

THE FALCON

ISSUE 1 VOLUME 76 | SEPT. 30 2022

JOHNNY GRIGGS

SENIOR COOKING UP
MEALS FOR FAMILY,
FRIENDS, FANS



EDITOR'S LETTER

Dear Reader,

These past few months, I've witnessed senioritis — from afar. As a junior, I've watched the motivation of my senior peers slowly evaporate, and to be honest, it's hard to blame them. After years of hard work, a break may be in order.

As the seniors have begun to transition out, I'm finally realizing my senior year has begun. Plans for next year are being made, with leadership positions announced, courses selected and expectations set. It's a bit surreal. Sometimes, I still feel like the wide-eyed freshman that I was almost three years ago, overwhelmed by a new school with new opportunities. Especially because of the pandemic, my high school experience has flown by.

Though it feels like high school has gone by fast, I feel prepared for my final year. Now that I know how fast time flies, I'm going to enjoy every moment. Every "last." I'm also prepared to lead by wexample, just like the seniors whom I knew as a freshman. I know that my fellow almost-seniors will do the same.



CHIEF

Jaisal Kalapatapu

04

Cadaver Table

The science department purchased the most state-of-the-art anatomy visualization table on the market.

18

Frankly Dear, I don't give a # \$! @

Swearing – in the correct context – is consistent with the school's four core values.

26

En Garde

The theatre department is taking a swing at a new type of choreography.

I

N

E

D

S

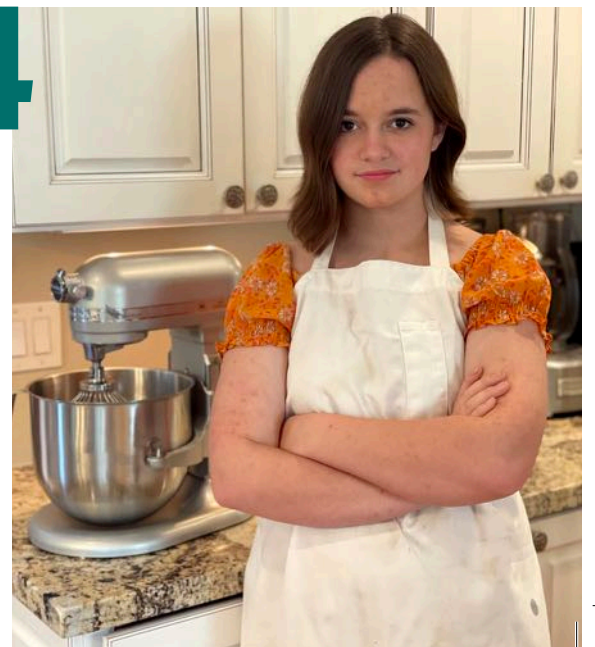
ON THE COVER

Cooking Outside the Classroom

14

Whether it is barbecuing or baking, creating and sharing food is a hobby shared by students.

Caroline Pielop, sophomore, enjoys baking. She said her mother inspired to learn the baking skills. Photo courtesy of Caroline Pielop





Dr. Sonia Clayton, chair of the science department, uses The Anatomage Table to examine human organs with her AP biology class. Dr. Clayton was instrumental in asking the school to purchase the table.

SCIENCES INTRODUCE CUTTING-EDGE TECHNOLOGY

By Madiosn Burba and Matthew Berman

Students huddled in a dim classroom, peering over each other's shoulders to get a look at the table below. On the electronic table a heart beat beneath a rib cage, pumping out blood and modeling the human circulatory system.

Over the summer, the science department purchased what has been called the most state-of-the-art anatomy visualization table on the market, The Anatomage Table.

The table contains a virtual library of human and animal anatomy and allows students to interact with four human cadavers and 140 different animal dissections as well as hundreds

of medical case studies.

"It is providing us with this incredible opportunity that you would only get to experience in college or in medical school," Dr. Sonia Clayton, the science department chair, said.

With The Anatomage Table, students are able to repeat dissections. Typical dissections are a one-time event that takes up a single class period, but now the table allows teachers and students to be more dynamic and dive into different dissections for longer periods of time.

A big factor that played into the decision to get the table was the fact that the table is interactive, allowing students to manipulate the body and focus on certain areas. It is also able

to quiz students on different bones or guide them through case studies.

"You can even see when you move a specific muscle, what part of the brain lights up and allows specific parts of the body to move," Dr. Clayton said.

She first spotted the table at a conference earlier this spring.

While the majority of the people in the session were college professors, Dr. Clayton started thinking about how Kinkaid could benefit from this technology.

Priced at \$83,000, Dr. Clayton spent months researching and discussing the benefits of The Anatomage Table with university and graduate professors to see if they thought it was worth the cost.

Eventually, Dr. Clayton presented the idea of having a table to head of school, Mr. Jonathan Eades, and her colleagues and to her excitement, its purchase was approved.

"It makes you realize how generous the parents and community are when they know we want to be a leader in the STEM program and that we need to invest in the students getting opportunities that they wouldn't receive at any ordinary high school," Dr. Clayton said.

"I'm so excited for this opportunity. I don't feel like I would've gotten it anywhere else," senior in AP biology, Kima Ukpong, said.

WE NEED TO INVEST IN THE STUDENTS GETTING OPPORTUNITIES THAT THEY WOULDN'T RECEIVE AT ANY ORDINARY HIGH SCHOOL.

Dr. Sonia Clayton,
science department chair

The table won't just be limited to use by life sciences students.

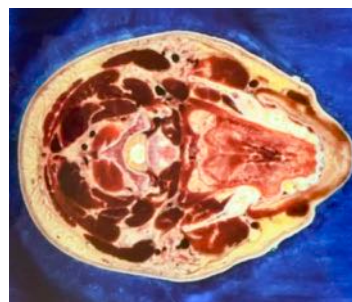
The physics department has also shown interest in making use of the table's ability to do physics labs.

The table is even opening up discussions about whether it could be used for dance and athletics to show how to engage specific muscles to improve performance.

"We are thinking that the athletics can also use it to show athletes what their injuries would look like, such as knee injuries and students can actually see what is going on in their bodies, as well as students in ballet and dance," Dr. Clayton said.



Seniors Ellen Hogan and Kima Ukpong examine one of the cadavers.



Picture of a brain scan found inside the table.

Picture of a skeletal model.

Photos by Madison Burba

LEADING STUDENT MEDIA IN A POSITIVE DIRECTION

By Emerson Heath and Morgan Suman
Designed by Emerson Heath

Whether or not student-run social media accounts will be allowed to continue has been an ongoing question this semester.

Many students have believed that social media accounts that are managed by students to highlight Kinkaid-sponsored activities would be discontinued.

Mrs. Peggy England, director of communication, offered clarity, explaining that the only change regarding social media administered by students is the enforcement of specific policies.

"Your voice says it in a way that we can't," Mrs. England said.

Student-run social media accounts have gained popularity over the last year. Some of the most popular accounts have gained hundreds of followers on

Instagram.

Students involved in organizations such as sports, arts and extracurricular clubs took to Instagram to promote and celebrate their work. Accounts run by faculty and staff have also amassed a large following; for example, @thekinkaidsschool is run by Mr. Mike Marrie, the school's digital media manager.

"I'm in favor of students posting things that happen in their world," Mr. Marrie said.

