

the **CURRENT**

PLUS: the Reservoir 2023-24 Report on Annual Giving

THE MAGAZINE OF CHARLES RIVER SCHOOL | FALL 2024

WWW.CHARLESRIVERSCHOOL.ORG



**The Future is
Our Students**



**CHARLES RIVER
SCHOOL**

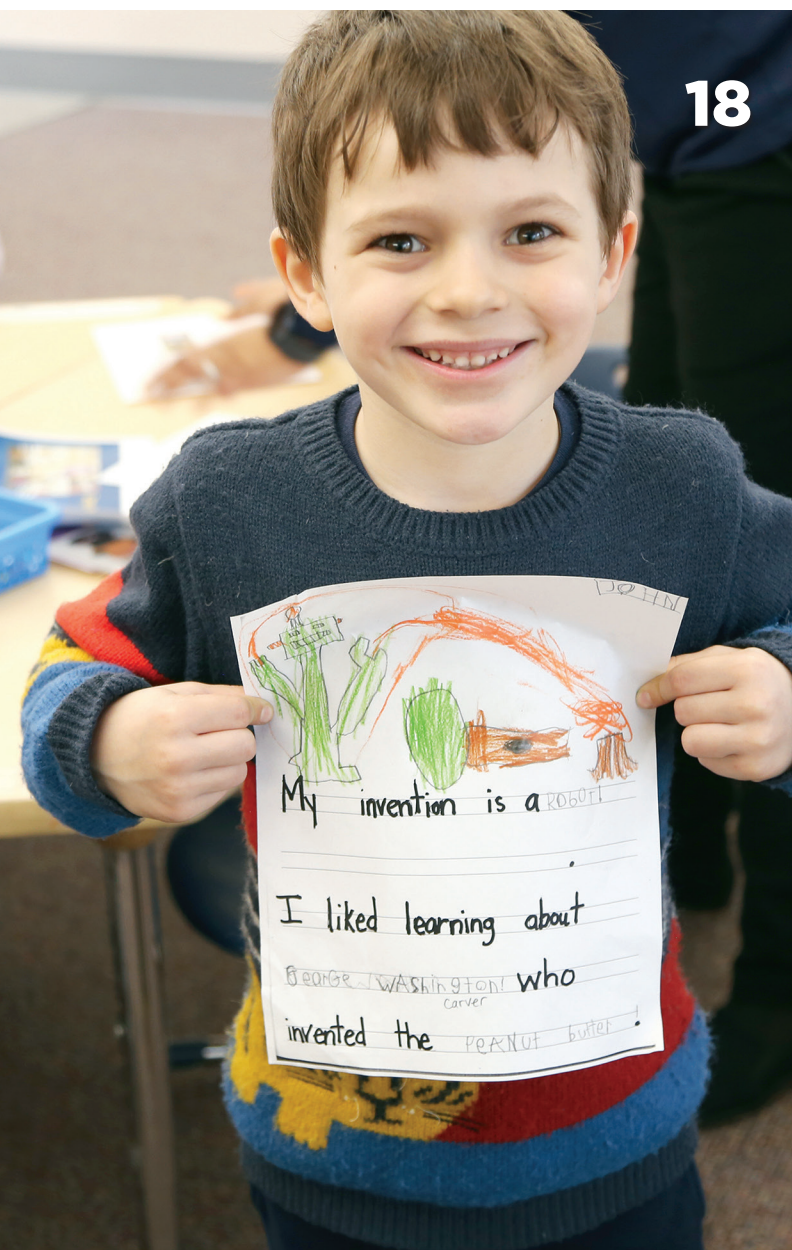
DEEPER UNDERSTANDING, HIGHER ACHIEVEMENT.

CONTENTS

COVER STORY

The Future is Our Students

CRS students have shaped the world for 113 years; the future is bright under their leadership.



FEATURES



11 Leadership Starts Sooner & Childhood Lasts Longer

The lifelong impact of a CRS sharing assembly

14 Reimagining our Math Curriculum

Exciting changes to come for PreK-8 math

27 The Value of Service Learning

How CRS students are supporting the community

31 The Class of 2024

Sending off our most recent graduates with deep appreciation and pride

41 The Making of a Playground

Behind-the-scenes look at the creation of our brand new playground

DEPARTMENTS

- 4 HEAD'S LETTER**
Our Values Are Timeless
- 6 PHOTO BREAK**
A glimpse of the past months on campus
- 7 CAMPUS NEWS**
Middle School trip to NYC, maple tapping, CRS pride, and more
- 12 GABE IN THE COMMUNITY**
Our Head of School had a fast-paced and fulfilling first year
- 16 THE ARTS**
Art Teacher Aaron Dana's new book
Hoop Atlas
- 20 SPORTS**
Sports Day & athletics highlights
- 22 OUR COMMUNITY**
Then & Now
- 30 FACULTY POINT OF VIEW**
Meet the New Assistant Head of School
for Teaching, Learning, and Equity
- 35 YOUNG ALUMNI AWARD**
Honoring Ian Travis '19
- 36 IN THE KNOW**
Alumni news and notes
- 38 IN MEMORIAM**
Honoring our recent losses
-
- 39 THE RESERVOIR**
2023-2024 Report on Annual Giving

ON THE COVER

Joy of childhood and academic excellence blend seamlessly at CRS. Kristin Jayne, third grade co-teacher, works with students on a math lesson.

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

Gabe Burnstein

PHOTOGRAPHY

Leah LaRiccia, Chip Regal, Kim Scotland, Kat Whitten

EDITORIAL COMMITTEE

Elizabeth Clayton, Kim Scotland, Hannah Sokol, Amy Walsh, Kat Whitten, Laura Woodring

DESIGN & PRODUCTION

NonprofitDesign.com

The *CURRENT* is published annually by Charles River School. Letters, comments, and contributions may be emailed to ksotland@charlesriverschool.org or mailed to The Office of Communications, Charles River School, 6 Old Meadow Road, P.O. Box 339, Dover, MA, 02030.

ADMISSIONS INQUIRIES

Sarah Wooten, Director of Enrollment Management & Financial Aid
swooten@charlesriverschool.org
508-785-8213

ALUMNI NEWS

alumni@charlesriverschool.org



CHARLES RIVER
SCHOOL

Our Values are Timeless

Staring at my four-year-old son Max, I momentarily forgot that I was the Head of School. At this particular moment, I was just another proud parent of a new CRS student.

Max was wearing his giant new blue Sonic the Hedgehog backpack and he was chanting:

I'm going to Charles River School...

I'm going to Charles River School...

I'm going to Charles River School...

In fairness, as I write this letter, he's still a month away from joining eight new PreK classmates on Old Meadow Road, but he would just as soon have it all start *right now*, on a Saturday morning in the first week of August. Last year, Max suffered the unique and distinct injustice of being the member of the household who was not yet old enough to attend CRS. He had a FOMO front row seat to watch his siblings—Moses and Juliette—experience the glory of being students at CRS.

This year, finally, he gets to become an Otter.

As parents, we spend a lot of time dreaming about our children's futures. How can we prepare them for a changing world? What will they be passionate about? What will they do for work? Will they be okay? This was one of those moments for me; as he dreamed about his first day of school, I found myself dreaming about his whole life.

In a world with a lot to be anxious about, CRS gives me great hope and a sense of calm. I don't know what the jobs will even be when my four-year-old son is 44, and it can feel daunting to prepare our children for the unknown. But here's what I do know: like the thousands of CRS graduates that came before him, Max and his classmates will be prepared by the master teachers at CRS to think for himself, to work with others, to be creative, to try new things, to use his

voice, and to understand and consider the experiences and feelings of others. These skills will allow him to do anything and everything.

This has always been true at CRS.

During our strategic planning process, we spent a lot of time reading through our archives to make sure we had a deep understanding of our history before setting a vision for the future. In a 1941 publication on the 30th anniversary of Charles River School, school leaders wrote:

"One of the first aims of the school is to encourage self-dependent clear thinking. The child is led to investigate, weigh, and deduce for himself, for textbook information merely accepted without thinking does not develop responsibility either in thought or in action."

Today, humans carry that textbook information in our pockets, and we have more access to more information at faster speeds than ever before in human history. And yet, those words from 1941 have never been more relevant. At CRS, we will continue to teach our children to develop responsibility in thought and action by encouraging self-dependent clear thinking.

