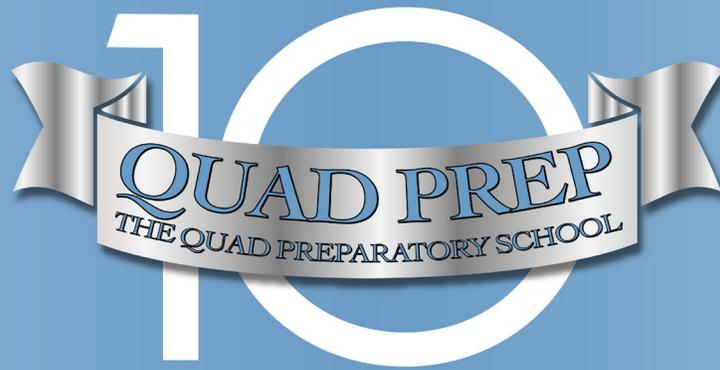




Quad Prep magazine

Fall 2022 – Winter 2023



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A NOTE FROM KIM

Dear Quad Prep Community,

As we celebrate our 10th anniversary and our decennial year at Quad Prep, we've been reflecting on all the experiences — and all the community members — that have been such an important part of our story along the way.

As you'll see from this new issue of Quad Prep Magazine, the life of our school continues to be shaped by our students' interests, growth, creativity, and learning. Recently, I was reminiscing about a personalized science experiment from our very first school year. As you'll see in the following pages, our students continue to undertake meaningful scientific inquiry at Quad Prep to this day — inventing new algorithms and computer code, analyzing chemical compounds, and exploring engineering and aerodynamics for bridges.

In these magazine pages, you'll find a Comet classroom study of public transit and a Harbor Green deep-dive into the history and artistry of the comic book. You'll find bearded dragons and axolotls and an inaugural Student Council-hosted Fall Festival — complete with costume contest! You'll find students driving their learning and their extracurricular life, bringing their unique interests and gifts into our classrooms and social commons to shape our school into an incredible place.

They're joined on this journey by a community of staff and parents, alumni and extended families, loved ones and friends. In this issue of Quad Prep Magazine, you can learn more about our talented staff (did you see the new staff band perform at this fall's Convocation?) and about our committed families, who share their expertise as guest speakers in our Cloverleaf Series and organize meaningful new programs through our Parent Community. Our students' loved ones have always played such an essential role in the life of our school — from an uncle who donated the materials to create our first community garden back in our second year to the many families and loved ones who lay the foundation for our next decade through our Decennial Fund.

We are so grateful to all of you for being a part of this Quad Prep story! We hope you enjoy a small glimpse into some recent highlights in this issue of our Quad Prep Magazine, and we look forward to many more vibrant learning experiences ahead this spring.

Happy reading!



Kim Busi
Founder and Head of School



Axolotls and Dragons and Corn Snakes, Oh My!

Unexpected gifts of learning and connection

While preparing for class, Brielle Lipstein, STEM specialist at our Lower School and head science teacher of Orion and Luna, greets a student from last year as they pop their head into the science room. He's here to say hello, but he's mainly here to see the hamsters. In the science room live a number of animals: freshwater fish, a snake, a bearded dragon. "We developed a really strong rapport from science because this student has a true love of animals," Brielle notes as the student settles in by the classroom hamsters, Dewdrop and Daffodil. "Getting to feed the animals with me was a huge incentive for him, so after all his classes throughout the day, we would feed the hamsters together." Brielle attributes their trusting relationship and success in the classroom to these small creatures. "That helped a bunch. And I definitely think that the students bond with us even more because of their love for the animals."

In our Quad Prep Lower School, an array of classroom animals allow students and teachers an opportunity to learn alongside one another. Animal care, biology, direct scientific observation, unique features of different species, and community accountability are just a few of the lessons that have become part of classroom culture.

When she started this program in 2018, Lower School Academic Director Nicole Cavalerie says that introducing animals to the classroom was a way to provide more enrichment opportunities for the students in science. First, there was Ginger, the very popular corn snake, who was given to the classroom by a student that was moving away. From there, Nicole says, the growth of

the animal program was driven by strong student interest. Students were enamored by this living creature in their classroom, and it was obvious that they were eager to learn more. "We were interested in a variety of species that could be really calming, and that have different habitats, too."

Steadily, "the menagerie" as Nicole refers to it, grew. In choosing which animals would be a good fit, the students and faculty take many factors into consideration. "Leopard geckos, for example, are a bit more fragile. We wanted to make sure that any animal in our classroom is hardy enough that the kids can interact with it in a safe way without the animal or the students being overwhelmed," Nicole explains. Soon after, to complement their new snake, the classroom teams brought in a bearded dragon, which students named Jumper. Then fish tanks were introduced for students who were interested in a less direct level of interaction. "The fish offer something calming for the kids that didn't want to physically interact with an animal, but could have their other sensory needs met," says Nicole.

Since the inception of this initiative, there have been over a dozen different species of animals at Quad Prep at any given time. Seahorses, starfish, jellyfish, hamsters—the list goes on! Science teacher Talia Roth says that the presence of animals has helped enhance the curriculum, giving students an opportunity to immediately apply what they're learning. Her students kicked this year off discussing the scientific method, the process of making observations and asking questions. In their current study of bones, Talia lets students choose an animal in the room as a point of reference, in order to make real-time observations. "Someone chose Ginger, the corn snake. And we asked, 'How can we observe Ginger?' We then went through all the steps,



“They’ve instilled a lot of empathy in the students, and they’re so protective of these little creatures.”

while using Ginger as our example; questions we’d want to ask about her, how we would want to think about her, and what we could observe about her by watching her engage in her environment.” What would have otherwise been solely an informative curriculum has instead become an interactive one.

