

Quadd Prep magazine



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QUADPREP
THE QUAD PREPARATORY SCHOOL

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A Note From Kim

Dear Quad Prep Community,

I am so glad to welcome you to this second issue of our Quad Prep Magazine. In the midst of all the twists and turns of the pandemic in this past year, what has remained steadfast and constant has been the joy and curiosity of our students, and the creativity and commitment of our faculty and staff. As you will see in the pages that follow, our students' year has been marked by diverse and exciting moments of discovery and growth, as they learn world languages, celebrate community through music, create quilts of identity and belonging, and connect with so many inspiring speakers (and relatives and special friends) from across the world. The stories you'll read in these pages are an invitation: an invitation to stroll our halls and glimpse into our classrooms, to hear from our community members and walk alongside them for a page or two. And these stories are just a tiny sample of all of the learning, exploring, creating, and growing that happen every day at Quad Prep.

Each year, I find it inspiring to talk with our students and our staff about what has captured their interest and inspired their passion lately. I hear about astrophysics and transportation systems and environmental conservation and creative writing. I hear about all the ways our students and our staff are engaging with the world, and all the ways they hope to make a difference in it.

This is part of the magic of a Quad Prep education: the way it celebrates each member of our community, and gives each student an opportunity to discover their own unique spark. As you read the stories in this issue of Quad Prep Magazine, I hope you find your own spark of inspiration in its pages.

We look forward to all the growth and learning ahead in 2022!



Kim Busi
Founder and Head of School





Continuity through Music and Collaboration

While the rest of the class carefully practice a few recently-learned chords on the ukulele, one student has his eye on an entirely different instrument. He prefers heavy metal. So, at the end of class, Lower School music teacher Alex Owen introduces him to an electric drum set.

A basic rock beat: that's all it takes to hook him in. Before long, he begins incorporating cymbals and the high hat, exploring different timbres and textures of this new instrument. "Hey, look, I want to show you, I've been working on this," he announces one day. In addition to regularly coming into the music room during choice time to practice, he had spent more time practicing than even Alex knew about. "Apparently, he's been practicing just with his hands outside of the classroom," Alex says.

Alex believes that anyone can connect to music in their own unique way—and he encourages all students to develop a kind of musical independence in order to find an instrument or genre that resonates for them. Alex views his role as figuring out how best to do this for each student, individually.

He, along with Upper School music teacher Bradley Detrick, thinks exposure to music is the department's most effective tool.

Brad says that one of his goals this year is to



facilitate some musical outings and on-campus concerts. A professional musician, and former member of the Glenn Miller Orchestra, Brad comes from a long history of live jazz performance. “That’s one of the things on my own professional development. I want to figure out a way for either music teachers to play or to bring in other musicians, because having exposure to music I think is the key.” He says that it is great for students to have musicians to look up to.

“It’s one thing to see a picture of a violin or something. But if you have a string quartet actually play in front of you...” That, Brad believes, has a much stronger and more lasting impact.

In his years of teaching at Quad Prep, Brad has shown a remarkable aptitude for coming to know his students, engaging with them in years-long conversations about music, and also about their other interests, and the people they’re becoming in their lives.

A new face here on campus, Alex notes that he was immediately drawn to Quad Prep’s collaborative culture and the faculty’s deep understanding of its students. “I think one of the things that really stuck out to me is just how often our team discusses students’ growth, trying to understand them and trying to really, really know them, not just on a superficial level, but really get to know

them on a personal level.” It is this deep investment and attentiveness that Alex draws on in his work in the music room. By consulting with occupational therapists, speech pathologists, classroom teachers, and other faculty, he can tailor his curriculum to the needs of individual students, which gives him creative opportunities to problem solve.

“I think one of the things that really stuck out to me is just how often our team discusses students’ growth, trying to understand them and trying to really, really know them, not just on a superficial level, but really get to know them on a personal level.”

In introducing his students to the ukulele, he says he not only wants them to be excited by the prospect of learning a new instrument, but he also sees its potential in helping them practice their fine motor skills and grow in other areas. And over their weeks of study, students have really taken ownership. He’s even noticed some students problem-solving on their own. He sees them working through a process, and asking, “If I’m having trouble putting my hand here, what can I do to help train my fingers so that they know where to go for the desired note chord?”

He reflects that, through learning this instrument, they are also practicing executive functioning and complex social and cognitive skills. "That's where I've seen a lot of growth, and that's one thing I've been trying to also help teach the students," Alex says.

Drawing on the expertise of the Occupational Therapy (OT) team and the staff's understanding of its students, the team in the Music Department is developing a cohesive and connected curriculum, created through cross-campus collaboration, that follows students as they advance from Pine Street to Cedar. "We recently started a group, actually," Alex notes. "We have a monthly meeting where Jamie and I meet with the Upper School music teachers to find out a little more about their curriculum and try to make our curriculum a little more connected".

