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CHARLES RIVER SCHOOL

PreKindergarten to Grade 8



THE ALUMNI MAGAZINE OF THE CHARLES RIVER SCHOOL

THE CURRENT

FALL '10

Annual Giving Report

WWW.CHARLESRIVERSCHOOL.ORG

FROM THE HEAD OF SCHOOL



Graduation Procession 2010

A Charles River School education has a lasting impact on each child. In my seventeen years as head of CRS, I continue to marvel at how much our eighth graders grow and mature. We know they gain myriad competencies and skills, as well as knowledge and understanding. They learn to problem solve, work creatively and collaboratively with classmates, take risks and challenge themselves, and to be leaders and mentors with their peers and younger buddies. We also know they learn so much more.

Our eighth graders gain knowledge about who they are, how they learn, how to advocate for themselves and all this with a level of confidence and insight that is truly remarkable for middle schoolers.

During my end-of-year lunch with the eighth graders, I ask each student to reflect upon his/her time here at CRS and to comment on what each had learned about himself/herself. This is a sampling of the eighth graders' personal reflections:

I've learned a lot about what kind of person I want to be and what I want to do in life.

I have been able to have an expanded childhood where being silly and having fun while being in a learning environment is okay.

I've learned words hurt the most from the people you love.

I've learned what it is like to be part of a learning, growing community.

I've learned to be more outgoing because of the safe environment.

I've learned so much about how I learn best. I am now able to know how I can and can't focus.

I've learned that I have grown to be independent and a strong individual.

I also learned about what kind of person I truly am and what my values are; I've learned that taking a risk isn't a bad thing.

I've learned that even though a subject or project can be hard it is still very fun.

I've learned that if I work hard enough I will accomplish my goal.

We seek to inspire this growth, empowerment and self-confidence in each member of our community. This is our mission.

Sincerely,

Catherine Gately

[go to www.charlesriversschool.org/about/welcome](http://www.charlesriversschool.org/about/welcome) for a more detailed list of the eighth graders' reflections.

Small School. Big Difference.

The Love of Reading



by Kat Whitten, Assistant Director of Development

It will come as no surprise that reading is an important part of the curriculum at every grade level at CRS. Whether the books are chosen to explain a concept or communicate information, to stimulate thinking or impart a life lesson, books are inexorably linked to the learning that goes on in the classroom. Just as importantly, teachers are cultivating a love of reading among our students. "The joy of reading is alive and well at CRS," proclaims librarian Marta Willett.

Encouraging a love of reading provides immense value for students now and in the future and guides them towards becoming lifelong learners. We seek to develop an appreciation for literature as well as a habit of reading for pleasure. To become lifelong learners, children need to be given the tools to discover information on their own and to be introduced to books that will capture their imagination as they hone their reading skills. For these reasons, reading in its many forms is an underpinning of most facets of our curriculum.

SPARKING IMAGINATIONS

In second grade, teachers Ro Chow and Jen Worthington begin the year by reading aloud books which focus on how to work and play together. These books set a tone for the classroom and spark conversations which in turn lead to the class community agreement. Stories such as *Chrysanthemum* and *The Recess Queen* are class favorites because they are entertaining and capture the children's interest while functioning as a natural springboard for discussion. The second grade also uses literature to introduce and reinforce math concepts. As the students complete a unit on money, the teachers read aloud *Pigs Will be Pigs* and *Alexander Who Used to be Rich Last Sunday*, stories that feature money.



FINDING SUCCESS

Since students develop as readers at different paces, teachers are always selecting a wide range of books to meet the needs of the various children in the classroom. In third grade Reader's Workshop, students choose "just right" books to read independently, so that while all of the children may not be reading the same book on a certain topic, each will read one at the appropriate level. Not only does this allow children to find success in reading, it also encourages them to share new information with each other.

At every grade level students are encouraged to read independently. They are also read to by their teachers and in library classes. In fifth grade, time to "Drop Everything And Read" is built into the daily schedule because teachers Rachel Miller and Rachel Kellar know how important it is for young readers to practice their skills. Acknowledging that time for reading at home is often limited, the teachers see D.E.A.R. time during class as important. During this time each child grabs a book, finds a place to get comfortable and reads quietly for 15-20 minutes.

EXPANDING HORIZONS

Fifth graders also participate in Library Workshop, during which they select books to read and share with their classmates. Seeking to expand each child's horizons, Ms. Willett guides the students and encourages them to take ownership of their reading by making their own choices. Because a long-term project that involves a summary and a creative component, such as a collage or drawing, is associated with each book, Library Workshop promotes time management skills and encourages the habit of recreational reading.

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THE CURRENT FALL '10

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ANALYZING LITERATURE

Balancing this independent, recreational reading is a more formal approach to understanding and analyzing literature. Whether in whole classes or in smaller reading groups, children benefit from the shared experience of reading and discussing a book together. Often these books tie in to the theme portion of the curriculum, providing another way to delve into the topic at hand. Learning Specialist Andrea Hamel notes that careful thought is put into varying the gender, ethnicity and problems facing the main characters in the novels students read, as well as the time period and setting of the books. By exposing children to a wide range of fictional situations, teachers help children develop empathy for characters unlike themselves, as well as connect to characters whose lives reflect some qualities of their own lives.