Even though our world is changing at warp speed and our tactics and tools in the classroom change, our values about teaching and learning are timeless. At CRS, joy and excellence will always be embedded into every aspect of teaching and learning. And we will continue to prepare our students to solve problems they've never seen before. The Class of 1925 graduated with these essential skills of critical thinking, communication,



Members of the Burnstein-Boswell Family on the 2023 First Day of School: Juliette '30; Gabe Burnstein P'30 '30 '34, Moses '30, Max '34 (an official Otter as of Fall 2024), and Rebecca Boswell P'30 '30 '34

collaboration, creativity, and empathy, and so will the Class of 2025 next June.

This education is more difficult than memorization and regurgitation—studying for a test on Thursday, taking it Friday, and forgetting it all by the following Monday. Empowering our students to be self-directed, self-assessing, self-adjusting learners through deep and meaningful learning experiences requires our teachers to be creative, flexible, and collaborative every minute of every day. This is hard work and we excel at it.

Here's to a new year of a timeless CRS education. I too feel like a lucky four-year-old in a big backpack who can't wait to get started. 🐾

With gratitude,
Gabe Burnstein



FORWARD TOGETHER

This past spring, we invited our entire community to join us on a strategic planning process that will move us forward with energy and momentum for the next five years. We centered the perspectives and needs of our students and followed the example that they set for us each day with joyful collaboration. With pride and excitement, we launched the plan in the fall of 2024 with four main pillars: Innovating for the Future of Teaching & Learning; Growing & Engaging Our Community;



Investing in Our People, Programs, & Places; and Sharing Our Story. Learn more by visiting charlesriverschool.org/forwardtogether or scanning the QR code.



PHOTO BREAK



Our Otters have been busy!

- 1 First and second graders spent the year as scientists leading with curiosity—conducting experiments both in the classroom . . .
- 2 . . . and in the community at Channing Pond
- 3 In the Travis Middle School atrium, we proudly display flags selected by our students each year to reflect their identities and family histories.
- 4 7th & 8th grade shined in our production of *The Little Mermaid Jr.* this spring
- 5 Dom Culbreath '24 as Flounder and Quinn Kennedy '24 as Ariel
- 6 Ari Itzkovits '24 as Chef Louis





PreK-2 Maple Tapping Project Around Campus

STUDENTS IN PREK-2 spent several months this winter working on a maple syrup experiment. To begin, Señora Rivera, Spanish & Music Teacher for Grades PreK-2, led students around campus to identify maple trees based on their unique characteristics and carefully set up taps to make maple syrup together.

Our Otters periodically logged sap collection progress and made observations about its quantity and characteristics. Next, they removed the taps from the trees along with their sap collections. The last step, which students were perhaps most excited about, was the “big boil” to turn the sap to syrup, along with a tasting party. Did you know 40 gallons of sap = 1 gallon of syrup?

PreK/K Boat Show

PREK/K STUDENTS

presented boats made from recycled materials to their classmates as the culminating project for their studies on the facets of water. This thematic project allowed students to dig into the skills of working with a partner, research, creativity, and public speaking. Boats presented included a ferry boat that can transform into a robot, a battleship, submarine, rescue boat, and a catamaran.





Help us Build the CRS Archives!

THE HISTORY OF CRS is rich and lengthy; it serves as a reminder of the dedication and vision of countless parents, students, and educators throughout our school's 113 years. Please help us preserve and honor the school's past by sharing memorabilia, sports jerseys, photos, brochures, or other historical artifacts that we can preserve in our archival holdings. To donate materials or inquire about this project, reach out to Kat Whitten, Director of Community Engagement, at kwhitten@charlesriverschool.org or 508-785-8215.



Rachel Stanley P'26 (right) and her daughter Penny Brown '26

Grade 6 Deep Dive

SIXTH GRADERS were visited by Chemistry & Environmental Science Professor Rachel Stanley P'26 from Wellesley College this spring. Earlier in the year, students decorated full-sized styrofoam cups which were sent out on a research trip to study the ocean carbon cycle and ecology. The cups were submerged 500 meters deep into the ocean (as deep as the height of a 160-story building!). Professor Stanley brought the cups back to CRS and students made observations. Due to water pressure, the cups were much smaller in size and felt different in texture. Sixth grade asked questions about Rachel's work and learned about what it is like to live on a research boat. This was a perfect fit for the sixth grade science curriculum which focuses on earth and environmental science and expands students' studies from fifth grade about oceanography.

Buddies Explore the Wetlands

THE CRS WETLANDS LAB allows students to experience our curriculum outdoors throughout the year. In June, third and seventh grade Buddy pairs completed a plant scavenger hunt that tied back to their work in the classroom. Working together, Buddies located different types of plants, shrubs, and trees and observed what growth stage they were in. Species found included: Red Maple, Elderberry, American Holly, and Sweet Pepperbush.



Grade 4 Olympics Then & Now

THE ANCIENT GREEK

Olympic Ceremonies have been a hallmark of fourth grade for over 25 years. Over time, this lesson has been expanded and enhanced.

An aspect of the curriculum that has remained consistent is important milestones such as the opening ceremony parade and torch “lighting,” breaking into four city states (Argos, Athens, Corinth, and Sparta), writing odes to Zeus, and creating chitons. The Olympic games have grown exponentially and we now have a full decathlon with games in the gym and on the fields in partnership with Paul Rupprechet, Director of Athletics. This cherished project allows students to become historians with multidisciplinary, hands-on learning.



Grade 4 Ancient Greek Olympics in the past and present day

Middle School Highlight: NYC Trip

THE CLASS OF 2024 traveled to New York City for an overnight culminating field trip this May. A major highlight was seeing *Hamilton* on Broadway. Students also explored the American Museum of Natural History, Central Park, The Tenement Immigration Museum, and an in-depth walking tour of Hamilton's New York (circa 1789!). As part of their curriculum, eighth graders held a full Mock Trial this year on the case of Aaron Burr and starred in their own musical.

The Class of 2024
at *Hamilton* on
Broadway





CRS Pride

THE COMMUNITY ASSOCIATION generously gifted every faculty and staff member a CRS logo wear item of their choosing this winter. Did you know anyone can order CRS gear at our school store? Scan the QR code to get shopping!



Faculty PD: Martha Haakmat and Dr. Kelly Bird

IN THE 2023-24 school year, Martha Haakmat and Dr. Kelly Bird of Haakmat Consulting visited CRS four times to work with faculty, staff, the leadership team, and parents and caregivers on our ongoing community, equity and inclusion work. Topics included deepening shared language for our collective work and practicing dialogue across differences. We look forward to having them back on campus this fall.



Leadership

starts sooner and

Childhood

lasts longer at Charles River School

IMAGINE BEING IN THE FOURTH GRADE and writing an original song about something you are passionate about: an educational piece about composting. Now imagine performing that song on stage in front of the entire school. And the CRS parent and caregiver community. Dressed as a worm. In a packed auditorium. Live.

Now listen to the cheers from your classmates fully tuned in, feel the sea of high fives from PreK/K students on your way back to your seat, see the pride on your teachers' faces, and take in the hugs from your parents afterward.

This scenario is a frequent reality at Charles River School. Every student has the opportunity to participate in what we proudly call Sharing Assemblies each month. All community members are invited and the assemblies are live streamed so families can watch from any distance (or rewatch later.) A class may present a technology and math project they worked on or a play related to their thematic learning in the classroom. A student may perform a speech they wrote, a haiku, an art piece, or a dance.

Steve Trust, Director of Academic Technology, works with students in each grade level and often helps students to prepare a sharing assembly project. "Sharing assemblies are about building a lifetime of confidence in our students," Steve said. "They teach our students that their hard work is of importance on a grand scale, that their thoughts and voice matter—in most schools something that is typically reserved for just a few."

CRS students share consistently with courage, leadership, confidence, and contagious joy. Even when nerves arise, students know that at Charles River School, everyone supports each other in an inclusive and warm environment, both on and off the stage.

"Sharing Assemblies help to strengthen the cohesiveness of our community," said Elizabeth Clayton, Associate Head of School. "CRS is one connected PreK-8 community, and participating in sharing assemblies as a performer or an audience member is a wonderful reminder of that full community support."

The foundational skills learned at CRS leave an indelible mark. When alumni visit campus, they reflect back on the many opportunities for public speaking they had on Old Meadow Road and share how these opportunities positively impacted their futures. Our graduates burst through the doors of their high schools fully empowered to soar. 🐛



REFLECTING ON Year One

Gabe Burnstein, CRS' 11th Head of School, sat down with two third graders to share some highlights from his first year at Charles River School

How would you describe the CRS community?

"Joyful. Inclusive. Collaborative. There isn't anything that anyone does alone and learning from each other is central to what we do at CRS."

What do you think of the campus at CRS?