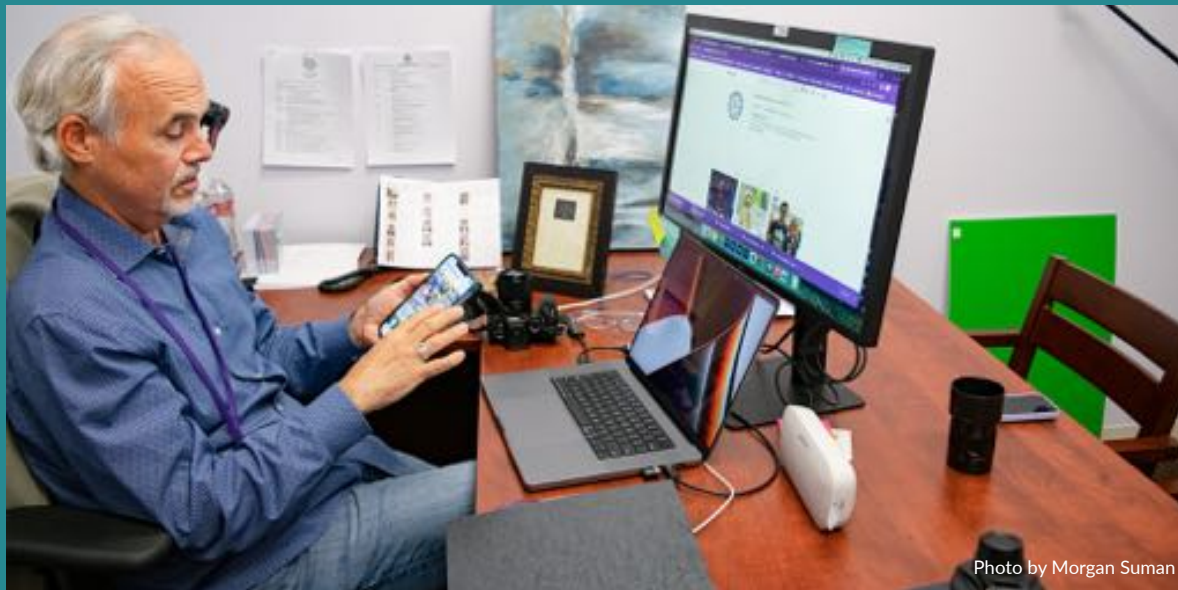
Regarding social media representing Kinkaid organizations that are run by students, Mrs. England and her team have put strategies in place to control the message the students send out through their Kinkaid-associated accounts.

These policies include following the honor code and four core values, not creating duplicate accounts, following the official Kinkaid Instagram account, and posting positively about the school and its activities.

Following the school's Honor Code was one of the strategies that they wanted to emphasize throughout this year with regard to social media.

Mrs. England said she believes social media is an effective way to spread information in a public fashion. This is why she, alongside her team, have decided to implement the Honor Code more as it related to Kinkaid-affiliated social media.

"We have a responsibility to make sure that students are



Mr. Mike Marrie editing a football Instagram post

Photo by Morgan Suman



Mr. Mike Marrie, digital manager, editing a back-to-school YouTube video.

Photo by Emerson Heath

supporting their school,” she said.

Another idea that the communications department wants to emphasize to students is that whenever they create a new account connected or related to Kinkaid, they should make sure that a similar account does not already exist or is currently active online.

The third strategy that Mrs. England suggests students do is to follow all the official Kinkaid School accounts under their particular profile.

“We would like to know about it so we can follow it.” Mrs. England said.

She suggested this because many of the official accounts have hundreds or thousands of followers, so the outreach of this new account would grow.

Additionally, Mr. Marrie could use some content created by students on the official Kinkaid account.

“Tag us, and there’s no reason I

wouldn’t share that,” he said.

Mr. Marrie is responsible for all the videos and photos on platforms such as Instagram, LinkedIn, Twitter, Youtube and Facebook with accounts created under the name “thekinkaid.school.”

He has grown these accounts since his start at Kinkaid in March 2022, having more than 4,500 followers and giving the school more visibility.

“I want to, as often as possible, show students interacting with other students, doing what they love to do.” Mr. Marrie said, mentioning his goal with official Kinkaid social media.

The communications department insisted on their dedication to getting the student message across. Their strategies aim to create a positive atmosphere surrounding Kinkaid’s media presence and to give the students more of a far-reaching voice.

UPDATED, REVAMPED SCHOOL WEBSITE SET TO LAUNCH

By Emerson Heath

Mrs. Peggy England, communications director, has begun preparations to unveil a new school website.

“I think you’ll see a new website that is much more engaging and interactive,” Mrs. England said.

It has been a while since Kinkaid has undergone rebranding and Mrs. England has led the way and plans on launching the new website this fall.

The launch will include a Kinkaid mobile app.

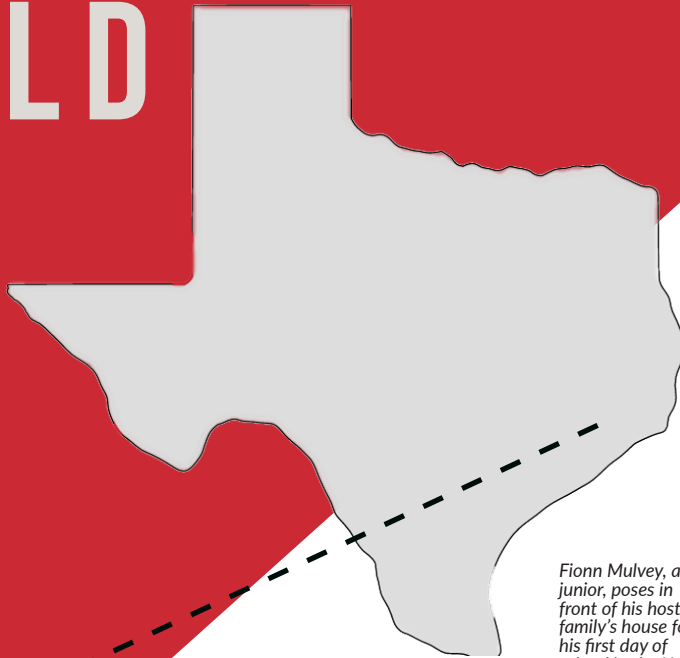
Mrs. England said the new website and app will have a “much more consistent look.”

The overall goal for the changes is to make information more user-friendly and resource-heavy.

The communications department also hired a new graphic designer to update school logos.

IN A NEW WORLD

German exchange student travels to Texas to enrich his life for a year



Fionn Mulvey, a junior, poses in front of his host family's house for his first day of school in the U.S.

Photo courtesy of Alexander Miles

Story by Rina Miriam Presley and Chloe Wilson
Design by Rina Miriam Presley and Chloe Wilson

Fast food indulgence is something we can all relate to.

Fionn Mulvey, a new junior at Kinkaid, is no different.

"I had Popeyes the other day, and that was so good," Mulvey said. "Cane's is great, and the Whataburger chicken biscuit is amazing."

Just two months ago, Mulvey departed from Berlin, landing in George Bush Intercontinental Airport ready for a year-long stay in Houston.

Aside from fast food, his eating habits have morphed into that of an American teenage boy — increased

appetite and all.

"I've been eating way more fruit," Mulvey said. "Also, way more protein, way more meat."

When asked specifically about Texan characteristics in terms of food, it came as no surprise that Mulvey enthusiastically included his observation on portion sizes.

"Portion sizes: mark that and put that in caps, everything here is huge!" he said.

Mulvey has been enjoying a variety of home-cooked meals and staples with the Miles family, who are his hosts.

Mulvey's first meal featured sophomore Alexander Miles' grandma's homemade samosas.

"I love samosas," Mulvey said. "Samosas are the best thing ever."

Various South Asian dishes were a highlight of Mulvey's first few weeks with the Miles family.

"A week ago, my auntie made homemade butter chicken for us," Miles said. "We eat dalmoth, which is

like fried lentils, a Pakistani thing."

This is no surprise considering Miles' parents are both immigrants; his mother is from Pakistan and his father is from Russia.

Yet, Mulvey is fully immersed into Texan culture.

"Texas is very stereotyped in Germany, but like, even I use 'y'all' now as well," he said.

Mulvey also noted his experiences listening to country music and simply described it as "different."

Many would expect differences to be prevalent in America for a native Berlin resident, but besides food, one thing stands out.

"It is actually so cold," Mulvey explained. "We don't really have air conditioning in Germany"

Mulvey was paired with the Miles family at Kinkaid through American Field Service, or AFS, a youth organization that connects students with families and schooling abroad.

