

the CURRENT

SUMMER 2019

THE MAGAZINE OF CHARLES RIVER SCHOOL

WWW.CHARLESRIVERSCHOOL.ORG



Health & Wellness

FOSTERING
JOY &
RESILIENCE



CHARLES RIVER
SCHOOL



First grader Henry Rico solves a math problem with unifix cubes

the CURRENT

SUMMER 2019

CHARLES RIVER SCHOOL MISSION

Charles River School honors the pursuit of academic excellence and the joy of childhood. We nurture each child by igniting curiosity, encouraging creativity, and cultivating intellectual engagement. Our graduates know themselves, understand others, and shape the future of our diverse world with confidence and compassion.

CHARLES RIVER SCHOOL DIVERSITY STATEMENT

We commit ourselves to:

- **Cultivating** cultural competency and diversity throughout our curriculum, our student body, and our faculty and staff
- **Deepening** our knowledge and appreciation of the many aspects of cultural identities, in ourselves, our local communities, and globally
- **Providing** an environment and an education that equips children and adults to become successful, contributing members of a global society
- **Understanding** both historical and current implications of diversity, power, and privilege
- **Engaging** in this complex work with careful thought and an enduring dedication.

And most of all, we commit ourselves to fostering a school community in which each of us is welcomed, recognized, and valued as an individual and as a member of the Charles River School family.

HEAD OF SCHOOL

Gretchen Larkin

PHOTOGRAPHY

Nic Czarnecki, Annie Kenney, Megan Page, Kat Whitten

EDITORIAL COMMITTEE

Rachael Burbank, Teresa Baker, Elizabeth Clayton, Claire McCulloch, Megan Page, Jessica Thompson Somol '84, Mary Walsh, Kat Whitten

DESIGN & PRODUCTION

Kristen Villalongo

The CURRENT is a publication of Charles River School
6 Old Meadow Road, P.O. Box 339
Dover, Massachusetts 02030

ADMISSIONS INQUIRIES:

Kat Whitten, Director of Admissions
kwhitten@charlesriverschool.org
508-785-8213

ALUMNI NEWS:

alumni@charlesriverschool.org



CHARLES RIVER
SCHOOL



COVER STORY

Promoting Health & Wellness

Fostering Joy & Resilience



FEATURE

Class of 2019

Congratulations to our
graduating class



FEATURE

Expert Alumni Perspectives

Health & Wellness Q&A

CONTENTS

DEPARTMENTS

PHOTO BREAK 4

Snapshots From the Year

HEAD'S LETTER 5

A Reflection on Joy

CAMPUS NEWS 6

Gretchen Larkin Receives
Leadership Award, Student
Accolades, Activities on
Campus, and More.

SPORTS 14

Getting Physical for Mental
Health, Team Updates

COMMUNITY EVENTS 32

Fall Fair, Simple Meal, Winter
Festival, May Day, Sports Day

ALUMNI EVENTS 36

The CRS Connection

CAMPAIGN UPDATE 38

Elevate & Celebrate

OUR COMMUNITY 40

New Faculty and Trustees;
Honoring Departing
Faculty Members

DONOR FOCUS 43

Ed and Janet Zaval

DISTINGUISHED

ALUMNI AWARD 44

Gavin Alexander, Class of '99

YOUNG ALUMNI AWARD 45

Owen Asnis, Class of '15

ALUMNI NEWS 46

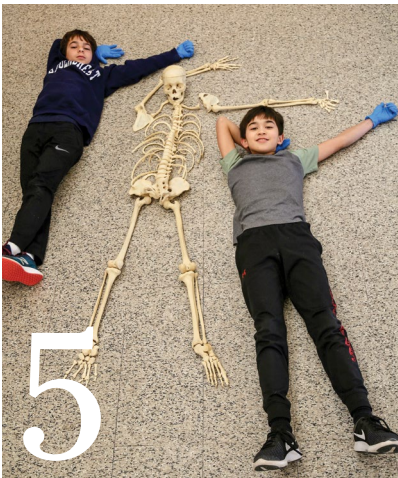
Fall, Winter, and Spring

ON THE COVER:

Third graders practice yoga poses
under the guidance of Grade 3
co-teacher Lizz Albany.



SNAPSHOTS: A GLIMPSE OF OUR YEAR TOGETHER



- 1 6th graders Henry Booth and Terrence Flewelling-Allen bring enslavement in America to life by presenting biographical perspectives that they each created
- 2 Kindergartener Ashley Westerling is all smiles as she paints paper as part of PreK/K's study of designer, illustrator, and author Eric Carle
- 3 One/Two co-teacher Theresa Leone celebrates with second grader Kayla Itzkovits as she learns Cat's Cradle during their Inuit Day of Darkness
- 4 8th graders Dana Lowitt and Marcel Liu modify genes in science class
- 5 5th graders Alex Tarantino and Ollie Li pose with the skeleton they assembled as part of their study of anatomy
- 6 4th graders Casey Grimm, Caleb Stokes, and Jaime Morrison consider their mechanical chariot
- 7 8th graders present *Beauty and the Beast*
- 8 7th graders Lilly Ehlinger, Julian Ram-Tylerbest, and Oakley Robbins with their Design Project creation — a writing/drawing attachment for Bee-Bots
- 9 3rd grade doctors conduct surgery on word prefixes and suffixes

A Reflection on Joy

A FEW MONTHS AGO, I found myself with extra time while traveling and decided to visit the airport newsstand to peruse the latest bestsellers. While gazing at the bookshelves, I realized that there were dozens of books with titles that promised secret potions, magic elixirs, and finely tuned equations that would lead me to a better life and a better me. As an educator and a parent, I worried about the message these titles might be giving our children. I couldn't help but wonder — is there something I can do so my children don't feel compelled to always need to improve themselves simply because they feel "less than?"

I then began to think about the word *joy* and its connection to health, wellness, and our mission at Charles River School. We speak often about joy in our school community with, perhaps, a bit of assumption; and we are not alone as many schools proudly use the word "joy" in their materials. It is a wonderful and commendable ideal to attain — joyful learning, joyful students, joyful childhood. While I am thrilled that we are bringing the word joy back to school, it is important that we pause and truly dig into the deeper meaning of joy, and how it relates to the physical, social-emotional, and psychological well-being of our children in a day and age that is not always peaceful or civil, and is changing at gallop speed.

While pondering the concept of joy and where it fits in our lives at CRS, I re-read a book that had a profound impact on me when I read it first in 2016: *The Book of Joy: Lasting Happiness in a Changing World*. It brought me clarity around this very question about joy, our mission at CRS, and our children's health and wellness. Additionally, it was a tremendous lesson for me on civility.

The Book of Joy chronicles a 5-day visit between His Holiness the Dalai Lama and Bishop Desmond Tutu. These two Nobel Peace Prize winners — one, the spiritual leader of the Tibetan people, the other, a leader in the anti-apartheid movement and human rights activist — spent a week together simply conversing, trading stories, and celebrating The Dalai Lama's 80th birthday. They also discussed how we might find joy within the complexities of our modern world, and how true joy is essential for our lives.



Gretchen Larkin with students on the playground

Throughout the book, The Dalai Lama, Bishop Tutu, and their co-author Doug Abrams, highlight ways in which we can embrace joy and find a purpose. The Dalai Lama and Bishop Tutu agreed on a set of positive qualities, or 8 Pillars, that can help people feel joy as an enduring and authentic part of their lives: humility, perspective, humor, forgiveness, compassion, acceptance, gratitude, and generosity. They believe deeply that if one utilizes these 8 Pillars as a means to true joy, then it is possible to embrace joy.

There is no doubt that CRS has created a nurturing community where joyful learning and joyous students abound. If I may be so bold to say, I think His Holiness the Dalai Lama and Bishop Tutu would be proud — their 8 Pillars are each ever-present and palpable throughout our community. Where else, on the day that summer vacation is set to begin, would 3rd and 4th graders charge the Head of School with hugs and tears begging for two more weeks of school? On that last day of school, I was once again grateful to be immersed in a community that so clearly and authentically encompasses joy and fosters it as a means to ensure the wellbeing of the children of Charles River School.

Gretchen Larkin



CRS Joins NAIS Innovation Workshop

CRS WAS ONE of five schools selected by the National Association of Independent Schools (NAIS) to take part in a Strategy Lab in Washington D.C. The NAIS Strategy Lab works with schools to “co-create a new vision around strategy and action,” identify and consider challenges and opportunities, and innovate to move forward; they call this process *demand-side strategic thinking*. Four members of the CRS administrative team joined the workshop focused on driving innovation in independent schools. Other participating schools hailed from New Jersey, New York, and the Washington D.C. area.

Tim Fish, Chief Innovation Officer for NAIS shared, “Last year, I connected with Charles River School and was impressed by the faculty’s eagerness to solve problems in a new way and through a different lens. We asked CRS to join the workshop because we thought the school could capitalize on the moment they were already seeing from their innovation initiatives, and make even more progress through the Strategy Lab experience.”

“When NAIS approached us, we seized the opportunity. Innovation is central to our approach at CRS, and we were honored to be selected to take part in the Strategy Lab,” said Gretchen Larkin, Head of School for CRS. “The tools that we explored gave us a new way of thinking about families and students, and how we can help each individual student to flourish.”

Director of Technology Steve Trust, Associate Head of School Elizabeth Clayton, and Director of Development Jessica Thompson Somol '84 collaborate at the workshop in Washington D.C.



CRS was featured in an article in the NAIS Spring 2019 Magazine “Innovating from the Other Side: Unleashing the Power of Demand-Side Thinking.” This article talks about the imperative for strategic innovation within independent schools. To read the article, visit <http://bit.ly/CRSNAIS2019>.

5TH GRADE: Talking About Plastic



THIS SPRING, 5th graders explored the impact that plastics have on our oceans. They began by collecting disposable plastic that they encountered at snack and lunch; in just 16 days, they collected 700 plastics like snack wrappers, cups, and silverware.

“To truly do a project about plastic waste in the ocean, we needed to have some plastic waste from the ocean,” 5th graders said. The class trekked to Revere Beach for a full-day field trip dedicated to beach clean-up. In spite of the cold, windy, wet weather, intrepid CRS students and faculty collected many bags of trash and even found a “microplastic jackpot.” Using their plastic waste, students created two mosaics in art class — a sea turtle and a fish.

5th graders presented their project at a Sharing Assembly and shared facts with our community; did you know that more than 100 million marine animals die every year due to plastic? Visit <http://bit.ly/G5plastic> to see a slideshow of the 5th grade’s work throughout this exciting project.

School Counselor Receives Research Award

DR. KIM O'BRIEN, part-time school counselor at CRS, was selected by the American Foundation for Suicide Prevention as this year’s recipient of the annual Young Investigator Research Award based on her study “Brief Alcohol Intervention for Adolescents Who Have Attempted Suicide.” She presented her research and received the award at the American Association of Suicidology (AAS) Annual Conference in Denver, CO. Dr. O'Brien also works as an instructor of psychiatry at Harvard Medical School and as a research scientist at Boston Children’s Hospital and Education Development Center.

CRS Students Score in Top 5% Nationally in Math



CRS students Colin Levine, Adam Quackenbush, Marcel Liu, Rachael Pratt, and Chloe Pratt

IN THIS YEAR’S AMC 8 math competition, 7th grader Colin Levine and 8th grader Marcel Liu scored in the top 5% nationally and were named to the Honor Roll. Seventh grader Adam Quackenbush and 8th graders Rachael Pratt and Chloe Pratt were also among the top scorers at CRS. The AMC 8 is a multiple-choice examination in middle school math designed to promote the development of problem-solving skills; it provides an opportunity for students to develop positive attitudes towards analytical thinking and mathematics that can assist in future careers.



Students Shine at Track and Field Championships

THIS SPRING, 6th grader Gabby Wood and 5th grader Lucas Bain took part in the Massachusetts Middle School Track and Field Championship Meet; each had outstanding performances. Gabby took 2nd place in the state in the Girls 100 Meters with a time of 13.23, and 3rd place in the state in the Girls 200 Meters with a time of 27.68 (both school records for CRS). Lucas competed as a 5th grader against a field of older athletes and ran the Boys 400 Meters with a time of 65.82 — a personal best and the 3rd fastest time in CRS history.