"I love the campus so much. There are so many different and exciting spaces for kids to learn and to play across our 16 acres. I wish every kid in the world got to go to a school with as many beautiful and kid-centered spaces as CRS."

What surprised you this year in your first year as Head of School?

"I was surprised by how many really fun activities we have outside of the school day like the DJ dance party, the Fair, and movie nights. Another thing that surprised me is our recess! People told me it was great, but I was surprised how much I love watching everyone play at recess together. It is beautiful."

What is your favorite part about CRS right now?

"The students. We have the most amazing students at CRS who are so curious and work really hard at learning and having fun at the same time. I love how happy the kids are and I love how the students at CRS treat each other. It is such a kind place to be and it gives me hope for the future of our world."

And if you could add one thing to the school that would benefit it, what would it be?

"I think one answer is more kids to be able to come to CRS and to be welcomed by our current students. Third grade did some strategic plan brainstorming and I like the idea suggested of adding a slide from the dining hall to the playground. I am also working on adding more field trips to CRS with experiences for all students to have more opportunities to get off campus as they get older."

What is your favorite activity to do at Sports Day?

"This year I really enjoyed joining everyone to cheer on the relay races. I also raced Ms. Gregoire. . . I think I won but we'll have to check the

videotape. I also liked seeing kids of all ages play together at the beginning of the day."

If you were a student here, what would you be most excited about?

"The other students and the teachers. I would have loved to be in a place where the kids treat each other the way we treat each other here, I would have loved the teachers that make me feel important and really good about myself, and I would have loved playing with older and younger kids."

What is your favorite thing Chef Christian makes for lunch?

"Tomato soup and grilled cheese is my #1. My second favorite is breakfast-for-lunch day." ☺



Sean Small '29,
Gabe Burnstein, and
Cate Byrnes '29

GABE MEETS THE COMMUNITY

It was a jam-packed first year for our Head of School



Gabe P'30 '30 '34,
Chris Hummel P'30,
Rebecca Boswell
P'30 '30 '34, Kate
Mason '89 P'30



Visiting with alumni in New York City.
L to R: Gabe, Greg Kantrowitz '00, Taylor
Hayes '08, John Healey '02, Deb Willis
Dowling '94, and Michelle Cleveland '08



Gabe at Grandparents Reception in May



Gabe with Tedie Bastian P'10 '13 and
Kristin Jayne P'08 '11, Grade 3 Co-Teacher



Welcome Back/Welcome Gabe Night

Reinventing Our Math Curriculum

By Sarah Wong,
CRS Math Coordinator & Specialist

WHEN I FIRST JOINED the Charles River School community in March of 2021, I could never have imagined how much I would connect with our vibrant group of educators, students, and families. Charles River School employees are known for “wearing many hats,” so it shouldn’t come as a surprise that my role at CRS has grown each year. As we enter the 2024–2025 school year, I am excited to embrace my position as Math Coordinator and Specialist.

At Charles River School, we prepare our graduates to be deep thinkers and leaders in their communities. Graduates reflect on the unique interdisciplinary thematic experiences and remember their learning as relevant and connected to the real-world. During our strategic planning process this past year, we listened to the experiences of students, families, and alumni, and it was clear that reimagining our math program from PreK–8 should be a top priority. This will allow us to do what we do best: innovate in our instruction to more effectively challenge and support each student at CRS. For many students, math feels like a foreign language

and establishing common vocabulary allows students to build their learning as they advance through their CRS journey.

This fall I’m excited to lead a group of colleagues as we research different curricula to best fit our mission and our strategic plan. A new curriculum from PreK–8 will allow for more consistency, interdisciplinary learning, student agency, and collaboration as students solve problems together. To account for piloting, teacher training, and transitional time, grades PreK–5 will adopt a standardized curriculum for the fall of 2025. In preparation, over the summer of 2024, all faculty who teach math read Dr. Peter Liljedahl’s



Members of the '23-'24
MathCounts Club



“Building Thinking Classrooms,” which offers an educational approach that prioritizes deep thinking and problem solving. Liljedahl shares 14 distinct teaching practices which will guide us in our work as we acclimate ourselves to adopting a multi-grade program. Throughout the academic year, I will be leading teachers in collaborative brainstorming and reflection around the implementation of these practices.

My favorite aspect of the Math Coordinator role is getting the opportunity to work directly with students. This year, I will continue to offer scheduled classroom push-in and pull-out support for a variety

of learners and will be in every grade (starting in PreK) twice a week. I will continue to spearhead 5th grade Junior MathCounts and be involved with our Middle School competition team. I will also be serving as a 7/8 advisor, an affinity group facilitator, and will be working with the middle school math teaching team on developing a curriculum for our 6–8 students that will be implemented this year—in September 2024!

One of the most rewarding aspects of teaching is watching learners transition from remembering material to understanding it—a “lightbulb” moment. I have been especially energized by our youngest learners who continue to discover how mathematical concepts relate to their own academic and personal lives. Whether it’s learning to write the number that shows their age or finally counting to “the biggest number ever” (100), working with our youngest students reminds me to pause and appreciate the simple joys that math offers.

Academic learning does not take place in a vacuum and our students continue to demonstrate tenacity and strength as they grapple with the uncertainty of current events and work diligently to make up for academic learning that may have been lost during remote and socially-distanced schooling. We are teaching a generation of young individuals who will need to be prepared for a world that we haven’t yet imagined. I am honored to be a member of the teaching faculty at Charles River School, and I am continually inspired by our compassionate, brilliant students. 🐶



Making the Connection Math & Social Studies

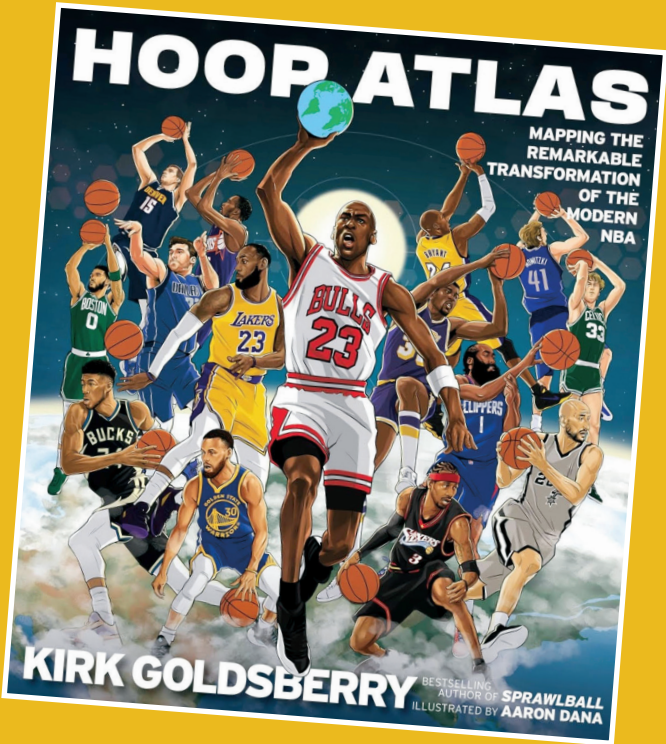
7th grade students engaged in an interdisciplinary collaborative project between Math and Social Studies to explore gerrymandering this spring. Students learned about historical cases of gerrymandering and the implications of drawing district lines for past and current political elections. They built upon their knowledge of ratios and percentages to calculate and draw district lines to ensure their party’s success on paper and through two online simulations.



Spotlight on *Hoop Atlas*



CRS Art Teacher Aaron Dana released a new book this spring titled *Hoop Atlas*! *Hoop Atlas* is a follow up to the bestselling *Sprawlball*, which Aaron put out with author Kirk Goldsberry in 2020. Dozens of illustrations, charts, and maps support the text in describing the transformation and evolution of the modern NBA. Scan the QR to enter to win a signed copy of the book.



Student Creations



The monochromatic self portrait is a signature project of the 7/8 art experience at CRS. The assignment synthesizes observational drawing and color theory, two distinct artistic tracks that are woven throughout the entirety of the PreK-8 curriculum. A sampling of the portraits is pictured above.



Each year in sixth grade art, students engage in a unique problem solving and creation process: the Times Ten (x10) project. Choosing a real world object as a base model, students work in partners using cardboard, paper mache, and other materials to create a proportionally accurate, enlarged version of the original. The finished products are pictured here with PreK students for scale.