Alex and Jamie Bendell, our Early Elementary music teacher, also hold one-on-one meetings with OTs, including those who have been helping to support students in the classroom. "They give us ideas in terms of what exercises they use for certain students to develop certain muscles and then vice versa," Jamie says. Some OTs also incorporate music into their activities, which can, Alex says, "create that continuity." Fine motor skills are a large part of learning a new instrument, like the ukulele, and collaboration with OTs can help students practice those skills outside of music class as well.

Jamie, a certified music therapist, says that since starting at Quad four years ago, she has been finding innovative and collaborative ways to incorporate the support of the other teachers and clinical experts who work with her students regularly. "I've collaborated with our speech language pathologists as well as our occupational therapists. And it's clear that Alex had the same intuition to do this, as well. I think that collaboration in general is always helpful because you can learn from each others' strengths."

"I think that collaboration in general is always helpful because you can learn from each others' strengths."

At Upper School, Brad, in collaboration with fellow music teacher Matthew McClure, has been developing a collaborative and integrated approach to introducing students to different genres, instruments, and sounds. He and the other music teachers, from across divisions, work together. Through this interdivisional collaboration, he hopes to expose students to figures like Bach and

Mozart and to deepen their familiarity with music guideposts.

Anyone can learn an instrument, and it's a matter of finding the right fit and right entry point into one's interests. However, learning an instrument, for anyone, is a difficult endeavor. When we watch professional musicians, Alex says, "they make it look really easy." We don't necessarily consider the hours, and years of study that understanding an instrument requires.

He says his priority in introducing the ukulele to his students is not to get them to be proficient players, but rather to teach them how to troubleshoot challenges and enjoy the music.

"What I want them to learn is how to problem-solve and play music together and understand musical concepts," he says. From there, the goal is to develop their own relationship with music, discovering new sounds and genres through exploration. Even some students who were hesitant at first are now challenging themselves to overcome some of their initial apprehension. "It's been really, really fun and really positive, and a great way to get them up and playing music."



WELCOME TO THE WINTER SHOWCASE

After a two-year hiatus from in-person performances and showcases, we're grateful to have had the brief and refreshing opportunity to enjoy incredibly moving live performances on campus. The melodies, rhythms, and brushstrokes that are interwoven through all of our lives became tactile and all-enveloping as one by one, and in keeping with all our best practice COVID-era protocols, our students' families entered the doors of our campuses for student performances for the first time in, well, two years! From musical performances to theatrical improvisation, our students' profound love and appreciation for the arts brought tears to eyes and smiles to faces — and we could not be more grateful to have been able to share such wonderful moments with our community!



Upper School & Harbor Green

Led by Upper School music faculty Bradley Detrick and Matthew McClure, our Upper School and Harbor Green students performed songs from throughout musical history, including “Smoke on the Water” by Deep Purple on percussion, “The Twist” by Chubby Checker on guitars, Waltz in A Major on ukuleles, and Prelude in C by J.S. Bach on the piano. There was even a guest appearance by math teacher David Stone. Congratulations to our Upper School and Harbor Green students!



Early Elementary

Jamie Bendell, Early Elementary music teacher and music therapist, kicked off the Early Elementary showcase with a gentle melody on the guitar as our youngest students made their way into the Colonial Room. Once everyone was seated, each student played a piece on a set of color-coded bells, each adding to Jamie's soothing tune in the background. After a (thoughtfully) silent applause from the audience, students ran to their loved ones for congratulations and hugs. Congratulations to our Early Elementary students!



Lower School

At our Lower School Music and Arts Showcases, music teacher Alex Owen and theater teacher Danielle Dube led the students through a series of musical and theatrical performances. The music classes showcased their call and response skills, in which Alex would sing a line to the students, and they would sing it back. In between the music classes, the theatre classes showcased their improv skills as they took the audience on a journey through various improvisation games. Students' also shared their work in visual art and computer technology. Congratulations to our Lower School students!

BECOMING GLOBAL USING LANGUAGE AS A VEHICLE FOR

Bonjour! Salve! Hola! Ciao! Hello!

There are countless ways to greet the people we encounter in the world, and on any given day in our Upper School hallways, you can hear a stream of world languages flowing from the classroom doors. But in our World Languages Department classes, students are learning far more than words. Alberto Bassi-Smith, department head of World Languages, places the importance of understanding others as the highest priority in all of his department's classes, and encourages students to explore beyond the traditional curriculum of grammar and vocabulary.

For Alberto, teaching world languages is about more than mastering the past and present tenses of various verbs. "Actually, I think that teaching a language is pointless when it is not connected to its country of origin. I love seeing how students are curious about local traditional cultures and are interested in debunking popular beliefs and stereotypes," he explains. And this debunking of myths and stereotypes can range from the small to the profound; from cuisine to current global relations. For instance, did you know that Alfredo sauce is not actually Italian? The students were amazed to learn this history when they delved into their unit on Italian vs. Italian-American food.