The organization's mission is clear: "AFS-USA empowers people to

become globally engaged citizens by delivering meaningful intercultural experiences that provide the knowledge and skills needed to help create a more just and peaceful world.”

U.S. host families review applicants and pick a student who seems like the best fit for them.

Miles said the selection process was simple because one student would get sent at a time with a brief description. He said Mulvey stood out to him and his mother.

“He seemed like a well-rounded kid,” Miles said. “He said he was interested in sports and other stuff.”

Mulvey was greeted at the airport by the Miles family who was ready to invite their new addition.

“My mom made one [poster] that said ‘Welcome Fionn’ with an American flag and a German flag,” Miles said. “I just dapped him up and got his suitcase for him. I talked to him one time on Zoom to talk about classes, but besides that I knew nothing about him.”

Mulvey will leave the U.S. June 14, and he will have to spend an extra year in high school, as his Kinkaid school credits will not transfer back to his home school.



Photo by Rina Miriam Presley

Fionn Mulvey, a junior, and Alexander Miles, sophomore, dressed in theme for the football game as superheroes.



Tali Kalman, third from left, poses with friends she made through AFS when she traveled to Uruguay.

Photo courtesy of Tali Kalmans

Story by Rina Miriam Presley and Chloe Wilson

Tali Kalmans gained introspection after spending a year 5,021 miles away from home.

Kalmans spent her days attending private school in Uruguay; however, it is not the private school experience we

STUDENT REFLECTS ON YEAR IN URUGUAY

think of when picturing Kinkaid.

“[Education in Uruguay has] no comparison because it was such a different experience,” Kalmans said.

“We all had to choose one of five tracks — arts, law, business, engineering and medicine.”

Not only was the content unique, the school system had key distinctions.

“The public school teachers went on strike regularly, or they just wouldn’t show up,” Kalmans said. “A lot of my classmates were so poor that they couldn’t afford the few pesos to take the bus to school.”

In February, since Kalmans was a junior, she had to take the ACT.

“I was the only person in the entire country of Uruguay to take the ACT

then!” she said, adding that it was difficult because she had not read or spoken English for several months.

She also explained how the diet in Uruguay was surprising. She said she ate a lot of meat and starchy sides, so she ended up craving vegetables.

After spending time away, Kalmans said she is prepared for the future.

“I definitely feel I am college-ready after navigating a new city and culture on my own,” she said. “I’m not afraid to go somewhere far from home,” she said.

The Kalmans family is visiting Uruguay over winter break and they are going to spend Christmas with Kalmans’ former host family.

“I can’t wait for them to meet my friends and family,” Kalmans said.

THE INNER WORKINGS OF HONOR COUNCIL

Despite the secrecy under which the Honor Council operates, it has deep history and significance.

By Cooper Buck and Eva Humble

The honor code was enacted in the year of 1981, and after student backlash, the Governing Council agreed on a plan that would form a student organization to enforce the honor code, which includes a vow to not lie, cheat or steal.

"The first Honor Council president was the chair of that committee, Mike Corran '82, and we have had an Honor Council ever since," archivist Mr. John Rovell said.

Per Mr. Josh Ramey, the dean of students, today's Honor Council is composed of a "male and female faculty representative that [are] elected" and also a boy and girl student representative from each grade.

The two senior representatives are the co-presidents.

While the "co-presidents run the meeting, they don't have any more decision making power than anyone

else," Upper School principal, Mr. Peter Behr, said.

The Honor Council follows a strict process. First, a problem is reported to Mr. Ramey and he determines if it is an issue he needs to address or if it needs to be taken elsewhere. He then meets with Mr. Behr and Ms. Spencer to see if it needs to be taken to the council.

If given to the council, the council members first decides if they believe the student to be guilty of a violation.

"First off, they vote on whether or not there was a violation," Mr. Ramey said. If this vote is yes, then they also determine what the punishment should be. This can range from detention to suspension, or even expulsion.

"The students that are on the council are making a recommendation, but ultimately the responsibility of the decision is on me,"

Mr. Behr said. "However,

the council's impression is very important to me."

This means that Mr. Behr has the ultimate authority. However, according to Mr. Ramey, he normally accepts





Photo by Cooper Buck

Samantha Fowler and Gardner Watson, both seniors, serve as Honor Council co-presidents. Left: A member of the Class of 2026 signs the honor code. Photo by Mike Marrie

the council's decision.

It is important to note that "if a member of the Honor Council were to be reported, the same process would happen," Mr. Ramey said. This ensures fairness for everyone in the student body.

Even though Mr. Ramey gets included on much of the information about the Honor Council, he actually has no vote on decisions.

Even though it may not seem like it, the Honor Council is meant to be more of a "learning experience," as the council members "are not judges," Mr. Ramey said.

The purpose of the council is not to shame students for their mistakes; rather, it is to teach them why their actions are wrong so that they will not repeat them in the future.

"The Honor Council works to make the value, implications and dealings of the honor code and the Honor Council apparent, and I greatly appreciate the value that the council brings by cultivating a safe community confident in the integrity of its ideas, work and belongings," co-president Gardner Watson said.

The Honor Council works to make the value, implications, and dealings of the honor code and the Honor Council apparent.
Co-President Gardner Watson

As students walked into the Moran Library on the first day of school, something was different.

Students were wearing graphic tees and ripped jeans, tank tops and leggings. This sight was quite different from previous years, where the dress code was far more strict.

Beginning this school year, the Upper School dress code was drastically revised. In previous years, students were required to wear college or Kinkaid shirts and they were prohibited from wearing athletic or ripped clothing.

Besides a few specifications, the new dress code simply states that clothing "must be appropriate for school."

Students seem to think the updates were necessary and overdue.

"This year there are fewer restrictions and I feel like students can really express themselves," said sophomore Ray Tian. "Now, I can finally get rid of all my college shirts."

CODE DRESS REVAMP

falcon FASHION

What students are wearing with the updated dress code

By Shaan Dhutia



Q & A

with Mr. Ramey



M P

Q: When was the idea for an updated dress code first discussed?

A: It's been discussed for years. It has been updated every almost every year, and it's always changing. Students probably don't notice because they never bother to read it.

Q: What were the main reasons behind this year's drastic changes?

A: If you go back many, many, many, many years ago, the dress code was put in place to make sure that the kids looked somewhat professional. Over the years, there had been so many modifications to it that it had become sort of watered down. It used to be that you had to wear a collared shirt tucked in, then we allowed a shirt as

long as it's a Kinkaid shirt, then we allowed a shirt as long as it's collared, then it was that you can untuck your shirt. And by the time you get to a certain point, you have to ask yourself, 'Is the dress code serving its original purpose?' And if we're allowing kids to wear a T-shirt, does it matter what it says? One T-shirt doesn't look any nicer than another.

Q: In your opinion, how does student dress reflect on the school as a whole?

A: I think that it certainly does reflect on the school, and that's why we have professional dress days. When we have visitors that come in, we dress up and we look nice for them. However, I would certainly say that the behavior of the students is more important than the way that they look.

Q: Do you think that the new policies have been effective so far? Do you think they'll stay?

A: I think so. The kids don't look any worse this year than they did last year. Unless we're willing to make a very strict dress code, the dress code we had before wasn't really making students look professional in any way. And so this year, it's been successful. I haven't had to talk to any students about their dress at all, and they look basically the same as they looked last year. There's no real difference.

Photo by Shaan Dhutia



Seniors Anthony Gonzalez and Camille Watson dress comfortably in light of the school's more relaxed dress code. Gonzales' sweatpants and Watson's leggings are now allowed by the school's administration. Frayed jeans (far left) are also allowed now.

Photos by Ayala Presley

COOKING OUTSIDE THE CLASSROOM

Students explore culinary skills

Story by Charlie Sole, Preston Herleth and Eshaan Mani
Design by Will Anderson

Whether it is ribs and brisket or decorated cakes and cookies, creating and sharing food is a hobby shared by many.

