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In This Issue:

Social Emotional Learning Across the Divisions

Alumni Profiles: Eliza Sternlicht ’15 and Chad Haering ’90

Annual Report of Giving 2022—2023

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Let Your Life Speak

Adapted from 2023 Back-to-School Night remarks

Last year's school theme, Finding Your Voice, focused on helping students learn how to express their true selves by coming to know who they are and what they believe through reflection, inquiry, and discussion; by listening to others with open-mindedness and curiosity; by developing thoughtful, informed opinions; and ultimately, by gaining the confidence to share their ideas and beliefs with both conviction and humility. Last year, we also emphasized that finding—and using—your literal voice is not enough, and that we need to demonstrate what we believe not only with our words, but through our actions.

This year's theme, Let Your Life Speak, extends this idea by focusing on the importance of living our beliefs. We know that words are not enough—and actions do indeed speak louder than words. Our words are hollow if our actions don't reflect them. This can take the form of hypocrisy, when we do the opposite of what we say we believe. A more insidious version is situational inconsistency, when we rationalize behaving in a way we know is wrong, or behave differently at different times, depending on who we are with or how we want to be perceived.

In essence, letting your life speak is committing to a lifelong, continuous quest for integrity. We often think of integrity as being synonymous with honesty, but they are not the same thing. While it's hard to imagine having integrity without being honest, the word integrity comes from the same root as integer, and both convey a sense of wholeness. A person of integrity is not fragmented; they are the same person—and consistently act in ways that reflect what they believe—regardless of the situation. Our words are worse than meaningless if we don't back them up, and letting your life speak is about striving to align your values with the way you actually live.

Walking the walk can't happen only on occasion, however. Aristotle told us, "We are what we repeatedly do; excellence, then, is not an act, but a habit." That is what we mean when we talk about excellence at Fay: consistently

> *Our children listen carefully to what we say and the way we say it, and they are always watching to see if our actions are consistent with our words.*

striving to be our best selves. Excellence is very different from perfection. In fact, excellence depends upon a genuine willingness to make mistakes and learn from them in order to continue to change and grow.

Instilling this mindset begins in the earliest years, as we teach our children to embrace challenges, do their best, reflect on what they have learned, and consider how they might be able to do a bit better next time. When this approach extends to every aspect of students' lives at school—especially in the context of an intentional community like Fay with shared values, high expectations, and a supportive environment—children develop a strong moral compass. They gain the confidence to be their authentic selves and the courage to live in a way that demonstrates their values.

As educators and parents, we play an essential role in this process. Our children listen carefully to what we say and the way we say it, and they are always watching to see if our actions are consistent with our words. Each of us is a role model, and one of our most important responsibilities is to act in a manner that is worthy of their emulation. Having integrity means we are willing to make personal sacrifices in order to fulfill our commitments; we make hard choices and endure discomfort in service of things that are larger than ourselves; and we have the strength of character to set aside our narrow self-interest if it conflicts with what we know is right.

When it comes to our children, all of our actions matter—even (and perhaps especially) the small ones. It's not enough to tell them how much they mean to us; we need to be a steady, reliable presence in their lives. As the father of three grown children, I can tell you that this does not end when they become adults. In the words of Calvin Trillin, "It's not the thought that counts. Acting on the thought is what counts." Our children need to know that they can rely on us to mean what we say and, even more important, to live in a way that speaks for itself.

—Rob Gustavson

Fay Announces the Appointment of Susanna Whitaker Waters as Fay's Ninth Head of School

On October 2, Fay's Board of Trustees announced the appointment of Susanna Whitaker Waters as Fay's next Head of School, beginning July 2024. Susanna will be Fay's ninth head of school and the first woman since Fay's founder, Eliza B. Fay, to hold this position.

On October 2, Fay's Board of Trustees announced the appointment of Susanna Whitaker Waters as Fay's next Head of School, beginning July 2024. Susanna will be Fay's ninth head of school and the first woman since Fay's founder, Eliza B. Fay, to hold this position.

Susanna is currently Associate Head of School for Academic Affairs at Brooks School in North Andover. She joined Brooks in 2009, and over her 14 years there, she has served as a teacher, coach, advisor, residential life faculty member, history department chair, and Dean of Academic Affairs prior to her appointment as Associate Head of School in 2021. Susanna won an award for outstanding contributions to the school early on in her time at Brooks, and she later received an endowed faculty chair for excellence in teaching and leadership that was voted on by her colleagues.

During her time at Brooks, Susanna has focused on building collaboration across the academic and department chair teams; advancing competency-based education; prioritizing diversity, equity, inclusion and belonging in the curriculum; and expanding the school's elective offerings, signature programs, and computer science program. She also established Brooks' annual All-Community Read and put into place the School's Land Acknowledgement, Community Pledge, and Community Covenant. Prior to joining Brooks, she was a teacher and coach at Holderness School, and she began her career teaching seventh and eighth grade.

Susanna holds a master's degree in education and a bachelor of arts degree from St. Lawrence University, in addition to a master's degree in education in Private School Leadership from the Klingenstein Center, Teachers College, Columbia University. A collegiate athlete, she was a two-time captain of St. Lawrence's varsity lacrosse team and academic all-American.

Susanna graduated from The Park School and Concord Academy. She serves on the Board of Trustees at Park and was a trustee at The Village School, a private preschool in Boxford, MA. As a consultant for Phillips Academy Andover, she supported departmental and divisional leadership in developing learning competencies unique to their academic vision.

Susanna's background as the daughter of an educator and her own experience in independent schools mean she is a passionate advocate for the benefits of an independent boarding education. She views the Kindergarten through Grade 9 age range as the key developmental period to make a lasting impact on students' lives.

As Fay Board President Ann Laquerre shared with faculty and staff earlier this fall, "Susanna has a strong understanding of life in a boarding school, and an open and authentic leadership style. In addition to demonstrating an impressive track record of achievement over her 14 years at Brooks School, she shares a strong alignment with Fay's values and mission. She is passionate about the opportunities that a school with boarding can offer to both its day and boarding students. At Holderness and at Brooks, she has taken what she describes as an 'all in' approach and enjoys being part of strong school communities."

Susanna brings to her new role at Fay a deep commitment to diversity, equity, inclusion, justice, and belonging. She served as a longtime Diversity Leadership Council member at Brooks, working to foster a sense of community and belonging within faculty and students.

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"This is an exciting new chapter in Fay's history as we celebrate Rob Gustavson's many achievements over the past 15 years and welcome our new Head of School."
—Ann Laquerre, President of the Board of Trustees

And as a recipient of financial aid as a student at The Park School and Concord Academy, Susanna has personally experienced the transformative power of education and the role that philanthropy plays in broadening access. At Brooks, she worked with an alumnus to create the Davis Fellow Program, which supports early career educators from underrepresented backgrounds. Susanna has also served as the Fundraising Director at The Village School, and she currently serves as Co-Chair of the SPARK campaign for The Park School, leading a $40+ million fundraising campaign.

Susanna's appointment follows an international search. Ann Laquerre shared with faculty and staff that in a large pool of highly qualified candidates, Susanna truly stood out: "The Committee was impressed with Susanna's expertise in curriculum development, her extensive experience working with students and families, her thoughtful reflections on the future direction of Fay, and her enthusiasm, energy, and warmth."

Susanna is thrilled to join the Fay community, noting its "incredibly warm, vibrant and diverse community wholly dedicated to its mission that 'nurtures each child's potential through a broad, balanced and challenging program that establishes the foundation for a meaningful life.'" She adds, "It is abundantly clear to me that the faculty and staff are best in class, as the generations of Fay students I have been fortunate to teach at Brooks rave about their alma mater."

Susanna is also excited to learn more about Fay's community and program. She notes, "I am looking forward to getting to know students and families across all divisions. I want to jump in and embrace all aspects of campus life, from family-style meals, to color team competitions, to Fay's signature programs like Vox Inventum and Creativity & Design."

This fall, Susanna visited campus to meet with parents, students, and faculty and staff. Next summer, she will move on campus with her spouse, Willie Waters, who currently serves as Associate Director of Admission and Alumni Gifts Officer at Brooks, and their three children, Ainsley, age 10; Callum, age 6; and Camilla, age 2.

As Ann Laquerre noted to faculty and staff, "This is an exciting new chapter in Fay's history as we celebrate Rob Gustavson's many achievements over the past 15 years and welcome our new Head of School."

Empowering Minds

In a world that can at times feel unpredictable and overwhelming, it has become more important than ever to support children's sense of wellbeing and equip them with the tools they need to understand and manage their emotions and their relationships with others. Fay's core value of Wellness of Mind, Body, and Spirit is embodied in the way that social-emotional learning is taught and supported throughout a child's experience at Fay. The goal: to build a community where every student feels valued, supported, and included.

by Daintry Duffy Zaterka '88

Origami is hard, especially if you are seven and your scissors skills are still developing. Second graders spent a world languages class this fall making origami coquí, a tiny frog species native to Puerto Rico. The task required precise cuts and folds, and world languages teacher Erin Overstreet knew that students might get frustrated with the process. So, before they started, she previewed the steps of the task and the social-emotional skills students would need to succeed. The class discussed the challenging task and took turns sharing positive affirmations like, "I can do hard things" or "I will keep trying." During the project, students gave encouragement, complemented each other's work, and called out aspects of the project where they were finding unexpected success. "The students showed a lot of self-awareness," notes Head of Primary School Katie Knuppel, who points to this as an excellent example of how social-emotional learning is woven into the classroom experience. "They were talking throughout the lesson about how they were feeling and dealing with frustration, and they were asking for help or helping others."

Fay students engage in social-emotional learning (SEL) throughout the day—in class, at recess, on the athletic field, at lunch, and in the dorms. However, just because SEL learning is ubiquitous does not mean that those skills should be left to develop independently. "When we expect kids to have certain social and emotional skills, we need to make sure that we're explicitly teaching those skills," School Counselor Shannon Dugger points out.