As department head, Alberto believes that when they leave Quad Prep, students should have learned the tools to communicate, make connections to other academic subjects and cultures, compare and analyze their own experiences with someone's from another country, and apply what they have learned to real-life experiences. When planning lessons for each class, the World Languages teachers take extra time to think about the interests, differences, and challenges of their students in order to best prepare them to learn as global citizens.

"I believe that we World Language teachers have the great opportunity to promote inclusion and acceptance."

"I believe that we World Language teachers have the great opportunity to promote inclusion and acceptance, and I always push my colleagues to think about what we can do to promote that idea during our classes", Alberto says.

Learning these languages and cultures gives our students a greater understanding of others' experiences and perspectives and helps them as they become real global citizens.



GLOBAL CITIZENS: FOR DEEPER CULTURAL UNDERSTANDING



The World Languages Department supports this global citizenship in several crucial ways. When students are able to perceive and decode what is happening in the world (sometimes faster than the teachers!), the faculty supports them as they take action, research further, or communicate with others. When students require a bit more support digesting world events, teachers step in alongside them, meet them where they are, and serve as resources for them as they explore and discover. In both scenarios, Alberto describes watching students retain and apply what they learn in their classes as incredibly fulfilling.

"I love seeing how students are curious about local traditional cultures and are interested in debunking popular beliefs and stereotypes."

This year, Alberto has a myriad of opportunities to watch his students thrive, as he is teaching several levels of Italian classes for Upper Schools students and spending time with other language teachers and students across the department. Throughout the year, Alberto gets to implement the cultural learning projects that are near and dear to his heart, and he does so in creative ways. "Of course, everyone has their favorite topics, but in general they are interested in the way that a topic is presented," Alberto says. When he leads students through that unit on Italian vs. Italian-American food, he gives students an opportunity to explore regional traditions, and how these traditions were then adapted in the United States. In one instance, students took a trip to an Italian grocery store or restaurant, and were tasked with purchasing or ordering in Italian — a challenge to which they rose enthusiastically!

Some of the World Languages classes adopt a social justice lens. One of Alberto's favorite units is about the Mafia, and as is the key common denominator in all World Languages classes, they do not simply study what the Mafia is — they ask questions, take action, and raise awareness. Through the unit on the Mafia, students learn the history of the infamous crime group and also how they can support organizations that globally fight against it. Students create posters and help to spread awareness about the importance of justice and legal activities — in English and in Italian.



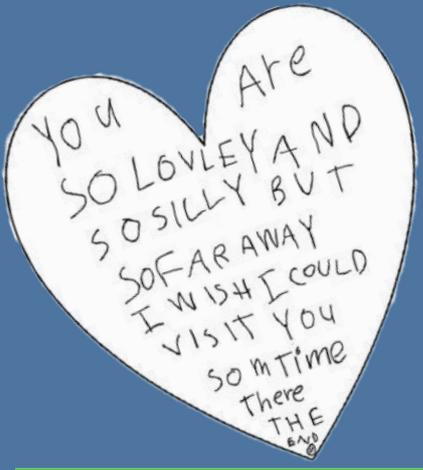
The World Languages Department also hosts one of our Upper School’s most celebratory and ebullient traditions. This year, Quad Prep students participated in the 3rd edition of “Quad’s Got Style,”: part fashion show, part language enrichment. Leading up to the show, students are immersed in units about clothing traditions and learn descriptive vocabulary in their language of study. Once the curtain rose for “Quad’s Got Style,” some students choose to don their favorite outfits and walk the red carpet; others “announced” the details of the models’ outfits in their language of focus; and others chose to explore and present on clothing traditions, famous international brands, or historical costumes from countries around the world.

For its traditional Quad’s Got Style event, the World Languages Department goes all out. This year, the Upper School Social Commons was decorated with golden streamers, sparkly curtains, a customary red carpet, and, of course, spotlights. A DJ had everyone dancing in their seats, and the crowd of students cheered each other on with enthusiasm and exuberance. One student catapulted his way down the runway on a skateboard. Others presented their research on French tactical police uniforms, traditional Mexican clothing, and the bullfighter’s “Suit of Lights.” As always, this project isn’t only about mastering the language: Alberto notes that “students also learn to use their creativity, and develop their self-esteem and sense of belonging to the group, since they have to work in groups and support each other.”

“...students also learn to use their creativity, and develop their self-esteem and sense of belonging to the group, since they have to work in groups and support each other.”

So whether they’re strutting the red carpet, ordering spaghetti at an Italian restaurant, or raising awareness about the Mafia, the importance of understanding others remains the highest priority for the Upper School World Languages Department. With the tools they need to understand different cultures, students are equipped to be the global citizens the world needs.





Celebrating our Extended Community

at Grandparents and Special Friends & Relatives Day

"I think we've got ourselves a group of very, very special youngsters," one grandparent remarked.

Earlier this month, grandparents, special friends, and relatives of our Quad Prep students gathered (virtually!) from across the globe — from New York, to Oregon, to Calcutta, to Taipei — to get a glimpse of the magic of a Quad Prep education.

