



# *the* CURRENT

FALL 2022

THE MAGAZINE OF CHARLES RIVER SCHOOL

[WWW.CHARLESRIVERSCHOOL.ORG](http://WWW.CHARLESRIVERSCHOOL.ORG)

## (Re)Defining Achievement

**Recognizing student  
success with measures  
that matter**



CHARLES RIVER  
SCHOOL

DEEPER UNDERSTANDING, HIGHER ACHIEVEMENT.



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#### ON THE COVER

At CRS, we understand that “achievement” can be defined and measured in myriad ways. In Annie Kenney’s fourth-grade science class, students watch the solar robots they built come to life with light. The expressions on their faces say it all—this is what achievement looks like in our classrooms.



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### 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.

### COMMUNITY, EQUITY & INCLUSION STATEMENT

**At Charles River School, community, equity, and inclusion are essential elements of our curriculum and community and are central tenets of our Mission Statement.** We are dedicated to our efforts to create a school community in which everyone is welcomed, recognized, and valued both as an individual and as a member of the Charles River School family. Through our culturally responsive teaching practices and the authentic learning experiences we provide for our students inside and outside of the classroom, Charles River School shows a deep dedication to graduating well-rounded students who "know themselves, understand others, and shape the future of our diverse world with confidence and compassion."

We commit ourselves to:

- **Cultivating** intercultural competence and anti-bias mindset and actions through our curriculum and co-curricular work with our student body, our faculty and staff, and our parents and caregivers
- **Deepening** our community's knowledge of and respect for the multi-faceted nature of identity and culture as they exist in ourselves, our local communities, and in our world
- **Providing** a school environment and an education that equips community members with the awareness, attitude, knowledge, and skills to become successful, contributing members of a global society
- **Developing** historical and contemporary understandings of the implications of systemic oppression, power, and privilege and how our work as a school can play an important role in dismantling those systems
- **Engaging** in the complex work of equity, inclusion, and belonging with careful thought, enduring dedication, and ongoing self-reflection

### HEAD OF SCHOOL

Gretchen Larkin

### PHOTOGRAPHY

Leah LaRicca, Julie Powers, Adam Richins

### EDITORIAL COMMITTEE

Elizabeth Clayton, Julie Powers, Kat Whitten, Emily Walberg, Amy Walsh

### DESIGN & PRODUCTION

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### ADMISSIONS INQUIRIES

Kat Whitten, Director of Admissions  
[kwhitten@charlesriverschool.org](mailto:kwhitten@charlesriverschool.org)  
508-785-8213

### ALUMNI NEWS

[alumni@charlesriverschool.org](mailto:alumni@charlesriverschool.org)



**CHARLES RIVER  
SCHOOL**



## PHOTO BREAK



### A Glimpse at Our Year Together and the Return of Some CRS Staples

1 Luke Ramos-Starmer (left) and Alex Yang, both '24, work collaboratively in science class.

2 Third graders learned about the art and practice of yoga. The lesson coincided with their thematic studies of countries and cultures along the Silk Route.

3 Working on puzzles is much more fun with a friend! Vicente Jimeno-Miller and Evan Njuguna, both '31, work in tandem.

4 Following guidance from the Health and Safety Committee, CRS lifted its mask mandate this spring. It was wonderful to see our students' smiling faces once again.

5 Abby Baldwin '26 sees her work come alive in French class.

6 Arianna Lopez-Baldrich and Gabriel Robledo, both '28, devise a plan for their math project in measurement. Grades One/Two work in pairs to figure out the length of the Play Barn by using their own bodies as a marker.

7 We safely returned to the Dining Hall for lunch this year. Emma Bagchi '28 is one of many students who enjoyed building a healthy plate each day.

8 After a hiatus during the pandemic, Chorus returned in the spring with joyful songs to share.

# SNAPSHOTS

## A GLIMPSE OF OUR YEAR TOGETHER





# Happy Trails

**ONE JULY EVENING**, I meandered the familiar trails behind Charles River School up to Noanet Peak on what turned out to be the hottest day of the summer. I have been running and hiking these trails for years and my goal is usually both to exercise and also to find clarity of thought. During this particular hot evening run, however, my sole purpose was to focus on what to write for this, my last issue of *The Current* as Head of School. It seemed fitting, given that the first time I wrote for *The Current* my inspiration happened on these very trails.

As I moved through the paths, I reminisced about the inaugural year of our cross-country team. I was the “assistant” coach—with a heavy emphasis on those quotation marks—having had no experience other than a passion for the woods and running. I thought about that first group of eager runners, most of whom had never run competitively, and I was reminded of the genuine support, encouragement, patience, and overall kindness each teammate demonstrated to one another as well as to me—the “coach.” Although we did have some very talented runners, we didn’t have a winning season that year. However, we had incredible team spirit, camaraderie, and fun. There was a contagious enthusiasm and spirit found on that team.

As I turned a bend on the trail, thinking about the kindness I experienced during that first cross country season at CRS reminded me of *The War on Kindness; Building Empathy in a Fractured World* by Jamil Zaki. Zaki is a professor of psychology at Stanford University and the director of the Stanford Social Neuroscience Laboratory. He is passionate about the quest to create a kinder world. As we know all too well, sometimes this world makes kindness so hard to come by.

Quite simply, Zaki believes we have a basic choice: we can choose to be kind or not to be kind. His book is filled with scientific evidence of kindness and empathy in humans; he explains that empathy is an umbrella term used to describe how we respond to one another, how we think about, share, and care about each other. In my opinion one of his main premises is unmistakable—kindness is contagious. When those around us are kind, generous, and empathic, others will be as well. Yes, CRS is an elementary school and children will always experiment with

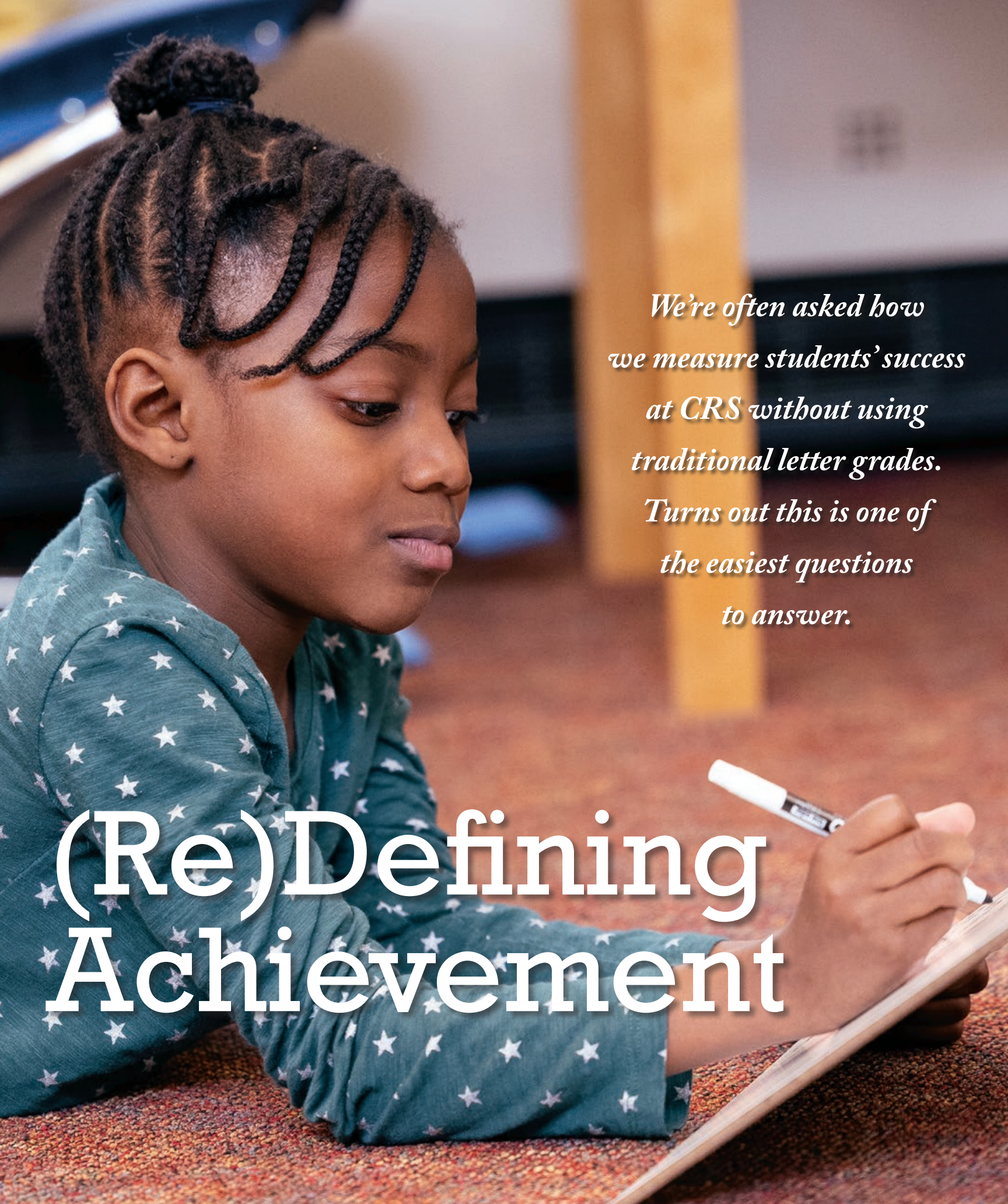


language or test behaviors that aren’t acceptable but are developmentally appropriate. These are necessary building blocks for social growth. And with that, we know CRS to be a hub of kindness. It is a community where caring, sharing, and kindness are central to our mission and core to the achievements of each child academically, socially, and emotionally. We value and foster kindness and empathy each day in order for children to feel that they belong and thus are confident to take the risks necessary for achievement.

A few years ago, a parent told me that he chose CRS for his children because the alumni he knew were not only the brightest but the kindest. There is so much that I will carry with me from this great school on my next journey; the children, faculty, alumni, and families have made an indelible and profound impact on me both personally and professionally. However, it is the generosity of spirit and kindness that sets CRS apart and that I know will be in my heart always. 🐾

*Gretchen Zarkin*





*We're often asked how  
we measure students' success  
at CRS without using  
traditional letter grades.  
Turns out this is one of  
the easiest questions  
to answer.*

# (Re)Defining Achievement



**FOR SO MANY, ACHIEVEMENT IS DEFINED BY REACHING A CERTAIN MILESTONE OR MASTERING A SUBJECT AREA OR SKILL.** There is an inherent finality to “achieving something.” In education, that definition is not only too narrow—it misses the point altogether. CRS faculty instill a love of learning by engaging children in the never-ending process of identifying, investigating, asking questions, building skills, applying that knowledge creatively, and letting it all lead to new and exciting things. Within that, there are countless opportunities to measure marks of achievement. You see it in a student’s individual progress, in their social-emotional growth, and in their willingness to take risks. Our teachers and parents know it when they see it—and celebrate it along the way.

“One example that comes to mind happened in my language arts class. One of my students said, ‘I GET it now!’ when we were practicing subject/verb agreement. Achievement looks like excitement and ownership. We know it right away because students articulate or show their understanding. These moments when a child expresses their authentic understanding and exudes pride are my most memorable and joyful moments of teaching at CRS.”

**THERESA LEONE**, Co-Teacher in Grades One/Two



“For many, the word ‘achievement’ is synonymous with academic or professional success. Often, that success is judged simply by the end result—the final answer, the culminating grade, or the big award. At CRS, academic success is defined by so much more than that. It is mission-critical; when a child has truly achieved, they are thriving and flourishing. They take risks and ask important questions. Achievement isn’t the end result. It is the process of discovery itself.”

**GRETCHEN LARKIN**, Head of School







**“Achievement is making progress and it is a product of curiosity. It is having the courage to answer a question without the fear of being wrong or writing with the intention of making something better. It’s the opposite of discouragement. It is acknowledging mistakes as a part of the process and using them to get better. It is pushing yourself to work to your fullest potential.**

“Achievement is measured in terms of effort and iteration. It is responding to feedback without judgment: reacting to comments or grades and having discussions with teachers to move from ‘not yet’ to mastery.”

