as a Park School student.*



We came to Park after Lucas finished second grade. Lucas is our first child and choosing a school was new to us. We sought an environment that would bring out his best as well as one that would challenge him. We felt that if he turned out to be an "average" student academically, he would be less likely to become lost in a smaller private school. We also sought a diverse school where he could be part of a community of children from different backgrounds and experiences.

We looked at every school we could possibly find. Our search came to an end when we discovered The Park School. Our decision was made. While all the schools we considered gave us the impression that our children would receive a quality education, it was the intangibles at Park, the gut feeling a parent gets, that brought us here.

Our relationship with Park began when Lucas was in third grade and Clayton was in first. Lucas blossomed immediately. He had experienced some anxiety issues relating to school toward the end of second grade, but his third grade teacher, Chris Downey, turned things around and Lucas became the learning "sponge" that he is today. There was always a teacher encouraging and supporting him. It became natural to have Lucas challenge himself to accomplish more, driven by his desire to please his teachers, and not so much Mom and Dad.

Clayton is the child for whom everything comes easy. He preferred soccer over academics, yet he got all A's. His teachers recognized his abilities in math and accelerated him throughout middle school. Math teacher Tammy Giancola worked with him over the summer after 8th grade so that he could skip Algebra and double up on Algebra II/Trigonometry and Geometry his freshman year. As a sophomore, Park made it possible for him to take two science classes and AP Calculus. As a junior he took multivariable Calculus, and as a senior, math teacher Will Fedirko created a full year of one-on-one upper level college coursework. Park made Clay want to work to strive for top grades.

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 "jock" we often think of as a young man who might treat others poorly and who doesn't care about his grades. That isn't what happened, though. Clay once told me that if he hadn't come to Park he probably would have been a bully and would have been the kid shoving a boy, who is one of his best friends at Park, into a locker. Instead, The Park School's community shaped him into the kind man he is today.

Gabrielle is a "lifer." She started in pre-kindergarten and will be a senior next year. It might have been difficult to follow her brothers, who were always at the top of their class and made it look easy. Park has made sure it isn't. Gaby has never been compared to her brothers and has never been in their shadows. At Park she is able to stand on her own accomplishments. She is expected to carve out her own way, and with the teachers here she has done just that. She has the confidence to try new things. She has stepped up to lead both her soccer and her basketball teams as a captain. She has the confidence to put herself out there and try new things, and she clearly loves going to school.

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 of Buffalo. Each one has come through the School encouraged by the adults in their lives to be themselves, and guided by them to be the most that they can be.

#### Melissa Garman Baumgart *President, Board of Trustees*

*Epilogue: Lucas graduated from Bard College in 2014 with a Bachelor of Arts in Written Arts (poetry) and is a junior copy editor at Unified in New York City. Clay is a junior at Wesleyan University where he is studying physics. He will complete his physics degree in the spring and move on to Columbia University where he expects to complete his BS in Engineering. Gabby plans on pursuing a degree in psychology after graduation from Park in 2016.*



Gabrielle, Lucas, and Clayton Baumgart



## Board of Visitors, October 2014



FRONT ROW: Dee Dee Danahy Booth '65, Karen Seeberg Marshall '63, Carol Hasegawa, Leslie Fisher Curtiss '59, Lisbeth Walls '58, Mary Karrer, Debby Bleichfeld Cohen '55, Susan Lichtblau. BACK ROW: Tim Finnell '58, Chris Lauricella, Connie Constantine, Peter Dow '50, Kevin Eng '01, Melissa Baumgart, Mark Karrer '73, Tina Ball '70, Rev. Lorene Heath Potter, David Brock '63, Ann Burns, Frank Soda

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 Lauricella. "Leading up to their arrival we spent time reflecting on what we are doing that we want to share with the Board, which became our theme for their visit. This reflective process alone is invaluable to us and is only enhanced by the ability to engage these friends

### "BEING A PARTICIPANT ON THE BOARD OF VISITORS HELPS ME UNDERSTAND WHERE I CAN FIT IN AND CONTRIBUTE."

>> KEVIN ENG '01, OCTOBER 2014

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's operations in a whole new way."

With more than 20 Visitors in attendance, classroom visits and breakout sessions were well attended.

"Classroom visits are where the rubber meets the road. I wish there was more time to take in more classes" said Betsy Walls '58. "The students are engaged. They are involved in lively discussions and participate in provocative debates. Classes focus on problem solving involving practical applications."

Breakout sessions included a panel discussion, *Community Service and Volunteers*, with Anne Robinson Wadsworth '77, Executive Director, Girls Education Collaborative; Tashi Sherpa '15, volunteer, Girls Education Collaborative; and Seamus Gallivan '96, Founder, The Good Neighborhood.

"Being a participant on the panel was great," said Gallivan. "What impressed me the most was how impressive Tashi was. What a wonderful opportunity within the Park curriculum to make a difference in the community.

Her experience shows that today's Park School student has even more opportunity than I had 20 years ago."

Visitors also attended a work session focused on Park's Service Learning curriculum with Head of School Chris Lauricella and math teacher Tammy Giancola. "I was particularly excited this fall to share some of the work we are doing with Service Learning, because it is something I believe in deeply," said Lauricella.

The session happened as the School welcomed Case Brown of Tributary Environmental LLC, who was on campus to perform a comprehensive pond assessment. Funded by the

Hahn Family Foundation, Brown spent three days assessing the pond's health. Visitors had the opportunity to spend time with Case at the pond to learn more about what needs to be done to ensure its health for years to come.

"Being a participant on the Board of Visitors helps me understand where I can fit in and contribute," said Kevin Eng '01.

Park is indebted to the Board of Visitors for its input and participation, which are so valuable to the school.

The Board acts as a sounding board for current programs, continuing traditions, and new ideas. Participation offers an opportunity for alumni and friends of the School to continue or reinvigorate their involvement at Park. The Board meets on campus twice a year. Through classroom visits and interactive work sessions, the group gives input on important topics affecting the School. The Board will convene again May 14-15, 2015.

If you would like more information on the Board of Visitors, please contact Carolyn Hoyt Stevens '81, Director of Development at 716-839-1243 x104 or cstevens@theparkschool.org

## PARK SCHOOL BOARD OF VISITORS

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## What Sets Our Middle School Apart?

ANGELA PILERI  
HEAD OF MIDDLE SCHOOL

*Editor's note: As Park grows its middle school, much thoughtful consideration has been given to a robust balance between curriculum and space. Head of Middle School Angela Pileri shares what sets Park's middle school apart from other middle schools.*



### 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 teachers have their best interests in mind, students are motivated to do their best. There is a balance of challenge and support. Everything (from the

classroom level to administrative decision-making) is done with the child in mind and with the goal of meeting student needs. We are not cutting back on arts, sports, and extracurriculars because we know how important these are to developing the whole child.

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

*OnCampus* (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 grade 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's core values of respect, responsibility, honesty, and kindness for lasting success in high school and beyond. Specific goals for the near future include:

- > **Technology** – Building on the 1:1 iPad program in grades 5 and 6 by transitioning to a BYOD (bring your own device) program in grades 7 and 8; strengthening the digital citizenship curriculum; providing targeted professional development to faculty about instructional technology
- > **STEAM** – Identifying designated lab spaces for middle school; creating partnerships with local organizations; encouraging student participation in local and national science and math contests; creating a Makers/Tinker space to foster student discovery and creation
- > **Professional Development and Space Planning** – Ongoing dialogue with the faculty relating to adolescent development; providing targeted professional development; evaluating classrooms and lab space needs

### Who do we hope our middle schoolers become?

I often hear people say, "Park kids are so kind, caring, and giving." I believe our students appear "more kind" because they are immersed in a kind community. All teachers model our core values and kids are apt to act in kindness having witnessed it themselves.

Responsive Classroom, ESR (Educators for Social Responsibility) Advisory, and other KIND initiatives have taught students to be mindful of their interactions in a smaller context, the classroom or advisory group, for example. Through ongoing conversation and group activities, students learn that they have an impact on others, whether positive or negative, and learn the social skills necessary for positive peer interactions.

The faculty care about students' lives, both in and out of school. It is common for a teacher to spend time after work with a student on coursework or attending an athletic event. Students know that their teachers genuinely care for them and want the best for them. This mutual respect and connectedness among students and teachers makes Park truly unique.

### Discuss the faculty... their dedication and commitment.

Park recognizes its faculty as talented professionals, allowing them to demonstrate their skills and knowledge in creative ways. Teachers are given a great deal of autonomy in the classroom, and in turn they take advantage of the opportunity to design lessons 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 study and exploration. Emphasis is on skills development, not the memorization of facts. We look for the "aha" moments. Questions are encouraged. Student voice, choice, and individualization are emphasized. A quiet classroom is suspect. A vigorous, lively classroom with active project work and engaging discussion is evidence that learning is taking place and going beyond books and mandated standards.