This connection to characters is something 7th & 8th grade English teacher Leigh Hutchinson believes is a driving force behind students' enjoyment of certain texts. She finds that her students respond particularly well to strong characters, whether they are likeable or not. For example, students immediately respond to Scout Finch of Harper Lee's *To Kill a Mockingbird*, and through her, they are drawn into the complexities of the novel. This book, which fits in with the 7th & 8th grade theme of social justice, is a rich text to work with on many levels and one that Leigh loves to teach because of the students' enthusiasm for it.

Marta Willett believes, "People, especially children, are drawn to books because they are innately curious and love stories. Reading satisfies both of these impulses." At CRS, students read to practice their reading fluency, to gather information and to understand and feel connected to the larger world. They are taught to become critical and careful readers, and above all they are encouraged to appreciate and love the written word.

Active Reading Strategies

As CRS students progress from learning to read to *reading to learn*, they are taught active reading strategies. These strategies help students go well beyond simply reading the words on the page; they are thinking about and engaging with the text, which in turn aids in comprehension and retention. Learning Specialist Andrea Hamel comments that "This approach to reading is one which adult readers generally employ without even being conscious of it." Active reading involves skills that are taught at CRS beginning in third grade:

- asking questions
- making predictions
- making connections
- visualizing
- making inferences.

Shelf Life: What Our Faculty Is Reading

Sylvie Essex - Grade 6 teacher
La's Orchestra Saves the World by Alexander McCall Smith

Jordy Hertzberg - Grade 4 teacher
The View From Saturday by E.L. Konigsburg

Rachel Kellar - Grade 5 teacher
The Girl Who Kicked the Hornet's Nest by Stieg Larsson

Linda Fenton - Development Office
The Guernsey Literary and Potato Peel Pie Society by Mary Ann Shaffer

Abby Cohen - PK teacher
The Immortal Life of Henrietta Lacks by Rebecca Skloot

Teresa Baker - Grade 4 teacher
Year of Wonder: A Novel of the Plague by Geraldine Brooks

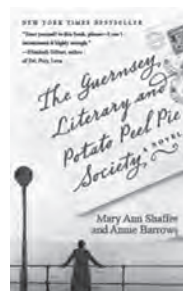
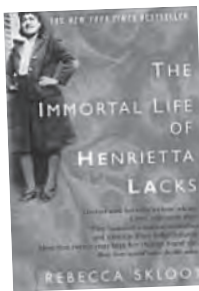
Lisa Larcenaire - Kindergarten teacher
East of Eden by John Steinbeck

Kent Rouillard - 6,7,8 Spanish teacher
The Complete Robuchon by Chef Joel Robuchon

Kat Whitten - Development Office
Olive Kitteridge by Elizabeth Strout

Marta Willett - Librarian
Little Bee by Chris Cleave

Mimi Earley - Admissions Office
Tinkers by Paul Harding



Joy of Listening

by Dibby Moder, Dean of Faculty

When do you first remember getting pleasure from books? Most likely it began before you could read. If you could remember far enough back, it might even have begun before you could talk. For many children, the love of reading begins the first time they are held in their parents' laps and listen to a story read aloud. The repeated opportunities for a child to listen to stories read aloud in early childhood mean more to the child than just hearing the story. This practice lays a foundation of rich, multisensory experiences involving the tactile experience of being held in a lap or snuggled next to the reader on a couch, as well as the visual experience of looking at beautiful illustrations, even as the child hears the corresponding words read aloud. Many people even remember fondly the smell of old, favorite books from childhood.



The pleasure of this multisensory experience becomes associated with the feelings of comfort and relaxation. Reading to children is a wonderful way to soothe them. Through stories, they are offered the chance to enter a world of imagination that removes them from whatever stresses or conflicts exist in their daily lives, which allows children the chance to regain their equilibrium. When bedtime stories are read aloud to children, it is an unwinding from the busyness and turmoil of the day's events, providing a natural transition into sleep. Children's emotional state of comfort and calm become interwoven and connected with their experience of reading.

It is not surprising that children are primed to read, and to love reading, based on their early experiences with books. It is, in particular, the experience of enjoying books together with others who are important to them, whether it is a parent, a grandparent, an older sibling, or a teacher, that is most essential. No wonder young children eagerly anticipate the day when they can read on their own to enter the worlds inside of books and the associated feelings of well-being.

What do alums remember reading at CRS?

We posed the question on our Facebook page and got the following responses:

Jim Esten '62: *Penrod* by Booth Tarkington, *Tom Sawyer* by Mark Twain and *The Hardy Boys* by Franklin Dixon

Juliet Thompson Hochman '81: *The Aeneid* by Virgil and *The Odyssey* by Homer

Sydney Shea '88: *The Trumpet of the Swan* by E.B. White

Than Angell '90: *The Story Bible* by Pearl S. Buck
Jaime Ramirez '94: *Shabanu, Daughter of the Wind* by Suzanne Fisher Staples and *The Dark is Rising* by Susan Cooper

Katie Reed '02: *Lyddie* by Katherine Patterson, *Roll of Thunder, Hear My Cry* by Mildred Taylor and *Of Mice and Men* by John Steinbeck

CRS First Grade Book Review

What Do People Do All Day? by Richard Scarry is one of Ian's favorites. "It has all kinds of information that I didn't know and one of my favorite stories is the bakery one. The mouse put a lot of yeast in his bread and then the bread grows a lot and the oven explodes!"