"I never even knew a school like this existed, to tell you the truth, but I'm so glad that he's in the right place with all of these other children that are doing so well like he is. It's amazing how far he's come. I'm grateful there's a school like this. I see a big change in everything with him. I couldn't be more happy and proud."

In their classrooms, students presented poems, videos, and art projects inspired by their visiting guests. One student interviewed all four of her grandparents, asking, "Where did you grow up, and what was it like there?" — a process during which she learned that one of her grandfathers has a keen eye for sighting UFOs! Other students wrote acrostic poems, sharing warm sentiments and favorite memories of their special guest. "L-I-S-A: Lovely, Intelligent, Silly, Amazing," one poem read.

In a beautiful culmination of the day, many guests shared sentiments of pride and joy in their special students and grandchildren. They expressed, too, their gratitude for the expertise and dedication of the Quad Prep team, and for the chance to witness, firsthand, the one of a kind pedagogy and approach Quad Prep has pioneered. Some were overwhelmed with emotion, tearfully sharing how they've witnessed the impact the school has had on their special student.

Some were overwhelmed with emotion, tearfully sharing how they've witnessed the impact the school has had on their special student. Here are just a few of the beautiful words our guests and grandparents shared:

"It was wonderful to see all of the children, how happy they seem, and the teachers, how enthusiastic they are to help the students grow. It's so nice to see my grandson, over these last few years, grow, literally and emotionally, but also intelligently. He's so creative; he has a great sense of humor, and I attribute part of that to the education he's getting at your school."

This is my first time at this event, and I am very impressed. I'm so proud of him: very proud about the way he was able to do his presentation, the confidence, his use of language, the way he composed himself. It's such a beautiful thing to behold. And I want to thank the staff for the good job they are doing. You can see his independent mind at play. I really, really am proud of him, and thank you very much for all you do."

Our Quad Prep students are surrounded by webs of love: the grandparents, special friends, aunts and uncles, relatives, family friends, and neighbors to cheer them on and champion them in their learning and their journeys. These grandparents and loved ones are an important and beloved part of our extended Quad Prep community, and we are so grateful each year to spend this time with them. At Grandparents, Special Friends, and Relatives Day, our students' extended web of loved ones gets to be involved in and celebrate their education and their growth, and it offers our students a supportive and inclusive space to learn more about the people they love, to share their voices, and to feel pride in their hard work.

"This is my second Grandparents Day, and I am so impressed in the way my grandchild has grown in confidence — the way he held himself today, introduced himself, and spoke about what his projects were. I am very, very impressed and proud of him....thank you so much for giving him such a wonderful start to his life."

Thank you to all of our grandparents, special friends, and relatives for joining us this year! We are so appreciative of everything that you do to support our students and our mission as a school. How grateful we are to have you as part of our community!

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BUILDING QUILTS AND EMPATHY

A taper, a tape ripper, a placer, and a trimmer. One by one, students choose the job they'd like to do, and through an egalitarian process, the group decides who fills each role. They're making a quilt—not the kind that you curl up underneath during a chilly night, but rather one made of depictions of each student's identity, from their own perspective. Separately, they draw their family and family traditions, abilities and hobbies, their homes and in some cases, maps of those homes: these are just some things that Juno students feel make up who they are. Each square represents the student who made it, and in the end, they'll connect their individual squares to create one large piece.

"Identity" is the first of four standards in the Learning for Justice initiative, a framework for anti-bias teaching used in Quad Prep classrooms. Learning for Justice, founded in 1991, provides educational resources that aim to "strengthen intersectional movements and advance the human rights of all people," according to their website. This year's Juno classroom teacher, Armelle Geday says, "It teaches students about being humans in this world" through its four standards: Identity, Diversity, Justice, and Action.

Before beginning their quilt, the class read *The All Together Quilt* by Lizzy Rockwell, a book about the true story of the Norwalk Community Center in Connecticut and their intergenerational quilt-making project. While these students weren't creating a quilt of actual fabric, they built something equally as warm and collaborative: a physical and artistic representation of who they are, how they see themselves, and their ability to bring their individual selves together to create something more. Together, their work exemplifies the meaning of community.

Why is community important in learning about identity? According to Armelle, in making the quilt, "Each student picked a responsibility as part of making one of the four quadrants. And they all had to agree on what job they would do."



Juno for Justice

They were all then responsible for doing that job so that the rest of the students could do their job.” This process of dividing up roles gives students an opportunity to think about how they see themselves, their strengths and their interests, and to share these aspects of themselves in their community. Armelle also notes, “Part of identity is sharing about your interests, your life, and your family” and another part is “demonstrating interest in other people’s lives.” The collaborative process of making the quilt allows students to practice both components of identity in a real and active way.

“Part of identity is sharing about your interests, your life, and your family and another part is demonstrating interest in other people’s lives.”