Lucas Bain and Gabby Wood representing CRS at the meet

CRS Students Recognized in SISAL Competition

CONGRATULATIONS to our middle school students who were recognized in this year’s SISAL (Small Independent School Art League) Competition. Sixth graders Gabby Wood and Riley Anukem received First Place in Sculpture for their project “Sneaker.” This project combines art and math; Gabby and Riley carefully scaled all dimensions of a sneaker to create a much larger, to-scale model. Seventh grader Mary Cate Clayton received Second Place in the Print Making category for her creation “Buffalo.” The SISAL awards are open to students in Grades 6–12 and are juried by a panel of artists.

6th graders Gabby Wood and Riley Anukem with their sneaker



CRS Faculty Member Publishes Book

AARON DANA, CRS art teacher and illustrator, has published his first book — *Sprawlball*. Aaron created more than 40 full-color illustrations spread throughout this book, written by Kirk Goldsberry, that serves as a fan’s manual for understanding the current landscape of the NBA. *Sprawlball* is on the *New York Times* Best Seller List, and the *New York Times* Summer Reading List. A graduate of Pratt Institute, Aaron specializes in portraiture and the world of sport.

Voting & Democracy in 8th Grade



CRS Students and faculty with panel participants Puja Mehta and Rep. Denise Garlick.

8TH GRADERS dedicated their Friday social studies classes to working on a student-directed Voting and Democracy Project. Students took on many different tasks, and some wrote informational articles including: “Is it Time for the Nursing Rules to Undergo Surgery?”; “Ballot Question 3”; “Importance of Voting”; and “Why You Need to Vote.” Although 8th graders are not yet able to vote, these students are engaged and civic-minded participants in the American democratic process.

Students also organized and moderated a panel discussion on MA Ballot Question 3 as part of their social studies and social justice curriculum. They reached out to state officials on both sides of the debate and recruited Rep. Denise Garlick and Puja Mehta, a representative from Senate President Karen Spilka’s office, to join the discussion. Students in Grades 6–8 attended the panel and asked questions about the proposed law and its implications. Student-driven projects like these demonstrate our middle school students’ leadership in the CRS community and provide an opportunity for healthy discussion around politics and civil rights.



Faculty Take Part in NAIS People of Color Conference

CRS faculty members Stephanie Smith, Elena Pereira, Roxanne Aurisma, and Lizz Albany



FOUR MEMBERS of the CRS faculty journeyed to Nashville, TN for the People of Color Conference, hosted by the National Association for Independent Schools. Grade 3 co-teacher Lizz Albany described the conference, “We joined a chorus of more than 6,000 strong voices of color coming together to be seen and heard, and to bring the notes of justice and equity to their campus communities across the country.”

At CRS, diversity, inclusivity, and cultural competency are essential parts of our curriculum and community, and are central tenets of our Mission Statement. We commit ourselves to fostering a school community in which each of us is welcomed, recognized, and valued as an individual and as a member of the Charles River School family.



New Video Showcases MS Program

THIS YEAR, CRS RELEASED A NEW VIDEO about our middle school program. Created in collaboration with Flansburgh Architects, our partners in this project, this video showcases the new building and highlights how the space supports our program. Visit <http://bit.ly/MSCRS> to view the video and see what all the buzz is about!



Dr. Michael G. Thompson speaks to parents

Speakers at CRS

THIS YEAR, CRS hosted Michael G. Thompson, Ph.D. and Peg Dawson, Ed. D, NCSP. Dr. Thompson — prolific author, consultant, and psychologist — led a professional development session with faculty about educating boys, and hosted the talk “Best Friends, Worst Enemies: Community, Friendship, Social Power, and Bullying in Childhood and Adolescence” that was open to all parents and the general public. Dr. Dawson, author of *Smart but Scattered* and *Smart but Scattered Teens*, talked with parents and teachers from CRS and the broader community about the skills that are critical for success in school and in life, and the role that executive skills play in healthy development.



Community Service at CRS

THE YEAR WAS FILLED with community service initiatives spearheaded by our amazing Parent Association. A few highlights include: filling more than 50 backpacks with school supplies for the organization Backpacks for New Beginnings to kick off the year; continuing our November school-wide tradition of providing food for the Needham Food Pantry; gathering over Winter Vacation to create cards for first responders, activity packs for children in hospitals, and no-sew blankets and care packages for local charitable organizations; participating in projects focused on taking care of the Earth and animals; and taking part in Dover Clean Up this spring. **#ottershellingothers**

Students Oakley Robbins, Jesse Magni, and Julius Hochberg pick up trash in Dover

5th & 8th Grade Students Perform at Carnegie Hall

OLLIE LI (5TH GRADE) AND MADDIE LI (8TH GRADE) performed piano pieces at Carnegie Hall as part of the 15th Annual American Fine Arts Festival concert. Ollie performed “In Rank and File” composed by Gustav Lange, and Maddie performed “Danzas Argentinas” composed by Alberto E. Ginastera. The American Fine Arts Festival is an annual international competition for young musicians in classic music and is judged by a panel of professional musicians and music professors.

CRS Hosts Road Race

IN OCTOBER, CRS hosted the Otter Run with events for all ages. The morning included kids’ races, a 1-mile Fun Run, and a 5K race. Younger kids pushed their limits as they looped through campus on the Fun Run. It was a great morning with activities for the whole family including refreshments, a bouncy house, and face painting. Congratulations to 5K winner Max Meyerhardt ’18.



Proud finishers Ethan Branton, Jordan Ginsberg, Lilah Branton, and Weston Beehr



Racers cross the starting line

PreK-2 Students Learn Not to Judge a Book by Its Cover



A group of PreK-2 students play “Yut”

WHEN WE READ picture books with young children at CRS, we look closely at each book’s cover — drawing attention to objects or the placement of items and encouraging students to make predictions about the story. But what happens when our judgments lead us to

incorrect assumptions and conclusions? This spring, PreK-2 teachers used the saying “don’t judge a book by its cover” as a springboard for our annual Compassion Project.

Teachers curated books and activities that spoke directly to the issue of making snap judgments and drawing conclusions based on appearances and other common biases. PreK-2 students worked in multi-age “pods” and rotated weekly between teachers, exploring books that ranged widely in theme and format: *Adrift: An Odd Couple of Polar Bears*, by Jessica Olien; *Who Left the Light On?*, by Richard Marnier; *Most People*, by Michael Leannah, *Korean Children’s Day*, by Ruth Suyenaga; *Leo the Late Bloomer*, by Robert Kraus; and *The Trouble with Cauliflower*, by Jane Sutton. Each week, students participated in hands-on activities that supported their book. For example, with one teacher, students discussed misconceptions people have about multicultural adoptions and Japanese, Chinese, and Korean cultures (“They’re China people because they use chopsticks”), and learned to play the Korean family game “Yut.”

This was the third year of the Compassion Project at CRS, and as in past years, we were gratified and energized by the perceptiveness, curiosity, and astute observations of our students when engaging and working together in this format.

7th Graders Host Climate Change Panel & Fair



Students watch in anticipation to see if the sand barriers they’ve erected will protect the houses as water floods the landscape

Panel participants Nick Rabb, James Turner, Cheryl Schnitzer, and Janet Bowser



TO HELP FELLOW CRS STUDENTS learn about the important issue of climate change, 7th graders organized a Climate Change Panel and Fair. Students were responsible for all planning and logistics surrounding the event, from ideation, to inviting panel participants, to organizing and executing both the Fair and the Panel. It was a great success!

The Fair included activities and games designed by 7th graders like a sorting game where students learned about sorting items for recycling, trash and compost; a trivia wheel where participants answered questions about endangered animals; and a game where students erected rock and sand barriers in an attempt to protect their houses from rising sea levels and flooding.

The Panel was moderated by CRS 7th graders and featured panelists Janet Bowser, an environmental attorney attending on behalf of the Representatives for MCAN (Massachusetts Climate Action Network); Cheryl Schnitzer, a Stonehill College environmental science professor; James Turner, a Wellesley College professor of environmental studies; and Nick Rabb, a Sunrise Movement representative. Panelists talked about ways that everyone (regardless of age) can influence change, how greenhouse gases get trapped, the need to reduce trash and trash incineration, ways that the rising sea level will affect Boston, and alternatives for fueling cars in the future (like algae!).

“This was a learning experience. Plans went through multiple revisions, and students had to shift original ideas to make the Fair and the Panel work,” said Chris Raskin, 7th grade Social Studies teacher. “I think they are aware that they are making a small, but important, impact on mitigating climate change.”

Students Earn Awards at Model UN Conferences

IT WAS A GREAT YEAR for the Model United Nations program, which provides an opportunity for students to dig deeply into geopolitical issues, different cultures and perspectives, as well as develop strong research and public speaking skills. Students took part in three conferences this year and earned a variety of recognitions.

At the **Middle School Model UN Conference** in November, students earned the following awards:

 **BEST DELEGATION** *(the top award):*
8th graders Jesse Meyerhardt and Marcel Liu

 **BEST NEGOTIATOR:**
8th graders Ian Brassard, Eirwen Kamphorst, and Emily O’Leary

 **BEST POSITION PAPER:**
8th grader Ian Travis and 7th grader Simon Juknelis

 **BEST PUBLIC SPEAKING:**
8th grader Dana Lowitt and 7th grader Eva Tutin

 **BEST NEGOTIATOR:**
6th graders Gray Jarboe and Alex Lowitt



At the **Arctic Crisis Conference** in February, student recognitions included:

 **MOST CREATIVE AWARD:**
6th graders Priya DuBois and Elizabeth Lapides

 **BEST DELEGATE AWARD:**
6th grader Jackson Beehr, and 7th graders Lilly Ehlinger and Kathrine Margulis

In March, 13 7th and 8th grade students journeyed to New York City to take part in the **International Middle School Model UN Conference**, joining approximately 1,700 students from more than 80 schools from around the world. The following students received Honorable Mention Awards at that conference: 7th graders Jesse Magni, Kathrine Margulis, Adam Quackenbush, and 8th graders Dana Lowitt and Marcel Liu. This year marks the 10th year that CRS has attended.

CRS Student Competes Nationally in Swimming

8TH GRADER MARCEL LIU competed in the New England YMCA Swimming Championships in March and won three New England Champion Awards (100 Back, 100 Fly, 200 IM), as well as two bronze medals in relay (4x50 Medley, 4x50 Free). In April, he traveled to North Carolina for the National YMCA Swimming Championships, where more than 1,400 top swimmers from around the US gather to compete. One of the seven youngest boys to compete, Marcel placed 74th in 200 Fly and 141st in 100 Fly. During the last USA Swimming Season (before Marcel moved into the next age bracket), he ranked No. 4 at the 100 Fly nationally.



Gretchen Larkin Receives Leadership Award

THIS YEAR, the Council for Advancement and Support of Education (CASE) selected Gretchen Larkin, Head of Charles River School, as the recipient of the Division I 2019 Chief Executive Leadership Award. Gretchen is one of only two elementary school Heads to receive this award, traditionally given to leaders of colleges or universities.

“I am thrilled to receive this award; to be in the company of leaders from institutions like Babson College, Tufts University, and the University of Massachusetts is an honor and I am proud of our work at Charles River School over the past four years,” said Larkin. “In a world that is changing rapidly, conventional education is not enough, and we must push ourselves to innovate. I look forward to continuing to grow and evolve our school with support from our extraordinary community of Trustees, faculty, and parents.”

Donald Brezinski, Senior Vice President of Institutional Advancement at Southern New Hampshire University and Chair of the CASE committee for this award, commented, “Gretchen was chosen due to her laudable record of success at CRS. She led the school in a record-setting comprehensive campaign, which had an important impact on the facilities and the curriculum. She also made impressive strides elevating equity and inclusion in the school, and has shifted the culture and practice of CRS to one of customer service and demand-based planning. Gretchen’s story at CRS is consistent with the spirit and criteria for this award, which is to actively support advancement while providing leadership in the areas of innovation and overall institutional success.”

Gretchen accepted this award at the annual District 1 CASE conference in March. An excerpt from her remarks is included here; to read Gretchen’s full remarks, visit: <http://bit.ly/GLarkinCASE>:

“As we learned this week, a privileged few have abused their power to purchase admission to some of our country’s universities. At a time when independent schools and universities are working tirelessly to create sustainable solutions to address issues of accessibility and affordability, we are confronted, once again, with the exploitation of the inequality gap. We are confronted, once again, with the corrupt acts of a few who tarnish the good work and integrity of many. We are confronted, once again, with ethical violations and the rules of civility. What are we modeling for our youth?

Academics aside, courage, kindness, and respect have always, and should always, guide our educational missions. Courageous and intentional conversations that model for our students how to do the right thing are paramount. We have a universal responsibility to create psychologically safe, diverse, and

inclusive learning communities so our students can go forth into the world with confidence and compassion.