Where other teachers may be bound by the standards and modules of the Common Core, Park teachers have the ability to create 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 constantly check 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 freedom with responsibility. They learn that they are responsible for their belongings and to be prepared for class, for turning in assignments on time, for meeting deadlines, and for their own learning.

### 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.



# My Middle School Experience

JAMES ELLEGATE '18

*Editor's note – In keeping with Park's ambition to grow our middle school, we asked James (Jimmy) Ellegate, a freshman, to reflect on his experience as a middle school student. As he looks back, common themes of challenging academics, leadership opportunities, and close relationships became apparent in each of his four years of middle school.*

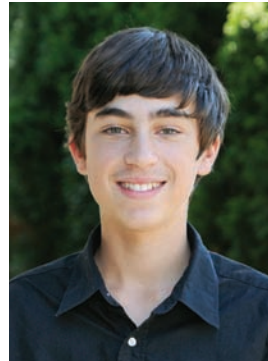


2010 – James in fifth grade

## 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 older sister, and I cried. Then a friendly teacher helped me to 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 tiny, but I liked it that way. Knowing no one except my older sister quickly changed to knowing everyone! The hardest thing I had to learn was the campus, but thanks to my classmates I learned my way around. What really astonished me was that our teacher didn't escort 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 activities! Fifth grade is probably one of the most awkward grades there is. It is the grade where you begin to transition from child to teenager. But fifth grade was not awkward for me. Our class was like a family!



2014 – James in ninth grade

## SIXTH AND SEVENTH GRADES: MAKING FRIENDS

I grew up a lot in sixth grade. Our projects were unique and fun. In one, we were assigned a biome and had a whole wall in lower Chapin to create the project on. Another involved plotting points to create art. 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.

Seventh 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. New 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 socialize with my friends 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.

I was in the MSSG and was elected treasurer. Being treasurer gave me the opportunity to actively participate which was something I had wanted to do for a while. I participated in the annual Spelling Bee (which I won!), Geography Bee, and Math Bee. I played soccer and basketball, and continued to ski. I loved seventh grade!

## 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: science, math, Spanish... all of them! The courses were challenging and made me think. I won the Spelling and Geography Bees once again.

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 middle school experience than the one I got from Park.

## EXPANDING THE MIDDLE SCHOOL

Park is well on its way to doubling our Middle School. Over the next four years the School will add an additional section, serving up to 18 students, to each of its middle school grades. This expansion began this school year with two sections of fifth grade. When completed, this expansion will result in a total middle school enrollment of approximately 120 students.

## GROWING ENROLLMENT

Since 2008 Park's enrollment has grown from 236 students to 300, signaling a growing desire among Western New York families for a college preparatory school that focuses on the needs of individual students rather than adopting a standardized approach to education.

## HIGH STANDARDS

According to Head of School Chris Lauricella, "This need for an individualized approach to education is particularly important in the middle school years, when students need support and guidance from a caring community while they negotiate early adolescence. At the same time, they need to develop the strong academic foundation crucial to high school success. Park's curriculum is built on the highest academic standards possible, and taught by excellent teachers who truly know each child and have the freedom to make learning come to life for each one of them."

# Flipping Classrooms in Fifth Grade

ELIZABETH RAKAS

Fifth grade teachers Nicole Marchewka and Jim Hanlon are pioneering the use of technology in their classrooms. Last year saw the implementation of a 1:1 iPad program in grades five and six that was hugely successful thanks to their exciting and thought provoking self-designed curriculum.

"Access to technology has opened up a whole new door for both our students and us," said Hanlon. "The iPad program and use of flipped classrooms have allowed me to truly differentiate, and that gives me valuable extra time in the classroom as well as a way for students to learn at their own pace. The Flipped Classroom model of teaching involves students watching a video lesson at home and then engaging students in classroom activities that allow them to demonstrate their understanding of the topic being covered. It is also important to note that it represents our Future-Focused signature program."

## LEARNING IN THE CLASSROOM

The teachers created content for their flipped classroom session, as well as their own videos.

"The iPads were a very effective tool in my classroom. The students used them for research and many projects," said Marchewka. "We flipped science class, and it is in this area that the iPads were the most useful. The students were able to choose what kind of project they wanted to do to demonstrate their knowledge. I also was able to get to know my students better because I got to spend more time talking with them and learning about how they learn!"

Both teachers make great use of the campus.

"This campus is wonderful and one of the best kept secrets in Western New York education. It offers faculty and students alike an opportunity to interact with the outdoors like no other school I have seen," said Hanlon, who taught his students about force and motion by sledding last winter.

## LEARNING OUTDOORS

"I saw a clip about kids trying out a bobsled prior to the Olympics in Sochi, Russia. They were trying to determine the speed of the sled given different factors such as temperature, the amount of pushing, and the type of sled," said Hanlon. I thought it would be fun to demonstrate force and motion by running an experiment. We set up a track on the hill in front of Hamlin and ran trials with students going down the hill on different types of sleds. We also ran trials trying to determine if pushing off with their hands increased or decreased speed. I may have had more fun than the kids as I challenged them to determine why certain sleds were faster given the different concepts we had learned in class. The students were engaged in the challenge and we had an excellent discussion following the experiment. In the end, we had a great time playing and learning in the snow."

They are flipping classes again this year, as well as specializing in specific areas. Marchewka will teach both sections of fifth grade science and Hanlon will teach both sections social studies. Fifth and sixth graders are also taking part in a STEAM Immersion this year.

The teachers agree: "We are thrilled to be a part of Park's growing middle school!"



Eliza Rosen '20 and Alecia Peake '20 analyze data during the sled trials last winter.



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



Teachers Will Fedirko and Glen Herman along with their upper school Futurists Club join water resource expert Case Brown for a lively session about drones and artificial intelligence on Jonah's Field in October.

## 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. Science teacher Glen Herman and Math teacher Will Fedirko share the impact of what this means to Park.

*We will be using the grant as an opportunity to do something new at Park. We are adding curricula that opens 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 examines Cognition and includes an assessment of human learning and Psychology, as well as Machine Learning and Artificial Intelligence.*

*Second, we are offering a Robotics Immersion. We are studying aspects of Robotics and how they can, should, or might be used in society. Based on this experience, we may include a similarly-themed middle school Immersion next cycle, or a middle school club next year.*

*Third, a one-semester course will be offered in spring 2015 titled Informatics and Intelligence, which will include a lab course in electronics and robotics. In addition to the lab component, students will examine units in Logic, Circuits, Signals, and Intelligence.*

*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.*



Math teacher Will Fedirko and science teacher Glen Herman review an assignment with junior Robert Gregg.

## STEAM LAB GENERATES NEW LEARNING OPPORTUNITIES



M-Audio Keystation 49es keyboard and Afinia H-series 3D printer

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 choral director Theresa Thomasulo. "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."

## UPPER SCHOOL SCIENTISTS PARTICIPATE IN GENETICS RESEARCH

ELIZABETH RAKAS

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 Capstone 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 Biotechnical and Clinical Laboratory Sciences 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.



Dr. Margaret Diamond

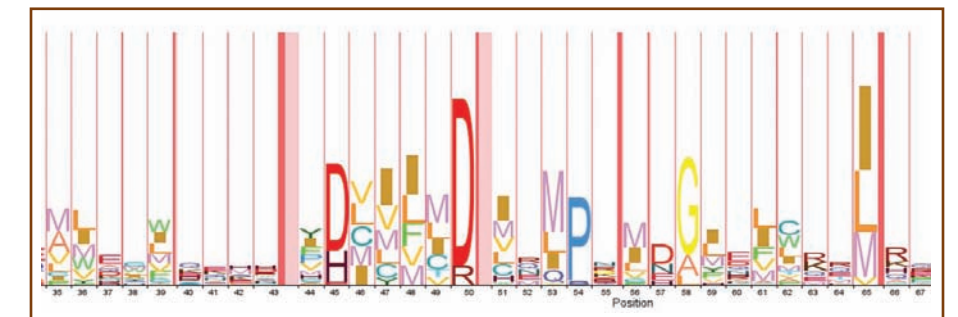
"This experience offers high school students a rare opportunity to participate in cutting-edge scientific research and to learn techniques used in basic genome analysis and Bioinformatics," said Diamond.

**"THIS EXPERIENCE OFFERS HIGH SCHOOL STUDENTS A RARE OPPORTUNITY TO PARTICIPATE IN CUTTING-EDGE SCIENTIFIC RESEARCH AND LEARN TECHNIQUES USED IN BASIC GENOME ANALYSIS AND BIOINFORMATICS."**

>> DR. MARGARET 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 pharmaceuticals; GMOs; and fermentation technology.



This image, provided by Dr. Diamond, illustrates an example of what her students are doing. The image shows which portions 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.



# 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 techies 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 actors, 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.