Juno for Justice has tackled the curriculum’s units on Justice and Activism in some novel and fascinating ways. As part of last year’s Juno for Justice Initiative, teacher and Early Elementary Associate Director of Curriculum Stephanie Kilponen explored a few different methods to help students grasp the concept of activism. “I went through an in-depth study of the different kinds of stereotypes that we might see and we looked at injustice within literature,” Stephanie recalls. After reading, students engaged in an analysis of the stereotypes or injustices they noticed in the book and brainstormed how they might approach these scenarios and what they would do differently.

To supplement the material they were learning, Stephanie brought in guest speakers who spoke to the students about their own experiences and what motivated them to take action. She says she was “just amazed at how they flourished and also engaged with these abstract conversations” and how incredibly passionate they became about injustice through what they’d read together as a class and through what they learned from these activists.

One speaker, a fashion designer, created a line of clothing for all genders. As part of his talk, students had an opportunity to ask him questions. “How long does it take to do a fashion line, and where [do you get your] inspiration from?” one student asked. He told them that his fashion line was inspired by cartoons he watched as a child, a fact that really grabbed their attention.

Another speaker, a music producer, spoke to the students about a music video inspired by the Black Lives Matter movement. This in turn inspired one student to hold a piano concert to raise money and awareness about climate change. Another speaker was the grandmother of one of the students. An artist and author, she’d written a children’s book about her experience of becoming deaf — through this book, she teaches children about sign language and different levels of deafness.

“Within this project, we ended up finding out that her grandson, who was the student in our class, is learning sign language,” Stephanie

recalls. “He got all excited and started teaching us all different signs.”

The students became incredibly passionate, and their passion was felt at home, as well — one parent reported that their child, whose project was about climate change and energy conservation, insisted that they be more conscious about turning lights off at home. As for the student who held that piano concert, his mother was amazed by his focus and confidence while playing in front of an audience, noting that he usually has terrible stage fright.

Armelle looks forward to delving into some of the later modules, like Justice and Action, so students can explore together what unfairness and inequality look like. She says that community engagement “needs to be self-motivated” and part of what makes the Juno for Justice program so impactful is the way it draws from student’s existing passions and commitment to making a difference.

After this upcoming winter break, this year’s Juno students will begin exploring the next theme in the Learning for Justice module: Diversity. Last year, food served as a jumping off point for the class’s introduction to this module. Together, they explored different communities across the world and their unique approaches to the same concepts. Think pasta and noodles, Chinese dumplings and Japanese dumplings, or beans and lentils.

This year, Armelle is considering an exploration of diversity through music, and she’s excited to see how her students digest and interpret what they learn. “I’m really excited for them, especially as all of this builds.”

Together, their work exemplifies the meaning of community.



LEADING THE WAY

Growth for the Newest Professionals in 2e Education

Albert Einstein said, “Intellectual growth should commence at birth and cease only at death.” And at Quad Prep, intellectual growth is a hallmark of our program, not only for our students, but also for professionals in the field. For nearly a decade now, Quad Prep has served as a leader in twice-exceptional learning, and through its prestigious trainee program, Quad Prep offers groundbreaking professional development for emerging professionals in twice-exceptional education. Over these years, the program has served over a hundred postdocs, doctoral candidates, graduate students, and undergraduate students in clinical psychology, school psychology, mental health counseling programs, and speech-language pathology. Quad Prep’s rigorous postdoc, externship, and internship programs for these emerging clinicians offers daily, hands-on experience with Quad Prep’s innovative approaches and modalities for supporting twice-exceptional students.

Each week, led by Dr. Melissa Palatucci, Director of Clinical Training & Education, trainees in the program are exposed to a variety of clinical experiences in a diverse array of modalities and concentrations, including, even before the school year begins, Collaborative and Proactive Solutions (CPS), Social Thinking, Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT), and Teacher-Child Interaction Therapy (TCIT). In addition to this in-house training and growth, experts from a range of fields and institutions, from Child Mind Institute to Manhattan Psychology Group, are brought in to speak to and workshop with the trainees. This gives trainees the opportunity to connect with professionals directly, and widens the berth of resources they can learn from. But the core element of the trainee program is perhaps more subtle: a prime focus on listening and learning. Our twice-exceptional students benefit from a personalized approach, and our trainees’, with their eagerness to learn and passion for helping students, provide this level of individualized learning. Students respond to their enthusiasm, and each year we witness our trainees’ growth as they make an impact for twice-exceptional students at Quad Prep and in their careers beyond.

The hundred-plus alumni of our trainee program have gone on to successful professional careers in clinical research, academia, private practice, and education. A few have even returned to Quad Prep after completing their degrees to become long-term members of our team!

Quad Prep Magazine had the opportunity to sit down with one of our Trainee Alum, Lea Schupak (Trainee Class of '20) to learn more about her time in our trainee program — and her life and career beyond. Lea now works as a child and adult psychotherapist, and she is furthering her studies in some fields that sparked her interest during her time at Quad Prep!

