

WINTER 2024-2025

FAY

MAGAZINE

Welcome to Susanna Waters,
Fay's ninth Head of School

Alumni pursuing passion and purpose:
Benjamín Fernández Galindo '87,
Jen Paulett '95, and Patrick Baker '85





Fay Magazine

© Winter 2024 -2025

Fay School
48 Main Street
Southborough, MA 01772
508.485.0100
www.fayschool.org

Susanna W. Waters
Head of School

Erin Ash Sullivan
Editor, Director of Marketing
and Communications

Nicole Casey
Assistant Director of Marketing
and Communications

Daintry Duffy Zaterka '88 P '19 '22 '23
Publications Coordinator

Rob Crawford
Director of Advancement

Kinsley Perry
Director of the Fay Fund and
Advancement Events

Paul Abeln
Associate Director of Advancement for
Alumni and International Programs

Stephen Gray
Senior Advancement Officer

Magazine Design
Michèle Page
Design Communication

Photography
Jessica Langway '12
Adam Richins
Kate Wool



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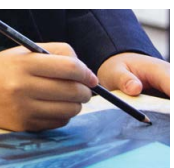
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Seeing and Being Seen

Early this fall, I walked out to the sunken garden on school picture day to get my individual photo taken and found myself in line with a fourth grade class. It was beautiful weather, and there was an electric charge of new school year energy in the air. The students were excitedly buzzing around a table that included a few hand mirrors to help them with any last-minute adjustments. Looking at her reflection, a fourth grader cheerfully contemplated her countenance and remarked aloud to me, “I just don’t know which of my smiles to choose. I have so many!”

To know this child is to recognize that she emanates that joy from within, and it’s no surprise that she has a

well established collection of smiles—in fact, they are quite contagious when in her company. I caught one just witnessing her picture day deliberation.

Though I have school-age children myself, I had not yet enjoyed the privilege of working in a primary environment until arriving at Fay. Every day, I feel just like our fourth grade student on picture day—I don’t know which of my smiles to choose, because there is so much joy!

This year, our school theme is “Seeing and Being Seen.” We know that happiness is derived from building long-lasting relationships and being in community together, as we humans are evolutionarily hardwired as social creatures. The Adult Community Read this summer was *How to*



The School is thriving, and it is a thrill to celebrate the life-changing impact a Fay education can have on its students, as attested to by alumni I have met from the 1940s up to present day.

Know a Person: The Art of Seeing and Being Seen by David Brooks. Throughout the fall and winter terms, we have been enjoying a focus on community building, as I am getting to know the students, faculty, staff, parents, guardians, alumni and trustees who are all united by the mission, values and traditions of this very special school.

Throughout this year, I am participating in one-on-one meetings with any employee who wishes to connect (many of these half-hour meetings have been beautiful walks around campus!), and also working my way through a Bingo card of crowdsourced quintessential Fay experiences. We have ceremoniously inducted Mortimer the Moose as the official mascot of Fay School, launched the “Hello Campaign” in the Upper School, and initiated events at the Head’s House, such as Student Leadership Dinners and Cookies & Crafts for boarding students. Suffice it to say, we are enjoying being together.

As I wrote in my introductory letter to the community this summer, Fay is wherever you are, and I have delighted in traveling to Hong Kong and Seoul, then to Mexico City, and finally to Taipei, Shanghai, and Beijing. I have been met with incredible generosity, hospitality, and profound expressions of pride in Fay School. The joy, it turns out, is felt the world over. The School is thriving, and it is a thrill to celebrate the life-changing impact a Fay education can have on its students, as attested to by alumni I have met from the 1940s up to present day.

I would be remiss if I did not celebrate that parents and guardians have been incredible in their recent demonstration of support for Fay by building community through Five



Weeks for the Fay Fund under the leadership of co-chairs Marc and Charlotte Zawel, P’29. Two hundred and twenty-nine parents and guardians pledged or donated by Thanksgiving, which increased participation by 87 gifts at this time last year. This achievement, paired with the 95% participation rate of faculty and staff last spring, is a remarkable testament to everyone being “all in” at Fay and illustrating their conviction in our collective purpose: to establish the foundation for a meaningful life for each of our students.

I have quickly fallen in love with Fay School, its values, and traditions—color teams, Friday Night Lights, Founders’ Day, family-style meals, an emphasis on earnest effort, and yes, even dress code! I also appreciate the eagerness, good humor, and imagination prevalent throughout the community that manifests in a willingness to innovate and incorporate new initiatives. It is an exciting time to be at Fay School. I am so grateful for the warm welcome and to be embracing our theme of “seeing and being seen” together.

—Susanna Waters, Head of School

TRADITIONS

It's Mortimer!

After years of unofficially representing Fay School, Mortimer the Moose stepped into the spotlight this fall when Head of School Susanna Waters announced that he would henceforth serve as Fay School's official mascot. For longtime members of the Fay community, this may have raised a few eyebrows. After all, wasn't the moose always a part of Fay's identity? Well, it turns out that Fay's history is rife with many a tall "moose tale."



One legend suggests that the original moose head, displayed above the schoolroom desk in Fay's Old Main Building, was a gift from President Theodore Roosevelt. After failing to secure the Republican nomination for the presidency in 1912, Roosevelt formed the Bull Moose Party. As a famously avid big game hunter, Roosevelt would occasionally gift moose heads as a unique form of self-promotion. Some believe he may have presented one of these antlered trophies to Fay during a visit to a relative at St. Mark's around that time. Another account attributes the arrival of the moose to a trip taken by faculty member Doug Mann and Headmaster Harrison Reinke in the mid-1940s. According to this version, the two drove down to Long Island to collect a moose head from the home of Henry Harris '13. As Doug Mann's son, Rocky, recalls, "I remember very clearly dad telling me about having to cut off one of the moose antlers to get the head into the car."

However, it wasn't until the late 1970s and early 1980s that the moose began to capture the imagination of Fay students, becoming a symbol of school spirit. The moose made appearances in cartoons in the *Fay School Sentinel*, inspired the Founders' Day rally cry, "The Moose is

Loose!" and featured in the playful "moose ears" version of the annual all-school photo. As the Schoolroom moved from Old Main to the Dining Room Building, and eventually to the Upjohn Building, the moose followed, overseeing the studies of generations of Fay students.

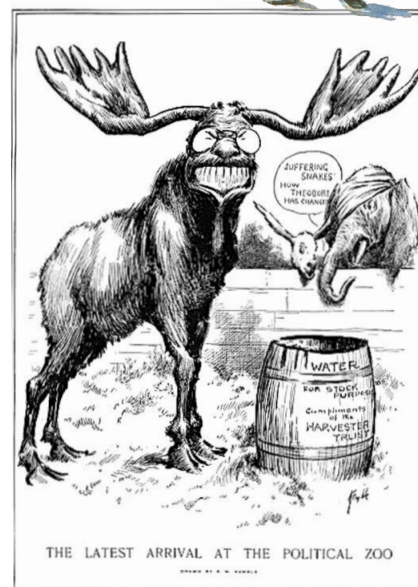
The moose has also been at the center of its fair share of antics over the years. Rumor has it that the playful birthday poems and limericks recited to boarding students at dinner are penned by the moose himself. One former faculty member learned firsthand just how formidable the moose could be after attempting a "sanctioned prank." While taking the moose down from the Schoolroom wall in Upjohn, the faculty member was accidentally gored by an antler and ended up needing stitches.

The name "Mortimer" for Fay's beloved moose originated with Fay students. When the new Primary School building opened in 2010, Fay grandparents Harvey and Arlene Steinberg approached then-Head of Primary School Anne Bishop about making a special gift to the school. Anne requested a large, friendly, stuffed moose. From the moment of his arrival, the Primary School moose became a cheerful presence, greeting students each morning, wearing signs about upcoming

events, attending morning meetings, and visiting classrooms to see what students were up to.

Before long, it was suggested that the moose needed a name. Each classroom put forward their ideas, and after narrowing down the list to three finalists, Mortimer won by a landslide. He was such a hit that he was immortalized in print with the 2015 publication of the award-winning book *A Day at Fay with Mortimer Moose*.

Since his official induction as Fay School's mascot this fall, Mortimer has brought plenty of energy—and high fives—to campus events. He's been spotted rallying teams at Friday Night Lights, learning about Fay's Core Values with Primary students, welcoming prospective families, and cheering on students serving as Head of School for the Day. Mortimer even travels with Susanna Waters and shares updates on his own travel blog: Mortimer on the Move! Mortimer has logged some serious frequent flyer miles already, visiting Fay community members in Hong Kong, Seoul, and Mexico. With such a storied history at Fay already, we can't wait to see what adventures lie ahead for Mortimer at Fay!



WELCOMING OUR NEW HEAD OF SCHOOL

Introducing Susanna Waters



On July 1, 2024, Susanna Whitaker Waters joined the Fay community as its ninth Head of School. Prior to joining Fay, Susanna served as Associate Head of School for Academic Affairs at Brooks School in North Andover. She joined Brooks in 2009, and over her 15 years there, she 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.

During her years at Brooks, Susanna spearheaded numerous program developments. She oversaw the implementation of the School's competency-based education, restructured the academic affairs team to improve its effectiveness with students, and introduced the School's All-Community Read. She served on Brooks' Diversity Leadership Council, coordinated the Davis Fellows program, which supports young educators who are new to independent schools and who identify as a member of an under-represented population, and she taught a course on regional Native American history which led to Brooks' land acknowledgement.

Susanna won an award for outstanding contributions to the school early on in her time at Brooks, and she later held the Holcombe Faculty Chair, an endowed faculty chair for excellence in teaching and leadership that was voted on by her colleagues. Earlier this year, both Susanna and her husband Willie Waters (also a longtime educator, coach, and dorm parent at Brooks) received emeritus honors from Brooks in recognition of their significant contributions to the School. The *Brooks Bulletin* noted of Susanna that her "legacy will include increased collaboration across the academic and department chair teams; the prioritization of sustainability work across campus; a focus on diversity, equity, inclusion, and belonging in the curriculum; and an expansion of the school's elective offerings and signature programs, as well as the new computer science program."

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. Prior to joining Brooks, she was a teacher and coach at Holderness School, and she began her career teaching seventh and eighth grade in New York public schools.

Susanna graduated from The Park School (a K-8 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 consulted on department and division learning competencies.

Susanna and Willie, along with their children Ainsley, Callum, and Camilla, are now living on campus and are all deeply immersed in the life of the School already—Willie serves as Fay's varsity A soccer coach and is assisting in Fay's Advancement Office and as a long-term substitute in the Upper School History Department, while Ainsley and Cal are Fay students and Milly attends the Early Learning Center.

We sat down with Susanna this fall to learn more about her experience as an educator, her thoughts on leadership, and her goals for Fay.

How would you characterize your experience at Fay so far?

Fay is everything I thought it would be and more! I have been so inspired by the commitment and enthusiasm of our students, faculty and staff, alumni, and families who have chosen Fay for their children. All of our community members are so proud of Fay's mission, core values, and tradition. I find that enthusiasm and commitment contagious!

What would you like the Fay community to know about you?

I am intensely curious about people! I love getting to know other human beings from around the world and learning about their walks of life and what they're passionate about. I love the diversity that Fay School offers, and having the opportunity to travel the world on behalf of Fay brings me true joy.

I'm also passionate about building community. I have spent my entire career working in boarding school settings, and it is so rewarding to be part of the fabric of daily life here at Fay. I love taking every opportunity to connect with our students, during and after the school day. Attending concerts, being on the sidelines at games, having the kids over to our house for cookies, crafts and board games—all of these things bring me so much happiness. And my own children are

equally excited to be in the mix: tonight, for example, the Village Boys eighth graders are coming over for cookies and conversation! I feel so fortunate to call this place home.

I would also want the Fay community to know that I'm a lifelong learner. I became a history teacher because I loved learning, and it has been inspiring to learn alongside my colleagues and students every day. In my new role, this remains true, and I am enjoying the variety that each day brings as Head of School.

How does your experience as a student and an educator in independent schools inform the way you think about serving as Fay's Head of School?

I was raised by a teacher and also married into a family of educators. My life has been immersed in schools, and I love everything about school life and the practice of teaching and learning.

I believe one of my strengths as an administrator is having a deep empathy for the student experience. Having lived it, and with some subjects coming more easily than others, I am no stranger to navigating challenges in the classroom. I really appreciated the support of key adults, like my high school advisor, whose unwavering confidence in me made all the difference. As a result, I appreciate how important it is for us to create safe environments for young people to find out who they are—to take on new challenges, try on different identities, and figure out who they want to



INTRODUCING SUSANNA WATERS

be. We want our students to excel, to put forth their best effort, and to be who they are. I have always loved school and found it to be a joyful experience—I want to make the experience of learning joyful for our students, too.

I believe that empathy and compassion are critical to good leadership. I have been part of school communities not just as a student, but as a teacher, coach, dorm parent, advisor, administrator, and parent. I appreciate being able to understand a range of different perspectives.

How would you describe your approach to leadership?

My approach to leadership is team oriented and collaborative, focusing on the benefits that come from working collectively towards a common goal. This may be in part because I am by nature a community-oriented person and have played a lot of team sports over the years. I tend to believe that the smartest person in the room IS the room: it's important to hear a

range of opinions, even dissenting ones, in order to inform a direction forward that is thoughtful and intentional.

What are your goals for this year—and beyond?

This year, I am excited to get to know the Fay community and to more deeply understand our school culture and values. As Head of School, I am happily charged with being the chief storyteller: I have the privilege of spreading the word about the amazing program and opportunities that exist here. In that spirit, I want to collect stories and get to know the people who make Fay such a special place, and to amplify Fay's strengths to a larger audience.

One way I'm doing this is by scheduling a one-on-one meeting with every faculty and staff member at Fay. It may take all year, but I'm committed to this project and to learning more about the individuals who make our school run so successfully.



I am eager to build on the momentum of Fay's current strategic plan, with a special focus on envisioning what environmental sustainability can look like at Fay. Another aspect of the strategic plan that is a top priority for me is continuing to build our connections with alumni, past parents and guardians, and friends of Fay who have been affiliated with the School over the years.

I'm committed to continuing Fay's work on diversity, equity, and inclusion, focusing on the many types of diversity reflected in the Fay community. In support of this important work and our strategic plan, I look forward to exploring ways we might grow Fay's financial aid budget to ensure that students from a range of backgrounds and experiences can benefit from a Fay education. And I look forward to collaborating with the Board in our ongoing work to make prudent, intentional financial decisions that will ensure the quality of our students' experience, now and in the future.



