

Volume 21, Number 1
Summer • Fall 2013

MICDS

MAGAZINE



A Winning Combination

The Teacher-Coach Model is the formula for success in the classroom and on the field at MICDS.

INSIDE

Commencement 2013, Launching Bold Action: A Campaign for MICDS, Faculty Honors and more!



Citizens of the World

SUMMER EXCHANGE PROGRAMS TAKE STUDENTS TO GERMANY AND CHINA

In June 2013, MICDS continued its exchange partnerships with Max Planck Gymnasium in Dortmund, Germany, and Shanghai Foreign Language School in China.

The MICDS-German Exchange Program is now in its fourth year. Upper School students and their chaperones traveled to Dortmund, Germany, to stay with their host families for two weeks, during which time they attended classes at Max Planck Gymnasium and took field trips to surrounding sights and cities, including the Borussia-Dortmund soccer stadium, a mining museum, Cologne, and Amsterdam. They concluded their trip with a three-day stay in the capital city of Berlin, where they visited the Bundestag, the Berlin Wall, the Underworld Museum, and Checkpoint Charlie.

The second MICDS exchange with Shanghai Foreign Language School took place in June, with 12 Upper School students and two faculty chaperones spending two weeks touring China and experiencing Chinese urban life through home stay visits. The group began in Shanghai, where they met their Chinese counterparts from SFLS and traveled to Suzhou, a cultural historic site. The trip ended in Beijing, where they visited The Forbidden City, Tiananmen Square and The Great Wall. MICDS students hosted their SFLS friends on campus in October.



Travelers to Germany at Checkpoint Charlie: (Front row, from left) Gigi Rill '15, Pilar Gonzalez Navarrine '15, William Schoenecker '15 and German Teacher Dr. Nancy Richardson; (back row, from left) Madi Blanchard '15, Davis Johnston '15, Andrew McDowell '14, Gaelen Joseph '16, Dennis Grigoryan '15 and Richard Graney '14

"We experienced Germany through the eyes of both American and German students. The trip was memorable because it was a true exchange and not just a tourist's experience."
Madi Blanchard '15



"It was truly a privilege to get to interact with the Chinese people and experience the thousands of years of history that China has to offer. Applying our knowledge of Mandarin on a regular basis was an amazing reward to our efforts in the classroom."
Harry Critchfield-Jain '16

Travelers to China at The Great Wall: (front row) Lauren Jackson '15 and Max Weiser '16; (second row, from left) Lindsay Catsavis '14, Geneva Lee '16, Abby Schroeder '16, Gina Carr '15, Eve Novak '15, Jeffrey Winton '14 and MICDS Mandarin Teacher Lily Childs; (back row, from left) MICDS History Teacher Chris Rhodes, Cory Stine '14, A.J. Duncan '15, Tyler Raclin '16 and Harry Critchfield-Jain '16



MICDS

MAGAZINE

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ON THE COVER

MICDS faculty embrace the Teacher-Coach Model as the best approach to education in the classroom and on the field.

PHOTOS BY GARY LOBSTEIN, TIM PARKER, LINDA RIVARD AND STEVE WOIT



STRATEGIC PLAN PRIORITY

Colored pencils that appear as story enders represent ways that MICDS is fulfilling a key priority of its 2009–2014 Strategic Plan.
Yellow pencil: Great Teaching & Learning
Red pencil: Leadership & Community Engagement for the 21st Century
Green pencil: Sustainability



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Changing Lives. Changing the World.

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MICDS MISSION
“More than ever our nation needs responsible men and women who can meet the challenges of this world with confidence and embrace all its people with compassion. The next generation must include those who think critically and resolve to stand for what is good and right. Our School cherishes academic rigor, encourages and praises meaningful individual achievement, and fosters virtue. Our independent education prepares young people for higher learning and for lives of purpose and service.”

MY MICDS

MEET JODY MARBERRY

*6th Grade Dean
Middle School Math Teacher*

Jody Marberry joined the Middle School faculty in 2000. She has served as 7th Grade Class Chair, 7th Grade Camp Director, an advisor of 6th, 7th and 8th graders as well as a STUCO sponsor. She began her tenure as 6th Grade Dean in July.

This is her MICDS.

On being Dean

One of my goals as dean is to intentionally build upon the wonderful existing 6th grade experience to create a program that helps kids reach their potential academically, socially, and as highly-skilled yet responsible users of technology. Our curriculum includes so much more than what we teach in the classroom. It is about building a community by finding natural connections that show the kids how everything they experience in a school day is a piece of a greater whole.

The best of both worlds

Sixth grade is a wonderful time for students — they are halfway between JK and 12th grade, and they are still playful and enthusiastic, yet capable of independent and abstract thinking.

Middle school is like a box of chocolates

I love working with middle school age students because every day is different. You can anticipate and plan, but you never really know what you're going to get with adolescents because they live in the moment. I laugh every day and have more fun here than I can imagine having anywhere else.

Remember me

When my students think of me, I hope they feel I served them well and understand that everything I did was an intentional effort to bring out the best out in them. Self-confidence is the number one thing I hope I instill in my students.



"Self-confidence is the number one thing I hope I instill in my students."

A MESSAGE FROM LISA LYLE

Lisa Lyle



Sometimes, there is a moment to spare at the cottage on Lake Champlain where our family is fortunate to spend time during school breaks. Summer vacation provides a much needed opportunity to fly fish with our boys and enjoy lazy dinners on the porch. It also gives me the chance to think ahead to the coming year (which in July seems so far away).

This fall has certainly been a busy time. I am proud to report that the McDonnell Science, Technology, Engineering and Mathematics facility and Brauer Hall are running on-time and slightly under-budget. A grand opening celebration is set for April 26. We are so fortunate to have alumni who through their generous gifts have made this possible!

Another transformation underway is how we'll continue to share key school publications. The written word — inked in quill, printed on presses or transmitted as electronic bit in email — has always been at the heart of disseminating information. Increasingly the written word is moving to dedicated digital devices that are in the hands of nearly 40 percent of the U.S. population. With the next issue of our Magazine, Winter-Spring 2014, we will debut a complete digital version to complement the printed piece. One of the most valuable parts of this effort will be the ability to update stories in real time, include more content and fully leverage multimedia through videos and photography. The digital version will be shareable and searchable as well. So for those of us who always have their tablet at arm's length, this evolution will surely make for a great user-experience and provide another way to stay in touch. What will not change is our commitment to cover what's happening at MICDS and to continue to share the news with our community.

This issue celebrates our Teacher-Coach Model. As you'll read, these valued members of our faculty truly are models for the rest of us. The ultimate team players, they inspire our student-athletes to strive for success both in the classrooms and on the field by challenging them to higher levels of performance. Their commitment combined with the ability to motivate students to think critically and to reach beyond the borders of their comfort zone is transformative on and off the field. We are so fortunate that 57 MICDS faculty and staff members dedicate time to coaching. Even as some schools move away from the teacher-coach model, we remain steadfast in our commitment to this increasingly rare breed of remarkable men and women.

I hope you enjoy this edition of the magazine and come away with an even deeper appreciation of the important work being accomplished in the classroom and on the field.

SAVE THE DATE

**GRAND OPENING AND DEDICATION OF THE
McDonnell Science, Technology,
Engineering and Mathematics Facility
and Brauer Hall**

Featuring keynote speaker Jim McKelvey,
visionary and co-founder of Square.

Saturday, April 26, 2014 ■ 1:00 p.m. to 3:00 p.m.

More details at micds.org/stem

Headliners

FAREWELL, FRIENDS

Honoring long-time faculty members

The MICDS community bid farewell to three beloved teachers this spring: **Diane Henderson**, Upper School science teacher; **Alice Galt**, sixth grade dean and Middle School P.E. teacher; and **Jan Jacobi**, Middle School English teacher and former head of Middle School. Colleagues, parents, students, alumni and friends came together to honor them during a reception on May 23.

ALICE GALT

Sixth Grade Dean, P.E. and Dance Teacher, Coach and May Day organizer
(36 YEARS AT MICDS, 1977–2013)

Alice Galt has worn many, many hats since her arrival at Mary Institute in the fall of 1977. She coached tennis and field hockey, taught synchronized swimming and sponsored the Upper School Dance Club. She also served in many administrative capacities: chair of the fine arts department, an assistant college counselor, interim head of the P.E. department, senior class sponsor and the seventh grade class chair, and most recently, sixth grade dean. Hundreds of alumni perhaps best remember her as the person who organized May Day for 30 years.

In a tribute shared with students at an all-school assembly, Galt's colleague, Fifth Grade Dean **Christine Mayer**, described her as "the glue that holds the Middle School together."

During the May 23 reception, Director of Admission **Peggy Laramie** paid tribute to her longtime friend and colleague. She cited Galt's "extraordinary talent for taking care of things from start to finish, from the kernel of the vision of an idea to carrying out all of the details." She continued, "Alice firmly believes that if you are going to take the time to do something, you'd better do it right. She held herself, her colleagues and her students to that standard." In closing, Laramie shared Galt's favorite saying at the end of the workday, "It's time for me to get out of Dodge." She said, "Well my friend,

it really is time to get out of Dodge, so I suggest you put on your tap shoes and dance your way down the path out of Dodge."

DIANE HENDERSON

Upper School Science Teacher, Science Olympiad and TEAMS sponsor
(17 YEARS AT MICDS, 1996–2013)

Twenty-five years ago, Diane Henderson left her position as a chemical engineer at Monsanto to become a teacher, hoping to inspire young women to pursue careers in science. She did just that. "Diane's presence has helped the physics program here thrive, growing to the point where the Upper School will have four sections of AP Physics next year," said Upper School Science Teacher **Michael Cowan**, who spoke in her honor.

Soon after Henderson's arrival at MICDS in 1996, her physics classes gained the reputation of being engaging, challenging and fun. "Diane, eternally the engineer, always wants to build things with her students," Cowan continued. "Mousetrap powered cars, pasta bridges, egg drops, robotic hands — Diane always made sure to show her students how what they learned in the classroom applied to the world outside."

Upper School Head **Scott Small** seconded these comments and described Diane's lab as "an incubator of inquiry and wonder." He went on to praise her "unyielding commitment to doing the right thing," and in closing, said, "Thank you for the love of learning that you have nurtured in so many young people and for reminding me — as only an engineer could — that the glass is neither half full nor half empty, but simply twice as big as it needs to be."

Head of School Lisa Lyle and former Head of CDS and MICDS John Johnson



Alice Galt, Jan Jacobi and Diane Henderson

JAN JACOBI

CDS Lower School Head, MICDS Middle School Head, English Teacher, Coach
(31 YEARS OF TEACHING, 1982–2013)

Jan Jacobi was hired as Head of the Lower School at St. Louis Country Day School in 1982 by then headmaster John Johnson. Following the merger of MI and CDS, he became the first MICDS Middle School Head in 1993 and was instrumental in laying the foundation for the Middle School program. In 2009, Jacobi stepped down as Middle School Head to focus on teaching English to seventh and eighth grade students. "If I had any measure of success, it was because I had the opportunity to learn from approachable mentors, because I had the support of outstanding colleagues, and because I had the privilege of working with the best middle school faculty in the country," he noted in remarks shared at the May 23 event in his honor.

Peggy Laramie also gave remarks in Jacobi's honor. She made special note of his sense of humor, his selfless ego, his skill as a mentor, and the incredible blend of wisdom and youthful enthusiasm he possesses which made him so perfectly suited for work in a middle school. "Jan's work over the last 31 years at this institution has made us a different and stronger place," she said. "He carried out the architecture of the Middle School coordinate model we know today. He truly is a man who is a role model for being a lifelong passionate learner and for living a life of purpose and service."

Jacobi is transitioning to a full-time position as a seventh and eighth grade humanities teacher at St. Michael's School in Clayton, MO.

Headliners



MILESTONE ANNIVERSARIES

Faculty and staff honored for years of service

Faculty and staff celebrating milestone employment anniversaries of 25, 20, 15 and 10 years were honored at an all-school assembly on April 25. Congratulations to everyone.

25-YEAR ANNIVERSARY

Joe Green

20-YEAR ANNIVERSARIES

Marilyn Ackerman, Duane Biggerstaff, Brian Johannes, Becky Young

15-YEAR ANNIVERSARIES

Cindy Bender, Melissa Brouillette, Jen Schuckman, Josh Smith

10-YEAR ANNIVERSARIES

Andrea Ostlund, C.B. Pinkerton, David Terrell, Donald Thomas, Anne Williamson



(At right, front row, seated, from left) Christy Moore, Mead Ploszay and Patrick Huber; (middle row, seated) Donna Waters and Candice Baumann; (Back row, standing, from left) Krystal White, Chris Ludbrook, Kate Hanes, Susan Good and Kyle Webb (not pictured: Eric Lay)



(Above left) Joe Green

(Above, from left) Becky Young, Brian Johannes, Marilyn Ackerman and Duane Biggerstaff

FACULTY AWARDS PROGRAM

Celebrating excellence in teaching

The 2013 MICDS Faculty Awards were presented during a special ceremony on April 25 in Mary Eliot Chapel. A number of donors whose generosity has made these awards possible were in attendance to assist Head of School Lisa Lyle as presenters. “When I’ve spoken with alumni from Mary I and Country Day, they’ve inevitably mentioned a teacher who saw inside them unique potential and took the time to help them come to see it too,” shared Ms. Lyle in opening remarks. “As a School we recognize that a stellar faculty is our greatest asset. The relationships that teachers form with their students may well last a lifetime and are certainly among the most important ones children develop during their formative years.”

This year, MICDS awarded 10 Chairs of Distinguished Teaching, five summer sabbaticals and five faculty merit awards. Congratulations to all honorees.

(At left, top photo, from left) Jen Schuckman, Josh Smith and Cindy Bender (not pictured: Melissa Brouillette)

(At left, bottom photo, from left) David Terrell, Andrea Ostlund, Anne Williamson and C.B. Pinkerton (not pictured: Donald Thomas)

CHAIRS OF DISTINGUISHED TEACHING

The Albert G. Blanke Jr. '28 Chair of Distinguished Teaching

CHRIS LUDBROOK

The Sander H. Coovert Chair of Distinguished Teaching

KRYSTAL WHITE

The Gilbert-Werremeyer Chair of Distinguished Teaching

PATRICK HUBER

ERIC LAY

The Suzanne Siegel Harbison '45 Chair of Distinguished Teaching in Science

KATE HANES

The Eugene A. Hecker Chair of Distinguished Teaching in the Humanities

SUSAN GOOD

The John R. Johnson Chair of Distinguished Teaching

KYLE WEBB

The CDS Class of 1959 Walter J. McCreery Chair of Distinguished Teaching in Memory of George P. Braun '59

CANDICE BAUMANN

The David S. Turken Chair of Distinguished Teaching

DONNA WATERS

The Donald H. Webb Chair of Distinguished Teaching

CHRISTY MOORE

MEAD PLOSZAY





FACULTY MERIT AWARDS

The Wilma and Roswell Messing Jr. '34 Summer Sabbatical
VERONICA WACHTER

The Edward M. Rivinus Summer Sabbatical
AUBREY SCHMOLL

The Thomas Family Fellowship
MATTHEW MAHAFFEY

The Carol B. & Jerome T. Loeb Award for Excellence in the Teaching of Mathematics
THE JK-12 MATHEMATICS DEPARTMENT

The Mary Institute Class of 1940 Annual Faculty Award
GINNY OTTO

The Mary Institute Class of 1957 Faculty Development Award
ANDY KAY

The Class of 1958 Extra Effort Award
KRISTEN KAISER
TIFFANY D'ADDARIO
BRAD HEINEMANN
ROBYN WILLIAMS

The Michael S. Gerrard Award
KARA FRIEDMAN

The Dorothy Wray Roberts '17 Merit Award
C.B. PINKERTON

Sears Foundation Faculty Merit Award
RICH IVES
MELANIE MOODY

(Seated, from left) Kara Friedman, C.B. Pinkerton, Andy Kay and Kristen Kaiser; (Middle row, from left) Robyn Williams, Ginny Otto, Matthew Mahaffey and Tiffany D'Addario; (Back row, from left) Rich Ives, Brad Heinemann, Aubrey Schmoll, Veronica Wachter, Melanie Moody and Krystal White

END OF YEAR HONORS
Sesquicentennial and Morgan Awards presented

At the conclusion of every academic year, faculty and staff come together for final meetings, to bid farewell to departing colleagues, and to honor recipients of the Sesquicentennial Awards and the Louise Morgan Staff Appreciation Awards. The Sesquicentennial Award was established in 2009 and is presented to members of the faculty in each division who, in addition to being exemplary teachers and mentors, have also had a significant influence on the development of a collegial atmosphere and a healthy overall school community at MICDS. Recipients are selected by vote of their colleagues. The Louise Morgan Staff Appreciation Award was established by former Upper School Head Louise Morgan in 2011 and is presented to members of the staff who, in addition to being exemplary employees, work tirelessly behind the scenes to contribute to a healthy overall school community at MICDS. Congratulations to the 2013 honorees.

"As a School we recognize that a stellar faculty is our greatest asset. The relationships that teachers form with their students may well last a lifetime."