Wellness

Beginning in Primary School, SEL is woven into classwork and community norms. Faculty teach SEL skills directly in weekly wellness classes, where topics this fall have included mindfulness, self-regulation, developing a growth mindset, and gratitude. The wellness curriculum K-9 is based on the CASEL 5 Framework, which addresses five core competencies at each developmental level: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. "Wellness is the class where students come together in a supportive, engaging way that makes a lasting impact on their overall wellness," says Wellness Department Chair Heidi Qua. "The skills they develop and strengthen here will stay with them throughout their academic careers and beyond."

In a class led by Shannon and Director of Counseling Services Vi-Anne Brown this fall, second graders started class with a "mindful minute" and talked about how sitting quietly and reflecting can help their brains refocus. The topic of the day was the importance of having a growth mindset. Students discussed the difference between a growth mindset, or "bubble gum brain," where you can learn and incorporate new ideas, and a fixed mindset, or "brick brain," where your brain is stuck on one idea.

> "The skills they develop and strengthen in Wellness class will stay with them throughout their academic careers and beyond."
> —*Heidi Qua*

Topics like mindfulness continue to spiral through the Lower School wellness curriculum in combination with developmentally appropriate additions like active listening, conflict resolution, cliques, and nutrition. In a wellness class on celebrating differences this fall, fourth graders read David Shannon's *A Bad Case of the Stripes*, about a girl

who secretly loves lima beans but doesn't want to admit it because she is too focused on fitting in with her friends. Head of Lower School Kaitlyn Cronin asked each student to write a letter in their journal to the main character about the importance of always being yourself. After they were finished, Kaitlyn asked them to cross out the character's name, replace it with their own, and share it with the class. Then, students took turns volunteering "unpopular" things that they enjoy. "We want the students to understand that they can be proud of who they are and that they shouldn't change themselves to fit in," says Kaitlyn.

Most wellness classes in K-9 start with a check-in, where students share how their day is going. The responses range from the first grader who shares they are missing a parent who is traveling to a seventh grader who is an "8" on a scale of 1 to 10 because they did better on a math test than they thought. In Upper School, wellness topics this fall included self-awareness, identity, and healthy friendships. Eighth graders presented "My Personal Story" with their peers, sharing slideshows and art depicting the essential aspects of their lives, like siblings who have made an extraordinary impact and passions like an instrument or sport essential to their identity.

Layers of Support

The relationships that students develop with their homeroom teachers in Kindergarten through grade four, with homevisors in grades five and six, and with advisors in Upper School, are central to the web of support within the Fay community. In Primary School, each homeroom meets in a circle to start the day. Students greet one another by name, share news, and play games to build community and strengthen the bonds between students. This daily ritual moves at a leisurely pace, grounding students in their classroom community and the norms of kindness and respect for one another before they begin their daily work.

Throughout Fay, homeroom teachers, homevisors, and advisors act as the hub of information for each student, a mechanism that ensures academic and social issues are addressed and identified quickly. As Upper School students move between various classrooms and teachers during the day, advisory groups also give students a home base at school.

This fall, Upper School advisory groups brainstormed the qualities they look for in friends and trusted adults and combined the shared characteristics into a motto that expresses their ethos and reinforces their connection as a group. Then, students created a poster or banner to display in their advisory room. Upper School math teacher Christina Berthelsen and her eight advisees created the motto, "Kind, ambitious, and fun, we include everyone!" The advisees of Director of Student Life Joe Buteau, who came up with the advisory motto challenge, decided that their motto would be, "Be kind, be cool, be confident!"

> The relationships that students develop with their homeroom teachers, homevisors, and advisors are central to the web of support within the Fay community.

The advisory curriculum encourages students to reflect on the SEL and Fay skills they are developing throughout the year, and advisory groups are technology-free to facilitate opportunities for the group to truly connect when they meet. The goal is for students to move on to secondary school equipped with all the academic and social-emotional skills they need to be successful. "When our students leave Fay, we want them to be more independent, with self-advocacy and general life skills they can use in and out of the

classroom," says Head of Upper School Jake Sumner.

SEL themes are further explored in each division's Morning Meeting, where Primary School meets once a week, Lower School meets twice per week, and Upper School gathers three mornings a week. This fall, each division addressed monthly themes of identity, community, and gratitude through Morning Meeting activities and speakers.

Students find another layer of support in groups like Community Connections, a student-led, faculty-advised workshop group that discusses issues like student identity, diversity, and inclusion in a climate that encourages respectful and open listening and sharing, as well as affinity groups such as the Students of Color and Q&A. This fall, Fay launched a Lower School Community Connections group for students in grades five and six. "Part of my job is creating spaces where students and adults can show up fully as themselves and listen, share stories, and ask questions," says Director of Equity and Inclusion Jill Anthony. "These groups provide a sense of comfort for many students, and the students can engage in conversations that often continue beyond those spaces."

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Team Approach

Across the divisions, faculty focus on SEL at the student, grade, and community levels. In Primary School, homeroom teacher huddles and specialist teams meet with Katie and Shannon regularly, and teachers in the Lower and Upper Schools meet in grade-level teams once per rotation. While faculty occasionally discuss individual students who need support, more often, the meetings focus on taking the temperature of the grade or community to identify larger needs. For example, one Lower School team meeting this fall identified a class where poor student communication was causing persistent problems. Instead of only addressing individuals, the grade-level team brought Shannon in for a lesson to the whole class on when different communication styles are appropriate, and the students reflected on the type of communicator they want to be.

This year, the Student Life Team, led by Joe Buteau, has been focused on creating intentional opportunities to build relationships among students in different divisions. The Student Life Team includes Katie Knuppel, Kaitlyn Cronin, Jake Sumner, Jill Anthony, Heidi Qua, Shannon Dugger, Director of Counseling Service Vi-Anne Brown, Assistant Head of School for the Educational Program Judi O'Brien, and Service Learning Coordinator Cecilia Owens. The team meets weekly to discuss community-building initiatives and connect the work done in advisory and Morning Meetings to strengthen each student's sense of belonging. One new initiative this year has been once-a-month Community Mondays, where students gather in different community groups to participate in activities focused on that month's SEL theme. In September, students shared the excitement of representing the Red Team or the White Team as they organized themselves on MacAusland Field into a letter "R" or "W." In October, students met in mixed-division community groups. They spent time getting to know one another and engaging in Halloween-themed trivia. In December, students gathered to make red and white gratitude garlands, with each student contributing a square describing something they are grateful for. "My role is to focus on the student experience and student growth across the grades," says Joe. "Community Mondays are an opportunity to tie our SEL work together, creating another layer of community for our students."

Fighting for Healthcare Equity: Eliza Sternlicht '15

Eliza Sternlicht '15 is making a positive difference with MediCircle, an organization that recertifies unused cancer medications and redistributes them to the people who need them most.

by Daintry Duffy Zaterka '88

From an early age, Eliza Sternlicht saw a career in medicine as a way of using her talents to help others. However, as she got older, she also became increasingly aware of the inequities in the healthcare field, particularly around the cost and accessibility of treatments. Eliza was dismayed to discover that one of her best friends, with a below-the-knee amputation, couldn't afford a prosthetic. When he was growing so quickly, he couldn't afford to spend thousands of dollars on a prosthetic when he would need another one the next year. "It seemed incredible to me that with the technological advancements we have seen in recent years, something as indispensable as a limb would not be available to everyone," she recalls.

> *I like the mindset of identifying a problem and creating solutions, and biomedical engineering is all about applying theory and solving problems.*

This realization inspired Eliza to learn more about 3D-printed prosthetics, and she spearheaded a project at Kimball Union to use the school's 3D printers to create prosthetic hands for children. In so doing, she also discovered a passion for biomedical engineering. "I like the mindset of identifying a problem and creating solutions, and biomedical engineering is all about applying theory and solving problems."

The next problem that Eliza identified inspired her to create a company. During her sophomore year at Brown University, Eliza surveyed hospitals and medical facilities to identify unmet needs and realized there was a massive issue with medication waste. In facilities with limited resources, once a prepackaged medication tray was opened in the operating room, everything had to be discarded, even if unused, because the

contents were no longer sterile. The scale of waste seemed incredible, and Eliza and her classmate Jack Schaeffer started researching the issue, talking to hospitals, pharmacies, and nursing homes. "They would show us biomedical waste bins filled to the brim with partially used prescriptions." At the same time, Eliza was meeting nursing home patients who couldn't afford to fill their prescriptions. "To this day, Jack and I are still haunted by a visit to a nursing home where we saw a patient cutting her pill in half with a kitchen knife because she needed to extend her prescription." The idea for MediCircle, a company that would collect and redistribute unused medications to patients for whom cost is a barrier to treatment, started to take form.

MediCircle

Eliza and Jack founded MediCircle while still at Brown, taking the roles of COO and CEO, respectively. They decided to focus their work on cancer and specialty medications, where the medical need is critical and the price point of the drugs is unaffordable for so many. In the United States, $5.94 billion worth of viable cancer medication is wasted every year, and 63% of cancer patients identify cost as a barrier to treatment. Eliza helped pass the legislation in Rhode Island to allow medication recertification while still at Brown. The process is now legal in 43 states. Eliza also had a role in amending the regulations in Texas, where the company set up operations due to the sizeable uninsured patient demographic and the extensive medical facilities in Houston, Austin, and Dallas. "When you're building a startup, you want to do something you can get off the ground quickly," explains Eliza. "It made sense to start in Texas."

MediCircle submits all the medication it collects to its patented recertification process. This process includes tracking the medication history, visual inspection to verify product identifiers, ensuring that there has been no tampering, and chemical analysis on a sample size of medication to ensure its quality and potency. Then, the company redistributes the medicine to patients through its pharmacy for no more than $20 a month to uninsured patients, underinsured patients, or those who fall under 400% of the federal poverty line. MediCircle recently passed $1M in medication recertified.

Scaling and expanding MediCircle still offers Eliza plenty of fodder for her creative problem-solving skills. One of her current challenges is developing new ideas for incentivizing people to donate their unused medication. To date, many of the donations have been based on goodwill. "It's like giving blood," says Eliza. "People are really motivated to help others, and they know the value of these medications and don't want

to see them go to waste." Eliza is also talking to patients and brainstorming other inducements that might make donating unused oncology medication appealing, such as contributing to a charity of the donor's choice or membership in a community. "We want to figure out what drives people to make that decision [to donate]... even though our process is really easy, they have to be willing to take that leap."