When Ginger shed her skin this summer, Nicole was able to share that with new students at Quad Prep. “Her skin shed in one piece, it was perfect—it means they’re healthy and getting the right amount of humidity in their environment. We were able to really look at it and see where her eyes were and where the different scales lie. It was a really nice way to study her,” she says.

These cute, endearing animals can sometimes also capture students’ attention during class, like the nocturnal hamster, a fan favorite amongst students. “They’re a big draw, so sometimes we have some distractions because it is the coolest thing in the world to see Buttercup come out of her burrow,” says Brielle. But both Brielle and Talia say that moments like these are often an opportunity to bring it back to the curriculum. For example, when Dewdrop the hamster is alert, Talia connects her behavior back to their bones study by asking the class to name what they are observing. These impromptu, as well as scheduled, animal breaks give students a chance to ask questions, prompting further student-led inquiry and study. Animal breaks, says Brielle, are incentivizing. “During special times of the day, they get to visit and feed the animals.”

It’s also been a chance for teachers to learn as well, from the animals and one another. “I have never taken care of a hamster before. I’ve only taken care of dogs,” says Brielle. She credits a lot of what she’s learned to her

colleague Talia. “Even just the time management that’s required for some things like changing their bedding!”

Teachers have also found that students quickly develop a sense of ownership and community around these animals. “They’ve instilled a lot of empathy in the students, and they’re so protective of these little creatures,” says Brielle. They often remind one another to keep their volume low around some of the species with auditory sensitivities.

“We get to learn responsibility with them because they’re very sensitive animals,” says Alex, a student in the Luna Prep classroom. “Daffodil’s so cute, and she’s the only [hamster] I get to see, because they love to burrow. I once read a book that taught me that they were nocturnal and like to stay up all night.”

Another student formed a close bond with Gretchen, the classroom axolotl, and then expressed concern after learning that axolotls are an endangered species. This became a springboard for action, as the student organized a campaign to build awareness.

This kind of applied learning happens all the time in the Lower School science classroom. One class even went on to grow their own microgreens for the hamsters! And when Tinkerbelle, a beloved hamster passed away, students created a special memorial to her.

Nicole says she hopes to see more animals and more variety in species at Quad Prep in the future. Some of her dreams include a hairless cat, frogs, and an African gray parrot. When asked if there’s any animal she wouldn’t want to work with, she said, “I don’t do bugs.” If the students have anything to say about it, that may very well change someday! •



GETTING TO KNOW OUR UPPER SCHOOL STUDENT LIFE DIRECTOR

Quad Prep's new Upper School Director of Student Life, Connie Shin,

is focused on cultivating community, fostering a sense of belonging, and giving Quad Prep Upper School students the opportunity to create a school spirit that's all their own!

Quad Prep Magazine recently sat down with Connie to learn more about her new role – and all that lies ahead for our students in the Upper School.

QPM: Congratulations on your new role! Can you begin by telling us a little more: What is Student Life?

CS: Student Life is an opportunity for students to socialize with one another– to do something outside of academics, to meet new people, to explore new interests, to try new things.. Our students already have an academic-filled school day, so this is an opportunity to round it out. Student Life brings levity and joy to their school experience.

QPM: What are some things we can expect to see from Student Life?

CS: Over the summer, we sent out a guidebook of available clubs. There's an animal care club just for anybody who's an animal lover. There's a Dungeons and Dragons club, Student Council, and yearbook. There's SAGA– the Sexuality and Gender Alliance. We also offer a special mentorship program, which allows Upper School students to volunteer at the Lower School as teacher's aides, or as mentors paired with younger students– so far, that one has proven to be pretty popular.

We have an environmental action committee for people who are really interested in climate change and climate justice. We also have the Ha Ha Ha Club, which is the Hilarity, Hijinx and Humor Club– an SNL skit kind of group. There's also the Unsolved Mysteries of the Universe, where students can talk about conspiracy theories like the Loch Ness monster and Area 51. There are also some other classic clubs, like Model UN.

As the Student Life department develops, I'd also like to explore the opportunity for a variety of affinity groups, and want to be very intentional about what will be offered.



QPM: What is the intended impact of Student Life? What do you think is the significance of these social connections?

CS: Coming out of the pandemic, a lot of us saw fewer people and more screen time, so I think it's really important for our kids to have as many opportunities as possible to enjoy being a kid.

I moved around my entire life, almost every five years, which meant that I experienced different kinds of school communities— both the feeling of belonging to a group, as well as feeling ungrouped and more solitary. One thing I noticed during those years was the amount of school spirit that's often cultivated at boarding schools— because they are their own kind of island community, they work hard to foster a sense of school community. And I'm excited to bring some of that here, in a practical way.

Even now, as an adult, I'm just realizing how much more value I get out of my hobbies or just how much more I get out of life when I do things with others – and I'm an introvert. If I'm going to go out to see a friend play a show, for example, I need to balance that with an equal amount of time at home to rest. I've gotten into discussions with some of our older students about this, too, as they try to find that balance for themselves. Being with people is enriching. I really do think that people need people.

Because of the neuroplasticity of our brains, we also continue to have the opportunity to grow new dendrites and new axons. Of course, it's difficult to change habits or develop new ones— it's like choosing to go down a ski route that's very familiar and comfortable. It's hard to create new neural pathways, but when we do, we feel braver and stronger. Even now, as an adult, you feel a certain way about yourself when you learn new things.

Student Life is an added opportunity to meet new people, build confidence, and try new things, or continue doing the thing you love with others who you didn't know also love that same thing. You have no idea how many students have asked me to create a Dungeons and Dragons club!

