The Rectory News

THE MAGAZINE OF RECTORY SCHOOL FALL 2026



THE RECTORY NEWS

THE MAGAZINE OF RECTORY SCHOOL

Published for the students, alumni, families, and friends of Rectory School, Pomfret, Connecticut.

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ON THE COVERS

COVER

Students celebrate a Black & Orange Day victory, bringing plenty of school spirit and friendly competition. *Photo by Jacob Guertin*

BACK COVER

An afternoon of activities, school spirit, and time together during Fall Family Weekend. *Photo by Nicole Buskey*

OUR MISSION

Rectory School’s mission is to provide students, from early childhood through middle school, with an enriched and supportive academic, social, and ethical community that addresses individual learning styles, aptitudes, and needs while promoting personal self-worth and accountability.

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Rectory School complies with all applicable civil rights laws and does not discriminate on the basis of any protected characteristic in any of its educational programs or activities, including employment.

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MENTORSHIP



GROWING LEADERS, TOGETHER: RECTORY'S 5TH-9TH GRADE MENTORSHIP PROGRAM

Byline: Jacob Guertin, Associate Director of Communications





The ninth-grade mentorship program is one of the many special and authentic relationships within the Rectory community. It was created in response to results from the Middle School Grades Engagement Survey, which showed that fifth-grade students were feeling more distant and not as included as the rest of the middle school. Dean of Students Evan Campbell immediately saw an opportunity for Rectory's ninth graders—our oldest students and student leaders on campus—to step into a meaningful mentorship role. The success of the program has exceeded even his expectations.

One student said, "I don't know what I would have done without my mentor." The impact has been clear, and it is fair to ask who it has been more impactful for. Is it the fifth graders, with a ninth grader in their corner, celebrating their first goal from the sidelines and helping them feel seen? Or is it the ninth grader who realizes that the responsibility to be the mentor his student deserves weighs on him more than all the other commitments he has made?

Knowing how much Rectory's younger students look up to the older ones, the goal of the program is to create ways for ninth graders to have authentic moments and share those unscheduled interactions in an intimate and appropriate way. Although they are part of one school and one program, there is a lot of separation between each grade. Classes are different, lunch times are different, and there are not many teams that include both grades, so the opportunities in the schedule are limited. During hockey season, the schedules do not always allow JV and Varsity to see each other's games, but Connor P. '30 scored his first goal for Rectory while his mentor, Blake D. '26, was there to cheer him on.

One of the special things about this leadership role is that there is no application, and the criteria to become a mentor are not things a rising ninth grader can really prepare for. The criteria change year to year because each mentor is assigned to one fifth grader based on the fifth grader's personality. After creating a personality profile of each student with the Elementary School teachers, Mr. Campbell is able to start a list of matches that will be narrowed down to a final 1:1 pairing based on observations and input from the Middle School Team. He then makes a final match so each new middle school student has someone they can see themselves in and get advice from.

There is time during the Student Development & Leadership Program set aside so mentors can meet with their fifth graders and spend time together, but they also see each other daily now that mentor cubbies are placed on the first floor, right next to the fifth-grade cubbies.

"A lot of our fifth graders are day students, so they'll run into the ninth graders in the day room in the morning and get a quick check-in," said Campbell. Over the course of a year, as they see each other by their cubbies or before morning assembly, the impact is profound. In her first year at Rectory, one shy student reflected on her relationship with Lao Y. '26, a ninth-grader more introverted by nature who has blossomed in the performing arts and athletics programs. "She helped me with my confidence." She said, "My favorite memory was when she taught me volleyball, because I play soccer, and it was new to me!"

These hidden moments have made a huge impact in the effort to make fifth graders feel more comfortable. Although the program has only been in place for two years, Mr. Campbell has never had a student say no to being a mentor, proof that Rectory's leaders are demonstrating what it means to be part of a community. ■





DID YOU KNOW

THAT ONE OF RECTORY'S NEWEST TRADITIONS ALLOWS EACH GRADUATE TO LEAVE THEIR MARK—LITERALLY—IN OUR ACADEMIC HALLS?

Byline: Jacob Guertin, Associate Director of Communications

First introduced in 2019, the Ninth Grade Tiles give students a canvas to express their unique journeys using the skills they honed in the Collins Art Barn. Walk through the John B. Bigelow Academic Building, and you'll see each graduating class in a framed collection of tiles decorated by their favorite sports, beloved campus spots, future schools, and personal symbols and phrases that define who they are as they leave Rectory.

With the guidance of Mrs. Gould and Mrs. Oakes, students bring their visions to life. Mr. Fuller then carefully collects the tiles and, in the woodshop's vises, creates a framed collection ready to be displayed among the same classrooms that inspired them. The tiles, displayed on the third floor, are a snapshot in time for alumni to come back to and a reminder to students that though each class is beautifully diverse and completely unique, their journey at Rectory will end together. ■


Jesse Huang
Ricky Park
Peter. H
BRODY-Z RECTORY '21
Julianne Jin
Burnham 2021
EAGLE HILL School 21-24
ADAM LEE
FANNY
MAXWELL
DYLAN
RECTORY
Class of 2021
CAM
Max Zou '21
Allie
JULIA
Pomfret '24
Maxtin Hart
GIANA BELLARD
Eric.L
HENRI
BobDong
Class of 2020
CONNOR CLANCY
Shawn Wei '22
Shen Zhen, China
RECTORY
Elaine
Michelle
RELLA
ROMAN
ALIEMBER
Eileen K'22



FINDING THEIR VOICE

HOW SHARED CONFERENCES EMPOWER RECTORY'S YOUNGEST LEARNERS

Byline: Rae Dykeman, Director of Communications

In Rectory's Elementary School, a conference is not simply a meeting about a child. It is a moment for a child.

Through Elementary Shared Conferences, Rectory's youngest learners are invited to sit at the center of the conversation and speak about their own growth, goals, challenges, and accomplishments. The experience is intentionally different from a traditional parent-teacher conference. Rather than adults speaking about a student while the child remains outside the room, Shared Conferences begin with the student's voice. Children reflect on their learning, share selected work, explain their thinking, and begin to develop the language of self-awareness and self-advocacy from the earliest grades.

It is a simple shift with powerful implications: students are not just learning how to read, write, solve, and create. They are learning how to understand themselves as learners.

"Shared Conferences invite us to ask a different question," explains Maria Carpenter, Director of Elementary School. "Instead of simply wondering, 'How is my child doing?' we begin to ask, 'What is my child discovering about themselves as a learner?'"

That question captures the heart of the experience. At Rectory, students are known not only by what they produce, but by how they think, how they persevere, how they collaborate, and how they grow. Shared Conferences make that growth visible.

A CONFERENCE BUILT AROUND THE CHILD

Each Shared Conference is structured with intention. The conference begins with a welcome and a purpose, guided by the child's developmental stage. In Kindergarten and Grade 1, the teacher leads the process. In Grades 2 and 3, the teacher supports the child's growing independence. By Grade 4, students take the lead.

During the first portion of the conference, the student shares for approximately 10 minutes. They discuss their goals, reflect on their progress, select something meaningful from their end-of-year reflection, and present work samples in math and literacy. They also invite their family into the conversation by asking whether they have questions about the reflection or work samples.

The teacher then provides a broader overview of the year, offering professional insight and context. In the final portion, the student leaves the room so parents and the teacher can have a more traditional conversation. This structure honors everyone's role. The student brings reflection and voice. The teacher brings guidance, documentation, and perspective. Families bring encouragement, curiosity, and love. Together, they create a circle of support around the child.

"We want the children to feel confident about themselves and understand that we all have strengths and things we need to work on," Carpenter shares. "That's what makes each of us unique."

MORE CAPABLE THAN WE ASSUME

One of the guiding beliefs behind Shared Conferences is that young children are capable of meaningful reflection when given the time, support, and trust to do so. Throughout the year, students practice noticing what helps them grow, identifying moments when learning feels joyful or challenging, and setting goals that matter to them.

For some children, that may sound like, "I used to rush through my writing, but now I go back and add details." For another, it may be, "Math feels hard when there are a lot of steps, but using a number line helps me." These moments may seem small, but they are foundational.

> *A child who can name what is working, where they are stuck, and what they want to try next is already practicing the habits of an engaged, self-aware learner.*

Research in early childhood development supports the importance of beginning this work early. The National Scientific Council on the Developing Child, based at Harvard's Center on the Developing Child, notes that developing abilities happens over time, with early skills providing the scaffolding for more advanced skills later. The same research emphasizes that supportive relationships and rich learning opportunities help build a strong foundation for school achievement, citizenship, and long-term development.

In Rectory's Elementary School, Shared Conferences put that philosophy into practice. Children are not expected to arrive fully formed as confident communicators or independent learners. They are coached, encouraged, and trusted into that identity over time.

THE TOOLS TO UNDERSTAND THEMSELVES

The journey toward greater confidence and independence begins in small, practical ways. In Elementary classrooms, students learn to think of supports as "tools." Just as a doctor may use a stethoscope or a carpenter may use a hammer, learners may use pencil grips, cushions, slant boards, highlighters, privacy "offices," or graph paper to help them do their best work. Not every child needs every tool, but every child is encouraged to notice what helps them learn.

By naming these supports positively, Rectory helps children understand that needing a tool is not a sign that something is wrong. It is part of knowing yourself as a learner. And this distinction matters. A child who uses a pencil grip is not singled out for struggling with handwriting. A child who needs a quiet space is not made to feel like they are in trouble. Instead, students are taught to recognize what helps their brain focus, organize, create, and grow. Over time, that language becomes empowering. A student who understands, "A quiet space helps me focus," or "Graph paper helps me organize my math," is already practicing self-advocacy in a developmentally appropriate way.

Shared Conferences give students a place to practice that same skill aloud. They are not only showing what they have learned. They are explaining how they learn.

LEARNING TO SAY, "THIS IS WHO I AM AS A LEARNER"

The language students practice in Shared Conferences is the language of self-advocacy. They learn to say what they understand, what they are proud of, what they are working on, and what support helps them move forward.

Lisa Hart, Assistant Head of School for Academics and Strategic Initiatives, believes it is essential to develop this skill early. "It is important for students to understand, be comfortable, and feel empowered to communicate their place, understanding, and questions," she explains. "To begin to develop these skills at a young age, with their teacher and parents of family members, is very empowering to a young student who is at the start of their learning journey."

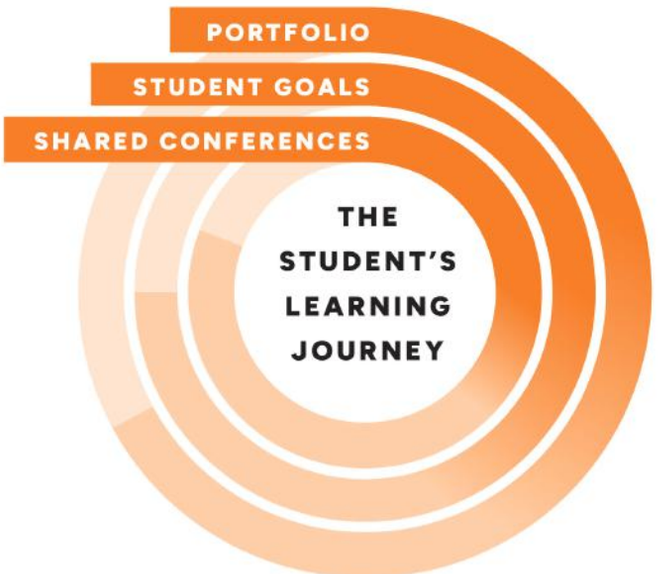
That empowerment matters. When children are trusted to speak for themselves, they begin to see learning as something they actively shape rather than something that simply happens to them. They learn that their ideas matter. Their questions matter. Their effort matters. Their voice belongs in the room.

Shared Conferences also help children develop metacognition (thinking about learning), a growth mindset, self-awareness,



reflection, confidence, and goal-setting. These are not skills that live only in an elementary classroom. They become habits students carry into middle school, secondary school, and beyond.

Hart notes that Rectory's youngest students practice these skills in Elementary School and continue developing them as they build relationships in Middle School with advisors, multiple teachers, and coaches.



GOALS, PORTFOLIOS, AND CONFERENCES WORKING TOGETHER

The Shared Conference is one part of a larger reflective process. Student goals, portfolios, and conferences work together to make learning visible. Goals help students name what they are working toward. Portfolios allow them to see and select evidence of their growth. The conference gives them the opportunity to tell that story in their own words.

Carpenter describes these three pieces as intentionally connected: the portfolio, the goals, and the Shared Conference all work together so that parents, teachers, and children remain transparent partners in the process. No one on that team is hidden from the child's learning journey, even in Kindergarten.

This approach begins at the start of the school year, when goals are shared with families. The teacher conferences with each child and brings together the perspectives of the student, family, and teacher so that each child's goals reflect a shared understanding of where they are and where they are growing. By the time students sit down for a Shared Conference, they are not starting from scratch. They are returning to goals they know, looking through work that tells their story, and practicing the language of reflection. A student may be able to say, "This is one goal, and I've accomplished it," or, "This goal has been difficult for me, but I've grown, and I'm going to keep working on it."

That kind of honesty is powerful. It helps children understand that growth is not always immediate, and challenge is not failure. It is part of the process.

GROWTH OVER PERFECTION

The philosophy behind Shared Conferences also shows up in the way Rectory celebrates student work. Rather than valuing only the most polished product or the highest score, teachers look for effort, growth, creativity, and personal expression.