### **JULIE WEEDEN**

**Middle School Coordinator and  
Grades 3-8 French Teacher**

“At CRS, achievement is not measured by a grade on a piece of paper or the number of books our children have read by a certain age. **Our children’s achievements are measured by confidence, independence, improvement, and personal growth. Each of our children has completely different learning profiles, personality characteristics, and goals.** They are met where they are at and challenged at their own rate. Watching each of them grow academically, emotionally, and socially is a true measure of achievement. Joyful and curious children, exposed to multiple subjects and interests, and fostering a feeling of belonging and community, is a beautiful thing to watch.

“Friends will often ask us, ‘How do you know if your children are progressing without seeing a letter grade?’

“We don’t need a letter grade on a report card twice a year to see achievement. We see it in the projects that our children work on, we hear it from the weekly emails we get from their classroom teachers and when I randomly, multiple times each year, get a personal email from a teacher beaming with pride over an accomplishment that our child has shown. We SEE the achievements, the struggles, and the curiosity. We are an everyday part of it—a team with their teachers.”

### **DAWN AND TALBOT BEEHR**

**parents to Valerie '28, Weston '26, Tyson '24, and Jackson '21**



**“Achievement in Spanish means owning and being able to use the language without curricular supports, like verb charts and vocabulary lists.** It means that a student can successfully use the target language in a conversation with another person or spontaneously in writing. Within those two topics, speaking and writing, there is a wide range of opportunities for differentiation but the goal remains the same—independent use of the target language.

“I use a variety of tools to measure achievement. Some examples include individual student conferencing, oral and written assessments, individual presentations around a specific topic, and small target language book groups and discussions.”

### KENT ROUILLARD

Spanish Teacher for Grades 4-8



**“At CRS, I see achievement when a student becomes a fluent reader and chooses to read on their own without being told to do so.** It might be when a struggling note-taker puts the effort into doing the best they can to use a graphic organizer to help remember important things. Achievement is a student applying what they have learned to contribute to a better world.”

“Achievement, again, is different for every student and it’s not about scoring the best on a test. It’s persisting with trial and error until you get whatever you are trying to do done!”

### ANNIE KENNEY

Grades 3-5 Science Teacher



**“Achievement at CRS is reading chapter books, adding two-digit numbers, and learning what counts as protein in the cafeteria (Hint: it’s not pasta).** It’s publishing a book, 3D printing, and finishing a cross-country race out of breath but happy. It’s building friendships and working through tricky classroom dynamics. It’s growing your self-confidence by getting on stage at Sharing Assemblies. It’s lots of little achievements like these that build up, with the help of teachers who push in areas of strength, add support where needed, and foster a love of learning.

“As a family, we measure achievement by seeing how much excitement Tucker and Morgan bring home every day. By the number of times we find them reading in bed before school or doing math problems while brushing their teeth. By how often we ask ourselves, ‘When did you learn that?!’ during dinner conversations.”

### TREVOR AND BROOKE O'REILLY

parents to Morgan '29 and Tucker '26

**“One of the great things about the CRS learning environment is that achievement means something different for each student.** One of my goals as a teacher is to help each student assess where they are with a certain topic, set reasonable goals for themselves, then, while we are working on that topic, stop intermittently to reflect and assess where they are in relation to their goals. We often ask students and parents the question, ‘What would success look like?’

“I think being transparent about our curriculum goals helps students set individual goals for themselves. A specific example is our 40 Book Challenge, a personal reading challenge that spans the school year. We have students who fall within a wide range—from voracious readers to reluctant readers—and each student can find a way to push themselves to read more books than they read the year before. Within the 40 Book Challenge are 10 different genres so there are opportunities for individual goal setting. I think this particular activity is a prime example of achievement at CRS—it is individual, specific, manageable over time, and it requires assessment, reflection, adjustment, and then recognition.”

**RACHEL MILLER**

Co-Teacher in Grade 5



## Recognizing Achievement, Understanding, and Growth—from Our Students’ Perspectives



“Last year we learned about engineering. I like that you can be creative and mathematical at the same time. You have to be exact with what you do and think about it ahead of time, but you also know that you can make changes along the way.”

**LAUREN McELIGOTT**  
rising Grade 6



“I like learning about letters because now I know that ‘Vicente’ begins with ‘V.’”

**VICENTE JIMENO-MILLER**  
rising Kindergarten



“I am a reader. When it’s completely quiet and you have a whole room to yourself, it is so relaxing to read.”

**HALEY DEPINA-HOLMES**  
rising Grade 5



“I think puzzles are fun to do because you work hard to figure out where the pieces go and how they’ll fit. Then you complete it to see the whole thing.”

**REID APFEL**  
rising Grade 2





**“Achievement is when a human makes progress. It happens when students take steps forward in learning and make improvements in how they think, function, or see themselves and their world.** It’s when they make connections that increase the depth of understanding and when they reach a goal they had for themselves or that was set for them. I believe achievement is defined by the small steps along the long path of reaching those goals.

“Some examples of moments of achievement in the fourth-grade classroom this past year include:

- When a small group worked together to write a poem about special places on the CRS campus and used poetic devices we had been learning about.
- When students answer reflection questions thoughtfully about how they see themselves changing as learners.
- When a student overcame his fears and anxieties and read his part in front of an audience during the Griot Gala.
- When another student’s face lit up as she showed me her ‘first draft’ of the story we were writing that she wrote on her own the night before because she was so excited about the project.

“It’s easy to see from these examples, I measure achievement by being aware of growth and change in a student’s work quality. We do this through observations and relationship building with our students.”

**LAURA MUTCH**  
Co-Teacher in Grade 4



**“Achievement at CRS means our daughter is not only excited about learning new concepts and unafraid to ask questions in class but also confidently advocating for herself when she needs additional help understanding assignments.** At CRS, she has learned that asking questions when you don’t understand something that was taught is part of the learning process and is something that one can continue to do post-college and into the workforce. Furthermore, she has learned that it does not mean that you’re less intelligent than other students. She understands that everyone needs extra help sometimes.

“Our daughter is excited to go to school every day. On our drives home from school, she always shares something new—be it something fascinating that she learned during class or how she was able to successfully navigate the social dynamics of middle school throughout the day. We have also noticed that she enjoys writing without experiencing writer’s block or getting frustrated. She finally realizes that writing is a process and everyone’s paper goes through several iterations of editing before it conveys the message that you are trying to articulate.

“As parents, we measure our daughter’s achievement by observing how she responds to things, such as how she approaches a homework problem or challenge, as well as how she treats other people. We recognize that she is successfully achieving by observing her willingness to try and try again because she understands that mistakes do happen, so modifications need to be made during each iteration of the process. She starts each day with a smile on her face and treats others with kindness. Those are priceless treasures that we hold in our hearts as we drop her off every morning at CRS.”

### **PAT AND JETHRO TOWNSEND**

parents of Sydney '23



## Q&A with Gabe Burnstein, Charles River School's 11th Head of School

On July 1, 2023, we will welcome our new Head of School Gabe Burnstein to Charles River School. While the Summer 2023 issue of *The Current* will celebrate this milestone for CRS, we wanted to take time in this issue to introduce Gabe and his family following his appointment this year. To read more about Gabe and the Head of School Search, visit [www.charlesriverschool.org/about/people/head-of-school-search](http://www.charlesriverschool.org/about/people/head-of-school-search).

### Q: WHAT DREW YOU TO CHARLES RIVER SCHOOL?

The day that the Head of School job was posted, I heard from one of my mentors, Lynn Bowman, who said, "This is your dream school. Trust me! You have to apply." I had worked with Lynn at the Gordon School and she had also done some consulting for CRS over the past few years.

The more I learned about CRS, the more I fell in love. The PreK-8 progressive model, the mission, the history, and the community—everything about CRS matches my beliefs and values about education.

I was also drawn to the fact that CRS is a school where relationships and community are prioritized and the Head of School can really know every student,

family, and faculty member. That matters a lot to me.

### Q: HOW DO YOU DEFINE PROGRESSIVE EDUCATION?

First, it is always important to me to start with the "why."

John Dewey, the father of progressive education, once wrote, "Knowledge is a possession held in trust for furthering



Clockwise, from top left:  
Gabe Burnstein, wife Rebecca,  
daughters Remy (age 15) and  
Juliette (age 6), sons Max  
(age 2) and Moses (age 6)



## CAMPUS NEWS

the well-being of all.” In other words, progressive education is about using it to make a positive impact on society. This lives in the last line of CRS’s mission statement: our graduates use their knowledge to “shape the future of a diverse world.”

Progressive educators empower children by affirming their perspectives and partnering with them as we learn together. Children enter our classrooms with their own identities, experiences, burning questions, and more. As educators, we co-create curriculum and learning experiences with the children in our care.

Progressive education centers diversity, equity, inclusion, and belonging. We know that students who feel a sense of belonging in their school are more successful academically, socially, and emotionally.

Additionally, progressive education is about experiential learning. It isn’t only about reading history in third grade (although that is important), it is about *being historians in third grade*. We conduct interviews, visit historical sites, analyze primary sources, and ask questions like: “Whose perspectives are here? Whose perspectives are missing?”

Finally, in progressive education, no subject is an island. Students need to see the connections between subjects to make meaning of content instead of memorizing and regurgitating it. Simultaneously, students need to see connections to the world.

This brings us back to where we started: when our students graduate they not only have durable and transferable skills but they are inspired to use them to positively impact every community they are in for the rest of their lives.

### **Q: WHO HELPED SHAPE YOUR EDUCATIONAL PHILOSOPHY?**

My parents are at the very top of that list. My mom taught for 42 years at the public high school I attended and then, in her “retirement,” she founded a charter school in our hometown in Michigan. No one has ever been better at experiential learning or community building than my mom.

Meanwhile, my father has been the Director of the Screenwriting program at the University of Michigan since 1995. He’s constantly evolving his practice but he’s never changed the fact that he centers the voices of his students. He tells every class, “Write what you



know.” It’s a simple and powerful way to empower every student. It means, “You matter. Your stories matter.” He also doesn’t just know his students as writers; he knows them as people.

I’ve also learned from incredible educators at Gordon School including two Heads of School who mentored me, Ralph Wales and Noni Thomas-López. So much about my beliefs on progressive education, I learned directly from those two transformational leaders.

### **Q: HAS YOUR VIEW ON EDUCATION BEEN INFLUENCED BY YOUR ROLE AS A PARENT?**

My oldest daughter Remy graduated from eighth grade at Gordon School in June and my twins Moses and Juliette just finished kindergarten. At Remy’s graduation, I cried on stage as I was giving the introduction to the ceremony. The PreK-eighth-grade model is a beautiful way to celebrate and honor childhood. I always believed in this model as an educator, but I have also felt its power as a parent. 🐼

◀ Gabe and daughter Remy share a special moment during her eighth-grade graduation.







## Rapid Fire Questions with New Head of School, Gabe Burnstein

**Q: WE HEARD YOU LOVE TO READ.  
WHAT IS YOUR FAVORITE . . .**

**Book to read to your 6-year-old twins:**

*The Many Colors of Harpreet Singh* by Supriya Kelka

**Work of fiction of the last 10 years:**

*Americanah* by Chimamanda Ngozi Adichie

**Your kind of beach read:**

*The Nineties* by Chuck Klosterman

**Graphic novel:**

*Persepolis* by Marjane Satrapi

**Sports book:**

*The Book of Basketball* by Bill Simmons

**Book that influenced your leadership:**

*The Culture Code* by Daniel Coyle

**Book you recommend to parents:**

*Range: Why Generalists Triumph in a Specialized World* by David Epstein

**Q: YOU WENT TO THE UNIVERSITY OF MICHIGAN.  
THERE'S A FAMOUS UNIVERSITY OF MICHIGAN  
ALUM WHO USED TO LIVE IN BOSTON NAMED  
TOM BRADY. EVER HEARD OF HIM?**

I'm a huge University of Michigan fan. I was a student at Michigan when Tom Brady was there, and let me tell you: the mythology is overhyped. He was GREAT when he was in Ann Arbor.

**Q: GIVE US ONE WORD TO DESCRIBE  
EACH OF YOUR FAMILY MEMBERS.**

**Rebecca:** leadership

**Remy (age 15):** empathy

**Juliette (age 6):** positivity

**Moses (age 6):** creativity

**Max (age 2):** sweetness

**Q: ANY HOBBIES?**

I love to run, cook, and explore new places. I also love to do the dishes while listening to podcasts. (Does that count as a hobby?)

**Q: FAVORITE PLACES TO VISIT?**

I love the beauty of northern Michigan and the energy of New York City. I love the food in Los Angeles and the multiculturalism of Toronto. Rebecca and I had an incredible honeymoon in Thailand, and I think we should take a second honeymoon soon.