Interview with Trainee Alum Lea Schupak (Trainee Class of '20)

QPM: We are so excited to have you “back” at Quad Prep for this article! Can you tell us about your journey and what initially brought you to Quad Prep as a Psychosocial Intern?

LS: I'm from Paris, France, and I moved to New York nine years ago to study mental health counseling at Teachers College at Columbia University. I was pursuing a dual Masters degree in Counseling Psychology when I joined Quad Prep as my fieldwork site. I had just completed an internship where I'd acted as a research interventionist for a study that was investigating the effects of motor rehabilitation therapies for children with cerebral palsy. Prior to that, I had volunteered at a non-profit organization that offered group grief counseling and support to bereaved children. I had also done a fair amount of tutoring in my 20s and always loved working with children. I was incredibly excited to join Quad Prep because it combines clinical work with education, and was drawn to its unique educational model, which focuses on celebrating children's strengths.

QPM: How would you describe a “day in the life” of a trainee at Quad Prep?

LS: There was both familiarity and novelty in each and every day! A typical day would be spent providing individual counseling to students, assisting students with academic work and socio-emotional needs, and having clinical supervision. After the students went home, trainees typically were part of staff meetings where we would debrief on the day, and prepare for the next. Fridays would be devoted to clinical training and group supervision, focusing on a different topic each week.

QPM: In your time as a Psychosocial Intern at Quad Prep, what struck you most about the Quad Prep community?

LS: The learning environment that Quad Prep provides for its students is both structured and flexible, with approachable staff who demonstrate genuine interest in the students, providing them with a sense of agency. And, the students' sense of humor and creativity!

“I learned invaluable lessons during my time at Quad Prep. Having the opportunity to collaborate with staff from so many different disciplines and backgrounds really expanded my knowledge and frame of reference.”

QPM: What lesson(s) from Quad Prep did you take with you in your career and/or educational journey?

LS: I learned invaluable lessons during my time at Quad Prep. Having the opportunity to collaborate with staff from so many different disciplines and backgrounds really expanded my knowledge and frame of reference. My supervisor shared many words of wisdom with me that I still carry in my work today, and my biggest teachers were the students themselves. I often think of the Quad Prep ethos, “Not if, but how” whenever I am faced with a clinical challenge. At the root of it is the understanding that empathy is the precursor to meaningful change.

QPM: We've heard that you've been quite successful since ending your time in our trainee program! What are you doing now?

LS: I completed my Masters degree and joined a private practice where I work as a psychotherapist under supervision, while I accrue my hours for licensure. I am also pursuing an advanced post-graduate certificate in Child & Adolescent Psychotherapy from IPTAR (The Institute for Psychoanalytic Training and Research in New York). I see children and adolescent clients through their clinic, which provides affordable therapy to the New York City community and therefore allows me to work with children from various socio-economic backgrounds. I have also recently completed an advanced certificate in Sexuality, Women, and Gender from my graduate school. Lastly, I have been pursuing further training in dialectical behavioral therapy – a modality to which the Quad Prep training curriculum introduced me.

Thank you, Lea — and we wish you continued success in your career!

WELCOMING FACES I

Adrain Alvarez

QPM: What is your favorite aspect of your role at Quad Prep?

AA: As a member of the security team, I get to assure everyone's well being.

QPM: Do you have a favorite sport or sports team?

AA: For baseball, my team is the Mets. When it comes to the NFL, I root for the Giants.

Al Bruno

QPM: What do you most enjoy about working with our Quad Prep students?

AB: Just looking at their faces and the smiles. I love seeing how happy they are when they see the staff.

QPM: What is your favorite book, movie, and/or TV show?

AB: I like to read any biography. And I like all of the *Indiana Jones* films.



Ron Robles

QPM: What do you think is most special about our team?

RR: I love our ability to treat everyone as equals. The level of respect and kindness here at Quad Prep is second to none.

QPM: If you could travel anywhere in the world, where would you go, and why?

RR: This is tough! Australia because I've always wanted to explore the Great Barrier Reef. However, I really need to see and possibly touch the Giza pyramid in Egypt.

Getting to know the team successful day-t

As students and staff make their way to school across New York City – through snow or rain – stepping through Quad Prep's doors. Each a the outside chill and are met with the friendly and security team. Their smiling faces and the success of Quad Prep. Quad Prep Magazine interview each member of this incredible team their dedication to Quad Prep!

IN OUR COMMUNITY



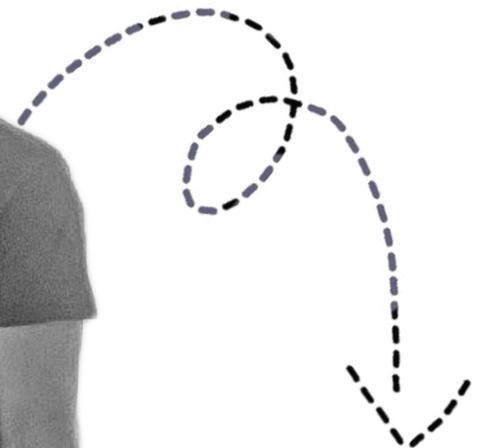
Raul Felix

QPM: What is your favorite aspect of your role at Quad Prep, and why?