Innovation at the Front Lines: Chad Haering '90

At the U.S. Army's Combat Capabilities Development Command Soldier Center (DEVCOM SC) in Natick, Massachusetts, Chad Haering '90 designs innovative products to support the strength, endurance, and safety of soldiers in the field.

by Daintry Duffy Zaterka '88

Chad Haering has designed and tested personal water chilling systems for troops in the desert, helmet sensors that detect concussions, and exoskeletons for soldiers. For 26 years, he has worked at the U.S. Army's Combat Capabilities Development Command Soldier Center (DEVCOM SC) in Natick, Massachusetts. As Chad describes it, "Natick does the research and development for anything a soldier wears, lives in, sleeps in, jumps out of a plane with, or eats."

The 78-acre campus is like a playground for product innovation and design. It contains textile evaluation chambers for testing the thermal and vapor-resistance values of uniforms; Doriot Climatic Chambers that can simulate snow, rain, wind, and weather conditions; a metabolic kitchen for designing food and MREs (Meals, Read to Eat) to optimize nutrition as well as physical and cognitive performance; and a biomechanics research lab where scientists analyze soldiers in motion, measuring muscle nerve activity, oxygen function, and locomotion efficiency. Even after spending his entire career at the Labs, Chad is awed by its capabilities. "There are just so many cool things to see!"

Chad was a junior at nearby Framingham High when representatives from the Natick Labs came to campus offering stipends to students interested in assisting in the lab. Chad worked there for two summers, helping Dr. Hie-Joon Kim do high-performance liquid chromatography to cross-link proteins. Dr. Kim helped Chad synthesize his results into a paper, and he was published by the time he headed off to Villanova University to study chemical engineering. After college, Chad returned to the Natick Labs first as a contractor and then two years later as a full-time chemical engineer and project manager in the combat feeding group. Today, he lives in Bedford, Massachusetts, with his wife, Kari, and their two daughters.

"The great thing about working at Natick is that there is a diversity of technologies and types of projects," Chad explains, "so I've been able to do many different things." It can be challenging to transport water to the areas where troops are stationed, so one of Chad's first projects was creating a mobile greywater recycling unit that would allow field personnel to reuse water for tasks like washing dishes. Chad's team quickly realized that contracting out the specifications of what they were looking for to private sector specialists was far more efficient than tinkering with plumbing parts in the lab.

Chad went back to school to get his MBA at Northeastern and PMP certification, which has allowed him to manage various projects across different

technical fields. From greywater, Chad moved to personal water chilling. "It's disgusting drinking hot water, so how do you keep your water cold in the desert so that you can actually drink it?" After that, Chad was assigned to a project to manufacture and field helmet sensors that would alert medics to possible concussions sustained in combat because too many concussions were going unnoticed and untreated. The complexity of this type of project illustrates the importance of a facility like the Natick Labs. Sensing a concussion requires understanding the forces involved and the threshold for sustaining a concussion. Placing a sensor in the helmet complicates the data because it's not entirely fixed to the head, so the team had to devise an algorithm to account for the motion of the head and the helmet. Then, they correlated that to data from the field, tracking soldiers involved in a blast or rollover through

"My favorite aspect of this work is the camaraderie of bringing together a project team and then working with an Army unit somewhere to test a product or technology."

diagnosis and medical treatment. Although Natick is far removed from the front lines, Chad notes that this kind of project is a sobering reminder of what's at stake in their work. "You want the project to be successful, but the only way we're getting data is if an American soldier is getting injured."

Chad's current role is Exoskeleton Technology Manager at DEVCOM SC. While exoskeletons conjure images of Iron Man, today's exoskeletons are not the full-body suits you see in Hollywood movies. Instead, they are augmentation tools

that help humans lift heavy loads or support them in tasks to reduce fatigue and injury. Some devices are active and use motors and batteries, while others are passive, using straps, springs, and rubber bands. Consider, for example, artillery personnel who lift 98lb artillery rounds. The size and weight of the rounds are awkward, and the rounds must be lifted and placed in a howitzer manually. "The soldiers pick up the rounds and place them into the barrel of a gun over and over, and there are a lot of back injuries, so we are looking at systems to offload some of the forces," says Chad.

Exoskeletons could also be used to support soldiers in tasks like breaking down doors, digging and filling sandbags, preventing injury, and promoting recovery after parachuting. Once Chad's team believes that a system has benefits and it has been tested in the biomechanical lab, they bring it to the medics, sustainment, and artillery personnel in the field to see if they find it beneficial. "We're going to put exoskeletons in various use cases this year to see how they help the Army operationally."

In his time at Natick, Chad has learned about concussions from physicians, the characteristics of electronics designed for blunt versus blast impact from electrical engineers, how exoskeletons can support human movement from biomechanists and ergonomists, and Army culture from unit leaders testing their designs in the field. "With all the internal capabilities that we have in Natick, my favorite aspect of this work is the camaraderie of bringing together a project team and then working with an Army unit somewhere to test a product or technology," Chad says. "We're all working together, and it's really rewarding."

Math, Minute by Minute

On an average day in Primary School math, you can see students calculating the answers to rapid-fire math questions, problem-solving and discussing strategies in small groups, quietly focusing on independent work, participating in one-on-one instruction, and smiling and laughing as they play math card games—all within the space of a single 45-minute class!

by Daintry Duffy Zaterka '88

It's everything in one lesson," says Math Department Chair Maura Oare. "You've got hands-on math, gameplay, discourse, and direct instruction on key skills. It's fast-paced, differentiated, and the kids are up and moving." The benefit of combining such a variety of teaching and learning strategies into the structure of each class is that it offers students multiple entry points to the same concept. Students might be more comfortable with collaborative gameplay and find sitting down independently to communicate their mathematical thinking more challenging. However, both skills are essential, and each class offers the opportunity to stretch students' math muscles in necessary ways.

Primary math lays a strong foundation for how math is taught from Primary School through grade nine at Fay. "We are striving for that balance between conceptual and procedural understanding," says Maura. "We're not just solving algorithms or completing addition and subtraction problems. We are learning how to communicate our mathematical thinking in writing, we are incorporating models to support our understanding, and we are getting up and sharing our approaches to problem-solving."

To see how we teach math in Primary School, let's step inside Willa Gustavson's second grade math class for a minute-by-minute breakdown of a typical math class in action.

9:00 - 9:05 am: Math Skills Warm-up

Each math class starts with a speedy, skill-based, group warmup. For example, this class is working on subitizing numbers, which is recognizing and naming a number without counting. This activity, done using a rekenrek, asks students to identify the number shown and explain to the group how they know their answer is correct. The activity builds math vocabulary, number sense, and essential mental math skills. The goal is to get students talking about math and listening to their classmates' ideas so that everyone can contribute to building the group's understanding.

9:05 - 9:15 am: Math Lesson and Skill Practice

The lesson for the day often entails listening and observing teacher instruction and then tackling a problem or doing an activity together as a group. This class is working on all the different ways to express the number 12. In this way, students develop the skill of visualizing numbers in different ways. "Whether they visualize coins or fill up a ten frame, this activity helps students build number sense, and for students who already have that, it deepens their understanding," says Willa. In this class, each student was asked to express 12 in one of 15 ways, including standard form, an equation, tally marks, dice, a hundred chart, base ten blocks, and expanded form.

9:15 - 9:30 am: Independent Problem Solving

In math journals, students synthesize what they have learned in class by working independently on problems aligned with that day's lesson. Each day's journal work also contains math boxes that spiral in concepts from a few days, weeks, or months ago. The spiraling nature of the work supports a fast-paced learning environment. For example, counting money is not a stand-alone alone unit. It is a recurring theme that returns within the context of talking about counting by 10s or the number 100. "It's great because the kids see things in the context of how they can actually use it," says Willa. While students work quietly and independently during journal time, this is also an opportunity for students who need extra support to ask questions and receive one-on-one instruction. Some students might stay on the rug and work in a group or sit at Willa's desk to ask the occasional question. Willa also circulates through the room, checking in with students and sharing helpful strategies with the group.

9:30 - 9:45 am: Math Gameplay

Students finish class each day with gameplay that reinforces number sense and allows students to practice their math facts in an enjoyable way. Games include Snap using rekenrek cards, where students practice number recognition by trying to call out the number pictured on the card first to win it; Addition Top It, where students flip over cards and the highest sum wins; and Salute, where two students hold up cards that they cannot see on their heads and knowing the sum players try to be first to call out the number of their card. The games are accessible to all the students and are self-differentiating as students with stronger number sense can play faster or with larger numbers.

The Art of Expression

The greeting sets the tone for the class as fourth graders line up in the hall to high five, fist bump, wave, dance, or shake a foot with drama teacher Margaret McFadden. Drama is a new addition to the regular academic schedule for students in grades three through seven this year, with an acting elective option for students in grades eight and nine.

by Daintry Duffy Zaterka '88

The drama curriculum supports Fay's Vox *Inventum* program by empowering students to find their authentic voice and discover the power of their own story. Students learn to harness their dramatic tools of expression: voice, imagination, body, ensemble, and story through games and activities that stretch their self-confidence, expressive skills, communication skills, and emotional intelligence. "Drama can be fun, but it also involves a lot of higher-order thinking," says Margaret. "It challenges students to come up with something original and then embody it, portray it with their voice, and make meaning of it."

Lower School students started the year by working on ensemble building. Unlike most classes where students focus on individual performance and progress, drama requires students to work together for success. They started exploring the concept of an ensemble with a drawing exercise where each student took an oversized paper puzzle piece and used the space to share their name, something important about them, and decorative elements. Once the puzzle pieces were complete, the students fitted them into a giant puzzle.

