innovating education
the value of balancing social and emotional development with academics

UPDATES | ALUMNI PROFILES | FACULTY
SUMMER 2018

The Blue & Gray is an annual publication of Friends Academy, a co-educational independent day school located in North Dartmouth, Massachusetts. Friends Academy serves students from Early Childhood through eighth grade. The Sally Borden Program is a part of the Friends Academy community.

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BECAUSE IT’S IMPORTANT.
As a part of the FA commitment to the environment, the BLUE & GRAY is printed on 100% recycled paper with soy-based inks.

The “Graduation Scream” is an opportunity for matriculating eighth graders to release nervous energy before the ceremony and get excited for their culminating event. It’s also become a fun tradition!
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Dear Friends,

With a headline like “Innovating Education,” it would be understandable for one to expect this edition of the Blue & Gray to be a celebration of technology at Friends Academy. While academic technology (see Jonathan Felix and Putnam Murdock’s excellent piece: “Make Some Noise”) certainly is part of innovation in education today, the reality is that innovation at Friends Academy is deeply rooted in relationships.

I have been fortunate in my first year as Head of School to have dozens of opportunities to sit down with members of the extended FA community – those from the 1930’s to those at the school today – and to ask about their experiences at Friends. From alumni to former and current teachers and from grandparents to past and present parents, what I hear over and over again is that the culture of kindness, respect, and curiosity, and the relationships that spring from this culture, are what sets an education at Friends Academy apart.

As you explore the following pages, I hope you enjoy reading how the Friends Academy of today continues to celebrate and build upon relationships. That is the basis for innovation and the future of teaching and learning at 1088 Tucker Road. Pieces on topics as disparate as the value of diverse points of view, finding value in an Independent School education, and honoring the behind the scenes work of our Maintenance Department clearly demonstrate that the people of Friends Academy are what have fueled us in our past and present and what will continue to inspire us in the future.

Most sincerely,

Ben Kennedy
Head of School
differences make way for innovation
NEW PARADIGMS

DIVERSE POINTS OF VIEW FROM BOTH STUDENTS AND FACULTY

It is the last All-School Meeting of February, and the agenda is packed. Fourth grade students are presenting a living timeline of various civil rights events while fifth graders present an original song they’ve written to complement the sentiment of freedom and change echoed in their Revolutionary-Era Wax Museum presentations. One of the living timeline posters says, “Living Rock 9 Integrations” while another says, “Marriage Equality Act.” Two weeks before, Diversity Group honored the brave men and women who gave their voices to help end segregation in our country, as well as share their dreams of hope for the future. Both faculty and students alike participate in the open and inclusive conversation of “Who are we?” and “How do we work together as a part of something greater?” And it’s a conversation that happens all year round. It’s more than just studying historical markers like Women’s Suffrage or the Civil War, it’s recognizing the need for inalienable education; the history, art, science, and experience of all of us. The sum total that is undeniably human. Where do we begin? With kindness and curiosity. With gratitude and open conversation. Our faculty have a keen awareness of age-appropriate topics and conversation, and, as demonstrated by Diversity Group, both Middle and Lower School students are invited to participate in a voluntary group who present topics to the rest of the school.

This eager group comes together for lunch once a week to explore, discuss, and celebrate diversity in our school, community, country, and world. Multi-tasking while eating, students participate in an opening activity or presentation. Every month the group decides on a topic to explore, most topics coming from student suggestions. Smaller sub-groups then come up with a proposal to explore the month’s topic through various vehicles: All-School Meeting, bulletin boards, and suggested activities for Lower School classrooms and Middle School Advisories. Exploration and discovery are the catalysts for curiosity and asking questions; to encourage the practice of opening our eyes, minds, and hearts through meaningful connections. It’s a wonderful example of how we practice the Friends Academy mission to instill “...respect
for diversity and differences; and sense of wellbeing needed for a lifetime of learning and personal growth."

Diversity Group has sent 13 students over the past year to different conferences where they connect with students from other schools and backgrounds - learning about and appreciating differences and different journeys, and discovering what they share with each other. They take a variety of workshops, and they listen to incredible keynote speakers from around the country. These are valuable opportunities for growth, learning, and connecting.

Diversity Group is only one aspect of the FA approach in respecting differences.