QPM: Speaking of trying new things, this is a new role for you here— you were previously an Occupational Therapist at Quad Prep. What has this shift in your career meant for you?

CS: During a meeting with a supervisor, they mentioned that this role was available. They said they thought I'd be a good fit and encouraged me to apply. I thought, "Yeah, totally!"

"I look forward to seeing the students take ownership of it, and I want to be the person that stands with them telling them to go for it, to try something new."

One of the great things about Quad Prep is it's so flexible, and you often get to be really creative. As an OT, whenever I've had an idea that could help a student and provide a meaningful, therapeutic service, my supervisors would say, "Yeah, do it! Try it!" During my one-on-one sessions, I'd do things like take my student to Duane Reade for a scavenger hunt. As a clinician, and now in this new role, I feel limitless. When you're given an opportunity to create something new, you have to do it. Even with all of your doubts, you have to try it out.

QPM: What are your goals for Student Life? How do you hope to see it evolve?

CS: One of my goals is to cultivate a sense of school culture, and shared accountability to the space and each other. Student Life really creates a sense of belonging; clubs like Student Council allow students to produce student-led events, like a dance or winter formal.

This first year, I'm excited to start with some of the core clubs like robotics, chess, and Student Council, but then would love to open it up more and more to students to decide what they'd really like to see, because then we can get really interesting, student-motivated opportunities. I look forward to seeing the students take ownership of it, and I want to be the person that stands with them telling them to go for it, to try something new. •





Celebrating 10 Years of Quad Prep: Memories & Storytelling



Do you remember your first day of school?

What were some of your first impressions?

This fall, six of the original faculty of Quad Prep gathered for a roundtable discussion with the Quad Prep Archives. Together, Kim Busi, Fran Cornejo, Emily Vizza, Alexa Wallerstein, Moira Anthony, and Melissa Palatucci reminisced on the humble beginnings of our school at its first location, the Sixth Street Synagogue, as well as inspiring milestones within the community as it's grown through the years.



My First Day

Emily: I remember the first day. I remember coming up with intro activities for the students before diving into schedules. I remember not knowing what to expect. But we'd been reading about the kids on paper for weeks, so by the end of the day I thought, "Oh, this is going to be great!"



First Friday Meeting

Alexa: For me, it was the first Friday meeting, where I felt, "This is very meaningful." I was an intern the first year, and I remember taking lots of notes – even if nothing was going on, I'd stand there and take notes. When Fran taught yoga, I took diligent notes, and he likes to remind me of that.

During that first Friday meeting, I was at a table with you all, and we were reviewing goals and strategies. We were really diving deep into each student's history and life and what they love. We were figuring out how to do it, together. I remember thinking, 'I'm around really smart people, who really care.'

Community (Garden) Building

Melissa P: One of my favorite memories from that first year was the garden we made – everyone had their own plot to tend to.

Kim: It was gorgeous!

Fran: But we couldn't afford the dirt.

Emily: A few of us rode down to the East River dumpyard, to try to get dirt!

Fran: I bought an old bike for \$17, fixed it up, and rode it down to the East River. We saw that these people were giving out free dirt there, so we hauled dirt all the way from the East River back to school on bike.

Fran: And then the next day, Ashley's uncle showed up with a pallet of 25 bags of dirt! Then, we built the garden beds.



Proud Moments

Moira: Something I'm always proud of, not just in the first years: there's always a moment a few months into the school year when you get on a monthly phone call with a new family, and you hear the family say, "It's changed my life," or "My child is a completely different child, and they're who they're meant to be." That has been consistent throughout all the changes the school has made, from the synagogue to now.

Emily: Our school is something we collectively built that has lasted. It started in a very different way. But there's a hint of everything that we did then in a lot of things we do now.

Melissa: I'm proud of building the training program up, from having had Alexa as our first mental health counselor trainee to now, having the number of trainees we have every year. It's pretty consistent even in the interview process that the graduate students are impressed to hear about what's happening here. They're excited and want to be here, and they see it as an opportunity that is so unique. I'm proud that we've been able to create that, and we can give new students the opportunity to continue in this field because it's just going to keep growing.

Emily: You don't learn about this sort of setting in any traditional school. We're making an impact on people in all kinds of educational and clinical fields to see this population and want to work with these kids.

Alexa: I'm proud to be part of a place that does things very unconventionally. The whole model of having clinicians immersed in academic learning is how we reach kids the most. It's been such a special and unique experience— I've learned so much from different disciplines, and you really don't get that anywhere else. Every year we become greater experts in it, while also remaining humble. Our model has stayed the same, but we've really evolved, and I'm proud to be part of such an open-minded place.

Kim: I really think we help students know themselves and have choices so that they can choose the path that is meant to be for them. And really the feedback that we get, it's just so profound. The other day one of our alum said that his math teacher here changed his life. That's amazing! •

History and Art from Comic Books to Ancient Egypt: *The Gift of Real-World Exploration*

"Not having heard of it is not as good as having heard of it. Having heard of it is not as good as having seen it. Having seen it is not as good as knowing it. Knowing it is not as good as putting it into practice."
— Xunzi, ca. 200 B.C.E.

At Quad Prep, our teachers are always finding creative and engaging ways for students to apply what they learn and bring their knowledge into action. The students in our Harbor Green Program have found some particularly dynamic opportunities for growth this fall through a series of offsite experiences that combine their individual passions and their collective academic goals.