The Park Players perform *Grease*

Editor's note – The Park Players produced *The Diary of Anne Frank* in November and will perform *Cinderella* March 12-15, 2015.



## 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 *Diva by Diva* (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 O'Connell agrees. "The Park School stage is perfect for our company and our production style. I have always loved a venue that allows eye-contact and interaction with the audience ... so this space is pretty darn perfect for me!"

O'Connell & Company's presence as a theatre-in-residence at Park has benefitted both organizations. "We have been so warmly welcomed by the Park community," said O'Connell. "The School's openness to growth and change is an inspiring example to students and the community. We're so excited to keep growing and promoting the arts on campus."

# Sports Roundup

WINTER, SPRING, & FALL '14

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, upping the ante 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.



ABOVE LEFT: The girls varsity basketball team played with great heart last year. They were diving for loose balls and doing everything 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 fearsome opponent in its inaugural year in the Monsignor Martin League. Season highlights included impressive wins over St. Joe's and Nichols.



ABOVE LEFT: The girls varsity soccer team showed a lot of heart in the fall season. The stats did not tell the story of a team that grew and became stronger with each contest. CENTER: Jeremy Jiang '14 was named a *Buffalo News* Spring 2014 Scholar Athlete for tennis. Students must carry a 90+ average for the previous seven semesters and be a starter or significant player in their sport. RIGHT: The Mites soccer team was a true contender for the gold in last spring's Parochial Kicker's tournament!

BELOW: It was a blustery, cold day for soccer but that didn't stop alumni, faculty, students, and friends from having a great time playing the annual alumni soccer game during Country Fair. In the end, the alumni were the winners and everyone who played had a great time. FRONT ROW: Peter Schultz '14, Steve George '97, Kevin Wartinger, Kevin Wiese, Stefano Occhiuto '15, Tom Ford, Kevin Au, Kody Sprague '03, Chris Berardi '03, Steve Caprow '67 BACK ROW: Zach Linder '14, Bill Wadsworth, John Benzinger, Cary Killeen '15, Aidan Powell '15, Jeremy Wadsworth '09, Randy Golda '15, Giambattista Davis '14, Jeremy Besch, George McAllister '17, Oliver Killeen '15, Will Derrick '17, Daniel Morsellino '18, Hyunsuk Oh '16, Greg Connors '17, Christopher Kugler '18, Carter Clark Burton '15, Bjoern Opdenberg '15, Chris Lauricella



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

NOVEMBER 28 - DECEMBER 21, 2014  
THE MUSIC & LYRICS OF JERRY HARMON  
**JERRY'S GIRLS**

JANUARY 22 - FEBRUARY 22, 2015  
THE JASON ROBERT BROWN MUSICAL REVUE  
**SONGS FOR A NEW WORLD**

APRIL 9 - APRIL 26, 2015  
CELEBRATING AMERICA'S FAVORITE PASTIME  
**THE QUEEN OF BINGO**

MAY 7 - JUNE 7, 2015  
"WITTY AND WISE!"  
**LOVE, LOSS, AND WHAT I WORE**

MAY 20, 2015  
**TAKE A SEAT!**

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



# 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!



**SARA FULLER, IT Assistant**, holds master's degrees in Information Technology and Library Science from Rochester Institute of Technology and the New York State University at Buffalo, and an undergraduate degree in Computer Information Systems from New York State College at Buffalo. Before coming to Park, she was an information technology support technician in the Williamsville School District.



**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.



**ELIZABETH HALL, MS/US Spanish**, has four years of teaching experience in the Buffalo, Lancaster, 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 spent two months 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.



**SHANNON MILLER, Grade 6 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 3-6 in the Union County Public School system near Charlotte, NC.



**KENNEDY SCHULTZ, LS/MS/US French**, received her BA in French and Cultural Area Studies from the College of Wooster (OH), and holds a PhD 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 colleges and universities, and is the founder of Explor-A-World, an online resource that develops world language curriculum for early language learners.



**KEVIN WARTINGER, Health and Physical Education**, holds a BS in Physical Education from The College at Brockport, SUNY as well as his initial New York State Certification in Physical Education Grades PK-12. He has been teaching health at Park since 2013 and has served as coach for lower school and middle school soccer teams. His teaching experience includes time at Williamsville East High School and Dodge Elementary School.



**JOCELYN WEAVER, School Psychologist**, coordinates 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. Jocelyn was Park's 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 terminal and life-threatening illnesses, in Lake Luzerne, NY. Previously, he taught chemistry and middle school science at the Renzulli Academy in Hartford, CT.

# Reflections on Zoo Day

KENDAL SMITH '15

*Editor's note – Following is a college application essay written by senior Kendal Smith. She reflects on her Park School education and fondly remembers her Zoo Day experiences.*



The jubilant 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 in its habitat 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 senior's hand with admiration as she guides me and my fellow classmates along the many paths of The Buffalo Zoo. Running to the reindeer habitat, I ask my senior why they are not at home with Santa Claus. Before she has the chance to respond, I tug her toward the playground so that we can zip down the slide that looks like the snake we saw just moments before. The huge smile on my face seems everlasting.

This day occurred almost twelve years ago and it still remains 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 its true purpose. I may not have known it at the time, but it was the beginning of an education 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.

Though a 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 well spent 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 effortless curiosity of younger 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 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 here 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.



Zoo Day 2014.



# DEVELOPMENT UPDATE



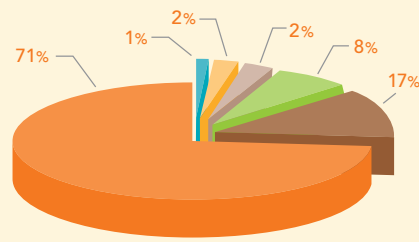
As we celebrated our achievements this summer of exceeding our fundraising goals for the 2013-14 fiscal year, we want to share with our very generous community what these successes look like and how they impact life at The Park School. Time and time again, we say the Annual Fund supports everything at 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, or attended our annual Auction or Golf Outing, or made an early gift to the *Science@Park* 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.

WITH MUCH GRATITUDE,

**CAROLYN HOYT STEVENS '81**  
Director of Development

*On behalf of the Advancement Committee and Development Team colleagues*

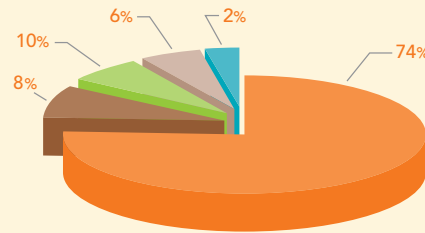


### INCOME 2013-2014

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

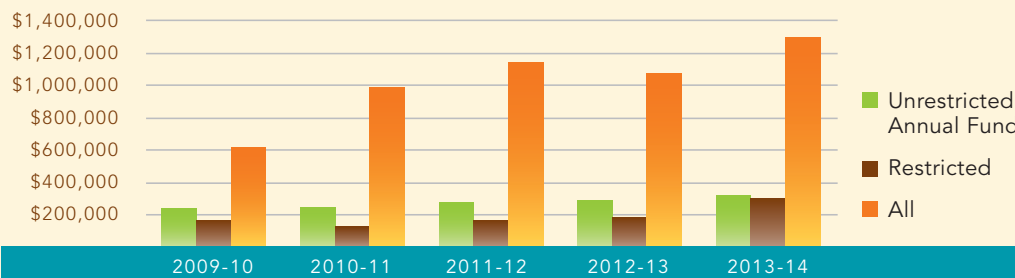
Salaries & Benefits	\$3,300,189
Administration	\$432,004
Campus & Facilities	\$345,093
Instructional & Student Programs	\$245,355
Other	\$109,356

**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	\$550,493
Gifts to Park School Foundation of Buffalo	\$255,615
Park School Foundation Endowment Distribution to Support Scholarships, Professional Development, and more	\$70,000

**TOTAL \$1,630,857**



**TOTAL GIVING**

# 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 (up from 48%)

## WHO GAVE TO THE ANNUAL FUND?

**898 DONORS**

**16** Trustees (100%)

**59** Faculty & Staff (100%)

**190** Current Parents (77%)  
national average: 66%\*

**335** Alumni (18%)  
national average: 6%\*

**129** Parents of Alumni (15%)  
national average: 8%\*

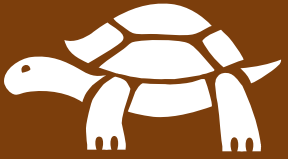
**169** Friends  
Grandparents, Former Faculty/Staff, Foundations

\*National Association of Independent Schools

## PARK BY THE NUMBERS

**100%**

of students in grades 5-12 will participate in Park's 2015 **IMMERSION PROGRAM**, traveling both domestically and internationally to locations ranging from the burgeoning Buffalo waterfront to the Galapagos Islands.



**43%**

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



**96**

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



**619**

**OTHER DONORS** provide 29% of unrestricted Annual Fund dollars

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

**100**



**100%**

of Park students participate in school-led **COMMUNITY SERVICE PROJECTS** throughout the year.