This can be challenging in the context of today’s headlines. It can also be hard when a central tenet of modern parenting called “child centrism,” or rather the tendency to put your child’s well-being above your own, can present as parental fear, anxiety, and stress. This tenet is all too prevalent among parents in the elementary school world. The saying “you are only as happy as your unhappiest child” has become mainstream among parents.

Parents claim they understand how critical it is to let their children fail, fall down, not gain admission to their top choice college, and experience the bumps in the road necessary to become wholly well-rounded individuals. In reality, parents tend to shield their children from pain and become nervous that



Back row: Laura Woodring, Bill Larkin, Maisie Larkin, Reg Foster, John Frantz
Front Row: Kristin Hendler, Jessica Thompson Somol ’84, Gretchen Larkin, and Mary Kalamaras

something might really be wrong when their children feel anything but happy. Trust me — we are working hard, boots on the ground, in these early years at Charles River to change this mindset. Childhood happens at Charles River — bumps in the road and all. We are working with parents to help them understand that if they allow childhood to happen, their kids can and will pick themselves up and become resilient individuals who have true grit, stamina, and strong character. So, we have hit another detour with this week’s headlines. I fervently hope [these headlines] are the call to action we need to incite change. Together, we will continue to partner and to shepherd children through childhood and into adulthood, and most importantly, we will foster and embrace their goodness all along the way. ”

Getting Physical for Mental Health

By Paul Rupprecht, Director of Athletics

AS I REFLECT on the past school year, I can't help but feel astonished by the remarkable performances and efforts that CRS student-athletes gave each day. With all of the extracurricular activities, school work, technology, and finding time just to be kids, they balance everything with maturity and a fun-loving attitude. With all the external stressors and challenges of being a child in this day and age, they truly imbue what it means to be a CRS student-athlete.

At CRS, we understand the physical, psychological, emotional, and academic benefits of participating in sports and being active. According to a recent study from the United States Tennis Association, "USTA Serves Special Report, More Than a Sport: Tennis, Education and Health," young people who participate in tennis get better grades, devote more hours to studying, think more about their future, aspire to attend and graduate from college, and have lower suspension and expulsion rates when compared to non-athletes and participants in many other sports. Players also reported lower rates of unhealthy behavior such as drinking and smoking, and were less likely to be overweight or become obese. This study is one among many that provide evidence-based research showing that youth who play sports get better grades, plan to attend college, and are more community-minded.



Paul Rupprecht,
Director of Athletics

Science also provides strong evidence of the positive impact of teen sports. According to the study "School Sport Participation During Adolescence and Mental Health in Early Adulthood" published in the *Journal of Adolescent Health*, students who play team sports in Grades 8 through 12 experience less stress and have better mental health as young adults. In the study, 850 students were surveyed about their participation in school sports. Three years after graduation, researchers followed up and asked participants how often they experienced depressive symptoms and about the amount of stress in their lives. Researchers found that youth who were involved in school sports had better scores on all three mental health assessments, compared with those who did not play sports at all. The study found that playing school sports during adolescent years is significantly linked to lower depression symptoms, lower perceived stress, and better self-rated mental health in young adulthood. In other words, playing school sports from ages 12 to 17 protects young people from poor mental health four years later.

According to the study co-author and University of Toronto Professor Catherine Sabiston, Ph.D., "Team sports offer a heightened emphasis on group goals, social support, and sense of connection



Priya DuBois, Elsa Poler, Ellie Booth, and Eva Scanlon on the soccer field

that provide more opportunity for learning adaptive coping strategies that can be essential for long-term mental health."

In addition to structured athletics, we encourage members of the CRS community to engage in unstructured time to relax and rejuvenate. This unstructured time for physical play (not spent in front of a screen) is just as important for overall health and wellbeing as are team sports and structured activities. Unstructured play allows children the freedom to explore, create and discover without predetermined rules or guidelines. It fosters cognitive, physical, and social and emotional development, specifically helping children develop creativity, imagination, problem-solving abilities, and social skills.

Whether it's going for a walk, a bike ride, a hike, or joining a pick-up game of basketball, studies show we should get out and get active! 🐾

Unstructured play allows children the freedom to explore, create, and discover without predetermined rules or guidelines. It fosters cognitive, physical, and social and emotional development, specifically helping children develop creativity, imagination, problem-solving abilities, and social skills.

Fall Sports

The **FIELD HOCKEY TEAM** had a tremendous season this fall under the leadership of coaches Kathleen Boucher-Lavigne and Jen Worthington. The team finished up with a record of 7 wins, 1 loss, and 1 tie.

The **BOYS SOCCER TEAM** had a great season under coaches Jordy Hertzberg and Eltany Morais. The boys finished with 4 wins, 5 losses, and 2 ties.

The **GIRLS SOCCER TEAM** had an excellent season this fall under coach Billy Beauzile, finishing with 4 wins, 4 losses, and 1 tie.

The **CROSS COUNTRY TEAM** had a strong season this fall under the leadership of Coach Paul Rupprecht, with 4th graders leading the team in our home meets. Special thanks to our 7th graders who led this team.



Cross Country team members Zelia Rodriguez, Gray Jarboe, Sarah James, Casey Grimm, and Nicolo Gaybor out for a run

Ian Brassard at the ready



Brooke Travis runs against Derby Academy



Lisa O'Leary plays against the Fay School

THANK YOU to all of our 8th graders for their dedication and leadership on teams throughout the year, and to all of our CRS athletes for their excellent effort and sportsmanship. **Go Otters!**

Winter Sports

The **GIRLS 6/7 BASKETBALL TEAM**, with coach Elizabeth Clayton at the helm, went undefeated with 10 wins this season. In a stellar season, the 6/7 girls simply could not be beaten!

The **GIRLS 8TH GRADE BASKETBALL TEAM** had a strong winter season under the coaching of Kathleen Boucher-Lavigne and Zack Swale, coming in second in their annual tournament against Derby Academy, Dedham Country Day, and Marie Philip School for the Deaf.

FITNESS CLUB flew high this winter under Coaches Jordy Hertzberg and Elena Pereira with obstacle courses and pushing their limits at their weekly Community Cycle spin classes. Thrive to survive, Fit Clubbers!

The **BOYS 6TH GRADE BASKETBALL TEAM** had a tremendous season and finished with a record of 6 wins and 4 losses under the leadership of coaches Billy Beauzile and Eltany Morais.

The **BOYS 7/8 BASKETBALL TEAM**, led by coach Becca Hurd, finished strong with 7 wins and 4 losses.

7th grader Emerson Hebert-Maccaro shoots against Carroll



7th grader Julian Ram-Tyler best vies for a shot



Spring Sports

The **GIRLS LACROSSE TEAM** finished with a strong 4 wins, 5 losses, and 1 tie record under coaches Erin Barrett and Kathleen Boucher-Lavigne.

The **TRACK AND FIELD TEAM**, under coaches Becca Hurd and Paul Rupprecht, had a tremendous season; everyone on the team consistently improved and set new personal bests as the season progressed. The CRS track team continues to prove that otters really are some of the fastest mammals around!

The **TENNIS TEAM**, under the leadership of Billy Beauzile, David Bobruff, and Lawrence Pratt, finished the season off with an impressive 8-1 win against Dedham Country Day School; this season the team had 5 wins and 4 losses against other schools, and an overall 45 wins and 27 losses in individual matches.



5th grader Alex Tarantino competes in the long jump

Chloe Drooker serves



PROMOTING
HEALTH & WELLNESS:

Fostering Joy and Resilience, Countering Anxiety

By Elizabeth Clayton, Associate Head of School
and Kim O'Brien, School Counselor

HONORING THE JOY OF CHILDHOOD is a foundational part of our mission at Charles River School, as it has been for more than a century. While our mission remains a constant, the way we live our lives has changed. When we consider the challenges that children face in today's fast-paced world, anxiety rises to the top of the list.

With the increase in anxiety young people face today, our goal at CRS has also become one of *preserving* the joy of childhood for our students. In fact, the



Kayla Itzkovits, Erin Grimm,
Hayley DePina-Holmes,
and Sophia Herrera — all
smiles at recess

premise of the 2015 *The Atlantic* article “Joy: A Subject Schools Lack” is that becoming educated shouldn’t require giving up pleasure. We couldn’t agree more, and we pursue this goal of preserving joy with tenacity. Promoting health and wellness for CRS students is one aspect of that pursuit and, in today’s world, that means helping a growing number of students cope with their anxiety.

The Challenge

The statistics surrounding anxiety in youth are staggering. According to the National Institute of Mental Health, an estimated 31.9% of adolescents aged 13–18 have an anxiety disorder. According to a study published in the *Journal of Developmental & Behavioral Pediatrics* in 2018, the prevalence of anxiety increased significantly between 2007 and 2012, and researchers also noted that anxiety in children may actually be under-diagnosed.

There are many theories as to why anxiety rates among youth are increasing:

- **TECHNOLOGY** is speeding up the pace of life, and demanding that children receive and deliver information more quickly than ever before. The constant barrage of information about current issues and events can elevate stress levels, and social media is exacerbating the normal teenage struggles with social comparison, as they compare their happiness, life, and physical image to others in Instagram feeds.
- **ACADEMIC AND EXTRACURRICULAR PRESSURES** also seem to be increasing, with parents becoming more involved in and worried about setting their children up for future success.
- Many children are learning fewer **SOCIAL-EMOTIONAL SKILLS** in school or at home and have less free time to play, which serves the critical purpose of putting these intra- and interpersonal skills into action.
- Finally, the **DECREASE IN PHYSICAL ACTIVITY** among our children today is depriving them of the natural anti-anxiety effects of exercise.

It’s actually important that children experience some anxiety; it can be motivating and often helps students achieve their goals. Worries, doubts, and fears are a normal part of life, and it’s natural for children to be anxious about an upcoming test or certain social situations. However, the worrying involved in an anxiety disorder is excessive, intrusive, persistent, and disruptive — beyond “normal” worrying. When anxiety starts to interfere with a child’s life at home or at school, it’s time to seek professional help.

In her book “The Gift of Failure,” author Jessica Lahey writes about the importance of letting kids mess up by forgetting their homework, or wearing the wrong shoes on gym day. “All this swooping in and fixing [by parents] make for emotionally, intellectually, and socially handicapped children, unsure of their direction or purpose without an adult on hand to guide them.”



▲
PreK/K
students
Luke Carty
and Garion Trust
practice their footwork

Our Approach

CRS is intentionally and deliberately designed as a small school, where parents and faculty form strong partnerships, and meaningful relationships exist between teachers and students. The school provides a healthy and balanced environment in which children can face challenges, grow, and learn with support and encouragement; students understand that their teachers know them as individuals, feel supported, and as a result are able to grow the “start-up” mentality of failing forward. Strong student-teacher relationships help students feel comfortable taking risks both academically and socially, and can lead to greater social-emotional development.

At CRS, our primary strategy for helping students manage anxiety is to *let them experience it*. Although this may seem counter-intuitive, we don’t shelter students from anxiety-provoking situations. Rather, when they are experiencing anxiety, teachers help them to identify their feelings by asking them to explore how they feel. Once students can identify *what* they are feeling, students and teachers work together to come up with ideas for *how* students can help themselves when they are feeling that way.

A Broader Look at Health and Wellness

The way we think about health and wellness has evolved over the years — from physical activity and what we eat, to encompassing mental health and even personal identity. Our health and wellness program at CRS promotes wellness — in every sense of the word — among students and continues to evolve as students’ needs change. Key components of our program include helping students develop resilience, confidence and compassion, social-emotional skills, and physical fitness, as well as helping them gain an understanding of important issues related to their growth, and responsible use of technology and social media.

Students
need plenty
of low-stakes
opportunities
to try, fail,
and try again
to build up
their tolerance
for both
academic
and social
struggles.



One/Two students frequently venture to the wetlands for Morning Meeting. Spending time outside and opportunities for movement are integrated into students’ days at CRS.

Resilience is an important word at CRS. Faculty help students build resilience by presenting them with increasingly complex challenges and allowing them to work through those challenges with less and less teacher support and guidance. Students need plenty of low-stakes opportunities to try, fail, and try again to build up their tolerance for both academic and social struggles. Students have these opportunities at CRS every day through experiences like performing on stage at a Sharing Assembly, explaining how they found the answer to a math problem to their class, or figuring out how to program their Bee Bots. (*See the Growing Resilience sidebar.*)

Another important aspect of our curriculum is fostering students’ confidence so they may combat escalating levels of anxiety. By helping students learn about themselves — and their strengths and challenges as learners — we cultivate the self-advocacy skills they need to be successful in school and beyond. Additionally, teaching compassion and empathy are important, as they provide a basic foundation for the safe, caring, and inclusive CRS community



One/Two students Nora Haber and Lila Scanlon on stage at a Sharing Assembly. Spending time on stage helps build students' confidence so they may overcome or cope with their anxiety.