Carpenter reflects on a more traditional model many adults remember from their own schooling: the perfect papers, the highest scores, the "100s" displayed on the wall. Rectory's approach is intentionally different. A classroom display is not meant to show 10 identical versions of the same project. It is meant to reveal 10 different learners, each bringing their own perspective, effort, and strengths to the work. When children see that their best effort is valued, they begin to understand that learning is not about perfection. It is about growth.

This belief carries through the school from Kindergarten to Grade 9. Rectory's focus is not limited to academic achievement alone; it extends to honoring the whole child—their strengths, challenges, interests, effort, and growth. Students can celebrate what they do well without comparison. They can also understand that every learner has strengths and every learner has something to work on.

For students who have moved from Elementary School into Middle School, the lasting value of Shared Conferences becomes even clearer. Abi Volz '27 reflected that the experience "taught me to take charge of my own learning" and gave her the confidence to speak with teachers individually about her performance, questions, and areas for growth.

> *"It gave me faith in myself and my ability to communicate with adults independently. In middle school, I was able to take responsibility for my own learning, and was never afraid to contact a teacher with my questions."*
>
> ABI VOLZ, '27

As students grow older, expectations naturally shift. They begin managing more teachers, more assignments, and more responsibility. Families remain important partners, but students are increasingly expected to monitor their own progress, ask questions, and seek support before small challenges become larger concerns. For Abi, the ability to speak directly and respectfully with teachers became an essential skill—one that showed maturity, initiative, and ownership.

Looking back, Abi offered simple advice to younger students preparing for their first Shared Conference: "Take ownership of your work." She



Abi (right) in elementary school



Abi in middle school

acknowledged that "it can be awkward and uncomfortable to have your parents and teachers in the same room," but she encouraged students to see the conference as "a wonderful opportunity" and "treat it as such." Her advice: use the time "to its full advantage" by speaking honestly about anything that has been tough, while also sharing all the things you are proud of.

In that way, Shared Conferences do more than help children present their learning. They help students practice confidence, reflection, and self-advocacy in a safe and supportive setting—skills they will carry with them long after they leave the Elementary classroom.

Abi's reflection echoes what her mother, Michelle Volz P'25, P'27, P'29, has seen over time. For Michelle, Shared Conferences have been meaningful experiences for all three of her children because they gave them "a sense of ownership over their learning" that grew year after year.

"They didn't just learn to talk about their progress," Michelle shared. "They learned to trust their own voices and realize that addressing their struggles with those who can help is huge!"

As her children moved into Middle School, Michelle saw how much those early skills mattered. They were more comfortable approaching teachers with questions and concerns before challenges became stressful. For Abi in particular, that confidence became part of how she navigated school, relationships, and conversations with adults.

> *"Shared Conferences didn't just prepare Abi academically. They helped her find her voice."*
>
> MICHELLE VOLZ
>
> *Abi's mother*

For Michelle, that foundation extends well beyond the classroom. The confidence Abi gained through Shared Conferences has helped her communicate respectfully and independently with teachers, mentors, and other adults—a skill Michelle believes will continue to serve her in secondary school, college, and beyond.



PREPARING STUDENTS TO MANAGE THEIR OWN PATH

The long-term purpose of Shared Conferences reaches far beyond a single meeting. Rectory is helping students build the confidence and agency they will need to manage their own path.

When students are given agency with support, Hart explains, they begin to "lead their own journey," a skill that extends into academics, activities, interests, and relationships. They also learn that they are not navigating that journey alone. They have a team around them, ready to support their goals.

That balance of independence and support is central to Rectory's approach. Students are encouraged to take ownership, but are never left to figure it out by themselves. Teachers guide. Families listen. Children practice. Over time, confidence grows.

That confidence becomes especially important as students move toward Middle School. The goal is for children not to sit quietly and struggle. Instead, they learn to approach a teacher and say, "This is what helps me focus," or "This is the kind of paper that helps me organize my work." By practicing that language early, students become more comfortable asking for what they need without embarrassment.

For Rectory's youngest students, finding their voice begins with being trusted to use it. In that moment, surrounded by the adults who know and care for them, children begin to understand something powerful: they are active partners in their own learning journey. And once a child learns to say, "This is who I am as a learner," the next step becomes possible: "This is where I am going next." ■

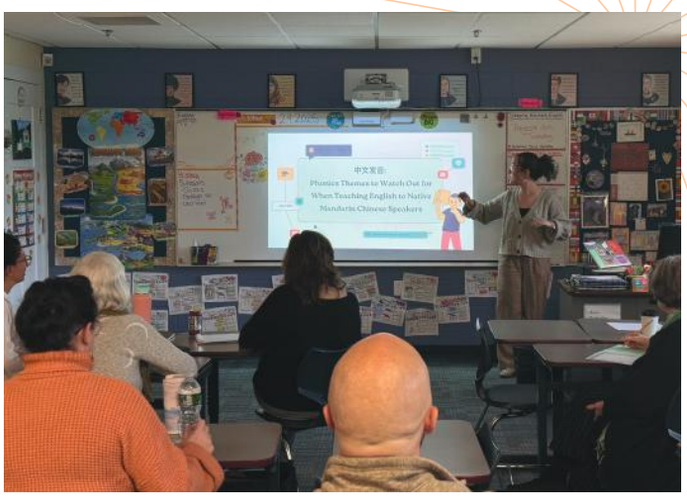
DIVISIONS: ON-CAMPUS RECAP

FACULTY



FACULTY APPRECIATION

Each term, Rectory pauses to celebrate the faculty and staff whose care, dedication, and daily work make a difference across campus. In February, colleagues gathered for a special appreciation lunch, sponsored by the **Rectory Parents Association (RPA)**—a chance to enjoy good food, sweet treats, and a well-deserved moment of gratitude.



PROFESSIONAL LEARNING COMMUNITIES (PLC)

Rectory's Professional Learning Communities give faculty and staff intentional time to learn, reflect, and grow together. Through collaboration across departments and divisions, colleagues explore shared questions, strengthen their practice, and develop new ways to support students. Rooted in curiosity and continuous improvement, PLCs reflect Rectory's commitment to building a community where adults and students grow together.



JOSIAH FULLER

Since beginning his Rectory career in 2003, Josiah Fuller has worn many hats across campus, each one marked by creativity, curiosity, and a deep commitment to students. As a passionate science teacher, Josiah has inspired countless young learners through rich discussions, creative projects, and a natural enthusiasm for discovery. One supervisor shared, "Every time I visit Josiah's class, I'm impressed by his knowledge, the resources he gathers, and the way he uses them to excite, explain, and engage the students." That combination of intellect, compassion, and curiosity has helped make his classroom a place where students feel safe to learn, wonder, and explore.

Josiah's impact extends well beyond the science classroom. As Science Department Team Lead, he has guided his colleagues through the thoughtful process of curriculum revision. He also serves on the Safety Committee as a liaison with the local fire department, demonstrating his care for the well-being of the entire Rectory community. Whenever first responders are on campus, Josiah is often close by—not because he has to be, but because his sense of responsibility and care runs deep.

He is also the creative force behind Rectory's popular woodshop-related arts class, a hands-on course that invites students to explore design, problem solving, and craftsmanship. Consistently one of the school's most sought-after classes, woodshop showcases Josiah's gift for bringing experiential learning to life in practical and meaningful ways. Through his hydroponics, students cultivate seedlings that are later shared with the Rectory community and, when possible, donated more widely—an example of learning extended through service.

Perhaps one of Josiah's most meaningful acts of service happens quietly after students leave campus each spring. He collects clothing and belongings that would otherwise be discarded, then washes, dries, sorts, and donates them so they can be used by others rather than end up in a landfill. This humble act reflects his belief in stewardship, community, and kindness. Over the years, Josiah has also coached lacrosse, fall adventures, and fencing, giving students more opportunities to challenge themselves and build confidence. Through his generosity, practical care, and steady service, Josiah embodies the spirit of the Kellogg Award and leaves a lasting mark on Rectory.



MELISSA BRYTOWSKI

For 23 years, Melissa Brytowski has given her time, care, and heart to the Rectory community, most especially to its youngest learners in CARe. Described as someone whose work "often happens quietly behind the scenes, but whose presence is felt everywhere," Melissa has played an important role in shaping the very first school experiences for children and their families. With calm reassurance, patience, and an easy smile, she has supported nervous parents at drop-off, comforted babies and toddlers through hard moments, and celebrated the milestones that mean so much in a child's earliest years—from first words to first wobbly steps.

Those who know Melissa describe her as "the definition of calm under pressure"—patient, unflappable, and always kind. In the busy and often unpredictable world of early childhood, she brings humor, steadiness, and joy to each day. Her colleagues see her as "the heart of their team," someone whose quiet leadership makes others feel supported and whose consistency has made a lasting difference for generations of Rectory families.

Melissa's dedication to Rectory extends beyond her work in CARe. As a Rectory parent, she remains deeply connected to the life of the school, attending family weekends, concerts, and school events with the same warmth and steady support that define her professional life. Through her gracious spirit, constant care, and generous heart, Melissa embodies the essence of the Kellogg Award. As shared during the presentation, "excellence doesn't always announce itself loudly. It shines through consistency, kindness, and love."

GROWTH THAT REACHES BEYOND THE INDIVIDUAL

Professional growth takes many forms—from conferences and workshops to advanced coursework, certifications, collaborative learning, and opportunities to develop new skills. By supporting faculty, staff, and administrators as they continue to learn and grow, Rectory strengthens not only each individual employee but the School as a whole.

When people are growing, learning, and expanding what they know, their impact reaches far beyond the individual. They bring new energy to their work, fresh ideas to their teams, and new perspectives to the people around them. That learning is shared, applied, and carried forward—finding its way into classrooms, strengthening programs and departments, deepening collaboration, and building leadership across the School.



ABBY BOTTA

LEARNING SPECIALIST | DORM PARENT | COACH

After studying Spanish in college, Abby Botta saw firsthand how speaking a student's first language could strengthen relationships, deepen her understanding of their experiences, and help her provide more effective individualized instruction. That experience inspired her to pursue an ambitious professional development opportunity: **Middlebury College's Summer Language Immersion Program in Mandarin**.

Beginning with no prior knowledge of Mandarin, Abby committed to Middlebury's Language Pledge®, which requires participants to interact exclusively using their language of study throughout the program. Through rigorous instruction and complete immersion, she progressed from what she jokingly called at first a "vow of silence" to holding basic conversations in Mandarin within just eight weeks.

"I love learning languages and being able to communicate with our students. Understanding more about the cultural and phonetic background of their first language helps me provide stronger, more accurate individualized support."

Middlebury



ALYSIA LABONTE-CAMPBELL

FIRST AND SECOND YEAR FACULTY MENTOR
MIDDLE SCHOOL FACULTY | COACH

This summer, Alysia LaBonte-Campbell began Harvard Graduate School of Education's **Instructional Leadership Certificate,** a four-course program focused on strengthening teaching practice and developing the skills to support other educators. The first course explored the connection between educational theory, personal teaching philosophy, and classroom practice, helping participants better understand—and articulate—the choices they make as educators.

With additional courses continuing throughout this school year and into next summer, the program directly supports Alysia's work mentoring first- and second-year faculty at Rectory. By developing a deeper understanding of her own practice, she is building the tools to coach teachers across a wide range of experience levels, with a shared focus on continually improving instruction.

"Everybody's always trying to get better. How can I help support that breadth of experience?"

HARVARD
GRADUATE SCHOOL OF EDUCATION



JENN BISSON

CONTROLLER

For Jenn Bisson, professional development is an important part of growing both in her role and as a supervisor. Each year, she seeks training that strengthens her ability to manage employees, navigate difficult conversations, and support her team effectively.

When Jenn joined Rectory and entered the independent school sector, the School supported her participation in programs offered by the National Business Officers Association. NBOA is the only national nonprofit membership association focused exclusively on supporting independent school business officers and business operations professionals. Its work centers on developing and promoting best practices that help independent schools operate successfully.

"The NBOA training is directly related to what I do every day. Because it is designed specifically for independent schools, I can take what I learn and immediately apply it to my role."



RYAN FINNEGAN

MIDDLE SCHOOL FACULTY | DORM PARENT | COACH

Over the summer months, Ryan Finnegan participated in **Broadway Workshops for Teachers**, an online professional-development program that brought together more than 80 theater educators. Through sessions with artists, directors, and fellow educators, Ryan explored a wide range of topics related to teaching theater to middle and high school students—from staging and lighting design to promotion and the growing role of social media in theater.

The experience also gave him the opportunity to see how other educators approach their programs and classrooms, providing fresh ideas and inspiration he can bring back to Rectory's theater program this year.

"It was really cool to see what other people are doing in their classrooms. I came away with so many more ideas for the upcoming year and new things we can add."

LEADING THE WAY



GLENN AMES

ASSISTANT HEAD OF SCHOOL FOR STUDENT ENGAGEMENT | DIRECTOR OF MIDDLE SCHOOL

In November 2026, Glenn Ames will take part in **IMPACT Conference**, an AI-focused conference hosted at Woodstock Academy, where he will also serve as a presenter. His session will explore how educators can thoughtfully incorporate artificial intelligence into the classroom—not as a tool that simply provides students with answers, but as one that can support them as they work through problems. Glenn's focus is on designing meaningful learning tasks that encourage students to think, engage, and problem-solve alongside AI.



JESSICA ASTARITA

DIRECTOR OF HETTINGER LIBRARY



ERIN BRADLEY

MIDDLE SCHOOL FACULTY | DORM PARENT | COACH

This year, Jessica Astarita and Erin Bradley will present at the **Association of Independent School Librarians (AISL) Conference in Philadelphia**, sharing an interdisciplinary reading challenge that grew out of Rectory's "Puzzle a Day" math-thinking activity.