(Front row, from left) Alice Galt, Christy Moore and Jeff Hall; (Back row, from left) Debbie Higgins, Michelle Webster and Brian Coco



SESQUICENTENNIAL AWARDS

CHRISTY MOORE (Lower School)
ALICE GALT (Middle School)
BRIAN COCO (Upper School)

LOUISE MORGAN STAFF APPRECIATION AWARDS

JEFF HALL (Housekeeping)
DEBBIE HIGGINS (Administrative Staff)
MICHELLE WEBSTER (Support Staff)

Headliners



DEBBIE HIGGINS

SOLAR SYSTEM

New solar arrays are energy efficient learning tools

This spring, in addition to ongoing work on the McDonnell Science, Technology, Engineering and Mathematics Facility and Brauer Hall, another key construction project focused on the School's priority of building a sustainable campus occurred. Twenty-five kilowatt photovoltaic solar panel arrays were installed on the rooftops of McDonnell Athletic Center and Shoenberg Hall. Each 25 kW solar array is comprised of almost 100 solar panels that measure 4' x 6' in size and weigh about 50 pounds.

These solar panel systems, installed by a St. Louis-based company, Brightergy, will provide an estimated 66,500 kilowatt-hours of clean energy production per year — about four percent of the campus's total energy use. The use of solar energy versus traditional fossil fuels will reduce carbon dioxide (a greenhouse gas) emissions by 1,262 tons over 25 years — the equivalent of cars driving 3,212,500 miles or 162.5 acres of trees planted. Brightergy will maintain the system for our School free of charge for 20 years.

Solar energy is not the only benefit the new solar arrays will bring to the MICDS campus — the installation creates a unique opportunity for hands-on learning about photovoltaic energy and the environment. Brightergy's BrighterClassroom™ program targets a school's existing math and/or science curriculum, providing supplemental material and instruction about energy forms and sources. MICDS students will

Bob Shaw, MICDS Sustainability Coordinator, Becky Young, Chief Financial Officer, Jim Barciszewski, Director of Maintenance and Gary Matson, Assistant Director of Maintenance hold one of the solar panels that will be used to teach students about the photovoltaic system pictured on the MAC roof in the distance and on the Shoenberg roof which cannot be seen from the ground.

soon begin utilizing their own school buildings as learning labs and the solar panel arrays as hands-on tools for problem solving, experiments and research.

The BrighterClassroom™ program was developed in conjunction with the EarthWays Center (EWC), a division of the Missouri Botanical Garden. Earthways has delivered energy and recycling education in area K–12 schools since 1988. Their staff and programs have been recognized regionally for educational leadership.

The installation of these systems was the result of collaboration among the MICDS Sustainability Committee, Business Office, Maintenance Department, Science Department and Brightergy to bring clean energy and educational opportunities to MICDS.

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

▶ STRATEGIC PLAN - SUSTAINABILITY

"The new solar array installation creates a unique opportunity for hands-on learning about photovoltaic energy and the environment."



Scan the code for a tour of the renovated locker rooms.



PHOTOS BY DEBBIE HIGGINS

IMPORTANT UPGRADE

Locker rooms in McDonnell Gymnasium get an update

This summer, the locker rooms in lower McDonnell Gymnasium received a much-needed renovation. This work was partially funded by a 50th reunion class gift from the St. Louis Country Day School Class of 1962.

The project involved transforming one large locker room space for boys into six separate rooms, and one large girls' locker room space into five separate rooms. The repurposed space offers many benefits, including a designated locker room for each team as well as a visitors' locker room. Coaches and officials also have renovated space, and the film room has doubled in size to accommodate entire teams and coaching staffs.

The renovation work also included making the gym's public restrooms accessible from an outside door, which is a significant convenience, as well as the installation of a new ventilation system, water efficient restroom fixtures and energy efficient lighting.

The upgrades are a big hit with student-athletes. Now that each team has its own space, "We can play our own music, varsity and JV athletes can all be together, and we can really get pumped before our games," says Maggie Carman '15, a varsity field hockey player.

▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

▶ STRATEGIC PLAN - SUSTAINABILITY



COMMUNITY OF SCHOLARS

Eliot Scholars program welcomes five students

MICDS is pleased to announce that five students have been chosen as 2013 Eliot Scholars, bringing the total number of Scholars for the 2013–2014 school year to 24. Now in its fourth year, the Eliot Scholars Program recognizes new and current students entering the seventh and ninth grades who show a superior level of academic achievement and potential. A highly rigorous selection process that considered academic records, test scores, essays and a personal interview aided the MICDS Admissions Office in choosing five new Scholars from this year’s pool of more than 150 applicants. Students welcomed into the program are awarded an annually renewable partial tuition scholarship, and the Eliot Scholars regularly meet for special events and programming designed to enrich the students’ educational experiences at MICDS. Congratulations to the recently-named Eliot Scholars!



DEBBIE HIGGINS

7th GRADE CLASS OF 2019

Jennifer Goldberg (Community School)
Jonas Hart (Forsyth School)
Hayden Shively (MICDS)

2013-2014 Eliot Scholars:
 (Seated, from left) Hopie Melton '18, Jacqueline Zoeller '18, Jennifer Goldberg '19, Hayden Shively '19 and Jonas Hart '19 (middle row, from left) Michael Ge '17, Madi Blanchard '15, Ely Weller '16, Isa Mulvihill '14, Allison Tielking '16, Alexander Bearden '16, Nick Jones '18, Leila Payer '17 and Ines Oulamine '16; (back row, from left) John Li '15, Andrew Krause '17, Achint Rai '15, Alex Curylo '17, Harry Critchfield-Jain '16, Josie Cusworth '14, Jaleen Walker '16, Chandler Dalton '14 and Rohit Chouhan '17 (not pictured: Emma Posega Rappleye '14)

9th GRADE CLASS OF 2017

Alex Curylo (MICDS)
Michel Ge (Parkway Central Middle School)

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

COLLEGE BOUND

Class of 2013 Matriculation List

The graduates of the MICDS Class of 2013 are attending the following colleges and universities this fall.

American University
 Arcadia University
 Babson College
 Baylor University
 Bradley University
 Brown University
 Bryn Mawr College
 Butler University (2)
 Case Western Reserve University
 Centre College
 Chapman University (3)
 Colgate University
 Denison University
 Drexel University



Drury University
 Elon University (3)
 Fordham University
 Georgetown University (3)
 Georgia Institute of Technology
 Hendrix College
 Indiana University at Bloomington (4)
 Johns Hopkins University
 Kenyon College
 Lafayette College
 Lawrence University
 Loyola University of Chicago
 Macalester College
 Maryville University
 Massachusetts Institute of Technology
 Missouri University of Science and Technology
 Northwestern University
 Oklahoma State University
 Parsons The New School for Design
 Pennsylvania State University, University Park
 Pepperdine University
 Princeton University
 Providence College
 Purdue University (4)
 Rhodes College (3)
 Saint Louis University (4)
 Southern Methodist University (12)
 Spring Hill College (2)
 Stanford University
 Texas Christian University (3)
 The College of Wooster
 The University of Alabama (3)
 The University of Arizona (2)
 The University of North Carolina at Chapel Hill (4)
 Truman State University
 Tufts University
 Tulane University (4)
 United States Naval Academy
 University of California at San Diego
 University of Colorado at Boulder (2)
 University of Illinois at Urbana-Champaign (2)
 University of Kansas
 University of Kentucky
 University of Miami (6)
 University of Michigan
 University of Missouri - Columbia (8)
 University of Missouri - Kansas City
 University of Notre Dame
 University of Pennsylvania
 University of Puget Sound
 University of Redlands
 University of Rochester
 University of Southern California (3)
 University of Virginia (2)
 University of Wisconsin-Madison
 Valparaiso University
 Vanderbilt University (3)
 Vassar College
 Wake Forest University
 Washington University in St. Louis (3)
 Webster University (4)
 Wellesley College
 Westminster College
 Williams College

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

DISTINCTIVE DESIGNATION

MICDS honored as Confucius Classroom

On April 24, students, faculty, staff and parents gathered in Olson Hall to celebrate the MICDS Mandarin Program's recognition as a Confucius Classroom. MICDS is one of only two schools in St. Louis to earn this prestigious distinction.

The Confucius Classroom designation is given by Hanban, the executive body of the Chinese Language Council International, an organization affiliated with the Ministry of Education in China. Currently, there are over 300 Confucius Institutes and more than 300 Confucius Classrooms in 96 countries. In the U.S., Confucius Classrooms are established in secondary schools, and Confucius Institutes are formed at colleges and universities, who partner with secondary schools to offer access to cultural experiences, other resources, and proficiency exams prepared by the Chinese government. MICDS will partner with the Confucius Institute at Webster University.

A music performance by Abby Schroeder '16, Lily Xu '16 and Pema Childs (daughter of MICDS Mandarin Teacher Lily Childs) entertained guests during a reception featuring Chinese food and drink. Speakers during the program included Head of School Lisa Lyle, Deborah Pierce, Director of the Center for International Education and Confucius Institute at Webster University, World Languages Department Chair Patrick Huewe, and a keynote address by Bob Holden, former Governor of Missouri and founder of the Holden Public Policy Forum at Webster University. Additional highlights included a demonstration of calligraphy art by Dr. Sebastian Chou, who was accompanied by a musical performance by Lion Li '14. Mandarin students McClain Dove '13

and Annabelle Cella '13 shared their experiences as participants in the MICDS exchange program with Shanghai Foreign Language School, and Camille Bianco '14 recited a speech in Chinese titled, "My Mother."

In welcome remarks to guests, Lisa Lyle noted, "We cherish our affiliation with Webster University and look forward to providing our students with even deeper opportunities for immersion in the Chinese language and culture." Webster University's Deborah Pierce added, "We are here because we value education as well as the many benefits learning a language can bring to us as individuals." Keynote speaker Bob Holden, directed much of his remarks to the students in attendance, stating, "In order for us to live in peace and prosperity, we must have an understanding of countries around the world." He continued, "Your world is global, mobile and competitive. MICDS understands this and possesses a global vision to develop a curriculum that will prepare you for future success."

In 2007, MICDS designed the first middle and high school Mandarin program in St. Louis. The program was bolstered by the generous support of the Kohn and Smith families, and has quickly become a model that local schools have praised and emulated. There are currently 84 students studying Mandarin at MICDS, from grade seven through the AP level.

STRATEGIC PLAN - GREAT TEACHING & LEARNING

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



(Above, from left) JK-12 World Languages Chair Patrick Huewe and Mandarin Teachers Lily Childs and Zwowei Chang pose with the MICDS Confucius Classroom plaque.

(At right) Lily Xu '16 and Abby Schroeder '16 provide musical entertainment.

"Your world is global, mobile and competitive. MICDS understands this and possesses a global vision to develop a curriculum that will prepare you for future success."



(Front row, from left) Thomas Ristevski '15, Tilman Bartelsmeyer '15, Madison Wrobley '15, Aimun Malik '14 and Chandler Dalton '14; (back row, from left) John Li '15, Brendan Hart '14, Daniel Kaganov '14 and Max Bernstein '15

PHOTO COURTESY OF UNSEL

SUPER STARS

Nine students work as research scientists

Nine MICDS students were selected as participants in the 2013 STARS (Students and Teachers as Research Scientists) summer program: Tilman Bartelsmeyer '15, Max Bernstein '15, Chandler Dalton '14, Brendan Hart '14, Daniel Kaganov '14, John Li '15, Aimun Malik '14, Thomas Ristevski '15 and Madison Wrobley '15.

They spent six weeks working with top scientists to gain hands-on laboratory research experience. They were among the 90 high school students from Missouri, Connecticut, Florida, Illinois

“Our country needs to cultivate these great minds... after completing the STARS program students have a sense of accomplishing something that ultimately will benefit humanity.”

and Greece who were chosen for this prestigious program. The STARS program pairs academically talented students with top research mentors from the Donald Danforth Plant Science Center, Saint Louis University, Washington University in St. Louis and the host institution, the University of Missouri-St. Louis (UMSL). This summer marked the 25th year of the program.

Experts from the four institutions worked with student apprentices in laboratories and directed students in research projects. Students also attended lectures by nationally known scientists from the St. Louis science community, learned about the higher education admission process, and enjoyed social events that included trips to the St. Louis Symphony and a St. Louis Cardinals game.

Elaine Krul, a lead researcher at Solae and STARS adviser, was excited to share real world experiences with students. “Our country needs to cultivate these great minds... after completing the STARS program students have a sense of accomplishing something that ultimately will benefit humanity,” she said.

Two MICDS students, Daniel Kaganov and Aimun Malik, were named winners of the LMI Aerospace Inc./D3 Technologies Award for Excellence in Research. The award is presented to students who distinguished themselves during the 2013 STARS Program.

STARS is funded partially through LMI Aerospace/D3 Technologies, the Office of the Chancellor at UMSL, SLU, WUSTL and Solae.

► STRATEGIC PLAN - GREAT TEACHING & LEARNING

► STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

SOCIAL ENTREPRENEURS 2013 Global Action Project Symposium

In May, 16 Upper School students presented at MICDS’ 2013 Global Action Project Symposium. The symposium is the capstone exhibition of the Global Action Project, a year-long elective course in social entrepreneurship. The class culminates in students designing and presenting their own social enterprise project intended to combat a world issue of their choosing. According to course instructor and Upper School English Department Chair **Lynn Mittler**, “The concept is that students take time to explore what issues matter to them, understand the challenges facing the world, learn how to communicate their point through film and finally take sustainable action by learning how to create a social enterprise. The essential question that guides the course is: How can I affect sustainable change in the world?”

Guests assembled in the Olson Presentation Room to observe as four groups of students presented homemade documentaries, research, business plans, and calls to action about topics ranging from maternal mortality rates in Peru to facilitating malaria diagnosis in Africa. Among the audience at the symposium was a panel of experts from the MICDS community who asked questions after each presentation from informed positions in such fields as journalism, environmental science, and economics. The symposium also was streamed live online for remote viewers. The members and missions of the 2013 Global Action Project were:

(Above, front row, from left) Katherine Bush '13, Clayton Gwinnup '13, Erin Wright '13, Anjola Akande '13, Leah Thomas '13, Courtney Ittner '13 and Maraya Boman '13; (Middle row, from left) Anna Rudoi '13, Maleeha Habib '13, Cameron Jackson '13, Izzy Howerton '13, Lindsay Catsavis '14 and Delaney Edison '14; (Back row, from left) Devin Chabot '13, Lauren Hadfield '13 and Julia Olson '13



CESTAS PARA VIDA

Anjola Akande '13, Lindsay Catsavis '14, Erin Wright '13, Izzy Howerton '13

“Our mission is to save mothers’ lives in Peru and thus decrease the national rate of maternal mortality. We will provide women with the supplies and education that they need to have a safer, more sanitary pregnancy and childbirth.”

DUSK + DAWN

Devin Chabot '13, Delaney Edison '14, Lauren Hadfield '13, Maraya Boman '13

“Dusk + Dawn stands to assist in the prevention and treatment of mosquito-borne and transmitted diseases both domestic and international in efforts to save lives and foster a global community of aid and relief.”

GLOBAL CONNECTIONS MEDIA

Cameron Jackson '13, Julia Olson '13, Clayton Gwinnup '13, Katherine Bush '13

“[Global Connections] Media strives to engage young adults in the world around them by providing both easy and accessible global information and suggestions for involvement that provoke both thought and action.”

THE CUP

Leah Thomas '13, Anna Rudoi '13, Courtney Ittner '13, Maleeha Habib '13

“Our mission is to empower young people who want to be entrepreneurs that currently lack the resources to successfully do so by creating an educational program that is sustainably funded by the profits of a coffee shop.”

► STRATEGIC PLAN - GREAT TEACHING & LEARNING

► STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



"Emma reflects the very best that we hope for in all of our MICDS students as both scholars and people."

PERFECT SCORE

Senior earns perfect 36 on the ACT

Congratulations to MICDS senior **Emma Posega Rappleye '14**, who has earned a perfect composite score of 36 on her ACT national college admissions examination. Of note — less than one-tenth of one-percent of students who take the ACT earn a perfect score.

The ACT consists of tests in English, mathematics, reading and science. Each test is scored on a scale of 1 to 36, and a student's composite score is the average of the four test scores. At MICDS, Emma is an Eliot Scholar, one of 24 students selected to receive a merit-based scholarship for her outstanding academic record. In addition to her scholastic achievements, Emma is co-captain of the Cross Country team this year, a longtime participant in Science Olympiad and Jazz Band; and regularly participates in school plays.

"I am very proud of Emma for both this accomplishment and her ongoing commitment to hard work, perseverance, and thoughtfulness. She is a remarkable student, whose intellectual ability is rivaled only by her intellectual curiosity," said MICDS Upper School Head **Scott Small**. "She reflects the very best that we hope for in all of our MICDS students as both scholars and people."

Emma is the daughter of Anne Posega and MICDS Upper School English Teacher **Chris Rappleye**.

STRATEGIC PLAN - GREAT TEACHING & LEARNING

SCHOLAR ATHLETE

Singer '13 honored by Post-Dispatch

For the 47th year, the *St. Louis Post-Dispatch* saluted 150 of the area's top high school seniors, including **Natalie Jill Singer '13**, who have excelled on both the playing field and in the classroom with its Scholar Athlete Award. Natalie was a three-sport athlete, serving as co-captain of the field hockey, basketball and lacrosse teams during her senior year. She was a recipient of the Harvard Book Award, earned First Honors (all four years), was a member of the Cum Laude Society, and was the recipient of the Fine Arts Department Certificate of Recognition in Photography. Other activities include: Athletic Committee Co-Head, Head of French Club, member of Signet Society and member of Win with Wellness. Congratulations!

STRATEGIC PLAN - GREAT TEACHING & LEARNING



"Natalie's future goal is to find a career she loves while making a difference in the world around her."

SPRING ALL-METRO ATHLETES

Post-Dispatch honors 10 students

Congratulations to the MICDS student athletes who were selected by the *St. Louis Post-Dispatch* for 2013 All-Metro spring season recognition. Go Rams!