SPEED ROUND

Red Team or White Team?

Pink Team! The Waters children are on the White Color Team, but I will continue to be impartial!

Color Competition event that you'd be the best at

Bean bag toss—I'm a summertime cornhole enthusiast, so I like to think that translates to the bean bag toss!

Favorite spot on campus (so far)

I love walking the path from the Parkerville fields to the DCR field with my kids. Fay's quad is also beautiful, and the sugar maple outside Steward Dorm this fall was stunning!

Number of minutes it takes to walk to work

It depends if I'm walking with Milly or not because it can be quite a journey from our house down to the Primary Building with her little legs! When I'm solo, the walk from 74 Main to my office is less than five minutes...hard to beat that commute!

Best book you've read recently

How to Know a Person by David Brooks. This was our Adult Community Read this past summer, and it was a great

conversation starter in fall meetings as we discussed our schoolwide theme of "Seeing and Being Seen."

Favorite TV show

I really enjoy both military and maritime history, and this year I loved watching *Masters of the Air*, which is about the American 100th Bomb Group in the Eighth Air Force out of England in WWII.

Fay class that you'd love to take

I've loved sitting in on classes this fall, and there are so many I would like to take! I'd definitely want to enroll in one of our Creators Classes as I didn't have access to design/engineering classes when I was a student. I'd love to have a second go at learning an instrument under the expert guidance of Trey Dugger. I'd enjoy practicing my Spanish in one of Laia Roig's World Language classes, and I know I would find Chris Kimball's pottery class very mindful and centering. I'd also benefit from restarting my math career in Maura Oare's fourth grade class! These are all Fay colleagues I've seen in action during fall term, but I feel confident stating that you can't miss with any Fay faculty member—any class would be amazing!

WELCOMING OUR NEW HEAD OF SCHOOL

Getting to Know You

Getting to know the people, traditions, and quirks of an entire school community is no small task, but this fall, Head of School Susanna Waters dived in, embracing every chance to connect and engage—and even creating some new opportunities!

At the closing meetings in June, Susanna invited Fay faculty and staff to share their “must-do” bucket list of quintessential Fay experiences for her first year as Head of School. With their input, she crafted a Bingo card filled with suggestions, from running the Primary School Mini Marathon to taking a cameo role in a school play and even sledding down the hill on the Quad. Determined to check off every square by the end of the year, Susanna is well on her way!

Susanna has been immersing herself in the daily life of the School, joining classes with students, traveling to Merrowvista to spend time with the sixth graders on their leadership retreat, greeting students in an impressive array of silly hats at morning drop off, and cheering on Fay’s sports teams from the sidelines. She also launched the “Hello Campaign,” which encourages Fay community members to greet each other warmly and introduce themselves if needed. To motivate students to embrace this initiative, Susanna introduced a new currency—Moosebucks! If, after three meaningful interactions, Susanna can’t recall a student’s name, they earn up to five Moosebucks to redeem at the School Store.

Susanna has also been connecting with Fay’s parent/guardian community in meaningful ways, hosting several casual meet-and-greet events before the fall Back to School nights in each division. For families who live farther away from Fay, Susanna has been hitting the road to

bring those connections closer to home, and Fay families and alumni have generously hosted events at every stop. In August, she traveled to Seoul, attending the Korean Parents’ Association reception, and she has also visited with Fay community members in Mexico City, Hong Kong, Taipei, Shanghai, and Beijing.







LEARNING ACROSS THE DIVISIONS

The Engaged Citizen

Whether it was Kindergarten students constructing voting booths, Lower School students canvassing classmates on the issues, or Upper School students learning about down-ballot questions across the United States, Fay students were engaged in activities that underscored the importance of civic engagement this fall. *by Daintry Duffy Zaterka '88*

Thoughtful discussions about how each division would approach the U.S. election started over the summer with the formation of a Civic Engagement Committee that included Head of School Susanna Waters, Assistant Head of School for the Educational Program Judi O'Brien, Director of Equity and Inclusion Jill Anthony, and faculty and administrators from all three divisions. Their guiding question was: How do we prepare our students to be well-informed, engaged citizens in a world that has become increasingly polarized?

During opening meetings for faculty and staff, the committee presented a plan for the fall, which included age-appropriate educational and experiential learning opportunities in each division. They also reaffirmed the

importance of disciplined nonpartisanship. "As a faculty—and this is not just during an election year—we never want our personal ideologies to come into play," says History Department Chair John Beloff. Faculty and staff also discussed strategies for engaging in difficult conversations and the importance of encouraging dialogue over debate for expanding perspective and developing empathy. Rather than amplifying the media maelstrom surrounding the election and candidates, each division approached civic engagement by focusing on essential concepts that underpin our electoral system and that reinforce the values of being engaged and informed citizens.

The power of voting

Primary School students learned about the concept of voting this fall as they “elected” a book to help newly-minted mascot Mortimer the Moose learn about Fay School values. Each classroom nominated a book and then voted to select a grade-level candidate. The Primary School faculty also put forward a candidate, bringing the total candidate pool to four books. Second graders wrote persuasive paragraphs in support of one of the four books, highlighting attributes that would make it a strong contender to win, which they read aloud in Primary Morning Meeting. “The exercise was an introduction to debate and perspective taking,” says second grade teacher Willa Gustavson. “While the book might not be that student’s choice, they had to think about its positive points.”

During election season, students read a variety of stories about voting from a civic engagement collection curated by Primary Librarian Courtney Lauriat that illuminated concepts like Election Day, voting, and campaigning. Willa’s students also played a game called “This or That,” where they were offered a choice between two options, like whether it is better to be helpful or honest. Students chose the option they preferred by standing on that side of the room and were sometimes surprised to find that they had an idea that was different from their friends. “Students are starting to recognize that feeling of wanting to belong versus wanting to have your own ideas,” says Willa. “Some kids really liked being the only person on one side, and some didn’t, which prompted some great discussions.”

**RATHER THAN AMPLIFYING THE MEDIA
MAELSTROM SURROUNDING THE ELECTION AND
CANDIDATES, EACH DIVISION APPROACHED CIVIC
ENGAGEMENT BY FOCUSING ON ESSENTIAL
CONCEPTS THAT UNDERPIN OUR ELECTORAL
SYSTEM AND THAT REINFORCE THE VALUES OF
BEING ENGAGED AND INFORMED CITIZENS.**

On November 5, Primary School students lined up to cast their vote for one of the two finalists: *Snail Crossing* by Corey Tabor or *Perfectly Imperfect Mira* by Faith Pray. Kindergarten students constructed kid-sized voting booths hung with red and blue streamers for the event. Afterward, students like second grader Agastya were excited to get their “I Voted” sticker and share their chosen book. “I chose *Perfectly Imperfect Mira* because it shows Mortimer that you should always try your best and never give up,” Agastya said. The winner was announced to cheers by Head of Primary School Katie Knuppel in a special Zoom election report, and at the morning meeting before Thanksgiving vacation, Susanna read the winning book, *Perfectly Imperfect Mira*, to Mortimer.





Connecting with the issues

While the average Lower School student may not have a nuanced opinion on tariffs, ask them about homework, snack options, recess, or the Fay dress code, and they'll have plenty to say! This fall, social studies teacher Bruce Chauncey ran a Lower School mock election with candidates and issues that students cared about and a voting system that replicated the Electoral College. "I wanted the students to see how the system actually works," says Bruce, "and I wanted them to have an immersive experience instead of just supplying them with information." While fifth and sixth graders learn about the Constitution and the branches of government in social studies, the mock election was an opportunity for the entire Lower School to experience civic engagement as a community.

Bruce kicked off the project in Lower School Morning Meeting, where he explained the U.S. electoral system and how the popular vote in each state translates to electoral college votes. Then, he divided the Lower School into states with electoral points based on their population. Third Gradezona was the populous California of the division, with twelve electoral points, while the smaller Mertzorado had only five. Two fictional candidates stepped forward to run for President of the United States of the Lower School: Lara Gleason's Ms. Jubilo representing the Literopublican Party and Nathan Chase's Mr. Venandi representing the Mathomatic Party.

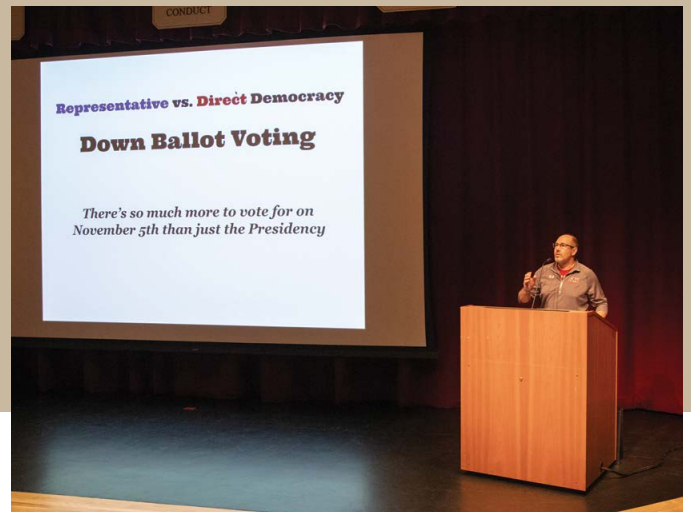
**"I WANTED THE STUDENTS TO SEE HOW
THE SYSTEM ACTUALLY WORKS."
—BRUCE CHAUNCEY,
LOWER SCHOOL SOCIAL STUDIES**

Each week, Ms. Jubilo and Mr. Venandi gave stump speeches at lunch, presenting their views on issues like dress code and homework. Proposals like doubling the number of recesses in a school day drew cheers from the audience, while proposals like moving all homework to the weekends were met with groans and the occasional "Boo!" Sixth graders played a unique role in the election as roving pollsters, taking the pulse of the Lower School electorate after each policy speech, and posting the latest polling results on the election bulletin board.

On November 5, Lower School students cast their vote in Upjohn, mirroring the process Americans were following across the country with a check-in, voting table, and check-out all staffed by sixth graders. Exit polling showed that

many Lower School students were single-issue voters with picky eaters gravitating towards Ms. Jubilo's pizza and soda snack platform while most students were dismayed by Mr. Venandi's big projects over vacation homework policy. Bruce was pleased to see how engaged the students were with the candidate's proposals. "You could hear kids coming into class talking about who they would support and why, and it was interesting to hear them start to form their opinions and weigh the pros and cons of each candidate's ideas."

On the Friday before Thanksgiving vacation, the Lower School students had the opportunity to experience a school day that incorporated the policies of Ms. Jubilo, the winning candidate. They enjoyed pizza for snack, a simplified dress code of khakis and a polo shirt, and four recesses!



Understanding the electoral process

John Beloff led a formal Upper School Morning Meeting program this fall to educate students about the electoral process. He explained how the Electoral College works, why some states become “swing states,” and why the candidate who wins the popular vote is not guaranteed to win the election. Even though the presidential election gets most of the attention, John also explained that Americans vote for other things on Election Day. Ballots include midterm elections for the House and Senate and the opportunity to exercise direct democracy by voting for state ballot initiatives.

Recognizing that Upper School students are consuming election information from a variety of sources, Judi O’Brien emphasized information literacy, sharing a media bias evaluation tool with students so they could see whether a news source is generally balanced or leans left or right. “We’re always emphasizing the importance of evaluating sources for objectivity, accuracy, and relevance as part of our research process,” says Judi. An informed citizen must ask the same questions about news sources: Does the author have some expertise on the subject? Is their approach in favor of one posture or another? Are any claims or opinions supported by evidence?

Aspects of the electoral process are also illuminated in the Upper School history curriculum throughout the year.

**“WE DON’T JUST END A FOCUS ON
CIVIC ENGAGEMENT AFTER THE ELECTION.
AT EVERY GRADE LEVEL IN THE UPPER
SCHOOL, THERE ARE CIVIC ENGAGEMENT
DISCUSSIONS THROUGHOUT THE YEAR THAT
DIRECTLY CONNECT TO OUR GOVERNMENTAL
PROCESSES IN THE UNITED STATES.”
—JOHN BELOFF, HISTORY DEPARTMENT CHAIR**

When Ancient World History students learn about Greece and Rome, they’ll discuss the ways in which those republics are analogous to ours. In the Modern World Cultures study of independence movements around the world, conversations around voting, human rights, and representative government continue. In Topics of Modern America, John delves into the 1948 election between Dewey and Truman, where electoral math becomes decisive in the election outcome. “We don’t just end a focus on civic engagement after the election,”

says John. “At every grade level in the Upper School, there are civic engagement discussions throughout the year that directly connect to our governmental processes in the United States.”

Each division offered appropriate time and space for students to share and ask questions about the election results the day after the election. In Primary and Lower School, students had this

opportunity during morning homeroom. In Upper School, students could eat a quick lunch and then join a post-election discussion with Jill, Judi, and Director of Counseling Services Shannon Dugger in the Student Lounge. Judi was impressed by how focused the students were with their questions. “The students were so earnest, and Jill, Shannon and I could have stayed another hour just answering questions about how it all works and what it means,” she reflects. “The students were just so engaged.”

PASSION AND PURPOSE

In this issue, our alumni profiles feature Fay graduates who have pursued their passion for athletics and the arts while making a positive difference in the world.

by Daintry Duffy Zaterka '88

Game On! Jen Paulett '95 Is On a Mission to Bring the Fun Back to Youth Sports

As the Director of Corporate Citizenship at ESPN, Jen Paulett is in a unique position to drive improvements in youth sports, from encouraging kids to stay in sports to helping parents navigate the youth sports climate.



Jen Paulett's passion for sports was sparked at Fay, where she played soccer, basketball, tennis, and softball. In fact, her love for softball ran so deep that when her high school didn't have a team, she convinced Fay's Athletics Department to let her return in the afternoons and help coach their softball team. At St. Mark's, she continued soccer, joined the boys golf team, and took up ice hockey. "Those were the beginnings of my love for sports, and I have carried it all through my career," Jen reflects.