**Q: SWEET OR SAVORY?**

Savory. This is not even a real question as far as I'm concerned.

**Q: EARLY BIRD OR NIGHT OWL?**

100% early bird. Rebecca makes fun of me for falling asleep on the couch when she puts on a show. Do you know those Progressive Insurance commercials about turning into your parents? That's me. Falling asleep on the couch on Friday night at 8:30 p.m.—I've officially turned into my father.

**Q: WHAT'S AN EMBARRASSING STORY  
(THAT YOU'RE WILLING TO SHARE PUBLICLY)?**

On the first day of eighth grade, I woke up without needing my alarm. I had to be at the bus stop by 6:20 a.m., and I was not going to miss it. (See what I'm saying? Early bird!)

I took a shower, made my lunch, and walked two blocks to the bus stop. Then, I started to panic when I was the only one there. After ten minutes, I was still the only one there. I missed the bus. How could I let this happen?

I ran home to wake up my parents so they could drive me to school. Then I checked the clock.... It was 2:30 in the morning.

I guess I have always been excited about a new school year.

# Grade 7 Design Thinking Project Answers the Community's Call



▲  
One seventh-grade team demonstrates their carnival game for the CRS Fair.



▲  
First and second graders examine a water filtration device designed for their classroom by seventh graders.

**EACH YEAR,** Director of Academic Technology Steve Trust asks faculty and staff for classroom or community “problems” for the seventh-grade design thinking project. “The idea is that the seventh graders, working in teams, will create a tool for use in classrooms or around the school,” explains Trust. “The goal is to have students design a particular concept or solve a problem in our community. Past examples range from creating a particular instructional tool to something the entire school community can use.” After faculty members submit their challenges, teams of students review and select one for their design project. Then, teams brainstorm solutions or designs and present them to their new clients.

“I presented a challenge to the seventh grade to create a fun game that could be showcased at the CRS Fair last spring,” says Director of Marketing and Communications Julie Powers. “Two teams took me up on the challenge and I was so impressed with their creativity, professionalism, ability to pivot when something didn’t go as planned, and, ultimately, the final product.”

Students worked for weeks creating a plan and improving it along the way. Communication, collaboration, and creativity are central components to the project. All teams presented both their process and final results at a Design Thinking Expo open to parents and the school community.

## Join a CRS Family Book Club

This past year, Director of Equity, Belonging, and Community Life Nia Jacobs introduced Family Book Club meetings for all CRS students and families. Emphasizing themes of equity and belonging, the book club offered families the opportunity to read a shared text and to come together with other community members to learn from both the book and each other. The books and corresponding meetings were divided into three groups, PreK-2, 3-5, and 6-8, and held over Zoom.

## New CRS Website

Our school website received a major update! At the end of summer 2022, the school launched a new version of its website, [www.charlesriversschool.org](http://www.charlesriversschool.org). Administrators from the Marketing and Communications Office, Admissions Office, Technology, and Auxiliary Programs worked with a team of web developers and designers since June 2021 to update the website’s platform and content. Check out the new site and send feedback our way!



# I Belong at CRS

**EARLY IN THE SCHOOL YEAR**, all students took part in a belonging-themed assembly that focused on community and identity. Students moved through three different art stations that were designed to resonate with a wide range of ages and grade levels. A puzzle piece station focused on each individual being a valuable and irreplaceable part of a whole; students decorated large puzzle pieces in any way that represented who they are using pictures, words, symbols, etc. The positivity rock station recognized the role we play in helping others feel seen and valued. Students decorated rocks

Lizzie Byrnes '31 shows  
a handmade flower for a  
community display.



with positive messages or drawings; these rocks were later placed around the school grounds. Lastly, the paper flower station was about all students, teachers, and staff members growing together as a community. Students made tissue paper flowers for inclusion in a large CRS garden display.

▲  
Emerie Tull  
'30 works  
with PreK/K  
Co-Teacher  
Ayan Osman  
at an art  
station.

## Members of the Model UN Team Reflect on a Year of Conferences



**MEMBERS OF THE MODEL UN (MUN) CLUB** competed in multiple virtual conferences this year and ended the successful season with their first in-person conference since the start of the pandemic. Throughout the year, our MUNers explored topics such as internet access as a human right, the Abyssinia crisis, the cybersecurity crisis, and vaccine equity.

One of the most popular activities at CRS, Model UN encourages problem-solving and builds research, writing, public speaking, and negotiation skills. Several MUNers share their favorite moments from this year, CRS's 14th Model UN season:

"The most memorable conference of the year was probably the first one: the no-prep conference on internet access as a human right. That was the first time I won Best Delegate and also a really fun conference in general.... I [represented] China about internet access. I was really proud of all of the speeches I made about internet security." —*Mira Haber '22, twice awarded Best Delegate, as well as Best Public Speaker during conferences this year*

"I really enjoyed talking to people outside of school and just participating in the conferences. The skills I learned from MUN helped me with writing and practicing talking in front of a lot of people definitely helped me with presentations in school." —*Alex Yang '24*

"The conference that was most memorable to me was COMMUN 2022 because it was my first in-person conference and it made me love MUN even more!" —*Teyah Braunstein '22*

## Middle School Building Named for the Travis Family



**IN 2017, THE SCHOOL LAUNCHED ELEVATE AND CELEBRATE**, a \$10.8 million capital campaign to build a new middle school, increase the endowment, and support the Annual Fund. The Travis Family (Nigel and Joanna, parents to Ian '19 and Brooke '21) committed to an incredibly generous and inspiring gift: after donating \$1 million, the largest in the school's history, they pledged an additional \$500,000 if the school could raise \$7 million by December 2017. The community rose to the challenge, and the Travis family's lead gift allowed construction to begin on the middle school building. Now home to Grades 6-8, the modern, state-of-the-art facility is a focal point of campus, where our oldest students engage in innovative learning. "The Travis Family's transformative leadership gift, along with the generosity of the entire community, has made a lasting impact on the lives of children," says Head of School Gretchen Larkin. "Every time I step into the building I'm so remarkably proud of this community."

While Ian and Brooke were students, the middle school building was left unnamed, a longstanding policy of CRS, as well as most of our peer schools. Now that they are both alumni (Ian attends Beaver Country Day School, Brooke attends Noble and Greenough School), this year the building was officially named in honor of the Travis Family's generosity and commitment to CRS.



From left, Nigel, Joanna, and Ian Travis '19 stand outside the newly-named Travis Building. Brooke Travis '21 was unable to attend the small naming ceremony.



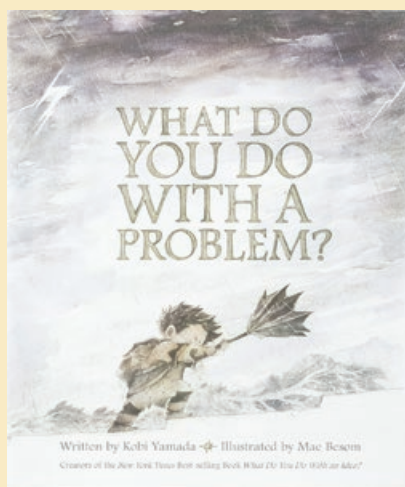
## Track and Field State Champion

**RECENT CRS GRADUATE LUCAS BAIN '22** is the Boys 400 Meter Dash Division 3 State Champion! Lucas competed in the 10th Massachusetts Middle School Track and Field Championship Meet in early June. He ran the 400 in 56.90, which was the second fastest time across all divisions. Congratulations, Lucas—we'll always be cheering for you!



Lucas Bain '22, winning the eighth-grade relay race for the Gold Team this Sports Day

## Mindfulness Over Lunch



**LAST YEAR**, School Counselor Hannah Sokol and Learning Services Coordinator Becca Ferat began two small lunch groups for grades PreK-3. The focus of the groups was to introduce and practice mindfulness. The groups read stories together, talked about and practiced mindfulness strategies like breathing techniques, and created art projects together such as sensory jars and thumb fidgets.

## Brava, Noemi!

**CONGRATULATIONS TO NOEMI LI '27**, who recently won the Silver Prize in the 2022 European Elite Piano Competition. The Euro Elite International Music Competition Committee wrote, "The standard in the final round is very high, and we are truly delighted to have the opportunity to discover many outstanding performances, from very young performers to forthcoming artists at the professional level... We hope that this competition serves to inspire our young musicians to continue to strive for excellence, and to share their musical voices." We are so proud of Noemi's accomplishments and look forward to hearing her play at a Sharing Assembly soon!



Noemi Li '27



## Nationally Recognized Speaker Rosetta Lee Visits CRS

**CRS WELCOMED** nationally recognized speaker and educator Rosetta Lee for a series of trainings and sessions with faculty, staff, and parents in March 2022. Since 2004, Lee has spoken at schools and non-profit organizations across the country on a wide variety of topics, including cross-cultural communication, identity development, implicit and unconscious bias, gender and sexuality diversity, and bullying in schools. At the heart of Lee's discussions about navigating privilege, oppression, and cultural competencies is the idea that building authentic relationships with others is essential. Perhaps this is why her workshops with CRS faculty during one of their professional development days resonated so deeply: relationships and building strong community connections are also the heart of Charles River School. Ensuring that each child feels supported, safe, and seen at school helps them to engage in the classroom and grow into someone who knows themselves, understands others, and shapes the future of our diverse world with confidence and compassion.

Lee presented with honesty and humor, explaining concepts in a way that was both accessible and relatable. She helped faculty engage and discuss with each other what equity and inclusivity look like at CRS. One faculty member wrote, "Rosetta Lee is incredibly knowledgeable and, more importantly, such a clear communicator about her area of expertise. She consistently took what I knew and pushed it a little further—just enough to make me think, examine, and change." Lee held an additional in-person session for CRS community adults that focused on why equity and inclusion work is important to the healthy identity development of all students and how we can work to build positive relationships and engage authentically and productively across our differences.



Students sign a community bulletin board put together by the PA for Teacher Appreciation Week.

## Thank You to Our Best-in-Class Parent Association

**FROM THE OPENING WEEKS OF SCHOOL** in September to the last days of school in the spring, the Parent Association connected the community in too many ways to count. Through successful in-person events like the Welcome Back Party, Friday morning and weekend family hikes, the DJ Dance Party, Movie Night, and the return of the CRS Fair, the PA kept the parent community (and beyond) connected and engaged. The PA also hosted playdates throughout the year, sponsored parent education evenings, and carried out meaningful community service events. In May, the PA treated faculty and staff during Teacher Appreciation Week with sincerity and generosity beyond compare. On behalf of the administration, faculty, and staff—thank you, PA Board members and ALL parents for your support, partnership, and commitment to CRS.

## Action Days in Honor of Martin Luther King, Jr

**THIS YEAR**, the school's Martin Luther King, Jr. Days of Action took place during two assembly periods and included collaborative, hands-on workshops for students in different grade levels. During the first assembly, students gathered together in Foster Hall to reflect on Dr. King's legacy. Students watched a video clip of Dr. King's speech, "How to Design Your Life's Blueprint," which helped frame important conversations for all by asking, "What can you learn and do that will help you make the world a better, fairer place?" Then, faculty and students made their way to workshops held across campus to begin conversations and activities that would carry over to the following week. Workshops were age-appropriate and included "The Principles of Kwanzaa" (PreK-2), "The Right to Vote" (PreK-2), "Team Names, Mascots, and Sports," (Grades 3-5), "Writing 'Where I'm From' Poems," (Grades 4-8), "Food as Activism," (Grades 6-8), and "The Historiography of Picture Books," (Grades 6-8), to name a few.



◀ Lily Levine '28 participates in the "Right to Vote" workshop during MLK Action Days.



▲ Lila Kangethe '24 takes notes on a picture book during her workshop.



## Grade 4 Gets “Lost in the Woods” to Discover What Civilizations Need

**THROUGHOUT THE YEAR**, as Grade 4 learns about civilizations, they discuss and answer the question, “What are the fundamental needs of humans?” In addition to food, shelter, and water, what do people need to survive? What do they need to thrive? What creates culture and how does it evolve to meet people’s needs? During a simulation experience when they were “lost in the woods,” students gathered natural materials outside to build models of some of the basic needs they identified. In a corresponding lesson in art class, they crafted items out of cardboard and created a collage backdrop. They also worked on campfire performances (with drumming, singing, and acting) in music class, after recognizing that comfort and entertainment build community—another important need.