Signs of Anxiety

- Agitation
- Restlessness
- Inattention, poor focus
- Somatic symptoms like headaches or stomachaches
- Avoidance
- Tantrums
- Crying
- Refusing to go to school
- Meltdowns before school about clothing, hair, shoes, socks
- Meltdowns after school about homework
- Difficulties with transitions within school, and between school and an activity/sport
- Difficulty settling down for bed
- Having high expectations for school work, homework and sports performance

Source: *Anxiety.org*

Tips for Helping Your Child Manage an Anxiety Disorder

- ▶ Pay attention to your child's feelings.
- ▶ Stay calm when your child becomes anxious about a situation or event.
- ▶ Recognize and praise small accomplishments.
- ▶ Don't punish mistakes or lack of progress.
- ▶ Be flexible, but try to maintain a normal routine.
- ▶ Modify expectations during stressful periods.
- ▶ Plan for transitions (For example, allow extra time in the morning if getting to school is difficult).

Source: *Anxiety & Depression Association of America*

in which our students flourish. When individuals are truly empathetic, they can identify emotions in themselves and others, take various perspectives in defining a problem or challenge, collaborate successfully with peers, and ultimately grow into compassionate leaders who will build our future. From the Compassion Project in PreK–2 to learning about Howard Gardner's Theory of Multiple Intelligences in 4th grade, this work is woven into our curriculum throughout the school.

CRS students begin cultivating social-emotional skills in the elementary grades by exploring conflict resolution skills, behavior expectations, and community. This summer, three members of our faculty attended the RULER Institute at the Center for Emotional Intelligence at Yale University; RULER is an innovative evidence-based approach for integrating social and emotional learning into schools, which begins with the adoption of these principles and skills among all CRS faculty and staff.

In middle school, the Growth Education (GE) curriculum was created by CRS teachers with input from students; this customized approach ensures that faculty are talking with students about the issues that matter most to them. Topics within GE include technology, human sexuality, personal identity, bullying, handling stress, and alcohol and drugs. Students also benefit from social-emotional learning lessons in classrooms, small groups, and on an individual basis with our school counselor.

Physical activity is an intrinsic part of our students' days through PE classes, sports teams, flexible learning spaces, outdoor classes, multiple recesses, and our hands-on approach to learning. CRS students are intrepid — as likely to be learning and playing outside in rain or frigid temperatures as on a warm, sunny day. Students are moving — from classroom time, to multiple recesses each day, to multiple PE classes each week. On a walk through campus, you may find One/Two students holding morning meeting outdoors, budding scientists conducting research in the Wetlands Lab, or 5th grade students playing a game in French class. A major 2018 study by the



8th grader Max Heredia delivers his TED-style talk on the lost boys and girls of Sudan, one of the larger-scale projects that help students build resilience and think bigger.

American Academy of Pediatrics found that “The most powerful way children learn is on playgrounds and in playrooms...Play is brain building, a central part of healthy child development, a key to executive function skills and a buffer against the negative impacts of stress.”

Teaching students to use technology and social media in a responsible way is also an integral part of our efforts to promote health and wellness. CRS partners with parents to send very clear messages to students that technology is an important tool for learning and the communication of ideas, and that digital citizenship is key. Beginning in 5th grade, we talk with students about media influence and how to be critical media consumers; students learn about social media through our GE curriculum, our Director of Technology has a direct and open dialogue with parents, and we bring in outside experts like Boston-area nonprofit MediaGirls to help our students understand how to navigate the world of social media. Our goal is to help students create a healthy and appropriate digital presence.

While some aspects of our program are more directly linked to helping students overcome anxiety, all health and wellness initiatives at CRS support students in this way as they promote overall wellness, and instill joy. 🐼

When individuals are truly empathetic, they can identify emotions in themselves and others, take various perspectives in defining a problem or challenge, collaborate successfully with peers, and ultimately grow into compassionate leaders who will build our future.

Growing Resilience

CRS students build resilience through larger-scale projects that challenge their skills appropriately as they move through the grades.

▶ **STUDENTS IN 1ST AND 2ND GRADES** collaborate to write stories about their animal spirits at the end of a Pacific Northwest Native unit. Teachers set clear guidelines for the project and provide support when necessary, and the students must put forth their own ideas and listen to the input of their partners in order to create a collaborative final draft.

▶ **IN 5TH GRADE**, using Stanford University's Design Thinking Process, students each create their own “Passion Project.” The project is completely student-directed, and throughout it students are figuring out which skills they need to solve problems they faced. This year's topics included building a robot that draws, planning and filming a cooking show, and creating an informational blog for siblings of children with autism. This project cultivates a wide range of skills from executive function to technology to writing.

▶ **IN 8TH GRADE**, every student chooses a topic for research — ranging from animals facing extinction to the story of the lost boys and girls of Sudan. They use a variety of resources to research their topics, identify and interview someone with specific knowledge of their topic, and develop thesis statements that they defend in both a written research paper and a TED Talk-style presentation.



CONGRATULATIONS graduates

— CLASS OF 2019 —

The sun shone on CRS on Wednesday, June 12,
as we celebrated the Class of 2019.

“[Your] compassion for others, kindness towards others, dedication to organizations other than ones that serve you, and a collective commitment to activism and social justice demonstrate a wisdom and maturity beyond anything I have seen among a group of middle schoolers,” said Gretchen Larkin, Head of School.

OUR HEARTS ARE WITH THESE STUDENTS AS THEY GO FORTH TO CHANGE THE WORLD!



Row 1: Emma Somol, Dana Lowitt, Sophia Ethridge, Emily O'Leary, Chloe Drooker, Hannah Rothstein, Maggie Mullahy
Row 2: Ian Brassard, Maddie Li, Chloe Pratt, Katrina Lundberg, Rachael Pratt, Eirwen Kamphorst, Ellie Booth, Max Heredia
Row 3: Jesse Meyerhardt, Julius Hochberg, Ian Travis, Gretchen Larkin, Riley Harrison, Marcel Liu, Ben Jackson

Members of the Class of 2019 were accepted to the following secondary and high schools:

- BARD ACADEMY AT SIMON'S ROCK
- BEAVER COUNTRY DAY SCHOOL
- BRIMMER AND MAY SCHOOL
- BUCKINGHAM, BROWNE & NICHOLS SCHOOL
- CAMBRIDGE SCHOOL OF WESTON
- CONCORD ACADEMY
- CUSHING ACADEMY
- DANA HALL SCHOOL
- DEERFIELD ACADEMY
- DEXTER SOUTHFIELD SCHOOL
- MOSES BROWN SCHOOL
- NOBLE AND GREENOUGH SCHOOL
- NEWTON COUNTRY DAY SCHOOL
- PHILLIPS ACADEMY - ANDOVER
- PHILLIPS EXETER ACADEMY
- PROCTOR ACADEMY
- RIVERS SCHOOL
- THAYER ACADEMY
- WALNUT HILL SCHOOL
- WHEELER SCHOOL



Generations at CRS



◀ Mark Somol, Jessica Thompson Somol '84, Emma Somol '19, John and Carol Thompson

Karl Jackson, Ben Jackson '19, and Alison Campbell '83 ▶



Perspectives From Our Expert Alumni on Health and Wellness

By Jessica Thompson Somol '84, Director of Development and Alumni Relations

IN THINKING ABOUT children's health and wellness, we talked with four CRS alumni about their experiences and work, and words of wisdom they would share with both parents and students. These interviews touch on nutrition, athletics, mental health, equity and inclusion, as well as having the freedom to express yourself. This piece includes excerpts from our conversations.

Leslie Jackson Judge '91

- *Bachelor's in art history, Wellesley College*
- *Master's in nutrition, Boston University*
- *Parent to Aidan '24 and Brennan '26*

Licensed dietician and nutritionist who specializes in working with teenagers and teen athletes

CRS: What is your guiding philosophy on "health and wellness?"

LESLIE: My philosophy around wellness is "balance" — I want healthy eating to be something that happens organically in my life and does not feel forced or difficult. In terms of nutrition, I am anti "diet," and believe all foods are viable and have a place in daily life.

How did you become interested in nutrition and how did you come to this work?

When I was an athlete in school, I began to understand the benefits that eating well had on my performance on the field. After college, I became more interested in how nutrition and food choices impact EVERYONE's life and became a registered dietician. I worked at Newton-Wellesley

Hospital and Dana Farber with cancer patients, ensuring they could maintain their strength and immune systems. Now, I am a private practitioner — I do one-on-one work, mostly with students and teenagers, and I also teach health and nutrition to 7th graders at my alma mater, The Rivers School in Weston.

What are the biggest challenges you face in your work?

The field of nutrition is a relatively new science. It can be a challenge distilling fact from fiction for my clients and helping them wade through "the noise" the media sometimes creates.

Did CRS have any impact on your choice to go into this field?

At CRS I learned to keep exploring, to keep trying new things and find connections.

For instance, I went to college for art history and archaeology. My art history background has complemented a course I have been crafting at Rivers about fat phobia and body shaming. When you look at how people's bodies were depicted in art historically, fat bodies were glorified and now they are shamed. I credit CRS in helping me find those connections and keep an open mind about my interests and experience.

Anything, in particular, that has inspired you?

The way kids approach food is inspiring. Seventh graders don't have preconceived notions about food — they are intuitive eaters, they stop eating when they are full. I love that they aren't too "messed up" with information overload yet.

What wisdom have you gained that you'd share with our graduating 8th graders?

Don't overthink eating. Honor your body. If you are hungry eat, nourish your body with the food it needs, don't worry about food. Things you see on social media are not as perfect as they seem. I'd also add eat fat (the healthy kind). Your body needs it.

Bella Pierre '15 competing in the High School Division 1 State Championship meet in the 100m hurdles and finishing as runner up



Bella Pierre '15

Bella is a recent graduate of Franklin High School; she will be a freshman at UMASS-Amherst next year where she will be a member of the Track and Field team.

CRS: What is your guiding philosophy on "health and wellness?"

BELLA: I believe strongly in exercise, being able to do something active every day, and eating healthy meals and snacks. I try hard to eat three healthy meals each day but sometimes it can be tough finding the time between classes, workouts, work, and homework. I always pack an apple and eat it as a snack as it's healthy and makes me feel full.

How did you become interested in fitness?

I became interested in physical fitness through my love of track and field. Besides training hard to ensure I am strong and well-conditioned, I pay a lot of attention to preventing injuries, which are very common in track (I've injured my hamstring in the past). I make sure I stretch and warm up properly. I also try to ensure I get 7–8 hours of sleep each night. I am good at time management which helps ensure I have time to fit everything in. I know it is important to take care of myself. I won't be running track forever but I hope to be able to enjoy running throughout my life.

What are the biggest challenges you face in your fitness regimen?

Motivation — sometimes I am so tired and it's hard to stay motivated to get everything done especially if I have a big homework project.

Did CRS have any impact on your interest in and commitment to fitness?

Two teachers, in particular, had an impact on my aspirations in track and on my ability to be

successful. Coach V [Victor Velazquez] really inspired me. He told me early on that he saw me being a track star after CRS; to hear that kind of conviction from your coach at such an early age is pretty powerful. Mary Walsh prepared me for high school. To this day, she is the best math teacher that I've had and she instilled time management skills in me. She emphasized getting enough sleep to stay healthy and to perform at my best.

Anything, in particular, that has inspired you?

I was very inspired by the seniors during my freshman year in high school. There was an incredible distance runner who was at the top of the class academically; I was so inspired by her. She has gone on to BC to run track and has represented the US internationally. I wanted that for myself.

What wisdom have you gained that you'd share with our graduating 8th graders?

Learn how to manage your time effectively. It has helped me get a lot out of high school and allowed me to succeed at track and in the classroom. Being effective at time management made the transition to high school less scary. And it flies by so enjoy it!

Stephen Buck '88

- Bachelor's in theatre arts, New York University
- Master's and Doctorate in clinical psychology, Massachusetts School of Professional Psychology

Steve is a psychologist in private practice in Cambridge, MA



CRS: What is your guiding philosophy on “health and wellness?”