There are a variety of student chefs in the Upper School with many areas of expertise, but they all share the same love for food.

Senior Johnny Griggs is known for his many contributions to the Kinkaid community through athletics and arts; he has been a center for the varsity football team, a varsity golfer, tech and children's theatre member, a passionate Falcon fan and a charismatic member of the senior class.

In what limited free time he has, though, he enjoys hosting cookouts for his close friends and family.

"I cook because I love to share the food with the people that mean most to me, and I will always cherish the memories that come from it," Griggs said.

Sophomore Caroline Pielop has loved baking since the age 5.

Similar to Griggs, Pielop said she bakes because of the positive connections that come once the treat is enjoyed.

"The thing I love most about baking is the ability to make something that always makes people happy and surprises them, especially if it's made custom for them," she said. "I think having something made for you with so much effort really makes someone feel special."





Photo by Will Anderson



Photo by Will Anderson

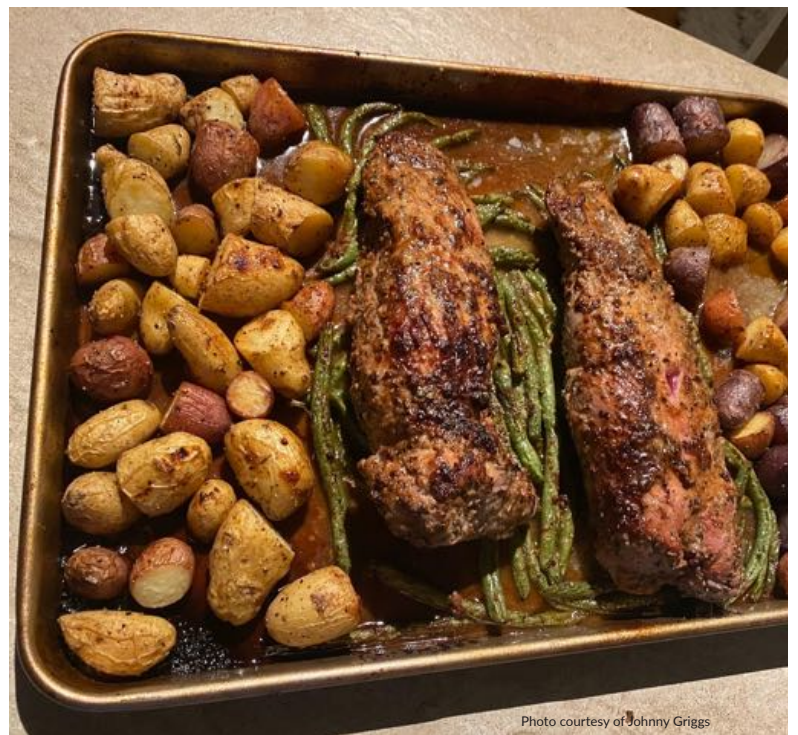


Photo courtesy of Johnny Griggs

Senior Johnny Griggs' culinary creations.

PASTA-MAKING TIPS FROM THE CHEF

“Making the flour bowl takes complete focus and concentration. If any egg spills outside of the flour, you must completely restart the process. Rolling homemade pasta into thin strips is a very time-consuming process, but it is very worth it. Each section of dough must be rolled five to 10 times before it is ready to be split into strips of pasta. Creating the perfect consistency throughout the noodles is what sets apart homemade pasta compared to store-bought.”

- JOHNNY GRIGGS



Photos courtesy of Johnny Griggs

Senior Johnny Griggs has made fresh pasta from scratch for one of his meals.

Pielop said she was inspired to begin learning how to bake by her mother, who often made birthday cakes and treats for her and her siblings.

“I decided this past summer that I wanted to try to apply my skills that I’ve developed over the years with my mom in order to reach more people with my baking and also to potentially make some money for myself,” she said.

Juniors Fiona Watson and Annabelle Letzerich also turned their love of baking into a small business.

“We bake because we enjoy it, and it is an easy and fun way for us to get to know each other and those in our community better,” Letzerich said.

One common theme shared by the student chefs is their use of Instagram to promote themselves.

Griggs, whose username is @johnny.goodcookin on Instagram, often shares what he’s making at the moment. He has garnered over 340 followers since last February, using social media as a platform to expand his popularity.

Pielop, whose account is named @cake.by.caroline, began her business this past July, and she is slowly but surely collecting followers. She currently has 58.

Watson and Letzerich, known on Instagram as @treatsbyaf, have almost 200 followers and 50 posts.

As the students have become more professional, they’ve seen more success and they aspire to do more business.

“I am hoping to continue to receive orders, and hopefully get more frequent ones,” Pielop said. “I want to order more decorations and even learn how to make my own, like macarons. Maybe eventually I’ll even be able to expand my business to bigger orders, outside of just people from school and people I know.”

During his time exploring the world of cooking, Griggs, who mainly cooks on weeknights for his family and weekends for his friends, has developed a special interest in barbeque.

“Most of my cooking is for my family — three or four nights a week — so the food I cook

for them is pretty diverse, but if it were up to me, they would be eating barbeque every night," he said. "I love barbeque. I love cooking barbeque. I love everything about it, so when I cook for my friends, I mainly make them barbeque."

In addition to cooking for friends and family, Griggs has also begun to start to sell some of his food, leading to a sizable profit.

"I don't charge anyone I know for the food, but one day this summer I was bored and decided to have a cookout in my front yard," Griggs said. "I published the details on Instagram and people came and went, and the next thing I know I made \$500 doing what I love, allowing me to buy some more equipment for it."

Watson and Letzerich sell cupcakes to members in their community, and recently they built a website, treatsbyaf.com, with options to order, become a member and learn about the owners.

"We have catered larger events, such as school dances and birthday parties," Watson said.

Their orders and catering consist of full-size or mini cupcakes, ranging in flavors from vanilla and chocolate to peanut butter cup and espresso.

"We love getting to come up with fun flavor combinations and getting creative with our frosting and sprinkles," Letzerich said.

While baking is an enjoyable pastime for Watson and Letzerich, they still wanted to gain a financial profit.

"In the future, the goal is to make enough profit to donate and start consistent fundraisers," Watson said.

Their dedication is intense, for they spend parts of every weekend preparing orders.

"Making parts of a cake and also doing my homework in the same afternoon has definitely been challenging, but I feel it has helped me improve my time management skills and helped me to plan ahead," Pielop said.

The students enjoy what they do, though, and they say the work is worth it for the smiles on their customers' faces.

"I feel very lucky to do something I find genuinely fun that still brings joy to others," Watson said.



Photos courtesy of Fiona Watson



Photos courtesy of Caroline Pielop



Photos courtesy of Fiona Watson

Juniors Annabelle Letzerich and Fiona Watson with cupcakes they baked. A tiered cake made by sophomore Caroline Pielop.

WHY PROFANITY IS MORE THAN JUST EXPRESSION



By David Liu
Photo illustration by David Liu

“Frankly dear, I don’t give a damn.”

This memorable line by the character Rhett Butler in the film “Gone With the Wind” profoundly conveys Butler’s honest thoughts and feelings and represents something missing in the Upper School handbook – swearing.

While it may seem incompatible with Kinkaid’s values and mission to include swearing in the handbook’s code of expression, swearing in the correct context is consistent with our school’s four core values of honesty, respect, responsibility and kindness and, in fact, enhances them.

According to a 2016 Time magazine article, “What Profanity Teaches Us About Ourselves,” people who swear more often were more likely to tell the truth and less likely to lie or deceive someone.

The article written by Benjamin Bergen, author of “What the F: What Swearing Reveals About Our Language, Our Brains, And Ourselves” states: “When you swear out of frustration, fear, anger or passion, the words you utter offer privileged access to your emotions, laying bare your covert internal experiences.”

Profanity can indicate

communication of emotional truthfulness, which is often a rarity and not something people always do.