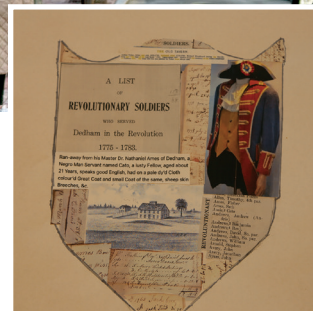
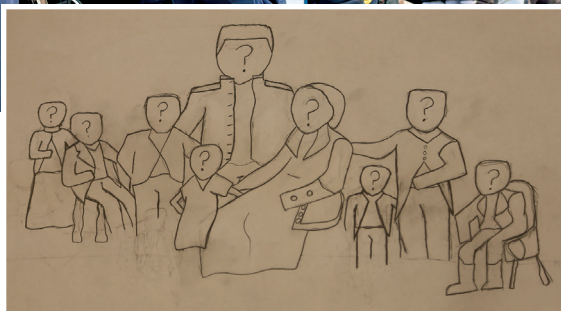
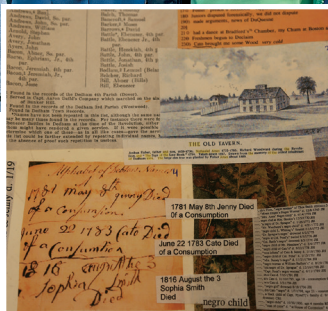


This year, students in grades 1-3 created their own bird nest observational sculptures and presented them to the community at a Sharing Assembly.

In addition to exploring primary documents, the Class of 2024 visited the Black Heritage Trail and the African American Meeting House in Boston this past spring

Bringing History to Life

The Witness Stones Project



Students created art, poems, and essays as part of the Witness Stones Project

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

FIRST DISCOVERED THE WITNESS STONES PROJECT

while doing a National Endowment for the Humanities Institute called “Slavery in the Colonial North” through Historic Hudson Valley. One of my colleagues had implemented the Witness Stones program at her school in New York. I was inspired to bring the program to Charles River School because it sounded like an opportunity to bring the learning that I did in the Institute to life for my students.

The Witness Stones Project is a nonprofit, community initiative with a mission to “restore the history and honor the humanity of the enslaved individuals who helped build our communities.” The founder of Witness Stones, Dennis Culliton, visited CRS and taught three separate sessions to our faculty during which we learned about enslavement in the Colonial North before embarking on the project with students. The vital learning that we did together as a middle school teaching team enabled advisors to support students as they studied the honest and brutal history that occurred right in our own community.

The project has five specific themes that are connected to primary documents: Dehumanization, Treatment of the Enslaved, Paternalism, Economics of Slavery, and Agency and Resistance. Witness Stones conducted, alongside local historians, an immense amount of research into the enslaved population of Dedham, Massachusetts which Dover was a part of prior to its founding as a town. Eighth graders began learning by examining the primary documents—a serious undertaking.

After we studied the five themes, we met the historical figure Cato for the first time. Nathaniel Ames of Dedham enslaved Cato and his family. We don’t know exactly when Cato’s enslavement began, but we

know that he attempted to self-emancipate and seek freedom in 1745. Unfortunately, he was not successful and we saw that at some point Cato was forced to return to the Ames home. Through studying primary documents, eighth graders were able to form an idea of what Cato’s life may have looked like. We talked about how, due to the nature of enslavement, we don’t have the opportunity to review the same narrative and documents that we get for people like Nathaniel Ames and other enslavers. However, using the primary documents, students became historians and embarked on a variety of different interpretations of the sources. They created art, poems, and essays that memorialized Cato’s life.

We also explored the history of the African American community in Boston by taking a day to walk the Black Heritage Trail, one of Boston’s National Parks. The Black Heritage Trail “showcases residences and community buildings associated with a Black community that thrived on, and near, the north slope of Beacon Hill before, during, and after the American Civil War. Throughout that time, this community struggled and organized for equal rights and access to equal education. Community members championed the movement to abolish slavery and even housed freedom seekers on their journey along the Underground Railroad.”

During the 2024–2025 school year, seventh and eighth graders will be able to embark on the same history we studied in the spring of 2024, while adding the stories of other enslaved people in Dedham including Cato’s wife Jenny. This project is a valuable addition to comprehending the diverse experiences of citizens throughout Massachusetts and American history. It provides an important beginning for our evolving curriculum which will lead students to travel to Mississippi, Alabama, and Georgia on Charles River School’s first Eighth Grade Civil Rights Trip in the spring of 2025. 🐾



The Future is Our Students

Daily life can be filled with uncertainty for students and adults alike.

Simple uncertainty like...

- Will there be chocolate milk at lunch today?
- Will it rain this afternoon? And if it does, will it impact my game?
- What does the Otter mascot do in their free time when they aren't cheering on students?

And bigger uncertainty like...

- Who will win the presidential election? What will this mean for my family?
- What is happening with food insecurity in my community? In the world? How can I help?

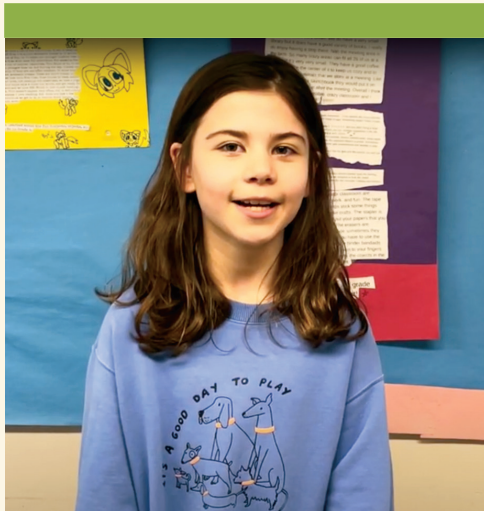
THESE QUESTIONS, AND MANY OTHERS, MIGHT MAKE US CURIOUS, EXCITED, JOYFUL, WORRIED, CONFUSED, AND FEARFUL.

They may come to us on a walk, on our commute, or in a dream. We might be able to work on them independently or we may need to untangle them together.

At Charles River School, there is one thing we know with 100% certainty. One thing that provides our community with a feeling of hope and cheer each morning as Otters enthusiastically burst onto campus.

Here it is: Our students are the future.

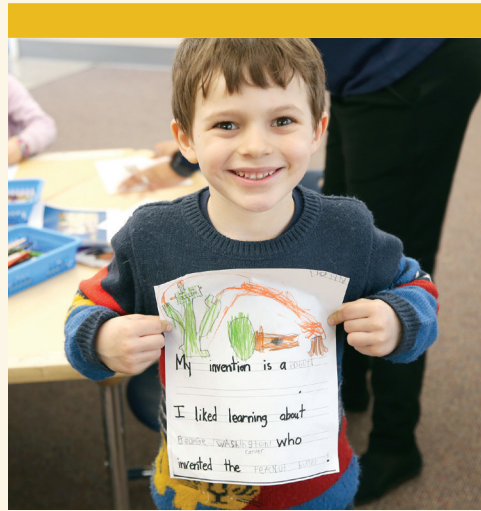
In fact, teaching and learning at CRS is future-oriented. Through progressive education, Otters learn how to think, not what to think. They are taught to navigate academic and social situations on their own. Teachers concentrate on instilling creativity and problem-solving skills rather than the memorization of facts. Students are energetic, caring, and curious learners who play an active role in their education and contribute deeply to our communities during their time on campus and long after.



SPOTLIGHT ON Reagan '28

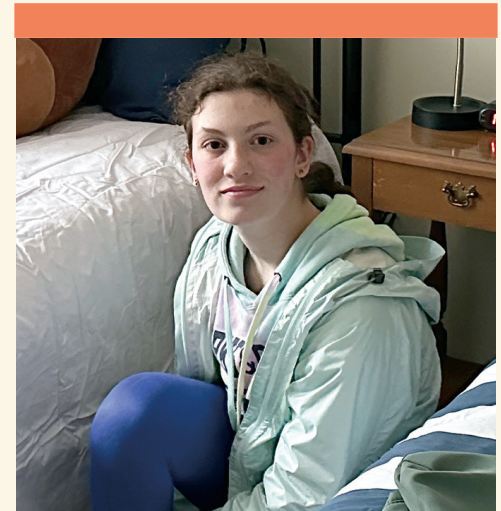
Reagan is passionate about animals. While researching the country of Gabon in Africa, she let her individual interests guide her to focus on its geography and wildlife. She learned about its rainforests and the 600 species of birds, monkeys, and giraffes that inhabit them. Reagan shared what she discovered with her classmates.

“One thing that is really special about teaching in a progressive environment is creating a curriculum where students can take an active part in their own learning. Our carefully created, open-ended projects leave space for students to work independently alongside peers as they take risks exploring new cultures and further deepen their personal knowledge. This gives all students a chance to shine,” remarked Laura Mutch, Grade 4 co-teacher reflecting on the research project in which Reagan participated.