STEPHEN: I think about balance a lot. Suffering seems to relate to an imbalance or an extreme reliance on one coping mechanism or perspective. Well-being is about allowing a more balanced view. I see this in my practice a lot — the students I advise feel they have to work all the time. They don't feel they can stop and take a break and are incredibly driven — OR they stop completely and things begin to fall apart.

How did you become interested in psychology and how did you select this work?

I landed on psychology through my own crisis. I went to undergrad for acting and worked for 10 years as an actor. I invested so much time and energy into it but realized that while I loved the actual acting part of

it, working as an actor was not for me. I did a lot of personal exploration, talking to career advisors. which led to a possible interest in social work or psychology, and I started speaking to other psychologists. I volunteered at a locked-in psych unit at a hospital and found I loved it. It's all about listening and responding, hearing stories and being able to think quickly — a lot like acting and improvisation. I applied to graduate school and moved from NY to Boston.

What are the biggest challenges you face in your work?

Clinically, it's the threat of suicide that keeps me up the most. It's important that I keep self-care front of mind. I have to be sure I don't get burned out on full days when I'm seeing cases of teens in crisis, and then need to have enough energy for my young children at the end of the day. Massachusetts has the highest ratio of mental health workers per capita in the world, yet there are wait lists everywhere.

Did CRS have any impact on your choice to go into this field?

People who are struggling have an inherent question about their worth, their lovability, and people want to know that they are loveable. When I think about CRS, I was an awkward and insecure child. I didn't know what I was doing on the athletic field, but when I went into the art room and met Mary Armstrong — she and CRS that made me feel loveable; there wasn't the sense at CRS that I had to be awesome at everything, or that sports had to be my thing. Participation and community service at CRS also reinforced my desire to serve others.

Anything, in particular, that has inspired you?

My first thought is a number of my patients. I have been exposed to extraordinary levels of resiliency and seen them bounce back from horrific experiences. Hearing their stories is extremely powerful and inspiring.

What wisdom have you gained that you'd share with our graduating 8th graders?

I know how badly you will want to be liked, to conform, and twist yourselves into something that will ensure people like you. While it may protect you from suffering a rejection, it also prevents you from finding people in your life who will accept and love you for who you are. If you fake it, you won't find those people. If you don't fake it, some people may reject you but you will find your people.

David Gainsboro '02

- Bachelor's in sociology, Tufts University

David is Director of Workforce Analytics at Levi Strauss & Co.

CRS: What is your role at Levi & Strauss?

DAVID: I run our HR analytics practice, looking at global data across departments; I am particularly interested in data on diversity. Right now, we are focused on age, gender, and race, however, the definition of diversity can change from country to country. For instance, a friend of mine of Indian descent explained that in her experience, affirmative action is usually for caste and religion, while race is less front-and-center.

What is your guiding philosophy on health and wellness?

My body and mind require regular maintenance at home and at work; I'm aware that I have the



privilege of being able to devote time/money/energy towards creating balance; this usually involves eating local produce, getting regular exercise, taking a class or getting lost in a good novel. I also try to spend time both at work and in my personal life around people who have had different experiences than I have; I find it's an important component of building empathy and understanding inequity.

How does your professional work at DropBox and Levi Strauss & Co. supports your colleagues' health and wellness?

Research has shown that being able to bring your authentic self to work is a necessary part of feeling fulfilled by your work. As head of our LGBTQ Employee Resource Group, Pridebox, much of my work at Dropbox focused on helping to create platforms for people to share their personal narratives at work. We found that through people's personal narratives, we were able to identify and address gaps in our ability to support them as equitable members of our company.

This ties in with my role as Head of People Analytics at Levi's. Many companies today collect data about their employees and the groups with which they might identify: age, race, gender, sexual orientation, tenure, income. Companies that effectively use this data are able to identify underrepresented groups across their offices and better support those groups. We are working to understand how we can build data-focused structures that will help us maintain awareness of areas where potential bias could arise. From benefits to representation, it all comes together to help make someone feel healthy and well, at work and outside of work.

How did you become interested in issues related to your colleague's health and wellness in the context of diversity and inclusion?

At Dropbox, I covered sales for the state of Indiana, and was the only LGBTQ member of the sales team at the time. Governor Mike Pence signed into law the Religious Freedom Restoration Act, allowing business owners who object to same-sex couples on religious grounds to opt out of providing them services. The climate in Indiana made me feel nervous about sharing much about my personal life with my clients, which was particularly challenging as sales is about forming close relationships with your customers. I felt I needed to hide a big part of myself.

Back in San Francisco at Dropbox headquarters, I got involved with advancing the conversation internally about equity and inclusion for LGBTQ employees. I helped to form Pridebox, where LGBTQ employees and allies could learn from each other, have fun, support each other, and work with HR to ensure Dropbox employees were representative of the population at different company locations.

What are the biggest challenges you face in your work?

I am passionate about fairness; transparency in the workplace is critical. People should be empowered to decide how and when to share their information; this can be challenging, though, because sometimes the sensitivity of the work we're doing precludes us from being able to share it widely.

The larger objective is for the whole department and the whole company to think analytically and use data to drive HR decisions. People have a natural inclination to “go with their gut” when making decisions, and I encourage our teams to seek, analyze, and use the data available to them, and then combine it with a gut instinct.

Did your education and experience at CRS have any impact at all do you think in your interest in this profession?

The flexibility and encouragement of diverse interests [at CRS] meant that the door stayed open for me to explore lots of areas which has

Recommended Reading

FROM LESLIE:

- Parenting/nutrition for children: Anything by Ellyn Satter
- Making sense of trends and actual nutrition science: Dr. David Katz — on Twitter @DrDavidKatz, his book *The Truth about Food*, and this article: <http://www.grubstreet.com/2018/03/ultimate-conversation-on-healthy-eating-and-nutrition.html>
- The Keto Diet: <https://www.jessihaggerty.com/blog/keto>
- General nutrition philosophy: Michael Pollan <https://michaelpollan.com/>, *The Omnivore's Dilemma*, and *In Defense of Food*
- Recipes: Ellie Krieger, RD <http://www.elliekrieger.com/> and Mae Reilly, RD <http://maareilly.com/>

FROM STEVE:

- Carl Rogers, one of the founders of the client-centered approach to psychology
- *The Artist's Way* by Julia Cameron

FROM DAVID:

- *If Beale Street Could Talk* by James Baldwin
- Brian Welle (Google) — work on unconscious bias
- Recent books: *Educated*, *What Works for Women at Work*, *Homegoing*, *The Gift of Our Wounds*
- Documentary films by Deeyah Khan

created openings for me in my professional career. My time at CRS never made me feel pigeon-holed or limited in what I could do or whom I could become.

What wisdom have you gained that you would like to share with our graduating 8th graders?

Find people whom you can interact with that have DIFFERENT experiences than you do. Ask them about these experiences, ask them to share their stories with you — it makes life more fun and who couldn't use some more fun in their lives! 🌟

CRS Traditions

The year was filled with events that carry on longstanding CRS traditions and further strengthen our community. From the bread baked by 8th graders for Simple Meal, to the Sword Dance at Winter Festival, to the fierce Blue v. Gold competition at Sports Day, these events have been and remain an important part of life at CRS.

Fall Fair



- 1 The Lapides family and Brooke Travis enjoy the day
- 2 Dominic Culbreath duels
- 3 Sarah James helps run the games
- 4 Diya Shah and the Otter!
- 5 Sophia Sewall goes for the donut on a string



Simple Meal

BEFORE DEPARTING for Thanksgiving, we gathered together for our Simple Meal to give thanks, raising our voices in song to “Country Roads” to send students off for the holiday.



- 1 5th graders sing for the school
- 2 Place settings at Simple Meal
- 3 Breaking bread with buddies

Winter Festival

IN KEEPING WITH CRS tradition, we gathered for Winter Festival to celebrate the holiday season. From our youngest students’ pride on stage as they sang about a green anaconda, to our middle schoolers’ a capella performance of “Take a Chance on Me,” to faculty and alumni raising their voices in concert to “Let it Snow,” it was a joyous event filled with family and friends!

- 1 PreK/K students are all smiles as they sing an original song
- 2 4th grade represents Ancient Greece with their dance
- 3 Chorus sings “Road Less Traveled”
- 4 Riley Harrison, Marcel Liu, and Vivian Sass warm up for hand bells



May Day

ON THIS SPECIAL DAY each year, we welcome grandparents, parents and friends to campus to visit classrooms and attend a special assembly. Students are always proud to share their work; in the 6th grade classroom, visitors and students collaborated to build earthquake-proof structures and tested them together. There was lots of excitement around the Egg Drop this year, which took place from the new middle school building!



- 1 Micah DePina-Holmes welcomes his family to his 5th grade classroom
- 2 5th grader Sienna Pedder performs the traditional May Pole dance
- 3 Casey Grimm with his grandmother Noel in 4th grade
- 4 3rd grader Jameson Smith addresses guests during the student panel
- 5 Sydney Meyers and Ellie Booth with their Egg Drop entry
- 6 Isabella Lorusso with grandparents Antonio and Barbara



Sports Day

THE SPORTS DAY TRADITION CONTINUES!
The day included all-school games on the playing fields, followed by games for older students, and was capped off with the Blue-Gold Relay as the final activity. Drumroll, please... This year, BLUE was victorious by one point! 🥁



1 Students cheer for the middle school relay 2 And they're off! Jesse Meyerhardt and Riley Harrison take their batons 3 Paul Rupprecht and Paula Converse kick off the festivities 4 Brennan Judge at the field games 5 Lisa O'Leary and Jordan Ginsberg race through the hurdles 6 Blue and Gold buddies

The CRS Connection

THROUGHOUT THE SCHOOL YEAR, alumni returned to campus and gathered in Boston and New York City to celebrate their connection to CRS. These events are always filled with joy, as classmates reconnect with each other and with their teachers. There is also a great sense of CRS pride cultivated at these gatherings that strengthen our community. We hope you will join us at an event in the future or feel free to swing by campus anytime for a tour of the new learning spaces! 🐾



ALUMNI ZONE @ CRS FAIR
October 20, 2018
1 Greg Tomao '98 stopped by the Alumni Zone and met Gretchen Larkin
2 Hannah Lapidès, Rachel Lowe, Maddie Guiliano, Isobel Mathews, Julie Weeden, Tori Eysie, Patricia Plunkett, Allie Ehlinger and the Otter!
3 Andrew Daniels, Melanie Chen, Isabella Bodio and Patrick McGucken



YOUNG ALUMNI BREAKFAST
May 16, 2019
4 Young alumni Tori Eysie '18, Charlie Marconi '16, Owen Asnis '15, Bella Pierre '15, Ari Pierre '15 visited with Mary Walsh and Gretchen Larkin before speaking to the 8th graders informally about the transition to high school.



NYC RECEPTION
January 23, 2019
5 Deb Willis Dowling '94, Ben Merrill '92 and Jeff Raider '95
6 Paula Converse, Emily Schiffer '95 and Emily Lisbon Peterson '98
7 Sarah Parsons Wolter '01 and Will Kantrowitz '03



1978 REUNION
November 24, 2018
8 Former faculty Toby Dewey '62 and Jane Detenber joined members of the Class of 1978 for their 40-year reunion in November 2018. **L-R second row:** Shappy Donnelly, Wendy Grannis, Louisa Marshall, Belle Hunnewell. **L-R top row:** Sarah Detenber, Toni Chute, David Wallace, Meg King



8TH GRADE PLAY YOUNG ALUMNI REUNIONS
March 7, 2019
Alumni from Class of 2017 and 2018 returned to campus to cheer on their friends in the 8th Grade play, *Beauty and the Beast*! **Back Row:** Sophie Garber, Isobel Mathews, Rachel Lowe, Tommy Hicks, Kamryn Kerr, Carson Moellering, Grady Savage. **Front Row:** Tori Eysie, Gianna Filippou, Theoni Ethridge, Julian Howland
10 Freddy Clayton, Mica Moellering, Christopher Ethridge, Max Meyerhardt, Philip Spyrou, Caroline Earley, Charlotte Somol and Ben Croll



LATE 1980'S REUNION
October 20, 2018
11 Alumni from 1987-1989 gathered on campus in October for a reunion! Alumni Kate Mason '89, Sam Sherry '89, Heather Weisenfluh '88, Adrienne Ghilani '88, Josh Angell '88 and Steve Buck '88 brought their families to campus and explored the new middle school building.