Jeremy recommends *The Hungary Coat: A Tale from Hungary* by Demi. "It teaches you a lesson and the lesson is not what you are wearing but what is inside."

Olivia enjoys *Wet Dog* by Elise Broach and she really loves dogs and babies. "I can make them laugh and there is a dog and one baby and a wedding in the book."

Open Wide by Laurie Keller is one of Sarah's favorite books. "I went to the dentist a few days ago and I like to look at books about the dentist."

Will recommends *Shark* by Greg Skomal. "It is about sharks and sharks are cool and fast."

2010 Grads Share Their Passion for Reading

My Maine Moment

by Daniel Moder '10



It was raining heavily. I ran out from under the porch and through the wooden gate, hunching my shoulders to keep the wood I was carrying dry. I scurried into my toasty Maine cottage, now ready to lay the fire. As the fire roared to life, my mom, as she often does, (and after eating a few perfectly cooked marshmallows and reading her book), went to bed early.

I have a very specific procedure for roasting marshmallows. First, I find a nice long stick and jab the marshmallow on. Next, I hold the marshmallow near the bottom of the flame and watch the outside turn crispy and golden-brown. The sound of sizzling, sugary skin dances to my ears, the crispy, burning marshmallow fills my mouth as I squeeze it with my tongue. The thick smell of smoke and sugar consumes my nostrils, and I know I have cooked the perfect marshmallow.

My mother's absence gave me about two hours to spend my time as I wanted, and I too spent it eating marshmallows and reading my book, sunk into the old rocking chair by the fire. The fog horn was blowing softly, but steadily, and in the foggy distance I could see fuzzy, dancing lights from neighboring houses. We had all gotten in from the cold wet darkness and were now snug in the warmth and light of our cottages. We were a community tucked away in the trees, shielded from the howling wind and the crashing sea.

I was so entirely immersed in my book, with the fire warming my feet that I didn't realize that it was dying down, the moon had risen, and the clock hands had moved forward a great deal. I thought for a moment, (which I don't often get the time to do in my busy life), there was no place I would have rather been. The fire, warming my feet; the fog horn, blowing in the distance; the rocking chair, creaking softly; all this made the perfect moment. An unforgettable moment.

In that instant I realized that I no longer wanted all those materialistic things I had wanted before: new shoes, or a new tennis racket. I had only wanted those things for the sake of having them, but I realized what really matters is how I feel on the inside, not the outside. All I wanted then was for that moment to last forever. Everything was where it should be; we were all tucked away from the cold, with roaring fires, and dancing light. It was simply perfect.

Daniel is a freshman at Needham High School.

The Absence of Paradise

by Josh Calka '10



Almost every night, for as long as I can remember, I have taken out my contacts, brushed my teeth, slipped under my warm comforter, and read a book. Ahhhhh, then I would lie on my side and read. Oh, the adventures I had. I competed in the Hunger Games, I was the smartest kid in the world, I fought Titans, I was MI5's greatest kid spy, I helped bring the people of Ember above ground, and I had a body like stone and flesh that glittered in the sun.

There are lots of good parts about reading. Reading greatly improved my vocabulary. Being able to read quickly while also being able to process the events is a useful tool for reading assignments. For me, there was no negative side of reading. It was fun and educational.

Each night, I would say to myself, "just five chapters" to make sure I did not stay up too late. Then, at the end of those chapters, something exciting would happen, and I would say, "Just one more chapter." The rest of my night went just like that. Sometimes, I would turn my light off, but mostly that would be my mom's job. I was most proud of myself when I put my book away just as she came into my room, and I faked sleep. I learned to listen for the signs of my parents coming upstairs. The most disappointing sound of the day for me was the freezer opening and someone reaching their hands in to get some ice for the water they would take to bed with them. Then, I would hear the water glass being filled and the footsteps on the stairs. That meant that I had to put my book down. On occasion, I would get so engrossed in my reading that my mom would come in and hit the light switch loudly. That was not a good thing. My heart would leap into my throat every time.

So, I got stealthier. Instead of leaving the light on, I would turn it off and use a flashlight. My parents probably wondered where all the D-batteries went. Sometimes, I would turn the flashlight on and it wouldn't work, so then I would walk around the room, searching for a light source. The best reading light I ever had was a bike light I got as a present. When that battery ran out, I used a red bike light that flashed, glow-in-the-dark paint, and even my small watch light. That light turned off every 5 seconds; it was very annoying, but I roughed it out. I also made an amazing discovery. My alarm clock light, that I had thought so bothersome because it was so light, acted as a perfect reading light.

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NEW FACULTY

SYLVIE ESSEX, SIXTH GRADE TEACHER



Sylvie is a familiar face at CRS. After four years living and teaching in New Hampshire, she returns to her position as sixth grade co-teacher. She is teaching language arts and co-teaches theme with Bill Walsh. Sylvie returned to Massachusetts with her husband and two boys, Orion, who is in PreK, and 15-month-old Jasper. During her time away, she taught language arts at the Kennett Middle School in Conway, NH. She was active in leading school-wide initiatives in literacy and educational technology.