SPOTLIGHT ON John '32

John, in Kindergarten class this spring, was inspired by the inventor George Washington Carver when tasked to create an invention to improve the world. He knew right away what he wanted to make and enthusiastically shared with his class: “I want to make a robot that can help the environment and can make delicious food!”



SPOTLIGHT ON Lilah '26

Lilah led her own extra-curricular service learning project to fundraise, purchase, and put together kitchen and bedroom baskets for refugee families new to her community. Lilah dedicated her own time to set up an apartment with items she collected including books, crafts, and games for children.

“I love helping people and organizing things. It was important to me to help because I think that everybody should be able to live their life without having to worry about feeling safe,” Lilah shared about her motivation for the project.

CRS Students are continuously equipped to be compassionate leaders. They lead in our multi-age classrooms and in our buddy program where all CRS students are part of an older-younger buddy pair. The older students serve as excellent role models for the younger students, and both ages benefit from this interaction and friendship.

On our learning continuum, students harness specific skills in each grade. By the time they graduate, they have a concrete tool kit that they can carry with them into young adulthood. For example, in PreK/K, students learn the foundational skills needed to write and illustrate their own short story. The collection of stories is published in a class book at the end of the year. Writing skills continue to build in the elementary classrooms and in Grade 4, students create their own research papers and full-length illustrated works of fiction. By Middle School, students are working on more complex writing skills like

persuasive essays and crafting their own thesis statements with supportive evidence.

The last line of our mission statement “Our graduates know themselves, understand others, and shape the future of our diverse world with confidence and compassion” rings true every day on campus as our students are prepared for their future and in our extended network as our alumni are boldly innovating all over the world.

The next time uncertainty appears, think of Charles River School. For 113 years, CRS has prepared students to shape the world and you can be certain that they will continue to shape the future.

Check out our Young Alumni Award article on page 35 to learn more about how a recent graduate is impacting the world.



A BANNER YEAR FOR CRS ATHLETICS

Students showed courage, leadership, teamwork, and athletic skill this year on the court, fields, and track. Congratulations to our student athletes!

Haley Depina-Holmes '26 and Abby Baldwin '26 on Sports Media Day



Grades 1 and 2 cheer on 8th graders at their basketball assembly



Lily Maley '25



Fitness club summits Noanet Peak



Emre Zisfein-Shea '25 competes in the javelin throw



Luke Ramos Starmar '24 competes in the long jump



Kidder Brady '24 at the 8th grade parents & caregivers/faculty vs. students assembly



Parents and caregivers/faculty vs. students field hockey game

SPORTS DAY

JOY OF CHILDHOOD IN ACTON: THE ANNUAL BLUE VS. GOLD TRADITION

Students from PreK-8 enjoyed a festive and sunny day in May playing cooperative games with buddies and competing in races, obstacle courses, and more. Spirits were high, especially among members of the Gold Team who won this year's competition.



Lauren McElligott '25, Kayla Itzkovits '25, Ellie Apfel '25, and Tenley Rogers '25



Billy Beazile, PE Teacher and Athletics Assistant with Libby Dow '31



Wesley Heon '31 and Evan Njuguna '31 cool off with celebratory popsicles



Dom Culbreath '24 crosses the finish line for the 8th grade relay



Penny Brown '26 and Mickie Laguerre '26



Director of Athletics Paul Rupperecht, Sarah Parsons Wolter '01 Sports Day Guest Speaker, and Head of School Gabe Burnstein



Erin Grimm '25 and Caleb Castello '31



Coast and Highlanders cheer on the runners during the relay races

Long-standing CRS Traditions

OUR VALUES ARE TIMELESS

A look back at some favorite CRS traditions from our past and in the present day.



“I made great friends while enjoying a good education by wonderful teachers—a joyful time for sure.”

— Richard Olney '51



ALUMNI ATHLETES IN ACTION

Our talented alumni athletes got their start at CRS!

Carson Moellering '18

THEN Carson was a member of CRS' inaugural cross country team and is pictured here (far right) with some of his teammates.



NOW After a successful four years running at Natick High School where he was named a MetroWest All Star in cross country, Carson now excels at track and field at Bates College. A junior, Carson competes in the decathlon and was selected as a NESCAC All-Academic athlete this spring.

Charlie Marconi '16

THEN Charlie on the basketball court at CRS.



NOW Charlie graduated in May from Wake Forest University where he was a member of the Cheerleading Team. He practiced and competed year-round performing partner and group stunts at all Wake Forest football and basketball games.



Leela Dubois '17

THEN Leela on the CRS soccer team.



NOW Leela is a junior at Princeton University where she is a coxswain on the Women's Open Weight Rowing Team. She led a boat to gold at the Ivy League Championship in 2023.

New Faculty & Staff



Josh Felizardo
7 & 8 MATH TEACHER

A graduate of Harvard University, where he earned a degree in Statistics, and the Harvard Graduate School of Education, Josh has taught middle school math at the Excel Academy Charter School and Boston Preparatory Charter School, as well as the Community Charter School of Cambridge. Most recently, Josh spent the spring in a long-term sub role at Belmont Day School. He is looking forward to bringing his love of real world applications to the 7th and 8th graders at CRS.



Jake Nemeroff
7 & 8 ENGLISH TEACHER

After earning a degree in English Literature from Bates College, Jake taught at The Chestnut Hill School here in Massachusetts before spending the past six years teaching middle school English and humanities at the Bentley School in Oakland, California. Jake has also spent summers as a teacher and administrator at The Summer Boarding School in Wolfeboro, New Hampshire.



Noelle Pierce
PREK-3 AND 6-8
ART TEACHER

With a degree in Fine Art in Industrial Design from Rhode Island School of Design, Noelle has been the studio art teacher, electives teacher, maker space creator and instructor, and Director of Enrichment and Extended Day Programs at Veritas Christian Academy for over 10 years. Noelle is also a veteran of the Charles River Creative Arts Program, where she taught art classes and led the Creative Starts program for many summers.



Vanessa Phifer
PREK/K CO-TEACHER

Vanessa earned a degree in political science from Regis College before obtaining her Masters in Early Childhood Education from Lesley University. Vanessa comes to CRS most recently from Shady Hill School, where she was a Kindergarten teacher. Vanessa has also taught in the Weston and Wellesley public schools, as well as at Tenacre Country Day, Milton Academy, and the Wellesley Community Children's Center.

New Trustees



Sarah Wooten
DIRECTOR OF ENROLLMENT
MANAGEMENT & FINANCIAL
AID

Sarah earned a B.A. from Spelman College, a Certificate in Nonprofit Management from the University of Georgia School of Social Work, and a Juris Doctorate from the University of Georgia School of Law. She joins us from Shady Hill School where she spent the last five years serving as the Director of Enrollment Management and Financial Aid. Before that, she worked at Milton Academy as the Associate Director of Admission. Sarah has a track record of exceeding enrollment goals, diversifying the student body, collecting and analyzing meaningful data, and working with financial aid structures to make independent schools accessible to a wider range of families.



Kate Paglia P'27 '30
began her new role as
Board President on
June 15.

President
Kate Paglia

Vice President
Fred Ramos

Treasurer
James McElligott

Clerk
Heather Willis

Joining the officers
and returning Trustees
are these new
members of the
Board.



**Alethea
Dunham-Carson**

Alethea Dunham-Carson currently serves as the Assistant Head of School for Teaching and Learning at the Gordon School in East Providence, Rhode Island. Prior to arriving at Gordon, she worked at Meadowbrook School as the Director of Multicultural Affairs and Co-Director of the Multicultural Teaching Institute, a three-day professional development opportunity that supported teachers around the country to cultivate and assess curricula and classroom practices through an equity, justice and anti-bias framework. Her career has spanned the field of education to include work in independent and charter schools, as well as New York City's Department of Education's office for Equity and Access. Through these various professional experiences, she has been consistently committed to finding ways to increase equity and access in education, allowing all students to have high-quality, engaging, and joyful school experiences. Alethea holds a Bachelor's degree from the University of Pennsylvania, a Master's degree from New York University.



Will Rico

Will lives in Needham with his wife Cindy, their two children, Henry '26 and Tess '30, and their dog Scout. Will has been involved at CRS as a member of the Marketing and Branding Committee and currently serves on the Community Engagement and Communications Committee. Professionally, Will is the owner/CEO of CommonMind, a digital marketing agency. He is a member of First Parish Unitarian Universalist in Needham and is actively involved in the Needham Area Immigration Justice Task Force. He enjoys running and spending time outdoors with his family. Will graduated from Harvard with a degree in Computer Science.