In the case of cussing, the ideas of self-expression and civic expression can coexist without being contradictory or conflicting.

Swearing can also act as a healthy release of anger.

“Swearing can have a truly liberating effect when we’re feeling bottled up with frustration. Saying the F-word...

can have an immediate calming impact on the difficult emotions we might be experiencing,” explained a Healthline article titled “Don’t Watch Your Mouth. Swearing Can Actually Be Good for Your Health.”

Addressing swearing within the code of expression also has the potential for being a symbolic message in opening up more discussions, becoming a first step for making students more comfortable to voice their opinions.

“Students will see that they can say more things and, at least subconsciously, feel more free to express their point of view,” sophomore John Klevenhagen said.

That isn’t to say that Kinkaid should encourage swearing in its code of expression nor to say that Kinkaid should view every instance of swearing with the same light.

Antagonism (insults, demeaning or discriminatory language or mockery) and hostility should be regarded as different from swearing.

Ensuring that the use of swearing will not be directly harmful or hurtful by prohibiting slurs and inappropriate labeling is a useful safeguard.

Opening up what students can and can’t say in the classrooms in regard to swearing will not only improve mental health but also serve as a stepping stone to opening up discourse in the classrooms and for eliminating mental stop-gaps in sharing opinions.

Especially in times of political instability, where honesty and belonging are of the utmost importance, swearing as one of the more earnest forms of expression shouldn’t be viewed as vulgar or as betraying a limited vocabulary.

But instead should be seen as serving a physiological, emotional and social purpose.



NEW DRESS CODE PROMOTES STUDENTS' WELL-BEING

From your typical athleisure shorts to ripped, faded blue jeans, all it takes is one look around the student center on a busy morning to see the array of style choices that Upper School students sport every day.

It wasn't always this way.

Until the 2022-23 school year, Upper School students were required to follow a more rigid dress code.

Athleisure shorts and ripped, faded blue jeans would send them straight to detention, but now those clothing options are entirely acceptable due to a new dress code.

The new, freer dress code allows students to express themselves authentically.

While many aspects contribute to one's personality and expression, and clothing is only one part of the equation, it is an important part that should not be overlooked or restricted.

According to one scholar who wrote for "Scholars Speak," an article published by the College of Education at Fresno Pacific University, an independent school in California, strict school dress codes only teach students conformity and repressive individuality, but a looser dress code teaches students essential life skills such as adaptability and problem-solving.

Kinkaid's new dress code recognizes this and encourages students to embrace individuality and diversity in every aspect.

Students enjoy the liberty of displaying diverse clothing options.

"I think the new dress code is great," said senior Ellen Hogan. "Looking around school, I see so many different vibes. You get to see who people are so much better than the old dress code."

The new dress code not only improves diversity and individuality, but it also provides more comfort. It gives students the ability to choose what they feel most comfortable in.

Comfort is beneficial to

the educational experience and allows for optimal academic performance.

Kinkaid has long held a policy of free dress during final exams and AP testing season. The view is that students perform better during exam season in comfortable clothing, so the same should apply to the regular school year.

"If we think that it is beneficial (for students) to take their exams in sweatpants, then why wouldn't we think it is beneficial to take their math test in sweatpants too?" said dean of students, Mr. Josh Ramey.

The freer dress code may generate concern about a lazy learning environment. But, the belief that a more relaxed attire equals less productivity is a false assumption.

According to Dr. Jennifer Bamumgartner, psychologist and author of "You are What You Wear," there is no scientific study proving that attire impacts productivity.

Another concern may be that students will enter the professional world unprepared to dress

appropriately. However, that is why the school has kept professional dress days — to teach students how to dress appropriately for the professional world.

"On professional dress days, we get a lot of comments from speakers saying, 'Everyone here looks good.' When we do dress up, it is noticeable," said Mr. Ramey.

The former dress code also did not reach the aim of teaching students to dress for the professional world any better than the current dress code. Jeans and college T-shirts would not be acceptable in most workplaces.

Ultimately, studies have not gathered conclusive evidence about the extent to which dress codes affect students on a daily basis.

Nevertheless, the new dress code has been received well and proven to be the ideal solution for Kinkaid students.

"The dress code has allowed me to focus more on school. I don't have to be stressed out about my clothes as much," Hogan said.



Senior Jordan Grace Murphrey, senior Stockton Lord, freshman Odie Winn and junior Preston Shields show off their casual looks. The administration has relaxed the dress code for Upper School students.



THE DRESS CODE HAS ALLOWED ME TO FOCUS MORE ON SCHOOL. I DON'T HAVE TO BE STRESSED OUT ABOUT MY CLOTHES AS MUCH.

- SENIOR ELLEN HOGAN



IT'S TIME

BeReal, a French social media app, is fan favorite among high school students

Written and designed by Elliott Crantz



Upper School math teacher Jorge Buitrago takes a BeReal of his students in his multivariable class.

TO BEREAL!



BeReal.

"Time to be real!"

"It's BeReal time!"

"I only have two minutes to do my BeReal!"

These phrases might be exclaimed by students every single day.

BeReal has become one of the latest social media platforms to destroy all the rules set by other popular apps such as Instagram and Snapchat.

What is different about BeReal is that it focuses on the authenticity of its user.

Once a day, at random, BeReal will send a notification that it's "time to be real," prompting users to take a picture

of themselves and their surroundings by using the front and back cameras of their phone simultaneously. Then, users can post their BeReal photos so all their friends can see them.

The catch is that the only way to see other friends' BeReals is if people post their own pictures.

BeReal's format allows for people to be their true selves on a social media platform, which does not exist on other platforms because of the use of face filtering and editing.

Now users are forced to post the boring, real parts of their lives instead of creating a fake image and portrayal.

Since BeReal is such a popular app at the moment, many Kinkaid students use the app regularly on their phones.

"It's very genuine because people don't have time to set up situations, so we can get a better glimpse into someone's life," senior Reed Terrill said.

Sometimes, students will request their teachers to take a BeReal photograph that includes the teacher and their students. This can lead to funny pictures when the teacher ends up taking a selfie. "I didn't even know what I was doing," said Mr. Jorge Buitrago, an Upper School math teacher who has taken students BeReal photos before.

ON THE BIG SCREEN

New LED display acts as ‘publicity machine’ to celebrate school’s visual, performing arts

By Harrison Lawrence and Jaisal Kalapatapu

Mouths dropped and eyes widened as Upper School students meandered into the Katz Performing Arts Center on the first day of classes.

Students stopped their conversations stopped and craned their necks to take in the massive sight: an LED screen mounted on the wall of the Ogilvie Lobby.

Over the summer, the LED screen was installed under the supervision of Mr. Scott Lambert, director of visual and performing arts, with the primary purpose of promoting and showcasing the artistry of students at Kinkaid.

“It is ‘all-arts, all-the-time,’ is what I keep saying,” Mr. Lambert said. “It is our forward-facing publicity machine that can celebrate what is happening and celebrate the process in a different way.”

Consisting of 392 LED panels, 4,064,256 pixels and measuring an estimated 23.5 feet wide and 13.5 feet tall, the screen plays promotional videos for the arts department on a loop.

Whether showing clips from an orchestra concert, displaying 2-D art pieces or promoting musical audition dates, the screen operates 104 hours a week.

The board is operated by the technology team led by Mr. Joshua Godden, manager of information and technology, and Mr. JJ Ramos, audio and visual specialist.

However, the screen requires little day-to-day maintenance.

“We turn it on on Monday morning, leave it alone, and then before we leave on

Friday we turn it off,” said Mr. Godden. “Other than that, it’s very much doing its thing.”

The screen is controlled from a small room behind the concession stand in the Ogilvie Lobby.

Dozens of cables run from the screen to the room where they report to a processor telling the screen what to play. An Apple Mac Mini is currently used as the processor, allowing the screen to function as a large computer.

“Right now, we’re using a Mac Mini, but you could put anything on there,” Mr. Godden said. “You could put a PS5, a Nintendo Switch, and [the processor] will just send all of the information that it’s getting back to the LED.”