The project adapts the puzzle format into a reading challenge, with each month centered on a different genre and each day featuring a new reading-related prompt or task. Their conference presentation will focus on how librarians and math teachers can collaborate in creative ways to build student engagement across disciplines.


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DIVISIONS: ON-CAMPUS RECAP

MIDDLE SCHOOL

CAMPUS LIFE

Campus life at Rectory is filled with small moments that bring students together and make the community feel like home. Between classes, students head to the Tang Patio for hopscotch, games, and a little fresh air, while sunny weekends on Seaward Pavilion offer time to relax, play, and enjoy activities with friends. Seasonal traditions add even more energy, from decorating festive cookies during a Holidays Around the World celebration to sharing holiday spirit in Lower DGB with festive hats, plenty of smiles, and even a special four-legged friend. Students also find meaningful ways to show appreciation for the people who support them each day, as student ambassadors Mana E. '26 and Mel M. '27 did on Administrative Professionals Day by delivering flowers and gratitude to staff members across campus.

Photos: 1-5

STUDENT DEVELOPMENT/ LEADERSHIP

Rectory's Student Development and Leadership program gives students meaningful opportunities to practice communication, trust, and teamwork in real time. In one activity, students were blindfolded and guided through an obstacle course using only the verbal directions of their peers—a hands-on challenge that required focus, patience, listening, and clear communication.

The exercise brought the program's larger lessons to life. Students learned what it means to lead with responsibility, support a teammate, and rely on one another with confidence. Through moments of challenge, encouragement, and plenty of laughter, they strengthened the skills that help them grow as thoughtful leaders and connected members of the Pack.

Photo: 6


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MELP

The May Experiential Learning Program, or MELP, is one of Rectory's most anticipated traditions—a week when students and faculty step beyond the regular classroom routine and into hands-on, immersive learning experiences. Each spring, students take part in unique excursions and projects designed to spark curiosity, build confidence, and encourage personal growth. Whether exploring a new place, working through a team challenge, learning a practical skill, or reflecting on the world around them, MELP gives students the chance to stretch themselves in meaningful ways.

At its heart, MELP is about discovery. It invites students to take risks, ask questions, connect with others, and see learning as something active, memorable, and deeply connected to real life.

Photos: 7-9

THE REGATTA SETS SAIL

The Rectory Regatta returned with plenty of energy, creativity, and Pack spirit. Students brought their A game to the pond, racing homemade cardboard boats with clever designs and plenty of determination to see who could stay afloat the longest. In 2025, this beloved year-end tradition was renamed The Fred and Marcia Williams Rectory Regatta in honor of their lasting impact on the Rectory community.

Photos: 10-11

SPRING MUSICAL

FOLLOWING THE YELLOW BRICK ROAD

Rectory students brought the magic of The Wizard of Oz to the stage in a colorful and spirited musical production featuring two casts: Emerald and Ruby. From beloved characters and memorable songs to imaginative costumes and set design, both casts showcased the creativity, confidence, and collaboration that brought Oz to life. With each trip down the Yellow Brick Road, students reminded audiences of the heart, courage, friendship, and joy that make theatre at Rectory such a meaningful part of the student experience.

Photos: 12 - 14

WOLVES ON THE FIELD

ATHLETICS AT RECTORY SCHOOL

At Rectory, athletics bring energy, connection, and purpose to every season. More than a schedule of games and practices, the program is an extension of the classroom—where students build character, learn to lead, support their teammates, and discover what they are capable of when they push themselves.

Every middle school student participates in athletics each season, making it a true cornerstone of the Rectory experience. With opportunities at multiple levels of play, students can compete, grow, and contribute in ways that match their experience and confidence. Varsity teams bring focus, intensity, and competitive drive, while developmental teams give students the space to learn fundamentals, try something new, and build skills with encouragement and purpose.

Across every field, court, rink, and trail, the heart of Rectory athletics is team. Students learn how to work toward a shared goal, respond to challenges, celebrate one another's efforts, and bring their best, even when the outcome is uncertain. Competition adds excitement, but the deeper wins come through resilience, sportsmanship, confidence, and joy.

Whether a student is scoring the winning goal, making a key defensive play, cheering from the sideline, or stepping into a sport for the first time, each athlete plays a role. At Rectory, athletics helps students find their drive, strengthen their sense of belonging, and carry lessons from the game into every part of campus life.



FALL

Fall athletics launched the year with momentum, grit, and plenty of Pack pride. Across every team, student-athletes brought focus and heart to each practice and competition, setting a strong tone for the seasons ahead.









WINTER

Winter kept the energy high with standout performances, team milestones, and moments of real competitive drive. From the court and pool to the fencing strip and stage, Rectory athletes showed discipline, confidence, and commitment.







SPRING

Spring closed the year with determination and teamwork in full force. On the fields, courts, track, and diamond, students pushed themselves, celebrated growth, and finished the athletic year with the sportsmanship and spirit that define Rectory athletics.







DIVISIONS: ON-CAMPUS RECAP

EVENTS



1





TURNING RESEARCH INTO ACTION

Capstone is one of the ways ninth graders remain invested and engaged throughout the spring, even as they begin looking ahead to secondary school and the sounds of summer start to play in their heads.

Each student chooses a specific problem to research and develops recommended solutions based on their findings. Topics from the Class of 2026 included: Connecticut small businesses, youth access to AI, suicide attempts within the Korean education system, and creative arts infringement in the age of AI.

The Capstone Fair serves as a culmination of students' Rectory education, as they present their research, share their findings, and field questions about deeply complex social issues they are passionate about. The written component demonstrates each student's understanding of the causes and factors contributing to their chosen issue. And there is more at stake than a final grade—the top three projects receive a donation to the cause of their choice, helping students connect their research to actionable solutions.

Rectory Wolves fearlessly fight to the end. Whether on the field or in the classroom, you will never see a Wolf back down. Even when they could find a reason to let things slide, Rectory students choose to stay engaged, think deeply, and work toward making the world a better place.

BLACK & ORANGE DAYS

Spring Black & Orange Day brought campus to life as students faced off in an afternoon of athletic challenges, teamwork games, and friendly competition. As the final Black & Orange Day of the year, every point carried extra excitement in the yearlong rivalry. From obstacle courses and relay races to brain teasers and team challenges, the day showcased the energy, sportsmanship, and school pride that make this Rectory tradition a favorite across campus.

Photos: 1 -2



2













FALL FAMILY WEEKEND HIGHLIGHTS PACK PRIDE

Fall Family Weekend filled campus with music, connection, and school spirit. Families gathered for the Prism Concert, shared an all-school dinner, and cheered on the Wolves during a full slate of athletic games. From the stage to the sidelines, the weekend captured the energy of fall at Rectory and the pride of a community coming together.

SPRING FAMILY DAY BRINGS THE COMMUNITY TOGETHER

Spring Family Day welcomed Rectory families and friends to campus for a joyful look at student life in action. From classroom visits and community gatherings to the Spring Concert and Secondary School Fair, the day highlighted the confidence, curiosity, and connection that define the Rectory experience.

A NEW CHAPTER IN RECTORY LEADERSHIP



More than a century after Frank and Mabel Bigelow welcomed Rectory's first students into their home, the School gathered to celebrate another defining moment in its history: the installation of Julie Anderson as Rectory School's sixth, and first female, Head of School.

On October 16, 2025, trustees, faculty, staff, students, families, alumni, and friends came together for the formal installation of Julie Anderson as Rectory School's sixth Head of School. The ceremony marked an important leadership transition, but it also reflected something deeply familiar to Rectory: a community gathered around its students, its values, and a shared belief in the future of the School.

"An installation isn't really about one person," Anderson shared. "It's about celebrating a shared journey, our collective work, our hopes for the future, and the community that we will continue to shape together."

It was a fitting sentiment for a School whose story has always been shaped by people—and by their willingness to imagine what Rectory could become.

A LEGACY OF GROWTH AND LEADERSHIP

Rectory's story began in 1920, when the Rev. Frank H. Bigelow and his wife, Mabel, welcomed a young student into their home at the rectory of Christ Church in Pomfret. He joined their son, John, becoming one of the School's first two students.

What began as a small home school quickly grew. Within several years, Rectory moved first into a former golf clubhouse and then, in 1925, onto the Harrison Estate—the land that remains the School's home today. In 1927, Frank Bigelow stepped away from his responsibilities at Christ Church to devote himself fully to the growing School.

"The School now is established," he wrote. "Six years ago it was an experiment."

Across the decades that followed, Rectory continued to evolve. Its campus expanded, academic programs grew, girls joined the boarding community, and students arrived from an increasingly wide range of backgrounds, states, and countries.

Through that change, one idea has remained constant: young people thrive when they are known, supported, challenged, and encouraged to discover their own strengths.

Leadership has evolved alongside the School. Each Head has inherited the responsibility of honoring what came before while preparing Rectory for what comes next. More than 100 years after its founding, Anderson now carries that responsibility forward.

HONORING THE PAST, LOOKING AHEAD

The installation ceremony began with a connection to the place where Rectory's story first took root.

The Reverend Sandra Cosman, rector of Christ Church, offered a blessing recognizing "a new chapter in the life of Rectory School" and calling for wisdom, kindness, and courage in Anderson's leadership. Her words concluded with a hope that felt distinctly Rectory: "May laughter fill these halls, may learning flourish, and may every child here be known and lifted up."

Trustee Nathan Follansbee reflected on the national search that led the Board of Trustees to Anderson. From a strong field of candidates, he shared, Anderson distinguished herself through her experience, warmth, wisdom, integrity, and deep commitment to students.

An educator and school leader for more than two decades, Anderson came to Rectory following a long tenure at Cheshire Academy, where her roles included: department chair, head of middle school, academic dean, and Head of School.

Throughout the search process, however, it was not simply the breadth of her experience that resonated. Her approach to leadership reflected qualities long valued at Rectory: relationships, community, curiosity, compassion, and a genuine belief in the potential of young people.



Board of Trustees Chair Kevin Lewis formally charged Anderson to lead Rectory according to its mission and core values of Responsibility, Respect, Honesty, and Compassion.

"Together," Lewis told the community, "we will build on Rectory's foundation as we form its future."

He then presented Anderson with the ceremonial medallion, formally recognizing her as Rectory School's sixth Head of School—and the first woman to hold the position in the School's 105-year history.

THE HEARTBEAT OF RECTORY

Throughout the ceremony, attention repeatedly returned to those at the center of Rectory's purpose: its students.

Students from across grade levels offered Anderson observations, encouragement, and advice. A ninth grader encouraged her to "always stay positive and enjoy every moment here," while some of Rectory's youngest students reminded her: "You are smart. You are kind. And you can do hard things!"

Their voices reinforced a central theme of Anderson's installation address.

> *"Our students are the heartbeat of Rectory School. They remind us that learning and joy go hand in hand."*
>
> JULIE ANDERSON

She also spoke about belonging and the importance of creating a community in which every student and adult feels valued.

"At Rectory, the spirit of belonging has always guided our community," Anderson said. "We are building a school where every person is seen, known, and appreciated for who they are—and where diversity of culture, language, and perspective is a strength to embrace."

That commitment connects Rectory's earliest days with the School it has become.

What began with two boys learning alongside the Bigelow family has grown into a community bringing together students from across the country and around the world. The campus, programs, and traditions have changed, but the belief that education is fundamentally relational remains at the heart of the Rectory experience. ■



Each week during Winter Term, our youngest Wolves take to the ice for Elementary Skate—a beloved Rectory tradition. Students, and guests, lace up, get moving, and share plenty of smiles on the ice.

DIVISIONS: ON-CAMPUS RECAP

ELEMENTARY SCHOOL







K-1 FIELD TRIP - DAVIS FARMLAND

The K–1 class closed out their year with a field trip to Davis Farmland in Sterling, Massachusetts, where classroom learning came to life through hands-on exploration. Students spent the day observing farm animals, exploring the natural environment, and discovering how farms support both people and wildlife. For many students, the highlight was getting up close with the animals and sharing the experience with their classmates. It was a fun change of scenery and a memorable day of hands-on learning.

BLACK & ORANGE DAY

Spring Black & Orange Day brought out the competitive spirit across campus, and our Elementary School Wolves came ready to play. From team challenges to spirited cheers, ES students showed big energy, teamwork, and plenty of Pack pride as they dominated the day's competitions.



GRADE 4 WORDS CEREMONY IN JUNE

The annual 4th Grade Words Ceremony celebrated four outstanding students, each honored with a special word that captures their unique character and contributions to the class. This meaningful tradition marks the transition from elementary to middle school, offering encouragement and recognition as our fourth graders prepare for their next big step.









MELP, JR.

This year's March Experiential Learning Program, Jr. transformed Rectory's Elementary School classrooms into Theatre Studios as students prepared for their spring performance, LIVE… It's Fairy Tale News! Throughout the week, students stepped into the world of theatre production, exploring acting and character development, creating props, helping with staging and simple set design, and learning how collaboration brings a performance to life. With mornings devoted to a blend of academics and rehearsal and afternoons focused on hands-on studio work, students experienced every part of what it means to be part of a play. Their final performance at the End of the Year Gathering was a joyful celebration of imagination, teamwork, and Elementary School star power.



2-3 FIELD TRIP - BIRD BANDING

Grade 2–3 students visited The Connecticut Audubon Society for a memorable bird banding experience, where they saw wildlife science in action. With guidance from skilled naturalists, students learned how researchers track migration patterns, monitor population health, and gather data that helps protect birds and their habitats. The experience offered a meaningful look at conservation, curiosity, and the care behind scientific discovery.