Twenty years later, as a parent and youth sports coach, Jen returned to the world of youth athletics, only to find it drastically changed. The joy she experienced playing multiple sports has been replaced by a culture of intense specialization. The demands of travel teams, club tryouts, and tournaments now consume the time kids once spent in pickup games with friends. Although Jen sees a youth sports culture in need of repair, her role as the Director of Corporate Citizenship at ESPN puts her in a unique position to drive that change. After graduating from the University of Colorado Boulder, Jen built a career in corporate communications, working for the Brookings Institute in Washington D.C., the agriculture industry, and then landing at Symetra, a financial services company in Seattle. Increasingly, she was drawn to work in community relations and corporate social responsibility, particularly enjoying the partnerships she built with local sports teams like the Seattle Seahawks and the Atlanta Falcons. When the opportunity to lead corporate citizenship programs at ESPN in Connecticut came along in 2014, Jen found it irresistible. "It combined two of my passions—sports and giving back to the community. I couldn't say no!"

The mission of corporate citizenship at ESPN is to highlight and expand the power of sports to inspire social good, she explains. "We look at how we can use our platform and this big voice we have to show how sports can create change." Jen is a producer of the Sports Humanitarian Awards at the ESPYS, which highlights teams and individuals on the national and local level who are giving back to their communities. Her team also provides grants to nonprofits and amplifies the stories of all the good work being done across the sports industry on ESPN.

With sports participation in the U.S. on the decline, a big area of focus for Jen's team is expanding access to youth sports. They offer grant programs to organizations like the Women's Sports Foundation, founded by Billie Jean King, to get more Black, Hispanic, and Native American girls involved

"We look at how we can use our platform and this big voice we have to show how sports can create change."

in sports. Then, they use the ESPN platform to share their story. "We show that not only are these girls enjoying sports, but they're also increasing their confidence and leadership skills and seeing all these wonderful outcomes." ESPN is also the official broadcasting partner and a supporter of Special Olympics Unified Sports, highlighting the abilities and talents of their athletes.

In addition to expanding access, one of the challenges Jen's team is working on is keeping kids in youth sports. A high-pressure sports culture, early specialization, burnout, and overuse injuries are leading kids to quit sports at an alarming rate. A 2024 American Academy of Pediatrics study found that 70% of kids drop out of youth sports by age 13. In 2019, Jen's team launched an initiative called "Don't Retire, Kid," with a powerful PSA in which a young boy, worn down by the relentless pressure, calls a press conference to announce he's retiring from sports. Dodgers pitcher Clayton Kershaw, Sue Bird, and Mookie Betts joined the campaign. The campaign got a lot of attention. Kershaw even received a letter from a young player who had been inspired by his message to stay in sports. "It was one very tangible act, but hopefully it was indicative of many more," says Jen. "It showed the power of storytelling and that when we know there's an issue, we can help fix it."

Jen's next initiative is her most personal, a campaign to help parents navigate the youth sports climate, and she knows the issues well. One of Jen's sons gave up sports at age nine because he wasn't having fun anymore, and she currently coaches her seven-year-old son's soccer team alongside her husband. The campaign will promote the benefits of being a multisport athlete, support parent volunteer coaches with training, and emphasize affordable team options like recreation leagues and Boys & Girls Clubs. However, the biggest goal is to bring fun back to sports for kids, and Jen will be doing that important work in the office and on her local soccer field. "It's really rewarding that I get to apply what I am learning at a national level and also at the grassroots level as a youth coach and a sports parent."



Bringing Art to the People: Benjamín Fernández Galindo '87

Founder of Black Coffee Gallery and the nonprofit Museo Internacional de Arte (MINART) Foundation, Benjamín Fernández Galindo's passion for art drives him to share his appreciation for Mexican art and culture with others.



Benjamín Fernández Galindo first discovered his passion for art in his aunt's gallery in Oaxaca, Mexico. There, he was captivated by the works of Rufino Tamayo, Francisco Toledo, and Rodolfo Morales, renowned contemporary Mexican artists who helped establish Oaxaca as a hub for traditional folk art. His journey as a collector began when he acquired his first piece from the gallery in exchange for consulting work. Within two years, his collection had grown to include forty more pieces. Now, 25 years later, Benjamín has amassed one of Mexico's largest and most diverse art collections. Yet, for him, collecting is not enough—he is driven to find ways to share his appreciation for Mexican art and culture with others.

Benjamín eventually left consulting to focus on his portfolio of entrepreneurial businesses, which soon converged with his fascination for art. In 2008, he launched Black Coffee Gallery, a hybrid coffee shop and art gallery experience that pairs two of Mexico's artistic traditions: Oaxaca coffee sourced from the Pluma Hidalgo region and his collection of contemporary Mexican art. "In Mexico, art is difficult to get to," explains Benjamín. "Many people don't want to go to the museums or the galleries because they are far away or they think they need money to buy art and it will be expensive. So through Black Coffee, we started to bring art to the people." Customers can enjoy a traditional café de olla, spiced with cinnamon, piloncillo, anise, and orange, while browsing the work of native artists like Yuri Zatarain and Ismael Vargas. But it wasn't enough for Benjamín to show the art. He wanted customers to appreciate the artists, their stories, and their craft. Each Black Coffee art installation includes free postcards featuring the displayed artwork and a short biography of the artist, which customers can take and collect. Additionally, every year, the company selects one artist to spotlight, creating a book that showcases their art and raises awareness of their work. Benjamín believes that Black Coffee Gallery has influenced the public's attitude toward art. "Here in Guadalajara, I think we have changed people because they have started to go to the museums. They have started to go to the galleries and buy art."

Benjamín's Black Coffee Gallery collection now includes an estimated 8,000 pieces. He has run out of walls in his offices, homes, and coffee shops to display art. However, he is also nearing completion of a project that will share his passion for art on a much grander scale. In 2012, Benjamín founded

"I think the eyes of people who like art
have to change with the years."

the nonprofit Museo Internacional de Arte (MINART) Foundation, to house, preserve, and research the Black Coffee Gallery Foundation's collection. In 2017, construction began on a 13-story, 60,000-square-foot MINART museum in Zapopan, Jalisco, which he hopes to complete next year. Unlike many museums in Mexico, which are housed in 18th-century buildings that cannot be climate-controlled, MINART will be a state-of-the-art institution, housing, displaying, and promoting Mexican art, including the Black Coffee Gallery Foundation's collection. The museum, which has already hosted a fashion show, will celebrate art in all forms and is designed to be a community resource. "This will be the most important library in Guadalajara," Benjamín notes. "We will have almost 10,000 books from contemporary art, architecture, and fashion."

Benjamín is not done collecting, and he has expanded his scope of interest to include artists from inside and outside Mexico as well. His collection contains almost a hundred pieces by Chuck Close, and at 450 pieces, he has the world's most extensive Rufino Tamayo collection. Even though Benjamín's collection is growing, he never buys a piece of art just because it's a good investment. "I think the eyes of people who like art have to change with the years," he muses, noting that he no longer likes some of his early acquisitions. Now, he heeds the advice that his aunt gave him years ago when he had just started collecting, and he only buys pieces that he loves to look at. "I started to buy the work of very good artists because I have another set of eyes to see art now."

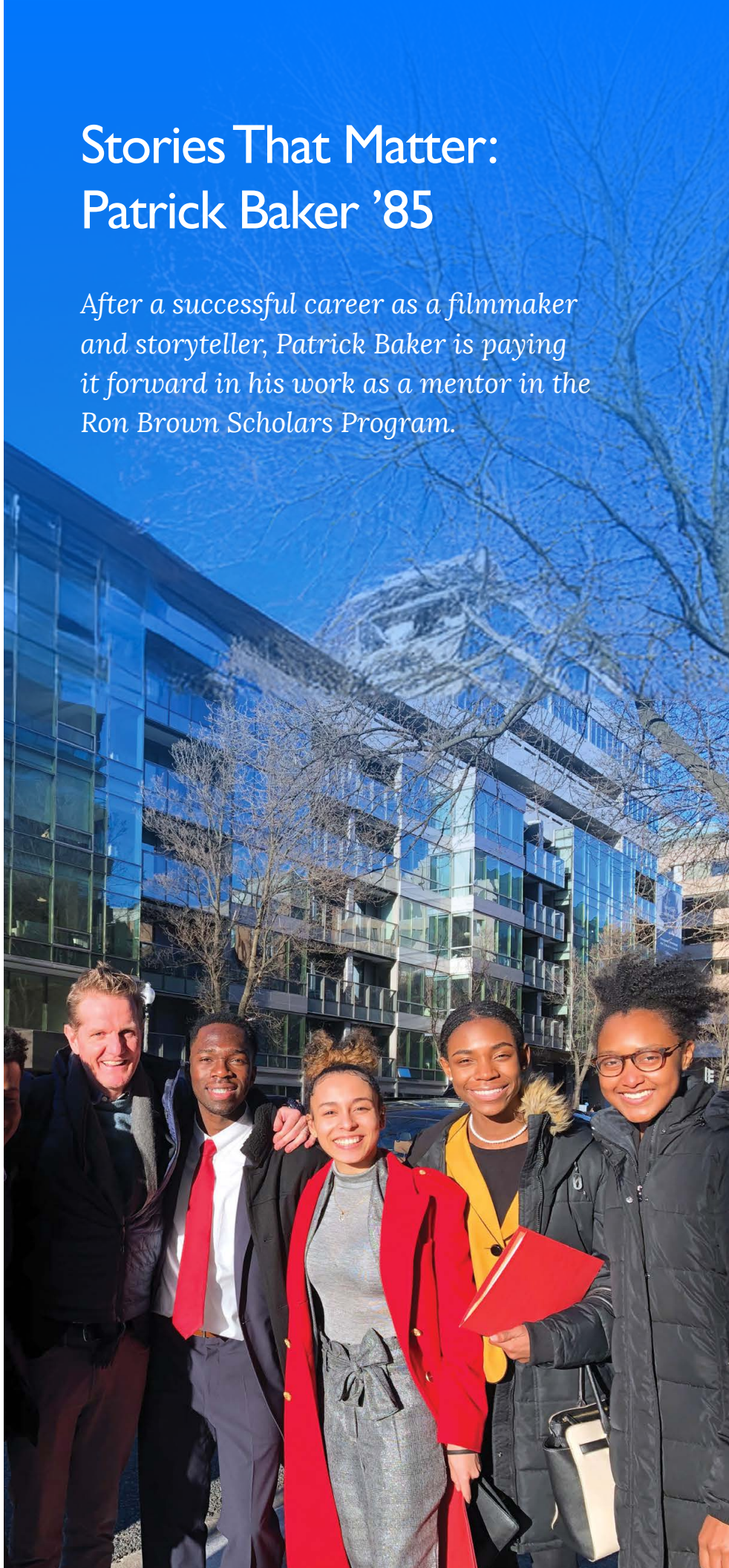
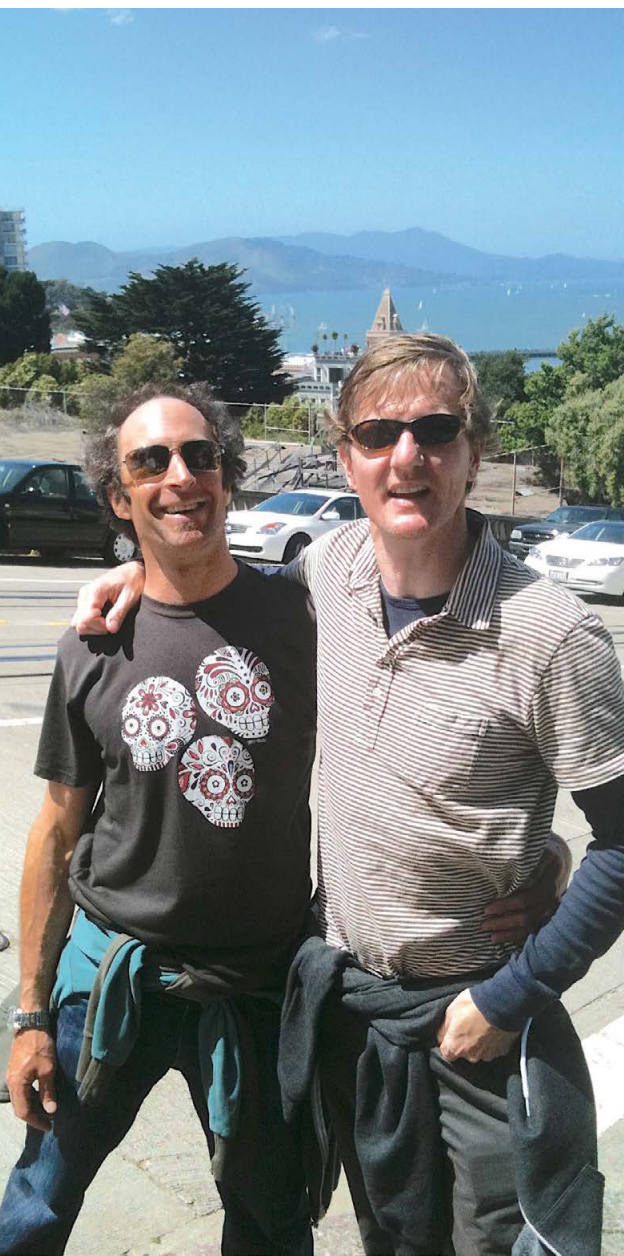
In addition to raising the profile of native artists in Mexico, Benjamín hopes to accomplish that goal closer to home as well. His three teenage daughters have grown up surrounded by art and visited museums around the world. Despite this exposure, his daughters are now less enthusiastic about museum visits. "My daughters don't want to go to the museums anymore—they've had enough," he admits. Yet his passion for art keeps him determined. "Over Thanksgiving, we are going to Monterrey, where there's a very good museum. I'm going to take them!"

Clockwise, from top left: Benjamín with artists Maximino Javier, Ingrid Magidson, Rafael Coronel, and Guillermo Olguín



Stories That Matter: Patrick Baker '85

After a successful career as a filmmaker and storyteller, Patrick Baker is paying it forward in his work as a mentor in the Ron Brown Scholars Program.



Growing up, Patrick Baker's house was filled with politicians, activists, and filmmakers. His mother, Boaty Boatwright, worked as a Hollywood casting director and was at the center of the feminist and civil rights movements of the 1960s. The first film she cast, *To Kill a Mockingbird*, is one of the great social justice stories. So, it's not surprising that Patrick was drawn to a career as a filmmaker, amplifying meaningful stories and original voices.