BOYS' GOLF

Drew Lilly '16 - 2nd Team

BOYS' LACROSSE

*William Morehead '13 - 1st Team
J.T. Thiemann '14 - 2nd Team*

GIRLS' LACROSSE

*Ellis Chalfant '15 - Athlete of the Year
Olivia Polk '14 - 1st Team*

GIRLS' SOCCER

Caroline Militello '14 - 3rd Team

BOYS' TENNIS

*Joe McAllister '16 - 1st Team
Tyler Raclin '16 - 2nd Team*

WATER POLO

*Tommy Stupp '14 - Athlete of the Year
Lunsford Schock '13 - 1st Team*

STRATEGIC PLAN - GREAT TEACHING & LEARNING

MASTERS OF CEREMONIES

MICDS students emcee FIRST LEGO League World Festival

This spring, MICDS students **Laurel Button '15**, **Clayton Pope '17** and **Liam Weber '21** were selected to be the youth emcees of the opening ceremonies of the FIRST® LEGO® League (FLL®) World Festival, held April 24 – 27 at the Edward Jones Dome in Downtown St. Louis. Their selection came after FLL executives reviewed audition tapes submitted by each prospective emcee. The FLL World Festival is part of a three-day series of FIRST Championship events. MICDS students performed in front of an estimated crowd of 5000 students and adults from around the world, leading cheers, songs and dances, as well as introducing FLL teams.

“Their participation in the World Festival is a testament to our high caliber students as well as the strong FIRST LEGO League Robotics program we have here at MICDS,” says MICDS JK – 12 Science Chair **Bob Shaw**. “As Masters of Ceremonies, Laurel, Clayton and Liam embodied the MICDS Mission of living lives of purpose and service as ambassadors of St. Louis to the world of FIRST LEGO Robotics.”

To prepare for their role as emcees, Laurel, Clayton and Liam participated in weekly rehearsal sessions via Skype for a few months prior to the event and had just one onstage rehearsal

before the actual show. Through their involvement with FLL teams inside and outside of MICDS, all three students were perfectly suited for the role of emcee, and all three are enthusiastic advocates about the FLL program.

Laurel Button competed in FLL competitions for five years, culminating in her team's fourth place finish in the 2012 World Championships. Laurel's passion for FLL, combined with her work as a mentor to the Girl Scouts and MICDS students as they built teams, and her experience as an actor made her a perfect emcee. “I thought it was a great way to give back to a program that so strongly influenced my love for engineering as a child,” she says. “I loved it and I would definitely participate again.”

“The world is in such need of female engineers and there are so many opportunities for us!” she continues. “FLL makes science a creative and enjoyable process that has kept me motivated to study engineering. Now that I am a junior in high school, I'm looking into majoring in Computer Science with an emphasis on Artificial Intelligence — how cool is that?”

After two years as a member of the MICDS FLL team, Clayton Pope is excited to be part of the Upper School's FTC (FIRST Tech Challenge) team this year. When he was chosen as an emcee, “It was exciting and I was glad that even though my competition career was over that I could still be part of the FLL family.” His favorite part of the experience was the opportunity to meet kids from all over the world. “I think participating in FLL is worthwhile for kids because not only do you learn about technology and how to solve problems efficiently, but you also learn about team work and gracious professionalism.”

Liam Weber, who is beginning his fourth year as a member of an MICDS Robotics team, worked hard to completely memorize the final script. As a reward, he received an all-access VIP pass. The pass granted access to all competition areas and allowed Liam to enjoy celebrity status, as students from around the world (e.g. Japan, Egypt and South Africa) asked to have their picture taken with “Liam the emcee.” “Liam has always been a performer at heart,” says his father, Grant Weber. “Combining his love of robotics with the opportunity to get in front of a huge audience gave him an amazing opportunity to challenge himself.”

More than 10,000 students from around the globe traveled to St. Louis to put their engineering skills to the test during a series of competitions held at the Edward Jones dome over a three-day period.

▶ STRATEGIC PLAN—GREAT TEACHING & LEARNING

▶ STRATEGIC PLAN—LEADERSHIP & COMMUNITY ENGAGEMENT

(At left) World Festival Co-Emcee Nicole Adele, LEED AP, Civil Engineer/Owner, ABANA Engineering, Liam Weber '21, Clayton Pope '17, Laurel Button '15 and World Festival Emcee Jason Lovelace, PE, Attractions Manager, Disney's Magic Kingdom



Behind the scenes at the Edward Jones Dome as the MICDS students prepare for their roles as emcees of the FLL World Festival.

PHOTOS BY GRANT WEBER

STEM WEEK AT THE CAPITOL

Rambots win Governor's Cup

On March 4, MICDS student members of the Rambots: The Brick Lords LEGO robotics team participated in The Missouri Mathematics and Science Coalition's STEM Week at the Capitol. Students and teachers from Missouri schools showcased various STEM projects in the Rotunda of the Capitol. Representatives of the Rambots team set up a booth and participated in a robotics competition, earning the Governor's Cup, the top prize, with a score of 275 points out of the maximum 300 possible points.



A STEM week aide with students Niema Foroughi '17, Liam Weber '21, Clayton Pope '17, Christian LeNoir '20 and Nick LeNoir '17

During a tour of the Capitol, the Rambots met Jill Schupp, Missouri State Representative for the 82nd District (including Creve Coeur and Town & Country). They met in her office to discuss their project. She then agreed to push the start button on their robot to earn the team an extra 30 points.

The students who represented MICDS in Jefferson City were **Liam Weber '21, Niema Foroughi '17, Nick LeNoir '17, Christian LeNoir '20 and Clayton Pope '17**. They were accompanied by MICDS parents Alice Wolfe, Kim Pope, Rosalynn LeNoir and Ladan Foroughi.

- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

ST. LOUIS SCIENCE FAIR

Middle School students earn recognition

Middle School students participated in the Academy of Science - St. Louis Science Fair at Queeny Park on May 1 and achieved outstanding results. Congratulations to our talented scientists.

Adi Katyal '18 and Ehan Kamat '18 received a 1st Place Blue Ribbon for their project "What effect does the type of bread and condition have on mold growth?"

Abinaya Lakshmanan '17, Leila Payer '17 and Samantha Sansone '17 received 2nd Place Red Ribbons for their project, "The Troop Effect: Battle of the Sexes."

Sanchita Sen '17 won a 3rd Place Green Ribbon for her project, "Exploring the Causes of Smoking in the Elderly and Young Adults."

- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

FIRST-RATE RESEARCH

Geczi '14 places first at state-wide symposium

Kristin Geczi '14 represented MICDS at the Junior Science, Engineering, and Humanities Symposium at Maryville University on March 8 - 9 with students from across the state of Missouri. A total of 129 students submitted papers they had written about their original scientific research. Kristin's paper was one of 90 selected for poster presentations. As one of the top six entrants in the Microbiology division, she gave a 15-minute live presentation on her research. Kristin's poster presentation was awarded first place at the Symposium, earning a perfect score from the judges.

Kristin's paper, titled "Similar Haplotypes in JPD Patients with the Balkan Mutation Indicate the Founder Effect," reported on research she conducted during the summer of 2012 in the lab of Dr. Steve Mumm at the Washington University School of Medicine as part of the STARS program.

- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



The Symposium's keynote speaker was Steve Zabriskie, a Senior Interactive Producer for Apple, Inc. He presented the first place prize — an iPod touch — to Kristin Geczi '14.

PHOTO COURTESY OF MARYVILLE UNIVERSITY

AUTHOR! AUTHOR!

Students earn Scholastic Writing Awards

"Chopsticks," a short story written by **Christina Rouse '13**, earned a Gold Key Award in the regional competition of the 2013 Scholastic Art & Writing Awards competition. Her work also received a regional American Visions & Voices award, the only short story in the state so honored. More than 600 pieces were submitted in Missouri; 15 received Gold Keys.

In addition, **Becky Antony's '15** flash fiction piece, "Matches," won a Silver Key Award. Of the thousands of submissions, only 10 to 15 percent earn the prestigious Silver Key Award.

The Scholastic Art & Writing Awards have an impressive legacy dating back to 1923 and a noteworthy roster of past winners including Andy Warhol, Sylvia Plath, Truman Capote, Richard Avedon, Robert Redford and Joyce Carol Oates.

- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING



DEBBIE HIGGINS

BELOVED TRADITION
Middle School Prize Speaking

Seven Middle School students performed works of literature for the entire Middle School community on April 19 during the annual Prize Speaking Assembly. Congratulations to the 2013 Middle School Prize Speaking participants:

- Clayton Pope '17* – “Don’t Look at the Dog” (author unknown)
- Emma Klahr '17* – excerpt from *Wicked*, by Gregory McGuire
- Nick Jones '18* – Winston Churchill’s speech, “Never Give In”
- Charles B. Southern '19* – excerpt from Tom Sawyer Abroad, by Mark Twain
- Raevyn Ferguson '19* – “An Athlete’s Pride” (author unknown)
- Charles Huber '20* – “To This Day” by Shane Koyczan
- Gaiatri Hittle '20* – “The Tiger” by William Blake, and “How Doth the Little Crocodile” by Lewis Carroll

STRATEGIC PLAN-LEADERSHIP & COMMUNITY ENGAGEMENT

Middle School Prize Speaking Finalists:
(Above, from left) Charles Huber '20, Raevyn Ferguson '19, Charles B. Southern '19, Emma Klahr '17, Clayton Pope '17, Nick Jones '18 and Gaiatri Hittle '20



PHOTOS BY GARY LORSTEIN



Seventh graders worked diligently in advisory teams to make sandwiches in the Middle School cafeteria.

DÍA DEPORTIVO
Students volunteer at field day

On April 21, a team of 23 MICDS students, faculty members **Rene Ashman** and **Ines Shultz**, and parent Nela Navarrine, worked as volunteers at Casa de Salud’s Día Deportivo, a field day for Hispanics in the St. Louis community that was held at the stadium of Saint Louis University’s School of Medicine.

The student team leader was **Ankita Kanakadandila '14**, and Director of Community Service **Nancy Richardson** worked with the MICDS Athletic Department to provide the athletic equipment for the event.

Prior to the event, students worked in their classes to further their Spanish in preparation for their responsibilities running the activities during the event. Activities included a water balloon toss, hula-hoop games, a tug-of-war and races. MICDS students also participated in a short race and Zumba dancing with the participants.

STRATEGIC PLAN-LEADERSHIP & COMMUNITY ENGAGEMENT

“Prior to the event, students worked in their classes to further their Spanish in preparation for their responsibilities running the activities during the event.”



FEEDING THE HUNGRY
7th graders embrace new service project

The 7th Grade Class of 2018 participated in a service project to benefit six agencies in the St. Louis area that work with the homeless and/or people in need. Students worked in teams to make sandwiches that were delivered to St. Louis area agencies, including:

- The Bridge*
- St. Patrick’s Center*
- Women’s Safe House*
- Sunshine Ministries*
- Father Jim’s House*
- St. Vincent’s Church*

Students made more than 3000 sandwiches, which provided 500-plus meals to those in need. Seventh grade parent volunteers delivered the sandwiches to the various agencies.

STRATEGIC PLAN-LEADERSHIP & COMMUNITY ENGAGEMENT



Members of the MICDS Class of 2021, faculty and staff are shown completing various service tasks on campus and throughout the St. Louis Metropolitan Area during their days of caring.



DAYS OF CARING

School community gives back

May marked community service days across the MICDS campus. The 4th Grade Class of 2021 began a new tradition in May — they participated in the 1st Annual 4th Grade Day of Caring, doing volunteer work in a variety of locations across campus. Their Day of Caring was inspired by the annual United Way Day of Caring involving faculty and staff that occurs at the conclusion of every school year. Fourth Grade Teachers **Chris Brennan**, **Sarah Kiske**, **Ashley Stanze** and **Donna Waters** felt that giving back to the school community was a meaningful way to commemorate the students' transition from Beasley to the Middle School.

Faculty and staff across campus signed up to work with the fourth graders, who accomplished a number of tasks, including: helping younger students edit their work, organizing library books, recycling, and more.

On May 30, more than 200 MICDS faculty and staff participated in the 4th Annual United Way Day of Caring, a community service event that is organized each year to provide volunteer support to United Way agencies in the St. Louis area.

MICDS faculty and staff volunteered at 14 local agencies, including: Almost Home, Cardinal Ritter Senior Services, Cornerstone Center for Early Learning, Crisis Nursery, Foster and Adoptive Care Coalition, Guardian Angel Settlement, Mary Ryder Home, North Side Community School, Society of St. Vincent de Paul, St. Louis Area Foodbank, Stray Rescue, Sunshine Ministries, Women's Safe House and YWCA Pagedale Headstart.

As a group, MICDS employees cleaned, planted, weeded, painted, walked dogs, played Wii Bowling with senior citizens, organized, packed and cooked, providing more than 600 hours of labor to the selected agencies — the equivalent of one full time worker for a little more than 15 weeks.

The Annual MICDS Day of Caring has become a valued experience for faculty and staff to connect with one another, work together to lend a hand to those in need, and live the School's mission to change lives and change the world.

STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

"As a group, MICDS employees cleaned, planted, weeded, painted, walked dogs, played Wii Bowling with senior citizens, organized, packed and cooked, providing more than 600 hours of labor to the selected agencies."



SAVED FROM THE LANDFILL
Electronics Recycling Drive makes a difference

The Electronics Recycling Drive that took place at MICDS on April 5 and 6 was incredibly successful. Midwest Recycling Center reports that 50 pallets of electronics, or 28,360 pounds worth of items, were saved from the landfill. This included 79 television sets. Thanks to all who participated, and to Lower School Science Teacher **Christy Moore**, the Sustainability Committee, and student volunteers who partnered with Midwest Recycling Center to make the collection possible.

STRATEGIC PLAN - SUSTAINABILITY

(Top photo) One of the 50 full pallets of collected recyclables is loaded onto a Midwest Recycling Center truck.

(Above) Student volunteers included (from left) Reagan Stone '17, Janey Richert '17 and Kayla Martin '17.

"It has become a tradition that donations made in honor of the senior girls benefit a local charitable organization."

RITE OF SPRING
Highlights from May Day

The annual May Fete took place on May 8 on Lilly's Field. The 2013 performance featured the traditional dances by the fourth and eighth grade girls, the Junior Daisy Chain, and the Senior Promenade and May Pole Dance. The Junior Class of 2012 presented the Daisy Chain to "Carillon" from L'Arlesienne Suite No. 1, by Georges Bizet. The fourth grade girls performed to Ede Poldini's "Dancing Doll" and Mozart's "Divertimento No. 11 in D Major, k. 251," and the eighth grade girls danced to "Allegro from Concerto for Two Violins, Op. 3, No. 5" by Antonio Vivaldi, and "Lift Your Veil (Uygur Folk Song)" by Takako Nishizaki. The seniors' May Pole Dance was performed to the music of Fantasia on "Greensleeves," by Vaughn Williams.

Congratulations to **Emily Shy '13**, who was crowned May Queen by vote of her classmates. Following the ceremony, the MICDS Alumni Association hosted an Afternoon Tea on Head of School Lisa Lyle's lawn. It has become a tradition that donations made in honor of the senior girls benefit a local charitable organization. The Class of 2013 chose to support the American Cancer Society in celebration of their friend, classmate and May Queen, Emily Shy.



(At top) Class of 2017 students (from left) Lexi Walsh, Caitlin Chambers and Hannah Dove

The May Pole, perfectly woven

Seniors rush to congratulate their May Queen, Emily Shy '13

(Front row, from left) Class of 2021 students Livvie Warren, Morgan Sutton and Lauren Sugavanam; (back row, from left) Caitlyn Paine, Andrea Blackard and Ashley Kane

(At left) May Queen Emily Shy '13

PHOTOS BY KARAMA PHOTO SERVICES



(Above) Members of the Class of 2020 showed their spirit and had a blast at Adventure Night, participating in a full-slate of activities.

ADVENTURE NIGHT

Fifth graders celebrate a great year

The Fifth Grade Class of 2020 and their teachers enjoyed a special night of activities on campus during the 2nd Annual Fifth Grade Adventure Night on May 16 – 17. Adventure Night was created as a celebration of the fifth graders’ completion of their first year in Middle School and is designed to promote class unity. Students arrived at the Middle School Gym with their overnight gear at 5:00 p.m. and began a full evening of activities.

Following an MICDS varsity lacrosse game, students enjoyed a barbecue supper complete with a snow cone bar. After the meal, they visited rotation stations staffed by the Fifth Grade Team. Stations included Mr. Fitz’s Trivia Challenge, S’mores and Songs, Fireside Stories and the Amazing Math Race.

In the morning, teachers offered Sunrise Sessions, including whiffleball, time in the art studio, a “boot camp” exercise session and writing time. Parents of the Class of 2020 joined the students in their advisories for breakfast and to view a slideshow highlighting the evening’s activities.



(Photo at left) Classmates Eli Paul, Jack Bay, Gerald Bentley and Meade Summers

- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

PEDAL POWER

MICDS rallies to support Pedal the Cause

For the fourth consecutive year, the MICDS Rams Ride team participated in Pedal the Cause on October 6 to support members of the School community who are battling cancer. The 2013 Rams Ride team was 60 members strong and raised \$45,000, which brings the team’s four-year fundraising total to \$150,000 in support of cancer research.

Support for Pedal the Cause is pervasive at the School, including not just a riding team but also school volunteers running a refueling station on the MICDS campus the day of the event. The Rams Cheerleaders and school volunteers were out in force to cheer on participants and provide healthy snacks to the riders. MICDS Director of Community Service Nancy Richardson organizes the refueling station each year. “It is so moving to see our entire community rally behind such a worthy cause, and every year it seems that we get more and more volunteers,” she says.

▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

The 2013 MICDS Rams Ride team



MAKING MEMORIES

Scenes from Grandparents’ and Special Friends’ Day

The Beasley Lower School hosted its annual Grandparents and Special Friends Day on April 19. The Lower School hallways were buzzing with excitement as proud students shared their musical talents, created artwork and completed activities with their very important guests.

Jack Morgan '22 with his grandmother.



Scan the code for video highlights from this event.

FEBRUARY 1

SUMMER OPPORTUNITIES FAIR

McDonnell Athletic Center
10:00 a.m. to 3:00 p.m.

MARCH 1

WIN WITH WELLNESS TRIVIA NIGHT

McDonnell Gymnasium
7:00 p.m. to 10:30 p.m.

MARCH 6 - 7

JK - 4 PARENT-STUDENT-HOMEROOM
TEACHER CONFERENCES
5 - 12 PARENT-STUDENT-ADVISOR
CONFERENCES

MARCH 6 - 9

MICDS TROUBADOURS PRESENT
"LEGALLY BLONDE"
Orthwein Theatre



MARCH 17 - 30

SPRING BREAK

APRIL 12

ELECTRONICS RECYCLING DRIVE

Parking Lot C
9:00 a.m. to 2:00 p.m.

APRIL 26

GRAND OPENING CELEBRATION AND
OPEN HOUSE

McDonnell Science, Technology, Engineering & Mathematics Facility and Brauer Hall
Featuring keynote speaker Jim McKelvey, co-founder of Square
1:00 p.m. to 3:00 p.m.

HONORS



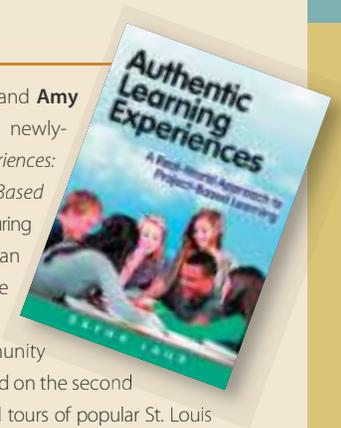
Second Grade Teachers **Kristen Kaiser** and **Amy Lamb** are authors of a section in the newly-published book *Authentic Learning Experiences: A Real World Approach to Project-Based Learning*, by Dayna Laur. Their article, "Touring Saint Louis Kid Style," is highlighted as an example in the category of second grade social studies and English/language arts.



It appears in a chapter entitled "Community Connection Examples." The article is based on the second graders' annual project to develop guided tours of popular St. Louis area attractions.

Upper School English Department Chair **Lynn Mittler** is a recipient of the 2013 University of Chicago Outstanding Educator Award. For 30 years, the University of

Chicago has invited entering first-year students to nominate an educator who has changed, challenged, or helped them along the path toward intellectual growth. Mittler was nominated by her former advisee, **Sophie Critchfield-Jain '12**.



BEYOND THE CLASSROOM

*Professional development funds support
summer learning for faculty*

**WILMA AND ROSWELL MESSING JR. '34 SUMMER
SABBATICAL & EDWARD M. RIVINUS SUMMER SABBATICAL**

This year's recipients of the Messing and Rivinus Summer Sabbaticals, first grade teachers **Aubrey Schmoll** and **Veronica Wachter**, attended the 20th Annual Institute on the Teaching of Writing in New York City in August. The Institute was offered by The Teachers College Reading and Writing Project, a research and staff development organization housed at Teachers College, Columbia University. The Project was founded and is directed by Lucy Calkins, The Robinson Professor of Children's Literature at Teachers College and author of books that are in an estimated 65 percent of American K - 5 classrooms.

Schmoll and Wachter attended work sessions with first grade teachers from around the country to learn instruction methods, plan curricula, revitalize their thinking, and create rigorous models of best practices designed to turn their classrooms into richly literate reading and writing workshops. "One of our greatest takeaways was learning how to use mentor texts to help students make connections to the teaching point and then apply it to their own writing," explains Aubrey Schmoll. "From there we learned the importance of researching the student as a writer and guiding them through individual conferencing during independent writing time. This research includes the ability to understand what the student as a writer is trying to express."

Beyond the Classroom continued >



Veronica Wachter and Aubrey Schmoll at The Annual Institute on the Teaching of Writing

Beyond the Classroom continued >

"The mission of the Reading and Writing Project is to help young people become avid and skilled readers, writers, and inquirers," said Veronica Wachter. "I believe that teaching children how to write helps them learn how to imagine, be creative and make connections to the world around them and to what is important to them at that moment in time in their lives. When everyone is working toward a common goal with deliberate expectations and clear, concise goals you get the best results."

Prior to the start of school, they led a conversation with Lower School faculty about how the writer's workshop model aligns with common core curricular standards, reviewed what a writer's workshop lesson looks like, and offered new materials from the Institute to their colleagues to enhance the writing workshop programs that have been in place at MICDS for many years.

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

THOMAS FAMILY FELLOWSHIP

This summer, Upper School English Teacher **Matthew Mahaffey** used Thomas Family Fellowship funds to focus on the relationship between the humanities and leading-edge technologies. He participated in CyborgCamp in Vancouver, The Digital Humanities Conference at the University of Nebraska, and the Digital Frontiers Conference at the University of North Texas. He also acquired texts to support his investigation into digital humanities. In line with the School's commitment to the integration of technology into great teaching and learning, Mahaffey has proposed a 12th grade elective, *Storytelling in the Digital Age*, for possible inclusion in the Upper School curriculum guide for 2014–2016. He also is

Matthew Mahaffey standing with a Zeutschel archival scanner at the Center for Research in the Digital Humanities at the University of Nebraska – Lincoln, host of the 2013 Digital Humanities conference

developing a digital humanities project, *Cyborg Cultural Studies*, in an effort to forge interdisciplinary course offerings.

"When we talk about digital humanities — integrating computational methods into traditional humanities work — we are exploring digital tools that allow us to do new things and ask new questions," he said. "Our aim is to offer more depth, higher definition and additional dimensions to inquiry and interpretation." While the label "digital humanities" is relatively new, MICDS faculty members have been using digital tools to enhance learning in all academic disciplines because "it is just good pedagogy and it's the right way to integrate technology into education," says Mahaffey. "Attending these conferences and doing research has inspired me to further imagine the wealth of possibilities when we look at how computer science and design theories come together to inform our humanistic work."

For example, Mahaffey developed a unit for his ninth grade English students that offered a framework for mapping their reading of *The Odyssey*. Rather than relying on typical reading comprehension questions and the standard essay assessment, he provided a framework that used robust multimodal computation and semantic mapping software for students to plot their literal and figurative understandings of *The Odyssey*. Mahaffey turned this unit into a presentation, "Mapping What You Are Reading," for the Lausanne Learning Institute and the annual ISACS conference.

According to Mahaffey, the taxonomy of digital humanities concepts includes the importance of collaboration and research, open publication, design thinking, computer science, new media studies and visual media literacy. "There is a lot more attention being paid to digital humanities currently because it puts the work on the same level as science, technology, engineering and math," Mahaffey says. "As a faculty we have been having interesting conversations about developing existing courses and creating opportunities for inter-department collaboration between English, history, world languages and the arts. Our goal is to leverage our students' technological expertise to lessen the digital divide that exists — showing them that if they like to study literature or history, and think computers are really important, they can do both with the curriculum we offer."

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING



"Teaching children how to write helps them learn how to imagine, be creative and make connections to the world around them and to what is important to them at that moment in time in their lives."

"Attending these conferences and doing research has inspired me to further imagine the wealth of possibilities when we look at how computer science and design theories come together to inform our humanistic work."





“Steinbeck’s writing remains relevant because the concept of the American Dream was born out of the time period about which he writes.”

MARY INSTITUTE CLASS OF 1957 FACULTY DEVELOPMENT FUND

To enhance his teaching of Steinbeck’s *Of Mice and Men*, Middle School English Teacher **Andy Kay** traveled to the Steinbeck Center in Salinas, CA, this summer to meet with the Center’s curator and to study Steinbeck’s childhood and his journalistic experience with migratory workers. The trip also included a visit to the “Valley of the World,” Steinbeck’s childhood home, Soledad (where *Of Mice and Men* takes place), the Salinas River, and “The Farm” in Salinas. It also involved visiting the striking landscape of the Gabilan Mountains and climbing the highest peak in that range.

Kay offered this commentary about his experience for *MICDS Magazine*.

Why is it important for middle school students to study Steinbeck?

Of Mice and Men and Steinbeck are critical to the curriculum for a variety of reasons. From a literary perspective, Steinbeck’s voice, perspective, and diction are masterful. Few others understand the power of language as well as Steinbeck and, like a Monet or Van Gogh, every stroke of Steinbeck’s pen is purposeful and carefully crafted. From a content standpoint, Steinbeck writes about companionship, loneliness, and the predatory nature of humans — all of which help our students become more empathetic learners.

Why do you believe his writing remains relevant generation after generation?

Steinbeck’s writing remains relevant because the concept of the American Dream was born out of the time period about which he writes. Students must know the plight of the common man over the boom generation, the struggles that many must endure, and the power of a dream in order to empathize and grow as young men and women. Steinbeck is also the greatest storyteller of his generation and casts light on places that would have been easy to keep in the dark. He was a maverick because he exposed the under belly of society.

What were your key takeaways from this experience?

First is that Steinbeck’s prose does justice to the beauty of the California coast. Next is that not much has changed in Salinas. When the Okies migrated from the heart of America to the sunny skies of California, they were not welcomed by the folks who were already living in the fertile valley. The end result was a perfect storm of poverty, oppression, and angst. Today’s Salinas is similar except that the Okies have been replaced by Central American and Mexican workers who endure similar low wages, racism, and extreme poverty. The brilliant chartreuse skies, green fields, and stunning mountain tops are juxtaposed by the poverty and slum life that many are living. The characters in *Of Mice and Men* rely heavily on companionship to help them survive. In many ways, this makes *Of Mice and Men* a heart-warming story. Similarly, out of the darkness of modern day Salinas exists folks who are doing everything they can to keep their companions and family afloat through laughter and love.

How has your trip impacted your teaching?

The trip was rejuvenating, and I want to thank the School for allowing me this opportunity. MICDS provides its faculty with unbelievable resources. The trip will allow me to more easily connect what was a distant memory to the world in which our students live. There is something to be said about smelling the air, feeling the soil, and watching the sun dance over the same mountains about which Steinbeck wrote. My passion for teaching Steinbeck was certainly enhanced, and students thrive with passionate teachers.

► STRATEGIC PLAN - GREAT TEACHING & LEARNING

(Above) Andy Kay retracing Steinbeck’s Trail in Northern California.

(Below) The historic Cannery Row in Monterey, CA, the setting of Steinbeck’s novel of the same name



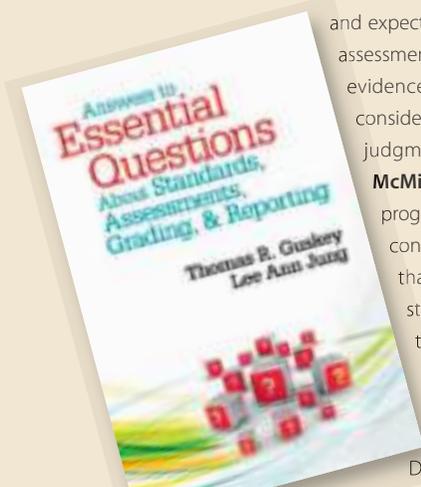
MAKING THE GRADE

Guskey engages faculty in discussion of assessments

In May, the MICDS faculty participated in a workshop focused on assessment and grading led by Thomas Guskey, author of 18 books, including *Answers to Essential Questions About Standards, Assessments, Grading and Reporting*. Topics covered during the session included an evaluation of the pros and cons of narrative report cards, why giving separate grades for homework and participation can be motivating to students, and methods to ensure that grades are truly accurate reflections of a student's ability.

"The students greatly benefit from the learning that happens when assessments are aligned with established goals and best practice teaching."

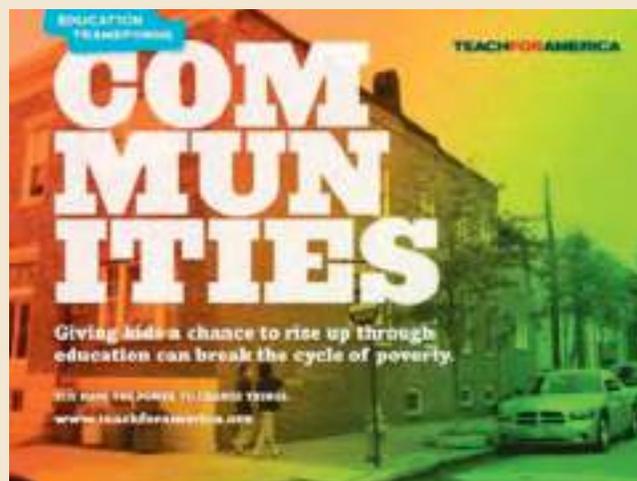
During his presentation, Dr. Guskey reinforced the importance of assessments and encouraged faculty to continue to tie their formal feedback to clearly established academic standards and expectations. "Dr. Guskey reminded us that good assessments not only include performance data and evidence but also require a teacher's personal consideration, thought and informed professional judgment," said Lower School Head **Janet McMillion**. "For example, project rubrics and progress reports provide assessments on specific content and skills within a subject area rather than a single comprehensive grade. The students greatly benefit from the learning that happens when assessments are aligned with established goals and best practice teaching."



Dr. Guskey is a Professor of Educational Psychology in the College of Education at the University of Kentucky and is well known for his work in professional development and educational change. His research and writing focus primarily on professional development and teacher change, assessment of student learning, grading and reporting, program evaluation, instructional effectiveness, and educational reform. His publications include 18 books, 36 book chapters, and more than 200 journal articles and professional papers. He also has been featured on National Public Radio's "Morning Edition" and "Talk of the Nation."

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

"...our Teach for America colleagues had some wonderful takeaways from their time in our classrooms, including demonstrations of great teaching to innovative pedagogical ideas."



PARTNERS IN EDUCATION

MICDS hosts Teach for America Educators

In April, 12 educators from Teach for America spent a day shadowing Upper School faculty members. The mission of Teach for America is to provide an excellent education for children in low-income communities by recruiting and training a diverse corps of individuals, including high-achieving college graduates and first- and second-year educators who are willing to commit to teaching for at least two years in low income public schools.

Teach for America educators observed Upper School classes and had the opportunity to share teaching philosophies, curriculum designs and academic frameworks with MICDS faculty. Upper School Head **Scott Small** described the partnership as a great example of the critical importance of collaborative learning between educators. "From our follow up conversations, it was clear that our Teach for America colleagues had some wonderful takeaways from their time in our classrooms, including demonstrations of great teaching to innovative pedagogical ideas. The learning really was reciprocated though as our teachers gained insight regarding some of the challenges and opportunities inherent in the daily work that is a part of the Teach for America mission," he said. "At their heart, our educational visions are entwined: great teaching and learning. Though our constituencies are slightly different, our goal of empowering lifelong learning for tomorrow's leaders was fully evident in the partnership that was reflected in the remarkable conversations that unfolded."

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



IN SUPPORT OF FACULTY

Helfant takes on new role

This spring, **Elizabeth Helfant** was appointed to a newly created position in the Upper School, Coordinator of Pedagogical Innovation. She previously served as the Upper School Coordinator of Instructional Technology. This new role was created to address the significant expansion in pedagogical and curriculum planning that our institutional emphasis on technological integration has cultivated.

Helfant will work under the direction of the Upper School Head **Scott Small** to both support and promote an innovative and integrated curriculum that intersects with the very best practice pedagogy (i.e. the art and science of teaching) in educational philosophy to ensure a robust, engaged and pioneering faculty. Her work will remain invested in the support of faculty and the fostering of collaborative and reflective teaching, though her focus will shift more toward curriculum and pedagogy than daily implementation of technology. This emphasis will include the ongoing curriculum mapping process, discussions about

assessments and standards, cross-disciplinary opportunities, professional development and continued guidance in the integration of technology in the classroom.

For example, Helfant has worked with faculty this year to support the development of the STEM curriculum, to implement the flipped classroom

strategy, and to articulate the curriculum maps. She also has worked closely with the ninth grade to ensure that skills are being intentionally taught. "Simply put, my job is to support teachers in whatever ways they need," she explains. "I observe them in the classroom and work with them to

ensure the rigor, pace of instruction and amount of engaging class activities are appropriate. I help design curriculum and assessments to try to make sure course content builds upon prior knowledge, and I get to work closely with faculty to try to improve learning for the students. It's a great job!"

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING



LEARN, LEAD, INNOVATE

6th Annual MICDS Summer Teacher Institute

The 6th Annual MICDS Summer Teacher Institute carried the theme "Learn, Lead, Innovate" and covered topics related to STEM curriculum design, project based learning, and latest findings in cognitive science as it relates to education.

During the week of June 3 – 7, MICDS teachers organized a STEM retreat to learn about new technologies, strategies for delivering curriculum and topics in science in order to prepare for launching the new ninth grade STEM curriculum. Teachers explored an interactive physics application called Algodoo, and Odyssey, a computational chemistry program. They also spent time designing inquiry-based lessons.