AUXILIARY PROGRAMS



RECTORY DAY CAMP

RDC was filled with energy, exploration, and joy as campers ages 5 to 13 made the most of Rectory's beautiful campus for six weeks this summer. The program centered on outdoor play, creative projects, and group experiences, giving campers opportunities to try new activities, build friendships, and take on age-appropriate challenges in a safe and welcoming environment. Campers left with new skills, stronger confidence, and lasting summer memories.



HORIZONS RECTORY SCHOOL

Horizons marked its third year by welcoming two classrooms of rising second and third graders from the local community. This tuition-free summer program blends hands-on academics with enrichment activities such as swimming, field trips, and social-emotional learning, helping students stay engaged and confident during the summer months. As part of the national Horizons network, the program works to combat summer learning loss while strengthening essential skills in literacy and math. With each returning class, Horizons Rectory School deepens its commitment to long-term student success, fostering a love of learning that grows year after year.

DISNEY FALL BREAK ADVENTURE

Over Fall Break, Rectory boarding students in grades 5–9 traded the traditional homestay experience for a brand-new adventure at Walt Disney World in Orlando, Florida. Guided by Rectory faculty, students stayed at Disney's Old Key West Resort and spent time exploring Magic Kingdom, EPCOT, Hollywood Studios, and Animal Kingdom. With structured support, grade-level groupings, and plenty of time for fun, the trip gave students a special way to spend the holiday break together and create memories beyond campus. It was a joyful reminder that learning, growth, and community can happen anywhere—even in the middle of the magic.







SUMMER@RECTORY

Summer@Rectory brought together students from near and far for a dynamic blend of learning, exploration, and community. Mornings were spent in small-group classes designed to spark curiosity and strengthen skills, with offerings such as: ceramics, robotics and 3D printing, ESL, math, and musical theatre. Afternoons gave students the chance to explore new interests through sports, nature-based activities, visual arts, and time with friends across campus. Throughout the four week program, students built confidence, discovered new passions, and formed lasting friendships. It was a joyful celebration of creativity, connection, and personal growth—an experience that reflected the spirit of summer on campus.

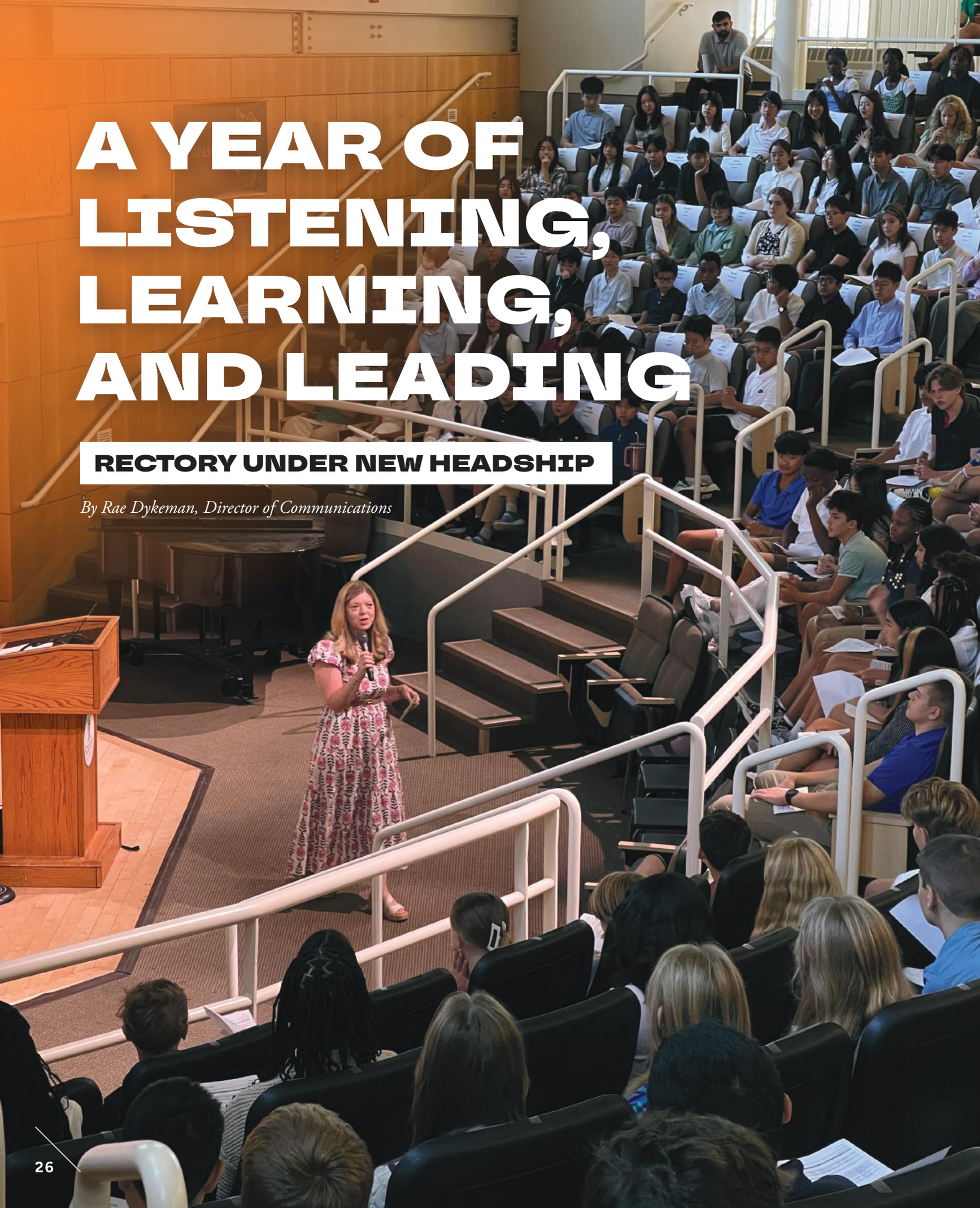
SKI WEEKEND - JAY PEAK

Rectory's winter adventure to Jay Peak gave students in grades 7–9 a memorable weekend in Jay, Vermont. Open to both day and boarding students, the trip offered something for everyone, from time on the slopes to fun at the Jay Peak Indoor Waterpark. Whether students were experienced skiers, trying skiing for the first time, or simply enjoying a winter weekend with friends, the trip provided a welcome opportunity to connect, explore, and make memories beyond campus.

A YEAR OF LISTENING, LEARNING, AND LEADING

RECTORY UNDER NEW HEADSHIP

By Rae Dykeman, Director of Communications





When Julie Anderson stepped into the role of Rectory School's sixth Head of School, she understood that leadership in a school community begins with trust. Rectory is a place deeply rooted in relationships, tradition, and purpose. It is also a school preparing students for a changing world—one that requires confidence, adaptability, curiosity, and a strong sense of self.

For Anderson, her first year at Rectory was not intended to be one of sweeping change. It was a year of listening carefully, learning deeply, and leading with thoughtful momentum.

"I tried to frame most of my questions as 'I wonder…' or 'Help me understand…' so my curiosity felt like care, not criticism," Anderson reflects. "I've learned a great deal and still have much more to learn, and I'm excited to bring this deeper understanding of Rectory into our next five years of strategic work."

That spirit of curiosity shaped the year. Anderson approached her first months not as a time to immediately redefine Rectory, but as an opportunity to understand how the school is lived each day—in classrooms and dorms, on the sidelines and stage, in chapel, around dining tables, and in conversations with students, families, faculty, staff, alumni, and trustees.

LISTENING WAS NOT A PASSIVE EXERCISE. IT WAS A LEADERSHIP CHOICE.

"The Heads I've admired most took time to learn a school before they tried to change it," Anderson says. "A Head transition is really a school transition, and everyone is figuring out new relationships together. Listening felt essential to building trust."

That trust mattered because Anderson wanted her leadership to feel accessible, accountable, and grounded in service. She hoped people would feel they could ask her anything and know she would be available to them. She also wanted to model a team-centered approach to leadership—one rooted not in authority alone, but in shared responsibility for what is best for Rectory.

> *"I've always believed that leadership is, at its core, an act of service, grounded more in responsibility than in power."*
>
> JULIE ANDERSON

Throughout the year, Anderson sought to understand Rectory's culture: what people love, what they would never want to lose, and where they see opportunities for growth. The answers were revealing. Across conversations, she heard deep pride in the school's ability to know and guide students as individuals. Families spoke about Rectory as a place that had changed their children's lives. Faculty and staff spoke honestly about the hard work of school life, but also about why that work matters. Students offered their own reflections on belonging, challenge, friendship, and independence.

What became especially clear was the dedication of the adults who make Rectory function each day.

"I saw firsthand how deeply all of our employees care about this place—faculty, staff, and everyone in between," Anderson says. "Our school simply doesn't function without each person's contributions."

She also saw the depth of Rectory's whole-child approach. Academics, co-curriculars, learning services, counseling, wellness, athletics, advisory, and boarding life do not exist as separate parts of the student experience. Together, they create the structure through which students are known, challenged, and supported.

Rectory's traditions helped Anderson understand the School's heart. Fall Family Weekend, chapel, Black and Orange Days, First Fridays, the ninth-grade overnight, and the tradition of traveling to meet families and alumni all stood out as important elements to honor and preserve. These rituals carry meaning not simply because they are familiar, but because they reinforce connection across generations of students and families.

At the same time, Anderson's first year revealed opportunities for fresh perspective and thoughtful growth. Many conversations centered on Rectory's future: how the school can thoughtfully integrate artificial intelligence, recruit and retain exceptional faculty and staff, continue to strengthen campus safety, strengthen alumni engagement, and make transitions between divisions more intentional and supportive.

Anderson also saw opportunities to expand programming beyond the traditional school day, including more clubs and activities that reflect student interests, additional ways for day students to engage after hours, and stronger connections from Children at Rectory (CARe) to Elementary School to Middle School.

The balance between continuity and change was deliberate. Anderson often framed possibilities with the same curiosity that guided her listening: "I wonder if we…" That approach allowed the community to consider new ideas without losing sight of shared values.

Some of the year's shifts were practical. After hearing from families about the need for more time to plan travel and better alignment with other independent schools, Rectory reworked its calendar with those needs in mind. Family feedback about daily logistics led to changes in pick-up and drop-off procedures, with attention to both safety and convenience. Day students were permitted to bring cell phones for away games, a small adjustment that acknowledged family communication needs. The school also moved toward a more equitable sharing of coaching and duty responsibilities among full-time faculty, reinforcing the expectation that adults at a junior boarding school engage with students beyond the classroom.

Other shifts reflected broader leadership values. Advising groups no longer needed to be single-gender, a change grounded in Anderson's belief that students learn deeply from one another in mixed groups while still having access to trusted adults for more personal conversations when needed.

> *"Belonging is not just about being included. It is about being seen, being known, and being challenged in a way that says, 'We believe you can grow.'"*
>
> JULIE ANDERSON

Moments throughout the year gave that belief shape. Anderson remembers the ninth-grade trip at Camp Winadu, welcoming students into her home for SHIELD dinners, having lunch with three fifth graders who completed every reading challenge, hosting the Wizard of Oz cast party, visiting Elementary School fairs, joining the Elementary School trip to A Christmas Carol, and gathering with students for games, cocoa, and cookies on weekends.

She also recalls a chapel early in the year, when a shy new middle school student stood slightly apart from her singing group with her head down. A classmate quietly slipped an arm around her and drew her into the half circle. They both smiled and kept singing.

"I thought, 'This is Rectory,'" Anderson says.

The year also brought moments that tested the community. During a significant network disruption, Anderson saw faculty, staff, students, and families respond with calm, creativity, and patience. Colleagues worked around the clock, and the community showed deep appreciation for their efforts. When a boiler malfunction occurred, affecting CARe, staff and the facilities team, CARe and facilities staff went above and beyond, while families responded with understanding and gratitude. In those moments, Rectory's strength was visible not in perfection, but in the way people cared for one another.

AS THE YEAR UNFOLDED, ANDERSON AND THE LEADERSHIP TEAM CONTINUED TO REINFORCE SHARED LANGUAGE AROUND PURPOSE, BELONGING, AND GROWTH.

Rectory's work is to help students discover who they are and who they can become. That work appears in classrooms where students take intellectual risks, in advisory conversations that help them reflect on choices and goals, in dorm life where independence is practiced with support, and in leadership opportunities that ask students to contribute to something larger than themselves.

Graduation offered a fitting example of tradition and change working together. The heart and ritual of the ceremony remained intact, while the addition of more voices at the podium allowed the event to feel both familiar and refreshed. It was one of many year-end moments Anderson will carry forward, from CARe students moving up to Kindergarten to the Elementary School Word Ceremony, Eighth Grade Leadership Celebration, graduation, and the employee gathering that closed the year.

Each celebration reflected the quiet work that happens throughout the year: the teaching, coaching, advising, mentoring, planning, listening, and caring that define a school community.

As Rectory looks ahead, Anderson sees momentum rooted in both confidence and humility. The School is not pursuing change for the sake of change. Instead, it is working to become even more intentional about the experience it promises: a school where students are known, challenged, supported, and prepared for what comes next.

"There is tremendous pride here," Anderson says, "and there is also a real willingness to reflect, to grow, and to keep getting better for students. That combination is powerful."

A year of listening has become the foundation for thoughtful leadership. A year of learning has deepened understanding of Rectory's strengths and opportunities. And a year of leading has set the stage for continued momentum—steady, purposeful, and rooted in the relationships that have always made Rectory distinctive.