Gameplay is an integral part of practicing dramatic skills. A favorite game among students is Top Hat, where every student walks through the space with a piece of paper on their head. If the paper falls, the player is out until another player puts it back on their head. The game can only be won as an ensemble if everyone's "hats" are on. For collaboration, students play a game called Machine, where each student creates a movement and a sound and adds it to a classmate's until the entire class operates as one big group machine where every piece plays an essential role. "The games are entertaining for the students," says Margaret, "but they are also developing skills like communication, eye contact, and volume, and they're practicing

the productive habits of an artist as they observe, express, and develop their craft."

Once a foundational understanding of ensemble was established, third and fourth graders started working on the 4 Ps of voice: pace, power, pattern, and passion. Students practiced tongue twisters to understand the importance of pace and participated in an exercise called vowel tree, where they observed the difference between dialogue delivered in a high or low pitch, quiet, or loud. For pattern, they took a phrase like, "I never said that," and experimented with emphasizing different words to see how that changed the meaning. Each student chose a different emotion for passion and practiced saying a phrase in a way that conveyed that emotion. The unit culminated with students practicing the 4 Ps by speaking in gibberish and attempting to make meaning without the assistance of actual words. Third and fourth graders created gibberish monster puppet characters and had their monsters communicate with each other using the 4 Ps.

After the ensemble unit, fifth graders started a unit on pantomime. Given a generic script, students worked in small ensembles to construct a scene that made sense with the text by choosing unique settings, characters, and conflict. Students played a pantomime game focused on setting, working in groups to pantomime a given setting that the rest of the class had to guess. Students created their pantomime scenes with the generic prompt of picking up food at a drive-through window, and students added conflict to the scene, like a car that breaks down or a forgotten wallet, to make the scene more interesting.

Sixth graders have been working on a process drama unit focused on two islands. Greenall is lush and rural, and Graynall is developed and industrial. The students have been stretching their imaginations by creating characters, jobs, maps, and transportation systems for each island and then points of conflict between them. In an interdisciplinary connection with their English class, Margaret asked students to write the same "I Am" poems they had written with Ms. Gleason but from the perspective of an island character. Students also learned about vignettes and created short scenes about a typical workday on their island. "The process drama is a little bit of everything," says Margaret. "Within it, we do improv, vignettes, writing, character development, ensemble, and movement work."

As the curriculum builds through the grades, students will have the opportunity to explore art forms like puppetry and pantomime, learn how the elements of theatrical design like props and costumes enhance storytelling, practice playwriting and directing, and empathize with diverse characters. Students will also experience projects and performances like the sixth grade play, which will be a focus of the winter term, culminating with a performance for the families on March 6.

Water World

Seventh grade Life Science students learned about ecosystems and water quality this fall through explorations ranging from virtual pond ecosystems to field trips and hands-on tests of water samples. Using design thinking skills, they synthesized their learning with a challenge to test and design their own water filters.

by Daintry Duffy Zaterka '88

As students learned about the components of an ecosystem, they explored EcoMUVE, a Minecraft-like virtual pond environment created by the Harvard Graduate School of Education. EcoMUVE allows students to learn about correlation and causation, explore the relationship between abiotic and biotic factors, and observe how environmental changes impact water quality over time.

It wasn't long before students were ready to solve a causality mystery, "The Dead Fish Dilemma." Given a scenario in which all the fish in a pond have died, students used the EcoMUVE platform to collect data from the water, air, and microscopic organisms and then graph their data to track the changes within the ecosystem. Students also interviewed virtual people near the area to gather information about what may have happened. They worked in small groups with defined roles to reconstruct the chain of events into a causality map.

The project's culmination was a presentation where each group presented their "solution" to the scientific mystery, followed by a discussion between comparing the groups' methodologies and conclusions. Not every group arrived at the same conclusion. Still, Science Department Chair Alex Dixon notes that it provided

students a realistic simulation of how scientists test and track water quality. "The students learned how to collect data," says Alex, "and about the different components that a water tester would track, like pH, turbidity, nitrate and phosphate levels, and how those affect plant and animal species around a watershed."

In October, Kathryn Parent, an Education Coordinator with the Massachusetts Department of Conservation & Recreation, visited life science classes to discuss how the DCR protects and monitors local watersheds. Kathryn brought water collected from different sites around the state, and the students analyzed the quality of their samples, evaluating the pH, nitrate concentration, and turbidity. Students used that information to determine each sample's most likely water source. For example, a sample that tested high for nitrates might indicate that the source is a watershed near a farming environment where rain has washed fertilizer into the water.

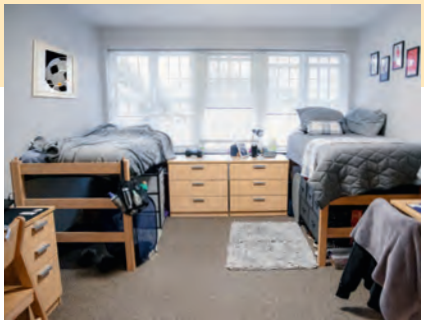
During a week of experiential learning, seventh graders ventured to ecosystems around Massachusetts. They traveled to Nature's Classroom in Charlton, where they investigated the woods and wetlands. They used natural materials to build terrariums and dams and engaged in interactive games to understand connections between animals in an ecosystem. Using water, food coloring, and plastic tablecloths, Alex's group created landforms, covered them in plastic, and then observed how the water flows when it rains. "That was a strong connection to topics we discussed with EcoMUVE," says Alex. "Students could see, based on where their land is and how the watershed is formed, how that would impact water quality." The next day, seventh graders traveled to the Cape Cod National Seashore in Eastham to learn about the coastal ecosystem. They explored the wet marshes and learned about the creatures that live there and the animal adaptations that enable them to thrive in that environment. On a visit to Coast Guard Beach, students learned about seals and sharks and how the ecosystem is changing due to temperature change and erosion.

In tandem with their science studies, seventh graders have been learning about water filters and filtration design in Creators Class. The project was grounded in learning about the global water crisis and the challenge of providing clean drinking water in areas where scarcity, pollution, or disease impact supply. Students constructed and tested water filters using a selection of

materials, including plastic bottles, coffee filters, rocks, charcoal, and cotton balls. Students took various approaches, from minimalist designs incorporating multiple coffee filters to more complex systems that used a little bit of everything. As design teachers Deborah Morrone-Bianco and Andrew Shirley poured dirty water into each filter, students could observe how each material impacted the filtration and how the materials combined to affect water flow.

Next, students incorporated what they had learned into a challenge to design their own water filter or filtration system. Students conceptualized filters that used sand to filter out debris and heat to purify, filters constructed of sponge and charcoal, and jugs with charcoal and netting filters to purify a family water supply. In addition to their design sheet and water filter prototype, students will also create a digital poster focused on advocacy. Synthesizing what they have learned in the classroom and in the field, students will choose a meaningful message to advocate for clean water and environmental awareness.

FAY IN BRIEF



STEWARD DORM GETS A NEW LOOK

You might not recognize Steward Dormitory after its summer makeover! The original windows were replaced with traditional white casement windows and matching doors, and the front entry received a new portico with decorative white pillars to echo Fay House, the Dining Room Building, and the Root Building. Boarding students were likely most excited about the interior updates, most notably the addition of air conditioning, which made for a cool move-in day this fall. The painted cinder block walls in the student rooms and the common rooms were covered with freshly painted plaster walls, and new ceilings were installed to create a more homey look. New carpet was also added to student rooms. The common rooms received an updated look with new furniture, walls, hard-wearing vinyl tile floors that look like wood, new lighting, and built-in wall units that make the spaces a warm and inviting place to gather and hang out with friends.

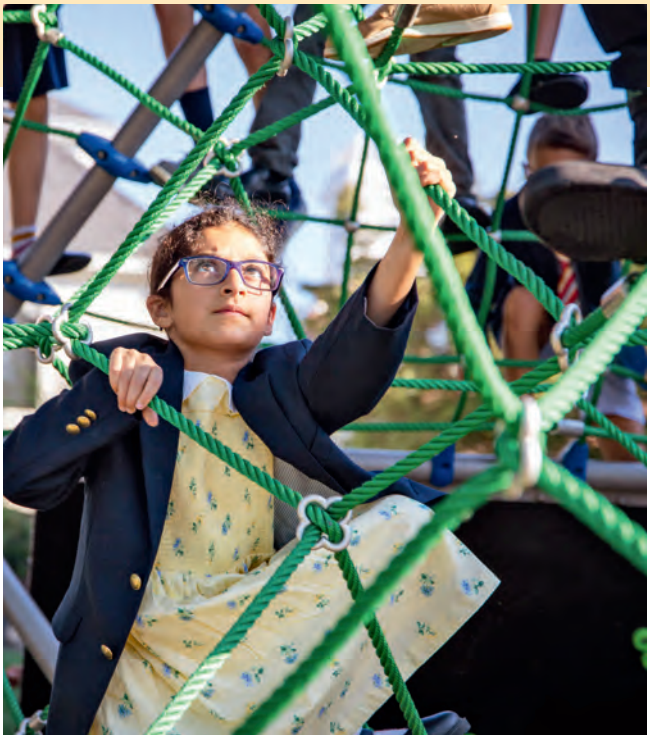
SUMMER CURRICULUM INNOVATION GRANTS

Many of Fay's faculty members were engaged in project work over the summer to expand and enhance Fay's curriculum using Curriculum Innovation Grants received last spring. Every division participated, with eighteen faculty members logging 480 hours of summer work to benefit student learning! Here are a few project highlights:

With support from Arts Department Chair Chris Kimball, Lower School art teacher **Suzanne Kaplan** created and designed an art sketchbook for her students that supports their learning with easy access to project resources and workspace. In addition to their completed artwork, the sketchbook serves as a repository for their classwork and allows students to appreciate their learning and development throughout the year.

Upper School English and history teacher **Richard Roberts** wrote the curriculum for American Prose in History, a new interdisciplinary ninth grade elective that explores the post-World War II era in American history. The course pairs history with contemporaneous fictional works that offer commentary and insight into the human experience. Created with support from History Department Chair **John Beloff**, the course includes works such as Arthur Miller's *The Crucible*, Ray Bradbury's *Fahrenheit 451*, and Lorraine Hansbury's *A Raisin in the Sun* to glean insight into how the political and cultural developments of the time impacted people's lives.