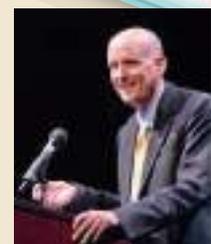
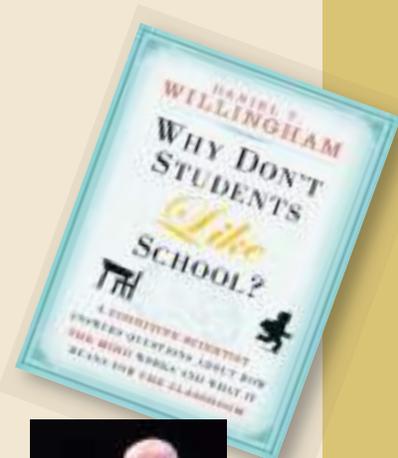
On June 8, Suzie Boss led a session focused on understanding Project Based Learning (PBL) and designing a PBL unit for the 2013 – 2014 school year. Boss is a journalist who writes about the power of teaching and learning to improve lives and transform communities. She is the author of *Bringing Innovation to School: Empowering Students to Thrive in a Changing World* and co-author of *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age*. She is a member of the National Faculty of the Buck Institute for Education and has helped nonprofit organizations design programs that teach both youth and adults how to improve their communities with innovative, sustainable solutions.

On June 10, Dr. Daniel Willingham presented on his research concerning the application of cognitive psychology to K–16 education. He is currently Professor of Psychology at the University of Virginia, where he has taught since 1992. His early research focused solely on the brain basis of learning and memory. He is the author of the "Ask the Cognitive Scientist" column for *American Educator* magazine, an associate editor of *Mind, Brain, and Education*, and the author of *Why Don't Students Like School?*, *When Can You Trust the Experts?* and the forthcoming *Raising Readers in an Age of Distraction*.

▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING

▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT

"MICDS teachers organized a STEM retreat to learn about new technologies, strategies for delivering curriculum and topics in science in order to prepare for launching the new ninth grade STEM curriculum."





A WORLD OF OPPORTUNITY

Global Online Academy challenges faculty to teach and learn in new ways

In early 2013, MICDS became one of the 28 member schools of the Global Online Academy (GOA) a nonprofit, global partnership of leading national and international independent schools committed to academic excellence and innovation. Upper School students now have the opportunity to enroll in online classes and learn with students from across the country and around the globe. Membership in the GOA also provides many professional development opportunities for faculty, including the training necessary to teach a GOA course.

Upper School Dean and English Teacher **Nicole Trueman** is the Global Online Academy Site Director for MICDS. In addition to working as a liaison between GOA teachers and MICDS students who are currently taking GOA courses, she also promotes GOA-sponsored professional development opportunities for faculty. Recent opportunities have included workshops on project-based learning and library science. MICDS faculty members were also eligible to enroll in an Online Learning Environment series (OLE) focused on blended instructional design. The OLE series covered such topics as enhancing classroom teaching using interactive online tools, creating and curating online content and designing modern assessments.

Upper School History Teacher **Chris Rhodes** is the first MICDS instructor for GOA — his Comparative Government course begins in January 2014 and the class roster includes students from Indonesia, Jordan, China and across the United States. To prepare, Rhodes completed two online courses and participated in a week-long retreat this summer. "Teaching a class online forces me out of my comfort zone," he explained when asked why he chose to teach for GOA. "Teachers rely on the ability to communicate face-to-face with students in the classroom — preparing for this class has forced me to rethink the content I am teaching and become completely reliant on technology."

"Regardless of the content, online courses require an entirely new level of learning and responsibility — challenging teachers and students to think and communicate in new ways."

Because of our School's commitment to professional development and commitment to the seamless integration of technology into the curriculum, Rhodes believes he, and future MICDS teachers who become GOA instructors, are exceptionally well prepared to manage the technological acumen required to teach an online course. The retreat with fellow GOA instructors also was critical, offering opportunities to collaborate on class structure and brainstorm. "The process of designing a class without a classroom was extremely challenging," he says. "I went through four or five designs before I found the right one. It was a difficult but rewarding process."

Instead of in-class discussions, scheduled Google+ Hangouts will give students in different time zones opportunities to debate and discuss in small groups. Personal wikis and video lectures also are part of the fabric of an online course. Regardless of the content, online courses require an entirely new level of learning and responsibility — challenging teachers and students to think and communicate in new ways. For teachers, the ability to differentiate lessons and assessments for students with varying knowledge bases from different cultures also is essential.

Rhodes's strategy is to use overarching questions that students explore and reexamine throughout the course by posting their views on personal wikis. For Comparative Government, these questions include *Has freedom stalled?, Is democracy the ideal?* and *Has democracy stalled, and do we care?* This approach will give all students the opportunity to bring their unique and differing world views to the class conversation.

Rhodes believes our School's membership in the GOA offers many benefits for students and teachers alike. "GOA gives us opportunities to interact with people from different regions and bring a more global view to our teaching and learning experience. It also requires faculty to examine new ways of teaching that will most certainly impact what we do in the classroom."

- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT



GOA Site Director Nicole Trueman and History Teacher Chris Rhodes

2013-2018
BOLD ACTION
A CAMPAIGN FOR
MICDS

UPDATE ON
BOLD ACTION:
A CAMPAIGN FOR MICDS

Launch.

April 12, 2013, marked a major turning point in our School's history. With much excitement, more than 700 parents, alumni and friends of MICDS gathered in the McDonnell Athletic Center to learn about the vision for the future of MICDS and celebrate the launch of **Bold Action: A Campaign for MICDS.** The priorities of the Campaign focus on two building projects and two endowment projects, one dedicated to ensuring the excellence of our faculty, and the other to making an MICDS education accessible to all students. Finally, bolstering the Annual Fund, the foundation of our fundraising efforts, is critical. We invite you to learn more about Bold Action, a five-year campaign with a goal of \$65 million, in the pages that follow.

WHY I GIVE

MADHAVI "MAUDE" KANDULA M.D.

CONNECTION TO MICDS

MEMBER OF MICDS BOARD OF TRUSTEES, CURRENT PARENT, PARENT OF ALUM

GIFT TO BOLD ACTION: A CAMPAIGN FOR MICDS

MATH CLASSROOM IN THE NEW STEM FACILITY



Q: Why this initiative?

A: As a physician, it's important for me to support science, mathematics, engineering and technology. It is something that speaks to me personally because it was important for my future when I was in school, and it was also what I enjoyed as a student. Bringing those disciplines to

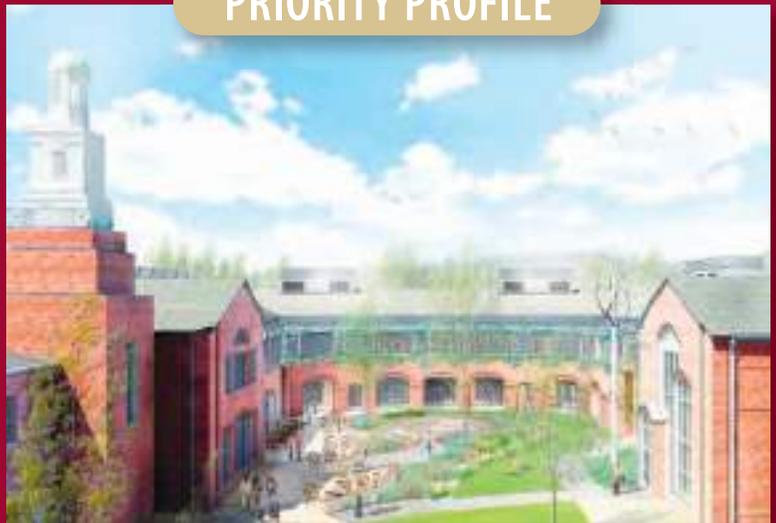
kids now with a bigger, broader approach is something I completely support and believe in. It is the future of the world. The way these disciplines will be presented in this facility is going to be state-of-the-art. I don't think there is going to be anything like it in the Midwest, and I am excited to be a part of it!

Q: Why MICDS?

A: Having been raised by parents who put education in the forefront of everything and being involved at the School as a parent, it was an easy decision to make. The School has given my kids a foundation to go into the world and achieve at the highest levels. There is such a history of giving here that it makes it easy to support giving. It really is something that I don't think you see at other schools of this size in the Midwest. The fact that you have so many generations that have been willing to give back shows the

continued on page 24>

PRIORITY PROFILE



NEW BUILDING FOCUSES ON CURRICULUM AND COMMUNITY

When the McDonnell Science, Technology, Engineering and Mathematics Facility and Brauer Hall opens for the first time in the spring of 2014, it will bring to fruition the School's strategic goals of providing an optimal teaching and learning environment dedicated to the STEM disciplines, as well as community spaces suitable for a number of formal and informal purposes. The entire MICDS community — students in JK – 12, faculty, staff, parents and alumni — will benefit from this spectacular and eagerly-anticipated addition to campus.

The full potential of the cutting-edge STEM curriculum designed by our science and mathematics faculty will be realized in spaces that facilitate inquiry-based learning,

continued on page 24>

Launch.

PRIORITY PROFILE

> continued from page 23

hands-on problem solving and collaboration among students and, because science and mathematics classrooms are intentionally juxtaposed, collaboration and data sharing across disciplines. The classroom/laboratory spaces, otherwise known as “clabs,” are 30 percent larger than a typical high school classroom. Students and faculty will move seamlessly between classroom and lab areas. A plant science research lab, greenhouse and robotics lab will provide further opportunities for long-term research.

The clabs will flow into hallways flooded with natural light from floor-to-ceiling windows and comfortable study areas for small groups. Students will enjoy balconies that overlook a learning courtyard with outdoor classroom space, paved areas, a formal lawn and landscape enhancements that are native to Missouri.

Brauer Hall will include at its heart an 800-seat amphitheater style auditorium that will accommodate the entire Upper School community as well as guests for assemblies and special occasions. Upper School students will also have designated student commons areas. These spaces will have maximum functionality and can be configured for a variety of needs, from alumni events, to student dances, to parent meetings. The science and mathematics faculty also will share a large common work area that will offer designated individual work space as well as common areas to facilitate planning and collaboration within and across these disciplines.

Melding form and function, the building itself will be a teacher of engineering and sustainability. It will feature an interactive dashboard that will show in real time how efficiently the building is using energy. The building design will optimize natural light, make highly efficient use of natural resources, and utilize state-of-the-art, energy-efficient mechanical systems. MICDS will seek the highest possible LEED™ certification for this new building.

The features within this new space will be the result of many months of collaboration and careful planning to create a facility that is perfectly suited to our School’s needs but also is reflective of our commitment to financial and environmental sustainability.

Funding Priorities

ANNUAL FUND

ENDURING EXCELLENCE

There is no single gift more important to MICDS than a gift to the Annual Fund. The Annual Fund helps close the gap that exists between tuition and the actual cost of our students’ education. Through the Annual Fund, programs are strengthened and faculty and staff are provided with the tools necessary to teach at the highest level, both inside and outside of the classroom.

BUILDING FOR THE FUTURE

McDONNELL SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS FACILITY AND BRAUER HALL

This building will house mathematics and science classrooms/laboratories, robotics and plant science research laboratories, a greenhouse, an 800-seat auditorium, student commons areas, a faculty work center and outdoor learning spaces. This new facility will provide a stellar educational experience for students and will solidify MICDS’ reputation as the premier independent school in the Midwest.

AQUATIC CENTER

Work continues on the plans to build a new pool and diving area to provide a superior training and competition venue for our outstanding swimming, diving and water polo programs. Plans for the facility offer such options as a new pool with a moveable bulkhead, diving well, an all-deep water polo area, new lockers, a renovated lobby and improved seating. The design phase is ongoing.

SUPPORTING FACULTY EXCELLENCE

TUITION BENEFIT FUND

A stellar faculty is our greatest asset. To continue to provide a superior education, we must hire and retain teachers who will have a transformative influence on our students. Endowing a tuition benefit fund for faculty and staff is an employee benefit that is indispensable in attracting and retaining the best and brightest from a national pool.

RECRUITMENT FUND

A faculty recruitment fund will allow MICDS to implement innovative strategies to hire the very best faculty.

WHY I GIVE

MADHAVI “MAUDE” KANDULA M.D.

> continued from page 23

importance of the School in the community. It’s just a wonderful thing to be a part of.

Q: What is your favorite MICDS moment?

A: Watching my son (Max Platin ’13) graduate! Having gone to a public school in Ohio, I never had the pomp and circumstance. Watching those boys in their coats and ties and the girls in their white dresses was breathtaking. It gave me the chills. It resonated because the School has been here 150 years and there are still traditions. These kids are

proud to carry forth the legacy of MICDS. I can’t wait for my younger son (Jacob Platin ’17) to graduate, so I can experience it again.

Q: Why do you give?

A: My husband, Mitch Platin M.D., and I have talked about this a lot. We give because we can. I am blessed with a career that I love. Education contributed to my success, and I feel fortunate to be able to give back. The ability to give back and create a new legacy for my children and for future MICDS students is really important to me. I think that anybody who can give should give. You don’t have to give a large amount, simply give what you can. It’s important to teach your children to give back. It makes you feel great to give back from the heart!

BOLD ACTION: A Campaign for MICDS

\$48 MILLION RAISED



Join us as we progress toward our \$65 million goal. To make a gift, visit us at waystogive.micds.org. Thanks for your participation, it adds up!



"The Annual Fund helps close the gap that exists between tuition and the actual cost of our students' education."



ENSURING STUDENT ACCESS

FINANCIAL AID PROGRAM

National research continues to show a diverse population contributes to the education of all students and to the spirit and climate of the total school community. Financial assistance, in various forms, helps to make this enriched learning community a possibility for all deserving students, regardless of socio-economic status.

ASSISTANCE BEYOND TUITION

Endowment to support Assistance Beyond Tuition ensures that all students are able to participate in the full MICDS experience, including field trips and activities that are not covered by tuition.

ELIOT SCHOLARS PROGRAM

The Eliot Scholars Program provides merit awards to a limited number of scholars entering grades 7 and 9 at MICDS who demonstrate a superior level of academic achievement and future potential.

APPRENTICE TEACHING FELLOWSHIP

This program provides the opportunity for a talented aspiring teacher to partner with a senior member of the faculty and immerse him or herself in the classroom for an entire academic year.

SUMMER TEACHER INSTITUTE

Endowing this annual Institute, which attracts speakers and educators from across the country, will enable MICDS to expand its current offerings and make workshops available to others. It will also position MICDS as an international leader in the use of instructional technology.

Going Up!

CONSTRUCTION FUN FACTS

Construction of the McDonnell Science, Technology, Engineering and Mathematics Facility and Brauer Hall is on schedule. A grand opening celebration on April 26, 2014, will feature keynote speaker Jim McKelvey.

■ **The building's energy and water usage** will be monitored by students in real time via an interactive dashboard on the main floor.

■ **A 10,000-gallon tank** has been buried underground in the Hermann Courtyard for Learning. It will filter and reuse rainwater to help reduce water consumption by 45 percent.



■ **The labs have CO₂ sensors** to adjust heating and cooling based on room occupancy.



Launch.

Annual Fund

MAKING A DIFFERENCE UNDERSTANDING THE POWER OF YOUR ANNUAL FUND GIFT

Why do we need the Annual Fund?

Philanthropy is the lifeblood of any private, independent school and is essential to the daily operation of MICDS, where tuition only covers 80% of costs. In addition to fueling our operating budget, the Annual Fund allows us to say “YES!” when an opportunity for our students presents itself, such as the new Math in Focus program in the Lower School, growing the Middle School Messing Library acquisitions and program and developing a robust Upper School robotics program.

Where does your gift go?

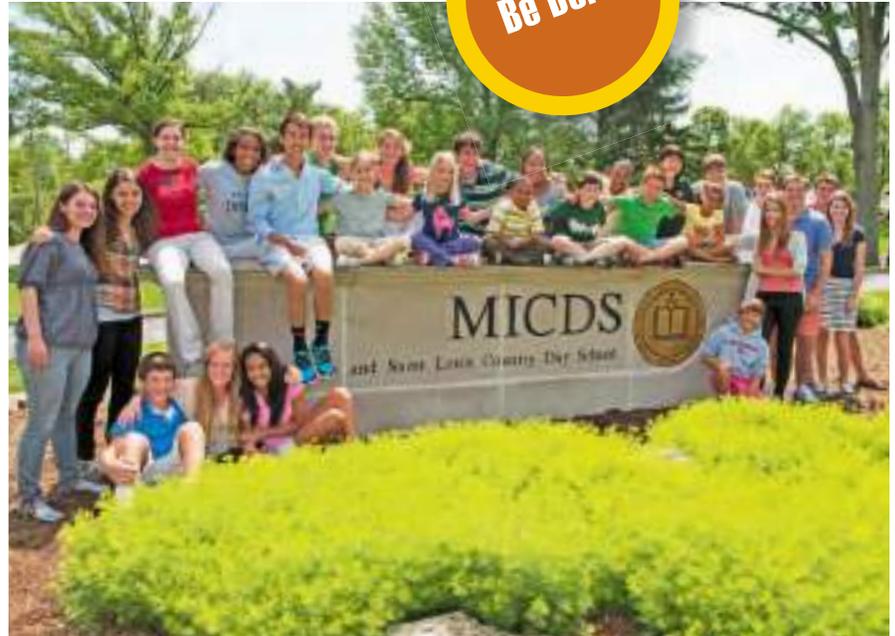
In addition to allowing us to say “YES,” your gift supports our faculty salaries, classroom budgets, financial aid, library books, technology, and even keeps the lights on.

Can you really make a difference?

YES! Your gift, no matter the size, inspires other parents, alumni and friends to give and the collective impact can mean great things for our students. Plus, all Annual Fund dollars are spent in the same year in which they are raised, allowing the most urgent needs of the students and the School to be met.



Scan this code or visit <http://www.micds.org/supportmicds> to watch a special message from our senior class.



Be Bold!