BOSTON ALUMNI RECEPTION
April 11, 2019
12 Reid Fishman, Desi Doulos-Ayers, Gavin Alexander '99 and Linda Fenton
13 Joni Fishman, Gavin's mother, with Grade 3 co-teacher Kristin Jayne
14 Sam Olsen '04, Emaline Surgenor '05, Elsa Surgenor, Gavin Alexander '99 and Carly Reed Renshaw '05
15 Emma Heilbronner '09, Ellie Olsen '09 and Sara Heilbronner '09



WANT TO HOST A REUNION?

The Office of Alumni Relations is happy to help plan your next class reunion! Whether it has been 10 years or 50 years, we can help you get in touch with your classmates and celebrate. Email alumni@charlesriversschool.org or call 508-785-8215 to get started today! 🐾

Elevate & Celebrate Campaign Celebration

THE ACTIVE FUNDRAISING PERIOD of the *Elevate & Celebrate* campaign concluded with a grand campaign finale celebration on Friday, May 31. Parents, grandparents, faculty, friends, past parents and alumni all gathered to celebrate our community’s incredible accomplishment. Surpassing not one, but two campaign goals during the three years of fundraising for *Elevate & Celebrate*, CRS community members gathered to toast an astonishing \$10.8 million raised since June 2016. In that short time, we have seen the construction of a beautiful new Middle School building for Grades 6–8, a new science laboratory, a new Media and Design Lab in the Community Building, \$890,000 added to the CRS endowment, and three years of Annual Fund growth!

This astonishing achievement is the result of an “all-hands-on-deck” approach. With hard-working, dedicated volunteers on both the Campaign and Building Committees, the school effectively built a groundswell of enthusiastic support in a short time. Four generous donors from our community stepped forward to issue donor challenges at strategic campaign milestones which helped to drive engagement, and we saw 100% participation from both the 2018 and 2019 cohorts of new CRS families. CRS is so grateful to our outstanding Board of Trustees, the volunteers serving on the Campaign Committee (chaired by Joanna Travis and Fred Ramos) and the Building Committee (chaired by Reg Foster and Jim Blackwell).

On behalf of the faculty and students of Charles River School, thank you to everyone who gave their time and resources to the *Elevate & Celebrate* campaign. This effort is unprecedented in our school history, raising 50% more funds than the prior campaign in the same amount of time. Success like this does not happen due to the efforts of one or two people — it is the result of many people working tirelessly and passionately together toward a common goal. How fortunate our students and faculty are to have such an extraordinarily generous and supportive community! 🍷



Joanna Travis, Kristin Hendler, Gretchen Larkin and Fred Ramos

“This is a tremendous moment in the proud 108-year history of CRS. We have come together as a community to accomplish something that no one outside this tent would have thought possible. In only three years, we took this campaign from an idea to blowing the doors off every goal that we set. And, we built a 21st century middle school building that matches the caliber of our world-class middle school program, as well as transforming the old 6th grade classroom into what can only be called an EPIC MaD lab and art space... We have made our community stronger and set the stage for the next generation of growth for our school. On behalf of the Board of Trustees and, most importantly, future generations of CRS students — a heartfelt thank you to each and every one of you.”

— Remarks by Board of Trustees President
Kristin Hendler at the celebration



1 Geraldine Laguerre and Terry Kabue 2 Rob Guiliano, Tori Stuart Guiliano, Julianne Pemberton, Rich and Wendy Garber 3 Bill Schawbel and Gretchen Larkin 4 David Itzkovits, Bob Starmer and John Carty 5 Sarah and Matt Lapidés and Cheryl and Peter Marconi 6 Kat Whitten, Alison Campbell '83, Leslie Jackson Judge '91 and Becca Ferat 7 Liza Meyerhardt, Megan Mistry and Janine Pardo 8 Will Rico, Cindy Fung, Nehal and Agam Shah 9 Jessica Thompson Somol '84, Lien Nguyen, Charlotte Gregory Surgenor '67 and Tim Surgenor 10 Austin Westerling, Sara Ginsberg, James and Lindsey McElligott 11 Tim Surgenor with Barbie and Reg Foster

Faculty Farewells



**PAULA
CONVERSE**

"To this day, Paula is one of the best role models I have ever had. She was supportive and encouraged me from day one as an athlete, student, young adult, strong girl, and a leader. She saw all of that in me as a middle school kid! She helped me love sports even more than I already did. When I became a teacher and coach, myself, I always tried to emulate her passion, playfulness, and ability to help every player meet their potential."

— Whitney Robbins '82



**MARTA
WILLETT**

"Ms. Willett taught me that success is measured by progress; I think about this a lot and it is a goal that I have set for myself. She made me feel proud of my work because I built upon my studies and made meaningful connections between my interests, and she taught me to love reading and learning. Ms. Willett is so incredibly caring, gentle and thoughtful. One of my favorite memories from my time at CRS is learning to make cinnamon rolls at Ms. Willett's home in Natick — a prize my parents won from the raffle. I cannot thank Ms. Willett enough for everything she did for me."

— Sarah Evantash '12



**TERESA
BAKER**

"Teresa Baker helped make our kids into the curious, respectful, intrepid 'citizens of the world' that they are today. She brought her love of travel into the classroom — and off they all went on imaginary journeys that involved research, role play, and artistic discovery; to Greece, Africa, China, Italy. Our family vacations took on added dimensions, our daughter chose to spend her junior year of high school in Beijing, and our sons eagerly travel to other continents. Teresa nurtured their desire to communicate with people of other cultures — whether through language, art, science, or culinary delights — and our lives are so much richer for her influence."

— Susan & Peter Bernard
(parents to Clare '01, Andy '03,
Martin '09)



**JEANETTE
PRATT-TELLO**

"Ms. Pratt-Tello is really nice and welcoming. She always asked me how my day was going, which felt really nice. We did lots of puzzles as a whole class; I have this photo book of us all in PreK, crunched up around a puzzle at EDP. I'll miss Ms. Pratt-Tello next year!"

— Nathan Gomes '21

New Trustees



Rebecca Grimm

During her time at CRS, Rebecca has served as the Fair Co-Chair and the Volunteer Coordinator for the Fair, and served on the Development committee for the past two years; she has volunteered her marketing expertise through serving on the Steering Committee for the school's recent branding project, and supported the Admissions Office. Rebecca is the Senior Director of Transformation Marketing at CVS Health. Prior to joining CVS Health, she worked in brand strategy, product and brand management, and advertising. She received her BA in Economics from Bryn Mawr College and her MBA from the Kellogg School of Management at Northwestern University. Rebecca lives in Medfield with her husband Brian, her son Casey (Grade 4), and her daughter Erin (Grade 2).



**Laura
Kunkemueller '80**

Laura is the Environmental, Social and Governance (ESG) Officer for Mellon, a subsidiary of BNY Mellon and the successor of The Boston Company. Prior to joining Mellon, Laura was an investment consultant specializing in not-for-profit clients. Laura received her BA in History from Princeton University, an MBA from the Yale School of Management, and a Masters in Change Leadership from Oxford University/HEC. She formerly served on the boards of US Rowing, the Boston Conservatory, and the Berklee College of Music, and currently serves on the finance committees of Historic New England. She is an internationally credentialed rowing referee, and lives in Dedham with her husband John Andreini and their chocolate lab, Theo.



**James
McElligott**

James serves on the Finance and the Development Committees at CRS. James is a portfolio manager and analyst at Fidelity Investments, where he has worked since college. Previously, he served as the Treasurer and Chair of the Finance and Development Committees at the Riverbend School. He received an AB in Economics from Harvard University and is a CFA Charterholder. James lives in Dover with his wife Lindsey and their three kids — Lauren (Grade 2), Jack (K), and Natalie.



Eben Scanlon

Eben serves on the Development Committee at CRS. He works as a Senior Vice President at Medidata Solutions, a SaaS company based in New York City and Boston. Prior to Medidata, Eben was at VMWare and McKinsey & Co. Eben earned an AB from Harvard College and an MBA and PhD in computational biology from MIT. Between college and graduate school, he taught math as a Peace Corps Volunteer in Guinea, West Africa. Eben serves on the Wellesley Town Democratic Committee, the Wellesley Trails Committee, and as a delegate to the Massachusetts State Democratic convention. He also volunteers regularly at *God's Love We Deliver* in New York. Eben and his wife, Jessica, live in Wellesley with their daughters Eva (Grade 6) and Lila (Grade 1).



Heather Willis

Heather is Chair of the Parent Association at CRS, and has volunteered her time in many other capacities for the school. She works part-time on special projects at Bully Boy Distillers, Boston's first craft distillery, which she helped launch with her husband and brother-in-law in 2011. Previously, Heather worked in marketing at Vornado Realty Trust while living in Washington, DC and Hong Kong. She currently serves on the Library Building Committee in Sherborn which oversees the development of the town's \$8M library renovation/expansion project. Heather earned a BA in Political Science from Dickinson College and an MBA from The George Washington University. She and her husband, Will '88, live in Sherborn on a working farm with their children Dudley (Grade 4), Westy (Grade 2), and Sunny (age 3).

RETIRING TRUSTEES

CRS sincerely thanks past parents **Alison Campbell '83** (son Ben '19) and **Mark Taborsky** (son Nick '15) for serving on the Board of Trustees and volunteering their time, energy, and insight on behalf of CRS.

New Faculty



Billy Beauzile
PREK-3 PE TEACHER AND ATHLETICS ASSISTANT

Prior to his new role, Billy has coached our Girls Soccer and Boys Basketball teams, served as a substitute PE teacher, as an after-school sports teacher through the Extended Day Program, and as a team building teacher. He has held a variety of sports instructor and coaching roles, working with children ages 5–14 through FC USA/UK Elite, the Nor'Easter North Soccer Club, and Be Ahead of the Game. Billy also served as the Head Soccer Coach at Shady Hill School. He earned his bachelor's degree from Mount Ida College, where he played on the Varsity Soccer, Football, and Volleyball Teams.



Sarah Bookstein
GRADE 6 CO-TEACHER

Sarah comes to CRS from Friends Academy, where she has served as a Homeroom Teacher for Grade 5 and Grade 4. She completed the Teacher Training Program at Shady Hill School, earned her bachelor's degree in English from Bucknell University, and her master's degree in elementary education from Lesley University. She has experience teaching a thematic curriculum, delivering differentiated instruction, and is trained in Responsive Classroom. Sarah's interests include social justice and mindfulness, and at CRS she will focus on Humanities (English and Social Studies).



Warren Charleston
EXTENDED DAY PROGRAM CO-TEACHER

Warren joins CRS from Mark's Meadow After School, where he worked as an after school teacher. Warren has also worked as a camp counselor at Creative Arts at Park for six years, working with children ages 8–10 and teaching printmaking, origami, ceramics, and sports. Warren is a graduate of the Fessenden School, Phillips Exeter Academy, and earned his bachelor's degree in English from the University of Massachusetts Amherst. At UMass Amherst, he competed as an NCAA Division 1 athlete in Men's Track and Field.



Lane Dussault
ASSISTANT DIRECTOR OF ADMISSIONS

Lane has been working in the field of education for the past 15 years. A Los Angeles native, Lane spent over a decade as a Head Teacher in elementary school classrooms before transitioning into administration. Most recently, she worked as the Director of Admissions at The Learning Project in Boston. Lane earned her bachelor's degree in psychology from the University of California in Santa Barbara, completed her master's degree in education at Pepperdine.



Shayna Frutkoff
EXTENDED DAY PROGRAM CO-TEACHER

Shayna joins CRS from ABCD Head Start and Children's Services, where she worked as a Professional Development Assistant. She has also worked as a Kindergarten Teacher and Team Coordinator for Runkle Extended Day in Brookline, and served as the team coordinator for the K and Grade 1 team. For eight summers, Shayna worked as a counselor, boating director or program director at Camp Burgess & Hayward, working with campers ages 7–15. She earned her bachelor's degree in communications studies with a minor in international affairs from Northeastern University.



Gabriella Giangregorio
ASSISTANT DIRECTOR OF DEVELOPMENT

Gabriella (GG) previously worked as the Associate Director of Alumni Relations and Annual Giving at Lasell College. In this role, she implemented giving day campaigns and special events to increase engagement and support the institution's financial stability; specifically, she increased attendance at Alumni Weekend by 75% and doubled student giving participation rates. She earned her bachelor's degree in hospitality administration/management and is completing her master's in management at Lasell College.