Fourth grade students will be world travelers this year thanks to the work Lower School teacher **Ward Russell** put into creating the new "Around the World in 160 Days" geography curriculum this summer. Students will virtually visit countries across the globe, researching the culture, industry, topographical features, and cultural sites unique to each location. Ward hopes that the experience of learning about many of the countries will be enriched by hearing from members of Fay's global student body who call those countries home.



RECESS REDUX

This fall saw the opening of another new playground on Fay's campus! The new Lower School playground has become the center of Fay's Lower School recess, with its eye-catching 23-foot-high climbing structure and features that encourage spinning, swinging, sliding, climbing, balancing, and brachiating. While the previous playground appealed largely to third and fourth graders, Head of Lower School Kaitlyn Cronin intentionally chose elements for the new playground to broaden the playground's interest to include the division's oldest students as well.

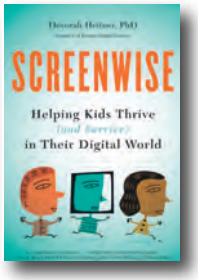
Like the Primary School playground that was unveiled last fall, the colorful new structures are designed and constructed by German manufacturer Berliner, which specializes in rope play equipment. With support from the Parents' Association and several families, the project created two new playspaces behind the Picardi Art Center. A large rope climbing structure topped with a fort forms the centerpiece of the new playground, and students can access the feature by crossing a rope bridge, climbing a rock wall, or navigating the ropes. Kids pursue the level of challenge they are ready for, and they summit to the fort when their developmental skills and desire for challenge come together to make it possible. Two sliding poles and a large tube slide give students options for the way down. Lower School students quickly discovered that riding down the slide on their blazers adds some extra speed! A spinning rope feature and another rope element surrounding a trampoline encourage active and cooperative play.

Nearby are three more elements, including a curving balance beam, traditional swings, and nest swings, where one or two children can sit on the webbing while friends push the swings. Kaitlyn explains, "We chose elements that would challenge the students to swing and climb to build upper body strength and to develop proprioception (the sense of self-movement, force, and body position)." A soft rubberized surface surrounds the two playground areas, keeping the play areas clean and safe. The addition of a four square court, a nearby gaga pit, and of course, the grassy field for blazers vs. non-blazers soccer matches gives Lower School students plenty of options for active playtime.

FAY WELCOMES PARENTING EXPERTS TO IDEAS&INSIGHTS SPEAKER SERIES

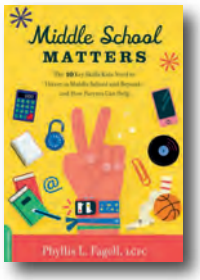
Raising children has never felt more fraught, but Fay's Ideas & Insights Speaker Series continues to welcome experts in education, child development, and parenting to share research, advice, and perspectives on this challenging work. The 2023–2024 school year offers an exciting lineup of speakers with a diverse array of specialties.

DEVORAH HEITNER | October 12, 2023



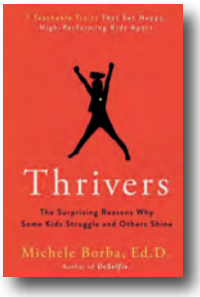
Dr. Devorah Heitner, author of *Screenwise*: Helping Kids Thrive (and Survive) in their Digital World, visited Fay in October to speak with students, teachers, and parents. Synthesizing her extensive work with parents and schools and hundreds of interviews with students, parents, educators, clinicians, and scholars, Dr. Heitner highlighted some of the biggest pitfalls facing a generation of kids who are growing up online. In addition to providing parents with strategies to support their kids, Dr. Heitner met with Lower and Upper School students during her visit to discuss and share strategies for navigating the digital world.

PHYLLIS FAGELL | January 29, 2024



Phyllis Fagell is the author of *Middle School Matters*, which highlights the essential skills that kids need to develop to successfully navigate friendships, conflict, emotions, and risk-taking in this period of rapid change. Phyllis is a nationally board-certified school counselor, a therapist who works with kids and families in private practice, an educational consultant, and an author and journalist. Phyllis offers advice to kids as well as to families who are trying to support their children's healthy growth and development.

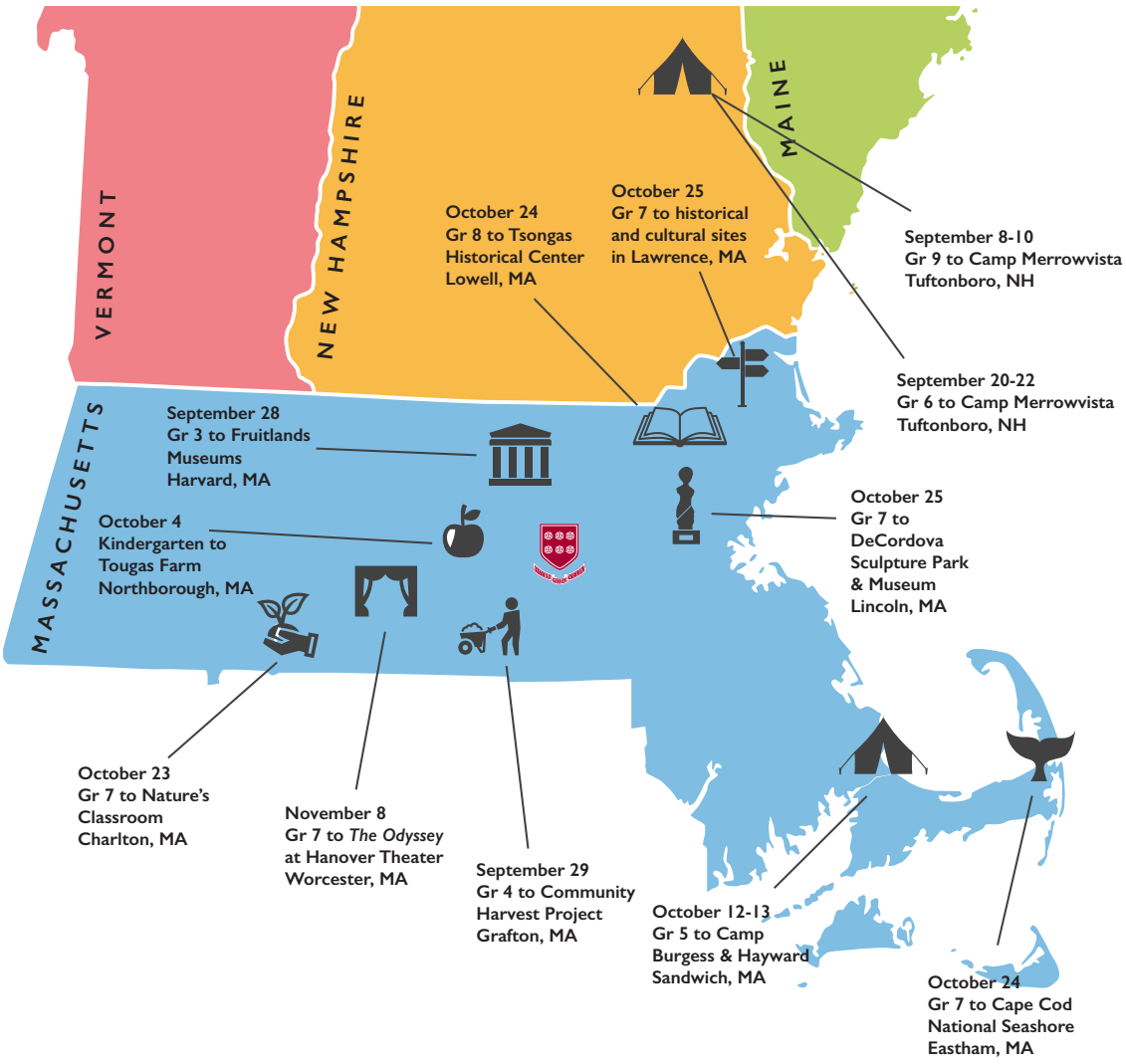
MICHELLE BORBA | May 8, 2024



Dr. Borba is an author, educational psychologist, and expert in parenting, bullying, and character development. Her most recent book, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine,* was the Fay faculty and staff summer reading selection. Dr. Borba's book offers practical advice on how parents and guardians can nurture skills like empathy, self-control, integrity, and perseverance to empower kids to flourish in today's highly competitive world.

OH, THE PLACES WE'LL GO!

Fay students did not let the grass grow under their feet this fall as they embarked on day trips and overnights in settings across New England. Here's a map of their travels.



Sports Spotlight

Fay soccer teams posted strong results this fall. Girls varsity soccer ended the season 7-3-2 with a second-place finish at the Indian Mountain Tournament, losing by just a single goal in the final. They also notched a big Friday Night Lights win against Newton Country Day. JV soccer ended the season on a strong note, and the girls' program can look forward to a talented contingent of sixth graders joining the Upper School teams as the 5-6 team posted a 6-1 record. Boys varsity A soccer had a great season, finishing 6-2-1. They were competitive at the Eaglebrook Tournament against six very strong teams, going to penalty kicks in one game and losing by a single goal to Fessenden, which ended up winning the tournament. Both varsity A and varsity B soccer (5-1-1) will return a significant number of players next year, and with strong players coming up from JV and 5-6, the future continues to look bright for Fay's soccer program.

Volleyball continues to draw a lot of interest and field very strong teams. The varsity team ended the season 12-2, and JV volleyball had a winning season and enough players to field two teams. Varsity field hockey continues to rebuild,

but Coach Heidi Qua can look forward to some talented players and good numbers coming from the 5-6 program. Cross country had a solid season, fielding a team of 26 runners in Upper School and 8 runners in 5-6. The girls' and boys' teams had strong showings at the season-ending Roxbury Latin Jamboree. Jack Good '24 led the field, capturing firsr place in the boys' race, with the boys' team taking 7th out of 14 schools. Kendra Snell '25 placed 3rd and Sarah Quan '26 came in 13th in the girls' race, leading the team to a fourth-place finish out of 10 schools.