**2** MILES OF SIDEWALK  
**20** DOORWAYS  
**3** PARKING LOTS

for our maintenance crew to plow on campus every snowy day each winter.



**64** PROFESSIONAL HOURS of Responsive Classroom and ESR Advisory Program training



**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.

### AUCTION 2014 – BACK TO NATURE

**\$159,000** total dollars raised (gross) • **562** items sold • **28** event sponsors • **1,410** hours d'oeuvres consumed  
**\$23,000** in 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





Every contribution Park receives is celebrated with gratitude and directly supports our students, faculty, and campus. The generous members of our Mary Hammett 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 restricted and unrestricted gifts for the fiscal year July 1, 2013 - June 30, 2014. We are exceedingly grateful for their support.

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We are also grateful for the friends of Park who have made commitments to the *Science@Park* Capital Campaign. These donors will be recognized at the completion of the Campaign.

*Those listed in bold are members of the Mary Hammett Lewis Circle of Donors whose leadership gifts of \$1,000 and above had a tremendous impact on our Annual Fund and other giving campaigns.*

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*continued on page 20*



The upper school chorus performs during the Sylvia Ginsberg Memorial Concert, May 2014.

## YOUNG ALUMNI LEADERSHIP CIRCLE

Alumni who have graduated within the last 15 years are invited to join the YOUNG ALUMNI LEADERSHIP CIRCLE and experience the benefits of the MARY HAMMETT LEWIS CIRCLE by making a gift of \$500 or more. Gifts at this leadership level have a notable and positive impact on the educational programs at Park. You can make a gift online at [www.theparkschool.org](http://www.theparkschool.org).



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We are proud of our long partnership with the United Way of Buffalo & Erie County as a beneficiary of Country Fair proceeds since the 1940s. Thank you to the following friends who designate gifts to Park through the United Way:

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## Auction 2014 was a night to remember!

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 Chris Lauricella. "Park's warm community shined through for Auction 2014, from the first meetings until the very end of a great night. On behalf of everyone at Park, many thanks to Auction 2014 Chairs Trevor and Wende Mollenberg Stevenson '97 for their leadership and support."

Excitement was extremely high during the live auction, as teacher/auctioneer Chris Downey led the lively bidding on several pieces of art created by lower school students and art faculty members Kyle Polaske and Dave O'Malley. Kevin O'Connell from WGRZ-TV Ch. 2 was the auctioneer for the rest of the live auction and worked hard to ensure all of the wonderful items garnered top dollars.

During the silent auction in Clement Gym, attendees bid on a variety of items, including trips, artwork, and more.

The Auction would not have been possible without our wonderful sponsors whose early support made a tremendous difference in success of the event. We are extremely thankful to the following friends of the School: Amigone, Sanchez & Murray LLP, Curtis Screw Company, Berardi Family, Buffalo OB/GYN, County Line Stone, Eastman Foundation, Ellicott Small Animal Hospital, Empire Building Diagnostics Inc., Flynn & Friends, Jiffy-tite, M&T Bank, M-Power Sales Inc., Merrill Lynch, Cornish Armstrong Group, Mollenberg Betz, Niagara Metals LLC, Northtown Automotive Companies, R&P Oak Hill Development LLC, RICOH USA, INC., Schmitt's Audi Volkswagen, Sealing Devices Inc., Sonitrol Security Systems, Spicer Group, Todd Company, United Insurance Agency, Inc., and Wells Fargo Advisors.

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Saturday, March 7, 2015  
**PASSPORT TO PARK:  
A GLOBAL JOURNEY**

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# Honorary and Memorial Gifts

We extend our gratitude to the many Park friends who designated their gifts in honor or in memory of family members, special friends, teachers, and classmates.

## IN HONORARIUM

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| <b>Class of 1954</b><br>Loma Allen Clarke '54   | <b>Myra Falk</b><br>Betsy Doyle-Levy '83   | <b>Karen Miller &amp; Jeremy Besch</b><br>Mr. and Mrs. Harold Halpern                                    | <b>Leslie Bunis Ohl '75</b><br>Audre Bunis                                    |
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## IN MEMORIAM

- |   |  |   |   |
|---|--|---|---|
| <b>Classmates</b><br>Marcia Brown Beppler '45                                     | <b>Judith Elise Goldman '87</b><br>Heather and Donald C. Roberts '59   | <b>Bryan G. Meadows '61</b><br>Grier Livingston Curtis '62  | <b>Nina Glickstein Skuller '51</b><br>Cheryl Skuller Wald '74   |
| <b>Classmates who have died too young</b><br>Ann Provenzo Freedman '72            | <b>Judith Elise Goldman '87 and Jane Goldman</b><br>Elisabeth Goldman Ruchkin  | <b>Herb Mols</b><br>William Bridge '50<br>Dale C. English '57   | <b>W. Merle Smith '48</b><br>Perry Caldwell '47   |
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# The Park School of Buffalo Foundation

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 61% earnings and gains 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 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 individual funds established over the past 40 years to permanently support scholarships and tuition assistance, professional development for faculty, programs benefitting Park's students and the community, and unrestricted needs. The School is grateful to the generous alumni, parents of alumni, former faculty, and others who have established endowment 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 [cstevens@theparkschool.org](mailto:cstevens@theparkschool.org).



**Community Foundation**  
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## GIFTS TO THE PARK SCHOOL OF BUFFALO FOUNDATION

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 helping to ensure its long-term future.

- |  |  |
|--|--|
| <b>Cheek Memorial Fund</b><br>Douglass G. Boshkoff '48<br>John P. MacKenzie '48<br>Betty Golden Ryan '48 | <b>Weintraub Fund</b><br>Jane S. Weintraub '68             |
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| <b>Gordon and Gretchen Gross Scholarship Fund</b><br>Gretchen and Gordon R. Gross '49                    |  |



John R. Rodgers, Leadership Executive with the United Way of Buffalo and Erie County, presented a plaque to The Park School recognizing Park's longtime commitment to the United Way. Each year, Park donates a portion of the proceeds from Country Fair to the UWBECC. Pictured with Rodgers are members of the Upper School Student Government including Lauren Gould '15, Caroline Connors '15, Kendal Smith '15, Aidan Powell '15, and Tashi Sherpa '15.



Park would need **\$6 million** in new endowment dollars (at a 5% distribution) to provide the purchasing power of a **\$300,000 Annual Fund.**



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](mailto:development@theparkschool.org).



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- Omar L. & Susanne DeWitt
- Helga Doblin (d.)
- Mrs. John G. (Mary) Karrer
- Jacky & Eliane Knopp
- Holly W. Levy
- Mrs. John H. McDowell (d.)
- Dr. Winifred H. Morrison (d.)
- Cheryl M. Rosenberg
- Marian K. Shickler (d.)
- A. Warren (d.) & Gretchen Smith (d.)
- Cecelia Evans Taylor (d.)
- Eleanor Treiber (d.)
- Steven R. & Barbara Zillig

(d.) indicates that the individual is deceased



## JOHN H. McDOWELL '49

*"If, in a few decades, you find Park with numerous splendid new buildings, you will know that 'Mac' has surpassed the achievements of his idol, John D. Rockefeller" – 1949 Spark*

**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 M. Adolphus Cheek made it possible for him to attend Park even though his widowed mother could not afford to pay full tuition. He shared this because he wanted Park to know that, while he gave modestly to the School during his lifetime, he had also made more substantial provisions in his estate plans to show his deep gratitude to Mr. Cheek and the impact that his Park education had on his life.

John was a financial advisor, first at Doolittle & Co. in Buffalo and later with UBS for several decades in Richmond, VA. He and his wife, Mitzi, did not have children and gave generously to the causes they cared for. After John passed away, Mitzi annually made significant gifts to the Cheek Fund in her husband's memory. With Mitzi's passing last winter, John's plan to honor Mr. Cheek came to fruition with a trust distribution to the School.

John was forever grateful to Mr. Cheek and to Park for the education he received. His bequest included a six figure provision to the M. Adolphus and Jeannette Cheek Fund to show his appreciation. This gift ensures that John's legacy is forever associated with the headmaster he so admired and that future Cheek Scholars will benefit from a Park School education for many years to come.

The late **DAVID K. ANDERSON** included The Park School of Buffalo as a beneficiary of a Charitable Trust he created before he died in 2009. Park received a significant cash gift from the Trust and 17 prints from his personal art collection that will be displayed at the School and used as resources for our art program.

"We are thrilled that Park is one of the beneficiaries of David's charitable trust," said Director of Development Carolyn Hoyt Stevens '81. "We are proud of David and his family's long association with the School and honored to be among a group of Western New York non-profit organizations benefitting from his generous legacy."