▲ Fourth graders find what they need to “survive” as a community and culture.

## Have a Seat: A Hands-On, Cross-Grade Learning Opportunity

**WHEN WORK CREWS SHOWED UP** to remove a pine tree from campus last fall, one of our CRS teachers asked if the school could keep part of it. The following day during lunch and recess, students and teachers from all grades helped turn the stumps into seats. They used sanders to smooth the surfaces and chisels to remove the bark, which was later used as mulch elsewhere on campus. Throughout the project, students helped one another with different tasks, problem solved to determine which techniques worked best, and even asked questions about “tree science.” It was a truly collaborative, all-hands-on-deck effort.



▲ From left, Casey Grimm '23, Dom Culbreath '24, and Akira Baruni '23 work together to strip a stump.

▶ Olivia Colas '22 helps younger students work on the stump.



## THE ARTS

### THROUGH ART, MUSIC, AND PERFORMING ARTS,

students use creativity to build problem-solving skills while learning important concepts and techniques. In line with the school's hands-on, thematic approach, the arts are often integrated with the classroom themes and subjects.

## Grade 5 Minimalist Design

These minimalist poster designs were created by our fifth-grade art students. Drawing inspiration from the work of American designer Saul Bass, the project challenged students to create a visual narrative with an economic use of imagery and a limited color palette. Working with a combination of symbolism, silhouette, and typography, the fifth graders made a dazzling array of album covers, television ads, movie posters, and theatrical program covers.



Anya Shah



Beni Robledo



Caleb Ginsberg



Lauren McElligott



Max Murphy



Catherine Robido



Ellie Apfel



Emre Zisfein-Shea



Ry LaCroix



Rosie Sass



Erin Grimm



Gray Stokes



Kayla Itzkovits



Sophia Sewall



Cole Marino



# Artists in the Making

From working with clay in PreK to exploring blending techniques in Grade 6, all students discover creative expression through art. Our visual art program aligns with our thematic curriculum, helping students to make connections in the art room from the knowledge they've gained in the classroom. As they learn the fundamentals, new, creative passions emerge every day.



▲ Leyton McCormick '24



▲ William Murphy '29

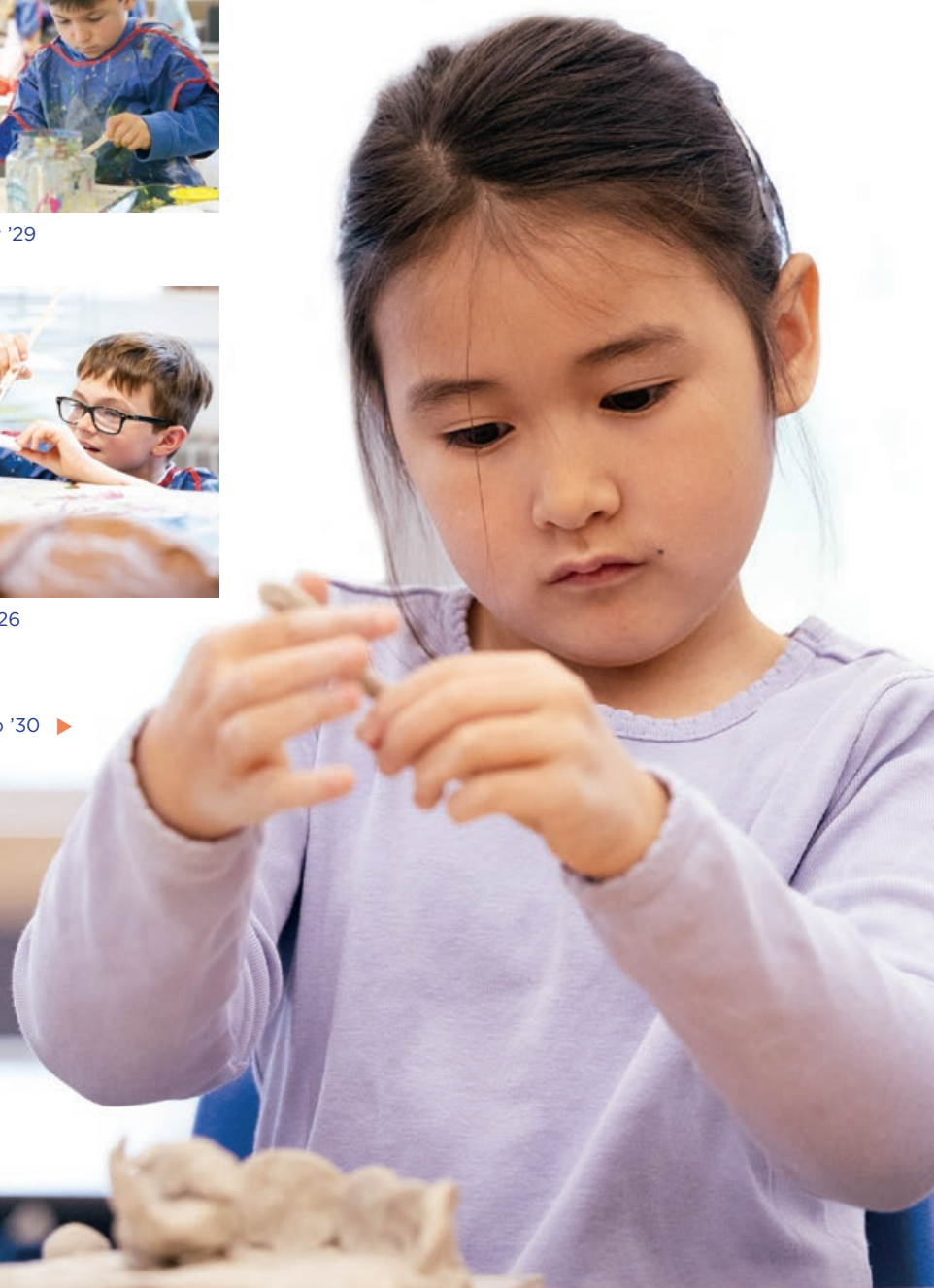


▲ Tessa Grant (left) and Mickie Laguerre, both '26



▲ Connor Lynch '26

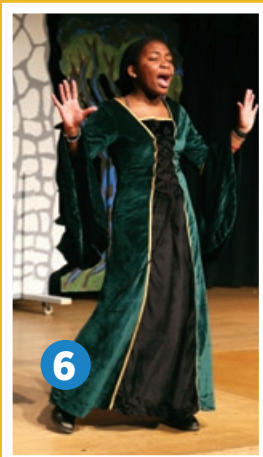
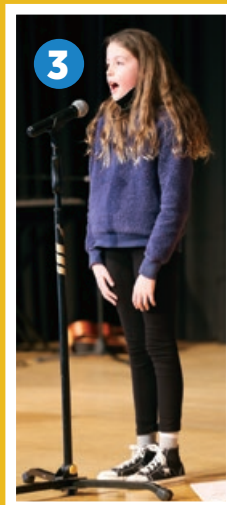
Tess Rico '30 ►





## Performing Arts

This year's performances were some of Charles River School's very best. Whether you enjoyed the eighth-grade musical *Shrek Jr.* from a seat in Foster Hall or tuned in from home to livestream our monthly Sharing Assemblies, there's no doubt you saw something special. Students amazed us with their courage, creativity, and talents on stage as they belted out songs, danced, and performed from their hearts. Bravo, Otters!



- 1 From left, Claire Akeson, Affy Kazmirski, and Teyah Braunstein, all '22
- 2 Lila Kangethe '24
- 3 Erin Grimm '25
- 4 Joaquin Rodriguez '28
- 5 Nolan Newmark '27
- 6 Olivia Colas '22
- 7 From left, Luke Ramos-Starmer, Dom Culbreath-Britt, Alex Yang, all '24
- 8 Everyone loved hearing the Chorus sing in Assemblies again.
- 9 Students delighted the community with this year's "6th and Broadway" Assembly performances.





# Musicians in the Making

Students in all grades learn the language of music at CRS. Our curriculum gives them the opportunity to develop new skills, experience different cultures, and delve into self-expression through music and rhythm. Students write songs, compose music, and work on choreography together.



▶ Henry Suliman '29



▶ Livvy Paglia (left) and Diya Shah, both '27



▶ Students in Grades 1/2 learn musical notes



Max Murphy '25



SPORTS

Student-athletes, coaches, and all Otter fans were thrilled that inter-scholastic sports returned for the full 2021-2022 season. We offered 11 sports across the fall, winter, and spring seasons, including new sports, flag football and ultimate Frisbee (Turn to page 34 to read more.) During each season's wrap-up, Director of Athletics Paul Rupprecht reported that our Otters had worked hard, played well, and showed much improvement by the end of the last games or meets. Congratulations to all of our athletes!



FALL: Mickie Laguerre '26



FALL: Philip Wen '24



WINTER: Alex Tarantino '22



WINTER: Fitness Club Winter Hike, from left: Emre Zisfein-Shea, Ry LaCroix, Ben Stanton, Caleb Ginsberg, Sam Murphy, Ellie Hendler, Class of 2025



SPRING: Aidan Judge '24





FALL: Kenze Westerling '26



FALL: Lila Rosenthal '24



SPRING: Luke Ramos-Starmer '24



SPRING: Mira Haber '22



SPRING: Caleb Stokes '23



WINTER: Lara Do Rosario '22



A Fan Favorite: The Parent/Faculty/Alumni vs. Students Games

At the end of many teams' seasons, CRS invites parents, caregivers, teachers, and alumni to compete against our students. These are some of our favorite games and it just goes to show that all ages can enjoy the joy the of childhood.



▲  
Galina Prusova, parent to Karina '29, Kiara '26, and Kyle '24



▲  
Paul Kerr, parent to Liam '24, Kam '18, and Jordyn '15



▲  
Alex Brody '23 (left) chases after Julian Albornes, parent to Nicholas '23



Coach Rupprecht (left) and Marcie Hebert-Maccaro (center), parent to Zoe '24 and Emerson '20 (right) ▼



▲  
Kenneth Prusov, parent to Karina '29, Kiara '26, and Kyle '24, takes on the entire Flag Football team with lots of laughter





# Scope & Sequence

## Understanding What, When, and Why We Teach

*Mapping the depth and breadth of academic skills over the course of a student's educational journey takes expertise, vision, and a lot of planning.*

By ELIZABETH CLAYTON and JULIE POWERS  
*with contributions by Lizz Albany*

**THERE ARE MYRIAD THINGS TO CONSIDER** when crafting a world-class curriculum. At CRS, the thoughtful process starts with goal setting—identifying the enduring lessons that we want our students to have. The answers to many of the questions we ask then shape the scope and sequence of curriculum design. What should a second-grader know before moving on to third grade, where there will be more complex material to work through? What skills does a fifth-grader need in order to master more difficult concepts in middle school? And, when CRS students graduate, do they have the learning tools, practical and problem-solving skills, and global understanding they need to succeed in high school, college, and beyond? These are important questions—and we have only just begun.

Curriculum design continues with incorporating educational and social justice standards, designing performance measurement,

and developing content and differentiated instructional strategies. There is also vertical alignment to plan, benchmarks to define, and a school-wide approach to understanding assessment and data. During different stages of the curriculum design process, faculty members and administrators work together, by content area (for example, math teachers across all grades), individually, or in teaching teams.

It is an impressive process that, quite honestly, never ends. Our masterful faculty review the design process and frameworks frequently. They iterate, assess, and apply new instructional strategies that they've gleaned through extensive professional development. It is part of what makes Charles River School's academic program stand out among others.

Each component of the design process is complex. For example, the scope and sequence is a list of skills and competencies for a



particular subject that shows the progression of those skills from grade to grade. When CRS faculty and administrators create a scope and sequence, they consider two basic things. The first is identifying all of the skills in a particular subject that a student will need to acquire by the time they graduate from CRS in eighth grade. The second is what our expert teachers know about brain development and when children are ready to learn specific skills. When we blend the two together, we have a list of all of the critical skills in a subject area in an order that makes the most sense for children. The order itself matters; it must be built so that students are learning skills at the time in their development when they can fully comprehend and internalize the information and in a sequence that ensures that the skills are building each year in sophistication and difficulty.

When we talk about vertical alignment between grades, it takes into account both the scope and sequence of skills and the content. Teachers not only want to make sure skills are built in a meaningful way, they want to make sure that the content does not repeat without intention. When we come back to content areas intentionally, the material spirals and students come away with deeper understandings of more sophisticated material.