At its best, leadership in a school community is not about arriving with all the answers. It is about asking the right questions, listening with care, and helping a community move forward together. In Julie Anderson's first year as Head of School, that work began with intention, clarity, and a deep belief in what Rectory makes possible for every student. ■



BIG IDEAS TAKE SHAPE

THE BIGELOW SCHOLARS PROGRAM

Byline: Jacob Guertin, Associate Director of Communications

The Bigelow Scholars program enters its fourth year, challenging our top-quartile 8th and 9th-graders on top of a regular, rigorous academic workload. Through a two-year rotating curriculum, students explore the world as architects, puppeteers, orators, entrepreneurs, innovators, and more.

The program is built on two rotating courses, Global Journeys and Business & Entrepreneurship. Global Journeys is modeled after the AP Human Geography curriculum, and Business & Entrepreneurship allows students to develop, share, and pitch a product. In each course, students approach the trimester through three distinct lenses: Art, Technology, and Humanities.

The 2025-2026 course was Global Journeys. Through art, students told stories with handcrafted shadow puppets, bringing mythical legends and ancient creation stories to life in multimedia performances—each puppet intricately designed and each narrative carefully researched. In Mrs. Rodman's Humanities class, students developed their public speaking skills through a challenging assignment: "The Story of You," a five-minute monologue exploring the moments that have shaped their identities. Through peer critique, rigorous revision, and stories passed down from generations into today's textbooks, they learned how to tell authentic stories worth listening to. In the Morgan Innovation Lab, students transformed into architects, using original blueprints to build 3D models of iconic campus buildings, crafted with a laser printer and precisely measured cardboard, and equipped with interactive elements coded to highlight historical context and architectural significance.

For the 2026–27 school year, the focus shifts to Business & Entrepreneurship, where Bigelow Scholars will create business plans, develop products for sale in the School Store, and pitch their ideas to local entrepreneurs in a Shark Tank-style competition. Students won't just study business—they'll put it into practice. ■

FROM HERE TO WHAT COMES NEXT



INSIDE RECTORY'S SECONDARY SCHOOL ADVISING PROGRAM

Byline: Jacob Guertin, Associate Director of Communications

What does it take to find the right secondary school?

For Rectory students, the answer involves more than earning an acceptance letter. It requires understanding who they are, what they value, and where they can see themselves continuing to grow.

That is the foundation of Rectory's Secondary School Advising program: helping each student find the school that represents their best fit.

A well-known name, impressive facilities, or a school that suddenly seems to be everywhere can easily capture a student's attention. But the secondary school search asks students to look beyond reputation and consider more personal questions: What kind of community will bring out my best? What academic opportunities excite me? Where will I have opportunities to contribute, lead, and try something new?

At Rectory, students' journeys begin during the spring of eighth grade, when families are introduced to the process and encouraged to approach the search with an open mind. Rectory's annual Secondary School Fair brings more than 100 schools to campus, giving students the opportunity to learn about a wide range of programs and communities.

Rather than beginning with a fixed list, students are encouraged to listen, ask questions, and identify what matters most to them. One student may value a close-knit dorm community. Another may be drawn to a strong STEM program, competitive athletics, travel opportunities, or hands-on learning.

As those priorities become clearer, a school list begins to take shape around something more meaningful than name recognition. That focus is closely connected to the larger Rectory experience.

Students have countless opportunities to discover their interests and strengths during their years on campus. They may join a club, try an unfamiliar elective, compete on a team, serve as an ambassador, or take on a campus responsibility. Those experiences matter because secondary schools are not simply asking what students have accomplished. They want to understand how they will participate in their next community.

By ninth grade, Rectory students have often spent several years building that understanding of themselves. They have faced challenges, learned when to seek help, developed greater independence, and discovered which opportunities genuinely excite them. The ninth-grade year asks them to put that growth into action.

Students take on a more rigorous academic program while assuming greater responsibility within the Rectory community. Some hold formal leadership positions such as: proctors, student government representatives, or ambassadors. Others lead through everyday acts of service—supporting younger students, helping at community events, or simply setting the example expected of Rectory's oldest students. The ninth-grade experience emphasizes both formal leadership opportunities and the quieter, everyday acts of service that help strengthen the Rectory community.

Secondary School Advising is intentionally woven into this final year.

Early in the fall, ninth graders participate in an overnight leadership experience at Camp Winadu in Pittsfield, Massachusetts. Through team-building activities and shared challenges, the class strengthens its sense of community while preparing for a year that will require confidence, independence, and resilience.

As the year progresses, advising becomes increasingly practical. Students participate in regular small-group seminars covering topics such as interviews, standardized testing, financial aid, school research, and application expectations. Individual guidance helps students refine school lists, prepare for visits and interviews, and navigate the many moving pieces of the application process.

By Fall Family Weekend, many students are visiting campuses and completing interviews. In the months that follow, applications, recommendations, transcripts, reports, and other materials are coordinated as students move toward application deadlines.

For families, the process can be complex. Schools may use different applications, admission plans, timelines, or testing expectations. Rectory's advising program helps students and families manage those details while keeping the larger goal in view: finding a school where the student can thrive well beyond admission day.



A rising ninth grade student speaks with an admissions associate at Rectory's Secondary School Fair, exploring future opportunities and preparing for what comes next.



One of Rectory's greatest advantages in this process is time. The longer students are part of the community, the more opportunities they have to grow—and the more completely their teachers, coaches, dorm parents, advisors, and other adults come to know them. A student arriving in seventh or eighth grade may discover a new interest before ninth grade, learn to advocate for themselves academically, take on greater responsibility, recover from a setback, or step into a leadership opportunity they once would have avoided.

Those moments shape both the student and the application they eventually submit.

They also give teachers something meaningful to share in recommendations: not simply how a student performs in the classroom, but how they contribute to a community.

By ninth grade, many students approach the secondary school search with a stronger sense of identity. They know more about how they learn, how they manage their time, which environments bring out their best, and where they are most likely to become involved.

> *The question begins to shift from, Which school will accept me? to Where can I picture myself succeeding and belonging?*

In many ways, that transition reflects the larger purpose of the ninth-grade experience itself.

Rectory gives students the opportunity to practice independence while remaining surrounded by adults who know them well and can provide guidance when needed. They learn to balance academic demands, leadership responsibilities, athletics, friendships, and commitments. They make decisions, navigate setbacks, and discover that asking for help is part of becoming more independent.

Those are skills they will need in secondary school, during the college process, and well beyond. And that is why the success of Secondary School Advising cannot be measured simply by a list of acceptance letters. The more meaningful outcome is a student leaving Rectory who is able to say: I know myself. I know what matters to me. And I know what I am looking for next.

From there, the goal shifts from getting into a school to arriving at the right one, ready to make the most of it. ■



WITH CONFIDENCE, CHARACTER, AND CURIOSITY

THE RECTORY SCHOOL CLASS OF 2026

By Rae Dykeman | Excerpted and adapted from Julie Anderson's Commencement Address at Rectory School

At Commencement, Head of School Julie Anderson reflected on graduation not simply as an ending, but as a meaningful beginning for the Class of 2026. Standing before students, families, faculty, staff, trustees, and friends, she honored the ninth-grade graduates for the growth they had shown during their time at Rectory and for the people they were becoming as they prepared to take their next steps.

Her remarks centered on Rectory's mission: to know, support, and challenge each student within a close community. For this graduating class, that mission was not an abstract idea, but something experienced each day in classrooms, dorms, advisory groups, arts spaces, athletic fields, and moments of connection across campus. Anderson spoke about the many ways students arrived at Rectory—with questions, hopes, fears, talents, and potential—and how they now leave more confident, capable, and fully themselves.

The growth of the Class of 2026 took many forms. Some students became more disciplined and curious scholars, learning to stretch themselves academically and take greater ownership of their work. Others found their voices through public speaking, music, theatre, writing, or the arts. Some discovered new confidence in athletics, where they practiced perseverance, teamwork, leadership, and resilience. Many grew in quieter but equally important ways, becoming better friends, roommates, teammates, and members of the community.

Anderson reminded graduates that Rectory's work has always extended beyond academics alone. Intellectual growth matters, but so do active play, creative expression, character, and courage. At Rectory, growth often happens in the small choices students make every day: trying again after something feels difficult, speaking up when it feels uncomfortable, supporting a classmate, taking a healthy risk, or stepping outside a familiar routine. These everyday moments helped shape the graduates into young people ready for what comes next.

The address also celebrated the unique contributions this class made to the school. Members of the Class of 2026 led teams, captained squads, earned recognition, built programs, shared their voices, and contributed to the life of the community in ways both visible and quiet. Some traveled far from home and found a new sense of belonging at Rectory. Others grew more independent, compassionate, resilient, and self-assured over time. Together, they helped shape the school they now leave behind.

One of Anderson's clearest messages was that graduation does not mean leaving Rectory behind. The friendships formed, adults who offered support, lessons learned, and experiences shared will remain part of each graduate's story. Rectory, she reminded them, will continue to be a place they can return to—in person, in memory, and in spirit.

As members of the Wolf Pack, the graduates carry forward more than a diploma. They carry a sense of connection and shared strength. Wolves look out for one another, lead when called, follow when needed, and succeed together. That spirit of belonging will continue to travel with the Class of 2026 as they move on to secondary school.

Anderson encouraged the graduates to go forward with confidence, curiosity, and kindness. Their character matters. Their voices matter. Their futures are full of possibility. Most of all, she reminded them that they belong—to the community that helped shape them and to the story they will continue to write beyond Rectory. ■

COMMENCEMENT AWARDS

SATURDAY, MAY 30, 2026



THE CHARLES ROCKWELL CUP

LOGAN KNICKERBOCKER HAINES

Brooklyn, Connecticut



ALEXANDER C. VASILOFF MEMORIAL AWARD

ETHAN SUH

Seoul, South Korea



MR. AND MRS. JOHN CHARACTER CUP

HARAM (CHRIS) KIM

Seoul, South Korea



ADAM B. SILVER SCHOLAR-ATHLETE CUP

HEYAN (MILEY) LIN

Beijing, China



JOHN AND MILLIE GREEN CUP

EMILIO GONZALEZ JAEGER

Merida, Mexico



THOMAS B. HARRISON CUP

JACOB DEVANTE TURNER

Woodstock, Connecticut



JOHN BLOODWORTH MOBLEY, JR. CLASS OF 1991 CUP

HYEOKJUN (MAX) SEO

Busan, South Korea



JOHN FRAZAR AUSTIN CUP

YOUNGJUN (KAIDEN) LEE

Daegu, South Korea



MABEL B. BIGELOW MEMORIAL CUP

MANA EZAKI

Tokyo, Japan



GOODRIDGE-BARBER ACADEMIC CUP

KYUNGHYUN (KAILEY) LIM

Seoul, South Korea



FATHER BIGELOW MEMORIAL CUP

SONGQI (JOHN) LIU

Brighton, Massachusetts

COMMENCEMENT

RECTORY MATRICULATION

Class of 2026

ANNIE WRIGHT SCHOOL
BLAIR ACADEMY (4)
CONCORD ACADEMY (3)
CRANBROOK SCHOOLS (2)
DANA HALL SCHOOL
ELLIS TECHNICAL HIGH SCHOOL
EMMA WILLARD SCHOOL
EPISCOPAL HIGH SCHOOL
ETHEL WALKER SCHOOL
HUN SCHOOL OF PRINCETON
HILL SCHOOL
KENT SCHOOL
LAWRENCE ACADEMY
LAWRENCEVILLE SCHOOL
LOOMIS CHAFFEE SCHOOL (2)
MADEIRA SCHOOL
MARIANAPOLIS PREP
MIDDLESEX SCHOOL
MILLBROOK SCHOOL
MISS PORTER'S SCHOOL
MOUNT SAINT CHARLES ACADEMY
NORTHFIELD MOUNT HERMON SCHOOL
POMFRET SCHOOL (13)
RYE COUNTRY DAY SCHOOL
SALISBURY SCHOOL
ST. ANDREW'S COLLEGE, CANADA
ST. GEORGE'S SCHOOL
ST. MARK'S SCHOOL (2)
STEVENSON SCHOOL
STONY BROOK SCHOOL
SUFFIELD ACADEMY
TABOR ACADEMY (3)
UNITED WORLD COLLEGE, JAPAN
WILLISTON NORTHAMPTON SCHOOL
WOODSTOCK ACADEMY (4)







WORDS FROM THE CLASS: A COMMENCEMENT REFLECTION

By Rae Dykeman | Excerpted and adapted from Student Commencement Address at Rectory School

SONGQI (JOHN) LIU

BRIGHTON, MASSACHUSETTS

When John Liu stepped to the podium as the Class of 2026 student speaker, he did not try to capture every moment of every graduate's Rectory experience. Instead, he chose three: his first day at Rectory, the difficulty of saying goodbye, and the feeling of reaching the finish line.

"I have been in this school for three years," John told classmates, families, faculty, and friends. "Not the newest, definitely not the oldest." In that time, he said, he had experienced moments he would never forget and formed friendships that may last well into adulthood. His speech was personal, funny, and deeply recognizable to anyone who has ever been new, ever had to say goodbye, or ever looked back and realized how much a place had come to mean.

John began with his first day at Rectory, sitting in the pavilion among students he did not yet know, trying to find his advisor using only the name "David Farrell." He joked that his first mistake was sitting too high, leaving him searching from above for a teacher he had never met. Finally, he spotted him: "a beam of light bouncing off this man's head." What began as a nervous first-day search became, over time, one of the first connections that helped Rectory feel familiar. Mr. Farrell would become John's three-year swim coach and someone he knew he could go to for help.