At the University of Colorado Boulder, where he was an African-American Studies major, Patrick recalls becoming "intellectually obsessed" with the work of Jonathan Kozol, an award winning author and educator whose 1991 book *Savage Inequalities* paints a stark portrait of class and race-based educational disparities in America. Although he was still a college student with little film experience at the time, Patrick reached out to Kozol to tell him he wanted to make a documentary film based on the book. But first Patrick returned to his hometown of New York City to learn the documentary film business. His first job was working on a documentary about the New York prostitution scene for HBO and Channel 4 (UK). Next, he went to work for legendary CBS anchorman Walter Cronkite, whose documentary-based program, *The Cronkite Report*, was airing on the Discovery Channel. Patrick worked his way up from an assistant to co-producer, and it was Cronkite who gave Patrick the final push to make a film about Kozol's book. "When I presented the idea to the Chairman, Cronkite said that they weren't interested but that I needed to go make that film," he says.

Patrick approached the Corporation for Public Broadcasting about the Kozol documentary, and soon, Bill Moyers was attached. Patrick's best friend, Chris Pilaro '87 (pictured far left), joined him as a co-producer, and they spent a year living in Ohio making the film. *Children in America's Schools* aired on PBS in 1996 and won a Daytime Emmy Award. The film also put Patrick on a path that would enable him to impact the issues highlighted in the film directly.

Many years before, Chris and Andrew '85's father, Tony Pilaro, P '85 '87, GP '16, and a former Fay trustee, had been the one to suggest to Patrick and his mother that they consider Fay. Patrick's friendship with Chris and Andrew further strengthened their bond. A true philanthropist, Tony Pilaro supported many educational causes throughout his career. In 1996, he founded The Ron Brown Scholar Program (RBS) to honor the late Secretary of Commerce, who perished in a plane crash that year. The program offers a \$40,000 scholarship stipend and ongoing career mentorship to twenty-five of the most intellectually gifted African-American high school seniors

"Get really good at something,
do it well. If you get really good at
something and you do something
really well, you'll be successful."

each year. In return, they ask scholars to pay it forward by mentoring other students in their community.

When Chris Pilaro passed away in 2017, Patrick was asked to fill his seat on the RBS Board of Trustees. "I feel like I'm tasked with the responsibility of keeping Chris's spirit alive on the board, and it's one of the great joys in my life. Chris was an exceptionally loving and kind human being. His role at RBS was significant, so filling his shoes has been a great honor." Twenty-seven years later, the program has awarded over 600 scholarships, and its alumni include Pulitzer Prize-winning playwright Katori Hall and U.S. Attorney Damian Williams, who President Biden nominated to represent the Southern District of New York.

In his career, Patrick has worked in almost every facet of the film industry. After the documentary, he stayed in L.A., spending ten years as a film executive working with studios like Warner Brothers, Universal, and Paramount. "It was thrilling to work with filmmakers, writers, and creatives and oversee some really big, exciting films," says Patrick, who was the executive on The Rock's first two feature films. Eventually, he stepped away from big-budget films to produce smaller independent films, selling them on the festival circuit throughout the U.S. In 2019, he shifted gears again, taking time off from finding and selling great stories to writing them himself. Patrick moved his family to Oxford, England, where they fell in love with the countryside and community and still reside today. He writes for 3-4 hours daily and is currently working on two scripts and a new play inspired by Chris Pilaro.

One of his greatest pleasures is sharing his film industry experience with the Ron Brown Scholars that he mentors. "At the end of the day, the best part of my current life is being involved with these young kids," says Patrick. He helps them find internships and jobs, provides feedback on scripts, makes calls and introductions on their behalf, and offers career guidance. His best advice for the young scholars who are the next generation of storytellers? "Get really good at something, do it well." says Patrick. "If you get really good at something and you do something really well, you'll be successful."

Clockwise, from top left: Patrick Baker, Patrick with students from the Ron Brown Scholars Program, and Patrick with Chris Pilaro '87

PRIMARY SCHOOL FOCUS

¡Mi Familia!



by Daintry Duffy Zaterka '88

First grade Spanish students played detective this fall as they tried to figure out “¿Quién comió la empanada de mi abuela?” The game, to guess which family member ate Grandma’s empanada, was part of their Families unit, where students learn new vocabulary and incorporate it with familiar language structures to expand their conversational skills.

At Fay, language study starts in Kindergarten. Primary School students meet two or three times a week with World Languages teacher Erin Overstreet and spend the first half of the year focused on Spanish and the second half of the year on French. This gives students broad exposure to both languages before

choosing a single language to pursue, French or Spanish, starting in third grade.

Each class begins with a game or activity designed to transition students into listening and speaking in the language. This fall, first graders often started class with a Spanish-language dance, like the Salad Dance, following along to music and dance moves projected on the screen. Another favorite warm-up game involves rolling a six-sided dice with different questions to initiate listening and speaking in the target language. The die has simple questions on each side, like “How old are you?”, and preference questions, like whether you prefer playing or listening to music. “Starting class this way gives kids a sense of comfort,” says Erin. “When they know what to expect, they’re more willing to participate and try speaking the language.”

Primary School focuses on the natural acquisition of language through games, stories, and creative projects. Fay’s Primary School World Languages program is based on the F.L.E.X (Foreign Language Experience) model, where students are exposed to functional chunks of language as well as cultural

components that establish a broad foundation for later language studies. Through games, songs, and literature, students learn expressions and vocabulary while also developing an understanding of the cultures of the different Francophone and Hispanic countries around the world.

For their Families unit, Erin introduced first graders to the vocabulary for each family member by creating a family tree with photos of her own family and their relationship to her. After reading the class the book *Pockets of Love* by Yamile Saied Méndez, about the tradition of making empanadas in a family, Erin challenged students to find the empanada hidden behind different members of her family tree. Students took turns stepping out of the room while she hid the image of an empanada behind a different family member projected on the screen. When they returned, the students offered guesses about who had taken the empanada, using the correct vocabulary to identify each suspect.

**“We’re giving students the tools to be
observant learners of language.”**

**—Erin Overstreet,
World Languages Teacher**

Erin speaks the target language for much of the class, so students repeatedly hear the language and typical sentence structures. As part of the Families unit, students listened to the Spanish-language book *Federico y Sus Familias* by Mili Hernández, about a cat who visits all the families in the neighborhood. Even if they don’t get every word, the practice of decoding language is beneficial. “They are recognizing common structures in the book, whether it’s the vocabulary and context or phrases,” says Erin. Primary students also become adept at recognizing cognates—Spanish words with the same roots as English words—and syntax patterns, such as that adjectives come after rather than before the noun in Spanish. “We’re giving students the tools to be observant learners of language,” says Erin.

The Families unit also celebrates the differences between families, reinforcing social-emotional learning themes around accepting and respecting differences. The unit flows logically into talking about the Day of the Dead holiday in Mexico, which celebrates family members who have passed away. This year first graders made papel picado, a Mexican folk art tradition of creating festive banners out of colorful cutout squares of paper.

One of the benefits of learning a language in elementary school is that younger students are generally less self-conscious about speaking another language and making mistakes. Erin teaches Primary School and Upper School French classes, so in her twelve years at Fay, she has seen the impact of the early introduction to language on her older students. “When I teach students in Upper School years later, I can tell they’re much more comfortable speaking, using context, using cognates, and constructing longer sentences.”



Story Buddies



by Daintry Duffy Zaterka '88

Fourth grade writers teamed up with eighth grade physical science students in a character-creation, storytelling, and science collaboration this term. The fourth graders have been working on characterization in Reading with English Department Chair Mary Munkenbeck, exploring how authors communicate a character's traits through dialogue, action, and description.

In writing, students have been working on personal narrative, focusing on sequencing, organization, and transitioning from one idea to the next. So, when Upper School science teacher Aimee Slatkavitz approached Mary to see if her students would like to create the characters and write the stories for the eighth grade

Motion Graph Project, Mary felt the project was a perfect fit. "I knew it would be a great enrichment activity that would tap into all the skills they are working on."

Any jitters that the fourth graders felt on meeting their eighth grade partners for the first time dissipated quickly. After a quick recap of the project, fourth graders paired up with their eighth grade partners and spent a class period getting to know one another. They took turns navigating across a game board where they shared fun facts about themselves, such as whether they have seen a movie this month, like sour candy, or are afraid of snakes. The eighth graders were so friendly and welcoming that by the end of the first class, shy giggles and one-word responses had been replaced by lively chatter and laughter. The fourth graders started referring to their partners as their "eighth grade buddies."

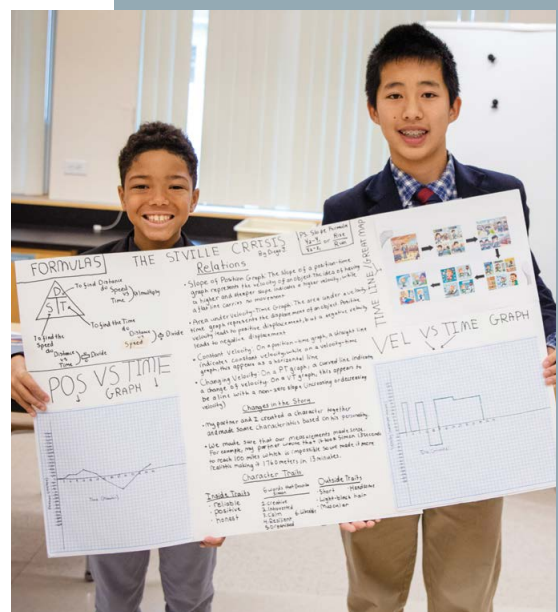
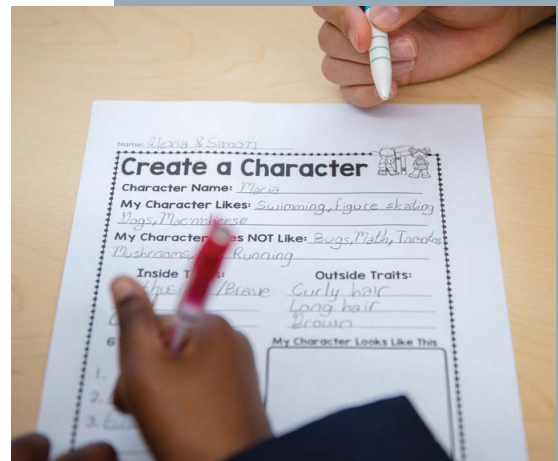
After the initial meeting, the buddies convened again to co-create their story character. They chose a name for their character, discussed their likes and dislikes, and identified internal character traits like intelligence and kindness and external

characteristics like height and appearance. The Motion Graph Project requires eighth graders to graph the distance, speed, and time it takes the character to travel to four different locations and back again by the end of a story. They decided on the locations that the character would visit in the story and the sequence. Once these key story elements had been agreed on, the fourth grade writers went to work.

Mary modeled the project for her students, creating her own character and story and showing how all the pieces of the project would come together. Using a planner, the fourth graders documented the essential information their eighth grade partners needed in the story, pairing each location with a reasonable value for the distance, speed, and time to travel. Students wrote two possible ledes for the story that would grab the reader's attention. Then they broke their story into chunks, writing a paragraph for each location. Mary showed them how to write the distance sentences that the eighth graders would need, and then they combined all the pieces into a finished story to share with the eighth graders. The novelty of writing a story for another student was exciting, says Mary. "Knowing that their story was going somewhere and that someone was going to use it to learn and create something was a huge motivating factor!"

**“For the fourth graders,
knowing that their story was going
somewhere and that someone was going
to use it to learn and create something
was a huge motivating factor.”
—Mary Munkenbeck,
English Department Chair**

While the fourth graders were writing, the eighth graders were learning how to do the graphing and calculations necessary to put the project together. The eighth graders created posters depicting the characters, aspects of the story, a visual number line showing the character's movement, a position vs. time graph, and a velocity vs. time graph to mirror the character's movements. The fourth graders were excited to see their writing transformed into the eighth grade projects when they visited before Thanksgiving Break. When Bryce '30 and Diego '26 gathered around their project, it was clear that the process had been just as enjoyable for the older students. "I wanted to see how a fourth grader would make and interpret a story," says Diego. "It was great to collaborate with Bryce because what he gives me is always going to be creative." Mary and Aimee agree that the older and younger students connected so well that they want to look for future opportunities to collaborate again. As Aimee notes, "It was wonderful to see our students engaged in such a joyful process!"



UPPER SCHOOL FOCUS

Code, Create, Conquer



by Daintry Duffy Zaterka '88

As you walked by Creativity & Design Department Chair Mark Evans' classroom this fall, you would have seen students deeply engaged—building with LEGOs™ at tables or cheering on classmates competing in a baseball video game on the big screen. While these activities looked fun, they also had a serious purpose: building critical skills in the new Robotics and Coding for Apps and Games courses.

Open to eighth and ninth grade students as a one-term elective, Robotics and Coding both launched this fall, meeting for a double and a single period per rotation. Both courses had a dual structure, combining a foundational survey course in the

standalone classes with the opportunity to design and create an individual project in the extended periods.

During single periods, Robotics students learned about the history of robotics, exploring cutting-edge applications for robotics technology, and developing an understanding of the necessary terminology and concepts. This discussion-based class time allowed Mark to mix in a dose of philosophy as the class discussed at what point robots should be considered human. In Coding, students learned the origins of coding, the different ways it touches our daily lives, and AI and coding ethics. They developed a familiarity with the building blocks of coding: loops, conditional statements, and function libraries. The class also engaged in a mini-debate, discussing whether AI should take over tasks like coding to free humans for more creative pursuits or whether humans still need to keep a hand on the steering wheel of the systems and processes that affect our daily lives.

For the double periods, students adjourned to the back tables, engaging in deep work on individual projects that fit their level of experience. The LEGO™ MINDSTORMS robotics

kits offered an easy entry point for students to build robots. For programming, students used the open-source platform, Open Roberta. Each student designed a robot to accomplish a particular task, from navigating a maze without hitting obstacles to more complex tasks, such as identifying objects based on color and shape, collecting them, and delivering them to a set location. To begin, students clarified their robot's tasks so that they could identify the design components, like motors, sensors, and actuators. As students built their robots from the ground up, they encountered challenges that required troubleshooting, from coding glitches to motors that would only function properly if the robot was lighter. Most robots went through four to five design iterations during the term.