Mr. Lambert said he intends for the screen to be used in a variety of ways.

“It’ll be used as an advertisement for shows,” Mr. Lambert said. “The hope is that before each show, there will be some sort of video that shows the process at the same time.”

Additionally, a hope is that the screen is used to simultaneously broadcast the arts event occurring in the Brown Auditorium out in the Ogilvie Lobby.

“That way, if someone has a crying baby or another reason to step out, they could still see the performance,” Mr. Godden said.

When the screen was installed, it was solely visual.

Within a few weeks, however, the

technology team installed sound.

“At first, it was only supposed to be visual,” Mr. Godden said, “and then when we got it on here, people were like ‘Ok, how are we going to do sound?’”

Initially, the team planned to implement a sound bar, but the idea was soon scrapped as it detracted from the visual appeal. A workaround was found – an outside contractor installed speakers in the wall.

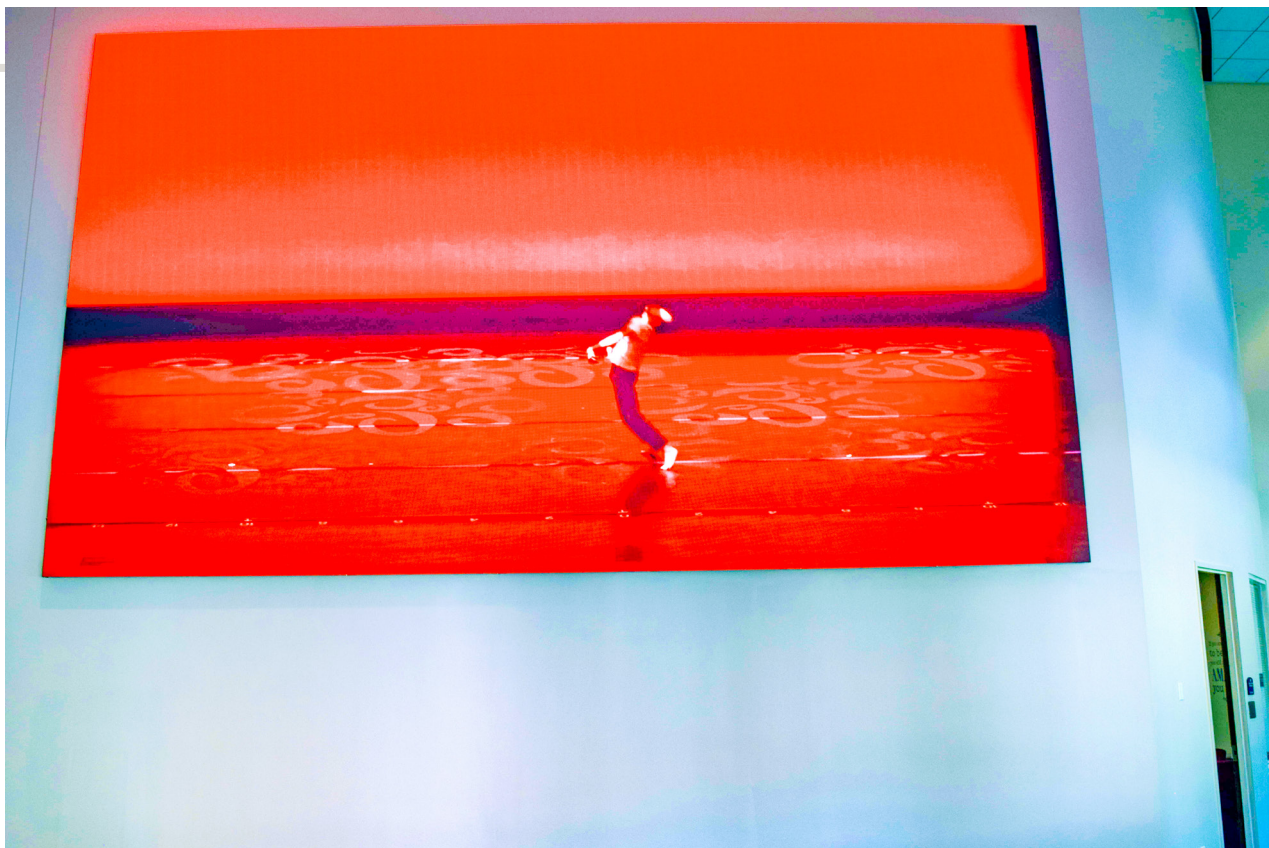
Now, anyone near the screen can hear the sound without seeing a large speaker. Additionally, those not intended to tune into the screen cannot hear it; this design prevents the screen from dominating the focus of the Ogilvie Lobby.

Even in his office just around the corner from the screen, Mr. Lambert cannot hear the sound, which he described as a positive.

The screen defied the expectations of many people, including Mr. Lambert.

“When I envisioned this, it was just six televisions, three stacked on three,” Mr. Lambert said. “Technology has changed— this has been in the plans for at least five years.”

Using funds from the Fine Arts Booster Club budget, the screen was bought through Covenant Communications, who gave the arts department an upgrade on the size of the screen.



The new LED screen in the Katz Performing Arts Center shows footage of the 2022 choreography projects. The screen is on the wall right outside the office of Mr. Scott Lambert, director of Visual and Performing Arts. Photos by Harrison Lawrence

BY THE NUMBERS

Screen Dimensions:

- 92 LED Tiles
- 23.5 feet wide
- 13.5 feet tall
- 4,064,256 pixels



Wiring for the screen surrounds the Mac Mini connected to the screen's control center, pictured left.

EN GARDE!

Theatre department gears up for swordplay in fall show, 'The Three Musketeers'

By Abby Johnson and Cami Culbertson

The Kinkaid Theatre Department is taking a swing at a different type of choreography this fall.

On Oct. 15 and 16, the theatre department will stage "The Three Musketeers," a show about a young D'artagnan — played by junior Pierce Markowitz — hoping to join the musketeers of the guard.

To bring the show to life, the cast needed to learn stage combat technique and how to block each scene using swords.

The choreography could be difficult to pull off, but director K'Lynn Hocker, who started with the performing arts department in the 2021-22 school year, knew this group could meet the challenge.

"Once I got to work with everyone, I immediately started thinking of the show because I knew we had the people for it," Mrs. Hocker explained. "We wanted something light and fun with this sense of adventure, and I think this is a really exciting thing to bring to the table."

Markowitz agreed.

"Oh, I was so excited. I think 'The Three Musketeers' and fighting with swords is one of the coolest things we could possibly be doing," Markowitz said. "I'm just really excited about this whole thing."

But before rehearsals could begin, some of the cast was required to engage in a week-long intensive preseason to perfect their craft. They learned their skills from a stage combat specialist, Mr. H. Russ Brown, who previously worked on productions for "The Three Musketeers," "Peter Pan," "Newsies," and other shows around the country.

"We started with a swashbuckling boot camp where they learned all the basics of swordplay," Mr. Brown explained. "Safety, attacks, defenses and how we use the swordplay to help highlight who our characters are."

Cast members agreed that picking up

stage combat in only a week was not easy.

"At first it was very difficult. We were beginners," said senior Canaan Estes, who plays Athos in the production. "After day one, we started picking it up and it became more fluid. We're not fluent, but we're a lot more capable now."

Mr. Brown noted that after being impressed with the talent and work ethic of the students, he was able to give them a lot of creative liberty with their scenes.

"For the more complex sequences and moments, I did all of the choreography," Mr. Brown said. "For the rest of the fights, I had the actors create their own choreo using the Victorian Stock Phrases — an old style of theatrical swordplay — and I'd come in and help reinforce safety."

Mr. Brown wasn't the only one making sure the cast stayed safe on stage. Main actors Chloe Wilson and Haania Punjwani were casted as the show's "fight captains."

"We don't fight onstage," Punjwani explained. "But we're there to choreograph

different scenes and just ensure the safety of everyone using the swords."