Hannah Lindquist
PREK/K CO-TEACHER

Hannah worked as a Combination Teacher at the Wellesley Community Children's Center for children ages 3 months–5 years, and as a Fellow for the Lupkin Institute for Service Learning, where she helped to create a new literacy initiative and increase community engagement through a bilingual newsletter. She most recently served as a Lead Teacher in Special Education at the Walker School, where she worked with students in Grades 4–8. Hannah earned her bachelor's degree in sociology and elementary teacher education from Wellesley College.



Julie Powers
DIRECTOR OF MARKETING AND COMMUNICATIONS

A seasoned communications professional, Julie brings to CRS 14 years of experience working in independent schools. Prior to joining CRS, she served as the Director of Communications at Dexter Southfield, where she managed the school's re-branding efforts and developed a comprehensive marketing and communications program. Julie also worked as the Director of Digital Communications and Assistant Director of Communications at Noble and Greenough School. She graduated cum laude with a bachelor's degree in communications from Stonehill College.



Mara Weitzman
GRADE 4 CO-TEACHER

Mara joins CRS from Kingsley Montessori School in Boston where, most recently, she worked as the Science/STEM Teacher and Math Specialist for Grades 1–6. Prior to Kingsley Montessori, she worked as a Lower Elementary School Teacher at Keystone Montessori School. Mara earned her bachelor's degree in biology from Swarthmore College, where she was a member of the Sigma Xi Scientific Research Honor Society, her elementary I Montessori certification at the Center for Montessori Teacher Education, and her master's degree in educational studies from Wheelock College.

Ed and Janet Zaval with their grandson Charlie



Ed and Janet Zaval

“By supporting CRS each year, our family has tried to honor the school’s constant commitment to academic excellence and strong communal values. Embraced by the warmth and dedication of a fantastic faculty and staff, our children were nurtured not just academically but at a deeper and more personal level through loving relationships that modeled empathy, sharing, tolerance, and compassion.

As parents, we soon discovered a thriving culture of volunteerism. CRS became a second family for us. And while we could provide energy and time to a remarkable institution, we received far more in return — building friendships as our children, Lisa and Shara, built critical foundations for life.”

— Ed and Janet Zaval, parents to Lisa '99 and Shara '01

CRS thanks the Zaval Family for 29 years of consecutive giving.

CRS 2019 Distinguished Alumni Award:

Gavin Alexander '99



Gavin accepts Distinguished Alumni Award

Gavin Alexander and Head of School Gretchen Larkin at the reception in April



CHARLES RIVER SCHOOL has named Gavin Alexander '99 as this year's recipient of the CRS Distinguished Alumni Award. An associate at Ropes & Gray LLP, Gavin has been an advocate for diversity and inclusion throughout his career. He was selected as one of *Massachusetts Lawyers Weekly's* 25 "Up & Coming Lawyers" for 2019, featured on the *Massachusetts Super Lawyers* "Rising Stars" list for 2018, and named one of the "Best LGBT Attorneys Under the Age of 40" by the National LGBT Bar Association in 2017.

CRS presented Gavin with the award at a reception at the Hampshire House in Boston on April 11, where his remarks included the following: "The things I remember most about my CRS education were the focus on multiculturalism and emphasis on learning about the experiences of others...CRS taught me about other cultures, civilizations, and religions, about the impact of women in shaping labor reform and other political developments, about the struggle for civil rights for all oppressed populations, and about what it means to fight for what is right. These core educational experiences have driven so many of the choices I've made and actions I've taken throughout my life, and this type of education is more critical now than it probably has been since the civil rights movement itself half a century ago..."

"In order to create a society that values all people and treats them with dignity and respect, it is absolutely essential that we challenge children to think early and often about the experiences of others who may not look like them, talk like them, act like them, or have the privileges that they have, and that we encourage every child to find their voice so that they can advocate both for themselves and for others whose voices may be silenced or unheard."

Gavin is a member of the Special Situations practice group at Ropes & Gray, and he also maintains an active pro bono practice providing free legal guidance and representation to LGBTQ individuals seeking asylum in the United States and transgender and other gender non-conforming individuals looking to change their name and/or gender marker on identifying documents. He serves on the Board of Directors of the National and the Massachusetts LGBTQ Bar Associations, and the Massachusetts Equal Justice Fund. He is also a member of the Boston Bar Association's Diversity & Inclusion Section Steering Committee. Gavin graduated Phi Beta Kappa from Wesleyan University and magna cum laude from Harvard Law School.

CRS 2019 Young Alumni Award: Owen Asnis '15



A 2019 GRADUATE of Noble & Greenough School, Owen was accepted to Harvard College where he will matriculate as a member of the Class of 2023. At Nobles, Owen served as co-president of the Nobles student body and led with his hallmark inclusivity, positivity, and enthusiasm. Owen was also elected as a captain of the varsity cross country team and president of the Nobleonians, the male *a capella* singing group.

In addition, Owen served as a prefect to the Head of School, as a lead tour guide, and as a bass guitar player in both the blues and jazz bands for four years. He was the go-to bass player at the school and frequently supported other students in morning assembly performances. For four years, Owen served as the video coordinator for the boys' varsity hockey team, utilizing the XOS digital platform to provide the team with in-game video feedback. He enjoys service work and formed a special connection with the Immigrant Family Services Institute in Boston, where he volunteered this summer.



Owen and Head of School Gretchen Larkin, with Owen's twin sisters Sydney '17 and Caitlin '17



Owen addressed CRS students, faculty, and parents after receiving his award

CRS honored Owen during our final assembly of the year on June 11. He shared these thoughts in his acceptance remarks, "Cherish every moment you have [at CRS]. CRS taught me to love school. Every day, I looked forward to coming to school, and I still do."

As a graduate, Owen has continued to give back to CRS, serving on Admissions panels and volunteering at events. His parents, Brooke (Earley) '86 and Peter are very proud of his accomplishments. Owen looks forward to participating in the Harvard Institute of Politics, student government, and activism at Harvard next year.

Head of School Gretchen Larkin shared these words about Owen at the award presentation, "Owen is a doer and someone who cares deeply for others; he is a role model, a loyal friend and a true optimist. In the spring of Owen's 8th grade year at CRS, his advisor Leigh Hutchinson wrote: 'Owen is primed for success in high school.' And as she says today, 'We just didn't realize how much success!!' Owen, we are beyond proud of you, grateful for all the time you have dedicated to CRS, and wish you every success. It is an honor to present you with the 2019 Young Alumni Award."



Alumni News

1950s

[1] **ROBERT CHAPIN JR. '50**, a retired Naval Intelligence officer from 1962 to 1990 and avid sailor, returned to CRS for the first time in 68 years! During a tour of Founders House, he discovered his 5th grade classroom, took a seat at a desk and recalled that the teachers “were wonderful, just remarkable.” He had lunch with 7/8 science teacher and competitive sailor Becca Hurd, and 8th grade class officers Ian Travis and Hannah Rothstein. ■ [2] **BARBARA RUSSELL WILLIAMS '54** is retired along with her husband, Steve, but still volunteers at the Bellevue Botanical Garden and the East Side Heritage Center. She recently published a series of articles for the Dover Historical Society newsletter called “Tidings.” She references growing up in Dover, attending CRS and the silk worm project our current Grade 3 students study! She visited the CRS campus in the spring and caught up with Gretchen Larkin.

1960s

[3] **NICK DRINKER '66**, a USO volunteer, was passing out coffee to U.S. Army troops being deployed when he met **ANANT SHUKLA '02**, who is serving for nine months in Afghanistan and discovered they both attended CRS!

1970s

[4] Members of the **CLASS OF 1978** celebrated their 40-year reunion in November 2018 back on the CRS campus! They explored the new middle school building and felt right at home!



1980s

BROOKE EARLEY ASNIS '86 is Director of Admissions at Noble & Greenough School and coaches field hockey and lacrosse. Her three children attend Nobles and were CRS students: **OWEN '15**, **CAITLIN '17** and **SYDNEY '17**. ■ **BRYAN HINKLEY '86** was playing in bands and on tour for a while; he now owns a company that does music supervision for advertising agencies, television, and film. He has a 16-year-old daughter, Elizabeth, and lives in Milton, MA. ■ **ANNA HOFFMAN '86** lives in Oakland, CA with her wife and two teenagers. She works in technology with a focus on People and Culture Transformation. She returns to Maine every summer to visit her family. ■ **AVERY MACLEOD MADDALONI '86** lives in Honolulu, HI with her husband and two daughters (ages 9 and 11). She has relocated from Kansas, Colorado, Oklahoma and

Virginia because her husband is in the U.S. Army. She says, “Even after 33 years, I remember amazing arts and music, plus the plays and musicals we put on. I recall CRS helping form my world view and preparing me for the army adventure.” ■ **JESSICA THOMPSON SOMOL '84** had the pleasure of watching her daughter, **EMMA '19** graduate as an End-to-End from CRS on June 12th. After exactly 50 years of Thompsons at CRS (brother **RUPERT '78** entered Kindergarten in 1969), the last Thompson has graduated from CRS. For now.

1990s

JEFF RAIDER '95, co-founder and co-CEO of Harry's, Inc., recently launched a women's line of shaving products called Flamingo. You can find it online and at Target. Jeff also opened up the Harry's Headquarters in NYC to the CRS alumni community for a reception in January 2019 and, more recently, helped to lead the combination of Harry's with Edgewell Personal Care in May 2019. ■ **EMILY SCHIFFER '95** photographed multi-generational ranching families of the Cheyenne River Reservation in South Dakota, including lifelong friend and fellow alumna, **GINNY WEBB '95**. These portraits were featured in the *Washington Post*! To view her photos, visit: <https://wapo.st/> ■ **JOHANNA PRETE '98** welcomed baby boy Julian in December 2018. ■ **RAAJ RUPAREL '98** is a chief resident in General Surgery at the Mayo Clinic in Rochester, MN. He has been training there for the last eight years and graduated in June 2019. He is seeking a job on the west coast where he can also fly fish and climb. ■ **JULIA HARMAN CAIN '99** is getting her MBA from Johns Hopkins, continues to work in the dance world at Joy of Motion Dance Center, and chases around her toddler by day.



2000s

ALEXANDRA BOTTI '00 lives in New York City and is a senior producer for NPR's The Takeaway and has been responsible for coverage of the #MeToo movement and the opioid crisis. ■ [5] **CLARE BERNARD '01** was surrounded by many CRS friends and family, including her fourth-grade teacher Ms. Baker, when she married Mohammad Hamidian on September 1, 2018. ■ [6] **TORI PHUNG SHULMAN '01** and husband Ben are enjoying reading books with their son, Theo, who was born in May 2018. His auntie **VIVIAN PHUNG '00** has been a great help, along with adopted aunts **CLARE BERNARD '01** and **ABBY PADIEN-HAVENS '01**, who all have babysat for Theo. ■ [7] **ANANT SHUKLA '02** recently deployed to Afghanistan with the 3-501 Assault Helicopter Battalion out of Fort Bliss, TX. He exchanged letters during his deployment with CRS faculty and the 7th grade students, and was proud to wear his new CRS



tshirt! ■ **SUSHIL TRIVEDI '03** is living in New York City working in business development at Twitter, specifically on their data team, advising finance clients on how to use Twitter data for investment decisions. ■

[8] **TYLER PARSONS '05** married Schuyler Claiden in Suffolk, UK on June 2, 2018. His family and sister, **SARAH PARSONS WOLTER '01**, were by their side for the celebration. ■ **VICTORIA MADIGAN '06** graduated this spring with her PhD in molecular biology. ■ **SEBASTIAN SMITH '07** is living in San Francisco and working for a tech start-up called AppsFlyer. ■ [9] **OLIVIA LORD '09** is focusing on a career in experiential learning and will be working in New Zealand on developing curriculum in sea education. Olivia visited CRS this spring and caught up with Nurse Carol and reconnected with Ms. Baker to discuss curriculum development. ■ [10] **ELLIE OLSEN '09** visited the CRS campus in May 2019 to catch up with teachers and visit the playground, specifically the wooden castle in the sand box, which her father built when she and her siblings attended CRS in the early 2000's. ■ **TARA SENNOTT '09** graduated from Northwestern University and has spent the past year in Prague on a Fullbright Scholarship. ■ **DOM SMITH '09** graduated from USC and is working for Ares Management in Los Angeles.