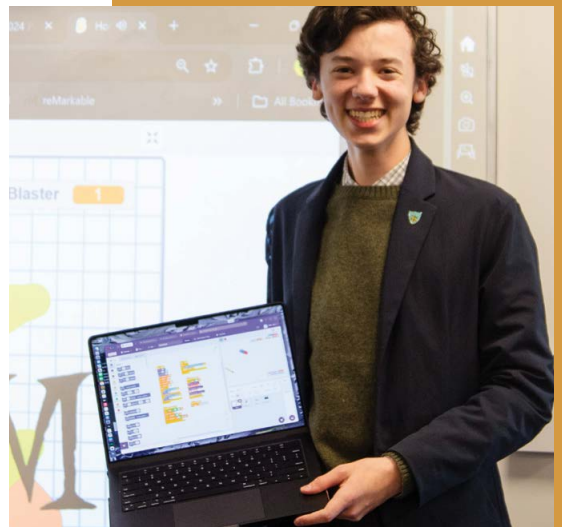
“In coding, we have to throw ego out the window, acknowledge that we didn’t get it right the first time, and figure out what needs to change.”

**—Mark Evans,
Creativity & Design Department Chair**

Coding students used the various web browser games they had played as inspiration for their independent projects. Some students designed rhythm-based games requiring the user to take action, like swinging a bat at just the right moment to score. Others worked on puzzle and tactical strategy games. Students with little coding experience followed a game design outline with the additional challenge of making two or three hacks or tweaks to the game. Most students used Scratch 3.0, a visual coding language, and some students worked in Python. As with the robotics project, Mark encouraged Coding students to break their game down into the specific inputs, processes, and outputs that would make it work, understanding how they informed each other.

Mark notes that one of the biggest challenges in coding is to keep track of all the moving parts and the logic flow. One student designed an asteroid dodging game where the player dodged erasers and pencils instead of space rocks. “The game has ten different variables and five different logic strings that are all happening at the same time,” says Mark. “If one of those logic strings or variables calls on something incorrectly or at the wrong time and it isn’t matched up on three different strings of code, it’s not going to work.”

At times, students were frustrated when things didn’t work, but Mark emphasized the importance of patience and iteration. “In coding, we have to throw ego out the window, acknowledge that we didn’t get it right the first time, and figure out what needs to change.” The challenges encountered along the way made the moments of achievement and realization all the sweeter, as students who were hard at work could occasionally be heard exclaiming, “I’m cooking, Mr. Evans!”



Fueling Innovation at Fay



Several Fay faculty members used Curriculum Innovation Grants this summer to launch new curricular units and create resources to further engage students and enrich their academic journey.

GRADE 2 ROCKS & MINERALS UNIT

Second grade teacher Willa Gustavson and Head of Primary School Katie Knuppel developed a hands-on rocks and minerals unit that will give students more practice with and exposure to observing and categorizing properties of objects in an engaging way.

“Having the time and freedom to work on a topic I’m passionate and excited about re-energized my approach to teaching science.”

–Willa Gustavson, Grade Two Teacher



CENTER FOR CREATIVITY & DESIGN STUDENT MATERIALS LIBRARY

Creativity and Design teachers Andrew Shirley, Lisa Sanderson, Deborah Bianco, Mark Evans, and Melissa Anthony created a comprehensive materials library for students that enables them to understand the resources available to them in the CC&D, helping them apply the skills they have learned in class and sparking student creativity.

“Through this project, we transformed multiple classrooms in the CC&D into student-centric learning environments that allow students to choose, have agency, and own the space and their work in it.”

–Mark Evans, Creativity & Design Department Chair

SOCIAL STUDIES CURRICULUM GUIDE, GRADES 5-6

Lower School teachers Ward Russell and Bruce Chauncey created a social studies guide to support fifth and sixth graders as they build the skills of a historian.

“This process offered us the opportunity to take a step back and think about a methodical, scaffolding approach to learning the skills of a historian. It allowed us to think as a student thinks, learn as a student learns, and engage the way students engage.”

–Ward Russell, Lower School Social Studies Teacher





INTERACTIVE BOARDS INTEGRATION

Creativity and Design teachers Lisa Sanderson and Deborah Morrone Bianco worked with the Technology Department to explore the training opportunities and potential uses of Fay's interactive boards.

"I look forward to incorporating more interaction in my daily lessons with the Google board. My goal is to be a role model in leading interactive activities not just for teachers, but for my students as well. This modeling will be great for sixth graders as they design their own interactive workshops for the Transforming Our World presentations."
-Lisa Sanderson, Design and Digital Literacy Teacher

CODING AND COMPUTATIONAL THINKING UNIT

Science teachers Aimee Slatkavitz and Xiaohu Zhao refined the current coding unit in eighth grade physical science to make learning outcomes clear and explore options for new spring term electives.

"We wanted to make the coding curriculum more accessible and fun for all students, regardless of whether they have had prior coding experience. This summer grant program allowed us to develop an integrated coding capstone for eighth grade physical science students."
-Xiaohu Zhao, Upper School Science Teacher



GRADE THREE READING AND WORD STUDY

Third grade teachers Katie Buteau and Rachel Lipkin worked with English Department Chair Mary Munkenbeck to update the third grade reading and word study curriculum. They researched best practices and faculty experience, refined lessons, adjusted the sequence, differentiated lessons, and supported more intentional independent reading practices.

"This grant allowed us to work together to make updates that will help third graders become more well-rounded, engaged, and prepared readers." **-Katie Buteau, Grade Three Teacher**

ANALYZING ASSESSMENT DATA

English Department Chair Mary Munkenbeck worked with Lower School English teacher Lara Gleason and Head of Lower School Kaitlyn Cronin to evaluate assessment data and student work as they aligned the Lower School English curriculum to meet the needs of a range of diverse learners.

"I appreciated this opportunity to consider the best way to use standardized assessments to facilitate learning. We discussed the purposes of a range of assessments, how and when to use them, and the possibilities for changes. We also planned integrations to the curriculum from grades four to six." **-Lara Gleason, Lower School English Teacher**



Moving into Leadership

Shannon Dugger
Second year at Fay
Director of Counseling Services



Mary Munkenbeck
Fourth year at Fay
English Department Chair



Fay faculty and staff have the opportunity to grow professionally and personally in their careers at Fay. This year, several current faculty and staff are stepping into new leadership positions.

Jack Carroll
Second year at Fay
Upper School Science Teacher
and Grade Seven Class Dean



Lauren Smith
Ninth year at Fay
School Data Manager



Matt Greene
Tenth year at Fay
Associate Director of Admission
and Athletics Liaison



Aimee Slatkavitz
Second year at Fay
Upper School Science Teacher
and Grade Eight Class Dean



Chris Hill
Twelfth year at Fay
General Maintenance II
and Security



Christina Berthelsen
Second year at Fay
Upper School Math Teacher and
Service Learning Coordinator



Overheard

ON CAMPUS

“Some of the things I’ve learned are pertinent right now with what’s going on in the world, and one is that we are not enemies. And I say this having gone to war... Everybody in this world is human. That is an indisputable fact. I say that because it’s super important. It’s very easy to want to be divisive and say it’s us versus them and good versus evil.”

–RETIRED U.S. ARMY CAPTAIN COURTNEY WILSON ‘01 SPEAKING TO UPPER SCHOOL STUDENTS ABOUT HER SERVICE EXPERIENCE

“To the parents of Brandon, Kana, Hadassah and Shin, (our Student Council President, VP, and Color Team Presidents) your children are doing an amazing job leading the Upper School and whole school community forward. I had the chance to have them over to my house...and we talked leadership. They are learning from me, and I am learning from them.”

–HEAD OF SCHOOL SUSANNA WATERS, ADDRESSING FAMILIES AT UPPER SCHOOL BACK TO SCHOOL NIGHT

“Stories are interesting, they are fun, they are imaginative. But they can also store information, facts, and truths in them. So I am going to tell you some stories today, and I’m going to see if you can pull out what some of the information or the facts are, see if you can find anything true in my story. And the first one I want to share with you is to give you a little understanding of how my community believes we came to be.”

–SILVERMOON LAROSE, A NARRAGANSETT TRIBE MEMBER AND ASSISTANT DIRECTOR OF THE TOMAQUAG MUSEUM IN EXETER, RHODE ISLAND, WHO VISITED PRIMARY SCHOOL STUDENTS TO SHARE STORIES FROM HER CULTURE

“I see my dog running over to me
I want to be a pediatric oncologist
I am a sister who loves adventure
I pretend Marie Curie is still alive
I feel her whispering in my ear”

–THEA ‘28, SHARING HER ‘I AM’ POEM WITH THE LOWER SCHOOL

“The Fay community has given so much to me, and I felt like I should spend some of my time to give something back. I feel good knowing that I am making the environment in which I live a better place.”

–JAYDEN ‘27 ON VOLUNTEERING AT THE HALLOWEEN EVENT AT FAY AND THE SOUTHBOROUGH FOOD PANTRY THIS FALL

By the Numbers

SOME DATA ON OUR DAY-TO-DAY



413

Student speeches delivered as part of our public speaking program this year



88

High fives given by Head of Primary School Katie Knuppel on High Five Fridays



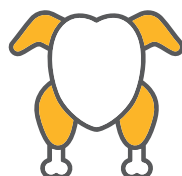
60

Students who regularly attend Fay's Community Connections discussion group



131

Upper School students volunteering their time in the Fay Helpers program



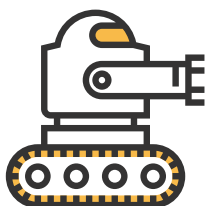
250

Pounds of chicken it takes to make the students' favorite lunch of General Tso's Chicken



12

Faculty and staff who attended the Association of Independent Schools in New England (AISNE) DEI Conference in October



23

Clubs offered in Upper School during the fall term



16

Extended Fay Clubs offered for grades K - 4 this fall



203

Soccer goals scored by Fay teams in games this fall

We Made It!

CREATIVITY & DESIGN IN ACTION

Seventh graders participated in a three-day symposium this fall where they focused on our local watershed, learned about equitable access to water, and designed water filtration systems. Here, Blair, Neema, Marshall, and Reya present their “Cloud Catcher” design. Their prototype is an aircraft that draws the water vapor from clouds; condenses, filters, and boils the water to eliminate contaminants; and transports it to areas experiencing water scarcity.



Fall Season Recap



by Daintry Duffy Zaterka '88

Fay's varsity golf team debuted its inaugural competitive season with an undefeated record of 3-0-1. With a robust roster of 26 golfers, Coach Joe Buteau had ample talent to field both a varsity and an intramural team. The varsity squad featured a strong mix of skilled male and female players and played home matches at the nearby Southborough Golf Club.

Fay's soccer program had an outstanding season, with strong team performances. Girls varsity soccer achieved a historic milestone, winning the Indian Mountain School Tournament for the first time. Along the way, they avenged an early season loss to Rectory, defeating them en route to the championship game. The team wrapped up the season with a solid 6-4 record. Girls JV soccer showed remarkable resilience, rallying from a 2-0 deficit to tie their final game against Applewild. Meanwhile, the 5-6 team kept their games competitive, earning four hard-fought ties over the course of the season.

On the boys' side, varsity A soccer posted an excellent 9-2-1 record and claimed second place at the Eaglebrook Tournament. Varsity B soccer had a dominant 10-0 undefeated regular season. Although they didn't secure a tournament

victory, they battled tough competition at the inaugural Fay Boys Soccer Play Day, remaining competitive in every matchup. The 5-6 and JV boys teams had strong seasons, finishing with .500 records. The JV team closed their season on a high note with a victory over Applewild.

Fay's volleyball program continued to thrive this season, fueled by a deep roster of talented and experienced players. After an early setback with a loss to Rectory, varsity volleyball bounced back in dominant fashion, going undefeated for the remainder of the season and finishing with an outstanding 12-1 record. With 45 athletes in the program, Fay successfully fielded two well-balanced JV teams, ensuring opportunities for all players to develop and compete.

Varsity field hockey capped off a solid season with a 5-6-1 record. Highlights included an exciting road victory against longtime rival Shore and a strong finish with a win over Dedham Country Day. With 6 eighth graders and 11 seventh graders set to return and a promising group of 5-6 players ready to step up, the team is well-positioned to build on this season's success.

Varsity football continued to showcase strength and depth, finishing with a 5-3

record against tough competition, including several high school JV teams. Season highlights included a thrilling Friday night win under the lights against Williston Northampton and a victory over rival Fenn to bring home the F Bowl trophy.

Cross country had a great turnout this fall, with 40 runners participating. Both the boys and girls teams delivered impressive performances throughout the season. At the Roxbury Latin Jamboree, the girls team placed fourth out of ten teams, while the boys team secured sixth place out of twelve.

Intramural fall tennis continues to provide students with a valuable opportunity to gain experience and refine their skills, laying the foundation for competitive play in the spring.

One of the unsung stars of this fall season was the exceptional New England weather. With warm, sunny days and not a single game rained out, athletes enjoyed ideal conditions for competition and training. The beautiful weather also gave multisport athletes ample chances to explore the great outdoors through mountain biking, hiking, and other activities, making this fall truly unforgettable.





Spotlight: Varsity Volleyball



With just four returning varsity players, volleyball coaches Jack Wong and Anikka Fredericksen '15 could have expected 2024 to be a “building” season. However, after dropping their first game to Rectory, the team swept their next twelve games, finishing the season with an impressive 12-1 record.

This performance continues a streak of strong seasons for the Fay volleyball program, which seems to have found a winning formula with its focus on fundamentals, versatility, and resilience. The team's first loss against Rectory was a reminder of all those critical elements, as the Fay team came into the match feeling inexperienced and nervous. “I don't think the girls were quite ready yet,” notes Jack, but as the season progressed, the girls gained more experience, learning how to turn a free ball into an offensive move, anticipating where the other team would hit a shot, and developing the communication skills to work as a team on the floor. They also developed more versatility, with more girls becoming strong servers and passers and going from one setter to four. When the team played Rectory again later in the season, “We showed them a whole different team,” says Anikka. “Everyone did their part, cheered each other on, and when they

made a mistake, they didn't worry about it. They picked each other up,” adds Jack. “The most memorable moment for me was our home game against Dana Hall,” says Captain Phoebe '26. “It was Friday Night Lights, and a lot of teams came to support us so it was really fun, the energy was amazing, and we fed off of it. We played really well, beating them 3-0.”