New Trustees



Rachel Rosenfeldt

Rachel lives in Newton with her husband, Marko, their daughters Ella '27 and Camilla '29, and their pandemic puppy, Bader. She is Executive Director of Commercial Strategy and Operations at Kotter, the Cambridge-based change leadership firm, where she currently heads the company's training business. Rachel sits on the Board of Advisors at the Museum of Fine Arts, Boston. There, she has served on multiple committees, including Nominating and Governance, Marketing and Communications, Development, and the Advisors Steering Committee. She is also the Chair of the MFA's Patron Program. Rachel previously served on the Board of Trustees for Brookwood School, where she co-chaired the Institutional Advancement Committee. Rachel serves on the Development Committee at CRS. She has previously served on the Marketing Committee and as CRS Annual Fund Co-Chair. She holds a B.S. in Journalism and a B.A. in Art History from Boston University, where she also spent two years on the women's crew team.



Dan Stokes

Dan lives in Dover with his wife Hayley and three children Caleb '23, Grayson '25, and Cash '28. The Stokes family joined the CRS community in the Fall of 2018 and have been active community members. Dan recently served on the Climb Higher Campaign Committee. Dan grew up outside St. Louis, Missouri and attended Boston College where he earned a B.A. in English Literature and a minor degree in Women's Studies. Dan has worked as a chef and restaurateur in the Boston area and New York City, where he attended culinary school at The French Culinary Institute. Dan's experience in the hospitality field includes hotels, breweries, catering, corporate restaurants, and small independent restaurants, which he prefers. Dan was chef and owner of Red Bird in Waltham from 2013-2020. Dan enjoys doing anything outdoors, especially hiking and skiing. He also loves coaching Dover-Sherborn youth soccer, brewing a great cup of coffee, and listening to his ever-expanding music collection.



Madeline Surgenor Richards '00

Madeline, an alumna of CRS, lives in Hopkinton with her husband, Michael, and two-year-old daughter Charlotte. Madeline is the Upper School Head at Worcester Academy in Worcester where she oversees the academic program and upper school operations. She is a student-centered educator who values collaboration amongst colleagues. Prior to her work at Worcester Academy, she was a math teacher and dorm parent at the Bement School in Deerfield, MA. Madeline has a BA in Psychology with a minor in Education from Wellesley College and a MA in Independent School Leadership from the Klingenstein Center at Teachers College, Columbia University.



Dustin Willard

Dustin lives in Dover with his wife, Devina, and their children, Caroline '29 and Emeline '32. Dustin joined HarbourVest Partners in 2008 and is a Managing Director focused on secondary private equity investing and leadership of the firm's Strategy, Innovation, and Execution team as head of Product Strategy and Launch. He currently serves on the Development Committee of CRS, and along with Devina, is a member of Grace Fellowship in Newton. Dustin is also an avid golfer competing in Mass Golf and USGA events each year. Dustin graduated with a BS in Economics and Political Science from Duke University and an MBA from MIT.

Thank you to Trustees who have completed their terms: Tracy-Ann Bain P'18 '22, John Frantz P'00 '02, Steve Ginsberg P'25 '27, Mark Stanek, Joanna Travis P'19 '21 and Kristi Westerling P'26 '27.

The Value of Service Learning

MLK Days of Action

THIS WINTER, WE HELD TWO DAYS OF ACTION in honor of Martin Luther King Jr.'s vision for beloved community. A school-wide effort, Otters worked hard on a wide variety of projects to benefit our own beloved community. Service learning allows students to live out the last line of our mission: they know themselves, understand others, and shape the future of our diverse world with confidence and compassion.

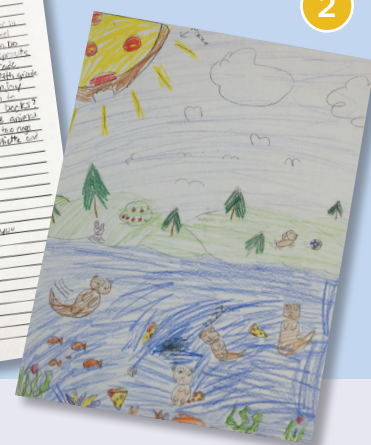
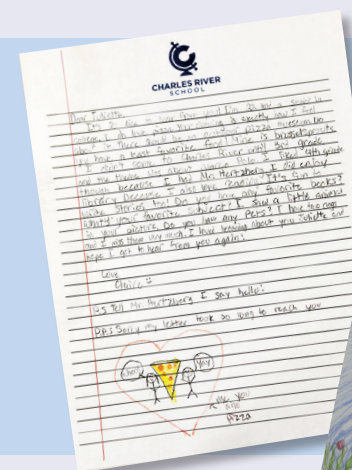
- PreK/K and Grade 3 collaborated on a school-wide food drive for the Needham Community Council food pantry. This food drive, which took the place of the traditional Thanksgiving food drive, provided much-needed items at a time of year when donations are typically less plentiful. Thanks to the generosity of our CRS community, we filled a van with donations! PreK/K also delivered letters to community helpers in town at the fire station, library, and police station. [1]
- Grades 1/2 wrote pen pal letters to alumni to spread cheer and invite our alumni to come visit soon and our alumni responded with equal cheer. [2]
- Grades 4 and 5 worked together on expanding CRS' composting work and put together different ways to communicate the importance of composting to the larger community.
- Grade 6 assembled personal hygiene kits for area shelters and literacy kits for the nonprofit organization Love Letters Literacy. [3]
- Grades 7 and 8 traveled to End Hunger New England in Pembroke and packed shelf-stable meals to combat food insecurity across Massachusetts. 🍽️



Service Learning by the Numbers

In addition to the Days of Action, the CRS community, with support from the Community Association, engaged in service learning throughout the year. Some of these include:

- 96 backpacks created and distributed to Backpacks for New Beginnings (196 notebooks, 170 folders, 149 crayon boxes, 109 marker packs, and 74 pencil packs)
- 734 lbs of cereal and pantry items donated to the Needham Community Council
- 4 afternoons spent packing nutritious lunches for Friday Cafes at the First Church in Cambridge
- 13 bags of litter collected for the Dover Community Clean Up



Community Events

Rainbow
Families
outing to
Kings
Bowling

We loved seeing
our community together
at CRS throughout
the year.



Mike & Kerry
Earley P'27 at the
Welcome Back/
Welcome Gabe
party



CRS solar
eclipse viewing



Robin & Ed Leahy P'27 attend Spring Fling under the new pavilion

Admissions Dates to Know

The admissions season is underway! We are so excited to get to know prospective students and their families and to introduce them to Charles River School. The application deadline is January 15 and tours and admissions events begin each year in mid-September.

Individual Tours

Weekdays throughout the fall and winter

Open House

Saturday, November 2

Deadlines

Application Deadline: January 15, 2025

Financial Aid Deadline: February 1, 2025

Notifications

Decisions are shared by March 10, 2025

Contracts are due April 10, 2025

Questions?

Contact Director of Enrollment Management
& Financial Aid Sarah Wooten at

swooten@charlesriverschool.org or 508-785-8213



Dustin and Devina Willard
P'29 '32, Rachel and
Marko Rosenfeldt P'27 '29,
Chamara and Shyanki
Sandaradura P'32 at
Spring Fling



Compass affinity group outing to
Supercharged Entertainment



Meet our New Assistant Head of School for Teaching, Learning, and Equity

An interview with Dorothy Gregoire P'28 '29 conducted by the CRS Class of 2032

DOROTHY GREGOIRE BEGAN IN A BRAND NEW AND VERY EXCITING ROLE for Charles River School at the start of July—The Assistant Head of School for Teaching, Learning, and Equity.

Dorothy is a deeply relational leader with a track record of cultivating spaces of trust and belonging that center the well-being of students—and the adults that care for them—and honor the diversity of identities, perspectives, and backgrounds that define an authentic learning community. Before her new appointment, Dorothy earned her reputation as a beloved member of the CRS community through her work as a PreK/K co-teacher for the last three years. She also serves as the facilitator of Compass, CRS' affinity space for parents and caregivers of students of color, and as the coordinator of student affinity groups for students of color from PreK-eighth grade.

Dorothy's appointment is the result of a highly competitive process that began with a national search and concluded with a series of visits with students, faculty, staff, leadership team members, parents, caregivers, and trustees. In these conversations, Dorothy enthusiastically connected with each group's vision for CRS. Those who met her through the search process felt inspired by her optimism and had a strong sense that they had met a leader who is dedicated to the "pursuit of academic excellence and the joy of childhood." Again and again, community members were drawn to the warmth, respect, and enthusiasm she was able to display in even the smallest interactions.