Each day in Cheryl Gartsbeyn's classroom, students experience creative, immersive personalized learning. A head teacher in our Harbor Green Program, Cheryl's goal is to give her students the flexibility to explore the curriculum in ways that are meaningful to them. The curricular units she develops are important to her because, she explains,

"They are driven by student choice and student learning." This year, Cheryl's students came into the year with a keen interest in graphic novels and Ancient Egyptian history, so she was determined to craft opportunities for these interests to blossom under the umbrella of their curriculum. And what better way to take their learning one step further than by giving them real world experiences at significant sites in New York City!

"My students were the inspiration. I wanted them to remember that there is a world outside of school, in which you can continue learning. My role as a teacher is to provide them with 'ways in' to the material, meaning different modalities in which the students can engage with content, whether that is slides,

videos, field trips, or other entry points that works well for them," Cheryl says.

Their first stop was Midtown Comics, conveniently located right in the Quad Prep neighborhood, but before they ventured out, the students spent the first portion of the school year diving into the rich artistry, history, and cultural importance of comic books. "My students came into class with an interest in graphic novels, and I wanted to expand their knowledge. We looked not only at current comic books (such as Marvel and DC), but also at comic book art and how the art is a pivotal component of the story. Sometimes comic books are underestimated and seen as 'easy', but in reality, the interplay between the images and text create an intellectually stimulating, fun read," Cheryl explains.

As a part of their comic book unit, students watched some short films and compared the adaptations to the original books, researched comic books artists and the styles in which they choose to work (some even drawing inspiration from the likes of Gustav Klimpt!), and delved into the rich history of comic books. The entire unit culminated in the publication of their own, original comic books. Students were excit-





ed that they would be able to use their new knowledge of comic books in tandem with their existing passion for art! These comic books proved to be another opportunity for the students to put their own interests in the spotlight. They created recipes in comic book format, or dreamed up characters like squares and donuts who make a light, yet profound, statement about injustices in society.

The field trip to Midtown Comics synthesized all of the hard work and research that the students did in the classroom. For their private tour of the store, the students had the opportunity to view rare, highly sought-after comic books, explore the massive inventory of books and the artists that created them, and interview store employees about their passion for and knowledge of comic books. Oftentimes, when looking to buy a book, people seek out a larger book store because they are more well-known. However, not many people are familiar with the smaller, local bookstores, and this was a moment of exposure to small businesses and entrepreneurship for the students. "It was my goal for the students to take away something meaningful – we're so lucky to be in New York with the ability to be immersed in places that align with our curriculum," Cheryl says. The students were energized by this opportunity to experience a place they hadn't been before,

and walked away with gifts of comic books, bookmarks, and a greater appreciation for the comic book art form.

After seeing the impact that the comic book unit and field trip had on her students, Cheryl decided that another field trip, this time to the Metropolitan Museum of Art, would be an excellent opportunity to give real-world context to the students' love of Ancient Egyptian history. As part of her Engineering the Past class, Cheryl and her students once again dove deep into a multi-modal unit on Ancient Egypt. Given their passion for this particular piece of history, the students already had a surface-level understanding of the content, but Cheryl, once again, was determined to give the students opportunities to make the textbook pages and pictorial explorations come to life.

"Students come in knowing things about Ancient Egypt: mummies, pharaohs, The Great Pyramids, and more. I wanted to give my students more than just new information about Egypt. I wanted to show them a part of the city that tells the story about the Egyptian artifacts," Cheryl says.

With this in mind, Cheryl and her students adopted an archaeological perspective and set out to see the Ancient Egypt exhibition at the Metropolitan Museum of Art. The students were awed by the hiero-

"My students were the inspiration. I wanted them to remember that there is a world outside of school, in which you can continue learning."

glyphics and different artifacts on exhibit. Their textbooks and classroom explorations had given them images of mummies and Ancient Egyptian dress, but to stand in front of these artifacts from the past re-framed their perspectives. "It was such a joy to see the students' faces light up when they saw the hieroglyphics real and in-person," Cheryl reflects. After a long day of exploring and learning, the students hopped on the subway back to Quad Prep with an expanded knowledge of their already powerful passion for Ancient Egyptian history.



For Cheryl, getting to know her students and their interests is the most rewarding part of teaching her students. "I love watching my students learn and connect the content in the classroom to everyday life. My goal is for my students to develop their own tastes and preferences. The trip to the Met was a gift, and we are really grateful that Quad Prep encourages us to have these opportunities to take these enriching trips."

"School happens not just inside of the classroom, and some people take that for granted," Cheryl says. "In middle school, the students have already started to develop their own identities and personalities. I want to make the learning process more meaningful by opening up the world to them." •

We know our staff is talented...



LONG-DISTANCE RUNNING

Joanne Magee

Lower School Theater Teacher

"Running has been one of my favorite hobbies since my twenties. I have run along the River Mersey in Liverpool; in Cambridge, England; and up and down the hills in Edinburgh, Scotland; through Colorado; and even in Las Vegas! One of my favorite things to do is to get up before the sun rises and watch it as it creeps up over the horizon. I feel at one with nature, and I use my runs as a form of meditation to practice being present in the moment. Being able to run is a privilege; it's something I don't take for granted. A hip injury and a few surgeries almost stopped my running permanently, but I worked hard in recovery and did lots of physical therapy to reach my goal of running once more. I appreciate how fortunate I am, valuing every chance I get to slip on a pair of sneakers for the next adventure."

ARCHERY

Asher Johnson

Lower School Psychosocial Teacher

"I was inspired to get into archery after my parents took up the hobby about two years ago. This past Father's Day, I attended a class with my Dad at Gotham Archery in Brooklyn. I had an amazing time at this class, and was immediately eager to come back and do it again. Since that first class, I've gone back repeatedly with my family and brought along several of my friends! I'm so glad I pushed through my nervousness and gave it a go. I would encourage anyone who is curious about archery to give it a try. It is a super fun hobby and an awesome time!"