What does this planning look like? Our faculty have created complex grids for each content area across all grades. They include a number of topics within each content area, drilled-down core topics, and the specific skills and concepts that should be achieved by each grade. For example, in math, “Number Operations” is a topic that all grades cover. When we look at a core topic within Number Operations, like the concepts underlying operations (symbols and meanings), single-digit facts, multi-digit facts, or relationships between operations, there are various levels of skills and understandings across each grade that we look for and measure.

The ultimate goal of all of this is that our students thrive as learners and develop lifelong skills that they can use throughout their educational journey. 🔄

# Scope & Sequence in Math

Illustrating Two Different Topic Tracks

## NUMERACY PROGRESSION

**PreK/K**

### Counting natural numbers

This is a tangible, concrete one-to-one correspondence.

**Grades  
1/2**

### Whole numbers at a larger magnitude (10s, 100s)

Students get an intro to more abstract representations, the place value system, basic rational numbers, and simple fractions.

**Grades  
3/4**

### Move from additive to multiplicative thinking

Students work with complex rational numbers.

**Grades  
5/6**

### Rational number operations and whole-number algorithms

**Grades  
7/8**

### Real number system with variables

This includes abstract representation and irrational numbers.





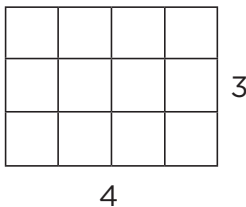
## Scope & Sequence in Math

Illustrating Two Different Topic Tracks

### USING AREA TO UNDERSTAND MULTIPLICATION

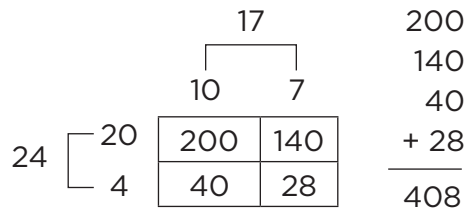
**Grade  
3**

$$3 \times 4 = 12$$



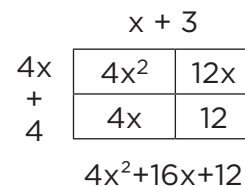
**Grades  
4/5**

$$17 \times 24 = 408$$



**Grades  
7/8**

$$(x+3)(4x+4) = 4x^2 + 16x + 12$$



# Knowing that Balance Makes Brilliance

**As the Head of Global Listings Operations for the New York Stock Exchange, Will Kantrowitz '03 knows that intellectual curiosity—something he learned to appreciate while at CRS—is the most valuable asset on the trading floor.**



**WILL KANTROWITZ HAS ALWAYS LOVED SPORTS,** particularly basketball. His passion for the game runs so deep that he had dreams of becoming a college or even professional basketball coach. As an undergraduate student at Villanova University, Will studied business but worked as the student manager for the men's team, trying to make that dream a reality. Even though it was incredibly demanding, he loved the job. And, yet, there is a reason you won't catch him coaching from the sidelines of the Final Four Tournament. During the fall of his senior year, Will was trying to balance it all. A close relative had experienced some health issues and Will wanted to be by their side and close to family for support. It was an easy decision to prioritize his family but, with a packed NCAA practice and game schedule, he struggled to keep up with the demands of his role on the basketball team.

"I had an eye-opening conversation with the coach about what was next for me," Will says. "We talked candidly about my career goals of becoming a basketball coach myself. It was what I worked so hard for, but I started to realize what an enormous sacrifice it would be. When I questioned him about finding a balance between being a coach and making time for family and friends, he gave a very simple response that has

always stuck with me: 'Yup, that's the job.' It turned out to be the best advice I've ever gotten. I realized that maybe pursuing a passion with no regard for anything else just wasn't what I wanted out of life."

At that moment, he was reminded of a similar lesson that had been ingrained in him while a student at Charles River School: being well-rounded means finding the balance between what you love with challenging yourself to try something new. It is intellectual curiosity to keep you learning that is the mark of success.

After graduating from Villanova, Will began his career with Ipreo, a leading global provider of financial services, now part of S&P Global. As an analyst, he provided market intelligence to publicly traded companies to develop and support their investor relations strategies. After four years with the company, Will moved to the New York Stock Exchange (NYSE), initially working in capital markets. He was drawn to the entrepreneurial culture and in awe of the out-of-the-box thinkers around him. Will eventually shifted to corporate affairs at NYSE and jumped into a role supporting some of the industry's top leaders. "It was a solutions-oriented role," says Will. "My job reminded me that I could handle anything that came my



way, something else that I remembered CRS teachers telling me.”

After working in corporate affairs—and meeting everyone from United States congressmen and women to Japan’s Prime Minister Shinzo Abe—Will transitioned to his current role with NYSE. Now, he leads a team of analysts, and, when conversations with coworkers turn to long-term career goals, Will finds himself doling out familiar advice. “I think it’s human nature to look forward. You want to know what’s next,” he says. “Discover what your interests are and what challenges you; the way to do that is to try new things. You don’t need to ‘follow your passion’ to feel fulfilled in your career. It is not just one area of interest that drives you to succeed. It is better to be multi-faceted

and passionate about a number of things both in and outside of work.”

Will, an End-to-Enders who attended Charles River School from PreKindergarten to the eighth grade, is thankful that he can apply the lessons he learned at CRS to his life now—even if he didn’t recognize their importance while he was a student. “CRS takes an individual approach to teaching the whole student,” Will says. “As a kid, I was easily distracted and didn’t have great study habits all the time. Instead of harping on these shortcomings and making me feel bad about them, teachers focused on building up my positive traits. They encouraged me, pushed me, and were some of the most influential people in my entire life—even today. My middle school advisor was Kent Rouillard

and he balanced tough love when I needed that with a softer side. He helped me understand that you specialize in everything, not just one thing because you never know when you might call upon that knowledge or skill. Clearly, this notion of being well rounded has been a recurring theme.”

These lifelong lessons are one reason Will chooses to give back to CRS in so many ways. He serves on the Finance Committee and in 2021-22 served on the Head of School Search Committee. He also supports the Annual Fund each year. Will says he remains inspired by CRS and has loved seeing what’s next for the school and its learners.

And, while a lot has changed, he knows one thing will always remain the same—CRS teaches that balance makes brilliance. ©







Caleb Ginsberg '25



Kidder Brady '24



Jack Ehlinger '22

# TOUCHDOWNS AND “Towing the Line”

*CRS introduced two sports this year—flag football and ultimate Frisbee—that build similar skills in different ways.*

**ON A COOL AFTERNOON LAST FALL**, CRS athletes readied themselves at the 50-yard line. The flag football team was down several points and had just broken from a quick huddle where they discussed adjustments they needed to make in the next play. In a blink of an eye, the football was in the hands of sixth-grader Kidder Brady as she scanned the field for teammates trying to get open for the catch. She let it sail and classmate Liam Kerr pulled it down in the end zone. A few months later, a similar scene played out on the adjacent field, but instead of a football, it was a Frisbee in the hands of one of our Otters. Seventh grader Casey Grimm calmly looked past an opposing defender wildly flailing his arms to block and unleashed a quick backhanded throw upfield. Fifth grader Caleb Ginsburg extended his arms to make the grab, earning the ultimate Frisbee team the win.

Many spectators watching these scenes unfold would find it hard to believe that both sports were new to CRS last year. The ways in which students worked together on their teams, mastered the skills of the games, communicated with one another,

and navigated the field made it look as if they had been practicing for years. Both sports, like many others, require stamina, agility, speed, hand-eye coordination, and other basic skills. Both flag football and ultimate Frisbee require players to move between offense and defense and each sport has unique fundamental skills that players need to learn for success, along with developing team plays and strategies.

“Both flag football and ultimate Frisbee had a tremendous first year at CRS,” says Director of Athletics Paul Rupprecht. “We had 12 fifth and sixth graders for flag football, and I think that number may double next year. ultimate was also a huge success with 20 fifth through eighth graders.”

When Rupprecht realized that there may be room to add new sports to the program, he looked for ones that align with the school’s philosophy that athletics are an important part of a child’s overall education. In addition to physical exercise and the development of motor skills, students experience leadership and teamwork through individual and group play; this fosters interest and enjoyment in learning to play a sport, sportsmanship, and risk-taking.



Tyson Beehr '24



Ultimate Frisbee is a great example of a sport that builds character and develops a strong sense of sportsmanship among players. While there are structured rules and regulations in the game, there are no referees to oversee play. Athletes self-regulate, holding themselves and others accountable when there is a penalty or when a play goes out of bounds. “It teaches kids important communication skills with both their own teammates and opponents. ‘Spirit of the game’—generally being a good citizen or athlete—is written into the rules. How a student holds themselves and others up to that is the ultimate goal,” says faculty member Harrison Simon, one of the ultimate coaches. “It can catch people off guard how fast-paced and how much athleticism there is in the game. Every great game of ultimate Frisbee has a perfect balance of hard work, cheerful praise, and joy.”

Flag football teaches players that working together is the best way to find success. Communication and collaboration, two important skills that also serve students in the classroom, are necessary. “Flag football teaches teamwork and self-discipline; everyone has a job to do on the field and you have to rely on each other. It can’t lie with a single player,” says coach and staff member Zack Swale. “This might surprise people, but you have to study in football, just like in class. There is a lot to memorize in order to know the playbook, and that takes hard work and patience. There are 15 different plays on offense and five styles of defense.”

Both sports are a welcome addition to the CRS athletic program. Like other sports played throughout the three seasons, ultimate and



▲  
Leyton McCormick '24 (left) and Nate Newmark '24 work on a new play with Lorraine Colas '25 during practice.

flag football offer every student, regardless of skill level or ability, the opportunity to try something new. Athletes can have fun, develop skills, and experience the joys of teamwork. We hope to see you on the sidelines for a game next year! 🏈







# *Introducing* **CRS Summer**

**Under the new umbrella of CRS Summer, this year's camp program was just the right balance of calm and excitement.**

**By Netra  
Srikanth P'28  
'29, Director  
of Auxiliary  
Programs**

**WALKING AROUND CAMPUS** at any given time, you saw the joy of summer—campers splashing in the pool, climbing in the playground, cartwheeling or dancing in the gym, exploring natural forces, designing costumes, writing scripts, making music, building bridges with found materials, and so much more. We had a fantastic group of counselors and teachers this year, all with specific experience in the areas they were teaching and all with the energy and enthusiasm needed to bring our campers some summer fun!

We've spent the last 18 months digging into how all of our summer programs can be truly aligned with who we are as a school. We wanted to ensure that our mission, vision, and teaching philosophy were all continued and highlighted in the summer, with the feeling that CRS continues in an integrated 12-month cycle of school-year and summer programs. Building on the work done by Auxiliary Program consultants several years ago, we researched both need and opportunity, explored adding new summer offerings, and made necessary updates to the Charles River Creative Arts Program (CRCAP). In this in-depth work, we had the support of our school community, our wider camp community, and a sub-committee of our Board of Trustees.

Our cornerstone program, CRCAP, continued to run at full force this summer for campers between the ages of 7 and 14. With the perfect combination of much-loved returning staff and amazingly talented new teachers and counselors, we offered campers a wide range of classes in the creative and performing arts, from music and dance to drama, animation, art, textiles, gymnastics, film-making, creative writing, and clay. Campers had the fun of creating their own "class schedule" prior to the start of the camp session and moved from one arts discipline to another over the course of the day. The Noontime Shows in Foster Hall every afternoon were an amazing place for campers to showcase their performance skills, their projects, and their learnings.





Nature and STEM, our brand-new camp for ages 4-10, kept campers busy with daily STEM activities, swimming, outdoor games, and music for the younger ones. STEM projects in each session were based around a weekly theme and allowed campers to explore in a hands-on and collaborative way. Whether it was hatching “dinosaur” eggs as a way to learn about chemical reactions, engineering bridges, or learning about balance with found materials, projects were both varied and engaging. One of the most fun projects I observed was when campers made their own fidget spinners to learn about rotation, torque, and friction. Campers showed me spinners made of LEGOs, bottle caps, and so many other creative combinations!

Summer LaunchPad campers jumped right into working on their communication, presentation, and ideation skills. This entrepreneurship program for middle school-aged campers was a joint effort with Northeastern University’s D’Amore-McKim Business School. Not only did they take our program framework and build it into a series of fun workshops and practical activities, they also sent one of their exceptional business graduate students to coordinate and teach in the program. Campers in this program got to do Zoom field trips, have virtual guest speakers organized by Northeastern, and showcased what they learned in a weekly Friday “Funvention” for parents, caregivers, and other family members.