You may be wondering, "What will the Assistant Head of School for Teaching, Learning, and Equity do in her first year?" Well, we asked the curious CRS Kindergarteners (taught by Ms. Gregoire and co-teacher Ayan Osman this past year) to take the lead on introducing Dorothy and her new role to the community.

Dorothy's office is located in the Middle School—visitors encouraged!

What does an Assistant Head of School do?

"In my new role, I will work closely with Mr. Burnstein [Gabe Burnstein, Head of School], Ms. Clayton [Elizabeth Clayton, Associate Head of School], and all of the faculty here at CRS to carry out our mission. In our mission, we say we want our kids to have the best opportunities to learn, have fun, know who they are, and to be ready to learn about other people. So my role is to help our teachers find great ways to do that in the way that they teach and in the way that students are learning here at CRS."

What does leadership mean to you?

"Leadership to me means doing whatever I can to help other people be the best that they can be. This means anything I can do to help them in the classroom or help them do all the things they want to do with students."

What is your favorite thing about CRS?

"The best part is definitely the students. I love getting to know all the different personalities and our students who come from all over Massachusetts."

What are you most excited about for your new role?

"I am really excited to get to work with different age groups, classrooms, and teachers in our school. I really love working with PreK/K but I am looking forward to working with all students at CRS in the coming year."

What is your favorite thing that Chef Christian makes for lunch?

"The chicken teriyaki with white rice, especially with extra teriyaki sauce all over my rice."

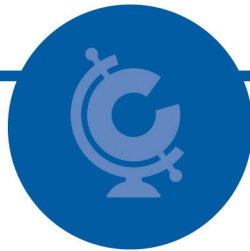
Where will we see you around campus?

"I'll be everywhere! You will see me at lunch, on the playground, and in classrooms. I'm excited that I'll be helping out with morning carpool with other members of the leadership team, and so I will be there to greet you in the morning." ☺





Jack Stowers '24



Dom Culbreath '24

CONGRATULATIONS graduates

CLASS OF 2024





Aqueela Culbreath-Britt, Dom Culbreath '24, and Lynn Culbreath



End-to-enders Jack Stowers '24, Liam Kerr '24, and Luke Ramos-Starmer '24



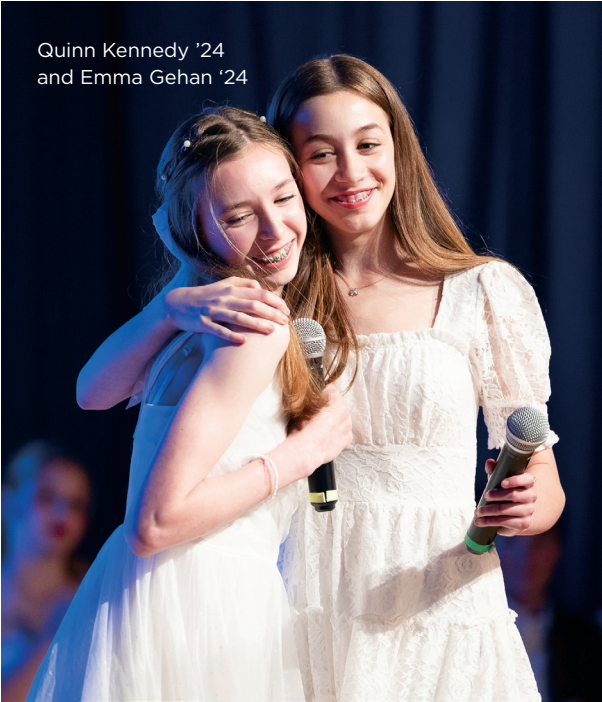
Class of 2024 Tiles



Kidder Brady '24



Graduates opening special gift



Quinn Kennedy '24
and Emma Gehan '24

Adam Newmark,
Nolan Newmark '27,
Nate Newmark '24,
Beth Newmark



Graduates sing class song
I Lived by OneRepublic

2024 GRADUATES



Kidder
Brady



Aidan
Judge



Julian
Passananti



Benjamin
Stanton



Barrett
Brody



Lila
Kangethe



Charlotte
Peterson



John
Stowers



Dominic
Culbreath



Quinn
Kennedy



Luke
**Ramos-
Starmer**



Philip
Wen



Emma
Gehan



Liam
Kerr



Lillian
Rosenthal



Alex
Yang



Zoe
**Hebert-
Maccaro**



Leyton
McCormick



Jack
Inman



Nathaniel
Newmark



Ari
Itzkovits



Grace
Owen

2024 Matriculation

Beaver Country Day
School

Belmont Hill School

Boston University
Academy

Brooks School

Cambridge School
of Weston

Concord Academy

Dana Hall School

Holderness School

Miss Porter's School

Natick High School

Needham High School

Newton North High
School

Noble & Greenough
School

Proctor Academy

Rivers School

Thayer Academy

Williston Northampton
School

Ian Travis '19 Receives the 2024 Young Alumni Award

CRS WAS EXCITED TO WELCOME IAN TRAVIS '19 back to campus this spring to receive the 2024 Charles River School Young Alumni Award. The award is given every other year to a student who has graduated from CRS within the last five years who has demonstrated excellence in personal achievement or community service since leaving CRS. Head of School Gabe Burnstein presented Ian with the award in front of the full school community at the final assembly of the year.

After building a strong foundation at CRS, Ian went on to attend Beaver Country Day School. While at Beaver, he was heavily involved in the highly successful Model UN team, where he became a team leader. He was not only the Captain of the swim team at Beaver, but at the end of Junior year, Ian was elected to become Student Council President after serving a year as Vice President.

After being elected President, Ian recognized that remote and hybrid schooling due to Covid had negatively impacted the

student community, so he organized a significant overhaul to Student Government, creating a “Hogwarts house” system which mixed grades within activities, greatly increasing student participation at events, which was universally praised.

Ian has been a soccer referee since age 14 and his leadership was recognized as the first student invited to join the Wellesley United Soccer League Board in Fall 2022. Ian received the Jodi Lucarelli Outstanding Referee Award in November 2022.

Ian recently completed his freshman year at the University of Virginia in Charlottesville where he is an honors student pursuing a degree in Government and History, with a minor in Urban Planning. At UVA, Ian is involved in the community as an English as a Second Language teaching Intern, where he teaches English to UVA staff members. Among his many accomplishments in his freshman year, Ian was elected as one of the 12 College representatives on the Student Council after dedicating extensive amounts of time to improving the university bus system. 🏆

“CRS taught me that the sky is the limit... that I should never lower my ambitions or dreams. It taught me to try new things, make good mistakes, and to work hard to make those dreams a reality.”

**— Ian Travis '19,
2024 Young Alumni Awardee**



Ian Travis '19, Joanna Travis P'19 '21,
Gabe Burnstein, Head of School
Inset: Ian in PreK





Alumni News

1946

DAVID LEE '46 was one of many alumni who exchanged pen pal letters with CRS first and second graders this winter. He shared this memory from his days at CRS: "The war was on so we were driven to school (to save gasoline) by Miss Algie, who was headmistress of the school. She was so short that she could only see out between the top of her steering wheel and the dashboard. It was scary!"

1957

TERRY LYMAN '57 shared an appreciation for the impact of CRS, writing "My best teacher at CRS and Nobles and college, and business school was Mrs. Baughman. I had her twice, in second and fifth grades. She taught us how to write script in second grade and I still try to write carefully."

1966

FRITZ SPANG '66 wrote to CRS students from his home in Philadelphia. He reminisced about playing flag football and baseball and commented, "my favorite memory was playing dodgeball in the gym before school started."

1971

LISA SALTONSTALL LEWIS '71 also exchanged pen pal letters with students this winter. Lisa, who lives in Newport, RI, shared fond memories of the CRS Fair and recalled chocolate pudding as a lunchtime staple when asked the pressing question from one of our first graders of what students enjoyed for dessert during her years at the school!

1985

[1] EDIE PERKINS '85 lives in Burlington, VT where she is the Executive Director of The Kelly Brush Foundation, a nonprofit organization which raises money for athletes who have spinal cord injuries. The organization raises money to give equipment and grants to athletes who are paralyzed but still want to enjoy life through sports. This is the case with Edie who was hit by a car five years ago while riding before work. After the accident, Edie was determined to ride competitively again. And she does. Last November she won the women's section of the handicapped division of the New York Marathon on her handcycle and came in second place in the 2022 Boston Marathon! Judy Perkins P'83 '85 '88 shared the photo above of Edie on the lacrosse team with Coach Paula Converse.