... but could you guess they have *these* hidden hobbies?!

BIRDING

Abby Highland

Community Engagement Associate

"Taking notice of the sounds, movements, and the in-tune nature of birds has been a grounding practice for me, and picking up birding during the pandemic was one of the best things I've done. My parents are both naturalists, and my sister is a wildlife rehabber at the Wild Bird Fund in the Upper West Side, so I suppose birding is in my blood. I started by using the Merlin Bird app, which helps you identify birds from sound or sight. It doesn't take any special skill — and you don't even need binoculars when you get started. Just stop, listen, and notice..."

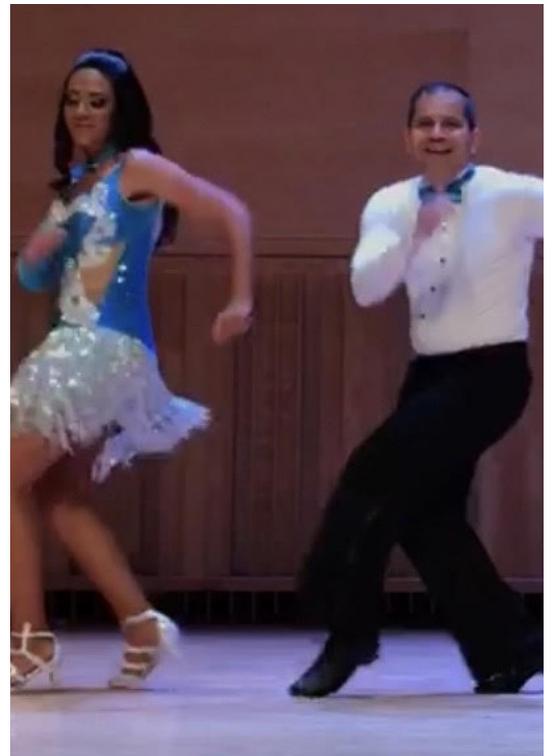


SALSA DANCING

Elmer Detres

Chief Financial Officer

"Seven years ago, I went to a reunion with some old friends and saw them dancing. It inspired me to take a salsa dancing class. Soon, my interest became a serious hobby, and within a year I was performance-dancing with different teams around the city. As a guitar player, I have a natural inclination for music, and salsa has given me another way to interact with something I already love. I've met new people, which has been the best part, an awesome circle of friends that I still get together with every other week. Salsa dancing has been a meaningful way for me to connect with my Puerto Rican heritage."



CAMOGIE

Kelly-Ann Brady

Lower School Head Teacher

"I grew up in a small rural parish in Ireland, with a family rooted in the GAA (The Gaelic Athletic Association), so becoming involved in camogie was a rite of passage for me. Moving away for university and later to begin my teaching career put a halt on playing, and it would not be until this year that I would play again."

Liberty Gaels is the name of the camogie team that I play with here in New York. We mainly play at Gaelic Park in the Bronx. If you find yourself at a loose end on a long summer Sunday evening, pop over to Gaelic Park to catch some of the action!"



Beyond the Bunsen Burner: Creative STEM Experimentation in Zenith High School

In the Zenith High School STEM classrooms in our Upper School, students delving into organic chemistry, engineering and infrastructure, and computer code. In their first semester, they start asking questions, letting their inquiries and interests guide them into meaningful long term projects and experiments.

In recent conversations with Petr Butkarev, Upper School Science teacher, and Mason Dellutri, Computer Science teacher, it quickly became very clear that for our students, who produce a body of scientific work far beyond their years, this opportunity for personalized inquiry becomes integral. Of these individual projects and experiments, Petr notes, "It is a great way to explore their favorite and beloved topics in science."

This exploration is one of the most important aspects of the science curriculum. "Learning about science allows one to meaningfully interact with our world, understand why things are the way they are, and shape our future for the better," Mason says. Our students ask the most thoughtful, insightful questions, and through personalized experimentation, they are making discoveries that mean something to them – and even have the potential to impact the world at large.

The experience of experimentation itself is also a lesson in one of our school's core values: resilience. "There is definitely a euphoria from struggling with a challenging problem for a while and suddenly having it click into place when you get it working. Seeing a student jump for joy after getting their desired output or conquering a difficult challenge is my favorite aspect of teaching my students," Mason says.

For our STEM faculty, working alongside students on their projects has also proven to be a dynamic opportunity to learn, exercise creativity, and find fulfillment. "The potential for possibility is really exciting. It's really easy to personalize scientific explorations – the limits just don't exist. Students can make each project their own," says Mason.

Our High School STEM curriculum encourages exploration beyond what you might see in a typical high school classroom. This year, our Zenith High School students, once again, are immersed in experiments of their choosing, many of which will be realized as exhibits at our Quad Prep Science Symposium in May. Quad Prep Magazine did some research of its own to discover what exactly our most seasoned students are exploring this year. And we discovered for ourselves that, by "thinking outside the Bunsen burner," our students are exposed to a world of limitless possibilities for exploring and answering their most creative, advanced questions.

"Learning about science allows one to meaningfully interact with our world, understand why things are the way they are, and shape our future for the better."

Expansion and Contraction of Bridges in Different Weather

We all know that New York weather can get a bit dicey, and Leif is exploring how bridges are constructed to withstand such a range of conditions. Inspired by his engineering research, a fascination with aerodynamics, and his own post-secondary career goals, Leif is taking a deep, close look at the expansion and contraction of bridges in various weather, and what components of the building materials allow the bridges to stand regardless of temperature variance. Right now, Leif is deep in research, and with his data collected, he plans to build his own scaled model of a bridge to test the theories and concepts that he discovers.