With your gift to the Annual Fund, you will also support **Bold Action: A Campaign for MICDS**. There is no single gift more important to our Bold Action campaign than a gift to the Annual Fund, therefore every single gift will count toward our comprehensive campaign total. A multi-year commitment has the most impact as it ensures a steady stream of support for the duration of the campaign and you will receive recognition for the entire amount.

“Your gift, no matter the size, inspires other parents to give and the collective impact can mean great things for our children.”

The power of your gift

Any time our School has taken a big step forward it has been possible because of charitable contributions from our parents, alumni and friends. This is one of those times and we are making bold moves to remain one of the finest independent schools in the country.

Give today

The Annual Fund touches every student, every program, every day. We hope we can count on your support again this year.

To give online:
www.micds.org/giving/giveonline



Leave a Legacy

BE BOLD, TAKE ACTION

LAY THE FOUNDATION OF MICDS THROUGH AN IRA CHARITABLE ROLLOVER

IRA Charitable Rollover, extended through December 31, 2013, is a provision of the American Taxpayer Relief Act of 2012.

Who qualifies?

Individuals age 70½ or older at the time of contribution (you have to wait until your actual 70½ birthdate to make the transfer).

How much can I transfer?

You can transfer up to \$100,000 directly from your IRA. This only applies to IRAs and not other types of retirement plans.

To what organizations can I make gifts?

Tax exempt organizations classified as 501(c)(3) organizations, including MICDS, to which deductible contributions can be made.

What is the procedure to execute an IRA charitable rollover?

The first step is to contact your IRA provider to learn their procedures. Make sure you contact us when you direct the rollover so we can look for the check from your IRA provider.

We can help without obligation

Please contact Amy Rhodes, Director of Major and Planned Gifts, at 314-995-7382 or arhodes@micds.org.

Visit micds.org/giving/estateplanning for more information.



COME BACK. GIVE BACK.

SUPPORT MICDS WITH A REUNION GIFT

Every year, graduating classes of MICDS celebrate quinquennial reunions, honoring the 5th through the 80th reunion classes. These are distinct and important milestones for alumni and the School. Reunions offer a special opportunity to reconnect with old friends and beloved teachers, strengthen ties with MICDS, and demonstrate support as a class with a special gift to the Annual Fund. This year, MICDS is launching a new reunion giving program that will allow reunion classes to make a meaningful, unified, and bold show of support for the School. Alumni celebrating milestone reunions in 2014 are poised to lead the effort, setting the pace for next year's reunion alums and, most importantly, securing the future of MICDS with their class gifts. What's more, each reunion gift made over the next five years will count toward **Bold Action: A Campaign for MICDS**.

For more information on how you can get involved in making a lasting impact at MICDS with a reunion gift to the Annual Fund, please contact **Stephanie Cusworth McNally '00**, Reunion Giving Associate, at smcnally@micds.org or 314-995-7425.

Nuts & Bolts

BEHIND THE BOLD ACTION

Campaign Chair

Bob Hermann Jr. '70

Campaign Committee

Spencer Burke '65

Stuart Campbell

Parker Condie Jr. '81

Chris Danforth '94

Greg Fox

Andrew Hereford '85

Kathy Danforth Hollo '78

Ron Holtman

Chris Imbs

Karen Kalinowski

Maude Kandula

Terry Pflager '80

Bill Polk '74

John Stupp '68



If you would like to learn more about supporting Bold Action:

A Campaign for MICDS,

please contact **Kelly Dopman '76**,

Director of Development, at

314-995-7374 or

kdopman@micds.org.

Visit our website,

micds.org/boldaction, for all of

the latest news and updates.

INTRODUCING THE NEXT BIG IDEA

MICDS launches \$65 million capital campaign

The evening of April 12, 2013, marked a major turning point in our School's history. With much excitement, more than 700 parents, alumni, and friends of MICDS gathered in McDonnell Athletic Center to celebrate the launch of the \$65 million fundraising initiative **Bold Action: A Campaign for MICDS**.

The program featured remarks by MICDS Board Chair Terry Pflager '80, Head of School Lisa Lyle and Bold Action Campaign Chair Bob Hermann Jr. '70. Entertainment by iLuminate, finalists on *America's Got Talent*, wowed the audience with their electrifying act performed in total darkness with only the dancers, outlined in neon lights, visible.

Terry Pflager '80 welcomed guests, stating, "Philanthropy is part of the bedrock of independent schools throughout our nation. People invest in the institutions that teach our children because they recognize that there is no greater investment than educating our children ... Now we find ourselves poised to propel forward once more; to expand our vision; to look beyond; to think in ways we might not have imagined only a short while ago."

In her remarks, Lisa Lyle paid tribute to the MICDS community's proud history of taking bold philanthropic action to realize critical needs of the School. "We have come together as a community because we share a single, profoundly energizing commitment: to ensure that MICDS offers infinite educational opportunities ..." she said, adding, "Never, in the history of our School or country, never have the educational stakes been so high and the opportunity so exciting."

Ms. Lyle went on to share the fundraising priorities of **Bold Action: A Campaign for MICDS**. These include bolstering the Annual Fund; two major building projects, the McDonnell Science Technology, Engineering and Mathematics Facility and Brauer Hall, and a new aquatic center; and two endowment projects, Supporting Faculty Excellence and Ensuring Student Access. Please refer to page 24 for more details on these priorities.

In closing remarks, Bob Hermann Jr. '70 made mention of the MICDS tagline, "Changing Lives. Changing the World." and its relevance to the Bold Action Campaign. He said, "Changing the world requires intention. Changing the world is daunting. Changing the world is courageous. Changing the world begins with a big idea, but it doesn't end there. Changing the world calls for each of us to participate. Quite simply, we are doing our part by being good stewards of a School whose heritage is based on embracing change. Our time to change lives and change the world is now."



- ▶ STRATEGIC PLAN - GREAT TEACHING & LEARNING
- ▶ STRATEGIC PLAN - LEADERSHIP & COMMUNITY ENGAGEMENT
- ▶ STRATEGIC PLAN - SUSTAINABILITY

Scan for video highlights from this event.





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1 Campaign Chair Bob Hermann Jr. '70, Head of School Lisa Lyle, and Board of Trustees Chair Terry Pflager '80

2 Mark Proctor, Linda Proctor, Hope Sutton, Lynne Porter, Rosalynn LeNoir and Dominic LeNoir

3 Kyle Webb, Josh Smith, Maggie Holtman and Ron Holtman

4 Kay Bates Ruwitch '83, Terry Pflager '80, Alden Pflager and Mike Ruwitch

5 Bob Hermann Jr. '70 with his father, Bob Hermann '40

6 Toby James '56, Ken Streett '54, Libby Hall McDonnell '58 and Jim McDonnell '54

7 Kimmy Thompson Brauer '64 and Jim McDonnell '54

8 A sampling of the table décor

9 Sree Narra, Lisa Lyle and Vamsi Narra

10 McDonnell Athletic Center was transformed to accommodate more than 700 guests.

11 Brian Butler and Kelly Butler

12 Steve Burkhardt, Wes Mellow '70 and Ralph Kalish '68

13 Doug Dove and Carol Bodenheimer Loeb '59

14 Guests enjoyed an entertaining program and a delicious meal.



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11



12

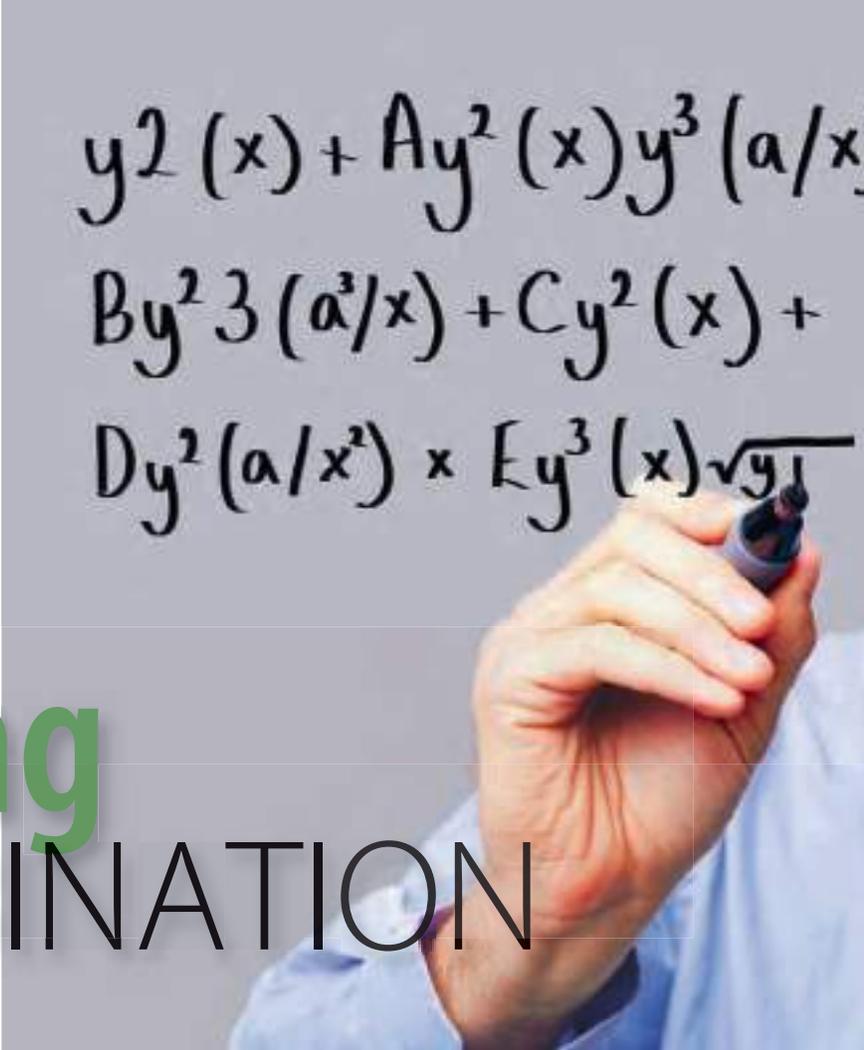


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A Winning COMBINATION



*The Teacher-Coach Model is the formula for success
in the classroom and on the field at MICDS*

BY HOLLY CAMPBELL AND DEBBIE HIGGINS

The American love affair with high school sports is a strong one. The attraction isn't just to the entertainment value of sports, although the popularity is certainly on the rise. But at the heart of it is the understanding that athletics is about educating student-athletes on a field of play that is simply an extension of the classroom.

Only one in three American high school athletic coaches work as full-time employees of the school where they coach.* At MICDS, the statistics are markedly different — an impressive 84 percent of the varsity head coaches also are faculty members. Additionally, 31 faculty members and staff employees serve in various coaching roles at the junior varsity, freshman and Middle School levels.

MICDS may be the exception, but the teacher-coach model is flourishing and the School is steadfast in its commitment to this model and approach because its results prove to be extremely beneficial for student-athletes and for the health of the School's athletics program.

According to Athletic Director **Don Maurer**, an educationally sound athletic program is built upon a philosophical foundation that is consistent with the School's mission and strategic plan.

"Making sure the School's mission is known and carried out in both the classroom and on the field becomes easier and more consistent when the coaching staff is primarily comprised of faculty members," he explains.

Through the teacher-coach model and education-based athletics, the focus is on the student-athlete and the teacher-coaches who help them succeed. Each program is overseen by a head coach who, as a trained educator, possesses passion and expertise in their sport, expert knowledge of their curriculum, and the ability to nurture the important values that will help student-athletes succeed in the classroom, in sports and in life.

"We believe that education-based athletics is the model to create the next generation of leaders," Maurer



“

For the student-athlete, winning is just part of the experience. The rest is about values they'll carry with them their entire lives: leadership, empowerment, teamwork and most importantly, education.

”

explains. “For the student-athlete, winning is just a part of the experience. The rest is about the values they'll carry with them their entire lives: leadership, empowerment, teamwork and most importantly, education.”

At MICDS, students have countless opportunities to be involved in athletics. In the Upper School, students select from 29 programs supporting 57 teams and get involved as players, managers, trainers or participants in Essential Fitness, an after-school strength and conditioning program for non-athletes. The Middle School Athletics Program offers 19 programs and 38 teams.

According to Upper School Math Teacher and Head Varsity Football Coach **Josh Smith** the sheer number of offerings from the athletics program makes MICDS a very compelling place for student-athletes.

“When you consider that we offer everything from crew and cheerleading to soccer and squash combined with the endless academic opportunities — this is such a great place to be a student-athlete,” says Smith. “We can say our kids truly are student-athletes with both things being equally supported and stressed.”

Because of the value that is placed on education-based athletics at MICDS, there is a very purposeful approach to recruiting and hiring individuals who can both teach and coach.

“We are fortunate at MICDS because we work diligently to hire individuals who can teach *and* coach. We look for people who are passionate about their role as

educators and the sport they coach, and compassionate about their work with kids,” says Maurer.

Often times these remarkable rare breeds are also former college athletes.

A true competitor at heart, Middle School History Teacher and Varsity Girls Squash and JV Field Hockey Coach **Robyn Williams** grew up in Zimbabwe and

The undefeated varsity field hockey team celebrates its Midwest Field Hockey Championship on November 9.



STACEY CARMAN

moved to the U.S. to play sports at the college level. She attended Trinity College, where she was a year-round student-athlete playing field hockey, squash and tennis.

Given Coach Williams' background, she brings a unique perspective and deep understanding of what it takes to do both successfully as well as all of the positives of being a student-athlete. From time-management, to discipline, to teamwork, she knows firsthand the benefits of being a student-athlete and why the skills one learns are invaluable in school and in life.

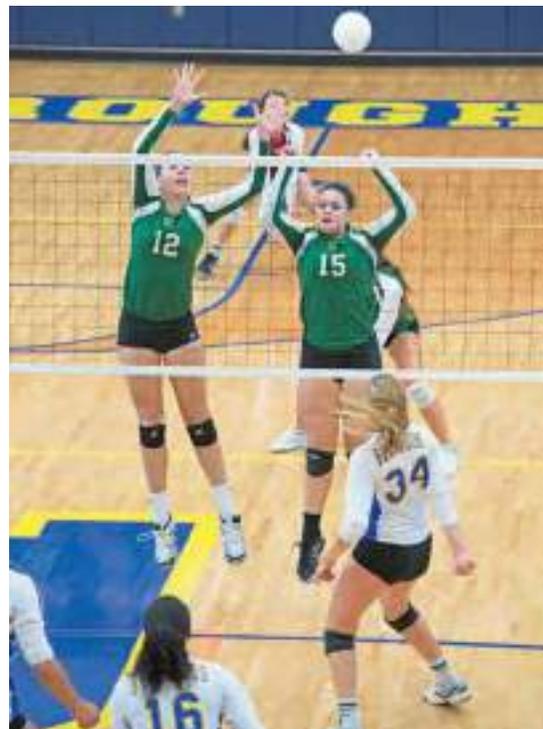
"What I learned about teamwork as a student-athlete I put to work every day," she says.

From Lower School P.E. to Upper School Competition: The JK – 12 Advantage

The MICDS Physical Education curriculum is intentionally designed to build upon students' skills and fitness levels in developmentally appropriate ways as they progress from junior kindergarten to the Upper School. When students enter Upper School and begin playing competitive sports they have a solid foundation for success, and teacher-coaches have a comprehensive understanding of each student-athlete's abilities.

(Above right) Reagan Stone '17 (at left) and Katie Abbott '14 compete against John Burroughs during Homecoming Weekend. MICDS won (25–16, 19–25, 25–23).

(Below) Upper School Science Teacher and Assistant Varsity Football Coach Brian Coco works with players during practice.



TIM PARKER

Middle School P.E. teacher and Girls' Varsity Volleyball Head Coach **Rachael Maurer** sees the advantage of this approach firsthand. In her 12 years at MICDS, Maurer has taught P.E. to students from Lower School through eighth grade. Her approach to instruction in P.E. class and on the volleyball court is similar. "From fifth grade on we use the same language in P.E. class that we do in coaching to help the students see how the skills they have learned and honed in P.E. all of these years will help them be successful as high school athletes," she says.

The School's JK – 12 model and approach to physical education curriculum offers a critical strategic advantage for sports programs as well. Middle School sports teams use the same terminology for plays that are used with the varsity teams, allowing for more successful transition between levels.

"An amazing thing about our school model is that I know exactly who is in my class of 2020," said Middle School English Teacher and Head Varsity Lacrosse Coach **Andy Kay**. "I am able to move seventh graders into certain positions based on what types of players I have in the eighth grade class. In this way I am always working on building and developing future teams."

The P.E. department creates a profile for each student in grades five through 12, and tests and builds upon basic fundamental movements from year to year. The result? "We know our students exceptionally well," says Rachael Maurer. "We understand their strengths and areas where improvement is needed and can tailor conditioning programs to meet their needs."



LINDA RIVARD



LINDA RIVARD

For example, after consulting a student's profile, a teacher-coach might identify a student who has a high chance of spraining an ankle, so he or she can design "pre-hab" training to decrease the likelihood of this sort of injury. This depth of knowledge inspires a deep level of trust between student-athletes, teacher-coaches and parents.

Once her P.E. students become Upper School students, Maurer enjoys interacting with them as a coach. "The most significant differences I see are an increased maturity level and a deeper commitment to the sport; they have chosen to be a part of the team and are more invested. It's rewarding to see them realize how the dynamic warm-ups and proper body movement exercises we did in Middle School P.E. apply to competitive sports."

Common Bonds and Mutual Respect

The key to any success in the classroom or on the field is a solid relationship between the teacher-coach and the student-athlete. Coaches who are also teachers are in the ideal position to observe and interact with student-athletes in different situations — in the classroom, the hallways, the lunchroom and after school activities.