RF: Coming to work every day and knowing that I could help my colleagues and our students.

QPM: What do you most enjoy about working with our Quad Prep students?

RF: Seeing how smart and creative they are...wow! Bless them always!



Darien Williams

QPM: How would you describe our Quad Prep community?

DW: We are a team that cares for the betterment of the school.

QPM: What is your favorite book, movie, and/or TV show?

DW: There are too many books to choose from, but I'll choose *The Art of Logical Thinking* by William Atkinson. My favorite TV show is *The Wayans Brothers*.

Team behind Quad Prep's day-to-day operations

School with backpacks and textbooks from all
in or wind – they find a warm welcome upon
and every day, our students and staff escape
warmest of hellos from our Quad Prep facilities
helping hands have made a huge impact on
magazine had the opportunity to sit down and
team, to get to know them and thank them for

Across Quad Prep

The Clay Way



The students of Comet Prep were up to their elbows in their latest arts program: pottery! Pottery melds together creativity, fine motor skills, and practice in executive functioning and responding to multi-step directions. In celebration of Native American Heritage Month, this Learning for Justice project was one of several in which the Comet students participated. They learned about how pottery-making is passed down through generations of families using a variety of techniques. After being given their own clay, the students were encouraged to try out the techniques they'd just studied. Once the students molded their pots, they each had an opportunity to carve designs into their clay using special tools, and for a finishing touch, paint the pots they'd made.

Photography at Your Fingertips



In our Upper School Digital Photography class, students learned the basics of photography: its history, the different formats and styles, and what is required of the art form. As part of their creative practice, students took on the ins and outs (and artistic possibilities) of

digital, and even smartphone photography! Accessible to so many in the modern age, smartphone photography opens many new opportunities to capture moments wherever you are, making art out of the everyday.

Advocating for an Accessible New York



In Lower School, our Pulsar students worked hard to advocate for more accessibility from the MTA. Physically disabled passengers often have to travel too far outside their way just to find a location that has an elevator or escalator, let alone a ramp to exit on. During disability awareness month in October, our Pulsar students dedicated themselves to learning about and addressing this problem. They spent time interviewing city residents who use wheelchairs to truly get their take and then they wrote and mailed letters directly to the MTA advocating for meaningful change and improvement.

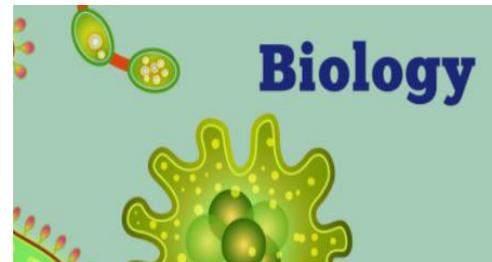
Harbor Green Makes a Great Team



Harbor Green students were learning so much within their creative studies. In their art classes, Harbor Green students collaborated together diligently

to film stop-motion animation videos using clay characters of their own invention. Meanwhile, in their music classes, Harbor Green students picked up guitars as their newest instrument! For their Winter Music Showcase, they performed the song "The Twist" for family and friends. On the screen and on the stage, a collaborative team success all around!

Diverse Communities: From Bacteria to Cities



In Biology, Upper School students learned about the unity and diversity of life. From bacteria to plants to animals to our very own city, life is dependent on the diversity of communities. Classes first were tasked with considering what characteristics are common among all living things, and what relationship exists between structure and function at all biological levels, big and small. Building on this basis, they were asked an important question: Think about one of your communities (family, school, city etc). How is that community both unified and diverse?

Engineering on the Erie Canal



Our Phoenix students matched creative engineering with New

York history to learn about the Erie Canal! Diving into the rich history of this waterway, students discovered what a change this was in engineering, transportation, and commerce back in the 1800s. They were then tasked with imagining themselves in a miniature 19th-century land using only sand, legos, and other materials. All the Phoenix students needed to move different combinations of cargo and people, and so they had to design functional model boats – and ensure that their boat could float, of course! Susanna Eng, a teacher working on the project with the students, mentioned a key historical turning point: “Jenny’s boat has just the 3 Powerpuff Girls Legos as we decided that it represented how women’s rights activists used the Erie Canal to spread their message that would eventually lead to suffrage.”

Cloverleaf Welcomes a Dynamic Season of Guest Speakers



The Cloverleaf Transitions Program welcomed a dynamic (and wide-ranging) roster of guest speakers this fall. Speakers visited with our Zenith High School students over Zoom to share more about their careers – and their career paths... This fall’s guest speakers included Quad Prep parent and restaurateur Joe Carroll; writers Abby Geni and Raeden Richardson, who spoke on creative writing and publishing; Quad Prep parent and executive producer Rachel O’Connor, who shared her expertise in media and media production; and Senior Software Engineer Joe Torraca from Etsy who spoke on computer science and coding.