Anderson is the son of Martha Kellogg Jackson '24 who became one of the 20th century's most important art dealers. Martha took her first art classes while attending Park, and developed a life-long love of art. Anderson attended Park as a child in the early 1940s before moving to New York City. He returned to Buffalo to attend the University at Buffalo in the 1950s. Afterward, he returned to New York City, first working at his mother's gallery before opening the David Anderson Gallery in 1959. He later opened a gallery in Paris. He returned to New York City in 1967 and ran the Martha Jackson Gallery into the 1980s. Toward the end of the 1980s he moved back to Buffalo to raise his family here.

Anderson made many philanthropic contributions in Western New York. He established the Anderson Gallery in 1991 – a state-of-the-art exhibition space in Buffalo's University Heights district. He operated it as a commercial gallery until 2000. During this time he formed an extensive and significant private collection. The gallery's street address, One Martha Jackson Place, was created in tribute to his mother and his family's legacy in the region. In 2000, 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".

Park is grateful to David and his family for supporting the Art Department and creating more opportunities for students, faculty and staff, and visitors to appreciate contemporary art.



## DAVID K. ANDERSON

*"We are proud of David and his family's long association with the School and are honored to be among a group of Western New York non-profit organizations benefitting from his generous legacy."*

*– Carolyn Hoyt Stevens '81  
Director of Development*

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.



# 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. Oishei 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. The Collection will be a teaching tool for students of all ages studying the ecosystems, animals, and plant life on our 34-acre 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.



Case Brown of Tributary Environmental shows third graders how to measure the depth of the pond.

### CENTENNIAL CAPITAL CAMPAIGN LEADERSHIP

- Martin J. Berardi  
Robert L. Montgomery, Jr. '55  
*Co-Chairs*
- Melissa G. Baumgart  
Gerald L. Cornish  
Peter B. Dow '50  
Patricia Cohen Gelman '66  
Gordon R. Gross '49  
Mark W. Karrer '73  
Trudy Mollenberg  
Christopher J. 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  
Clement 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  
Clement 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  
Theatre

### PARK ORCHESTRA AT KLEINHANS

Saturday, March 21, 2015, 7:00 pm  
Mary Seton Room



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

### 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  
Clement Gym

### COMMENCEMENT

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

### REUNION 2015

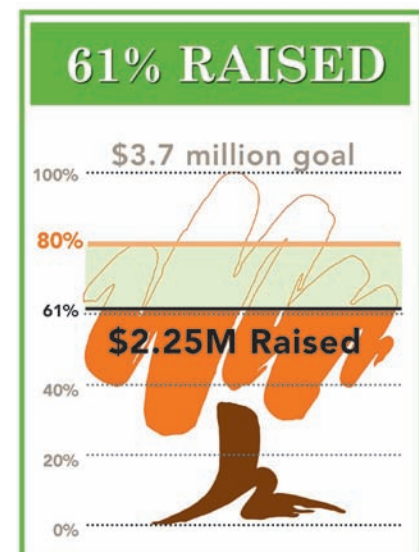
Friday, June 13 - Sunday, June 14, 2015  
This year we celebrate classes ending in 0 and 5.

### 3<sup>RD</sup> ANNUAL PARK GOLF OUTING

Monday, August 17, 2015  
Seneca 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 summer camps

Park 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](http://WWW.THEPARKSCHOOL.ORG/CAMP)

### SOCCER CAMP

June 29 - July 2

### SUMMER DAY CAMP

July 6-August 14

### BOYS BASKETBALL CAMP

August 17-21

### SUMMER SCHOLARS

August 17 - 21

### GIRLS BASKETBALL CAMP

August 24-28





# 2014 College Acceptances and Class Day Awards

Park School students are well prepared for the rigors of the college experience. Our graduates matriculate to a variety of selective colleges. Following is a list of members of the Class of 2014 and the colleges or universities to which they were accepted. The college the student chose to attend is in bold. Class Day Awards are italicized.

## Margaret A. Battaglia

St. Bonaventure University  
Niagara University  
Medaille College  
**Daemen College**  
Canisius College  
SUNY College at Buffalo  
Hilbert College

## Hunter John Bielat

Roberts Wesleyan University  
**Hilbert College**

## Matthew John Buyers

University of Denver  
**Florida Atlantic University**  
*Personal Growth Award*

## Yigun (Ann) Chen

University of Kansas  
Loyola University Chicago  
Drexel University  
Iowa State University  
**Saint Louis University**

## Willem Henri Cohen

**University at Buffalo**  
Temple University  
*Scholarship for Academic Excellence*  
*Wegman's Scholarship Program*

## Nicholas Constantinou

Drexel University  
**University at Buffalo**  
Clarkson University  
*Instrumental Music Award*

## Giambatista Giacomo Davis

Butler University  
Daemen College  
Niagara University  
St. Bonaventure University  
Union College  
Florida Institute of Technology  
Canisius College  
**Gap Year**  
*State of New York Office of the State Comptroller Achievement Award*

## Julian Cyril Fraize

University of New Orleans  
Virginia Polytechnic Institute  
SUNY Maritime College  
**Stevens Institute of Technology**  
*Scholarship for Academic Excellence*  
*Park Faculty Award*  
*Student Government Award*  
*Independent Health & Business First Community ALL\*STAR*

## August Marley Howell

Canisius College  
Niagara University  
SUNY College at Buffalo  
Daemen College  
St. Bonaventure University  
SUNY College at Brockport  
Nazareth College  
**Gap Year**  
*Jane Plimpton '37 History Award*  
*American Red Cross High School Challenge*

## Wei (Rex) Hu

**University of the Pacific**

## James Ralph Humiston

**Savannah College of Art and Design**  
*Tom Bailey Drama Award*

## Leah Jacqueline Jacobs

Russell Sage College  
**Hobart and William Smith Colleges**  
Smith College  
Sarah Lawrence College  
*Senior Thesis Recognition For Superior Achievement*  
*Most Intrinsic Motivation Award*  
*Instrumental Music Award*

## Sheng (Jeremy) Jiang

Indiana University  
Michigan State University  
University of Cincinnati  
Butler University  
Pepperdine University  
**University of Washington**  
Northeastern University  
University of Connecticut  
*Science Award*  
*Section VI Scholar Athlete*  
*Erie-Niagara School Superintendents' Association Academic Achievement Award Recognition*  
*Core Values Recognition Award*

## Zachary William Lindner

**Gap Year**

## Lucas Patrick McMahon

Mercyhurst University  
Goucher College  
Nazareth College  
**Gap Year**

## Elisa Vernail Moulden

**SUNY College at Buffalo**  
Lasell College  
D'Youville College

## De'Andre M. Moye

Medaille College  
Canisius College  
Niagara University  
**Daemen College**  
Hilbert College

## Jessica Lyn Myszka

**Florida Atlantic University**  
Whittier College

## Wyatt River

**University of Huddersfield (England)**

## Peter Franz Schultz

**Daemen College**  
Ithaca College  
Niagara University  
St. Mary's College of California  
Nazareth College

## Khari Eduardo Ross Seals

Canisius College  
**Howard University**

## Xiang (Sam) Sun

Clarkson University  
Drexel University  
**Michigan State University**  
Northeastern University  
University at Buffalo  
*Erie-Niagara School Superintendents' Association Academic Achievement Award Recognition*

## Sydney Bridget Thomas

Niagara University  
St. John Fisher College  
John Carroll University  
St. Bonaventure University  
SUNY Fredonia  
Daemen College  
Canisius College  
LeMoyne College  
**Nazareth College**  
SUNY College at Buffalo  
SUNY Brockport

## Vondale Morrice Walker

**Gap Year**  
*Equity and Justice Award*

## Hongjie (Eve) Xia

Indiana University at Bloomington  
Pennsylvania State University  
University at Washington  
**Boston University**  
University of California at Irvine  
*International Student Award*  
*Science Award*  
*Instrumental Music Award*  
*Erie-Niagara School Superintendents' Association Academic Achievement Award Recognition*

## Zheng (John) Ye

**Colorado College**  
University of Rochester  
Trinity College

# 2013 Commencement

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 while 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!



ABOVE: Class President August Howell took this "selfie" prior to making his remarks.

LEFT: Commencement speaker and faculty member Charles Wise

BELOW: Head of School Chris Lauricella makes his remarks during Commencement, in June.





# From the Park Alumni Association President

JOE McMAHON '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 record was set for the Annual Fund, enrollment is up significantly, and substantial progress has been made in the *Science@Park* 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 days 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 may join us at the Induction Ceremony, which occurs right before the Reunion Dinner to share in this celebration. It's a wonderful event.

As I begin my second full year in this role I am happy to report that our Alumni Association events have proven to be very popular. Our second annual golf outing

was held August 18, 2014 at Seneca Hickory Stick Golf Course in Lewiston and raised nearly \$9,000 for the School, much of which has been earmarked for Rich Activity Center fitness center improvements. We also welcomed former faculty and staff back on August 25, honoring them with a luncheon that we hope to grow. Former faculty - please let the Development Office know where you are (if they don't already) so you can be included next summer!