That first day also brought one of John's first friendships. A classmate walked up and introduced himself: "Hi, I'm Kaiden Lee." John described Kaiden as someone who could make others feel special and welcome, whether for one moment or through hours-long conversations. "I didn't know it then," John said, "but I was going to be stuck with this 'social guy' for the rest of my time at Rectory." It was a lighthearted line, but it pointed to something larger: the way one simple welcome can change the beginning of a student's experience.

From there, John turned to the harder part of growing up: change. He remembered the end of eighth grade, when many of his friends were preparing to leave Rectory, and each shared moment began to feel like a countdown. There was the last time playing tennis together, the last weekend, and eventually, the last day. "Change is a powerful word," he said, describing the fear of losing friendships and facing the uncertainty of what ninth grade would become.

A year later, standing at his own graduation, John saw those goodbyes differently. He was no longer as afraid, he said, because he understood that friendships can continue even as people move on. The memories remained: watching a first sunset in Hawaii during MELP, coordinating weekly Vanilla Bean trips through a group chat, and running into classmates while interviewing at secondary schools across the country.

> *"Even when we were off campus exploring our futures, we still reconnected," he shared. "And I'm glad that connection will never end."*
>
> SONGQI (JOHN) LIU

John closed by reflecting on what Rectory had become for him. "My Rectory life was awesome," he said simply. He had made friends, found his place, and, as he joked, "most importantly, did not get in trouble." His final message to the Class of 2026 was one of celebration—for their successes, their memories, and their friendships.

"I'm so glad that this is my graduating class," John said. "Class of 2026: congratulations, and you will always be family." ■



LOOKING AHEAD, TOGETHER

HOW RECTORY'S STRATEGIC PLAN IS SHAPING THE SCHOOL'S NEXT CHAPTER

By Rae Dykeman, Director of Communications

For more than a century, Rectory School has been shaped by a clear sense of purpose: to know and guide each student, to meet children where they are, and to help them grow with confidence, character, and curiosity. As the School looks toward its next chapter, that same purpose is guiding a thoughtful and inclusive strategic planning process—one designed not only to honor Rectory's history, but to prepare the School for the future with clarity, strength, and imagination.

The timing is significant. Following Fred Williams' as Head of School, Julie Anderson's leadership transition created a natural opportunity for the community to pause, reflect, and ask big questions about what comes next.

"After Fred's successful 16-year tenure, it felt natural to pair this leadership transition with a thoughtful strategic planning process," Anderson shared. "Rectory navigated the pandemic with strength and focus; now, as we move beyond that crisis, we have the chance to ask what school should look like for this generation of students."

That question sits at the heart of the strategic plan currently taking shape. The world students are entering is changing quickly. Technology, global connectivity, artificial intelligence, shifting enrollment patterns, and evolving expectations for student support are all reshaping education. For Rectory, this moment is not simply about responding to change. It is about positioning the School to lead with purpose.



> *"The world is changing quickly, and this moment invites us to pause, listen, and position Rectory to be not just responsive, but ahead of the curve."*
>
> JULIE ANDERSON

From the beginning, the strategic planning process was designed to be more than the production of a final document. It was intended to be a meaningful community experience—one that invited reflection, encouraged participation, and brought together voices from across the Rectory community to help define the priorities and possibilities that will guide the School forward.

"More than a document, I hoped the process itself would give everyone who loves Rectory a chance to share their experience, have a voice, and help shape our path forward," Anderson said. "My goal was to chart a future of strength and possibility while honoring the extraordinary work that has brought us here and the traditions that define us."

That spirit of inclusion has been central to the work. Surveys were shared with students, faculty, staff, alumni, trustees, educational consultants, and friends of Rectory. Workshops brought together trustees, faculty, and staff. Focus groups invited deeper conversation across stakeholder groups. Throughout the process, community

members were asked to name Rectory's strengths, identify opportunities, and imagine what students will need in order to flourish in the years ahead.

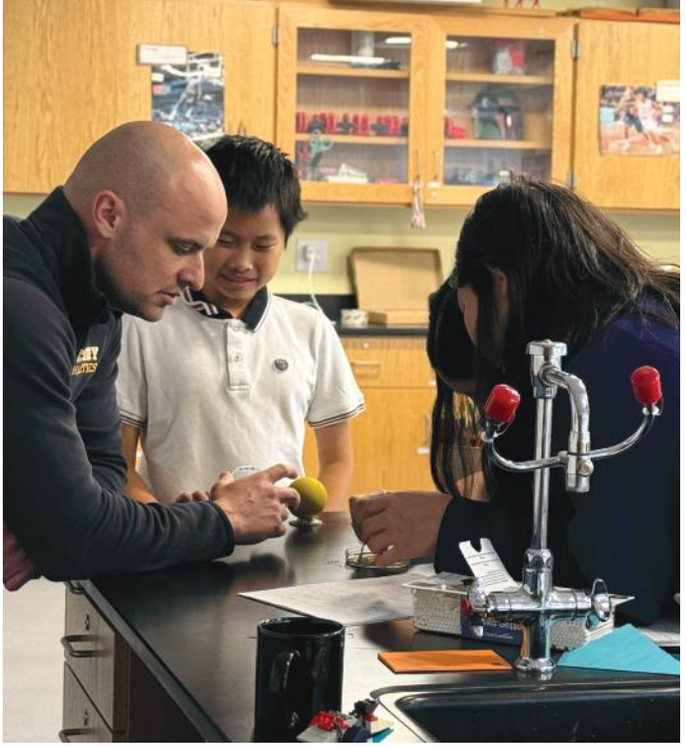
The feedback affirmed much of what leadership had already been hearing in daily conversations across campus. Rectory's teaching faculty, learning services, athletics, individualized support, and deep care for students emerged consistently as defining strengths. At the same time, the process surfaced important opportunities for growth, including facilities, athletics, alumni engagement, curriculum, the thoughtful integration of artificial intelligence, and the ongoing work of recruiting and retaining exceptional faculty and staff.

"The survey results largely affirmed what we had already been hearing in conversations," Anderson said. "In many ways, the process confirmed that the questions we've been asking and the areas we've been discussing are indeed the right ones."

Those questions are both practical and aspirational. What does a junior boarding school need to be in today's world? How have the needs of students changed over the past decade? What skills, experiences, and relationships will help them thrive in secondary school, college, and life? How can Rectory continue to provide the individualized support and close community it is known for while also strengthening its programs, campus, and long-term sustainability?

For Anderson, the answer begins with mission.

> *"Being mission-driven means that our school mission is the lens for every major decision. The plan is not separate from who we are; it grows directly out of our mission and keeps us accountable to it."*
>
> JULIE ANDERSON



That mission-driven approach ensures that the strategic plan is not simply a list of projects or priorities. It is a framework for aligning the School's values with its decisions. The plan connects mission, program, facilities, enrollment, and financial sustainability so that Rectory can remain both strong and nimble in the years ahead.

Its impact will be felt across the full student experience. The plan is designed to guide thinking about campus spaces, academic and co-curricular programs, athletics, residential life, enrollment strategy, and the resources needed to sustain excellence. For students, the work should ultimately be visible in the way they learn, live, lead, and grow at Rectory.

Already, the planning process is helping shape important conversations and early decisions. Discussions around curriculum include the responsible and thoughtful use of artificial intelligence. Conversations about facilities are connected to how students experience community, athletics, learning, and belonging on campus.

STRATEGIC PLANNING PROCESS

1.

LISTEN

SURVEYS, FEEDBACK & FOCUS GROUPS

2.

ALIGN

REVIEW DATA & PRIORITIES

Enrollment and financial sustainability are being considered not as separate operational needs, but as essential parts of ensuring Rectory's mission can thrive for generations.

That long view matters. Rectory recently celebrated its Centennial, a milestone that naturally invites both gratitude and responsibility. The strategic plan looks back with appreciation for all that has shaped the School while looking ahead with confidence and care.

> *"Rectory recently celebrated its 100th anniversary, and this plan is about ensuring we are thriving for the next 100 years. It's a way of saying that we are grateful for our history and equally serious about our future."*
>
> JULIE ANDERSON

As the work continues, one of the most important messages for families, faculty, staff, alumni, and students is that the strategic plan is not a fixed endpoint. It is a living framework—one that will guide decision-making, inspire action, and evolve as the School continues to learn from its community and from the needs of students.

"I hope families see that this work is living, not theoretical," Anderson said. "The plan will not sit in a binder on a shelf; it will guide the decisions and investments we make over the next several years in service of their children."

That sense of shared purpose is especially important for the faculty and staff who bring Rectory's mission to life each day. Anderson hopes they see their input reflected in the plan and feel an invested ownership in the future being built.

"I hope faculty and staff feel that their voices were heard and that their hopes and ideas helped shape the plan," she said. "My goal is for them to see their aspirations for Rectory reflected in our priorities and to feel a sense of shared ownership for the future we're building together."

Strategic planning can sometimes feel distant from the daily life of a school. At Rectory, the goal is the opposite. The work is intended to guide real decisions about how students learn, live, grow, and experience community. As the process moves forward, the next challenge will be turning what the community has shared into clear priorities, disciplined choices, and visible action. That is where the value of the plan will ultimately be measured.

At its heart, the work reflects a shared commitment to Rectory's future and to the students at the center of it. ■



3.

EXECUTE

CURRICULUM, FACILITIES, ENROLLMENT & FINANCES, FACULTY GOALS

4.

CREATE A LIVING FRAMEWORK FOR THE FUTURE

REPORT OF GIVING

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The following pages recognize all donors who generously supported Rectory School during the fiscal year July 1, 2025, to June 30, 2026. Every effort has been made to ensure the accuracy of this list. If we have made an error or omission, please accept our sincere apologies and notify the Development Office.

A LETTER FROM THE HEAD OF SCHOOL

Byline: Julie Anderson

DEAR RECTORY SCHOOL COMMUNITY,

As I reflect on my first year as Head of School, I am filled with gratitude for this extraordinary community—our alumni, families, faculty, staff, and friends—whose generosity, partnership, and unwavering belief in Rectory continue to strengthen our school in so many ways.

This year, your support has been especially meaningful. Thanks to your generosity, we surpassed our annual giving goal, and that is truly worth celebrating. I am deeply grateful to everyone who helped make that possible. Your gifts are not simply a measure of generosity; they directly shape the student experience each day by supporting the people, programs, and opportunities that make a Rectory education so distinctive.

Over the course of this year, I have learned even more about the many qualities that make Rectory such a special place. I have seen the joy our students bring to their learning, the extraordinary dedication of our faculty and staff, and the deep sense of belonging that defines this community. Again and again, I have been reminded that Rectory is special not only because of what happens here, but because of the spirit in which it happens—with care, purpose, and heart.

I am also deeply thankful for the many ways you have engaged in the early phases of our strategic planning process. Your participation in the community survey and in focus groups has brought thoughtful perspective, honest reflection, and real energy to this important work. As we continue this process, your partnership will remain essential in helping to shape Rectory's path for the next five to seven years.

That is what gives me so much confidence and excitement about the future. Rectory's strength has always come from its people and from the shared commitment to helping every child grow, thrive, and feel known. I am profoundly grateful for your trust, your generosity, and your belief in this school and its mission.

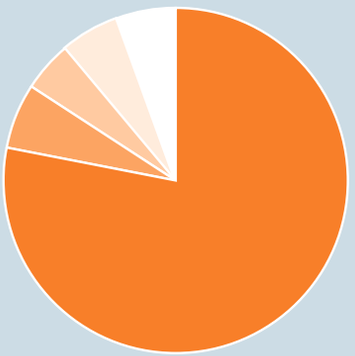
Most of all, I am grateful to be part of "the pack." At Rectory, we are the Wolves—and that identity speaks to the loyalty, strength, and connection that bind us together. It is an honor to serve this extraordinary school and to help build its future alongside all of you.

With gratitude,
Julie



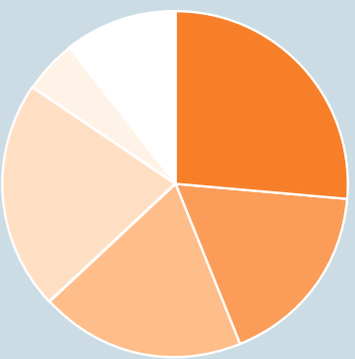
2025-2026 FINANCE REPORT

Please note that the amounts and figures below reflect the unaudited financial position of Rectory School as of June 30, 2026.



REVENUE

TUITION AND FEES	$16,944,929
GIFTS AND CONTRIBUTIONS	$1,342,451
ENDOWMENT AND OTHER	$1,000,000
AUXILIARY	$1,214,032
OTHER	$1,160,118
TOTAL	**$21,661,530**



EXPENSES

EDUCATIONAL EXPENSE	$5,673,251
STUDENT SUPPORT	$3,712,666
PLANT OPERATIONS/MAINTENANCE	$4,127,552
GENERAL AND ADMINISTRATIVE	$4,549,858
AUXILIARY	$1,077,650
FINANCIAL AID	$2,200,355
TOTAL	**$21,341,331**

ANNUAL GIVING TO RECTORY

The following list honors all those who supported Rectory School during the 2025–2026 fiscal year. Every gift made a meaningful difference in the lives of our students—providing essential resources and strengthening our mission to develop well-rounded, engaged learners.