The ability to recover from a mistake in volleyball is as essential a skill as knowing how to serve or dig. “You own it, you fix it, and then you forget about it,” says Jack. “That cycle can go on many times, but eventually they get the idea, and that's the mentality that makes the girls more confident.”

Volleyball is also a game of strategy, and players can't just rely on natural athleticism. They have to be willing to communicate,

work as a team, and play strategically. With 48 girls in the program this year and two JV squads, Jack and Anikka have reinforced the values of effort and hard work by giving JV players who earn it the chance to practice or play with the varsity squad. “We give opportunities to kids who are trying hard, and you can see their skills improving,” explains Anikka.

The team has also grown under the leadership of captains Phoebe, Juliette '26, and Kana '25, who combine strong technical skills, athleticism, and a desire to keep improving, which sets the tone for the entire team. “Before every match, Phoebe, Kana, and I reminded the team to cheer for one another, stay positive, and, above all, have fun,” says Juliette. “That energy brought us closer together and made us stronger as a team.”

From the coaching perspective, the team exemplified the rewards of earnest effort all season long. “The girls on our team are motivated to do well,” says Anikka. “I don't feel like there's ever been a practice where their feet are dragging, and most of the time when the coaches leave practice, there's still a group of girls practicing on the court.”

Friday Night Lights!

The energy was electric at Fay's annual fall Friday Night Lights event on September 27! The varsity field hockey and varsity A soccer teams brought the action, and the Fay community brought the school spirit. With Fay gear on full display and student-made signs lining the sidelines, fans cheered on varsity field hockey as they battled Dana Hall and varsity A soccer as they faced off against Eaglebrook—all under the glow of the lights. Adding to the excitement, food truck favorites and photo ops with Mortimer the Moose made it a night to remember. Go Fay!





Meet the Coach: Heidi Qua, Varsity Field Hockey



Heidi Qua has been a cornerstone of Fay's field hockey program for 20 years, coaching at both the JV and varsity levels. Her dedication and love for the sport have been critical to the program's success, which has produced not only strong teams but also players who have gone on to excel at the collegiate level. "I tell my athletes all the time that, more than anything, I hope to instill in them a passion for the sport that they'll carry with them," she shares.

One of Heidi's greatest joys is watching players grow within the program, starting at the 5-6 level and eventually contributing to the varsity team. She intentionally builds camaraderie between the Upper and Lower School players so that students can see their path continuing in Fay field hockey. Every season, she creates "Field Hockey Families" within the program, comprising a mixture of students from grades five through nine. Every few weeks, they'll stay on campus to work on skills together. "They get a chance to really know each other, and the older students mentor the younger players." One of Heidi's favorite memories from the fall season was seeing the 5-6 field hockey players lined up along the sidelines at Friday Night Lights with homemade signs they had made to cheer on the older players in their field hockey family, noting, "It was really sweet and showed how connected our program is."

Meet the Coach: Willie Waters, Varsity A Soccer



Willie Waters probably can't remember a fall when he wasn't on a soccer field as a player or a coach. After a collegiate soccer career captaining the Bowdoin College team, he stepped directly onto the sidelines, coaching girls varsity soccer at Kent for a year before returning to his alma mater, Brooks School. At Brooks, Willie spent a dozen years coaching alongside longtime coach Dusty Richard (who also coached Willie as a player) and took over the program when Dusty

retired in 2019. During Willie's coaching tenure at Brooks, the boys 1st team won three ISL and two New England championships.

Willie found no shortage of talented players when he arrived at Fay this fall, and as a former college player and high school coach, he is uniquely positioned to prepare his players to play in high school and beyond. One area of focus is helping players find the critical balance between standing out individually while demonstrating versatility. "I keep telling the kids that no coach wants to hear them say that they only play one position," he notes. "Versatility translates all the way through." Under his guidance, Fay's team had a strong season, finishing 9-2-1. However, Willie's true passion lies in witnessing his players' growth, both individually and as a team. "I love seeing kids feel they can be fully themselves on the soccer field and watching the evolution of a team from start to finish."

The background image shows an art studio or classroom. On the left, a large window looks out onto a green landscape. A student is sitting at a table in front of the window. In the center, a student in a dark suit and tie is standing. On the right, another student is sitting at a table, looking down. A red stool is in the foreground on the right. The overall atmosphere is bright and creative.

Portrait of an Artist

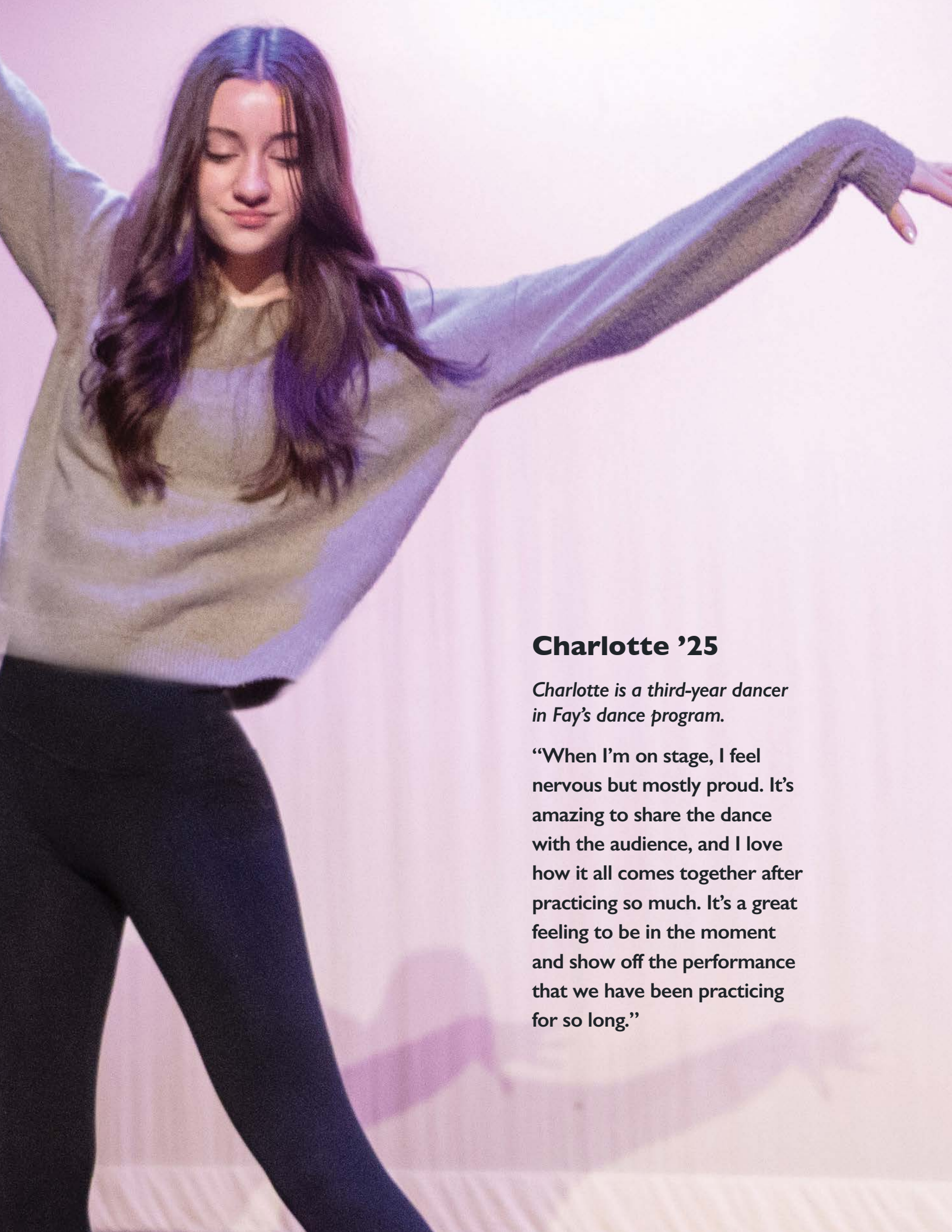
Fay's arts programs offer so many opportunities for students to express themselves through visual arts, drama, music, and dance. Meet some of our Upper School students, and find out what they love about the arts at Fay.



Rebecca '26

Rebecca enjoys drawing, painting, pottery and printmaking and has taken many of Fay's art electives.

“With art, I can say a lot of things that I can't really say in words. It's easier for me to express myself through art, and I love making pieces that reflect who I am.”



Charlotte '25

Charlotte is a third-year dancer in Fay's dance program.

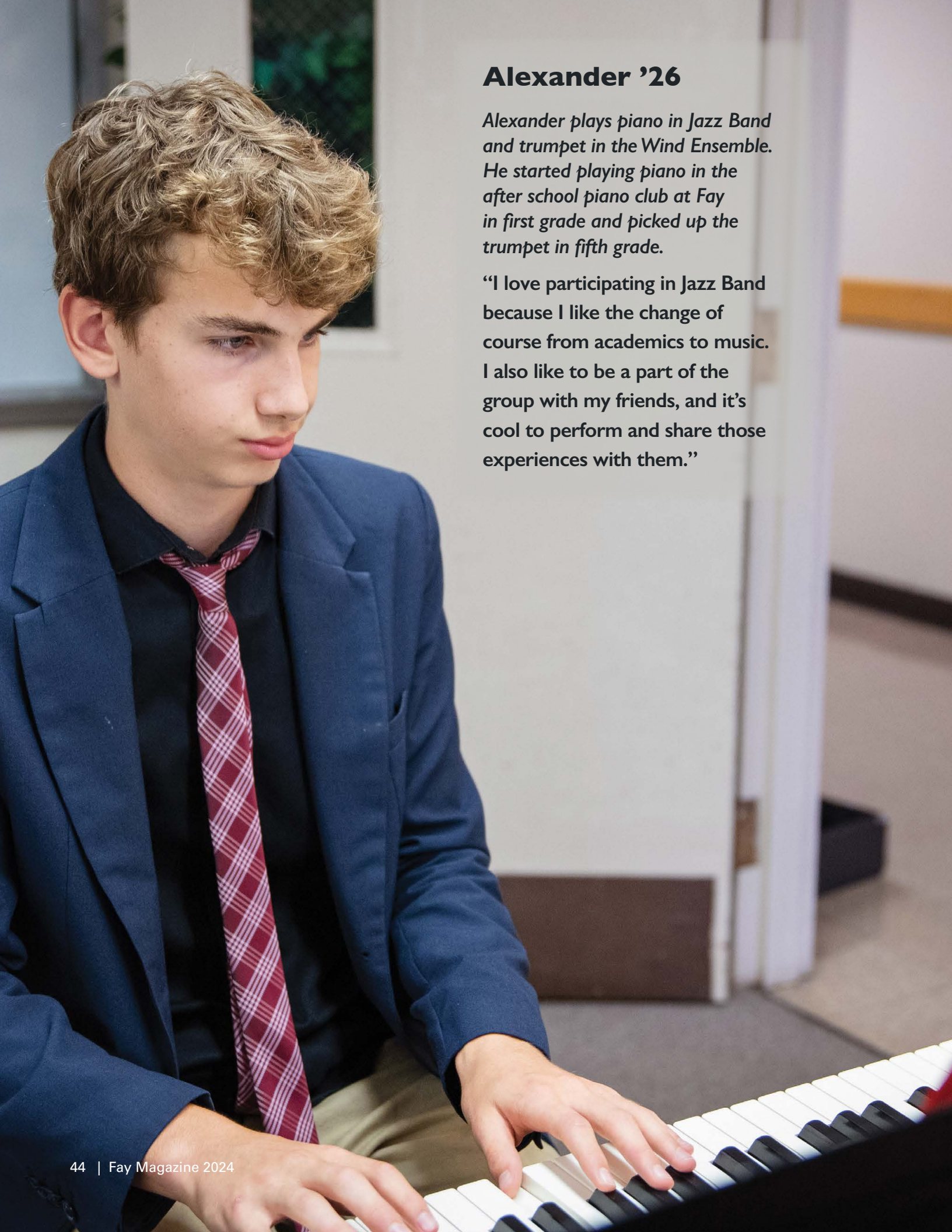
"When I'm on stage, I feel nervous but mostly proud. It's amazing to share the dance with the audience, and I love how it all comes together after practicing so much. It's a great feeling to be in the moment and show off the performance that we have been practicing for so long."



Subhi '26

Subhi played the role of Aladdin in the 5-6 Winter Drama production of Aladdin and is pictured here as Jojo in Fay's Spring 2024 production of Seussical Jr.

"Through drama at Fay, I've discovered that I really like acting and being funny and creating something entertaining for the audience."



Alexander '26

Alexander plays piano in Jazz Band and trumpet in the Wind Ensemble. He started playing piano in the after school piano club at Fay in first grade and picked up the trumpet in fifth grade.

“I love participating in Jazz Band because I like the change of course from academics to music. I also like to be a part of the group with my friends, and it’s cool to perform and share those experiences with them.”



Eleanor '26

Eleanor first discovered her love for singing as a first grader at Fay, performing in the annual Winter Concert. Now in her eighth year singing at Fay, Eleanor performs in the Treble Chorale, the Upper School girls chorus, and the audition-only Chamber Singers ensemble.

"I love singing with the Chamber Singers because it is a close community that not only supports me but pushes me to be the best singer I can be."



FACULTY PROFILE

Kara Mertz

World Languages Chair Kara Mertz has worn many hats since joining Fay in 2007, but her heart has always belonged to Fay's sixth grade. Her journey at Fay began as a dorm parent to sixth and seventh grade boys in Steward, and over the years, sixth grade has become her home. "Even when they were the youngest in the Upper School, there was something special about the sixth graders," Kara says. "They're in that in-between phase—they still need and want support, but are also ready to spread their wings, take some risks, and explore a bit more independently."

Kara has served as the sixth grade class dean, a 5-6 coach, and currently teaches sixth grade Spanish (as well as Spanish in grades three and five). She leads sixth grade class meetings and enjoys organizing the annual sixth grade leadership trip to Merrowvista in the fall.

Kara's journey at Fay has been both professionally and personally fulfilling. Now in her eighth year as World Languages Department Chair, she continues to find ways to

enrich the Fay program with her wide-ranging interests. An advocate for sustainability, she keeps bees and chickens at home and introduces Primary School students to beekeeping each spring, explaining the importance of bees to our environment. Last year, she supported sixth graders in founding a recycling club, collaborating with Lara Gleason to guide their initiatives. After a family trip across Mexico last summer in a converted van, she brought back fresh inspiration for her fourth graders by teaching a unit on lucha libre, the popular style of Mexican wrestling.