"I don't believe I would be effective in my work as a dean, teacher or coach without seeing students in their different transitions throughout the school day," says Upper School Dean, History Teacher and Head Varsity Boys Soccer Coach **Terry Murray**, adding that it is through shared daily experiences that he gains an understanding of how students learn and how best to connect with them. "Kids immediately know when you're not genuine," he continues. "There's an amazing difference between saying 'I heard you did this' and being able to say, 'What you did was incredible' to a student."

"The more opportunities we have to see our students and interact with them outside the classroom and observe how they process information and relationships, the more insights we have about them as people," says Coach Smith. "This makes us more effective teachers and coaches."

Because teacher-coaches understand the rigorous academic demands placed upon students, they are able to give academics top priority. "At MICDS our academic model is rigorous and challenging," said Coach Smith. "As an Upper School math teacher I know how stressful the student part can be. We are able to make adjustments to our practice schedules and the demands on our athletes' time to account for the academic stressors."

The Varsity Cheerleaders, with Head Coach Ally Bergman, show their Rams spirit. The squad will perform at the Capital One Bowl in Orlando on January 1.

“
Because teacher-coaches understand the rigorous academic demands placed upon students, they are able to give academics top priority.”

”

We are committed to meeting kids where they are and doing the best we can for them.

Girls' Cross Country student-athletes complete a practice run. The team went on to be District Champs and place fourth at State.

“

An example might be having a later start for practices one day of the week in order to give players an extra hour after the school day to get extra help from teachers or study.

Additionally, on any given day, players may request a late arrival to practice if needed. Coach Murray believes this policy teaches kids to take responsibility for their choices and put their priorities in place. “It’s an incredible role modeling experience for my younger players to see upperclassmen put their academic work first,” he says.

”

“When I see their successes, I know how far to raise the bar on my expectations because I know what they are capable of achieving. We are committed to meeting kids where they are and doing the best we can for them,” Murray says.

Coach Smith agrees, “We have the bigger picture in mind always and our student-athletes know that we know who they are and what they are going through.”

Because teacher-coaches share the emotional jour-

ney of each school day with their student-athletes, they are tuned in to their academic successes and challenges as well as any other factors that might be influencing a student’s overall sense of well-being.

“Because we know our athletes as whole people, we are able to create situations in practices and games that generate success,” says Upper School English Department Chair and Head Varsity Field Hockey Coach **Lynn Mittler**. “If I know someone is struggling because I teach her or see her in the hallways, then I can give her a new opportunity, hoping that this success on the field can affect her self-confidence and will translate back to the classroom.”

The opportunity to nurture the relationship between the teacher-coach and the student-athlete over many years and through the ups and downs of a teenager’s life is one that MICDS educators deeply value.

“I’ve taught these young men during their very formative years and been there for them through the highs and lows of middle school,” says Kay. “When they get to high school and I am pushing them to compete at the highest level and to win, I have this established dynamic which helps the overall performance and growth of the athlete.”

For those student-athletes Coach Kay may not have taught, he has strategies to get to know them and immediately build a foundation of trust and respect. “My practice plan has a box at the top of the page where I note things to congratulate or comment on for my athletes,” he says. “Using quick comments provided by my colleagues on the various team members I am able to give a pat on the back or an arm around the shoulder. Kids thrive on affirmation and positive reinforcement.”

The benefits of the teacher-coach model run deep, and across the board, the key to this successful model is the ability to truly know the full child.

“We are fully vested in our student-athletes — academically, athletically and whole-heartedly,” says Coach Williams. “I know I am more effective as a teacher and as a coach because I have the benefit of knowing these kids on a variety of different levels. They are focused and driven in the classroom, but on the field, though we are serious about our sport, we can also be light-hearted and have fun.”



LINDA RIVARD

THE **W**inning ROSTER

THIS TEAM OF 57 BRINGS THE TEACHER-COACH MODEL TO LIFE.

MARILYN ACKERMAN

Upper School Science, Varsity Ice Hockey Program Coordinator

KIMBERLY ARENA

Human Resources, JV Girls Tennis Assistant Coach, Middle School Track & Field Assistant Coach

GABE ASHMAN

Upper School History Chair, JV Baseball Assistant Coach

DANIELLE BARON

Upper School English, Varsity Boys and Girls Swimming Assistant Coach

SUMMER BEASLEY

Middle School P.E., Head Dance Coach

ALLY BERGMAN

Middle School Math, Varsity Cheerleading Head Coach

CHANGA BEY

Upper School History, Varsity Boys Cross Country Assistant Coach, JV Boys Golf Head Coach

MICHAEL BLACK

Upper School Science, Varsity Girls Soccer Head Coach, JV Boys Soccer Head Coach

KATRINA BRANDIS

Upper School Science, 7th Grade Girls Volleyball Head Coach

CHRIS BRENNAN

4th Grade Homeroom Teacher, JV/C Boys & Girls Squash Head Coach, 7th & 8th Grade Head Water Polo Coach

ERIC BRUNT

Upper School Admission Coordinator, 7th Grade Football Head Coach

MATT BUHA

Middle School P.E., Varsity Football Assistant Coach

MALON CARTER

Upper School Math, 7th Grade Football Assistant Coach

DON CASEY

Middle School P.E., Varsity Water Polo Head Coach

NOLAN CLARKE

Middle School Science, Varsity Boys and Girls Squash Assistant Coach

BRIAN COCO

Upper School Science, Varsity Football Assistant Coach, 8th Grade Baseball Head Coach

ANDREW COX

Upper School History, 7th Grade Football Assistant Coach

DAVID DOHERTY

Upper School English, Boys Varsity Squash Head Coach

MARK DUVALL

Middle School History, 7th Grade Boys Basketball Head Coach, 8th Grade Football Assistant Coach

MIKE FITZGERALD

Middle School Cross Country Head Coach, Middle School Track & Field Assistant Coach

NATALIE GRIFFIN

Middle School World Languages, 7th & 8th Grade Girls Tennis Assistant Coach

KRISTIN HANCOCK

Business Office, Girls Green & Red Soccer Assistant Coach

BRAD HEINEMANN

Upper School Fine Arts Chair, Girls Varsity Tennis Head Coach, Boys Varsity Tennis Assistant Coach

MATT HIXENBAUGH

Upper School History, Boys Varsity Basketball Head Coach

RON HOLTMAN

Retired Upper School History, Boys Varsity Golf Head Coach

PATRICK HUEWE

JK-12 World Languages Chair, Boys Varsity Tennis Head Coach, Girls Varsity Tennis Assistant Coach

KELLY HUMMEL

Senior Kindergarten Homeroom Teacher, Girls on the Run

PETE JANS

Middle School P.E., Varsity Baseball Head Coach, JV Baseball Assistant Coach

JULIE JOHNSON

7th Grade Dean, Middle School English, 7th & 8th Grade Boys & Girls Tennis Head Coach

KRISTEN KAISER

2nd Grade Homeroom Teacher, Varsity Girls Swimming Head Coach

ANDY KAY

Middle School English, Varsity Boys Lacrosse Head Coach

BRIAN LEWIS

Middle School P.E., JV Football Assistant Coach, C Boys Lacrosse Head Coach

JIM LOHR

Lower School P.E., Varsity Girls Cross Country Head Coach, Varsity Boys & Girls Track & Field Head Coach

BECKY LOREY

Upper School Math, Varsity Girls Cross Country Assistant Coach

CHRIS LUDBROOK

Upper School Math, Varsity Cycling Assistant Coach, 7th Grade Football Assistant Coach

RACHAEL MAURER

Middle School P.E., Varsity Volleyball Head Coach

NICK MENNEKE

Middle School P.E., C Football Head Coach, Varsity Boys & Girls Track & Field Assistant Coach

CHRIS MILITELLO

Middle School History, JV Baseball Head Coach, 8th Grade Football Head Coach

LYNN MITTLER

Upper School English Chair, Varsity Field Hockey Head Coach, JV Girls Basketball Assistant Coach

CHRISTY MOORE

Lower School Science, Middle School Squash

ERICA MOORE

Director of Diversity, Varsity Girls Basketball Assistant Coach

TERRY MURRAY

Upper School Dean, Upper School History, Varsity Boys Soccer Head Coach

C.B. PINKERTON

Middle School History Chair, JV Boys Lacrosse Head Coach

ELIZABETH PINKERTON

Lower School Admission Coordinator, Girls on the Run

CHRIS RAPPLEYE

Middle School English, Varsity Boys Cross Country Head Coach, Middle School Track & Field Head Coach

PAUL REINKE

Upper School Math, Varsity Football Assistant Coach, Varsity Boys & Girls Track & Field Assistant Coach

NANCY RICHARDSON

Upper School World Languages, Girls on the Run Program Director

DAVID SANDERS

Upper School World Languages, 7th & 8th Grade Boys Tennis Assistant Coach

WILL SHOCKLEY

Middle School History, Varsity Boys & Girls Track Assistant Coach

SCOTT SMALL

Head of the Upper School, Upper School History, Varsity Girls Basketball Head Coach

JOSH SMITH

Upper School Math, Varsity Football Head Coach

DARRETT THOMPSON

Middle School English & History, 7th Grade Baseball Assistant Coach

RACHEL TOURAIS

Middle School Science, Middle School Cross Country Assistant Coach

TEX TOURAIS

Upper School English, Middle School Track & Field Assistant Coach

NICOLE TRUEMAN

Upper School Dean, Upper School English, Middle School Cheerleading Head Coach

KYLE WEBB

Upper School Math & Science, Varsity Ice Hockey Head Coach

ROBYN WILLIAMS

Middle School History, Varsity Girls Squash Head Coach



Boys Varsity Soccer players bond as teammates before a match.

Teaching as a Coach, Coaching as a Teacher: Trained in the Pedagogy of Instruction

While there are many benefits of the teacher-coach model, a key point is that at its simplest form, good teaching is good coaching.

“One thing that makes the teacher-coach model stand out is that teachers are trained in the pedagogy of instructing — this training carries over from the classroom to the courts and fields,” explains Don Maurer.

Teachers and coaches essentially follow the same process to achieve a big picture goal. In the classroom, they introduce concepts in small levels, building to a certain point that culminates with an assessment. On the field, coaches teach a physical skill to an individual that must then be incorporated into a team setting and ultimately a game situation.

For Coach Murray, who joined MICDS 12 years ago to expand the soccer program, there are no significant distinctions between teaching and coaching strategies — and that’s the way it should be. “Our teams and fields also are our classrooms,” he explains. “Our athletics program is education-based because the learning that occurs on the field is viewed as important to our students’ overall experience as the learning that goes on in the classroom.”

“A game is a pretty phenomenal assessment,” he says. “I love to coach like a teacher — encouraging and empowering the kids, building in progressions, and working collectively to achieve a bigger goal.”

The benefits of the teacher-coach model shine through when looking at the key strategies and instructional threads used by Coach Kay, whether in teaching *Of Mice and Men* to seventh graders or coaching lacrosse.

“As part of the JK – 12 English Curriculum we use ‘Understanding by Design’ — with the end goal in mind we plan backward to that key learning moment in its simplest form.” I use this same strategy on the field, considering skills, values and content when I create my practice plan.” He identifies what he wants the team to look like on game day and then backs out in the simplest form what it will take to get there whether that’s a dodge, pass or cut.

“Coaching makes me a better teacher,” says Coach Mittler. “Previously as a teacher, my mindset was the bell curve — A, B and C, with the understanding that some kids are just going to be Cs. As a team, you can’t have any C players if you want to be 100 percent successful. Someone will have to step in during the season no matter what. Being a coach reminds me that as a teacher, no matter what, I cannot leave anyone behind.”

Flexibility and differentiated learning are approaches that teacher-coaches use in the classroom and on the field. Lessons are planned according to the pace of the class and practice drills are designed to match players’ level of skill.

“When you have three kids on the squash court and they all are playing at different levels — you naturally serve them the types of serves that they are able to hit and return. For some this might be an easier lob, to others it’s a harder feed meant to challenge them,” Coach Williams explains.

Making these sorts of adjustments helps her instill confidence in the athlete. It is part of her game plan to help the athletes experience success and then build on that foundation. “In doing this on the court and field over and over — it has made me better at doing this in the classroom as well,” she says.

Whether it is their mastery of a certain lesson in history class or a skill set on the court — personalized teaching and coaching is a common theme among teacher-coaches.

“
The learning that occurs
on the field is viewed
as important to our
students’ overall experience
as the learning that
goes on in the classroom.”

The Importance of Professional Development

 Coaching, like teaching, requires knowledge of best practices. At MICDS professional development is encouraged and supported.

“We encourage professional development so our coaches can be the absolute best they can be,” says Maurer.

Professional development for teacher-coaches can take many different forms. Coach Kay has put to use his opportunities for professional development both on the field and in the classroom.

During his summer break he traveled to Salinas, CA, to research and retrace the life of John Steinbeck, and he was also able to attend the 3D Coaches Summit in Denver, CO.

“Our school gives us the opportunity to grow professionally and this has been the number one factor in

my successes,” said Coach Kay. “Earlier this year I was in Denver with the Notre Dame Lacrosse staff, hall of famers and high school coaches from each region of the country. This doesn’t happen at all schools and Don Maurer made it possible for me,” he said. “The experience totally reenergized and rejuvenated me to refine and improve my lacrosse program for the upcoming season.”

Motivation and Dedication Are the Main Drivers



With today’s high school coaches under closer scrutiny than ever before and subject to widespread criticism, the pressure to win and the time required to build a successful program have made many coaching positions, particularly those in high-profile sports less appealing to some.

THE PARENTS’ PERSPECTIVE

MICDS parents value the Teacher-Coach model

“We find that when a coach knows our child as a student, as well as an athlete, they gain insight into how to develop him/her into the best player they can be — and it goes both ways — they end up getting more out of the classroom experience as well. The respect for a coach and the passion to compete at the highest level for them, which is critical for student athletes of high school age, comes much more quickly when viewing their mentor in multiple environments handling various responsibilities.”

David and Laurie Thiemann
parents of Ellie '10, Hannah '11,
J.T. '14 and Lilly '16

“It has been so great for our children to have had such an exceptional group of teachers who bring the same high level of teaching to the athletic fields that they display in their classrooms. We are certain that knowing who our children are as learners has informed the faculty’s approach to coaching them as well, and this has helped to raise their performance both in school and on the athletic fields.”

Bill '74 and Carrie Polk
parents of Olivia '14, Jack '16 and
Finn '18

“Our children’s MICDS teacher-coaches inspire and motivate them to be the best they can be. We have witnessed how this relationship can change the direction of a child’s life. Ultimately, the teacher-coach model supports the holistic approach of education offered at MICDS and allows our athletic program the opportunity to nurture in our students the core values of the MICDS mission: to raise young people who can meet the challenges of this world with confidence and compassion, can think critically and stand for what is good and right, and are prepared for lives of purpose and service.”

Andy and Beth Bridgewater Condie '83
parents of Caitlin '11, Ellie '12,
Bridget '16 and Joe '20

“From a parent’s perspective, the teacher-coach model is ideal. We know our children are learning athletic skills and strategies from top-notch coaches, but just as importantly, they’re learning valuable life lessons while on the court, course or field from highly talented educators. It’s been rewarding to watch our son get to know his teachers outside of the classroom, playing sports for which they have a shared love.”

Steve and Julie Jansen Lilly '86
parents of Drew '16 and Arden '19

For Mittler, the teacher-coach role offers the perfect balance of responsibilities. “I am a competitive person, but also an academic, creative type. I love spending the day discussing great books, and then am just as excited to head out to our beautiful field on a fall afternoon. To me, it is a privilege to have this dual role. People ask how I manage it, and I say I don’t think you realize how much fun we are having.”

Some of Mittler’s favorite moments as a coach aren’t necessarily watching her players score goals, but, for example, watching a student who has run the timed two mile for four years achieve her personal record senior year. Again, the benefits of the teacher-coach role are clear. “I love the opportunities I have to share in the many and varied successes kids experience in the classroom and on the field — their growth as people is tremendous to witness.”

When Upper School History Teacher and Head Varsity Girls’ Basketball Coach **Scott Small** began his tenure as Head of the Upper School in 2011 it was vital to him to maintain his coaching role. He explains, “Coaching has always been a big part of who I am because it demands constant reflection, flexibility in teaching methods, and response to adversity. In regard to our girls basketball team in particular, this is a group of girls that I admire deeply for their work ethic and commitment to each other. Selfishly, I get so much

out of my experiences with them, that I could not imagine giving up the opportunity to learn with them through the challenges of athletic competition.”

Formula for Success: A Mission-Driven Focus

Small and his colleagues share the perspective that this steadfast commitment to the teacher-coach model is rooted in the guiding aspirations of the MICDS Mission Statement.

MICDS faculty members believe that the best learning occurs when students feel supported and challenged at the same time. “With this in mind, it greatly benefits our student-athletes to have coaches who are deeply committed to this critical relationship and who possess the teaching skills and pedagogical knowledge necessary to effectively support this effort,” Small explains. “Teacher-coaches recognize the critical nature of scholarship to the very being of a student-athlete. They keep the athletic experience firmly grounded in the bigger picture of the learning experience and what it truly should represent to a level that is only possible because they work within the larger mission statement of the School.”

Because similar teaching opportunities present themselves in the classroom and athletic settings, many

SHOUTOUTS FROM STUDENTS

Student-athletes share why they love learning from teacher-coaches

“Teacher-coaches give us advantages both in the classroom and on the field and I think that faculty members like these are really a reflection of the MICDS community as a whole. Whether it’s athletics, art, student government, or other clubs, nobody at MICDS is just a student or just a teacher; everyone is involved in the community in some way other than academics.”