THE 1920 SOCIETY

We extend special appreciation to our leadership donors, whose generosity helps keep Rectory at the forefront of junior independent education. The 1920 Society recognizes individuals who contribute $1,000 or more in a single year to any priority at Rectory School.

TO LEARN MORE ABOUT THE 1920 SOCIETY, PLEASE VISIT
WWW.RECTORYSCHOOL.ORG/1920

GROSVENOR CIRCLE

Recognizing donors who made gifts totaling $25,000 or more during the 2025–2026 fiscal year.

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SOYOUN KIM AND DON KI LEE
BIQUAN LU AND XINGFA LI
JUN WANG AND YILIN LU
JIANXIONG SHAO AND BEI LUO
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JUNE AND HENRY SMITH '76
MINYOUNG HONG AND WON IL SUH
HUIZHEN YE AND DAN SUN
FANG WU AND XIN TANG
YALI LIU AND QINGHAN WANG
MIAOJING LIAO AND FAN ZHANG

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Recognizing donors who made gifts totaling $10,000-$24,999 during the 2025–2026 fiscal year.

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YUNYOUNG CHO AND MINCHEOL SEOK
SHEILA CLANCY
LEI XU AND YINGJI DAI
HONG QIN AND TIANJUN FENG
BRADLEY AND ROBERT FOGELMAN II '88
YING ZHANG AND XIN GAO
JEEYEON HA AND KIHOON SEONG
CAITLIN AND BRYAN HITCHCOCK
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YOU SUN WON AND DOWAN KIM
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JIANGNING YAN AND WEIJIE LIN
JI LU AND YAFENG XI
ELIZABETH AND CHARLES LYNCH '83
CINDY AND LLOYD MONTGOMERY III
HYUKKEE MOON '95
MENG WANG AND YIDONG QU
KUMIKO SASAKI AND YASUMITSU SHIGETA
NATASHA '84 AND CHRISTOPHER SWANN
XIAOQIN TAN AND BING ZHAO
QIULIN ZHANG AND JIE WANG
MARGARET AND HUGH WHIPPLE '68
JINGJING ZHANG AND LIJUN YIN

HEAD OF SCHOOL'S CIRCLE

Recognizing donors who made gifts totaling $5,000-$9,999 during the 2025–2026 fiscal year.

ANONYMOUS
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QIAO YAN AND JIAN GUO ZHANG
JUN ZANG AND ZHENHUA ZHAO

BRAD SEAWARD & GEORGE GROOM CIRCLE

Recognizing donors who made gifts totaling $2,500-$4,999 during the 2025–2026 fiscal year.

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JINMING DONG AND LIANDI NING
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BETTY HALE
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HUI JIAN AND DAORONG HUANG
LING ZHOU AND DAN JIN
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ELIZABETH ZIMMERMANN '84 AND THOMAS GARDOS

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Recognizing donors who made gifts totaling $1,000-$2,499 during the 2025–2026 fiscal year.

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GARFIELD W. DANENHOWER
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RACHEL AND JACOB DYKEMAN
ARIANE AND R. MARK ELLERKMANN '78
SHIGENORI AND MAHOKO EZAKI
NATHAN FOLLANSBEE
CHRISTELLE COOK AND PHILIP GIBBS
MARITA AND DAVID GLODT '61
CHARLES L. GRIFFITH '08
CLAIRE AND LUTHER GRIFFITH
SANDY AND GEORGE GROOM
JANE AND LAURENCE HALE II
ANNE AND S. MATTHEWS V. HAMILTON '69
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JAESOOK BAEK AND YOUNGHO KIM
GRAY AND ANDREW KING '90
DANNY LEE
CHEN LIU AND XIAOMIN LI
NAN LIU
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VICTORIA AND SEAN O'CONNOR
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CLAIRE AND JOHN WALSH
FAN AND BIN WANG
STEPHANIE AND JOHNNY WELLS '03
JOSEPH T. WHEELOCK '15
BIN YUAN AND SONG ZHA

WHY I GIVE

"I'm making this donation to express my sincere gratitude for the invaluable guidance and nurturing from the teachers here. Their dedication and supportive instruction have deeply shaped my child's growth, and I hope this contribution can help sustain the excellent educational experience they continue to provide for students."

HUI LI P '27

ORANGE & BLACK CIRCLE

Recognizing donors who made gifts totaling $1-$999 during the 2025–2026 fiscal year.

ANONYMOUS (11)
CLAUDIA '60 AND WILLIAM ABBOTT
MARIE AND KEN ACKERMAN
YOONJIN AHN AND JINKWON CHUNG
MARY AND DOUGLAS AMES
PAMELA AND GLENN AMES
CLAIRE ANDERSON
MELANIE AND ERIC ANTOS
JUDITH L. APPAH
DENISE ARCHAMBAULT
KIRSTIN AND CHARLES ASHFORD III '86
JESSICA AND JASON ASTARITA
CAITLIN AND ANDREW BARKER
JESUS BARRETO
CATHERINE AND BRIAN BASTOW
DARCEY BASTOW '14
JOHN S. BECKER '68
ANDREA AND MARC BECKER
CHARLES C. BELL '17
JUSTIN BENDALL
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MADELINE BERGSTROM
SHERYL AND PETER BERK '80
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EMILY AND ERIC BORDUA
ABIGAIL BOTTA '16
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YAO WU AND HENRY BOWDEN III '01
HEATHER BOYER AND JEAN BOYER '82
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CRYSTAL AND ALBERT BRITTON III
DARSHELL BROWN
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ELLEN AND EDWARD BROWNE
MELISSA AND TODD BRYTOWSKI
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AMY AND NEIL CAMERON
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GALYNA AND HASAN CAGATAY CANDAN
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HYEJEON GIL AND JUNSOO LIM
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WILLIAM D. GOLDBERG '08
INNA AND ELI GOLDBERGER '81
MARCIA GOLDBERGER
LINDA AND JIM GOODWIN
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WHY I GIVE

"I give because of the support and sense of emotional security the school offers my children. They feel welcomed every day when they walk through the doors."

MICHELLE S. VOLZ, P'25 '27 '29
& RPA PRESIDENT

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WHY I GIVE

"Rectory provided me the structure I needed while the community fostered building confidence in myself, as myself."

PAUL WAGNER '99

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JENNY AND H. DALTON DAVLIN '80
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MONICA AND JOHN DEVIVO '84
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KIMBERLY AND BRADFORD DIMEO '77
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JENNIFER AND MICHAEL DUMAIS
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DANIEL J. ENTWISTLE '86
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KATHY FITZGERALD AND WILLIAM ROUNSEVILLE
MEGHAN FLUCKIGER
NATHAN FOLLANSBEE
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MAYA R. GIBBS '15
CHRISTELLE COOK AND PHILIP GIBBS
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WILLIAM D. GOLDBERG '08
CAROLYN AND STEPHEN GOLDING '63
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VALERIE HAGGERTY
JAMIE AND RUSSELL HAINES
JANE AND LAURENCE HALE II
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SHAINA AND NATHANIEL HAMILTON JR. '98
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DEANNA HART RODMAN AND MATTHEW RODMAN
REBECCA M. HARVEY
ERIN AND REID HAYDEN
ELISABETH AND JUSTIN HERDIC
GEOFFREY R. HOGUET

WHY I GIVE

"Rectory played an important role in my early academic life."

ROBERT W. GARDNER '56

WHY I GIVE

"My son is a freshman in college now, and he's using skills he learned at Rectory to be successful."

JENNIE DUNHAM P'21

GEORGE C. HOLT III '75
ANTHONY S. HOYT
MARIO HURTADO
LIEBA B. INGBER
JACQUELINE AND RODNEY JENKS JR.
ELIZA G. JONES '04
ELIZABETH AND KURT JONES '62
NATHAN B. KARNES '80
ANDREW J. KELLY '80

WHY I GIVE

"Rectory provided a fantastic experience and education for both my children."

SCOTT CHILDS P '13 '16

KEELEY '77 AND SCOTT KRISKEY
ANNE AND STEPHEN LANZIT II
ABISOLA O. LAWAL '16
JAMES H. LEACH '76
DENNIS F. LEARY '02
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ELISABETH LEVESQUE
KEVIN T. LEWIS
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MAIA S. LINEBERRY '14
SHAILYN C. LINEBERRY '13
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ANDREW T. NORRIS '84
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DIANA AND WAYNE RICHARDSON
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DIANE AND MARIO SALIGA
ANGELO E. SANTIAGO
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Thank you to the foundations and corporations that supported Rectory School during the 2025–2026 fiscal year. We are also grateful to the donors who initiated matching gifts, amplifying the impact of their support.

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WHY I GIVE

"After all the years my family has been part of this amazing community, we truly miss you all."

FREDDY S. NAGLE P '17, '20, PAST EMPLOYEE

CAMPAIGN FOR A CENTURY

CAMPAIGN FOR A CENTURY GIVING

The donors listed below made a lasting impact on Rectory School this past *year through their generous support of our Campaign for a Century. This transformative campaign encompasses Phase 1 of our Master Plan, the Tang Family Endowment, and the Centennial Campaign.*

Thank you for helping to elevate the Rectory experience for our students, faculty, and the entire community.

ANONYMOUS
XIAOYAN CHEN
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KEVIN T. LEWIS
PATRICIA MORGAN
MARY LOU AND BRADFORD SEAWARD
HUIZHEN YE AND DAN SUN

WHY I GIVE

"Rectory cares so much for their students. They are preparing students for secondary school, college, and life."

DAWN CHMURA PAST EMPLOYEE

ALUMNI HAPPENINGS





RECTORY CALIFORNIA ALUMNI ASSOCIATION

Last year, a group of alumni, along with the help of Allison Channey, Associate Director of Development, founded the Rectory California Alumni Association, with the goal of connecting generations of Rectory alumni throughout the Golden State and keeping the Rectory spirit alive on the West Coast. This past February, they joined Allison and Head of School Julie Anderson at our Rectory receptions in San Francisco and Los Angeles.

1. Left to right back row: Matt Beazer '16, Tianshu Wang '16, Julie Anderson, Phil Goldberg P '18, Min Jae Yoo '09, front row Allison Channey, Brandon Hyun '13, Zach Haigney '10, Location: The Harlequin San Francisco

2. Left to right: Tom Soper '63, Win Warfield '06, Julie Anderson, Sara Markes '10, Jessica Smith Graney P'06, Michael Graney '06, Allison Channey



RECTORY ALUM IN KOREA

After celebrating the 10-year anniversary of Korean Alumni at Rectory last summer, the KAR hosted Head of School Julie Anderson, Director of Development David Turner and Director of Enrollment Lesley Gibbs during their annual trip to Korea.



DERON RIPPEY '23

Is in his first year at Duke and was ranked #18 for the class of 2026 on ESPN's top 100 for Basketball. "Ever since the 7th grade Deron has been processing the game at an incredibly fast pace," said Rectory basketball coach Rob Roy, "As special of a basketball player that he is, who Deron is as a person is even more impressive. He is respectful, the type to look you in the eye when you coached him. He fully jumped into boarding school life, learning to skate board, play baseball, and make friends from around the world. I couldn't be any happier for Deron's success because it's 100% correlated with his hard work in the gym, his dedication in the classroom, and his commitment to being a good person."



BACK ON THE ICE, GIVING BACK

Rectory Alum Ryker Furphy '25, Kris O'Korn '25, and Aj Oliveri '25 came down to the Pomfret Hockey Rink on multiple occasions to help the Rectory Hockey Team with their morning practices.



THE NORMS

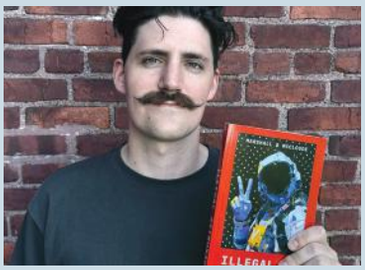
Norman "Punch" Smith '56, David Norman '55, and Norm Cooper '55 met for lunch last summer in Norwich, CT, and caught up on all things Rectory, including reminiscing on Cedars dorm life, Mr. John, and their accomplished cooks, John and Odessa Hunsucker. The three alum were all members of General Norm Smith's undefeated 1954 Rectory football team. Punch went on to Pomfret while David and Coop went to Proctor Academy. Punch wrote, "We all credit Rectory and the positive experience we had there as the foundation for our lifelong well-being and success."



ADDAMS FAMILY

Last winter, alum Jotham Burrello '25, Rowan Lehmann '23, and Zane Ender '23 performed in the Pomfret School production of The Addams Family. Fellow classmate Anson D'Alleva-Bochain '23 also joined them, working behind the scenes.

Left to right: Rectory faculty Donna Bessette, Rowan, Jotham, Zane, Anson



BRODY CHILDS

Congratulations to Rectory alum Brody Childs '13, who recently published Illegal Astronauts (Book 1), under his pen name "Marshall B McCloude", a science-fiction novel released in January 2026. The story follows startup smuggler Cobalt as he searches for a route to the long-abandoned Earth, only to become entangled in a dangerous conflict between powerful corporations and outcast clans after the discovery of a mysterious artifact. In addition to his work as an author, Brody is a software engineer based in Boston. Illegal Astronauts is available to purchase online.





8TH GRADE LEADERSHIP CELEBRATION

Held on the final day of school, the 8th Grade Leadership Celebration honors a significant milestone in our students' Rectory journey as, for those returning as 9th graders, it marks the beginning of a new chapter as they prepare to become the school's student leaders. For students departing for secondary school, the event serves as a recognition of their time at Rectory and the impact they have made on our community. Reflections from our senior leadership team and advice from current 9th graders encourage students to embrace the opportunities and responsibilities ahead.