Kara's family also has deep roots in the Fay community. Her daughters, Adalynne '24 and Amaia '26, started Fay in pre-K, and she had the momentous experience of presenting Ada (now a 10th grader at Groton School) with her diploma at graduation last spring. Reflecting on her time at Fay, Kara shares that it's the balance of challenge and joy that keeps her excited to teach and lead here.

What first appealed to you about teaching at Fay?

I knew I would be supporting my students as a teacher, but also as their coach, their advisor, and their dorm parent. The richness of that relationship wasn't something I had in my own experience, and that human to human connection is something I really value.

How do your own experiences with the Spanish language influence your teaching style?

I was born in Mexico, but I didn't grow up speaking Spanish, so for me, I had to practice and learn it. I took advantage of opportunities, and I want students to see me as an example. If learning and speaking Spanish is something that they're interested in, and they have the willingness and the desire, they can build the confidence to do it as well.

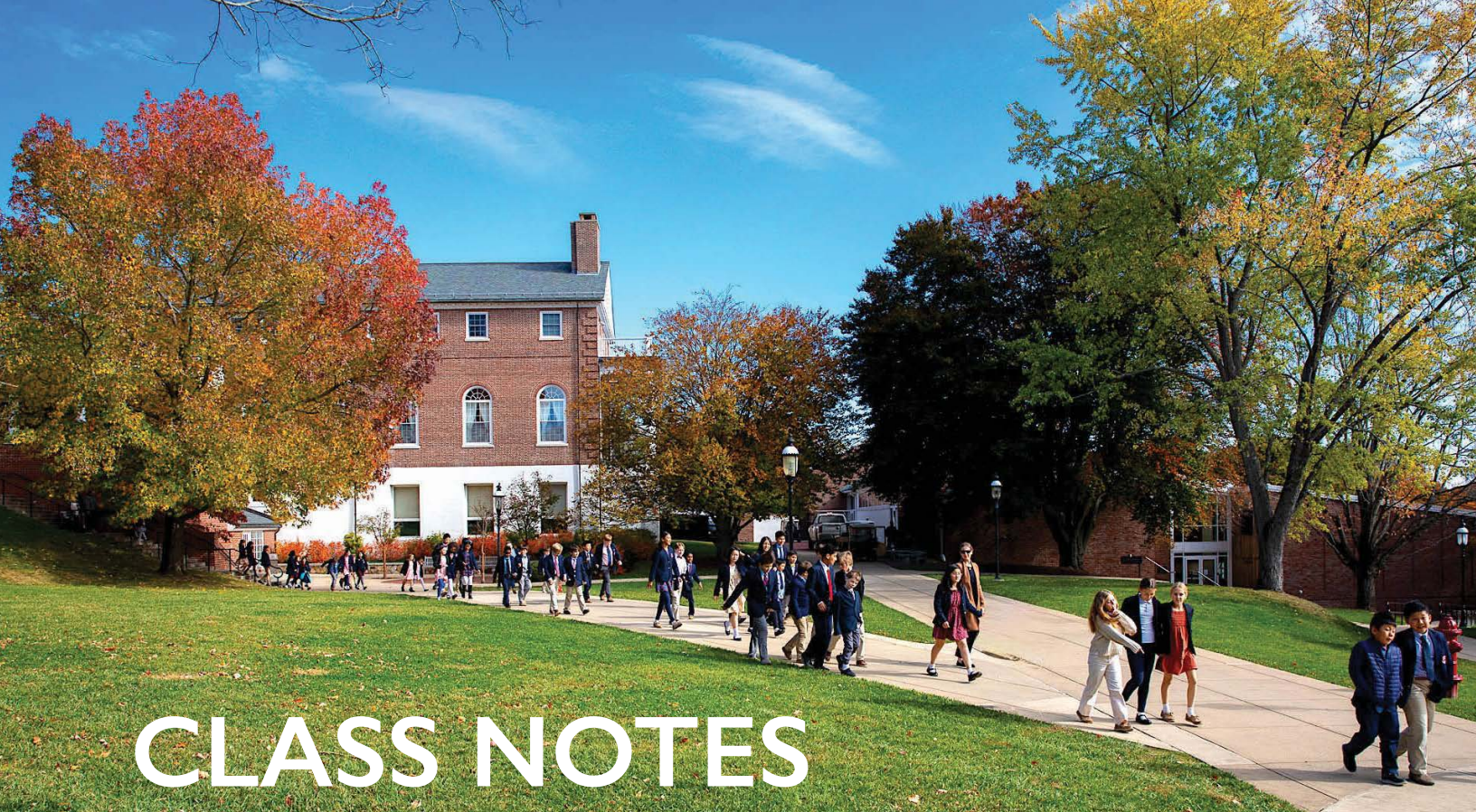
Are there aspects of the Fay language program that you are particularly proud of?

I feel so lucky to have the group of people that we do. We have a culture in our department where we're extremely supportive. We have this camaraderie and sense of mutual respect that I feel is really foundational to education and working with children. And I feel like our emphasis on supporting our students has also translated into how we support one another.

You've also experienced Fay as a parent. How has your daughters' experience shaped your perspective on the school?

It makes my heart swell to think about what they've had here. Fay really taught them to be independent and to stand up for something that's important to them. I feel like they have been so supported by their teachers, they've learned self-advocacy, and opportunities like giving speeches starting in third grade just really helped their confidence. They've never felt like there was something they couldn't do.





CLASS NOTES

1951

ALAN BROOKS writes, “Still heaving the shot put around in competition in New England. Managing to keep from dropping it on my foot! Not sure just how much longer I can keep this up. The younger guys say they are inspired by me, which may or may not be a compliment.”

1955

BRUCE BENNETT LAWRENCE shared a photo with the caption, “A happy April moment in New Haven: I was back at Yale for a conference and revisited this legendary eatery in Wooster Square to share its delight with my wife. We’ve gotten older but this fare is still fresh and delicious.” See Bruce’s photo in our Alumni Scrapbook on page 55.

1957

DAVID RASSIN reports, “At the ripe old age of 81 I have stepped down from my roles as an educator, mentor, and

researcher at The University of Texas Medical Branch at Galveston. I have been honored with the award of the title Professor Emeritus, and in my retired role I will still do some mentoring. Fay played an important role in getting me started in the world, and I am truly grateful.”

1973

News from **JEFFREY JAY**: “Speaker of the House Mike Johnson and I met at my office to discuss upcoming health care legislation.” (see page 55)

1978

From **LIBBY HARLOW ROBINSON**: “After 20 years of living in Manassas, Virginia, I have moved to the mountains of eastern Tennessee. My partner and I have built a beautiful home on the top of a ridge and are enjoying the views from our front porch and from our pickleball court. My kids are both grown and living their best lives, one in London, UK and one in Rochester, NY. Would love to

see anyone who is in the area or passing through on I81.”

1997

JEN KESSLER writes, “Our family just relocated to Aiken, SC so that I can more seriously pursue my riding.”

2006

BYRON LYNN was married to Lindsay Wilken this September, and **NATHANIEL CUNNINGHAM** and **JOHN DOMOLKY** were both groomsmen. (see page 55)

2010

We heard from **SOPHIA STEINERT-EVOY**: “I got married this summer, and my classmates **GABBY EDZIE** and **KT FIRSTENBERGER** were both there. My mom, Rev. Alexandra Steinert-Evoy, former English teacher and chaplain, performed the ceremony.” (see page 55)

2011

Congratulations to **EMMA BAUMBACH BOLTON** on her marriage to Kyle Bolton! Many members of the Fay community were in attendance—see the Alumni Scrapbook on page 54 for a photo from the event.

2012

SAM VOGEL shares this news: “I moved to Princeton, NJ last year, and I’m in my second year as a third and fourth grade science teacher at Princeton Charter School. It has been a busy few months as I traveled to Iceland for an educator trip in July, where we explored the island nation’s geology, volcanoes, natural history, and culture. I then taught summer courses in bioengineering and environmental science at the

Lawrenceville School Summer Scholars. As I settle into fall, I have commenced a Master of Education degree online with Northeastern University Graduate School of Education. Most importantly, I am moving in with my girlfriend Anne Marie, and we are both excited for our new apartment in Princeton. I hope my Fay class is all doing well!”

2014

SARAH AND STEPH PEARSON are living together in South Boston not far from their sister, **SYDNEY PEARSON '16**. All three get together frequently for “sisters’ dinner,” and, coincidentally, all three are in the medical field. Sarah is an RN working for Beth Israel in Chelsea and Milton, on staff at an urgent care and in the ER, respectively. Steph is a third-year dental student at Boston University,

and Sydney is an RN full time at Beth Israel’s main campus.

2015

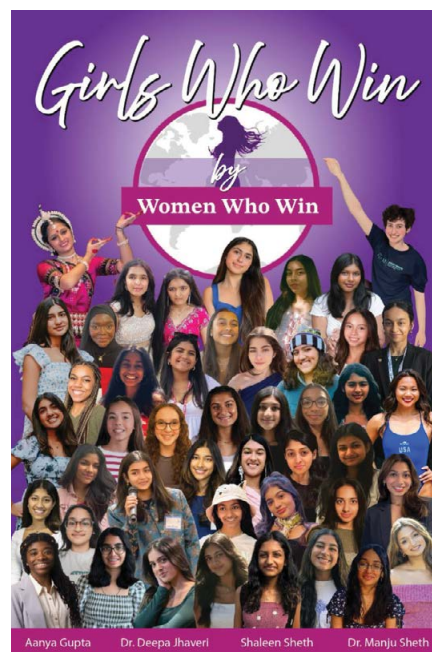
After 26 months on the job, **INDIA SHAY** was recently promoted to Manager of Content and Communications for the Vegas Golden Knights. Since joining the Knights organization, India has been a key contributor within the Communications and Content team performing a variety of functions. In her new position, she will take a more influential role with day-to-day player and coach media/interview requests, lead gameday staff, oversee all gameday media operations, and manage all league-required publications. She will also continue to manage gameday credentialing needs and contribute across their social platforms.

Blazing a Path in Health Sciences: Jaya Kolluri '21

Jaya Kolluri '21 was recently featured in *Girls Who Win*, a compilation of stories about teenage girls from diverse cultures and backgrounds who are making waves as the next generation of leaders in their fields, whether as artists, student government leaders, athletes, or STEM innovators.

Currently a first-year student at Brandeis University pursuing a degree in Health: Science, Society, and Policy, Jaya is focused on developing next-generation healthcare technologies that address medical conditions with a patient-centric approach. Outside the classroom, she is expanding on her studies with research and teaching experiences. Jaya recently served as a research trainee in the Department of Radiation Oncology at Brigham and Women’s Hospital, where she used AI and natural language

processing methods to curate oncology data. She also worked as a teaching assistant at the Harvard T.H. Chan School of Public Health, instructing high school students in statistics and R programming; in February 2024, she delivered the welcome speech at their ASA Introduction to Data Science Workshop. Jaya has also been featured in several periodicals, including “Embracing AI-Driven Education: The Potential of ChatGPT as a Valuable Learning Tool” in *AMSTAT News* in September 2023, and “Understanding the Relationship Between Low Birth Weight and Gestation Periods Using Regression Modeling” in the *International Journal of High School Research* in April 2023. We’re excited to see where Jaya’s hard work takes her.



2016

KAITLYN MACDONALD is currently in her first year of medical school at SUNY Upstate in Syracuse, New York.

2017

SOPHIA SHAY graduated from Boston College this past spring with a bachelor's degree in English. She recently moved to New York City and serves as Assistant to Kerry Kennedy, President of the Robert F. Kennedy Center for Human Rights. **ELIZABETH DESIMONE** graduated cum laude from Providence College in May 2024 with a bachelor's degree in marketing. She is in the sales training program at Dell Technologies in Hopkinton. **CATHERINE PELLINI** will graduate this year from The College of the Holy Cross, where she is majoring in political science, minoring in deaf studies and concentrating in women, gender and sexuality studies. Catherine was elected as president of the Alpha Sigma Nu Jesuit Honor Society and into Pi Sigma Alpha the National Political Science Honor Society. She serves as chair of the Student Government Judicial Counsel, is a nationally certified peer educator, and served as a legislative intern to Senator Elizabeth Warren during her Washington semester. She was recently awarded the Dana Scholarship recognizing her leadership and scholarship at Holy Cross. Catherine is a strong advocate for women and children serving as an intern to both Abby's House, a women's shelter and for

CASA—Project Worcester. Catherine plans to attend law school in the fall of 2025.

2020

CAROLINE DESIMONE is a sophomore at Colby College, where she is pursuing a double major in government and psychology. She is also on the softball team, which competes in the NESCAC.

2021

After graduating from Lawrence Academy last spring, **ALY BELOFF** is now a freshman at Hobart & William Smith College in Geneva, New York. She is studying to be a biology major with a minor in aquatic sciences and continues to take art classes as part of her freshman studies. **MATTHEW SMITH** was named a Semifinalist in the 2025 National Merit Scholarship Program this September. He is now a senior at Lawrence Academy, where he received both the Brown Book Award and the Rensselaer Mathematics and Science Award in April of his junior year.

2022

NICHOLAS BARRON is a senior at IMG Academy in Florida. He was recently honored to become a member of the National Honor Society and will be attending Northwestern University in fall 2025, where he will be playing baseball. **ANIKA BHATNAGAR** is currently a

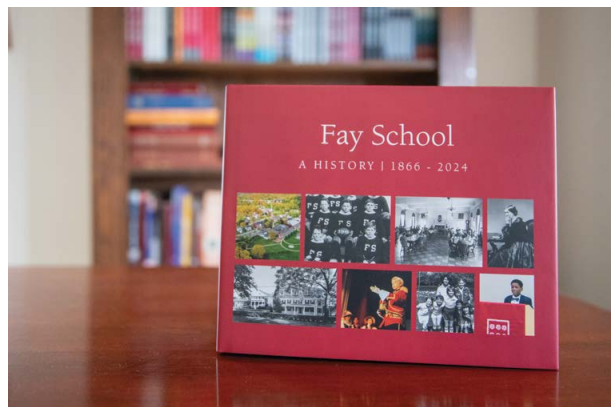
senior at Phillips Exeter Academy. She recently received a Gold Key in the Scholastic Art & Writing Awards in recognition of her photography, and she has launched a media arts production company to work with young aspirants in India's film industry. She has also received recognition and awards within Exeter's art programs. **CHLOE KIM** is a senior at Tabor Academy and recently performed with the Tabor Dancers at the New Bedford Art Museum as part of the museum's monthly interactive series, "Twirl & Whirl"; the event was themed around artist Alex Buchanan's display, "Inclined by Aberration."