Maximizing the Value of Your Vinyl Collection

Vinyl records might be "vintage", but one of our Zenith High School students has quite the impressive collection – and he saw an opportunity for exploration of this passion in his computer science class. Using an API (application programming interface) from an online vinyl store, he is developing a program that will determine and predict price changes for various records in his own collection. Once the program is in place, he plans to expand it into an app that will automatically source the prices for selected vinyl from across the internet, keep a log of the price change history, and determine trends to see when or if the user should sell or buy vinyls to maximize value.

Synthesis of Aspirin

The synthesis of aspirin is typically considered a college-level experiment, but Sincere is up for the challenge. This experiment is traditionally performed as part of an organic chemistry unit for university students, and scientists around the globe have been exploring this reaction for over 100 years. The experiment will result in the creation of the pain-relieving pharmaceutical, aspirin, or acetylsalicylic acid. While the synthesis itself is a fairly straightforward process, Sincere's goal is to study the chemical makeup of the product once it has been synthesized.

Storytelling Through Manga Video Games

Maylene's passion for manga and the existing game Danganronpa inspired her to create a beautifully designed video game. She is in the process of creating a game similar to Danganronpa, in which players will be able to interact in a setting that pulls from traditional Japanese manga style, and includes branching pathways, storylines, and multiple endings. This is an especially exciting project for Maylene, as she has the opportunity to incorporate her love for visual art and creative writing into her computer science coursework by designing her very own characters and script!

Remaking Pong

The video game Pong was originally released in the 1970s, and in 2022, a Quad Prep student is determined to remake this classic game using modern technology and knowledge. Using the coding software, Python, he is creating an algorithm with a level of complexity that is advanced even by professional standards. One of the most exciting aspects of computer science is that progress is visible, and you immediately know if you've succeeded or if something needs adjusting. Through very succinct trial and error, this student is creating algorithms that will allow a player to methodically increase their difficulty level in single-player or zero-player mode.

Science Lab Safety Tips: Breaking Bad-Style

Max and William have a passion for creative media and a love for the popular television show, Breaking Bad, and their choice of project reflects just that. Together, Max and William are creating a high-quality instructional video about important science lab safety rules. This project is a prime example of a cross-disciplinary project, weaving together STEM-based content, creative writing, film, music, and public speaking. Using their knowledge of experimentation best practices (and incorporating some Breaking Bad moments), their finished product will be a fully edited, professional-quality film that can be used in science labs everywhere. •





Why I Give to Quad Prep

This year is an exciting celebration of our **tenth year** as a school, and as a leader in twice-exceptional education. Our full community is coming together to celebrate Quad Prep's Decennial Year, and we are sharing stories of our incredible journey from where we began to where we are today. As we celebrate, we are looking ahead to our new decade, and we are strengthening and growing in the unique approaches that make us so special.

Our community has always been at the heart of our success. This year, families and community members are donating to the Decennial Fund in support of the annual appeal. The **Decennial Fund** not only supports our school this year, but is also laying the foundation to support meaningful learning opportunities, increase accessibility in twice-exceptional education, support the well-being of our staff, and bolster professional development programs in twice-exceptional education. The core of all of our work is supporting our students, and with everyone's support, we can continue to build the launchpad for their bright futures.

Why do *you* give to Quad Prep?



"Tuition covers the essentials, and especially at a place like Quad Prep, there are quite a few non-negotiables. Giving to the annual appeal adds **flexibility and depth** to the program, it is really that simple."

— Isca Greenfield Sanders and Sebastian Blanck // Zenith High School Parents

"Johnny loves his school. He feels very fortunate to go to this school. It's been so important for him to see that school can be inspiring, and it can be comforting. I wish every child could go to a school like Quad Prep. When everyone gives, it makes such a statement, because what we're saying when we make that donation is that I'm in, I'm all in, I support you, the faculty and the staff. People who give every year are sending a message — especially to the faculty: **'We support you. We appreciate you. We are grateful for you.'** It makes a difference."

— JoAnna Laskas // Phoenix A Parent



"At Quad Prep, Quinn has the flexibility to learn things that he's interested in. Now, in 8th grade he really loves discussion and debate, and he was placed into an elective for philosophy where he is able to have these dynamic conversations that excite him within a supportive framework. He also finds that in Quad Prep's Model UN program, which he loved and participated in for the first time last year. Even when we first arrived at Quad Prep, we felt like it was a **partnership**. We can rely on people who have experience. Now in Upper School, we have meetings with an academic advisor and a counselor. It creates this continuity between school and home. Everyone's on the same page."