There were five Alumni Association meetings last year, with an average of about 20 alums participating. I'd like to see this number grow. The meeting schedule appears on page 35. I hope you will join us! The Association maintains a list of people who wish to receive minutes from the meetings by email. If you are interested in receiving the minutes, please email me (jcmahon@theparkschool.org).

We have worked hard to come up with a number of great ideas of 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 (professional networking, wine tours, ski days, Miss Buffalo cruises), as well as more regional events across the country. The Development Office sends out a monthly eNews 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!

## PLEASE SUPPORT THE 2014 - 2015 ANNUAL FUND CAMPAIGN

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](http://THEPARKSCHOOL.ORG)



## SECOND ANNUAL GOLF OUTING - A GREAT SUCCESS!

Park's 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 '05, and Kody Sprague '03.

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

- > AAA of Western and Central New York
- > Allied Mechanical
- > Amigone Sanchez & Mattrey
- > Audubon Machinery
- > Ellicott Small Animal Hospital
- > Federspiel, Pfeifer & Kubicki, CPA, PC
- > Gerry and Michelle Cornish
- > Litelab
- > M-Power Sales, Inc.
- > Modern Electrical
- > Murray Roofing
- > Sarah G. Carney LLC

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.



Curtis Screw Company - Mark Manzella, John Hoskins, Tom Gryg, and Dan Mecca



Cheryl & Phill Marshall '63, Dee Dee Danahy Booth '65, and John Chichester (WNED)



Parents Joe Pecora, Kevin Wiese, John Benzinger, and Tripp Higgins '90



2014 WINNERS - Evan Smith '05, Chris Berardi '03, Marty Berardi, Kody Sprague '03

### SAVE THE DATE!

## Third Annual Golf Outing August 17, 2015

Seneca Hickory Stick Golf Course, Lewiston

### ALUMNI ASSOCIATION MEETINGS

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!

- >> TUESDAY, DECEMBER 9, 2014  
Annex Conference Room, 4:30 pm
- >> TUESDAY, FEBRUARY 10, 2015  
Annex Conference Room, 4:30 pm
- >> TUESDAY, APRIL 21, 2015  
Annex Conference Room, 4:30 pm
- >> SATURDAY, JUNE 13, 2015  
Dining Hall, 1:00 pm

Note - this is the Annual Alumni Association Meeting and it takes place Reunion Weekend. Come one, come all!



## 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.

LEFT: Alumni Senior Award Winner Julian Fraize '14 and Alumni Association President Joe McMahon '83

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 scholastics, but he also demonstrated great heart and skill contending 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.

"With 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 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 Benderson '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 Mols inducted into the Greater Buffalo Sports Hall of Fame in October 2013. Karrer is owner and president of M-Power Sales, in Clarence Center.



## SPORTS HALL OF FAME 2014 INDUCTIONS

DR. JEROME JACOBSTEIN '59  
AND MARK KARRER '73



Dr. Jerome Jacobstein '59 and Stephen Cary '59



Mark Karrer '73 and Julie Knopp '73



Douglas Goldstein '77, Sydney Elster Goldstein '54, Head of School Chris Lauricella

## 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 Douglas 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-Hailpern 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 Lauricella. "They have had a profound impact on our community and it is a pleasure to honor them in this way."



Scan this QR code with a smartphone or tablet or visit [theparkschool.org/pioneeraward](http://theparkschool.org/pioneeraward) to watch a video about the Elster-Goldstein family.

"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 some opportunities that our family had."

The Pioneer Award was initiated 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.

SAVE THE DATE FOR

REUNION  
2015

June 12 & 13, 2015

FRIDAY, JUNE 12

10:30 am  
Commencement

Evening  
Class parties for years ending  
in 5 and 0

SATURDAY, JUNE 13

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  
[efitzgerald@theparkschool.org](mailto:efitzgerald@theparkschool.org)  
or 716-839-1243 x103 for  
more information about  
Reunion 2015 or visit  
[www.theparkschool.org/reunion](http://www.theparkschool.org/reunion).





# REUNION 2014

CLASS OF 1959:  
John Nitterauer,  
Jerry Jacobstein,  
Steve Cary,  
Bernie Phillips



CLASS OF 1969: Peter Alt, Lewis Mancini, Richard Lipsitz, Karrel Hill



CLASS OF 1994: Don Collure, Stephen, Krasselt, Bill Walsh



CLASS OF 1999: Joel Moore, Rachel Hezel Rzayev, Jamie Oblatz, Maggie Gallivan Cecchini, Shaun Benderson



CLASS OF 1964: Rick Higgins, Ted Nitterauer, Chris Eggleston, Janice Wolf Schultz, Jim Derrick, Judith Fegley Warren Little, Sarah Roberts Strouss, Sharon Greenfield, Bob Jacobstein



CLASS OF 1970:  
Missy Danahy, Frank Riforgiato, Jenny Wood



CLASS OF 1974: Amy Horlein Loehndorf, Rocky Rockwell, Kit Pitkin, Wes Stone, Cinda Bissell Stone, Clay Cheyney, Wendy Caldwell Maloney '75



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



CLASS OF 2004: Rob Reese, Kate Peck Funk, Andrea Berardi, Eric Holtz



CLASS OF 2014: Julian Fraize, Sydney Thomas, August Howell, Head of Upper School Jeremy Besch, Luke McMahon, Peter Schultz,

## 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](mailto: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](http://www.theparkschool.org) and clicking on Alumni.

- |                                  |                            |                                |                            |                       |
|----------------------------------|----------------------------|--------------------------------|----------------------------|-----------------------|
| Winnifred Corey Bergner '45      | Barrie Miller Gregory '60  | Morrie Krasner '70             | Bruce Billings '85         | James Burnett '95     |
| Mark Kahn '45                    | George Morgan '60          | Kerry Madden '70               | Wai Wah Ho '85             | Erin Decker '95       |
| Nancy Kercheval Burdick '50      | Claudia Rantucci '60       | Jodi Cohen '75                 | John Platzer '85           | Kevin Graff '95       |
| Dorothy Sens Krasner '50         | Arthur Smith '60           | Kelly Fitzgerald '75           | Patricia Bokor-Daigler '90 | Alexandra Harvey '95  |
| Robert Laffler '50               | Michele David '65          | Barbara LeVine '75             | Jason Farber '90           | Hillarey Kriegler '95 |
| Cameron McDougal '50             | Judith Addington James '65 | Tami Rae MacArthur '75         | Zachary Jennings '90       | Timothy Tate '95      |
| Vera Monroe '50                  | Steven Koren '65           | Robert Wels '75                | Michelle Krug '90          | Quentin Fogan '00     |
| Patricia Victor Nordenschild '50 | Paul Scott Longstreth '65  | John Wolf '75                  | Wesley McReynolds '90      | Jennifer Pond '00     |
| J. Curtiss Taylor '50            | Norman McGrattan '65       | John Armenia '80               | Carolyn Shearer '90        | Christine Wolter '00  |
| Carol Cornelius Childers '55     | Ahmee Hewitt Reynolds '65  | Katherine Boericke Chatwin '80 | Leigh Ward '90             | Kathryn Manning '05   |
| Sally Dusing Rockwood '55        | Donald Scheu '65           | Elizabeth Valenzuela '80       | David Connors Wolfe '90    | Dean Wilson '05       |
| Susan Jones '55                  | Suzanne Stewart '65        | Sara Hornbacher Weintraub '80  | Louis Wynar '90            |                       |



CLASS OF 1984: Bill Pfeifer '83, Leah Glickman, Elisa Morgulis Appelbaum, Joe McMahon '83, Lisa Stopper, Don Katz, Tara Panetski Lebel, Paul Iskalo, Rob Chema, Paul Schmitt, Jeff Goodman, Wildon Ellison, Suzanne Taylor, Marguerite Freeman



# Alumni Speaker Series

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



Jud Huessler '08

**JUD HEUSSLER** came back to campus Thursday, February 20, 2014 to discuss "How to Break into Broadcasting" with students and parents. His entertaining and informative discussions with both students and adults shed light on what it takes to make it in the entertainment field. He is the Music Director & Afternoon Drive Host at Kiss 98.5 FM in Buffalo and is the youngest Music Director in the United States.



Abhi Nanjia '08 with the third grade.

**ABHI NANGIA** spent several days on campus in April, working with students in grades 3-11. He led the children through discussions centering on empathy, directing them to consider how they can make a positive change in the world. His visit culminated with an evening presentation for adults on April 29. Abhi is a founder of *reweave*, an organization that is helping youth change the world for the better. *reweave* is building an online story-based platform to help youth understand, support, and lead the better-world movement. Visit [www.betterworld.org](http://www.betterworld.org).

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

## Class Agents

Class Agents are important to Park's alumni efforts, serving as a direct connection between classmates 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 board meetings and Park events as you are able. 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](mailto:alumni@theparkschool.org). There are gaps to fill as you will note in the list that follows.