BA and MA, Tufts University

How would you describe your perfect day? My perfect day would be one that would weave together playing with my children, laughing with my husband, learning with my students, and writing with my heart, all while nibbling on organic dark chocolate and sipping fair trade dark roast coffee.

What is your favorite childhood book? The childhood book I loved the most is also one that I can only remember in dream-like bursts called *The Nightwatchman*.

What is your favorite part about returning to CRS? I feel so fortunate to be able to experience it now as a parent as well as a teacher. After four years and two babies, I have a sharp new awareness and appreciation for just how unique and sublime this school is, as a place to teach, a place to learn, a place to grow.

AMI FELDMAN, FIRST GRADE TEACHER



Most recently Ami taught an art and architecture class in Medford for kindergarten and first grades, integrating math and language arts skills into hands-on projects. In 2008-09 she was an apprentice teacher in Grades One and Four at Shady Hill School. Before becoming a classroom teacher, she worked professionally as an actress, dancer, and puppeteer in New York City, and performed as a visiting guest artist in educational shows at various schools in New York and Massachusetts. She now uses drama, movement and art to inspire her students' imagination and bring the curriculum to life. Ami resides in Somerville with her court jester husband and two unicycle-riding sons.

BS, Brooklyn College; MEd, Lesley University

How would you describe your perfect day? My most perfect day is when I can eat all the chocolate I want and not gain a pound. (So far it has never happened as an adult.)

What is your favorite childhood book? *Little Toot*, he just looked so cute!

What would people be surprised to know about you? Did you know that I was a Muppet? In 1989, I did a national tour of *Sesame Street Live* playing Hoots the Owl and Betty Lou!

JORDY HERTZBERG, FOURTH GRADE TEACHER



After working for four years in higher education administration, Jordy recognized that his real passion is for teaching. He spent the past year interning at Buckingham Browne & Nichols School in second and fifth grade classrooms. Directly after graduating from college, Jordy lived for three years in Madrid, Spain where he taught English and lived the good life.

BA, University of Wisconsin; MEd, Lesley University

What is your most memorable experience? I spent 100 days in college circling the globe on a ship that stopped in Cuba, Brazil, South Africa, Kenya, India, Malaysia, Vietnam, China, and Japan.

What is your favorite childhood book? *The Kid Who Only Hit Homers* by Matt Christopher

On what reality show would you make a good contestant? *Man vs. Food*



ERIN TROY, SUPPORT TEACHER AND IN-HOUSE SUBSTITUTE

For the last two years, Erin was a special education teacher in a third grade classroom at the Boston Renaissance Charter School. She worked with children who had a wide range of learning disabilities, and has substantial experience modifying and adapting curriculum to meet individual needs of students. She also enjoyed co-teaching in classrooms, finding rich opportunities for collaboration. As an undergraduate at Vanderbilt University, she did her student teaching in a second grade classroom and a special education resource room for third and fourth graders. She brings with her wonderful flexibility and creative ideas for engaging students in learning at all levels.

BS, Vanderbilt University

What is your favorite childhood book? My favorite childhood book was *Chrysanthemum* by Kevin Henkes.

How would you describe your perfect day? My perfect day would include going to the beach and reading until sunset.

What would people be surprised to know about you? People might be surprised to know that I have a brother and a sister who both have red hair too.

New Trustees



TRACY BODIO graduated from Boston College with a degree in Business and Communications and received her MHA from UMASS Medical School.

During her years in the healthcare industry, Tracy worked in strategic planning and acquisitions for AdvantageHEALTH Corporation. Her last position was with Eclipsys Corporation where she managed the implementation of financial and clinical

systems in hospitals and healthcare systems throughout the U.S. and ultimately served as Manager of Systems Quality.

Currently, Tracy is a member of the Board of Directors of Smiling Kids, Inc., a charitable organization that provides birthday presents to children and teens in need throughout Massachusetts. In addition, she volunteers her time to a number of community organizations. During her six years at CRS, Tracy has chaired Parent Council and been involved with the Community Service Committee, the Fair, the Auction, and the CRS Arts Weekend.

Tracy and her husband, Rob, have three children: Ryan, Gr. 6, Alexander, Gr. 5 and Isabella, Gr. 2.



During **PAM FORMAN's** six years at CRS she has served on the Steering Committee for the POTENTIAL ENERGY Capital Campaign and on Parent Council for two years, currently as president. Over the years, Pam has been a tour guide coordinator, a class parent and has worked on the CRS Fair, Arts Weekend and Auction.

Outside of CRS, Pam serves on Wellesley's Temple Beth Elohim Building Committee. This leadership

committee is spearheading a rebuild and redesign of the synagogue.

Pam graduated from Syracuse University with a BA from the Newhouse School of Communications. She has held several senior corporate positions in various advertising firms in Boston. For many years she headed up her own advertising design consulting firm, PBF Print Production.