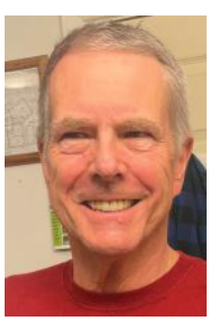
LEAVING THE WOLF DEN

This annual tradition provides our 9th graders with a meaningful opportunity to reflect on their Rectory journey and consider the lifelong connection they share as members of the Rectory community. Hosted by the Alumni and Development Office, the luncheon introduces students to the office's role and the many ways they can stay connected to Rectory long after graduation, including the announcement of their class agents.

As part of the event, students voted on their class gift as a lasting contribution that will leave their mark on campus for future generations. The luncheon concluded with a special reflection activity in which each student wrote a letter to their future self. These letters are sealed and preserved in the Alumni Office, where they will remain until they are opened at the Class of 2026's 10-year reunion in 2036, serving as a reminder of the friendships, memories, and aspirations that began during their time at Rectory.

ALUMNI NOTES

1960s



THOMAS SOPER `63

"Retirement is good. It allows me to pursue woodworking and construction as hobbies. I retired in 2018 after 26 years of teaching middle school in Anchorage - math, business education & applied technology. I thoroughly enjoyed sharing the benefits of my great education from Rectory with thousands of students. The winters in Alaska continue to be a challenge, but the northern lights and incredible summers more than compensate. My wife, Jerry, and I enjoy overall good health. Life is good."

1970s



EDWARD "DUFFY" FRENCH `70

"I retired at 65 and live west of Atlanta. Now I read, create, dig, watch, stretch, ride and consider."

1970s *Cont'd.*



JAMES LEACH `76

"I have been named Vice Chairman of the Rhode Island Public Transit Authority (RIPTA), where I previously served as Treasurer. I bring extensive leadership experience from my more than 20-year tenure as Chairman of the Rhode Island PBS Foundation and current service as a Rectory School Trustee and Treasurer. A 2021 inductee into the Rhode Island Heritage Hall of Fame, I am committed to public service and community leadership."

1980s

NATHAN KARNES `80

"I retired in April 2025 and have since traveled to Iberia twice. My next career seems to be head groundskeeper at our home in Windsor, CT."

1990s



HILARY GERSON AXTMAYER `97
"Last spring, after over 7 years serving as the Chief Program Officer, I was appointed the new Chief Executive Officer of Hole in the Wall Gang Camp."

2000s

EDUARDO MARISCAL `03
"I am very happily married with three kids."

EDWIN WARFIELD `06
"I am currently living near Hollywood and working in e-commerce."

SEBASTIAN GUTIERREZ `07
"I am Regional Sales Director at Dremio Boston MA. In this role, I am leading the Americas GTM org selling our Agentic Lake House platform into the Americas region (North American, Canada, and Latin America)."

THOMAS DOUGHERTY `08
"I work at INF associates as a Senior Project Manager."

MIN JAE YOO `09
"My wife and I welcomed our daughter this past Spring."

2010s

ZACHARY HAIGNEY `10
"I am currently living in the Bay Area and am working in real estate."

SUNGHYUN JUSTIN KIM `10
"I've worked as a pediatric dentist in New York City for the past three years, but my wife, Winny, and I are moving to California in the spring. We're excited for this new chapter of our lives."

CASSANDRA HAYWARD `12
"I am working in Campus Events at Kenyon College."

SHAILYN LINEBERRY `13
"I work in energy and climate security policy at a non-profit think tank based in Washington D.C."

VICTOR LOU `14
"I went to Millbrook after Rectory and then to Hamilton. I completed my Master's at UPenn and am currently working at Drexler University in the Admissions Office."

SEOYEON LOUISA PARK `14
"I attended a post-Bacc program at Columbia University and am pursuing dental school."

PEYTON DURAND `15
"I joined Guggenheim Securities as an Equity Research Associate."



EMMA RODGERS `15
"I work as a NICU nurse in NYC and qualified for the NYC Marathon in 2026. I am running in support of First Candle, an organization dedicated to promoting safe sleep, saving babies' lives, and supporting families."

2010s *Cont'd.*

NICHOLAS SMITH `15
Nick reports, "I recently got married!"

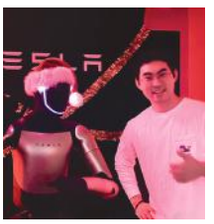


MATTHEW BEAZER `16
"I work for JPMorgan and have happily settled into living in San Francisco."

Matt Beazer `16 (center) in California with Associate Director of Development Allison Channey (left) and Head of School Julie Anderson (right).

SAMANTHA CIANCIO `16
"I am working as a behavioral specialist at a hospital in Rhode Island."

SION PARK `16
"I earned a Master's degree from Columbia and am now continuing my graduate studies at Stanford."



TIANSHU WANG `16
"I recently switched positions from validating custom silicon SoCs at Tesla to AI Inference group. I am working on exciting, futuristic projects, such as deploying self-driving AI models and training humanoid robots. With this change, I hope I can make a large impact on the future of technology!"

DAVID CIANCIO `17
"I recently started a full-time job as a project manager with a residential construction company in Newport, RI."

ALEXANDER GREENE `17
"I became engaged on September 20, 2025, in southern Vermont, and we are planning to be married in a civil ceremony later this fall. As a general update, I am entering my third year at The Williams School in New London, Connecticut, where I serve as the Associate Director of Marketing Communications."



COOPER AMES `18
"Last spring, I graduated with a Bachelor of Science in Biomedical Engineering from Union College and since, have started working as a CRM Associate Clinical Specialist at Medtronic in the Hartford Territory."

DOMINIQUE DARIUS `18
"I helped lead Syracuse University's women's basketball team to the Round of 32 in the 2026 NCAA tournament."

ISAAC DIIORIO `18
"I am working for the Department of Commerce after graduating from American University."

ABBY GUREVITCH `18
"I graduated a year ago from The University of Tampa with a BS in Biology. I just finished my first year of a PharmD program at MUSC in Charleston, SC. I am also getting an MBA at the same time at The Citadel in Charleston, SC. I have 3 more years left until I graduate. My goal is to hopefully pursue a fellowship upon graduation to become a Medical Science Liaison. My foundation at Rectory, especially my sciences, propelled my success."

JAKE BACKMAN `19
"I am living in Texas and attending Kenyon College."

2020s

JAMES D'ALLEVA-BOCHAIN `20
"I earned a Bachelor's degree from Johns Hopkins and remain there as a graduate student."



ANNIE DINGES `20
"I am a student at Harvard University and play on the women's hockey team."

Annie Dinges `20, center, with Donna (Rectory faculty) and André Bessette.

MARY-ALIYA TURAY `20
"I am a senior at Harvard University concentrating in Human Developmental & Regenerative Biology, and pursuing a secondary major in Sociology."

ERIC MATHEWSON `21
"I was a member of the Norwich Sea Unicorns and am playing baseball at ECSU."

DJ HALL-HORNE `22
"I am playing D2 lacrosse at the University of Montevallo in Alabama."

ANSON D'ALLEVA-BOCHAIN `23
"I graduated from Pomfret School in the spring alongside my close Rectory classmate, Zane Ender."

ISABEL D'ALLEVA-BOCHAIN `23
"I won the Connecticut State Open in the javelin and am in my first year at Brown University, where I will also compete in track and field."

REBECCA DAI `23
"I'm really happy to keep playing lacrosse in high school, and I'm grateful to have been named captain for both the 2025 and 2026 spring seasons. I do miss practicing with my Rectory teammates, Ms. Bradley, and Mrs. Gibbs. Luckily, we'll be coming to play at Rectory on April 25th, and I'm excited to be back."



CLARA DOWDLE `23
"After graduating from Woodstock Academy last spring, I am now attending Tufts University studying political science and social entrepreneurship as an Edge Fellow. I was awarded this fellowship for four years by the Tufts Center for Expanding Viewpoints (CEVIHE). Over the summer I attended the pre college Tufts University International Relations program where I studied with professors from the Fletcher School of Law & Diplomacy and College of Arts & Sciences. I will continue to host the Quiet Corner CT PMC Kids Ride this fall. This event raises funds for the Dana-Farber Cancer Institute. To date, my philanthropy group, "The Daughters of Anarchy," has raised over $70,000 to fight cancer."

ZANE ENDER `23
"I graduated from Pomfret School this past spring where I continued pursuing two passions that started at Rectory: playing goalie in soccer and singing."



ROWAN LEHMANN `23
"I am in my senior year at Pomfret, and a highlight from last year was when I presented research on Ornithology, a passion of mine that I was studying."

CHENLISHA LISA SUN `23
"I graduated from the Cate School in California in 2026."

2020s *Cont'd.*

QIANQIAN GINA ZHAO `23
"I graduated from Middlesex last spring and am in my first semester at University of Chicago."



MAX GERUM `24 AND AJ OLIVERI `24
"We played in the Tier 1 New England District Regional 2026 Championship (hockey) and won!"



SEUNGMOOK BRIAN LIM `24
"I am a 2-time first place winner among 9th to 12th graders as a double bassist in the state of Rhode Island."

YUHAN MONICA MENG `24
"I started a drawing club at Concord Academy and made the JV volleyball team. I will also become a member of the Student Arts Council this school year."

SOPHIA TURNER `24
"I am in my senior year at Woodstock Academy and am enjoying my time."



KINAYA BOWE `25
"Last year, I entered my spring final art project from Mrs. Oakes' class at Rectory into a competition back home and won the top award for the Collage category!"



JOTHAM BURRELLO `25
"I have settled in well at Pomfret School and continue to hone my stage presence in their theatre program."



BILL CLARK `25
"I'm at Lawrenceville now, doing great. Miss you guys at Rectory. See you all hopefully soon."

IN MEMORIAM

With gratitude for the lives they lived and the many ways they touched the Rectory School community, we remember the alumni and friends whose passing has been shared with us. Their connections to Rectory remain part of our school's story, and we extend our deepest sympathy to their families, classmates, colleagues, and loved ones.

NORMAN HERRICK, SR, PAST EMPLOYEE
June 27, 1959 – October 14, 2025 (Age 66)

KEVIN KREITLER `96
December 21, 1980 – August 20, 2025 (Age 44)

ELIZABETH "BETSY" DETREVILLE SAUER `76
April 22, 1961 – October 19, 2025 (Age 64)

THOMAS SUCCOP `50
January 14, 1937 – June 8, 2026 (Age 89)

KEVIN TUBRIDY `60
February 19, 1945 – October 15, 2025 (Age 80)



IN MEMORIAM

VICENTE CARDENAS RESER '26

> *"No acabarán mis flores, no cesarán mis cantos."*
>
> NEZAHUALCÓYOTL

The Rectory community mourns the loss of Vicente Cardenas Reser '26, who passed away unexpectedly in August 2026.

There are some students whose time at Rectory becomes woven into the lives of those around them—in classrooms and dorms, on fields and courts, around dining tables, and through the countless ordinary moments that become cherished memories long after a student leaves campus. Vicente was a part of that fabric.

A citizen of Mexico and a member of a community that brings together students from around the world, Vicente brought his own story, culture, personality, and spirit to Rectory. During his years here, he formed lasting friendships, learned from teachers who cared deeply for him, and approached each day with energy, curiosity, and a sense of adventure.

His passing has been felt deeply by his family, friends, classmates, teachers, and all those who knew and loved him. As we remember Vicente, we hold close all those who shared in his life at Rectory and carry his memory with them still.

The words of the great Mexican poet Nezahualcóyotl remind us that while a life may leave our sight, what it has given to others can endure: "No acabarán mis flores, no cesarán mis cantos"—my flowers will not end; my songs will not cease.

Vicente will forever be part of the Rectory community—remembered in the friendships he formed, the moments he shared, and the place he holds in the hearts of those who knew him.

IN LOVING MEMORY OF VICENTE CARDENAS RESER '26 ▪











WE LOVE VISITORS

THE RECTORY ALUMNI OFFICE
INVITES ALL ALUMNI &
FAMILIES OF ALUMNI
TO RECONNECT WITH
A VISIT TO CAMPUS!

Coming back to Rectory is a special chance to relive meaningful memories, reconnect with classmates and teachers, and see the exciting changes on campus.

We look forward to welcoming you home.

QUESTIONS ABOUT PLANNING YOUR VISIT?
Contact Megan Dickie
megan.dickie@rectoryschool.org
860.928.0204

EVERY RECTORY MOMENT MATTERS.

YOUR GIFT MAKES EACH ONE POSSIBLE.

Behind every smile, every discovery, and every "a-ha" moment at Rectory is someone like you.

Your gift transforms generosity into opportunities for every student.



MAKE YOUR GIFT TO THE RECTORY ANNUAL FUND TODAY.

MAIL | Use the enclosed envelope

PHONE | 860.928.0204

ONLINE | Scan the QR code or visit rectoryschool.org/give

BIGELOW SOCIETY

Planning your legacy, today.

To be a member of the Bigelow Society is to plant seeds for the future, a future that flourishes because of your generosity. Established in 2002 in memory of our founder, Father Frank Bigelow, the Society honors those who have made a lasting commitment to Rectory by making a planned gift.

Become a member by naming Rectory School as a beneficiary of your

- Retirement plans
- Life insurance policies
- Will
- IRAs
- Bank or brokerage accounts

If you are interested in learning about ways you can provide for Rectory's future, or if you have already made Rectory a beneficiary of your planning, please contact David Turner, Director of Development.
david.turner@rectoryschool.org 860.963.6740 ext. 340

Rectory SCHOOL

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