Varsity football reaped the rewards of two years of rebuilding, ending with a 5-2 record. For more on their season, see the team profile on page 28. Flag football continues to be a big draw for 5-6 athletes. The team is co-ed and plays a full schedule of 13 games, showing its growing popularity in middle school athletics.

While golf is technically an intramural sport, the squad did play one match against Beaver Country Day this fall, walking away with a win. With the Southborough Golf Club nearby, experienced and novice golfers alike enjoyed the opportunity to play a round every afternoon. Intramural tennis had a great fall practicing their skills in preparation for the spring season, and multi-sport took advantage of the warm temperatures this fall to bike, navigate the low ropes course, play games, and enjoy local hikes.

Putting Team First

Varsity football has a season to remember

While the football season had many highlights, such the return of the Split-F trophy to Fay for the first time in four years, varsity football coach Chris Kimball points to the team's play in their first loss to Roxbury Latin as a defining moment. Riding a wave of three decisive victories, the Fay team faced a bigger, stronger, older, and faster Roxbury Latin opponent for the first time. "It took our team a half to recognize that they were capable of playing at any level if they played together," says Chris. From being down 0-14 at half-time, the Fay team returned to the field reenergized and refocused to tie the game. While Roxbury Latin made a great play to score a winning touchdown in the final minutes, Chris was impressed with what he saw. "The way the team responded to adversity in that moment was pretty remarkable, and it was a springboard to some huge wins after."

Coming off last year's 0-6 record, Fay football has had a reversal of fortune, finishing this season 5-2. While Chris points to contributing factors, like the improvement of returning players, some dynamic new additions, and the complementary coaching of Chris O'Connor and Eric Knuppel, it's the character skills that don't show up on a roster that he believes made the most significant impact on the team. From their first scrimmage against Fenn, the coaches knew that the team had the potential to be strong. However, the players gelled in a way that manifested results on the field. "There are a lot of guys on this team who could probably have had more individual success this season, but that's not how they played," says Chris. "This is a team that played for each other and the success of the team."

At the team dinner before Friday Night Lights, Chris watched as the team piled into three tables. In the past, players would have been scattered around the Dining Room in small groups, but this year, 28 players in grades seven through

nine sat shoulder to shoulder. "They were just a unit, and it has been that way all season," he notes.

Chris attributes the team's tightness to the example set by captains Jack Floyd '24, Syer Copeland '25, and Khi Eady '25. "The captains have really been team first," he says, "supporting when needed, correcting when needed, coaching when needed, cheering when needed, and taking a backseat when needed for the success of the team." It is fitting that the three captains had the opportunity to represent the team at Upper School Morning Meeting and present Head of School Rob Gustavson with the Split-F trophy after their Friday Night Lights win against Fenn.

While the team will lose some ninth graders this year, their success this fall has returning and prospective players excited about next year's prospects. "This year's leaders, especially the eighth and ninth graders, have shown the recipe for what you need to do to be successful," says Chris. "It's very hard to be an individual talent on a football team. Even the best players are reliant on their teammates for success. Our guys have shown what that mindset can produce as a team, and I think our rising seventh graders and returning eighth graders have the formula now."

WHAT ARE YOU WORKING ON?

Students across the grades drew, painted, sculpted, and designed this fall, producing an impressive array of work in different media. Arts Department Chair Chris Kimball presents a sampling of the work from the fall, highlighting the artistic skills and habits of mind that students are building in each assignment.

Metal Sculpture *Lucas Du '25*

Working with wire gives students the opportunity to consider armature as they design. The addition of gravity as a variable in art-making encourages students to think practically about their creativity.

Cave Painting *Cormac McCauley '30*

Third graders delve into early art history with a project that gets them thinking about why humans make art. Crumpled brown craft paper and oil pastels mimic the textures of painting on a cave wall.

Kehinde Wiley Drawing *Annie Koziol '24*

The Kehinde Wiley-inspired drawings ask students to examine the power that artwork possesses and think about to whom that power has been given. In this assignment, students give that power to someone or something they feel has been historically under- or misrepresented while staying true to the original composition.

Fall Leaves
Callen Benson '32

Drawing autumn leaves provides the opportunity for students to try observational art-making. Students incorporate the different colors, lines, and shapes they notice.

Self Portrait
Sean Lyons '28

The collage self-portrait asks students to consider new techniques for two-dimensional art-making, with a focus on foundational design elements such as shape and color.

Stool
Lea Le Dret '27

In this colorful collage project, students watch as the stool shifts from occupying positive space to becoming the only remaining negative space.

Self Portrait Collage
Lenora Julian '33

Collaging introduces younger students to using shapes and colors to make meaningful artwork. Students practice cutting as they consider the important forms that go into making a portrait.

Primary Courtyard
Leonie Pfeiffer '31

This piece introduces students to the idea of mixed media by allowing them the chance to work with many materials. As they assemble their pieces, students focus on concepts of pattern and rhythm.

Picasso Portrait
Sabrina Liu '25

The Picasso portraits strip away realism and force students to utilize elements of design in their most basic forms to achieve meaningful compositions.

Digital Photography
Gabrielle Sogg '24

Photography students concentrate on the characteristics of good composition and the principles of design as they master the tools and functions of digital cameras.

Faculty Profile: Andrew Barker, Director of Residential Life

Director of Residential Life Andrew Barker was already a veteran of the boarding school world when he arrived at Fay in the fall of 2020. He started his boarding school journey as a fifth grader at Fessenden and then went on to attend Tabor Academy. Prior to Fay, Andrew taught at the Eaglebrook School and Rectory School, and in addition to his residential life duties, he currently teaches seventh grade Ancient World Cultures and coaches wrestling. Andrew and his wife Caitlin, a teacher at Bancroft School, live in Steward Middle with their two young children, Dean and Hazel, and their two dogs, Lily and Daphne.

Andrew took on the role of Director of Residential Life this year; he is excited to focus on building community within the residential life program and across the Upper School. Already, one popular change has been the introduction of regular all-Upper School Friday night events, where day students can stay on campus to attend movie nights, performances, dances, and even do some pumpkin carving with their boarding friends. We recently chatted with Andrew about the benefits of middle school boarding at Fay and his favorite historical era to teach.

What makes the junior boarding experience special?

It's about the impact you can have on students at this age. Seventh, eighth, and ninth graders are not set in their ways yet. They are figuring out who they are, and they need trusted adults to guide them—even more than they do in high school, where they are more independent. This role is a great fit for me because I like to have fun in and outside the classroom, but I also know how to provide the structure and routine that middle school students need.

What do you see as the opportunities in your new role as Director of Residential Life?

Finding ways to build better and stronger connections between our faculty and our students and within our community is

"On a recent Sunday, we had a Cultural Day, and students could choose between a tour of Fenway Park, the American Heritage Museum, the Worcester Art Museum, or a trip to Hopkinton State Park. We really have the best of both worlds!"

really important. On Sunday nights, for example, we have community time and do dorm competitions for "The Morty Cup." It has been fun to see the students really get into that. We're also making small changes to encourage healthy living. We turn in tech a little earlier at night. Reducing blue light exposure from screens is helping the students sleep better, and it's also giving them an extra 30 minutes of community or dorm time to hang out with friends in the evenings without having a screen in front of them.

What do you appreciate most about living in the dorm at Fay?

Not having a commute is great! It gives our family the opportunity to do what we want to do, whether it's a day trip or just errands around town. We have accessibility to Boston and Worcester, as well as family and friends nearby. The Metrowest area is perfect for a junior boarding school because you are so close to everything, yet we have a beautiful rural setting. On a recent Sunday, we had a Cultural Day, and students could choose between a tour of Fenway Park, the American Heritage Museum, the Worcester Art Museum, or a trip to Hopkinton State Park. We really have the best of both worlds!

You have taught a variety of historical eras, from colonial and modern American history to the ancient Greeks and Romans. Do you have a favorite?

The ancient Greeks are fascinating because they are the foundation of Western civilization, but they have one foot in the Eastern world, as well. In Ancient World Cultures, I show the common themes among all these different civilizations. When we study Latin America, which had no connections with the other civilizations, the culture still sees a similar progression as the Greeks, the Romans, and the Mesopotamians. There are human patterns of development that continue to occur into the present, and history continues to repeat itself.

What are the skills that you hope students will develop in your class?

My focus is on organizational skills: how to organize notes and how to organize and prepare for assessments. Many students haven't had that kind of formal training, and those skills are a huge advantage when they go into eighth grade. As teachers, we see the difference between the Fay seventh grader who had that training versus a student who didn't, and those skills will carry them all the way through college and beyond. I also want to nurture a curiosity for history in my students. Ancient World Cultures is a survey course, but we encourage kids to dig deeper outside of class into areas they find fascinating. If you don't find a particular civilization super interesting, there's definitely one later in the year that you will. It's hard to leave Ancient World Cultures without enjoying the majority of the class and seeing how these civilizations built the foundation for our societies today.

Earlier this fall, we shared a photo of a row of Fay pumpkins—and that image inspired Alan Brooks '51 to share a few of his own masterpieces! Clockwise from left: a dinosaur; Charlie Brown, Veggie, the Grinch, and Mr. Magoo. Congratulations, Alan, on a "gourd" job!

CLASS NOTES

1952

KEN HEARD writes, "I am still swimming competitively; I started to do so when I learned to swim at the age of 60. I swam my first meet at that age at the 1994 Gay Games in New York City. Meets for older swimmers use 'masters rules,' where swimmers compete only with others in the same five-year age bracket. When I was learning to swim, I discovered that for my age I did not have speed but did have endurance. So, the 1500-meter free style became my signature event. I last swam it in the Paris Gay Games in 2018 in the 80-84 age group. My Paris time is 'classified'; let me just say that 15 years ago when I was only 70 I swam it in 36 minutes. I will be competing at the Gay Games in Hong Kong this November at age 85, but I am afraid that I my longest event will have to be the 800 meters free. Ah well, *sic transit gloria mundi.*"

1953

DAVE WHITTEMORE and wife Mary have settled into Carleton-Willard Village in Bedford, Massachusetts. He writes, "Wonderful people and lots of activities, one meal a day, usually dinner; pool; auditorium with meetings, flicks and concerts."