Our final new program this year, our Counselor in Training/Leadership Program, brought in a group of patient, thoughtful and enthusiastic teens to work with our campers and receive guidance and mentorship from our experienced staff of lead counselors.

This year is only the start of what is to come for the future of CRS Summer. 🐸



## FAST FACTS

Most popular week of camp:  
**July 11-15**

Counselor/camper ratio, depending on the program:  
**1:5 & 1:10**

Camper ages across programs:  
**4-17**

Number of campers who chose to swim each day:  
**150**

Total number of STEM projects completed this summer:

**29**

Total number of “super-messy” experiments (voted on by our campers):

**5**

Total of Italian Ices eaten on our dessert days:  
**1,000**





# CONGRATULATIONS graduates

— CLASS OF 2022 —





# Words of Wisdom

*The CRS community gathered under a stately tent on the playing fields for this year's 2022 Graduation ceremony. This milestone event—both for our graduates and for our entire school—included moving remarks by Head of School Gretchen Larkin, a musical performance by Grades 7 and 8, traditional graduate presentations, and tributes to our eighth graders from their trusted advisors. Throughout the ceremony, moments of reflection and appreciation were shared and words of wisdom passed along.*

› “Wherever you go, go with all your heart.”  
— Confucius

› “Class of 2022, you are incredibly smart, very capable, and you will gain much wisdom in the coming years through life experience.... Making sound decisions should not be an ‘either, or’ when it comes to the heart or the brain. They do not operate independently from one another. Reason, intuition, and intellect are not mutually exclusive and have long been debated and researched for their import in decision making. I believe they are both of critical importance.

“So as you head out on your next journey, please go with all your heart. Your heart fuels emotional intelligence. It will fuel the decisions you make with the compassion, empathy, and kindness so needed in our world today. Your heart represents your passions and keeps you true to yourself.”

— Head of School Gretchen Larkin

› “If I could choose one word to sum up these last few years, it would be ‘unprecedented.’ The Oxford Dictionary defines it as ‘never done or known before’.... COVID completely changed everything we consider normal about school, but, today, when I hear the word ‘unprecedented’ I think about us.... Remember this: you are capable of taking on any obstacle or adversity that you face. We just faced an extremely difficult middle school experience that no one has ever faced before, yet we overcame it. This is the textbook definition of ‘unprecedented’.”

— Lucas Bain, Class of 2022

› “You enter CRS each day with a book on the top of your school supplies as if a crown perched on top of paper, pencils, and computer. The worlds you travel between those pages spill out in our classroom conversations with your knowledge and comprehension of the world around you.”

— Grades 7 & 8 Social Studies Teacher Tessa Steinert-Evoy,  
speaking about her advisee, Siena Pedder.

› “Every teacher at Charles River School has made me feel like an individual and that’s what I find important. That’s what made me want to excel and be the hardest working student I can be.... I’ve learned that putting yourself out there and having confidence is something that can be taught. This has prepared me not just for high school, but for my future.”

— Sienna Marino, Class of 2022



› “No one could ever know me  
No one could ever see me  
Seems you’re the only one who knows  
What it’s like to be me  
Someone to face the day with  
Make it through all the rest with  
Someone I’ll always laugh with  
Even at my worst, I’m best with you,  
yeah”

— “I’ll Be There for You” by  
*The Rembrandts, performed by  
Grades 7 & 8*

1 Jill Ramos-Starmer embraces her father Fred Ramos.

2 Vincenzo Gaybor shares “One Last Poem.”

3 The Class of 2022

4 Sienna Marino receives a heartfelt hug from her Head of School, Gretchen Larkin

5 From left, Claire Akeson, Mira Haber, Affy Kasmirski, and Siena Pedder





6



7



8



9



10



11

- 6 Lucas Bain delivers his graduation speech, "Unprecedented."
- 7 Jack Ehlinger explains the one-man music video he created.
- 8 Olivia Colas sings for us one last time.
- 9 Faculty enjoy Emery Nordahl's speech about being a "Work in Progress."
- 10 Teyah Braunstein shares her poem, "Wheat."
- 11 Lara Do Rosario plays "Mélodie Antique Française" by Tchaikovsky.
- 12 Alex Tarantino offers his parents a flower as a token of appreciation.
- 13 Grades 7 & 8 perform, "I'll Be There for You."
- 14 Micah DePina-Homes celebrates with his father Hallam Holmes and sister Haley '26.



12



13



14



15



16



17



18



19



20



21



15 Henry Stanton takes the stage as his fellow graduates look on.

16 Aura Hendler performs "Good Times."

17 Emery Nordahl receives his diploma from Gretchen Larkin.

18 Ronan Lyman '23 and his classmates look on.

19 Ian Zhou is all smiles on stage.

20 Everyone has a glimpse of the eighth-grade tile project.

21 The community celebrated together.



## 2022 GRADUATES



*Claire*  
**Akeson**



*Jack*  
**Ehlinger**



*Emery*  
**Nordahl**



*Lucas*  
**Bain**



*Vincenzo*  
**Gaybor**



*Siena*  
**Pedder**



*Teyah*  
**Braunstein**



*Mira*  
**Haber**



*Jill*  
**Ramos-Starmer**



*Olivia*  
**Colas**



*Lauren*  
**Hendler**



*Henry*  
**Stanton**



*Micah*  
**Depina-  
Holmes**



*Affy*  
**Kazmirski**



*Alex*  
**Tarantino**



*Lara*  
**Do Rosario**



*Sienna*  
**Marino**



*Ian*  
**Zhou**

# New Faculty



**Monica Chrambach**  
GRADE 6 MATH AND  
SCIENCE TEACHER

Monica joins Charles River School from Shady Hill School in Cambridge, Mass., where she taught since 1994. Most recently, she taught science in grades 5–8 and served as an instructional coach to the middle school faculty. She has also taught eighth-grade math and lower school science and tutored students with learning challenges. Prior to working at Shady Hill, she was a high school science and math teacher for learning disabled students at the Forman School and King & Low-Heywood Thomas School in Connecticut. Monica is particularly interested in curriculum design, affective education, and meeting the needs of diverse learners.



**Sarah Fishman**  
GRADE 4 CO-TEACHER

Before coming to CRS, Sarah served as the Lead Remote Learning Teacher for Early Kindergarten through Grade 4 and an Assistant Teacher for Grades 3 & 4 at the Laguna Blanca School in Santa Barbara, California. In this role, she planned and taught remote students, while tailoring the curriculum in math, reading, social studies, and science to her students' individual needs. Sarah provided support and connection to families while their child was learning at home. She also provided diversity, equity, and inclusive instruction in third and fourth grades, and aided teachers in the integration of this material. Prior to those roles, Sarah was the Lead Teacher for Grades 3 and 4 at Mackintosh Academy in Denver, Colorado. There, she crafted math lessons, taught writing skills, and developed lessons for each six-week unit of thematic inquiry.



**Dorothy Gregoire**  
PREK/K CO-TEACHER

Dorothy is an experienced early childhood educator and administrator, who served as the assistant director at The Goddard School in Dedham before joining us as the PreK/K assistant teacher last year. At The Goddard School, she oversaw enrollment, staffing, and curriculum, and served as a liaison to parents. Prior to that role, Dorothy worked at the Next Generation Children's Center in Walpole as a classroom teacher, developing and implementing weekly lesson plans to promote social, cognitive, physical, and emotional growth. Dorothy attended Concordia University of Portland and has a Master's Degree in Education with a minor in Curriculum & Instruction. She recently earned an Education Specialist Degree in Instructional Leadership from William Carey University.



**Lindsey Grossman**  
GRADES 1/2 LITERACY  
TEACHER

In addition to joining CRS as a part-time literacy teacher this year, Lindsey has her own tutoring business. Previously, she taught at Mary McDowell Friends School, a school for children with language-based learning disabilities. Prior to that, Lindsey was a classroom teacher in a public elementary classroom in Manhattan. Lindsey discovered her passion for tutoring when working with students individually, building upon their strengths and working through their learning challenges. Lindsey has a Master's in Special Education and General Education from the Bank Street Graduate School of Education and an undergraduate degree from the University of Southern California. Her experiences in literacy and math, as well as executive functioning, combined with her intensive training in Orton-Gillingham and Wilson Foundations, enhance learning for all children.



# New Faculty and Administrators



**Tara Jennings**  
GRADES 7 AND 8 SCIENCE  
TEACHER AND PREK-GRADE  
8 SCIENCE COORDINATOR

Tara has taught science at a number of schools since 2001 and most recently served as the Science Department Chair at Dana Hall School. During her time at Dana Hall, Tara taught courses in physical and life sciences for students in grades 9–12, served as an advisor, and was a member of the Admissions Committee and the Senior Projects Committee. Tara also taught science at the Solomon Schechter Day School of Boston, The Pennington School in New Jersey, and The Winchendon School. Throughout her career in education, she has also been a coach, middle school advisor, dorm parent, and faculty mentor, and served on a number of faculty- and student-focused committees.



**Chris MacDonald**  
GRADE 6 HUMANITIES  
TEACHER

Chris joins Charles River School from Pollard Middle School in Needham, Mass., where he served as a literacy support teacher and instructional coach. In these roles, he developed an individualized curriculum for each reading and writing student and collaborated with math, science, social studies, and English teachers to create new curricula, projects, and activities, and refine existing classroom practices. Previously, he was an Eighth-Grade English and Reading Teacher and an Eighth-Grade U.S. History and Civics Teacher at Jonas Clarke Middle School in Lexington, Mass. Chris was named Teacher of the Year in 2015 while serving as the English Department Chair, Seventh- and Eighth-Grade English and Reading Teacher, Teacher Mentor, Data Coach, and Webmaster at the Hillsboro Elementary/Middle School in Franklin, Tenn.



**Rosa Elena Rivera**  
PREK-GRADE 2 SPANISH  
MUSIC TEACHER

Rosa Elena combines her love of language and music and brings high energy to her teaching. Over the course of her career, she has taught at many schools and programs, including Joyful Music, Mystic Valley Music Together, Music Together Belmont, River of Song, Music and Movement of Newton, and in the Cambridge and Somerville public school systems. She has used the *Canta y Baila Conmigo* curriculum that CRS has used for many years and also has extensive experience as a voice instructor, dance and movement teacher, and program director. Rosa Elena is a talented opera singer with a long list of solo recitals, performances, and musical productions to her name.



**Sammy Robertson**  
SCHOOL COUNSELOR

Sammy most recently served as the Lower School Counselor at Capitol Hill Day School in Washington, D.C. In addition to the day-to-day support of PreK to fourth-grade students, she led psychoeducational counseling groups on topics like social skills acquisition, coping with worry and anxiety, and impulse control. Sammy also led the LGBTQ+ Student Union to support questioning or identifying students in grades 4–8 and was a member of the Admissions Committee to help support student and family needs throughout the admissions process. Previously, Sammy was the School Counseling Intern at The MacArthur School in Waltham, Mass. She received a BA in history and education from Colby College. Sammy earned her Ed.M. in Prevention, Science, and Practice as well as a Certificate of Advanced Study Candidate in School Counseling from the Harvard Graduate School of Education.

# New Trustees



**Sarah Wong**  
GRADES 1/2 CO-TEACHER

Before joining the CRS PreK/K classroom last spring, Sarah was a first-grade lead teacher at Schofield Elementary School. She developed curriculum in math, science, reading, writing, and phonics. She previously worked as the middle school pilot program intern at Open Circle where she conducted research on the SEL needs of middle school students. Outside of CRS, Sarah works as a dance instructor for both kids and adults at Do Dance Ballet & Fitness. She loves to incorporate physical movement and creativity into traditional classroom settings. Sarah earned a B.A. in Geosciences and a Teacher Certification Program for Elementary Education from Wellesley College. She recently completed the Learning and Teaching Master's Program at Harvard Graduate School of Education, earning her M.A. last May.



**Andrew Gallinaro**

Andrew lives in Natick with his wife Liz and their two children, Juliet '27 and Oliver '29, and currently serves on the Building and Grounds Committee at Charles River School. Outside of CRS, Andrew is a Managing Partner at National Development, a commercial real estate investment and development firm based in Newton. He previously worked at BlackRock, a global investment management firm.