Pam lives in Needham with her husband, Guy, and two daughters Julia, Gr. 5 and Caroline, Gr. 3.

BONNIE BRESCIA is one of the founding principals of BBK Worldwide, an international marketing consulting firm for the clinical research and development segments of the pharmaceutical, biotechnology, and medical device industries. Bonnie focuses her efforts on enhancing the company's strategic opportunities for growth – through organic and acquisition-based expansion as well as financing arrangements. Bonnie co-authored the book, *Reinventing Patient Recruitment: Revolutionary Ideas for Clinical Trial Success*. In 2005, Bonnie was selected by PharmaVOICE as one of the 100 most inspiring people in the biosciences industry.

Bonnie is a member of the CRS Committee on Diversity and Parent Relations and serves on the board of Groundswell International. She is a past president of Literacy Volunteers of Massachusetts and the New England Council of the American Association of Advertising Agencies, and has served on numerous not-for-profit and corporate boards.

Bonnie and Jeanette Poillon have two daughters: Grace, '09 and Sophie, Gr. 6.



LISA WOLK LARCENAIRE lives in Northborough with her husband, David, and their two teenagers, Julia and William. She has been teaching at Charles River School for 15 years. She counts five- and six-year-olds as the best company on the planet. Lisa has served on the Faculty Development Committee, the Benefits Committee and has been a mentor for new teachers. She was on the faculty at AISNE's new teacher training retreat. Lisa was lucky enough to receive a CRS travel grant to travel to Italy in 2006, and plans to apply for a second grant soon.

Lisa graduated from Colgate University and has an MEd from Smith College.



MOLLY PLUMMER, a recent graduate of the Massachusetts School of Professional Psychology, earned a degree in clinical psychology. Molly has always had an interest in the field of psychology and her current passions include neuropsychology, psychotherapy, and teaching. She just completed a two-year fellowship at Neuropsychology and Education Services for Children and Adolescents in Newton.

Simultaneously, Molly started her own private practice with her mother, Jane Plummer, where Molly specializes in the treatment of children and adolescents. To engage her passion for teaching, Molly has held a position of educational consultant for the last five years at Architects for Learning (AFL). At AFL, she teaches children with learning disabilities and executive function deficits. Molly has served in a variety of leadership roles and most recently joined the newly formed CRS Alumni Council. She is also an active member of her professional associations.

Molly graduated from CRS in 1995. It is no coincidence that she has found her life's work to be helping children find the same educational success and joy that she experienced at CRS.



JIM QUAGLIAROLI is a managing director with Spectrum Equity Investors, a private equity firm he joined in 2002. He began his private equity career in 1997 at Citizens Capital where he supported equity and mezzanine debt investments.

Jim, CRS Class of 1988, graduated from the Roxbury Latin School. He holds a BA, magna cum laude, from

Harvard College. Jim was awarded many honors during his academic career, including the Dartmouth Book Award at Roxbury Latin and the James Bryant Conant Prize at Harvard for the best essay on a subject of scientific interest. During his senior year, he received the John P. Reardon '60 Award, given annually to Harvard's top male scholar-athlete, and was a Rhodes Scholar finalist.

Jim currently serves on the CRS Investment Committee and is a member of the Alumni Council.

LAURA WARD is an independent management consultant. She is currently working with Words Can Work, where she also serves as a board member. Words Can Work is a multi-media company focused on helping parents talk to adolescents about the challenges they face. She also serves on the Board of Directors of Community Consulting Teams of Boston, an organization that provides pro-bono consulting to non-profits, and on the advisory council of Horizons for Homeless Children. Prior to this, Laura worked as a strategy consultant at Arthur D. Little and in strategic planning at American Express. She also worked in venture capital at Orange Nassau Ltd.

Laura holds a BA in International Policy from Mount Holyoke College, and an MBA from the Amos Tuck School of Business at Dartmouth College.

Laura has served on the Parent Council, the Development Committee and as a member of the POTENTIAL ENERGY Campaign Steering Committee. She and her husband Michael have three children: Andrew, '10, Matthew, Gr. 7 and Aliza, Gr. 5.



LISA ROTHMAN is a graduate of the University of Massachusetts Amherst and of New England School of Law. She worked as an Assistant District Attorney in Plymouth and Middlesex Counties for over fifteen years where she headed the Domestic Violence Unit and was a member of the Middlesex County Child Abuse Prosecution Unit. In this position, she prosecuted cases of domestic violence and child abuse in

the Superior Court, worked on community education and trained police officers on issues surrounding domestic violence. After having her children, she continued to work part time in the Child Abuse Unit supervising attorneys, screening cases for indictment, and working on grand jury investigations.

Over the years Lisa has been a class parent, given CRS tours, and worked on the Fair and Auction.

Lisa and her husband Stuart have three children: Jillian, Gr.5, Joshua, Gr. 3 and Jonah, Gr.1.



50th Reunion
Class of 1960

Back row:
Barbara Kostick, North Lyman Cunningham, Aileen Sanger Briggs
Front row:
Kippy Dewey, Nancy Roth Adams, Sue Drinker, Geoff Chick



Heads of School Cathy Gately and Anna Jones



Blue and Gold
Field Day (Gold won!)