Once the actors mastered the art of the sword, they had to apply what they had learned to the bigger picture: the story.

"After preseason, we sort of had to take those basics we had learned and plug them into the actual show," said Jack Lemon, who plays Porthos.

With this specific type of choreography, there's a lot of trial and error that has to be factored into rehearsal time.

While the department will typically use its first rehearsals for "blocking" — working out the actors' moves on stage — that wasn't the center of focus for this production.

"We're focusing heavily on getting the stage combat clean and safe first," Mrs. Hocker explained. "Then we're kind of rough blocking out the scenes, especially around the combat moments. It changes up the order of operations a little bit from a lot of shows that I've done."



Senior Canaan Estes, perfects his stage combat skills during preseason.

Photo by K'Lynn Hocker

WE USE THE
SWORDPLAY TO
HELP HIGHLIGHT
WHO OUR
CHARACTERS ARE.

- MR. H. RUSS BROWN,
STAGE COMBAT SPECIALIST



Jack Lemon (12) works on his choreography in rehearsal. Photo by K'Lynn Hocker

Can you match the actor with the character

Answers: Ab, Ba, Cc, Dd

Photos courtesy of flickr

WIGGING OUT Theatre department adds hair pieces to top off the historical wardrobe for the fall show

Fluffy, big and long 17th century wigs will be on the heads of this year's 'Three Musketeers' cast.

Costume designer and shop manager, Claudia Rodriguez, had the task of finding wigs to match the historical setting of the iconic production.

Rodriguez started by researching other performances of "The Three Musketeers" from the BBC show to LA Theatre, but her most helpful source was not other performances but the time period itself.

"I collected a bunch of actual research from the time from paintings," Rodriguez said.

Once she accumulated

inspiration for the wigs, she pulled wigs from the costume department's stock. The wigs then went to a wig stylist to be cut, curled and combed.

Because of the physicality of "The Three Musketeers," main concerns were maintenance, security and realism.

In between shows, Rodriguez is tasked with airing out wigs and deodorizing them.

"The boys will probably get pretty sweaty so I think there's probably going to be a lot more maintenance than previous shows," she said.

To keep wigs from falling off in the show, actors will have pins to secure them, but not all cast members will

be wigged. Someone of the cast, particularly female characters, will have extensions added to their hair for curls or a braid.

What makes the wigs appear realistic is a mesh lining on the edge of the wigs to make them blend with the actor's skin. Before the addition of the mesh lining, the wigs have a harsh line between the edge of the wig and the actor's head, ruining the illusion of the prop.

Even with all the wigs' maintenance and preparation, junior Pierce Markowitz, who plays D'artagnan, explained that it will take getting used to.

"It's definitely very funny. It's pretty big and curly, but I think it'll be all great when we put everything together."

COMMITTED TO THE (



KYLE MASSEY, a Duke University commit, has played midfield on the right side during high school.

"I love right mid because it's on the strong side of your stick," Massey said. "You get a lot of shot opportunities and a lot of opportunities to do 3-D skills, which are skills in the air. It's a lot of quick movement and quick placements of shots, which I enjoy."

Massey knew she wanted to keep improving her skills in college, and she entered her commitment process wanting a strong academic school with a welcoming team environment.

"It was extremely exciting," Massey said. "There was a ton of emotion that went into the commitment process. I was really nervous and didn't really have any idea what to expect."

Massey committed to Duke University after her second visit.

"It really felt like home," Massey said.



CLAIRE NOCKOLDS, a Stanford University commit, started playing field hockey in fifth grade.

"I really didn't like it," Nockolds said. "I didn't have a good time, and I hurt my thumb when we played."

But when her friend senior Mia Abello encouraged her to try it again, she decided to start practicing with the Texas Pride club.

She has played for Texas Pride and her passion for field hockey grew, inspiring her to play in college.

That decision came despite the challenges she faced throughout her commitment process.

"My commitment process was really hard because I felt like everyone else was committing, and I didn't even have any interest yet," Nockolds said. "It was really discouraging, but I had to trust that it would work out."



HOPE HAYNES, a University of North Carolina at Chapel Hill commit, started playing field hockey in 2013 after quitting ballet.

"I told my mom that I wanted to quit ballet, and she was really sad, so the next thing she did was sign me up for another sport where I could wear a skirt," Haynes said.

Haynes said she is attracted to UNC's competitive team environment and academic rigor.

"I've wanted to go to UNC since I was 11 years old, and it's always been one of my goals to go there," she said. "Starting in 8th grade, before I would visit campus, I would play their team fight song and just visualize myself in a UNC uniform."

Haynes aspires to play after college. "I hope to continue the Olympic pipeline and make the national team," she said.

Stories by
Mia Price and
Bennett Bowman

Design by Mia Price

From left, photos
courtesy of Kyle
Massey, Claire
Nockolds, Hope
Haynes, Sarah
Grace Raynes, Kate
Consoli, Mia Abello
and Aby Deverka.

JUNIOR RANKS AMONG THE BEST

Starting goalie Aby Deverka, a junior, was the first member of the class of 2024 to commit to a college team.

She will play Division 1 field hockey for Penn State.

"I was looking for a family dynamic team culture because that's what Kinkaid has, and it's really special,"

Deverka said. "I wanted that to continue into college, and that's what Penn State has."

Deverka said she is also a Penn State fan because her dad went there.

"It was always Penn State," Deverka said. "When I go to clinics, it feels like home."

GAME

Six field hockey players—the most in school history—are planning their NCAA Division I careers



SARAH GRACE RAYNES, a Wake Forest University commit, started playing field hockey, hoping to make the Texas Pride travel team and a tournament at Disney World.

“Lo and behold, I didn’t get to go to Disney until five years later,” Raynes said. “And we didn’t even get to go to the theme park.”

Over the years, she started to love more about the sport other than just the travel.

“It felt like my sophomore year was almost kind of like my junior year and senior year of applying to schools, and marketing myself, and getting good grades,” Raynes said.

While the process was stressful, Raynes appreciated her supporters.

“Our class stayed really close and the process kind of brought us together in the end, which I’m really thankful for,” Raynes said.



KATE CONSOLI, a Columbia University commit, has loved playing sports with her friends since Pre-K.

She said she appreciates the bonds and the skills she has formed through Texas Pride and Kinkaid field hockey.

“I spend more time with my Pride team sometimes than with my family,” she said. “Pride is a place where everybody is exceptional, but when you leave and go play against people all over the country, you realize that maybe you’re better than you thought you were.”

Consoli said she felt some pressure.

“You see all these people posting on Instagram that they’re committing, so you feel pressure to commit sooner,” she said.

Two months after players began committing, Consoli chose Columbia.

“The atmosphere was definitely the people that I wanted to be around,” Consoli said.



MIA ABELLO, a University of Virginia commit, also earned a spot on the U.S. women’s national team.

Abello expected to make the less advanced U.S. U18 team that she played on before, but the manager of USA field hockey called her about a spot on the women’s national team.

“My mouth dropped...I looked at my dad with so much shock,” she said.

Abello will play for UVA in addition to the women’s national team.

“When I went on my visit to UVA, there was a lot of positive, happy energy, and I was excited to be on campus,” Abello said. “The team was super welcoming, and I loved how gritty they played.”

Abello said hopes to stay on the women’s national team after college.

“I want to play in the Olympics,” Abello said. “Los Angeles 2028 would probably be the goal right now.”

Deverka said she hopes to continue to play field hockey after college. She wants to earn a spot on the U.S. national team.

“I want to play as long as I can,” Deverka said. “I can always coach, too.”

Deverka said she is excited about

her senior season next year, but she will be sad to lose the class of 2023.

“I still think we’ll win,” Deverka said. “Our underclassmen are really good, but we’ll definitely lose a lot of great leadership. I’ll miss them a lot.”





coach peters

”

My career ended again even though I thought it had ended two years prior

”

ROAD TO KINKAID

By Kate St. Julian and Sarah Xu

Coach Lucas Peters, the new varsity football offensive coordinator, took a unique journey to Kinkaid's gridiron.