J.T. Thiemann '14

“I think that having a relationship with a coach, who also is a teacher, helps develop a long-standing connection. In school, many students try to be formal in their language, direction, and approach to teachers. However, on the athletic field it’s much easier to gear up the informal side to a player-coach relationship.”

D.J. Herr '14

“Coach Mittler understands the schoolwork we have and knows our teachers. When I faced an academic issue she was the person I went to because she knew me and she also knew the school. I have an advocate on the field and in the hallways.”

Bridget Condie '16

“I really enjoy having a coach who has also been my teacher. We have gotten to know each other in two very different settings which has definitely strengthened our relationship more than it would have just in the classroom. As a result, I feel this has helped me be more successful both as a student and an athlete.”

Olivia Polk '14



LINDA RIVARD

teacher-coaches employ the same tried-and-true strategies to achieve success in both arenas. “One of the great things about coaching is that you have to prepare every athlete to be as successful as possible, knowing that they will be tested in very public and stressful situations,” says Small. “When you apply that same sense of import to the classroom, you are much more resolute in working with kids when they struggle with a concept or an idea, knowing that you are not preparing them simply to receive a grade at the end of the course, but for a much bigger life experience.”

Lessons for a Lifetime

When looking back on their years in school, it is common for alumni to cite teachers and coaches as deeply influential forces in their adult lives. What does Coach Mittler hope her players take with them when they graduate? “So often in our society, women end up competing against one another. I want them to have an understanding that they can achieve even more if they work collectively — this is one of the most important lessons I hope pass on.”

She continues, “I hope our students graduate with the deeply held belief that no matter where they start, hard work and self-confidence will raise their level of achievement. This approach to life will serve them well whether they are trying to get through medical school or raise a family or run a corporation.”

Preparation for life beyond MICDS is a core tenet of the School’s mission, and according to Small, a factor that distinguishes our athletics program as one of the very best. “I think this union of athletics to the broader aspirations of the MICDS Mission Statement is fundamentally responsible for our success as a whole,” he says. “Athletes and coaches at MICDS recognize the bigger picture inherent in athletic competition as a Ram, that we are committed to the core values of collaboration, perseverance, determination, and sportsmanship that yield tremendous success on the field, but also define us as people and life-long learners.”

At every level and every age, students at MICDS enjoy daily interaction with highly skilled educators who are deeply committed to their success, in the short-term as students, and in the long-term, as future leaders who carry with them the ability to meet life’s challenges with grace and courage, who can think critically and who possess the motivation to lead lives of purpose and service. The MICDS success story certainly makes the case that there is no greater advocate on this educational journey than the teacher-coach.

**Interscholastic Athletic Administration Magazine, Fall 2013*

(Left) Upper School English Teacher and Head Varsity Boys Squash Coach David Doherty plays a practice match with Connor Gallagher '16. Squash was added as an athletic team in 2010.

NOTABLE ACHIEVEMENTS

Recent Athletic Department honors

2012 INTERSCHOLASTIC PROGRAM OF EXCELLENCE
Presented by *Coach and Athletic Director* magazine to honor the nation’s best secondary school athletic departments for their off-the-field achievements

2012 – 2013 LEE MCCANDLESS AWARD
Presented annually to the school that wins the most team points in Metro League varsity competition during the school year. Points are earned for first, second and third place finishes in 12 sports. MICDS took top honors in both the boys’ and girls’ programs.

2013 MIDWEST FIELD HOCKEY COACH OF THE YEAR
Lynn Mittler
Coach Mittler also earned her 200th win on September 16 following an MICDS victory over Nerinx Hall.

2013 – 2014 BOARD PRESIDENT OF MSHSAA
(Missouri State High School Activities Association)
Athletic Director Don Maurer is the sole private school representative on the MSHSAA Board and is serving as Board President for 2013 – 2014.

“

I hope that our students graduate with the deeply-held belief that no matter where they start, hard work and self-confidence will raise their level of achievement.

”



Watch video highlights of the Fall Athletics Season at www.youtube.com/user/MICDSSTL



Guiding PRINCIPLES

of the MICDS Athletic Program

The purpose of our Athletic Program is to support our student athletes and to mold young, eager and impressionable men and women into the next generation of productive leaders in society. We are grounded in our core purpose, but how we achieve it varies depending on the unique qualities of the sport and the student-athlete.

Valuable Life Lessons

Participation in our interscholastic athletic program provides unique learning opportunities and is an integral part of the School's mission. The life lessons taught are valuable and cannot effectively be replicated in the other contexts of day-to-day life within our school community. Great emphasis is placed on the physical fitness and wellness of the students. The goal of striving for a consistent level of competitive excellence is essential.

A Vital Partnership: The Student-Athlete, The Teacher-Coach and The Parents

The focus is on the student-athlete and the coaches who help them grow. Each program is overseen by head coaches who, as educators, possess passion and expertise in their sport and nurture and foster the important values that will help student athletes succeed in sports and life. Student-athletes partner with their coach to establish team and individual goals. The student-athlete

is empowered and encouraged to advocate for themselves when conflicts arise. Parents entrust their children to the coaches and support their children through the successes and setbacks inherent in athletics. Productive communication between all three parties is vital for a successful partnership.

Specialization and Commitment

MICDS believes in the intellectual, emotional and physical value of the multi-sport experience. Club sport participation is meaningful for those student-athletes with greater aspirations. Membership on the MICDS team is paramount and must be at the forefront of the commitment. Each sport season requires a total commitment which must be honored for the length of the season. Early communication of possible conflicts is necessary.

Student-Athletes and the College Process

MICDS values the aspirations of our student-athletes to compete at the collegiate level. Our coaches serve as an important resource in the assessment of an athlete's ability to compete at the next level. The college counselors support athletes in identifying institutions which fit the educational goals of the student. The student-athlete must lead this process. Communication among the student, coach, college counselor, and parents is fundamental to the success of this endeavor.

“Great emphasis is placed on the physical fitness and wellness of the students. The goal of striving for a consistent level of competitive excellence is essential.”



C.H.A.M.P.S.
**ATHLETIC
 COVENANT**

The Role of Middle School Athletics

Overseen by program head coaches, Middle School athletics prepare students for involvement in our Upper School athletic program. The goal is to provide a positive experience in a competitive environment, while fostering individual skill and overall program development. Participation for all is encouraged but factors exist which may limit opportunities. Committed membership and participation is expected from the Middle School student-athletes.

The Role of Lower School Physical Education and Community Team Sports

The Lower School Physical Education program emphasizes our student's physical development as well as the growth of responsible personal and social behavior. Team sports in the Lower School are organized and maintained by parents in conjunction with the MICDS Parents Association and are inclusive of all children who wish to participate. The goals are age-appropriate and reflect the principles of the MICDS Athletic Program.

Program Excellence

The athletic department's evaluative criteria includes the emotional, intellectual and physical development of our student-athletes and their success in achieving team goals. MICDS athletic teams, at all levels, strive for competitive excellence and a consistent high level of performance.

THE GOAL OF OUR interscholastic athletics program is to strive for competitive excellence while maintaining the ideals of the School's mission statement and upholding the MICDS Athletic Covenant: C.H.A.M.P.S.



CLASS

A standard of excellence reflected in what we say, what we do and how we act

HONOR

The evaluation of a person's trustworthiness based on his/her actions

ACCOUNTABILITY

Acknowledgment and responsibility for actions and decisions

MENTAL TOUGHNESS

The ability to remain determined, focused, confident, resilient and in control

PASSION

Total involvement, powerful enthusiasm and desire to succeed

SELFLESSNESS

Acting with less concern for yourself than for the success of the team

MOMENTS TO REMEMBER

Highlights from 2013 Commencement Exercises

The 147 graduates of the MICDS Class of 2013 received their diplomas during the school's 154th Commencement Exercises on Sunday, May 19, 2013, in McDonnell Athletic Center. Upper School Head **Scott Small** and 2013 Class Dean **Terry Murray** presented the candidates for graduation, while Head of School **Lisa Lyle** and MICDS Board Chair **Terry Pflager '80** distributed the diplomas.

Lisa Lyle welcomed guests and shared with the Class of 2013, "My hope this afternoon, graduates, is that each and every one of you will enjoy the incredible accomplishment today's ceremony marks, and that you'll look back over your time at MICDS with great pride and fondness. All classes graduate just as you will today, but it's what comes later that makes a class a great class. Make yours the Great Class of 2013! Come back often. Know we're here, cheering you on!"

In his remarks on behalf of the MICDS Board of Trustees, Terry Pflager noted, "As a trustee, I say to you, go out into the world and make us proud. As the parent of a graduate, I say to you, you already have."

The members of the Class of 2013 selected two speakers for the ceremony: Library Assistant and Class of 2013 Advisor **Aaron Elliott** gave the commencement address, and graduating senior **Earl Robert Schultz** offered remarks on behalf of his class. The Class of 2013 had two valedictorians, **Tally Portnoi** and **William Van Cleve**, and one salutatorian, **Hayley Landman**.

In addition to reminding the graduates to always use butter, never margarine, Aaron Elliott commented on what makes the class so memorable and well positioned for the next stage of their lives. "You leave with my love and admiration, and I respect each one of you greatly," he said. "I believe the best things in life are being happy and laughter, both of which I have seen from each of you. My wish for you is that you never lose that."

Robert Schultz spoke of the great accomplishments of his classmates, and shared his expectation that each and every one would achieve greatness. He applied lessons learned as a member of the football team to the occasion. "The coaches used to tell the players that great players aren't needed when you're winning



Lisa Lyle and Terry Pflager with new graduate Daniel Giuffra.

45 - 3. They're needed when the game gets close and the chance for victory is fading," he said, adding, "I don't necessarily know where I'll go from here. But it's a great comfort knowing that when the game gets close, I can call on any one of the truly great players seated to my left."

When he presented the graduates to receive their diplomas, Dean Terry Murray said, "Be proud of what you have accomplished. When you walk across this stage tonight — walk with confidence in your steps and keep your head held high. You have earned this moment." He closed with this advice, "It's not about what it is; it is about what it can become. Continue to explore who you are becoming — be that person who can impact the moment and change the world because you care." To conclude the ceremony, MICDS Alumni Association President **Andrew Hereford '85** formally welcomed the graduates as the newest alumni, noting, "You will always be a part of MICDS, and it will always be a part of you."

"Be proud of what you have accomplished. When you walk across this stage tonight — walk with confidence in your steps and keep your head held high."

STRATEGIC PLAN—GREAT TEACHING & LEARNING

STRATEGIC PLAN—LEADERSHIP & COMMUNITY ENGAGEMENT



(Clockwise, from far left) The graduates listen intently to Aaron Elliott's commencement address.

2013 Commencement Speakers included (from left) Terry Pflager '80, Aaron Elliott, Lisa Lyle, Robert Earl Schultz '13 and Terry Murray.

(From left) Anjola Akande, Kenyatta Asante, Talia Assi, Jonathan Baer, Michael Baker, Charlie Barnes, Amos Bartlesmeyer, Vikram Biswas and Ellis Brown

Kayla Brown and her mother, Lauren, capture the moment.

(From left) Sean Regnier, Henry Ewing and Daniel Wren

(From left) Lexie Bollis, Girija Hariprasad, Olivia Gacka and Katherine Bush



WORDS OF WISDOM

Excerpts from 2013 valedictorian and salutatorian addresses

It is a tradition at MICDS for students who have been chosen valedictorians and salutatorians of their graduating class to share remarks with their classmates, parents and teachers during Senior Night, an evening that showcases the graduating class's many accomplishments. The Class of 2013 had two valedictorians, Tally Portnoi and William Van Cleve, and one salutatorian, Hayley Landman. Following are excerpts from their Senior Night speeches.

Hayley Landman urged her classmates to “make it count ... We are more intelligent than our books, we solve problems, we care. Our choices are endless; our power, enormous. We are the generation without limits. Robert Kennedy said in one of my favorite speeches that it is up to the public to decide what kind of a nation we want to be. It is up to us now to decide what kind of people we are going to be, because we are the ones who are going to decide what kind of a world this is going to be. It is up to us, because we are the ones with the amazing opportunities ahead of us — opportunities for all of us to shape our world, even those of us who don't believe it yet. Next year, as most of us go off to college, we will be members of new communities that will challenge us in ways we can't foresee, but whatever obstacles come our way the skills we learned here will get us through ... So make it count. Do things you are going to be proud of, and do them well.”

Tally Portnoi focused her remarks on the phrase YOLO. You only live once. “During my years in high school, being present wasn't always easy, and the value of being present was a lesson that I had to learn. I have always worked hard, and I often get carried away. I get unnecessarily stressed and anxious when I feel like I don't have enough time to finish my work and am inclined to withdraw into study mode. However, I have been most thankful for the times that I haven't. For the times when I stayed up late talking to a friend instead of working, having long conversations about life and this and that. For the times I decided that it's more important to go out to Steak and Shake after shows and celebrate with the cast then to go home and study. I have never regretted these decisions, and these are the things I will remember for a long time while I have already forgotten which assignment I was supposed to be working on.”



TIM PARKER

She also used a quote from *Harry Potter and the Sorcerer's Stone* to illustrate the lifelong connections that form from shared experiences. After Harry, Ron and Hermione team up to defeat a troll, author JK Rowling writes, ‘From that moment on, Hermione Granger became their friend. There are some things you can't share without ending up liking each other, and knocking out a 12 foot mountain troll is one of them.’ “The experiences we share with others will stick with us and connect us,” Tally said. “And these connections shape our lives in unpredictable ways.”

William Van Cleve highlighted how much the world has changed since 2000, the year the Class of 2013 entered senior kindergarten, noting the events of 9/11 and such things as the creation of the iPod and Facebook. “And that brings us to where we are now, two days before high school graduation, which is the most significant milestone that we have reached thus far in our lives. Of course, there will be bigger, scarier moments in the future, including college graduation in 2017. But for now, graduating as the MICDS Class of 2013 is a pretty big deal. We've spent 13 years in school, 13 years in what is essentially one big training ground, surrounded by great teachers, supportive classmates, and loving families. We can't know for sure what the world will look like for the next 13 years; in fact, we probably can't even come close to making an accurate prediction. All we can really do, then, as we prepare to go our separate ways, is know that this time, for this next set of 13 years, we won't be bystanders anymore. This time, we will be the ones changing lives and changing the world.”

(From left) Hayley Landman '13, William Van Cleve '13 and Tally Portnoi '13

“Next year, as most of us go off to college, we will be members of new communities that will challenge us in ways we can't foresee, but whatever obstacles come our way the skills we learned here will get us through.”



ACADEMIC ACCOLADES

Students honored for scholastic achievements

Early in each school year, it is a tradition in the Middle and Upper Schools to celebrate the academic achievements of students. The “Class Detur” designation is bestowed upon those students who achieve the highest grade point average in their grade for the prior academic year.

Also honored were members of the senior class who, because of their outstanding PSAT test scores, are designated National Merit Semifinalists.

Head of School Lisa Lyle congratulated the students who were honored. “At MICDS spectacular individual achievement — not as an end in and of itself but in preparation for lives of purpose and service — spectacular individual academic achievement anchors our mission and is part of the very fiber of who we are as a community,” she said.



Middle School Class Deturs

(Front row, from left) Claire Nichols '19, Shannon Gould '18, Leigh Dennis '18, Ella Diab '18, Lizzy Reisinger '18, Caroline Peluso '18 and Sam Hanser '19; (second row, from left) Sophia Paul '18 and Elizabeth Funkhouser '18; (third row, from left) Izzy Essman '18, Delaney Schultz '18, Paige Blanchard '18, Izzy Critchfield-Jain '18, Caroline Knapp '18, Cara Johnson '18, Jacqueline Zoeller '18 and Jamerson Durrill '19; (back row, from left) Sonya Shafqat '19, Hope Abel '19, Addie Thomas '18, Hopie Melton '18, Nick Jones '18, Atri Bhattacharyya '18, James Mikula '18, Andrew Zhao '19 and Hayden Shively '19



Class of 2014 National Merit Semifinalists

(From left) Chandler Dalton, Kristin Geczi, Stephen Staley, Trey Baur, Preeti UmaShanker and Emma Posega Rappleye



Upper School Class Deturs

(Front row, from left) Mehreen Shafqat '16, Nicole Howard '16, Ines Oulamine '16, Allison Tielking '16, John Rush '16, Nidhi Bhaskar '17, Allison Stanec '17, Isabella Fox '17 and Samantha Sansone '17; (second row, from left) Charles May '17, Jacob Flom '17, Andrew Krause '17, Rohit Chouhan '17, Lily Xu '16, Grace Mikula '16, Michael O'Keefe '16 and Nicole Kasal '17; (third row, from left) Annabel Warren '17, Peggy Rianhard '17, Alexandra Landrum '17, Jacob Platin '17, Peyton Baur '17, Nicole Stanec '17 and Emma Klahr '17; (fourth row, from left) Camille Bianco '14, Adrienne Brauch '14, Kristin Geczi '14, Jack Finlay '14, Daniel Kaganov '14, Arjun Dundoo '14, Ellen Wright '15 and Aimun Malik '14; (fifth row, from left) Tilman Bartelsmeyer '15, Olivia Polk '14, Emily Lee '15 and Lynn Dankner '15 (Not pictured: Alex Curylo '17, Rebecca Greenspan '16 and Elizabeth Love '16)

MICDS

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CLASS ACT

Best wishes, 2013 graduates!

“Continue to find who you are becoming —
be that person who can impact the moment and change the world because you care.”

- TERRY MURRAY
DEAN OF THE CLASS OF 2013