Are you interested in speaking with our Zenith students about your career or career path – or do you know someone who would be a great speaker for this series? Let us know! We’re lining up our spring guest speaker series, and we’d love to hear from you.

Upper School Students Launch a Literary Fall



In the Upper School, the literary magazine, Out of the Box, started the school year with a splash. Our students published Volume 5 of the magazine this fall, and that’s just the start. They have plans for a podcast, and they’re already working on the magazine’s Volume 6. In fact, they recently hosted a hot chocolate party for fellow-Upper School students. Their ticket? An original piece of work, of course! Submissions included writing, poetry, art, and photography. Cheers! And we can’t wait to read Out of the Box, Vol. 6.

You, Me, and Assistive Technology



In November, students in our Lower and Upper Schools had the chance to speak with Mark Surabian, an assistive technology specialist. Mark has utilized assistive and instructional tech to serve the educational and vocational needs of thousands of people for

over thirty years and across the country. As the director of ATHelp and ATTrain, Mark is a true advocate for independence and explained to the students the many ways assistive technology can support people in their daily lives. Students had opportunities to ask Mark questions, and they report that it was a fascinating exploration.

Turn Back the Clock to Mayan Times



The Lower School preps delved into finding out more about the Maya – an indigenous people of Mexico and Central America. In November, in a cross-disciplinary study in math and ISS, students even went on a virtual field trip to the Smithsonian. They learned about the two-thousand-year-old math systems which this Mesoamerican culture invented. In the interactive program, the students took what they learned about the fundamentals of Mayan math and attempted to solve math problems themselves. One part of their study? They examined the values of the three Mayan number symbols (dot, bar, and shell). Students celebrated and showcased their learning by creating their own exhibits of posters, dioramas, interactive videos, and books for their very own class-wide museum as well.



ALUMNI CORNER

At a Sunny Rooftop Graduation, Quad Prep Celebrated the Newest Members of our Alumni Community

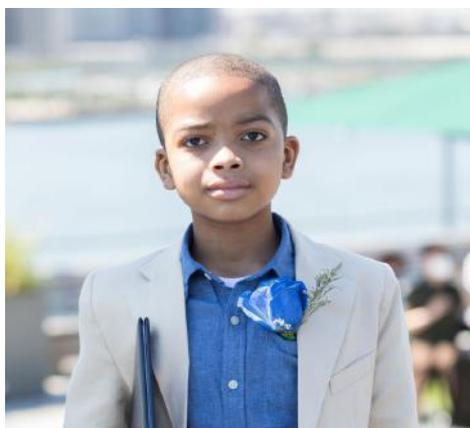
Our warm congratulations to the most recent graduates of The Quad Preparatory School! On a beautiful, sunny day in June our community gathered at the Seaport to celebrate our newest alumni: Booker Arnold and Elias Jort. The day also included a Moving Up Ceremony for Quad Prep students rising up into our Upper School, and for Quad Prep students rising up into their Zenith High School years this fall.

This year's Commencement and Moving Up Ceremony was held at the beautiful The Rooftop at Pier 17. Students heard from Quad Prep's Founder and Head of School, Kim Busi, Board President Mark McFadden, and Assistant Head of School Francisco Cornejo. Architect Jennifer Carpenter, Quad Prep Parent '21 and member of the Board of Directors, delivered this year's commencement address. The ceremony included notes of reflection, recognizing the incredible resilience of our students, their dedication and commitment to their learning and their values, and all that awaits them in their futures in college and beyond..

Our congratulations to the Class of 2021, and to all the students who have started their journeys in Upper School and Zenith High School this fall. We are so proud of all of you, and so excited to continue to champion you in your growth and learning.

And to the Class of 2021, welcome to the Quad Prep alumni community! We are honored to count you as among our graduates.





QUAD PREP ANNUAL APPEAL

Each year, our full community comes together to support twice-exceptional education at Quad Prep. Through these gifts to our Annual Appeal, parents, families, grandparents, staff members, friends, and supporters make a meaningful difference in the lives of twice-exceptional children today and in years to come. It is one way we express our support: twice-exceptional learning matters, and together, we can ensure that children experience the transformative impact of an education that is dynamic and supportive, academically enriching and engaging. One that allows our children to share their full gifts with the world.

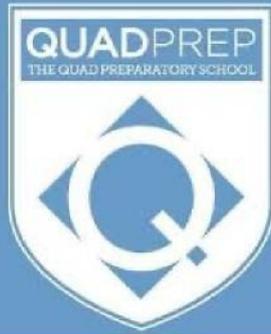
We hope you will consider making a difference for 2e learners today!

DONATE HERE

Interested in giving a leadership gift,
or giving via a wire or securities transfer?

For additional details, email development@quadprep.org

Every gift matters, and we hope that you will help make an impact this year.



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

Quad Prep
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