—Joyce Lent // Cosmos Parent

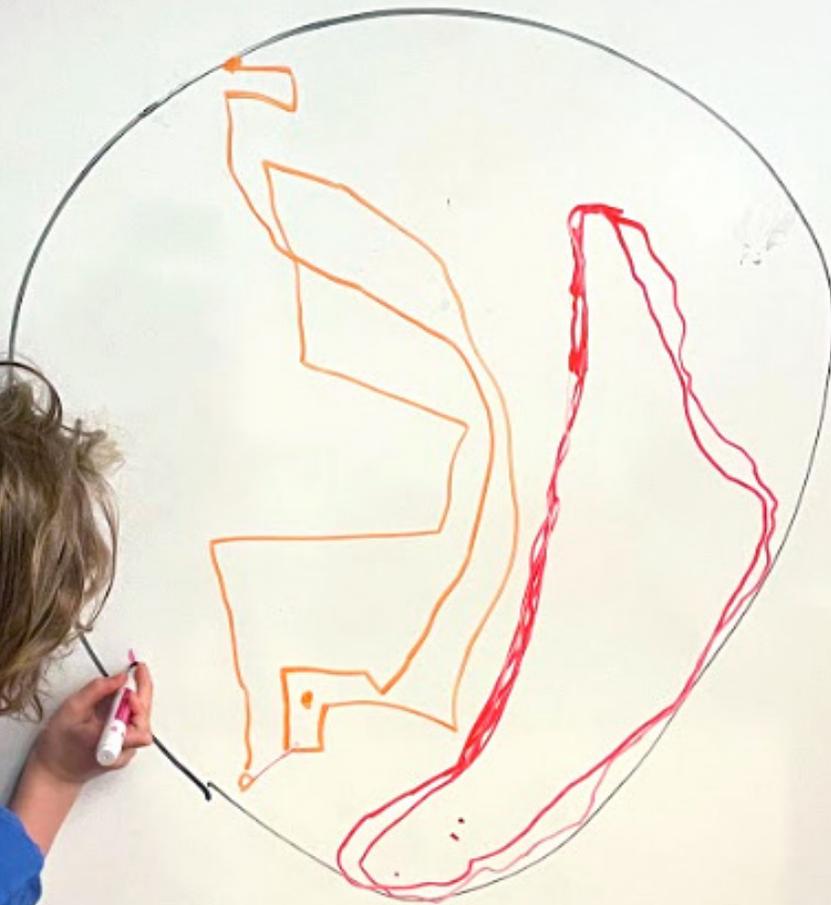
"Quad Prep is this special miracle place, and all of the things that we as parents love about the school take funds to do. I give because of the **peace of mind** that the school gives us. Our kids are not alone. It's all hands on deck, with a team of people who support them every day. Our child has found his people."

— Lauren Akinmusuru // Quasar Parent



Comet's Bus - map

■ B1
■ M7



“Could I Borrow a Cup of Sugar?”: Discovering the Importance of Our Everyday Interactions

"Please stand clear of the closing doors!"

"Could I borrow a cup of sugar?" "Your total is \$15.74." "Could you give me directions to Washington Square Park?" In the buzzing life of New York City, fleeting, daily interactions like these create a web of unique stories and identities. From a young age, children who live in the city are exposed to its culture and spectacle – but it is these small, seemingly insignificant moments with an MTA employee, a neighbor, a sales clerk, or even a tourist that define our personal world. At Quad Prep, our youngest students in the Comet classroom are finding the significance in those routine, "insignificant" moments. The Comet Theme Studies curriculum guides our youngest learners through a deep, playful exploration of themselves, their families, and the community around them.

The Comet Theme Studies curriculum has evolved through the years, but it has always come down to one purpose: exploring the key concepts of community and culture through the lens of students and their unique interests. This year, the full Comet teaching and clinical team – Angela, Rachel, Maya, Scarlette, and Lucy – came together to plan engaging lessons and activities that would tie their social studies curriculum to real-world scenarios for thirty minutes each morning. Whether the students are investigating the components that make up a strong skyscraper, role-playing everyday interactions with MTA employees, or integrating math skills to create bar graphs of neighborhood statistics, Theme Studies gives the students a space to take pride in their work and discover how they relate to the world around them.

This year, students particularly embraced the neighborhood unit. They explored the differences between urban, suburban, and rural communities and learned to read maps of the city, but perhaps the most impactful part of the unit was a walking tour of their school's neighborhood. As a class, the students bundled up and hit the streets to take a closer look at the makeup of the Financial District. They noticed its bakeries, convenience stores, hotels, and salons. And amongst all of the sights, smells, and sounds, one student, Alex, remarked, "Our world is beautiful." Through their walk, the students found that the people in a community are the foundation of what makes the neighborhood truly beautiful.

While the students were highly impacted by their walk around the neighborhood, they also enjoy learning and engaging in exploratory activities right in the classroom. "Learning is so important, because you get to explore new things," one student, Leo, remarked. Each session of Theme Studies, the students gather together for an introduction of the unit's theme and a group project, followed by small group activities to explore a bit deeper.

"Theme Studies provide an opportunity for our students to engage in topics that they are interested in with an age-appropriate and collaborative manner."

Since the students came into the school year with a strong interest in learning about transportation, their first unit dove into the trains, buses, cars, and planes that weave throughout their city. Their imaginations were set free as they created their own Metrocards, constructed a subway using chairs and tables, and fully reenacted a scene of all the roles that are present on a New York City subway! (A particular favorite role that they took turns playing was the subway conductor!) "We love planning for and facilitating structured and imaginative play opportunities for our students. Theme Studies provide an opportunity for our students to engage in topics that they are interested in with an age-appropriate and collaborative manner," one Comet teacher noted.

con't on the next page



In a city with a wide and diverse range of people and cultures, it is increasingly important for students, even from a young age, to have opportunities to learn about how they can contribute to their community. With resources from Learning for Justice, Comet teachers emphasize diversity and compassion in each lesson. As a result, students learn the importance of creating an environment of equity and understanding in the classroom and beyond.

While the Theme Studies work is important for the students, the staff creating the lessons and activities find this experience to be incredibly rewarding for them, too. "This is the subject that the staff get to collaborate on the most as a full team, and that's really special. Seeing the students have fun makes it even more fun for us," says Comet Head Teacher, Rachel Sang. The Comet team enjoys watching their students' imaginations come out in each unit, and it brings out the best in them, too. "Everyone gets to connect in this open, playful format! I always look forward to our Theme Studies — they're always so much fun," says Comet Psychosocial Assistant, Lucy Cadmen.

"Everyone gets to connect in this open, playful format! I always look forward to our Theme Studies — they're always so much fun!"