1937 Jane Plimpton Plakias	1958 Timothy Finnell	1971	1986 Stephanie Hall Prewitt	2001 Amy Stone Nagai
1940 Sally Keating Walsh	1958 Lisbeth Walls	1972 Ann Provenzo Freedman	1987 Erica Scott	2002 Sara Schmitt
1943 Barbara Morrison Feldman	1959 Charles Cheney	1973 Mark Karrer	1988 D. Charles Roberts Jr.	2003 Christopher Berardi
1945 Joy Grady Simpkins	1959 Donald Roberts	1974 Pamela Glick	1989 Stuart Bulan	2003 Kody Sprague
1946 Eugene Setel	1960 Judy Stein Chick	1975 James Fink	1990 Richard Higgins III	2003 Rebecca Taylor
1947 Taddy Taylor Dann	1961 Thomas Leed	1976 Anne Robinson Wadsworth	1990 Marnie Benatovich Cerrato	2004 Eric Holtz
1947 Harold Tweeden	1962 Grier Livingston Curtis	1977 William Heussler	1991 Andrew Cohen	2005 Kerry Alsheimer
1948 James Blaydon	1962 Gordon Johnston	1978 David Wadsworth	1992 Sarah Gelman Carney	2006 Jocelyn Bos-Fisher
1949 Gordon Gross	1962 Linda Angert Kahn	1979 Whitney Hoyt	1993 Collin Cook	2007 Joshua Bach
1950 Peter Dow	1963 David Brock	1980	1994	2007 Edward Hasegawa
1951 Nancy Stone Barrett	1964	1981 Pamela Nichols Marcucci	1995	2007 Amelia Ayrelan Iuvino
1951 Frances Golden Rodd	1965 Dee Dee Danahy Booth	1981 Andrew Morrison	1996 Seamus Gallivan	2008 Judson Heussler
1952 Joan Plumb Reeves	1966 Patricia Cohen Gelman	1982 Lynda Harwood Swenson	1997 Thomas Leed Jr.	2008 Abhinav Nangia
1953 David Bunis	1966 Sally Clough Hezel	1983 Joseph McMahon	1998 Ryan Stewart	2009 Natalie Fraize
1954 Margot Victor Glick	1967 Joseph Allen	1983 William Pfeifer	1999 Maggie Gallivan Cecchini	2010 Harry Lipsitz
1955 Deborah Bleichfeld Cohen	1967 Carolyn Clement Clark	1984 Elisa Morgulis Appelbaum	1999 James Obletz	2011 Madeline Connors
1955 Robert Montgomery Jr.	1968 Steven Caprow	1984 Leah Glickman	1999 Rachel Hezel Rzayev	2012 Jordan Heussler
1956 Laura Damon	1969 Thomas Obletz	1985 Lisa Elibol	2000 Theresa Leed Slynstad	2013 Noah Pfeiffer
1957 Peggy DeWitt Stokes	1970 Caroline Bloss			2014 Julian Fraize

# In Memoriam

DECEMBER 2013 – OCTOBER 2014  
We extend our condolences to the friends and family of these alumni and friends of the School.

### Evelyn Akiwumi

July 27, 2014  
Mother of Derek '81 and Edward '84  
Grandmother of Evelyn '22 and Marianne '23

### Marie Battaglia

March 16, 2014  
Grandmother 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 Carolyn 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 Sikora '78  
and Betsy Doyle-Levy '83

### Peter Flickinger

January 23, 2014  
Father of Heather Flickinger Byrne '84  
and Peter Flickinger

### Charles Frazier

September 18, 2014  
Grandfather of Eliza '20 and William Rosen '23

### Patricia Garman

January 1, 2014  
Grandmother of Lucas '10, Clayton '12,  
and Gabrielle '16 Baumgart

### Nancy Posmantur Golden '42

September 8, 2014

### Toby Grady Goodyear '51

April 6, 2014  
Sister of Joy Grady Simpkins '45

### Germaine Kenefick Graves '44

October 11, 2014

### 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 "Pat" Heyl Hubbard '51

December 7, 2013

### Kathryn Hyde '67

December 13, 2013  
Sister of George Hyde '76

### Diane Ivins

September 22, 2014  
Mother of DeWitt Ivins '77

### Frederick N.C. Jerauld III

April 16, 2014  
Husband of Helen Cox Jerauld '65

### Ray Johnson

December 9, 2013  
Father of faculty member Matt Johnson  
Grandfather of Caleb '24 and Gage '25 Johnson

### W. Lawrence Kimber

Father of William Kimber '61, Susan Kimber Kiviat '63,  
and Margaret Kimber Hatrick '71

### Harry F.M. King II '47

February 7, 2014

### David Koch

September 6, 2014  
Father of Tristan Koch '13

### Joanna Brizdle Lipking '54

February 1, 2014  
Sister of Barbara Brizdle '61

### Wilber Martin

October 25, 2014  
Grandfather of Robert Zillig '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 Heinrich Mudd '47

### Edward V. Regan

October 18, 2014  
Husband of Susan Ginsberg Regan '65

### Nancy Lattimore Robbin '61

April 1, 2013

### Lenore Rubin

July 24, 2014  
Mother of Reine Hauser '74

### Larry Schoenberg

May 7, 2014  
Husband of Barbara Brizdle '61

### Lois V. Siggelkow

September 5, 2014  
Mother of Richard '72 and James '73 Siggelkow

### John Wadsworth

September 14, 2014  
Husband of Linda Kittinger Wadsworth '56  
Stepfather of Pamela Nichols Marcucci '81

### Lillian Wilson

August 28, 2013  
Wife of C. Townsend Wilson '41  
Mother of former faculty member Martha Barrett

### Howard Yood

April 12, 2014  
Father of Michael Yood '80

### Frank Zeplowitz

October 7, 2014  
Father of David Zeplowitz '82





**REUNION 1945** – **Marcia Brown Beppler** wrote, “My first, last, and only year as a Park School student - my senior high school year, was the highlight of an amazing 100 year long educational experience at the Horace Mann/Lincoln School of Teacher College in New York City. What a terrific senior year it was!!! I was welcomed, loved, appreciated. I enthusiastically participated, grew, developed, and enjoyed to the utmost. How could one ask for more?”

**1947** – **Nancy Knowles Parker** had a wonderful time in April at **Carol Raymond Jennings’ ’47** birthday celebration. “We lifted our glasses to our long friendship and to The Park School. It was great!” The party was held at Carol’s daughter’s house in Jamestown, RI.

**REUNION 1950** – **Charlotte Keeney Valaer** has become a great-grandmother. Piper Mae Valaer was born on March 13, 2013 in Birmingham, AL.

**1951** – **Lauck Kibler** writes, “Still kicking at 80!”



Karl Heilborn '53 and David Bunis '53

**1953** – **David Bunis** and **Karl Heilborn** had a great time catching up during David’s recent visit to the Seattle WA area.

**REUNION 1955** – **Bob Wilson** writes, “Marianne and 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, teaching golf 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 in the Bahamas. The Abaco parrot is unusual as it nests in the ground in limestone caverns and was once endangered. We see flocks of up to 40 birds at various times. They are noisy but keep me entertained while I garden.”

**1962** – **Dr. Marshall Fagin**, appeared on local television shows *AM Buffalo* 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.

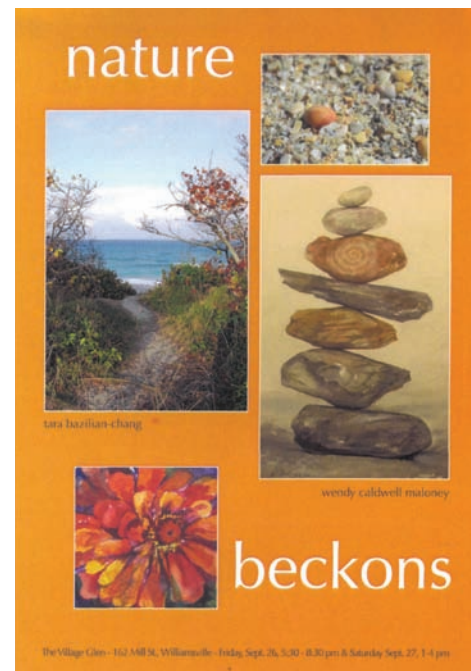
**1964** – **Gary Mols** writes, “My son, Joe, and I are entering our 7th year in business manufacturing and selling Murphy Beds in the Pacific Northwest.

**1966** – **Dan Cox**, Owner and President of Coffee Enterprises, gave the keynote speech at the National Automatic Merchandising Association’s Coffee, Tea & Water convention in November 2013 in Dallas. The address was titled “How Hot is your Coffee Business.” **John Nesbitt** is retired and loving life with his wife Susie in Florida. **Louis Irmisch** writes, “All is well in the Irmisch 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 Williamsville, working at Blue Cross/Blue Shield as a Medical Director, and am on the Scientific Staff at the Erie County Sheriff’s Office. Pam, kids (5), and grandchildren (4) all well!”