1955

BRUCE BENNETT LAWRENCE shares, "I am excited about my next book, *The Qur'an: A Verse Translation*, my 17th on a topic related to Islam. It is due out from Liveright in Feb 2024." Bruce is the Marcus Family Humanities Professor of Religion Emeritus at Duke University and adjunct

Claire Maida Pleskun (daughter of Lew Maida), Libby Harlow Robinson '78, Alice Harlow Ronconi '75, Armando Ronconi (son of Alice), and Brooks Harlow III '81 gathered to see Armando's performance as Elvis in Million Dollar Quartet at the Old Log Theater in Excelsior, Minnesota.

professor at the Alliance of Civilizations Institute, Ibn Haldun University, Istanbul. He is the author, coauthor, or editor of sixteen books about Islam, including *The Koran in English: A Biography* (2017). He lives in Hillsborough, North Carolina.

1985

News from JILL MCELDERRY: "After a tumultuous two years, I've landed on my feet as the new Circulation and Technology Librarian at the Pittsfield (Maine) Public Library; in short, I'm the town librarian. Fellow Fay alumna RACHEL ONUF took the attached photo during a visit from her VT farm. My son continues to teach STEM in New Bedford, Massachusetts, and I continue to be extraordinarily proud of him."

1994

From DIXON OATES: "After 22 years in the Arizona desert, our family has moved to Asheville, NC. We are excited to live east of the Mississippi. Come visit us in the mountains!

1998

EMILY HRUBY HALPERN writes, "I am pleased to share that I've taken a new role overseeing both the Adidas and Nike accounts at a global level for HH Global, meaning that I now have direct reporting responsibility for teams who create and deliver retail marketing for both brands in North America, Latin America, Europe, and the Asia-Pacific region.

In a happy twist, my husband Simon and I decided to enroll our boys at Fay this fall! Emerson is in ELC 103 and Mac is in first grade (Class of 2032). We couldn't be happier with our choice to return to the Fay family, or more grateful to Katie Knuppel and the folks in the Primary program for a warm welcome for our whole family. I have also included a photo of us on our first day as Fay students and parents!"

Jennifer (Suh) Whitfield '91 with Jill (Rubin) Tilem '91 at Jill's daughter's bat mitzvah in Boston earlier this year

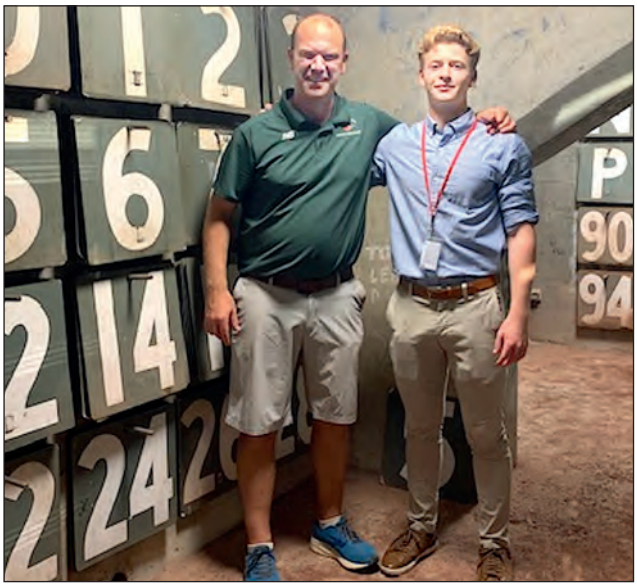
Jill McElderry '85 and Rachel Onuf '85

Curtis Fazen '91, who teaches Spanish at Dexter Southfield School, with his student Brayden Naumann '20, who just graduated from Dexter Southfield

First day of school! Mac Halpern '32, and Emerson Halpern (ELC 103), arrive at Fay with their parents, Emily Hruby Halpern '98 and Simon Halpern.

CAMPUS TOUR WITH KINSLEY

A summertime campus tour brought together former faculty members, alumni, and an alumni parent! *Left to right: Mary Martin, former Head of Lower School; Carole Naumes, former World Languages department chair; LeeAnn Brewitt, former second grade teacher; Anne Bishop, former Head of Primary School; Kinsley Perry '97, P '26, '27, '29, Director of the Fay Fund; Vanessa Burrill '99; and Elsie Burrill, P '97, '97, '99, G '26, '27, '29*



Slater Loffredo '18 with Dan Roy

2018

Faculty member Dan Roy ran into SLATER LOFFREDO one night this summer at the Red Sox game (where Dan enjoys a "side hustle" running the scoreboard at Fenway Park!). Slater is currently attending and playing soccer at Brandeis University, and this summer he served as a member of the game events and game-day staff at Fenway Park. Go Sox!

BERKSHIRE SOCCER ALUMNI

Coach Matt Greene caught up with some Fay soccer alumni at a Berkshire game! Left to right: Milton Jones '20, Maddox Zaiden Jones '23, Leo Lee '23, and Danel Esprit '23

Partners in Healing: Jason Schuster '98 and Ryan McDaniel '98

At Fay, Jason Schuster and Ryan McDaniel might not have imagined running a business together someday. However, the combination of their talents, skills, and deep friendship is propelling the growth of Intricate Art Spine & Body Solutions and getting attention from professional sports teams and clients worldwide.

Jason, who has his doctorate in physical therapy, founded the company three years ago, offering courses and certifications in dry needling and joint manipulation to medical practitioners and trainers. After about a year and a half of running the business independently, he reached out to Ryan, who was working in development at a private school, to see if he would consider joining him. "We'd been talking about it for a long time, and I was excited and grateful that Ryan decided to do it. It's been so cool to have my best friend as the COO of my company!" Bringing Ryan on board allowed Jason to focus on his strengths, teaching classes, writing articles for the company blog, and sharing the science and benefits behind the powerful combination of treatments they offer. Meanwhile, Ryan concentrates on growing their client base through marketing and providing a level of customer service that is becoming increasingly hard to find in the medical industry.

The timing for this venture could not be better as more people look for alternatives to pharmaceutical and conventional medical treatments. Unlike acupuncture, the placement of needles in dry needling is based on a knowledge of muscle location and the function of the nervous system to stimulate the body to regulate itself. The course is offered to practicing doctors and medical professionals and requires about 54 hours of class time. Ryan was sold after observing his first class. "I remember one guy who couldn't lift his arm past his shoulder, and after Jason put two needles in his posterior deltoid, the improvement was immediate!"

"We'd been talking about it for a long time, and I was excited and grateful that Ryan decided to do it. It's been so cool to have my best friend as the COO of my company!"

The business has grown to include two additional teachers, and word of mouth among clients continues to bring in new clients. They are seeing particular interest from professional sports teams whose players are interested in reducing inflammation and healing soft tissue injuries. Jason has already done sessions for the Philadelphia Flyers, the Pittsburgh Steelers, and the Red Sox athletic training staff. In January, they'll be heading to Florida to teach the Tampa Bay Devil Rays medical staff. They have also started offering an online training course, bringing clients from Dubai, Serbia, Canada, and the U.K. "Ryan and I get emails and calls weekly from people all over the world," says Jason.

Jason and Ryan are excited about the opportunity to work together on an enterprise they feel passionate about. "There's probably only five or six companies across the country that teach the type of skills that we do," says Jason, "and nobody teaches it the way we do, so it's pretty cool."

Going the Distance: Pollee Hruby Brookings ’02

The only hint of Pollee’s future as a competitive ultramarathoner at Fay was the joy she found in excelling at the annual Founders’ Day 400m running event. “I would anticipate it for months because that was my time to shine, and it felt like such a big deal,” she recalls with a chuckle. A stand-out athlete in soccer, basketball, and lacrosse, Pollee never ran competitively in high school but loved going for a daily run. She sustained a year-round running habit through college, grad school, and a move to Bangor, Maine, where only the most dedicated runners can make it through the long winters.

When Pollee and her husband, Dave, moved to Portland, Oregon, in 2014, she ran her first marathon and hated it so much that she took a year off from running, burned out by the experience. However, discovering the incredible trails around Portland with her dog and the vibrant trail-running community transformed her perspective. She started running trails, enjoying the beautiful scenery of her new home. “Then it just blew up,” she says, “because as soon as you start trail running, you start getting into ultra running because trail and ultra just go together.”

Pollee’s first trail race was in 2018, a 15-miler in the Tillamook State Forest with trails that ran straight up and down and long stretches by herself in the woods. It was hard, but she came in fourth and fell in love with the experience. She started to educate herself about how to fuel for long races, which took the mystery out of running ultra distances. “You start to understand what's possible because you hear people talk about and normalize these distances.”

Pollee signed up for her first ultra distance, a 50k in Smith Rock State Park, a stunning miniature Grand Canyon-like site in Oregon, and loved it. Six weeks later, she unexpectedly got into a 50-miler at Mt. Hood and finished fourth. “I felt amazing the whole day,” says recalls. “My husband was there, and friends were high-fiving me and running snacks out to me along the way. It was a beautiful day in the mountains, and I just loved the camaraderie and community feeling.”

Pollee’s passion for the sport is still growing. Just last month, she ran a 62-mile qualifying race to get into TDS UTMB Mont-Blanc, a 90-mile race that starts in Courmayeur, Italy, and ends in Chamonix, France. “It’s a huge bucket list race for me,” she notes. Pollee took first place for female runners in the qualifying race, cheered on by her sister Emily Hruby Halpern ’98 P’32, who crewed for her.

When she’s not running, Pollee works as a pediatric nurse practitioner at Children’s Hospital in Portland in the orthopedics department. She credits her natural optimism with her ability to keep going during long, grueling distances. “I get overwhelmed with gratitude to be able to do this,” she says. “I think about who I am and the friends and family who have gotten me here, and even when I feel terrible, I'm grateful to be out in nature and to see the things that I'm seeing because not everyone can go do these things.”