So, the next time you hear, "could I borrow a cup of sugar," our Comet students would encourage you to take a moment to look a little closer at the world around you. These small, daily moments — riding a subway, walking through our neighborhood, holding a Metrocard — allow us to know our communities and each other. They might seem insignificant, but our Comet students are learning that, in this bustling city that moves at a hundred miles an hour, even the simple, routine moments are constantly molding us into who we are and how we fit into the world around us in a unique and beautiful way. •





BREAKTHROUGHS IN TWICE-EXCEPTIONAL FUTURES | *Annual Conference* |

SAVE THE DATE! **Breakthroughs in** **Twice-Exceptional Futures**

Cooper Union
41 Cooper Square
New York, NY 10003
March 15 - 17, 2023

The Quad Preparatory School is delighted to announce the **Breakthroughs in Twice-Exceptional Futures annual conference on March 15-17, 2023 at The Cooper Union**, a three-day conference that connects leaders across fields and industries with a shared commitment to neurodiversity.

Breakthroughs in Twice-Exceptional Futures explores and celebrates the opportunities and impact twice-exceptional individuals experience in fields ranging from architecture to ecology, from technology to finance to the arts.

In our decennial year, we return to our in-person format, in partnership with The Cooper Union, to present a roster of dynamic presentations, panel discussions, and keynotes. We look forward to once again welcoming participants from across the country to learn about the latest breakthroughs in neuroinclusive, twice-exceptional futures – in education and beyond.

Interested in learning more? You can reach us at breakthroughs@quadprep.org or click the buttons below.

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ACROSS QUAD PREP



Banding Together: The Quad Prep Staff Band

This year, our faculty “banded” together to form a Quad Prep jazz ensemble! Led by Bradley Detrick, Upper School music teacher and trumpet player, the group rang in the new school year with a Convocation performance in early September with their rendition of Irving Berlin’s “Blue Skies.” While some members come from the music department – Alex Owen (trumpet), Jamie Bendell (guitar), and Matthew McClure (piano) – a couple others surprised us with their hidden musical talent. Mathematics teacher, Daniel Lewis, commanded a smooth, jazzy rhythm on the drums, while Steve Cuttler, ELA teacher, wowed us with his saxophone solo. We hope to see more performances from this quintet soon!



The Cloverleaf Speaker Series

This year’s Cloverleaf Guest Speaker series has been off to an exciting start! Each year dynamic speakers visit the Upper School (US) to discuss a variety of career paths so students can learn firsthand from professionals in those fields. This fall’s speakers included fine art painters (and US parents) Isca Greenfield-Sanders and Sebastian Blanck, who spoke to students about their creative and professional experiences as artists. Students also heard from John Ky-missis, US parent and professor and Chair of the Electrical Engineering Department at Columbia University. The MIT graduate spoke about his experience co-founding 6 tech companies and co-inventing 45 US patents!



Parent Community Organizes Inaugural Event in Gratitude for Staff

In gratitude for our dedicated and one-of-a-kind faculty, our Parent Community organized a buffet of Staff Appreciation treats at each campus during Parent-Teacher Conferences! A feast of pastries, fruits and vegetables, finger sandwiches, and delectable desserts arrived throughout the morning – to name a few. These treats offered such a welcome boost to teachers in between meetings throughout the day. One teacher said, “I’m overwhelmed! This is so incredibly sweet!” The strong partnerships and support between our faculty and families is one of the great gifts of life at Quad Prep. Thank you to our Parent Community for this thoughtful (and delicious) gift for our beloved staff!



Ready, Aim, Archery!

This year, LS students aimed for the stars, with their archery unit in movement class! Movement teacher Christine Jones introduced the sport as a way for students to work on hand-eye coordination, bilateral movements, and targeting. While following safety procedures in handling the archery equipment, students released their arrows across the Colonial Room, striking balloons mounted on the wall for target practice. This popular activity is likely to create one or two archery enthusiasts on our LS campus!



Student Council Hosts Fall Festival Costume Contest

And the winner is...! A taco, a Twix bar, Colonel Sanders, Napoleon Dynamite, Medusa, and even 2e, our Quad Prep mascot! Students and teachers alike came out in full garb for the US Fall Festival Costume contest, created, organized, and presented by the members of the Upper School Student Council. Amongst the categories for the student portion of the contest were "most realistic character costume," "most creative/homemade costume," and "made the judges laugh the most." As for staff, "most creative" went to Maker's Space teacher Max Garrett, who dressed up as one of his students!



Upper School Cultural Diversity Day

Homemade lumpia from the Philippines, sweet Moroccan pasta, and homemade Northern Italian strudel were just some of the delights shared at our Upper School campus for Cultural Diversity Day! Italian teacher and World Language Department Chair Alberto Bassi-Smith led a gnocchi rolling workshop where students tried their hands at perfecting the unique shape with a wooden gnocchi board. There was even a student-led Riverdance demo. And students who swung their hips to merengue beats during a dance lesson went home with a small Dominican flag in honor of their newly acquired skill!



MakerSpace: Behind the Mask

For the spooky season, Maker Space students made masks. This required them to move from three dimensions to two dimensions, then back to three dimensions, translating materials with each step. It was a lesson in pattern making, similar to constructing a garment. Starting with masking tape and paper, students sculpted an initial form, keeping the detail large and rough. Then, they marked the object into flat planes to form a pattern, intricately labeled. They meticulously carved each piece from EVA and layered in the details. "What's great," says teacher Max Garrett, "is that they can now make a pattern of any object, and translate it into other materials!"





“Through our innovative programs we are leading a larger movement in service of both twice-exceptional people and society at large.”

Quad Prep magazine

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