Sarah Gottlieb '06, Will Willis '88 with Peter Quagliaroli at the finish line



Community Recognizes 25 Year Recipients

25 Years of Service at CRS

"Last year, the newly-formed CRS Alumni Council discussed ways for the alumni to recognize the outstanding teachers and staff at CRS. The Council created the first Alumni Faculty Recognition Award, to be presented to those faculty members at the school who have served 25 or more years. This spring, five staff members received this award during a ceremony attended by over 100 people including past school head Anna Jones."

Jessica Thompson Somol '84, Alumni Council President

The following tributes were read during the ceremony:

PAULA CONVERSE joined CRS in 1980 to teach physical education and coach three sports: field hockey, basketball and softball. In 1983, Paula started the girls' lacrosse program. In 1984, Paula became the Athletic Director and since then, the athletic program has flourished, growing the number of interscholastic competitive teams from 10 in 1984 to 14 today. During her 30 years here, she has personally coached over 75 teams.

Paula has high expectations for her students and her sports teams. For her it is not about winning and losing; it's about love of sport, doing one's best and supporting the team. One past parent said, "She was always fair in playing everyone, even the little 4th graders, and that meant a lot to me as a parent. It was a great lesson for the players." An alumna wrote, "Paula included everyone, from the athletically awkward to the kids who found ball control and field-savvy effortless. She gave everyone a chance to contribute in whatever way they could; everyone had the opportunity to shine. Even today, in a world of hyped-up youth sports, Paula epitomizes fair play and equal access for kids of all abilities."

Paula's dedication to her students on and off the field is unmistakable. As a coach and teacher of physical education, she has instilled confidence and self-esteem in countless children.



TOBY DEWEY, a CRS alum and teacher, headed the Charles River Creative Arts Program for 24 years. Under his and his mother's leadership, the summer program became a model for similar programs throughout the country and abroad.

Toby's teaching career began here in 1970. He served in many roles over the years: directing musicals, writing plays, creating the 7th & 8th grade advisor system, coaching tennis and soccer, teaching 5th, 7th & 8th grades and serving on building committees for the construction of Foster Hall, the ECB and the Activity Center.

Toby left a lasting and powerful impression on students fortunate enough to have him as a teacher and on countless campers from around the Boston area. A past student wrote, "Toby is a legend whose reputation precedes him; his approach to teaching is so calming and inviting; always peaking my curiosity to seek out more." He will be dearly missed.

DESI DOULOS-AYERS joined the CRS community first as a parent – of sons James '83 and Matthew '93. She joined the administration in 1985, working part time in the business office. In 1987, Desi took over the job of running the front office. Since then, she has run the office with the efficiency of a mission command center, yet with grace and kindness.

Her job has changed as enrollment has grown. Until 1997, when the state mandated that schools must have school nurses on staff, Desi functioned in that role as well – a job she was very happy to pass along to Nurse Carol! Regardless of the duties performed and the fluctuations in workload, Desi has always been, as a current colleague states, "one of those remarkable people that can have five different things going on at once and then stop and give you her undivided attention."

One past board chair wrote, "Desi is a remarkably strong woman who brings great dignity to the daily life of the school. She engages every child who approaches her desk, and is acutely sensitive to the needs of parents and teachers alike. In many ways I think of her as the heart of the school."

MIMI EARLEY began her relationship with CRS as a parent in 1974. She loved the school's respect for each individual, the progressive nature of its educational practices and the value it placed on the creative process. Mimi began helping with admissions tours, eventually recruiting other parents as well, giving birth to today's tour guide program.

In 1981, she joined the CRS staff as a part-time development officer and in 1982 joined full-time as director of admissions, development and financial aid.

Mimi has an ability to assess a family's fit, and potential future happiness, at Charles River. She is genuinely interested in the people she meets and makes a powerful and positive impression on new families who come to look at the school. As a past board chair notes, "As the first CRS administrator most parents meet, she personifies the school's mission and radiates those qualities we have come to prize: intellectual curiosity, respect, a sense of community and shared endeavor."

Since **LINDA FENTON** joined CRS in 1981, she has worn many hats: co-teacher in Grade 4, part-time computer teacher, and working with Mimi in development and admissions. In 1995, when development and admissions split, Linda took over the development effort.

With Linda at the helm, the development effort has flourished. According to one past board chair, it is her energy, creativity and enthusiasm that have fueled the expansion of the school's fund-raising efforts. There is much to show for Linda's hard work.

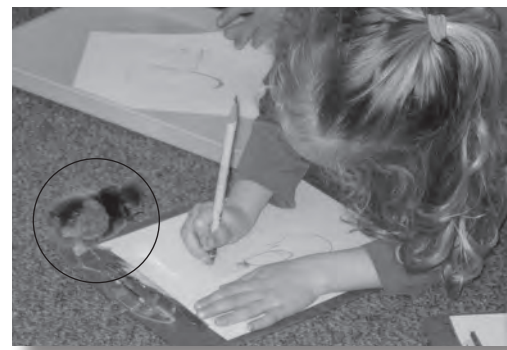
Linda's personality couldn't be better suited to development. Her enthusiasm is infectious and she connects with people in a way that creates strong, enduring relationships. She loves meeting with alums and has been instrumental in helping form the new CRS Alumni Council. She is a creative problem-solver, is incredibly upbeat and positive and never seems to lose enthusiasm when her job gets challenging.