Andrew earned his B.S. in Business from Babson College and his M.S. in Real Estate from the Massachusetts Institute of Technology. In addition to CRS, he also serves as a Trustee at The Foundation for MetroWest.



**Bruce Levine**

Bruce lives in Wellesley with his wife Aggie and their two children, Lily '28 and Lucas '32. Bruce is the CEO of Equity Industrial Partners, a Needham-based industrial real estate investment firm. In this capacity, Bruce leads acquisition, capital formation, and asset management strategies, and oversees all aspects of the firm's operations. Prior to EIP, Bruce served as a Partner at CB Richard Ellis New England.

In addition to CRS, Bruce also serves on the Board of Trustees for Beth Israel Deaconess Needham and is an active member of NAIOP, the Greater Boston Real Estate Board. He is a former Board member of West End House Boys & Girls Camp and The Bridge Center in Bridgewater, Massachusetts.



# Well Wishes for DIBBY MODER



**By Elizabeth Clayton, Associate Head of School**

## **AFTER 18 YEARS AT CHARLES RIVER SCHOOL,**

Dibby Moder stepped back from full-time teaching in 2016. During her long-tenured, celebrated career she served as a Kindergarten teacher and Dean of Faculty. Dibby returned to CRS several years ago as a Reading Specialist and has worked with many children in our early childhood and elementary grades. Now, Dibby is officially retiring.

Dibby joined the CRS faculty as a Kindergarten co-teacher in 1998. Her calm and caring approach to early childhood teaching set a strong educational foundation for hundreds of CRS students. Dibby believed deeply in the ability of students of all ages to demonstrate in-depth mastery of challenging material and to develop academic skills through engagement, reflection, problem-solving, and creativity. She provided her Kindergarten students with meaningful experiences that helped them acquire skills, critical thinking abilities, and their own sense of themselves. Relationships are at the core of successful teaching and learning at CRS, and Dibby established strong and productive relationships with her students, CRS parents, and her fellow teachers. Many parents and colleagues are no doubt still using the sage advice that Dibby once shared.

As Dean of Faculty, Dibby was instrumental in hiring and mentoring our new faculty, as well as supporting the growth of the entire faculty and staff. Much like she helped launch our youngest Otters in their journey as students at CRS, she also played a critical role in finding and developing our talented CRS teachers. Dibby worked closely with new teachers and new co-teaching teams to support their growth as educators. In her time as Dean of Faculty, she also helped to plan professional development opportunities for the entire faculty. Ever mindful of how precious time is to teachers, Dibby made sure that the time she spent with her colleagues was productive and in service of the CRS mission.

After she had been teaching at CRS for a few years, Dibby also became a CRS parent. Her three children, Emily '05, Charlie, '08, and Daniel '10, all graduated from CRS and went on to continued academic, personal, and professional success. Dibby enjoyed seeing the educational philosophy she believed in and supported at CRS help launch her own children, as well as all of our CRS graduates.

Thank you, Dibby, for your many years of service to our school and community. We wish you a well-deserved retirement! 🐾



▲ Reagan Caldwell '28 (left) and Pax Welch-Wood '27

# Welcoming New Families to CRS

We are excited to welcome our new students in September 2022! Starting last spring with the New Family Cookout, we hosted a number of events for new families to get to know our campus, programs, and, most importantly, one another and the community before they “officially” arrived in the fall. Current families shared CRS words of wisdom and their favorite not-to-be-missed special events.



Emmy Willard '32 ▲

▼ Morris Kinder '31



Jaylynn Keegan '30 ►







◀ Sahan Mathew '28 (center) with returning students Connor Lynch '26 (left) and Jordan Ginsburg '28



Libby Dow '31



▲ Kayen Sandaradura '32

▶ Aadya Raghava '29



Milo Kjellander '25 ▲



Jaya Raghava '28 ▲



◀ Wyatt Medioli '32

# Learn Some CRS Lingo

## **Blue and Gold Tradition**

The community, including faculty and staff, is divided into two teams reflecting the school's colors: Blue and Gold. Each family member is assigned the same color so that siblings or CRS alumni in the family are on the same team.

## **Buddies**

Each CRS student is paired with either an older or younger "Buddy." Buddies gather throughout the year to attend school events together, do activities, read books, play on the playground, etc. Buddy friendships usually last well beyond the end of the school year and are a cherished CRS tradition!

## **The Carpool Circle**

The hub of drop-off and pick-up, the Carpool Circle is the area outside the Community Building where Grades PreK-5 are dropped off each morning and all students are picked up each afternoon.

## **Early Birds**

Early Birds is our before-school care, which is offered at no cost from 7:30 a.m. to 8 a.m. every day.

## **ECB**

The Early Childhood Building (ECB) houses grades PreK-3, Grades 3-5 Science, Extended Day Care (EDP), and the Play Barn (an indoor active play area).

## **EDP**

Our Extended Day Program (EDP) is after-school care provided by Charles River School. Our program provides children with the freedom to make individual and group choices and stresses the development of interpersonal social skills and the importance of building community. EDP is offered from 3:10 p.m. to 6 p.m. each day for an additional cost to parents.

## **Foster Hall**

Foster Hall is the large assembly space in the Community Building. School assemblies, plays, performances, and gatherings are held in Foster Hall. It is also a teaching space for our music and multi-arts programs.

## **Founders House**

The white house located next to the Middle School Building on Center Street contains the Health Suite (our school nurse and school counselor), the Director of Finance and Operations, and the Facilities Department.

## **May Day**

May Day is an all-school celebration held the first Friday in May. Grandparents and special friends are invited to attend May Day as classrooms are open for visiting. Students take great pride in sharing their work and projects! The morning of classroom visits concludes with an all-school assembly in the Activity Center during which each grade performs.

## **The Otter**

The Otter is the CRS mascot, selected for its river habitat and caring, community-oriented disposition!

## **The Playbarn**

Named in memory of alumnus Sam Dawson, the Dawson Playbarn is an indoor active play area in the Early Childhood Building, used for indoor recess, EDP, classes, and meetings.

## **Specialists**

CRS uses the term "specialists" for teaching faculty who are not assigned to a classroom or grade. Art, music, physical education, library, and technology are all specialist subjects.

## **Sports Day**

Sports Day is a CRS tradition dating back many decades. It is typically held on the Friday before Memorial Day weekend and starts with the entire school meeting on the field to participate in cooperative games. Students pair up with their Buddies and work together to complete each game. Emphasis is on having fun, supporting your friends, and completing the task. In the second part of the morning, students in Grades 3-8 compete in a variety of events on behalf of their Blue or Gold teams.

## **Winter Festival**

Winter Festival is an all-school celebration held the morning of dismissal for Winter Break. Every class performs and all parents and friends are invited to attend this festive event.



# Community Events

The return of in-person events sparked excitement and reignited much-needed community connections this year. From the Welcome Back Party to May Day, we loved having visitors back on campus with us. Here are a few highlights from just some of our amazing events this year.

## May Day



Emerie Tull '30



Beau Roller '30 and his grandfather, Bob Stokes



Grade 5 performs the traditional May Pole dance.



Sunny Willis '30

## CRS Fair



Aidan Judge '25 (left) takes a swipe at Associate Director of Facilities Zack Swale.



Sean Small '29 takes on "Wipeout."



## Winter Festival



Grade 5 performs the Morris Dance at Winter Festival.



Eighth graders play the bells.

## Sports Day



Idahlia Brown '23 (Gold) and Natalie McElligott '30 (Blue)

## Spring Fling



Silas Williams (Blue) races Cole Marino (Gold), both '25





# Taking Time to Reflect— For Yourself and Your Students



By Tessa Steinert Evoy, Grades 7 & 8 Social Studies Teacher

**A FEW DAYS AFTER THE END OF SCHOOL**, I traveled to the Hotchkiss School in Lakeville, Connecticut, to join more than 80 teachers at Columbia University's Teachers College Klingenstein Summer Institute for Early-Career Teachers (KSI). This two-week program focuses on giving early-career teachers an opportunity to explore many aspects of independent school education. To be honest, it was a bit daunting to come in after the school year. However, this experience has made me incredibly thankful for many elements of my experience at CRS. Our ability to teach thematically and pursue student interest in our classrooms is invaluable. I feel lucky to be in a school of CRS's size, which enables deep relationship building between students and faculty.

Although I have worked at other small schools, KSI gave me a new-found appreciation for the environment I get to teach in each day. Particularly, after discussions surrounding middle school advising with teachers from across the country, I'm even more grateful for CRS's intentional advisor program that supports students and builds relationships in a terrific and fulfilling way. These feelings of appreciation were present in our beginning question, posed by the Director of the Klingenstein Center, Nicole Furlonge, "Who am I from? Who do I carry with me?" Throughout my experience at KSI, I carried CRS with me and thought of how I could improve both my teaching and myself as a community member at our school.

We attended daily sessions in curriculum groups (history for me), as well as equity and inclusion workshops. Scaffolding the conversations in these groups were a variety of plenary sessions, which included "Powerful Teaching and Cognitive Science," "Transgender Training Institute," "Feedback," "Critical Friends," and "Economics, Equity, Food, & Change." Throughout all of these sessions, I had important moments of reflection thinking of myself as a teacher and a member of our CRS community. In the craziness of the school year, we can all miss these moments of reflection and contemplation, unless we explicitly schedule it or are asked to do it. A simple thing I will absolutely be adding to my practice after KSI is to schedule time to reflect on each day, week, and month separately, however much time I may need.

At CRS, in our small community, we know our students well and can work with them closely on their skills and understandings. While I am thankful for our approach to assessment and the ability I see in that approach to give students room to grow, at KSI I was given integral time to consider how I give feedback and how to make that feedback more equitable. Taking time to reflect on my practices will not only help me as a teacher but be important for how I build relationships with and reach my students in the future. I am thankful for this time at KSI this summer and look forward to returning reinvigorated to CRS in the fall. 🐼

*Tessa Steinert Evoy also serves on the Charles River School Board of Trustees as the Faculty Representative.*

# CRS 2022 Distinguished Alumni Award

## Tori Eysie, Class of 2018



Tori Eysie '18, left, with Head of School Gretchen Larkin



When it all started—Tori as a PreK student



Tori, at her CRS graduation

**AN OTTER TO HER CORE**, Tori Eysie is a CRS “End-to-End-er.” She started at Charles River School when she was in PreKindergarten and her teachers had the honor of watching her grow and learn through to her eighth-grade graduation. As a student at CRS, not only was she a dedicated MUNer, but Tori also played on the soccer, basketball, and tennis teams. She served as Moderator during her final year, was a member of the Robotics Team, and played Molly in the eighth-grade musical, *Annie*.

After graduating CRS in 2018, Tori attended Dana Hall School where she was elected Class President during her freshman, sophomore, and junior years. She continued on student council during her senior year and also founded and was president of the Anime Club.

She was the recipient of multiple awards at Dana Hall including the Marguerite Aldridge Putnam prize, given in recognition to exceptional upper-level art students; the Fitzie Foundation Award, which allows the recipient to engage in activities that are unique and enriching; and the University

of Virginia Jefferson Book Prize, awarded to the student who best represents the ideals of scholarship, leadership, and citizenship.

Her CRS Middle School Advisor, Chris Raskin, describes her by saying, “I think Tori’s greatest strength is the way she embraces life and the opportunities she is given. She is multi-faceted—an athlete, an artist, a music lover, a seamstress, a baker, a great friend, and a risk-taker. She wants to try everything.”

Her college counselor at Dana Hall shared, “There is nothing that brings Tori down—positivity and enthusiasm are in her blood, and she finds joy in being joyful.”

All Dana Hall students have the opportunity to engage in an off-campus direct work experience at the end of their senior year. For her Senior Project, Tori chose Charles River School to explore her interests in community, equity, and inclusion (CEI) work and how to create a culture of belonging in schools. Working with Director of Equity, Belonging, and Community Life Nia Jacobs, Tori spent two weeks helping with CEI-related projects, like researching content for the school’s

website, assisting teachers with classroom book audits, and joining student affinity groups. As an alumna, Tori has returned to CRS frequently over the years to attend community events or to serve on an admissions panel for prospective families. She is one of the strongest ambassadors for Charles River School—and we are grateful for everything she has given back to the school. During Final Assembly, as she presented this year’s Young Alumni Award to Tori, Head of School Gretchen Larkin said, “Tori, you quite literally embody the CRS mission. Your joy is infectious, your creativity bursts from each piece you create, and your compassion toward others makes us proud to call you an Otter. We are so excited we are to see you soar at Boston College in the fall.” 🦉

*The Young Alumni Award is awarded to an alumnus/a from the past five years who has demonstrated excellence in personal achievement or community service since leaving CRS. The Young Alumni Award is given biannually, rotating every other year with the Distinguished Alumni Award.*





▲ From left, Kate Mason '89, Jessica Thompson Somol '84, Will Willis '88, Leslie Jackson Judge '91

# Alumni News

1951

**THEODORE CHASE JR.** writes, "I have retired from the Franklin Township (Somerset Co., NJ) Council, but remain on the Environmental Commission, Planning Board and Open Space committee. I retired from Rutgers University in 2007, but still teach one course on Microbial Biochemistry for first-year graduate students in the Microbial Biology program. I'd like to hear from my classmates, what they are doing if anything."