Coach Peters began his football career in Pleasanton, Texas, a small town outside of San Antonio, and later went about 300 miles north to play at Cisco College. While playing in Cisco, he met Mr. Nathan Larned, current head coach for the varsity football program.

Coach Larned was Cisco's defensive line coach then, and so although Mr. Peters, being a quarterback, didn't play under Coach Larned directly, this is where their relationship began.

After playing at Cisco for two years, Mr. Peters moved on to play Division 1 football at Texas State University

East Central University in Ada, Oklahoma was Peters' next stop. He played on the team and graduated in three years. After receiving his master's degree, he became the program's graduate

assistant coach, coaching the quarterbacks for a year. He then became the running back coach and just after six weeks in that position, something unexpected happened.

Mr. Peters suited up to be the team's starting quarterback.

The sixth game of that season, the quarterbacks weren't playing very well and since he still had eligibility after graduating in three years, he became the team's running back coach and quarterback.

"The only difference was instead of wearing a baseball cap to practice, I wore a football helmet," Peters said.

Three games later, he tore his ACL, MCL and meniscus. His short time as quarterback was over, ending his career as a football player again.

He finished the year as the running back coach and then left to go back to Cisco.

"My career ended again even though I thought it had ended two years prior," said Coach Peters.

When Peters was coaching at Cisco again, Coach Larned returned as well. They ended up leaving Cisco together a year later, with Larned coming to Kinkaid and Peters going to Oklahoma Panhandle State University.

After their split, they kept in touch and maintained their relationship. Then, Coach Larned called Coach Peters about a job opening at Kinkaid and he would soon become the SPC championship team's new offensive coordinator.

Coach Peters entered Kinkaid during its 2022-23 season with plenty of experience. However, his transition to coaching high school required adjusting.

"I have to go a little bit slower than I usually would in a college setting because I don't have the hour meeting before practice, and then the meeting after practice, and then the three-hour practice itself where we can do all of that," Peters explained. "So, the time constraints that the guys are on here are very different from college."

Despite big differences, Coach Peters enjoys it.

"I've really enjoyed working with the kids. Truly that's the best part of Kinkaid, the kids," he said.

Varsity football team faces early challenges

The Falcons had a rough and unexpected start to their 2022-23 season.

During the summer and preseason junior David Capobianco played as the team's starting quarterback. However, two weeks into August, Capobianco suffered an injury during an intersquad scrimmage.

Not long after the start of school, Capobianco decided that he will be re-classifying and will not return to Kinkaid for the 2022-23 school year.

After losing their starting quarterback, the Falcons turned to sophomore Cooper Chambers to step up to the plate. However, not long after stepping into his new role, Chambers suffered an injury after the team's second scrimmage and was set to miss a number of weeks. The Falcons are hopeful that he will return this season.

Coach Lucas Peters, offensive coordinator,

described the circumstances as "a unique situation and challenge where the injury bug has hit the quarterbacks."

Down two quarterbacks, the coaches scrambled to find a solution to this unforeseen predicament.

"The ultimate goal is to eventually develop someone into the actual quarterback position," said Coach Nathan Larned, head coach.

The coaches, now taking an unconventional approach to the situation, decided to play five players in the quarterback position for their first game of the season against Jasper High School.

The five tryouts for quarterback were seniors Micah Bell, Hunter Robinson and Harrison Lawrence, and juniors Josh Sweetland and Miles Roeder.

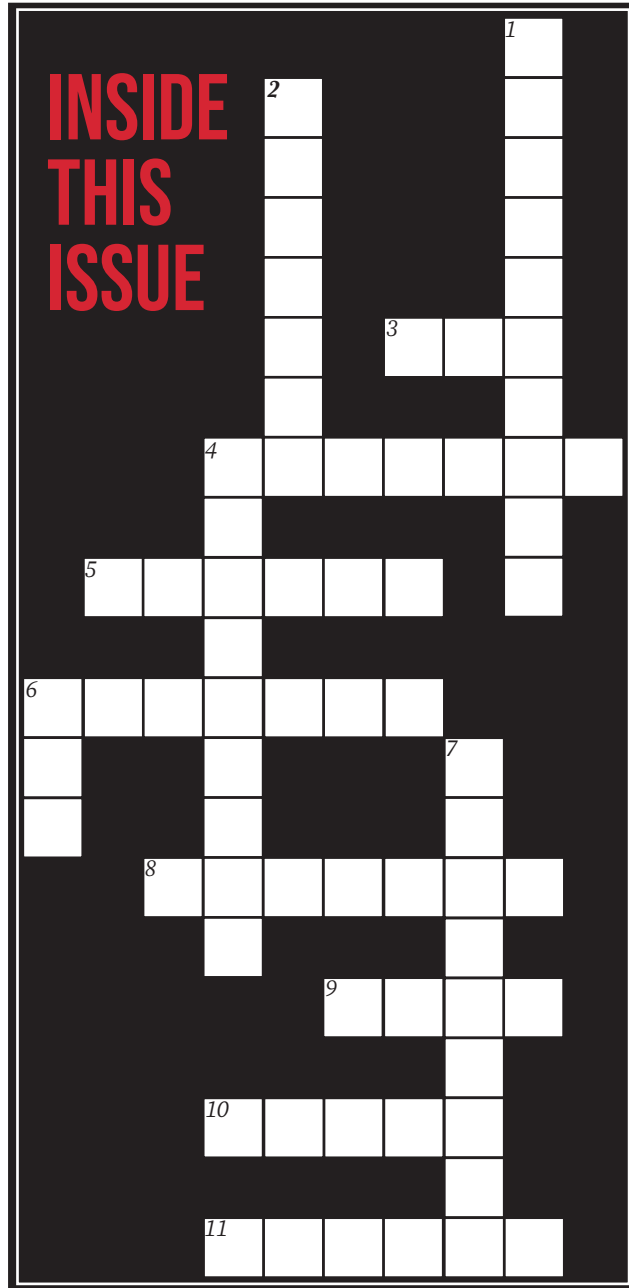
"The situation is not ideal but we have great team chemistry and we all still believe we can win SPC and



The situation is not ideal but we have great team chemistry and we all still believe we can win SPC and have a great season.

- Senior Josh Sweetland

INSIDE THIS ISSUE



By Camron Baldwin

- | | |
|---|--|
| 3. Minutes given to complete a BeReal | 1. @johnny. |
| 4. KVFH's youngest D1 Commit Aby | 2. Home to the new jumbotron. |
| 5. Teachers in Uruguay do this regularly, per Tali Kalmans | 4. Pierce Markowitz in The Three Musketeers. |
| 6. Mr. Lambert's jumbotron is " _____, all-the-time." | 6. In February 2022, Tali Kalmans was the only person in Uruguay to do this. |
| 8. The "best thing ever," per Fionn Mulvey | 7. Newest member of the AP biology classroom |
| 9. Annabelle Letzerich and Fiona Watson on Instagram: treats _____. | |
| 10. College where Coach Peters played football under Coach Larned. | |
| 11. Alexander Miles _____ up Fionn Mulvey at the airport. | |

Want the answers?
Find them online at
thefalcon.kinkaid.org.

The Falcon's mission is to be an accurate and reliable source of information for the Kinkaid School community by informing readers about school-related topics.

Questions or comments?

We welcome readers' feedback. Please email jaisal.kalapatapu@kinkaid.org or call (713) 243-6591 or use the form at thefalcon.kinkaid.org. Letters can be sent to: The Kinkaid School, 201 Kinkaid School Dr., Houston, TX 77024

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The Falcon is published six times a school year. The magazine is available for distribution to 618 Upper School students. There are 200 subscribers. The Falcon is a charter member of the Quill and Scroll International Honorary Society for High School Journalists and has received numerous awards and recognition from U.S. scholastic journalism organizations.