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

**1969** – **Brooke Sullivan Tetz** is the accounting manager at the New Hampshire SPCA. **Lynne Doran** writes, “Back to the mountains with my wonderful partner Michelle Macy.”

**1973** – **Wendy Caldwell Maloney’s** watercolors were displayed in an exhibition at The Village Glen, Williamsville, in September. The two day exhibition, “nature beckons” featured Wendy’s watercolors and photographs by a local photographer.



Wendy Caldwell Maloney '73

**1974** – **Pam Glick** writes, “I am happily back in Buffalo. Eli (Park Class of 2016) and I live with my mom, Margot Victor Glick '54. I am a full-time artist. Eli has been very successful at the West Side Rowing Club! He, like my mom, brother, and I, loves Park!”

**1978** – **Bill Heussler** earned his Associate Broker License for Real Estate in April 2014 at Realty USA in the Commercial Division. He is also on the Merger & Acquisition Team at Next Point, LLC. **John Hoyt** was key note speaker at the Collaborations for a Cause Conference in Seattle WA in September. The conference was sponsored by Blue Earth, an organization that believes documentary photography can inspire positive change. “We support visual storytelling on critical environmental and social issues through direct assistance to photographers and a collaborative community of professionals,” wrote John. His company, Pyramid Communications, is a strategic communications company founded in 2003.

**1982** – **Alana Rosen Tate** reports, “I joined the Knoxville Museum 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 Lenoir City, TN since 2003. I am a member of the Board of Directors of Artistic 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 ways people with ASD can contribute to communities.



Alana Rosen Tate '82

**REUNION 1985** – **Bob Rich’s** company, ROAR Logistics, 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 \$65 million.



Andrew Roberts '90

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

**REUNION 1990** – **Andrew Roberts** received his masters in education from the College of William & Mary in May 2014.



Molly Gasbarrini '96

**1996** – **Molly Gasbarrini** has relocated to the Los Angeles area and is Assistant Professor in the Clinical Psychology Ph.D. program at the California School of Psychology. Molly is also building a private psychotherapy practice in Beverly Hills specializing in couples therapy.

**1997** – **Jason Mallo** got together with some Park friends at Lake Placid in early October. Front row, from left: **Mallo '97**, **Tom Lead '97**, **Seamus Gallivan '96**, **Ryan Stewart '98**, **David Fussell '97**, and **Ken Gellman '96**. Back row, from left: **Justin Bailey '96** and **Brock Reed '97**. >>>

**1999** – **Brooke Taylor-Puglisi** has been selected by Shape magazine as one of “The 50 Hottest Female Trainers in America 2014.”

**2001** – **Michael Silverstein** is an associate at Phillips Lytle LLP in Buffalo.

**2002** – **Krista Reese Lehde** and husband Matt are the proud parents of Lana Renea Lehde born January 30, 2014.



Lydia Linehan Johnson, daughter of Katie Linehan '03

**2003** – **Katie Linehan** and her partner Eric Johnson, are delighted to announce the birth of daughter Lydia Linehan Johnson, on August 4, 2014. They are living near Portland, ME.



Kody Sprague '03 and Chris Berardi '03 at the Brick by Brick award ceremony.

**Kody Sprague** was named to *Buffalo Business First’s* “Thirty Under Thirty” as an accomplished young leader in Western New York. Kody is president of Sprague Development Corp., which develops commercial, residential, and industrial real estate projects and provides property management services. His Ellicottville Square project was a finalist for *Buffalo Business First’s* 2014 Brick by Brick Award.

**2004** – **Andrea Berardi** is a post doctoral researcher at the University of Colorado-Boulder. She received her PhD from the University of Virginia in May 2014. **Rob Reese** and wife, Trish, welcomed Bryson Charles on October 8, 2014.



**REUNION 2005** – **Dalphe Buckley Bell** and husband, Dallas, welcomed Ava Marie Bell on October 6, 2014. **Bobby Cabbagestalk** is working toward his master’s degree in communication at the University of Southern California and working at Mistress Creative, an internationally-awarded creative/social/digital technology company in Santa Monica.



Andrea Berardi '04 with her parents, Martin and Sarah, at her University of Virginia graduation.



**2006 – Sean Linehan** and his wife Callie welcomed Henry Dana Linehan to their family on September 28, 2014. They live in Burlington VT.



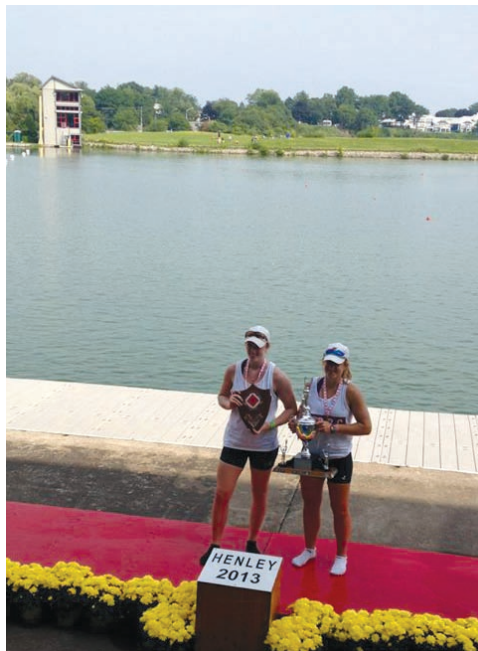
Andrea Reese '07 with siblings Krista '02, Rob '04, and father Terry.

**2007 – Melissa Schreiber** was named Program Director and Assistant Principal at Hebrew High School in Buffalo in September 2014. **Andrea Reese** graduated from SUNY College at Buffalo with a master's degree 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. 11, 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 better able to survive terrorist attacks and natural disasters. He serves as President of the Engineering Grad Student Association is working on a project that brings high school kids to campus to do science and engineering experiences. "He 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.

**Jud Heussler** has received numerous awards this year as Music Director at Kiss 98.5 in Buffalo, report his proud grandparents, Bud and Ginger Heussler.

**2009 – Jeremy Wadsworth** is now an Associate Financial Analyst at Landmark Wealth Management in Buffalo, living in Elmwood Village, and happy to be back in Western New York. **Lily Keane** and Columbia University teammate Kellie Solowski of Hamburg won the Canadian Henley U23 Women's Pair in August 2013. In September, Lily moved to Cambridge, MA. She graduated in February, 2014 from Launch Academy, a Boston-based software developer boot camp, and accepted a position as a Software Engineer at AdHarmonics 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.



Lily Keane '09



Emily O'Hara '10



Jaclyn Turley '10



Sarah Giancola '08

**REUNION 2010 – Emily O'Hara** graduated from Pace University and won an art award. "This award was granted to me by the Art Department for 'excellence in art'! I got my first taste of the art world back at Park my freshman year, and have never stopped since then." **Jaclyn Turley** wrote, "I'm so excited for the graduating class! I graduated from Buffalo State with a BA in psychology and a minor in legal studies. I'm currently working as a visitation specialist in foster care at Gateway Longview and just finished my first year of graduate school at Niagara University for my master's in Mental Health counseling. I hope to stop by and visit the campus soon!"



Carolyn Mirand '10

**Carolyn Mirand** graduated from Clarkson University May 10, 2014. As Senior Class President, she spoke on behalf of her class at the Commencement. **Harry Lipsitz** graduated from Point Park 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 is slated to hit the film festival circuit. The feature is entitled *I'm a Stranger Here Myself*. 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*



Harry Lipsitz '10

around the holidays. I plan on moving to New York City in early 2015 and hope to work in film or television." **Hillary Konitch** graduated early from Xavier University (Cincinnati) and is now completing her second semester at Xavier's graduate program in Occupational Therapy.

**2011 – Kevin Guo** is attending SUNY Fredonia. **Dylan Ratigan** will graduate in December 2014 from University of Dubuque 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 EPIC Records in New York City.



Hillary Konitsch '10 with mother Kathleen

CALL FOR NEWS

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](mailto:alumni@theparkschool.org)

INTERNSHIPS AND MENTORING

Alumni interested in learning more about hosting a senior for their senior project in May or providing assistance to younger alumni as they begin their careers are asked to contact [alumni@theparkschool.org](mailto:alumni@theparkschool.org). Your wisdom and experience can make all the difference to our young Pioneers!

**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.

**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 Park School birthday celebrations!"

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If address correction is needed or if your Park alumnus/a has new contact information, please call 716-839-1242 x130 or email [development@theparkschool.org](mailto:development@theparkschool.org). Thank you!

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**FALL 2014**

## 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.



THE PARK SCHOOL OF BUFFALO 2014-15, SEPTEMBER 2014.