"I think about who I am and the friends and family who have gotten me here, and even when I feel terrible, I'm grateful to be out in nature and to see the things that I'm seeing because not everyone can go do these things."

Marine Explorer: Ariana Agustines ’06

Photo by Phil Hotchkiss

Ariana Agustines and her sister, Gabriella ’05, grew up scuba diving with their father around island reefs teeming with sea life in the Phillippines. As she grew and learned more about global warming and the destructive impact of humans on the marine environment, Ariana felt an increasing desire to learn more about how to protect and preserve those habitats. After college, she got her M.S. in marine biodiversity and biotechnology, intending to work abroad. However, when her grandmother sent her an article about coral bleaching in the reefs around the Philippines, she saw a unique opportunity to have an impact closer to home.

In 2018, Ariana joined LAMAVE, the Large Marine Vertebrates Institute in the Philippines. She supervises their shark and ray conservation work from Palawan, a beautiful Philippine Island of white sand beaches, limestone cliffs, and a vast variety of marine life. One of the projects involves the setup of an acoustic telemetry array (i.e. underwater listening stations) deployed across various locations in the Philippines to track the movement of tagged sharks and learn about their habitat use, connectivity within the region, and the corridors they use to navigate between the islands.

The Philippines, Indonesia, and Malaysia are a part of the coral triangle, 2.3 million square miles of the most biodiverse marine life on the planet, where new species are still being discovered in their waters. Understanding the Philippines’ unique marine environment is crucial to protecting it. “We’re a

Photo by Jennifer Berglund

nation of coastal communities that rely on the ocean for our livelihoods," says Ariana. "But there's still very little known about the population status of many species. It would be a shame to exploit these habitats without fully understanding and grasping the extent of the diversity there and the benefits it provides."

Ariana is a National Geographic Explorer. In 2021, she led the team for the Ocean Exploration Trust Nautilus E/V Nautilus 2021 Meridian project Mālama Māno. The project used the E/V deep sea research vessel to quantify and understand the diversity of shark species in the Hawaiian Islands, incorporating an AI tool to analyze footage and identify sharks faster. The project was a unique combination of ancient and emerging science, as it also gathered input about important shark sites from local communities who regard the sharks as their 'Aumakua,' or ancestors. "Science is observing something (our environment) and trying to understand what you're seeing through different methodologies," says Ariana. "That's what the indigenous people and locals are doing, too." Exchanging knowledge between the communities will enable phase two of the project, running workshops that will share methodologies for local communities to monitor their own reefs for shark abundance and diversity.

"Swimming with sharks is a privilege. They are majestic and beautiful creatures."

Outside work, the underwater world retains its special magic for Ariana and her family. The sisters recently traveled to scuba dive together in Raja Ampat, Indonesia, for Gabriella's birthday. It's a shark sanctuary within the coral triangle that contains 75% of the world's marine species. "Swimming with sharks is a privilege," she says. They are majestic and beautiful creatures."

In Memoriam

WHITNEY BEALS '60

September 14, 2023

Whitney "Whit" Beals passed away at the age of 76 in Southborough, Massachusetts on September 14, 2023. He will be remembered as a devoted husband, father, grandfather, stepfather, friend, and environmental steward.

Whitney spent his youth roaming every corner of Chestnut Hill Farm in Southborough and the current Beals Preserve. After Fay, he attended Phillips Exeter Academy, Harvard University, and the Yale School of Forestry (now The Yale School of Forestry and Environmental Studies). His long career included work with the Connecticut DEP, the Roaring Brook Nature Center, the Nature Conservancy in Maryland and Boston, the town of Wayland, Sudbury Valley Trustees, and the New England Forestry Foundation, from which he retired in 2019. He served as a Massachusetts Land Trust Coalition board member from 2011 to 2021 and as a member of MLTC's Conservation Advisory Council. He also served as president of the Southborough Open Land Foundation and was a member of the Massachusetts Water Resources Authority's Water Supply Citizens Advisory Committee for more than 30 years. He was a longstanding board member of the Worcester Ecotarium. He was also the driving force behind the preservation of his family's land: Chestnut Hill Farm.

Whitney had a tendency to stray from the prescribed path, and "Where's Whit?" became a common refrain among traveling companions who thought they had lost him. Whitney was not lost, just immersed in contemplation of the natural world. Whitney spent his life learning to understand and appreciate his place in nature. An avid outdoorsman, he enjoyed hunting and fishing, but he also enthused over growth—flowers, vegetables, insects, livestock—all of them not so much under his care, but under his observation. And trees—especially trees—that gave him a longer view of life, a deeper understanding of the Earth, and the glow of history to warm him in the winter. He loved sharing his love for nature and his understanding of interdependency and connection.

In the last three years of his life, Whitney adopted a practice that he shared with his friends, family, and extended care team at Dana Farber. He would stand barefoot on the hill above his home, looking over the fields of his childhood, and loudly proclaim his gratitude for life's gifts. Those blessings to people and the land could be heard floating across the pasture as he stood surrounded by his dogs and

steers. He encouraged others to adopt this practice and invited friends to join him in his morning gratitude ritual.

Whitney is survived by his wife Pamela; his children, Stower and Eliot; and his grandchildren, Ella and Ray. He is also survived by his stepchildren, Alice, Robin, and Eric, and step-grandchildren, Sage, Sequoia, Wolfgang, and Meri; his sisters, Suki, Molly, and Nancy, and many nieces, nephews, and their offspring. He was predeceased by his father Phil, mother Elaine, and brother George.

LAURENCE E. CASTELLI '77

September 4, 2023

Laurence E. Castelli passed away suddenly on Monday, September 4, 2023. The son of Dr. William Castelli and Mrs. Majorie Irene Castelli, Larry was raised in Marlborough, Massachusetts, and he moved to Washington, D.C., to study law at American University.

Larry was a loving father to his children, Peter Castelli of Sandy Spring, Maryland; and Helen-Marie Castelli of Austin, Texas. Larry was married to Andrea Lamphier, who remained a loving friend and co-parent.

Larry's children, family, and friends were his top priority. Larry and Peter enjoyed traveling the country volunteering for the U.S. Open Golf Championship and watching anything related to Boston sports. Larry enjoyed officiating Helen-Marie's swim meets. She was also one of the few people who could match Larry when debating current events and politics, although he didn't stand a chance in topping Peter with sports knowledge.

Larry retired as a Customs and Border Protection Privacy Officer after a 30-year career. In his last assignment, he was the Acting Privacy Officer and in-house privacy expert for the Department of Homeland Security. During his tenure, he received several awards, including highest-level awards from 2005 to 2017, and the Department of Homeland Security Secretary's Award for Team Excellence.

During his early years with the Customs Service, in the Office of Rulings and Regulations, Larry became active in union membership and later became President of his union chapter (National Treasury Employees Union) NTEU 101, from 1999 until promotion to management in July 2005.

Larry was, for many years, a member of the congregation at St. Luke's Episcopal Church, in Brookeville, Maryland. He was on the vestry for several terms and formed fast friendships with the small but loving community of St. Luke's both before and after his illness. After his discharge from active neurological rehabilitation, Larry found another community with the Stroke Comeback Center. He enjoyed reading books, reviewing movies, and taking history classes with fellow brain injury survivors. Only Larry could rebound from a devastating aneurysm to Zoom his way through church services, Vestry Meetings, and online book clubs.

In addition to Andrea and his children, Larry is survived by his brother William Castelli and William's wife Erin of Cheverly, Maryland; and his sister Allyson Larsen and her husband Lance of Danvers, Massachusetts.

In Memoriam

MICHAEL STEDMAN WYATT '77

September 24, 2023

Michael Stedman Wyatt was an encouraging, inspiring, and selfless family man and a beaming, bright light to everyone he encountered.

Mike was born in Los Angeles on July 25, 1962. After Fay, he graduated from Kent School and then enrolled at Washington & Lee University. After graduating magna cum laude with a bachelor's degree in European history, he returned to Texas and earned an MBA from the University of Dallas. Soon thereafter, he met the one who would become his daily inspiration, the strength behind his achievements, his greatest encourager and his confidant of 30 years, Piper Sanders Wyatt. With Piper's support, Mike achieved unprecedented success over the course of his 35-year career as a commercial real estate broker at Cushman & Wakefield. His long list of professional achievements included the 2005 Stemmons Service Award, a peer-voted award presented to the person who best exemplifies the highest professional standard of a Dallas commercial real estate broker. He took pride in mentoring young brokers, often testing their mettle with scavenger hunts, book reports on obscure works of literature, and other various litmus tests of character and work ethic.

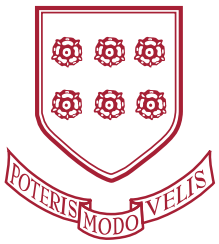
As a devotee of Dallas, Mike creatively founded and belonged to numerous organizations promoting its history, preservation, and success, including Downtown Dallas Inc., Urban Armadillos, Carpe Diem Fishing Tournament, Team Nuts, the State Fair of Texas, and Klyde Warren Park.

In a life filled with achievement and success, if someone were to ask Mike about his proudest accomplishment, he would undoubtedly name his bond with Piper. Though Mike and Piper did not have children of their own, they were immersed in the lives of their nieces, nephews, and godchildren.

With a twinkle in his eye, Mike approached life with limitless curiosity. He was a collector of snow globes and rare bourbon, a backgammon aficionado, gregarious storyteller, owl advocate, ambitious writer, Ferndale Club bass angler, cancer survivor, marathon runner, and stallion wrangler—a true Renaissance man. In personal interactions, Mike made you feel like the most important person in the room. He was inquisitive and genuinely interested in everyone he met.

Mike passed away on September 24, 2023, after a courageous fight with mental illness, and he leaves behind a devoted family and adoring friends. He is preceded in death by his mother Jacqueline Stedman Wyatt; father Brady Thomas Wyatt, Jr.; sister Betsy Wyatt Kennedy; and stepfather Bruce Calder. He is survived by his wife, Piper Wyatt; brother, Christopher Wyatt; brother, Brady Wyatt III and wife, Merry Wyatt; and many nieces and nephews.


ACROSTIC
Haiku



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