Current Events

A Visit to the Christa McAuliffe Collection



A group of fourth graders and Learning Specialist Andrea Hamel took a field trip to the Christa McAuliffe Collection in the Henry Whittemore Library at Framingham State College this spring. There, the students met with Grace Corrigan, Ms. McAuliffe's mother and author of *A Journal for Christa: Christa McAuliffe, Teacher in Space*, an account of her daughter's selection for the NASA "Teachers in Space" program and the subsequent Challenger disaster. The students—Iris Neubecker, Aliza Ward, Alex Condrin and Olivia Hallal—had read parts of the biography in their reading group and then completed projects on Ms. McAuliffe. Ms. Hamel explained that the students were so excited about what they learned, and inspired by Ms. McAuliffe's fearlessness in joining the NASA program, that they went beyond her expectations with the projects. Ms. Hamel then contacted Mrs. Corrigan and arranged the meeting, during which the students examined artifacts and memorabilia in the collection and also shared their projects with Mrs. Corrigan.



Exploring Seeds and Eggs

In PreKindergarten this spring, as part of the theme exploring seeds and eggs, the class incubated Top Hat chicken eggs. They spent 22 days making sure that the eggs were kept at a consistent temperature and humidity level, as they learned about the development taking place inside the shells. The students got to "candle" the eggs, holding each egg up to a light source in order to take a peek inside and see how the embryo is progressing. Their care and patience were rewarded with this beautiful chicken. This photo details the first-hand observational drawings children did to detail the chicken's growth and change over time.

Seventh Grade Social Studies

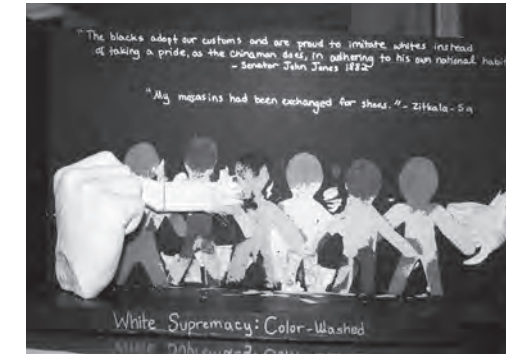
Last spring, CRS students who were studying India in their social studies class had an opportunity to learn from three members of the school community with firsthand knowledge of the country. Chris Raskin and her seventh graders welcomed CRS parent Heidi Gilmore, parent Shivkumar Shrivastava and alumna Shivani Shrivastava '04, who spoke with the class about their varied experiences living and traveling in India. Following their presentations, the visitors took questions from the students about the caste system, education in India and differences in the business cultures of the United States and India. CRS always encourages community members with specific skills or areas of expertise to share these with students.



Last spring second grade students read *Charlie Needs a Cloak* by Tomie dePaola. It is a story about a young shepherd who makes a new cloak for himself. The story begins with a description of the way cloth is made and closely relates to the second grade study of the Native American Navajo tribe. The students learn that the Navajo herded sheep and how they turned harvested wool into blankets and clothing. As part of their exploration, the second graders invited their fifth grade buddies to visit alum Charlotte '67 and Tim Surgenor's farm in Dover. The Surgenors raise sheep and talked about the process of changing fleece to wool. It provided a wonderful opportunity for the students to see the animals in a natural environment.

Race and Membership

In the spring the eighth grade social studies classes examined ways race has affected membership in American society. By looking at the experience of post-Civil War African Americans, early Chinese immigrants, and Native Americans in government sponsored boarding schools, students learned how much of white America actively worked to exclude people of different races from full participation in American political, social, and economic life. As a culminating project for the unit, students created a symbolic representation of some aspect of what they learned in the unit and wrote a short Artist's Statement. The projects were on display in the library during the final weeks of the school year.



Faculty Professional Development:

Developing policies related to bullying behavior.



As a result of Massachusetts legislation, all schools have been mandated to create a written document of policies related to bullying behavior at school. While we have had an anti-bullying curriculum in all grades for a number of years, we have welcomed this opportunity to review and update our policies related to bullying behavior. As a first step, we invited Robin D'Antona, a well-known and highly-regarded expert on bullying prevention, to work with CRS faculty and staff for a day before school started. She is the author of three books about bullying, a certified trainer in the Olweus Bullying Prevention Program, a founding board member of the International Bullying Prevention Association, and a consultant who has worked for almost two decades with teachers, parents, and coaches in many organizations to create environments that do not allow bullying. Throughout our day

with Robin, we examined the range of children's social behavior and how we would classify it. We applied her definition of bullying behavior, which is: Repeated over time, Intention to harm another, with a Power imbalance (RIP). We then reviewed appropriate interventions and support for everyone involved in a bullying incident, including the aggressor, victim, bystanders, and parents of children involved. Having started this discussion with Robin, we will continue this work throughout the fall during faculty meetings. Our focus will be to specify types of social behavior at different age levels and appropriate, consistent responses to these behaviors. Once a draft of our plan is written, parents will be encouraged to review it, ask questions and offer their reactions. We look forward to working with parents in this effort to maintain a school climate in which bullying has no place.