2023

SEAN ATKINS is active in Suffield Academy's performing arts program. Last year, he was cast in the ensemble for the musical *Mean Girls*, and this year he has been cast in a lead role in their upcoming production of *In the Heights*. **NICOLE LEFAVOUR** is at Deerfield Academy, where she is a three-sport varsity athlete. She ran on Deerfield's varsity cross country team, finishing in first place for the team at the NEPSTA D1 Championship Race. In the winter, she competed on Deerfield's varsity squash team in the US Nationals in Philadelphia. Nicole also led the girls varsity softball team in the spring as their pitcher, pitching every game for Deerfield. Nicole is grateful that she has been able to build on her achievements from her years at Fay.

Have you bought your copy of the Fay History yet?

Don't forget to grab your copy of *Fay School: A History*. This beautiful, full-color edition includes archival photos that tell Fay's story from its founding in 1866 to 2024. Visit fayschool.org/schoolstore for more information, or call the School Store at 508-490-8275.





Tyler Bois '19 with parents Chuck and Melissa Bois at the Boston Heroes Breakfast



Everyday Hero: Tyler Bois '19

On April 4, 2024, Tyler Bois '19 was honored at the American Red Cross 2024 Boston Heroes Breakfast for saving a woman and her two daughters from drowning at Mayflower Beach on Cape Cod. The annual awards ceremony is held at Boston's State Street Bank, and it pays tribute to first responders and good Samaritans who make a difference in their communities through acts of courage, kindness, and service.

It was towards the end of Tyler's shift on July 27, 2023, when a fellow guard noticed signs of struggle from a trio of swimmers. A shift in the wind and current was pulling the swimmers further away from shore, and they were clearly in distress. A veteran guard, Tyler grabbed his board and was the first in the water. He reached the barely conscious mother, pulling her and one daughter onto his board. The other girl, who was unconscious, was placed on another

guard's board behind him. Fighting the choppy waves and weight of the swimmers, Tyler paddled hard to get back to shore, knowing that time was crucial. The guards worked side by side in two groups on the sand. One girl did not have a pulse, and chest compressions were started in the water and continued on shore until signs of breathing returned. Two swimmers were placed on their sides in the recovery position to get the seawater out of their lungs.

It was only after ambulances took the three swimmers to the hospital that Tyler and the other guards had a chance to start processing what had just happened. Even though they had done all they could in the moment, they still weren't sure everyone would be okay. "As lifeguards, we were always told to prepare for the worst, and in the moment, we were thinking the worst," he recalls. When they got word two hours later that all

three swimmers were expected to recover fully, they took a moment to recognize what they had been through together. "We all came together and talked about how well we did and that we were proud of the guy next to us."

The recognition at the Boston Heroes Breakfast was an opportunity for the lifeguard team to come back together and share the moment with their families. "Being recognized in front of my peers and family for one of the proudest moments in my twenty-one years of life felt unreal," says Tyler. It was a day to appreciate one another and the experience they shared. "Together, we did something great and had each other's backs the entire way. My family has been there for me the entire trip, and seeing them in the audience supporting me again made me feel on top of the world."

Fay on the Road

Head of School Susanna Waters, Director of Advancement Rob Crawford, and Head of Upper School Jake Sumner were just a few of the Fay administrators, faculty, and staff who ventured beyond Southborough to connect with alumni near and far. Right before we went to press, Susanna also visited Taipei, Shanghai, and Beijing, and we look forward to sharing those photos in a subsequent issue. Alumni friends, stay tuned—we hope to be headed your way for a visit soon!

SEOUL



In August, the Korean Parents' Association hosted a reception in Seoul for members of the Fay community.

HONG KONG



Fay past parents, current parents, and alumni gathered at the Aberdeen Marina Club in Hong Kong for a reception.

MEXICO CITY



In November, Susanna, Jake, and Rob, along with Associate Director of Admission Matt Greene, connected with Fay community members in Mexico City. Susanna, Jake and Matt enjoyed a tour of Coyoacan and the Frida Kahlo Museum organized and led by Ana Ortiz Diaz and Roy Jurado Botello, P '19, '23, '25; they also visited the American School Foundation, where they met with Head of School Kolia O'Connor.

BOSTON ALUMNI RECEPTION



Fay community members from across the decades gathered at The 'Quin in Boston this past November for a reception honoring leadership alumni donors to the Fay Fund. Top row, left to right: Head of School Susanna Waters, Robin Giblin P '21, '25, '28; Kinsley Perry '97, P '26, '27, '29; Sarah Robbins Mars '83; Tony Mallozzi '97; Kinsley Perry; Brad McCarthy '95; Kinsley Perry, Joyce Chen '94, John DeSimone '84, P '17, '20; Kristen Connell '82, Bottom row, left to right; Advancement Officer Stephen Gray; Mary Ellen Bresciani; Jim Millea '64; Brendan Giblin '92, P '21, '25, '28; Robin Giblin; Sheri Paquette P '27, '29, David Paquette '87, P'27, '29; Mary Whittemore, GP '23, and David Whittemore '53, P '83, 84, GP '23

BACK TO SCHOOL: CAMPUS VISITS TO YOUNG ALUMNI



This fall, Willie Waters visited Fay alumni at Phillips Andover Academy and Brooks School.

Far left photo, top row: Elliot Chang '24, Daniel Zhang '24, Aden Hwang '23, Harry Wang '24, Brady Nelson '24; middle row: Annabelle Wu '23, Jacqueline Li '23, Kaliah Fortune '22, Anny Wang '22; front row: Natsuki Nishi '25, Mila Fan '25, Isabella Park '23, Lily Liu '23, Keren Song '23

Top right photo: Grace Pilkington '23, Claire Ham '24, and Fernando Rivas '23

Bottom right photo: Mujeeb Amin '21, Leo Charlamb '23, Daniel Mensah '24

Alumni Scrapbook



Nathaniel Cunningham '06 with Byron Lynn '06 and John Domolky '06, at Byron's wedding to Lindsay Wilken



Gabby Edzie '10, Kt Firstenberger '10, and Sophia Steinert-Evoy '10 at Sophia's wedding



Congratulations to Emma Baumbach Bolton '11 on her marriage to Kyle Bolton! Top row, left to right: Tom Crotty, P '11, Robert Baumbach, P '07, '09, '11, Sydney Howard '11, Sean Crotty '11; Middle row: Katie Fuller '11, Diana Zito, former faculty, Lisa Baumbach P '07, '09, '11, Aubrey Baumbach '09, Hannah Marden '11, Shari Crotty, P '11, Terri Morte, P '08, '09, Karen Muggeridge, P '05, '09, John Muggeridge P '05, '09; Bottom row: Hannah Fuller '11, Paige Crotty '11, Emma Baumbach Bolton '11, Jill Baumbach '07, Steve Morte P '08, '09, and Carolyn Kiely P '09, '11



TOP ROW:

Members of the Class of 2023 on Nantucket this summer—Henry Wood, Alex Yeomans, Brady Prefontaine, Parker Friedman, and Danya Mooraj; Bruce Bennett Lawrence '55 at Frank Pepe, his favorite New Haven pizzeria; Danielle Grenon '25 (St. Mark's) and Anny Wilson '25 (Worcester Academy) with Fay faculty member Dan Roy at a recent field hockey game

MIDDLE ROW:

Chloe Kim '22 performing with the Tabor Dancers at the New Bedford Art Museum; members of the Class of 2024 at a recent soccer game—Emily Morgan (St. Marks), Reese Friedman (Tabor Academy), Annie Koziol (St. Marks) and Teagan Cavanaugh (Tabor Academy); Jeffrey Jay '73 with Speaker of the House Mike Johnson

BOTTOM ROW:

Nicole Lefavour '23 pitching for Deerfield



In Memoriam

Dr. Kenneth Allen Marshall '52

July 30, 2023

Dr. Kenneth Allen Marshall passed away on July 30, 2023 at his rest home in Charlton, Massachusetts. Ken was born in 1938 in Boston and raised along with his brother, Brian, in Framingham by his parents, Mary and Nathan. After Fay, he was educated at Exeter Academy, Harvard College, and Columbia Medical School.

After medical school and following two years of training in general surgery, Ken joined the Flight Surgeon Program in Pensacola and eventually embarked on the *U.S.S. Intrepid* based in Norfolk. He made two *Intrepid* cruises to Tonkin Gulf and Vietnam from 1966 to 1969. He had many memorable experiences, including participating in the emergency care of the injured in the *U.S.S. Forrestal* fire in 1967. For this, Ken and his colleagues were awarded the Navy Commendation Medal.

Following his discharge from the Navy, Ken completed training, first in general surgery and later in plastic surgery and returned to Boston to establish a medical practice, raise a family, and teach at Harvard Medical School. His medical practice was affiliated with several Boston-area hospitals, including Mount Auburn, where he served as Chief of the

Division of Plastic Surgery. During his career, Ken also served as the President of the Massachusetts, New England & Northeastern Societies of Plastic Surgery.

Following his retirement in 2014, Ken continued to serve on the Board of Former Crew Members of the *Intrepid* and traveled the world, including to Guatemala, where he assisted with volunteer surgical and medical work. He also acted as the Chairperson of the Cocoanut Grove Fire Memorial Committee. Ken is survived by his two sons, Torrey '90 and Adrian; and his four grandchildren, Aspen Rose, Sedona, Helen, and Adeline.

Michael de Rham '61

September 30, 2024

Michael M. de Rham, 77, passed away at his home in Rutherfordton, NC on September 30th. Born in Tuxedo Park, NY to Frederic Foster de Rham, II and Frances (Blagden). He attended the Tuxedo Park School, Fay School, St. Mark's School, and graduated from Lake Forest College in 1969. He was a master gardener, a man of faith, a star athlete, and a lifelong Yankees fan. He is survived by his wife, Faye, his two sons, Collin and Meredith (Morgan), and four grandchildren, Lion, Theobald, William, and Augustus. He was predeceased by his brother, Frederic Foster de Rham, III.

Dale Farmer '62

August 24, 2023

Dale Talbott Farmer, 76, of Westborough, died at home on his birthday, August 24, 2023.

He is survived by his brother, Forbes Farmer; his nephew Seth Farmer, wife Katrina, and their son Jackson; and his nephew Jonathan Farmer, wife Danica Novgorodoff and their two daughters Ismae and Ada.

Dale was the youngest son of the late Edward W. Farmer and Esther J. Forbes Farmer. In his youth, he studied and traveled abroad. He also spent many summers as a camper and counselor at Medomak Camp in Washington, Maine, where he occasionally played golf with Babe Parilli, quarterback for the old Boston Patriots. After Fay, he graduated from Tabor Academy and from Nichols College with a bachelor's degree in business administration.

Dale managed the Marshalls department store in the US Virgin Island of St. Croix, was a department manager for Sears and Roebuck and a manager at a Koala Inn. Forty years ago, he became caregiver to his ailing parents and other elders. He was intrigued and humored by his young nephew and nieces whose talents, energy and curiosity he admired. He loved watching golf, staying current with local and national news, waving enthusiastically at neighbors, meeting new people, and giving rides to dear friends who could not drive. A few neighbors called him "Doc" because he reminded them of the character in "Back to the Future."

Dale was quick-witted, thrifty, humorous, compassionate, kind, gregarious, of orderly mind, and also somewhat reclusive and eccentric. He had a good soul and despite growing up with some privilege, he suffered a hard life and often identified with kindred spirits. He was most appreciative of neighbors, friends, and cousins who for the past several years brought him meals and helped him fix things and install electronics in his home. He routinely sent thank-you notes to his bankers, physicians and nurses. Dale never forgot birthdays, and his Christmas cards were always the first to arrive. He loved eating tacos and hot dogs on the fourth of July.

Jason Hamel '94

September 12, 2024

Jason M. Hamel of Palm Springs, California, formerly of Southborough, Massachusetts, passed away suddenly in

Palm Springs on September 12, 2024. He is survived by his mother, Maryann Rossley and her husband Jay Rossley of Southborough and his father Charles Hamel, Jr., of Wendell, Massachusetts. He also leaves behind his partner Jim Lande of Palm Springs and a large circle of family and close friends from coast to coast. He will be missed by all.

L. John Gillespie III, former faculty

November 12, 2024

Louis John Gillespie III "John", died peacefully in his sleep at home on November 12, 2024 after a courageous battle with dementia.

John was born May 16, 1940, in Cambridge, Massachusetts, and grew up in Massachusetts and New Jersey. He was a graduate of the Teacher's College of William Paterson University in Wayne, New Jersey and a graduate student at Clark University, Worcester, MA where he met his wife Susan (nee Bruce) Gillespie. He is survived by his wife of 60 years, Susan. They have one son, Mark of Altoona, WI and two grandchildren.

He began his professional career as a dorm master and teacher at Fay and then taught at The Rivers School in Weston, MA for over 25 years. He taught in the Science Department and a popular, long-running course for seniors in Cultural Anthropology. An avid outdoorsman and adventurer, he founded the Rivers Outing Club, offering students opportunities to discover and enjoy the wonders of nature and the outdoors.

He was an active runner and loved all sports, coaching football, soccer, lacrosse and his beloved cross-country for many years. He received the Rivers School's Athletic Department Distinguished Service Award '99. He was also the long-term director of Camp Nonesuch, an ecologically minded alternative summer camp. John was an Adirondack '46er, meaning that he had climbed the 46 highest peaks in the Adirondacks, all over 4,000 feet.

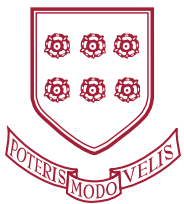
John's faith was one of the bedrocks of his life. He served several parishes as a warden and/or vestry member and was a talented choral singer, soloing in many church choirs throughout the years. He taught himself to play guitar and enjoyed classical and folk music throughout his life. He was very proud of his Scots heritage and was a member of the McPhersons of Clan Chattan.

~ JUST ONE MORE ~

Northern Lights
over Fay School,
October 2024

Photo by Jill Anthony





FAY SCHOOL
48 Main Street
Southborough, MA
01772