1965

**MARIE (LES) RYBURN FOSTER** writes, "After 40 years of living in Annapolis, Maryland, Malcolm and I have decided to move full-time to our home in Damariscotta, Maine! Looking forward to rekindling our New England roots and being closer to our two grandsons in Newton."

1979

**[1] GINA PURTELL, FRANCES ROBBINS, and ANNE WALLACE ALLEN** traveled from Massachusetts, Montana, and Vermont to meet up in Concord, N.H. in September 2021. Anne writes, "A strong friendship that started as CRS has endured and sustained the three of us through an eventful 40 years of friends, family, travel, and work."

1989

**[2] KATE MASON** writes "My daughter, Georgia, finished up her Kindergarten year at CRS and is having a great time. It is so much fun to be back on campus and see that, while so much has changed, so much has stayed the same since my days at CRS in the 80s!"

2002

**[3] DOUG** and his wife **ELSA SURGENOR** welcomed their first child, Melissa Eve Surgenor, on March 21, 2022. They are loving every minute of Melissa's first year!

2013

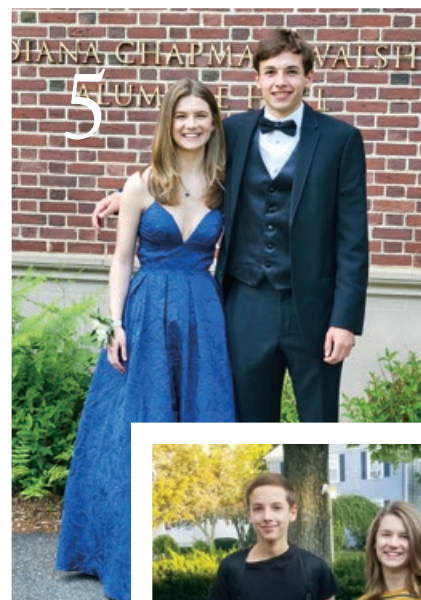
**[4] MADI VESPA** (formerly known as Madi Williams) graduated *Summa Cum Laude* from Northeastern University with a Bachelor of Arts in theatre, and minors in communication studies, musical theatre, and women's gender and sexuality studies on May 13, 2022 at Fenway Park. Their degree culminated in a capstone creative practice research project, for which they performed in a new musical called *This is Treatment* by Elizabeth Addison, and wrote an accompanying essay about how the musical depicts the



3



4



5



effects of racial capitalism on residential substance use disorder treatment facilities. While at Northeastern, Madi participated in the Cooperative Education Program, or co-op, and worked at Moosiko as the Marketing Manager. They also worked at ONCE Somerville as a Marketing & Production intern and the booker for their virtual venue, the OVV. Madi also served as a representative on the Executive Boards of two student theatre organizations, and was an elected member of the Department of Theatre's Student Advisory Board. They are currently working as the Box Office Manager at the Crystal Ballroom at the Somerville Theatre in Davis Square, and are excited to pursue music after graduating.

## 2015

**KATHERINE JACKSON** writes, "I will be a rising senior at Boston College in the Connell School of Nursing next fall. I am currently working as an EMT for Dover, Mass., and as a critical care technician on an ICU floor at Mass General Hospital. I recently got to visit **LILY BROWN** at Georgetown!"

## 2018

**[5] SARAH BO** and **CARSON MOELLERING** each attended Natick High School prom with a group of friends. They have been part of the same friend group all four years of high school! For a fun photo flashback, we've also included a snapshot of Sarah and Carson on their first day of high school.



◀ Congratulations to these Thayer Academy graduates! From left, CRS alums Jeremy Ridlon, Will Clay, Sophie Garber, and Jonah Rothman, all CRS Class of '18.





▲ All Class of '21, from left, Owen Wigren, Maxim Harding, Ben Fogler, Henry Booth, Gray Jarboe



▲ All Class of 2019, from left, Emma Somol, Maddie Li, Dana Lowitt, Emily O'Leary



▲ This group of alumni returned to campus to see the eighth-grade performance of Shrek this spring.

## Young Alumni on Campus



▲ Former faculty member Desi Ayers P'83, '93 visited her son Jim Ayers '83 and his family in Arizona in October 2021. Desi joined Jim, his wife Catherine, and their children Emmett (age 7) and Vivian (4) for a fun ride at McCormick Train Park in Scottsdale, AZ. It was a great visit!



▲ CRS alumnae Dana Lowitt, Emma Somol, Emily O'Leary, and Madeleine Li, reenacted Simple Meal during their Thanksgiving school break in November.



# Alumni Giving Back to CRS

We love welcoming alumni back to campus, and are so grateful to those who give back to the school in so many different ways. This year, several alumni returned to help with admissions or guest teach in the classroom.



**CLOCKWISE, FROM UPPER LEFT:**

**Mary Cate Clayton '20** caught up with fifth-grade teacher **Rachel Miller** while on campus to work on an admissions video. Mary Cate shared what she loves most about CRS and how it helped her prepare for high school. She attends Dana Hall School.

**Priya DuBois '21** also came to campus to work with the Admissions Office. She provided some insight about her time at CRS and transition to high school for a video for prospective families. Priya attends Beaver Country Day School.

**Chloe and Rachael Pratt '19** visited campus with their mom, faculty member Karen Besley Pratt, and volunteered to help with a middle school math class. Later in the year, they returned as guest speakers in the sixth grade to talk about activism and their experiences standing up against anti-Semitism.

**Leslie Jackson Judge '91** visited our middle school classrooms several times this spring to talk about nutrition and body image. She did a "Nutrition 101" class with seventh graders that included basics in nutrition science, as well as a two-part "Health at Every Size" class to help students understand the origins and impact of weight stigma.





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

**DAVID GILES COSMAN '11** died on October 23, 2021. David's family has a deep connection to Charles River School. David's grandfather, H.D.S. Greenway, attended CRS and graduated with the Class of 1948. David was the treasured son of William Cosman and Julia Greenway '75, brother to Lily Cosman '12 and Nell Cosman '15, and nephew of Alice Greenway Cornwell '77.

David loved nothing better than to be outdoors, whether it be the hills of northern New England, the broad reaches of Buzzard's Bay, or the rivers and woods of Alaska.

**JAMES EARLEY**, former Trustee, parent, and grandparent, died on November 30, 2021. He was the beloved husband of Marion "Mimi" Earley, former CRS Admissions Director, and adored father of Matthew Earley '81, also former Trustee, Michael Earley '83, Brooke Earley Asnis '86, and Daniel Earley. Jim was the loving grandfather of Jane and Thomas Earley, William '15 and Caroline '17 Earley, Owen '15, Sydney '17, and Catie '17 Asnis. Jim was the Director of the Hale Reservation in Westwood for 33 years and will be remembered for transforming the space into the largest day camp in the country.

Upon his retirement in 2001, the *Boston Globe* wrote, "When Earley arrived at Hale, forced busing in Boston was pitting neighborhood against neighborhood. So Earley, with the help of the board and his staff pioneered the concept of bringing children from very different backgrounds together, on neutral ground, in wholesome activities."

**LOIS H. SURGENOR** died peacefully at Rivermead Retirement Community in Peterborough, N.H. on December 19, 2021. Lois was married to Douglas MacNevin Surgenor for almost 65 years until his death in 2011. She is survived by their five children, including her son and daughter-in-law Timothy and Charlotte '67 Surgenor who each served on the CRS Board of Trustees. Lois had 15 grandchildren, and eight great-grandchildren including Madeline Surgenor Richards '00, Doug Surgenor '02, and Emaline Surgenor '05.

**JANE HILL DETENBER** died on March 15, 2022. Jane was a valued member of the CRS community for more than 20 years, serving as a fifth-grade teacher, a Trustee, and a parent. Jane loved teaching at Charles River School. She embraced the creative learning process, valued experiential education, and taught children to become critical analytical thinkers. Jane is survived by two sisters and her four adult children, including CRS graduates Ben Detenber '75 and Sarah Detenber '78.

**RENEE LANGSAM** died on June 15, 2022. Renee was grandmother to Amy Lisbon Branton '95 and Emily Lisbon Peterson '98, and great-grandmother to Lilah '26 and Ethan '28 Branton.

**NIKKI DESCOTEAUX** died on March 27, 2022. Nikki was a former Trustee, parent of Mike Descoteaux '94, and wife to Al Descoteaux. Nikki courageously battled pancreatic cancer for nearly four years and passed away peacefully at home surrounded by her loving family. Nikki was a creative visual artist and supporter of the performing arts. She also loved the outdoors. She will be remembered for her love of family, friends, and advocacy for those in need.

**GEORGE LEWIS '43** died on May 9, 2022. George lived all his life in Sherborn, Mass., in a house overlooking the Charles River. He stayed connected to CRS and was a former Trustee and CRS parent. George was predeceased by his sister Eleanor Campbell '40 as well as his first wife, and mother of his four children, Laura Carruthers. He leaves his wife of 37 years, Emily Lincoln Saltonstall, and children Marian Lynn Lewis '76, Lisa Saltonstall Lewis '71, Cameron C. Lewis '69, and George Lewis Jr. '68.

George served in the Army during the 1950s and then went on to become one of four founding partners of the Boston investment firm, Thorndike, Doran, Paine and Lewis (TDP&L, 1958) that later merged (1966) and became Wellington Management. George retired from Wellington in 1994, but remained a very active investment partner in the Boston family business, S. & Co., Inc., until his death.

**MADELINE GREGORY '43** died on May 16, 2022. Madeline graduated in the Class of 1943, and she remained loyal to CRS in many different capacities. She was a former CRS Trustee, parent, and grandparent. She was born in Boston and lived almost her entire life in Westwood. After graduating from Charles River School, Madeline attended Milton Academy. She was predeceased by her late husband, Daniel S. Gregory, with whom she enjoyed a true partnership for 58 wonderful years. The two traveled widely, cruised in Maine, spent summers on the Cape, and attended to a growing brood of grandchildren and great-grandchildren.

Madeline was the loving mother of Charlotte Gregory Surgenor '67 (former Trustee) and her husband Tim (former Trustee); Daniel Gregory, Jr. '68 and his wife Mary; and Peter Gregory '71. Her siblings Kathleen B. Sherbrooke '49, David Lee '46, and George Lee, Jr. '41 also attended Charles River School. Madeline is survived by eight grandchildren and six great-grandchildren, and many nieces and nephews, some of whom attended CRS (Douglas Surgenor '02, Emaline Surgenor '05, and Madeline Surgenor Richards '00). She will be remembered fondly for her love of family and friends. At Madeline's request, donations may be made in memory of Madeline to the Charles River School, to support Financial Aid, Box 339, Dover, MA 02030. 🐾



# The Annual Fund

**Supporting Students as They Prepare  
to Make the Future Their Own**

A gift to the Charles River School Annual Fund means that our curious community of learners can continue developing new passions and interests. It allows our brilliant teachers to design innovative, challenging curriculum that empowers students to define and embrace their greatest potential. The Annual Fund provides funds that support CRS students so that they can grow into independent critical thinkers ready to change the world.

Making a gift annually to CRS has a direct and powerful impact on the academic experience of every student on our campus. Visit [www.charlesriversschool.org/support-crs](http://www.charlesriversschool.org/support-crs) to make your gift today.



**The CURRENT Fall 2022**

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6 Old Meadow Road  
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## **Creativity builds courage.**

Our students learn to use both inquiry and creativity to build practical skills, discover new interests, and take responsibility for themselves, their communities, and the future. They explore different angles by way of hands-on projects, which has a profound effect on what they learn since they understand the “why.”

**This is the Charles River School point of view.**