Exploring Oral Traditions

In May the fourth grade explored the West African oral tradition at their Griot Gala. Guests gathered around an indoor "campfire" and beautiful masks, instruments and other artwork helped create an intimate atmosphere for the story telling. The students drummed, danced and performed dramatic narrations of traditional folk tales as part of the celebration.



The Absence of Paradise - cont. from page 6

As I learned to be stealthier, though, so did my mother. It is so hard to hear socks on a wooden floor and so scary when a voice suddenly says, "PUT THE BOOK DOWN."

As a present for my Bar Mitzvah, I received an iPod. I loved it. I had wanted it for awhile, and I was so excited. Every night, I would take my contacts out, brush my teeth, and slip under my warm comforter. I would lie on my side ...and play on my iPod. No longer was I an undercover agent working for Cherub or a scientist working against the clock trying to discover the deadly secret of the Andromeda Strain. Months passed. Every so often, my mom goes to Barnes & Noble and picks out books. One day I noticed a growing pile of books on my floor, and it hit me. I missed reading. Electronics are amazing, but, no matter what technology comes out, nothing will ever replace the joy of turning a page and the excitement in knowing that I have read so much of a book.

So now, I have figured out the perfect compromise. Each night, I take out my contacts, brush my teeth, and slip under the comforter. Then I lie on my side, grab my iPod, flip on the flashlight app, and read my book.

Josh is a freshman at Concord Academy.

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Mimi Earley, Johannah Murphy, Paula Converse

JOHANNAH MURPHY '01, a graduate of Wellesley College, joined the Peace Corps in February of 2010. After a month of training, including language study, she learned that she would be living in northern Malawi and working on sustainability development projects.

"It is hard as an outsider to know the most sustainable way to nurture, create, or even start development projects. As a natural resource management Peace Corps volunteer in Malawi, Africa, I have struggled with this. I tried things out, felt sick, felt guilty and for a large amount of time just felt tired. Throughout my exploration of finding what projects to start, I have thought a lot about my lack of skills in terms of not knowing anything about irrigation, African agriculture, or development in general. But knowing that I don't know is also coupled with my faith in people. Relating to people with or without knowledge of development or irrigation can lead to the most sustainable of social changes. While Charles River School didn't exactly hand me skills to work on diverting a river to revitalize farmland, or let me practice on a treadle pump, CRS consistently encouraged me to take on challenges and I learned to trust and work in collaboration with others for a greater good.

Beyond working with an HIV/AIDS education drama group and working to irrigate a large piece of farmland, I am working to build a women's environment center that will provide room for demonstrations including more sustainable ways to cook using sustainable gardening practices. I envision this center to be an oasis that houses ideas, projects, community and a space that allows and pushes people to take on that deep caring for other people that Charles River did for me and continues to do for others."

If you are interested in learning more about the women's center follow Johannah's blog at <http://murphyinmalawi.wordpress.com>.



Arlynn Polletta, Mike Descoteaux, Sabrina Avilés

CHARLES RIVER Announces New Director for Creative Arts Program

MICHAEL DESCOTEAUX is the new director of the nationally-acclaimed Charles River Creative Arts Program – our summer arts program for children ages 8-15.

Mike, CRS Class of '94, succeeds Toby Dewey who directed the program for 24 years bringing it national attention. Descoteaux will enrich the program's tradition of offering over 150 courses each session in art, performance, music, media and athletic disciplines. He also has an eye on bringing brand new mini-courses and electives into the school's curriculum and the team will be designing vacation programs.

Descoteaux, a musician, composer and director, returns home to Boston after 12 years. Eight of those years were spent performing with the world-famous comedy juggernaut, The Second City. Mike served as director of the music program for Second City's prestigious 2,000 student-per-term training center and coordinated similar music programs in Los Angeles and Toronto. The Second City specializes in sketch comedy theatre, satire, media, music and improvisation.

"I am thrilled to lead the next generation of this unique and celebrated program. Today, engaging in the creative process is more important than ever. Charles River will continue its commitment to fostering rewarding experiences in art, helping young people find their voice in society," Descoteaux said.

Newly hired to assist Mike is Arlynn Polletta. Arlynn draws on her teaching background in independent schools, and her experience and training in educational theater. Most recently, she directed the middle school drama department at The Brimmer and May School. She has been a private acting coach at Boston Casting, performed at the Wheelock Family Theater and has directed and designed art programs for the Center for the Arts in Natick and Enter Stage Left in Hopkinton. In addition, we welcome Sabrina Avilés who brings a world of talent to CRCAP including teaching, performing, production and arts management. Sabrina worked both at WGBH and independently to produce historical and political documentaries in locations as far-flung as Latin America and Spain. She also directed the Center for Latino Arts. Sabrina is a professional flamenco dancer, performing and choreographing in New York and New England for 25 years.



Planning your Gift and Supporting CRS

The Richard Thorndike '23 Legacy Society recognizes CRS alumni and friends who have made a commitment to the future of Charles River School through their estate plans. Richard Thorndike was committed to elementary education and built a legacy through his financial support.

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