2010s

MAX COHEN-CASADO '10 graduated from Georgetown University, majoring in International Politics and minoring in French. He played ultimate frisbee all four years, and during his senior year qualified for college nationals! His team entered the game nationally ranked at #76 and defeated #13 ranked UNC Wilmington. He lives in Washington DC and works for Forward Risk & Intelligence. ■ [11] **SARAH EVANTASH '12** attends Smith College and was on the crew team that placed third at Nationals this Spring. ■



REUNION GIVING

Pay it forward

All classes celebrating reunions are encouraged to make a gift to the **CRS Annual Fund** to help pave the way for the next generation of alumni. Your donation of \$25 or \$250 will help provide funds for innovative classroom projects like the Egg Drop or the x10 Project, provide professional development opportunities and necessary maintenance on our campus. Return your donation in the enclosed envelope or make your gift online by visiting www.charlesriverschool.org and clicking on “Support CRS.”



ISABELLA OLIVA '13 completed her sophomore year at Wellesley College where she has declared a major in Sociology and a minor in Psychology. ■ **ZION HARRIS '14** joined The Richmond Ballet in Virginia. He says, “It’s my first time in a company. I’m loving it a lot!” ■ **LOREAL WILLIAMS '14** attends Barnard College of Columbia University majoring in Psychology and is a member of the Athena Scholars Program. ■ [12] **MALIK GOMES CRUZ '15** was named a Frederick Douglass Distinguished Scholar at American University. The program recognizes leadership, innovation, and academic excellence and awards a full, four-year scholarship to the recipient. He recently returned to CRS this spring to talk to the 8th graders about the transition to high school and reconnected with Kent Rouillard. ■ **ARI PIERRE '15** graduated from Franklin High School alongside her sister, **BELLA PIERRE '15** and is heading to University of South Carolina Nursing School this fall. ■ **BELLA PIERRE '15** is heading to UMASS Amherst in the fall and was accepted to the Isenberg School of Management business school. She will be competing on the track and field team as well.

Faculty News

[13] **CAROL AHEARN**’s daughter, Elizabeth, and husband Matt celebrated their first anniversary on June 16, 2019. They were married at St. Anselm College where they met. ■ **AMY LISBON BRANTON '95**, literacy specialist, presented at the Academy of Orton Gillingham Practitioners and Educators annual conference in April 2019. Approximately 100 people attended her session on Oral Reading Fluency: Beyond Repeated Readings. ■ **SALLY BENNETT COOK**, former PreK and Kindergarten teacher and parent to **DOUGLAS '77** and **DUNCAN '79** is adapting well to life at Oasis at Dodge Park in Worcester, MA, a memory care senior living community; she enjoys many daily activities, good meals, and visits from family and close friends. ■ [14] **ANNIE KENNEY**, Grade 3–5 science teacher, is now an empty-nester after her son, Henry, graduated from Dover-Sherborn High School. He will be heading to Annie’s alma mater, St. Lawrence, next year. Her daughter, Grace, is a senior at Trinity College. ■ **CAROLYN PEIRCE**, former faculty member from 1975–1988, is retired after 45 years of teaching and school administration. She now spends time volunteering with organizations advocating for homeless and underserved populations. Carolyn also spends time traveling — most recently to the Galapagos, Zambia and Botswana. “I loved my years and friendships from CRS days!” she said. ■ [15] **ZACK SWALE**, facilities associate and CRS coach, graduated from Southern New Hampshire University, with a BS in Sports Management Business this spring. He is pictured here with his fiancée, Kelly.



In Memoriam

The Charles River School community extends its sincere condolences to the following families.

ALUMNI

I. TUCKER BURR '29 passed away in March 2019. He practiced veterinary medicine from 1952 until retirement in 1980. His siblings also attended CRS (Francis '25, Alice '27, John, '32 and Carleton '33). ■ **CYNTHIA THORNDIKE THACKARA '34** died on January 2, 2019, just 9 days short of her 97th birthday. She often spoke of her wonderful years at CRS and many of her relatives attended the school across the decades including her siblings and nieces and nephews. ■ **ROSITA RICHMOND WATSON '34** passed away at the age of 96 in March 2019. After CRS, Rosita attended Park School and then Beaver Country Day. She is survived by her three sisters and CRS alumnae Jessie Richmond Moore '38, Nancy Richmond Blackett '40 and Pamela Richmond Orr '42. ■ **THOMAS MOSELEY '37** passed away in September 2018 at the age of 93. After CRS, he attended the Westminster School and Harvard. Tom was a frequent volunteer to many organizations in Darian, CT, Naples, FL, and Woods Hole, MA. ■ **MARY BARTLETT HOWE '38** died in January 2019. Mary grew up in Dover and attended Winsor School after CRS. She enrolled in Radcliffe College but cut her education short to work as a nurse's aide during World War II. Her sister, Christina Bartlett Whiteside '27, and niece, Judith Whiteside '59, are also alumnae of CRS. ■ **HENRY G. GUILD JR. '40** passed away at the

age of 90 in April 2019. Henry was a corporate lawyer and investment advisor to individuals and families. He was passionate about charitable initiatives around Boston and he served as the CRS Board of Trustees Chair from 1941–1946. ■ **ARNOLD W. HUNNEWELL '40** died in March 2019 at the age of 91. He lived in South Natick for more than 80 years and raised his three children there. Arnold founded and became the first chairman of the Conservation Law Foundation, a group thought to be the oldest environmental law organization in the country. ■ **GEORGE SALTONSTALL MUMFORD '40** passed away in February 2019. After CRS, George attended Milton Academy and received an AB in Astronomy from Harvard University. George was a Trustee at CRS and his children, George Mumford Jr. '76, Elizabeth Mumford Forshay '64, and Barbara Mumford Kingery '63, all attended CRS, as did his grandchildren. ■ **LISA HUNNEWELL VON CLEMM '49** passed away in March 2016. She was one of many family members to attend CRS including: Horatio Hollis Hunnewell '41, Francis Oakes Hunnewell '51, Stefanie von Clemm '75, and Charlotte von Clemm Iselin '79. ■ **DOUGLAS COOK '77** passed away on March 25, 2018. He was a proud graduate of CRS, Medfield High School, and the Univ. of Maine at Orono. He started his own business, Cook Forest Products, Inc., that would become one of the largest land clearing and forest products companies in New England. He leaves his three children, wife Diane Cook, mother Sally Bennett Cook, former faculty member from 1974–1988, and his brother Duncan Cook '79.

COMMUNITY MEMBERS

ANDREW KESSLER, parent to Jackson '13, passed away in September 2018. He started his own business, Coffee Pond Photography, which continues to partner with CRS for annual school pictures. ■ **PAMELA KUNKEMUELLER**, parent to Laura '80 and Andrew '81, died in March 2019. She was very passionate about local philanthropies, including CRS and the Dover Historical Society. ■ **HILARY OLSEN**, parent to Sam '04, Tom '07 and Ellie '09, died November 10, 2018. Hilary had an unusual ability to connect with people and will be remembered for her vibrant personality and generosity of spirit. She spent countless hours volunteering as a parent during her time at CRS. ■ **DONALD SUCHMA**, husband to former Grade 2 teacher Kathy Suchma and parent to Damien '82 and Kerry '89, passed away in March 2019. ☺

THE CRS ANNUAL FUND

Thank you for investing in the joy of learning.

Our students explore global communities and their dynamic cultures through thematic curricula. Classroom teachers and specialists in art, technology, and foreign language design classroom projects to help students to develop deep empathy for people from different cultures like Native Americans, ancient Greeks, and European immigrants. Our graduates become compassionate leaders in their own community and beyond because of this foundation.

The CRS Annual Fund is vital in supporting these projects and experiences that positively impact every one of our students. **THANK YOU** to the **437 DONORS** who contributed to the 2018–2019 Annual Fund for making these projects possible for our faculty, students and our community.

2018–2019 ANNUAL FUND BY THE NUMBERS

\$724,712

DOLLARS RAISED TO ANNUAL FUND

437

OF DONORS TO ANNUAL FUND

99%

PARTICIPATION OF CURRENT PARENTS

14%

PARTICIPATION OF ALUMNI

100%

PARTICIPATION OF FACULTY

44

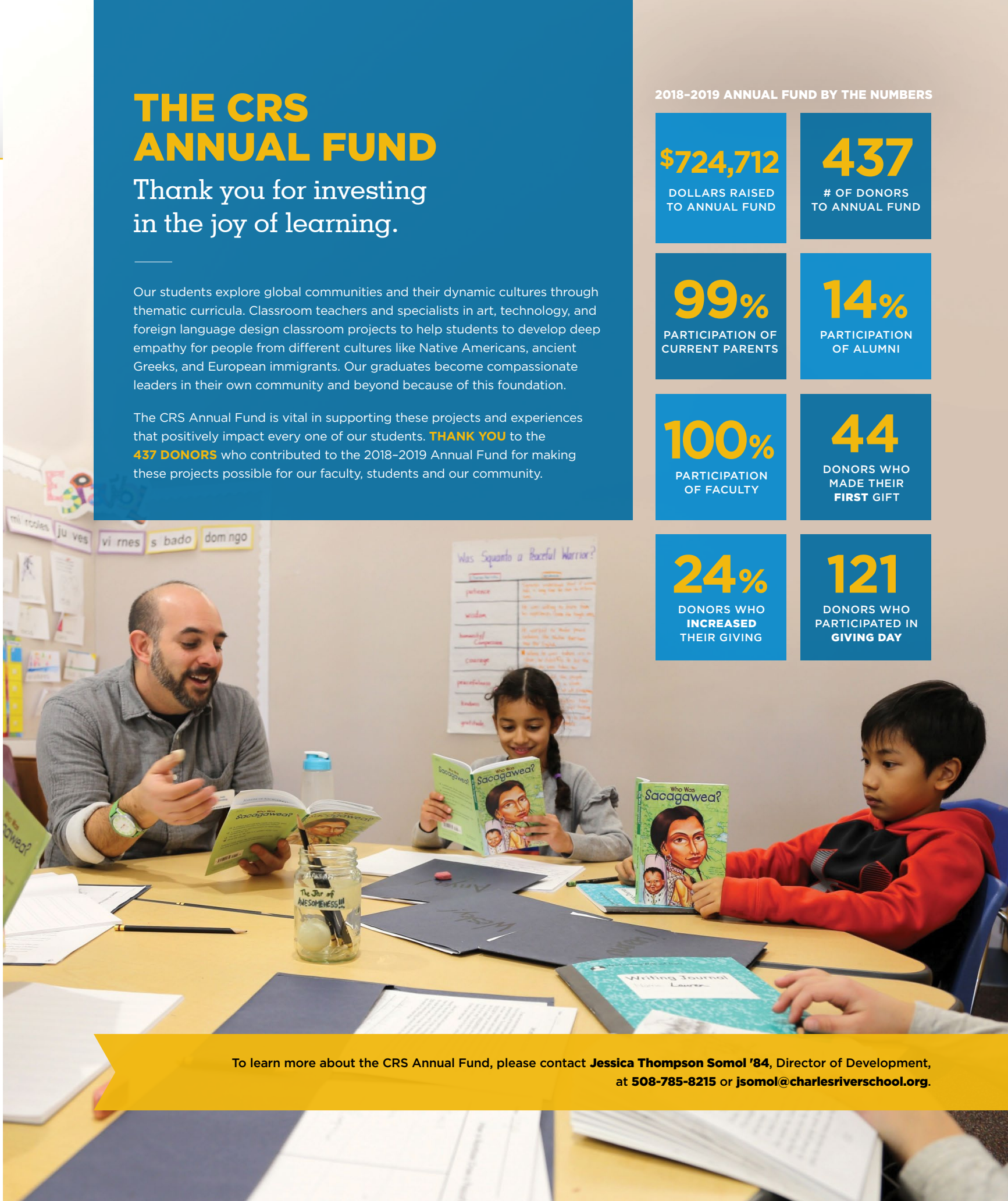
DONORS WHO MADE THEIR FIRST GIFT

24%

DONORS WHO INCREASED THEIR GIVING

121

DONORS WHO PARTICIPATED IN GIVING DAY



To learn more about the CRS Annual Fund, please contact **Jessica Thompson Somol '84**, Director of Development, at 508-785-8215 or jsomol@charlesriversschool.org.

The *CURRENT* Summer 2019

Charles River School
6 Old Meadow Road
P.O. Box 339
Dover, MA 02030

www.charlesriverschool.org

Address Service Requested

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
GALLERY



Save the Dates

- **Secondary School Fair** // Monday, September 16
- **Admissions Open House** // Saturday, October 5
- **CRS Fall Fair** // Saturday, October 19
- **Speaker Dr. Jill Walsh** // Wednesday, October 23
- **Middle School Open House** // Thursday, November 7
- **Diversity and Inclusion Breakfast** // Wednesday, November 13
- **Winter Festival** // Friday, December 20