2001

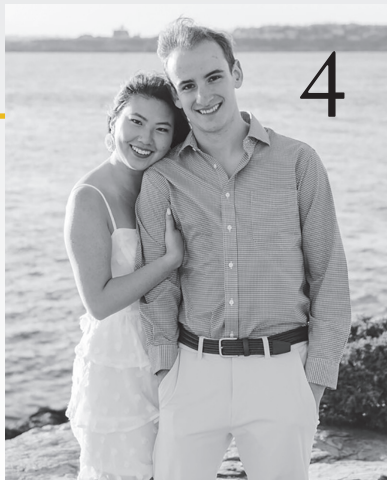
[2] SARAH PARSONS WOLTER '01 and her husband Jon welcomed their second child, Ollie, in October of 2023. He joins big sister Sophie, age 3.

2004

[3] DAVID MASTERMAN '04 currently lives in Brooklyn, NY and is Vice President at a healthcare-focused private equity fund. Congratulations to David and his fiancée, Marie, on their upcoming nuptials next winter.

Call for Class Notes

Alumni, we want to hear from you! Send us any updates you would like to share with the CRS community; your classmates and former teachers love to know what is new with you. Please email submissions and photos to alumni@charlesriversschool.org by June 1, 2025 to include them in the next issue of *The Current*.



2011

We were excited to see that **[4] AMANDA CONDRIN '11** is engaged to be married this fall to Brian Daury. Amanda, who went on to Montrose School and Bentley University from CRS, is the Executive Director of a senior assisted living facility, Edelweiss Village, in West Roxbury. Her sister, **ALEX CONDRIN '14** will serve as her maid of honor. Congratulations!

2013

ISABELLE BASTIAN '13 reported via penpal letter to a CRS student that “what I love best about CRS is how wonderful my teachers and classmates are. In fact, I just had lunch with my friend **ISABELLA OLIVA '13** whom I met when she started at CRS in first grade.”

2014

CHLOE SAVAGE '14 is beginning a PhD program in Clinical Psychology at Temple University this fall. Since graduating from Swarthmore College in 2022, Chloe has been a Clinical Research Coordinator at the Brain Behavior Laboratory at the University of Pennsylvania Medical School. She is excited to call Philadelphia home for a few more years as she pursues her PhD.



2016

STEFFI JOE '16 graduated from Villanova University in May with a degree in Marketing and Business Analytics and Psychology. Steffi began a job as an Associate in Mx Planning at Havas Media Network in Boston.

2019

Several members of the **[7] CLASS OF 2019** gathered in July.

2020

[5] ADAM QUACKENBUSH '20 presented his senior thesis at Boston University Academy on “Developing and Applying an Inclusive Polygenic Risk Score to Alzheimer’s Related Traits,” completing his last high school academic requirement. This fall, he will attend University of Chicago, studying Environmental Science and Economics.



2022

MICAH DEPINA-HOLMES '22 is a student at Xaverian Brothers High School where he plays on the Varsity Football Team. Micah and the Hawks won the MIAA Division 1 State Championship in a game they played at Gillette Stadium.

2023

[6] DUDLEY WILLIS '23 and **CASEY GRIMM '23** met up in a competitive Rivers v. Nobles soccer match last fall.



Class of 2019, left to right: Ian Brassard, Dana Lowitt, Rachael Pratt, Emily O’Leary, Emma Somol, Maddie Li, Chloe Pratt, and Ben Jackson.

IN MEMORIAM

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



CATHY GATLEY, Charles River School's 9th Head of School, passed away peacefully on July 5, 2024 surrounded by loved ones. Cathy first joined the CRS community in 1993. Prior, she served in leadership roles as the Lower School Principal at St. Paul's Academy and Summit School in St. Paul, Minnesota and as the Principal of the Middle School at Sunset Hill School in Kansas City, Missouri.

Cathy also dedicated time as a math teacher in classrooms at Milton Academy and Lincoln Public Schools. She served as Head at CRS for 21 years, saying at the time of her departure in 2014, "I leave with a heart full of love and gratitude for the special opportunity to lead this outstanding school and community."

During her tenure at CRS, Cathy was dedicated to expanding the diversity of the school community, increasing faculty compensation, and strengthening the curriculum. Perhaps her most visible contribution to the school was leading several major capital campaigns that have had a lasting impact on our campus. Working with the Board of Trustees, Cathy helped develop a campus master plan in the late 1990s which provided a roadmap for projects including renovations to the playground, the 7/8 Grade Science Building (located at 58 Center Street and subsequently replaced by the Travis Middle School in 2018), the Early Childhood Building (completed in 2003), the Activity Center (2008), and the expansion of the school's library into the Cathy Gatley Learning Commons (2012). Cathy advocated for instructional spaces that reflected and facilitated the school's educational philosophy, leading to large, airy classrooms; multiuse breakout spaces; and ample natural light throughout the buildings. Cathy is survived by her wife, The Reverend Patricia Handloss; her stepsons Edward (Maria) of Norway and Peter (Megan) Stern of St. Louis; David Handloss-Stern of Manhattan and her grandson Gabriel Stern of St. Louis; her brothers James and Robert Gatley; her sister-in-law Donna Gatley; and her many cousins all precious to Cathy.

ANDREW DOUGLAS '78 of Portsmouth, RI passed away peacefully, surrounded by family, on August 1, 2024. Andrew courageously battled ALS, exhibiting remarkable strength and resilience which served as an inspiration to those close to him. After CRS, Andrew graduated from Lawrence Academy and Southern Methodist University. He always loved spending time near the water, enjoying sailing, scuba diving, water skiing, and windsurfing. Andrew built a career in IT and was well-known by friends and family as the "go-to" person for tech issues. He is survived by his wife Nancy and daughters Virginia and Sophie.

THANDA FIELDS BRASSARD, mother of **Ian Brassard '19**, passed away on March 9, 2024, after a long and hard-fought battle with cancer. Born in Indiana, Thanda came to New England to attend Phillips Andover and went on to Boston College and then to Boston College Law School. She had a long and storied career in the law, serving as General Counsel of Fiduciary Trust of New England. She was an active member of the CRS community during Ian's 10 years at the school; her positivity and thoughtfulness were assets to committees she served on, to new families she guided as a Host Family, and as a Fair volunteer. In addition to Ian, Thanda is survived by her husband, Terry McMahon, son Ryan, and stepchildren Kiley and Aislinn.

HORATIO HOLLIS HUNNEWELL '41 died peacefully on February 25, 2024, at the age of 94. The son of **Hollis Hunnewell**, CRS Class of 1916, and Mary Frances Oakes Greenway, he grew up in Wellesley and went to St. Paul's School and Harvard College after CRS. He served in the National Guard and was a member of The American Legion. He launched his insurance career at Lloyd's of London, and owned Hollis, Perrin & Attridge Insurance Company of Boston. Known for his one-of-a-kind sense of humor, Hollis enjoyed singing in the choir, playing ice hockey, and sailing with friends. His son, **Peter '82**, predeceased him. Our condolences to his family, including his wife Edith and children **Elliott '70**, **Hollis '75**, and **Isabelle '78**.

PATTI MURPHY, parent of **Johanna '01**, **Eliza '02**, and **Camille '05**, died in her sleep in April 2024. Patti was a passionate educator and staunch supporter of Charles River School, serving on the Board of Trustees from 2002–2005 and as a faculty member for two years in the early 2000's. Patti was diagnosed with cancer 28 years ago and wrote movingly about her "life of joy and gratitude" and the care she received at Mass General Brigham. "Despite the bumps in the road and the inevitable setbacks and sorrows, I have been able to work and live my life fully and joyfully. I have practiced law, illustrated books and taught Latin, with other stops in between. My children have also grown and prospered and I find great joy in watching them live their lives."

EVERLYN STOCKTON STEWART '45 died in her home in Gloucester, MA on July 17, 2024. Evy grew up on a farm in Sherborn with her four siblings, all of whom attended CRS: **Philip Stockton '52**, **Elizabeth Stockton Otis '57**, **Nina Stockton '58**, and **Mary Stockton Mosley '63**. Their mother, **Elizabeth Farley Stockton**, graduated from CRS in the Class of 1926. Evy went on to Winsor School, Madeira School, and Wheaton College after CRS, and spent the bulk of her life living on the north shore. Known for her abundant creativity, Evy enjoyed, supported, and participated in theater and the arts for her entire life. She worked in ceramics, painted, created sculptures, sang in her church choir, and for many years performed in the Annisquam Village Players in Gloucester.