**SPANNING THE SCHOOL & COMMUNITY**

Earlier in the year some of our youngest students shared a presentation on, “What is a Family?” Their song and colorful drawings shared the examples of families that might have only one parent, or two moms, or speak two languages, yet all had a common thread, love. An open mind and an open heart are an integral part of the curriculum throughout the entire school.

On a blustery March day, eighth graders in Morgan Lord’s class are visited by Judge Panos, a father of two FA alumni, who discusses the role of the court and the importance of why establishing legal precedent matters and how it relates to their studies in the civil rights movement.

“I appreciate the integrated perspective that FA has,” shares Kristin Morrissey, a parent of two current students and two alums, “Everything is connected and [it] informs our perspective on community… Morgan’s class had a huge impact on Zoelle’s approach [to our community fundraiser].”

Recently, Mrs. Morrissey’s children played a benefit concert for Immigrants’ Assistance Center, Inc. of New Bedford, MA. The band, comprised of all four Morrissey children: Zan, 17, Zoelle, 15, Henri, 13, and Wilson, 11, raised approximately $26,000 in efforts to put their music into meaningful activism. After learning about the situations of many local families affected by DACA (Deferred Action for Childhood Arrivals), the Morrissey’s took action.

Mrs. Morrissey glows with pride when she reflects on the recent event. “FA shows that students have an obligation to each other, that they need to be awake and alive to the world around them.”

Diversity at FA includes differences in the ways we learn as well. Through the Sally Borden Program, students understand that assessment and expression come in many forms. Students create, write, act, and use technology in various forms in order to process and share their learning.
“Learning, just like people, comes in all shapes and sizes.” Our students are integrated in a way that allows them to share the common experience of being an elementary or middle school student, they help each other in seeing new ways of approaching challenges. Each of our brains works a little bit differently, and by sharing core elements of our programs, students see that just because someone learns differently it doesn’t mean that any one student isn’t capable of achieving success. Our differences often allow us to view and solve challenges in a new way. Differences make way for innovation.

DEVELOPING AS EDUCATORS

Diversity isn’t just something we should passively experience, it is something we strive to share and foster through dialogue, interaction, and continued education. This past year, Athletics Director, Michael Williams and former Head of Middle School, Sean Hamer presented at the POCC, the People of Color Conference, in Houston, TX.

“The idea is to celebrate diversity, but really it’s a venue for tough subjects to be discussed,” shared Mr. Williams. “I was hesitant to accept Sean’s invitation to participate at first because my schedule was already so busy, but when I got there, I saw that it was more than just presenting and attending workshops. The networking was extremely powerful.”

Mr. Williams and Mr. Hamer (along with Marlon Henry from the Gordon School) presented Murphy’s Law or Your First Year in School Leadership: Practical Problem Solving and the Unexpected Challenges, in order to “Investigate the cultural dynamics that impact leaders of color.” Participants took a personal skills inventory, reviewed case studies, and would role play various scenarios in order to get a different perspective of managing challenging situations that often face newly appointed school leaders.

“The idea is to celebrate diversity, but really it’s a venue for tough subjects to be discussed.”
The faculty demonstrate a commitment to diverse paradigms through professional development, the sharing of knowledge via presentations and articles, volunteerism and personal growth. Whether it’s a road trip to Selma, bringing students to a Naturalization Ceremony, walking in the Women’s March, growing thousands of pounds of food in our school garden for a local food pantry, bringing supplies to Haiti, or building shelters for environmentally impacted birds, our faculty and staff value the importance of actively participating in vibrant citizenship. They are stewards and role models hoping to cultivate the great minds of the next generation.

“The benefits of the education my kids are receiving are so ingrained in our family culture... it comes back to the faculty and the class size where our kids are seen for who they are, and engage in the educational experience as they are,” reflects Kristin Morrissey again. “What they get out of that experience... the self-management, the self-awareness... allows them to not only share of themselves but also allows them to be more open to the opportunities and challenges in front of them.” Here, the students are celebrated for the diverse gifts they bring and are encouraged to develop and share them beyond the walls of Friends Academy.
“...our kids are seen for who they are...”
Getting Ahead

An Interview with Ben Kennedy

During the course of his first year at Friends, our Head of School Ben Kennedy has become acquainted with his new school and new community. Previous experiences in three other schools have helped him to settle in quickly and begin to share ideas to help advance the mission of our school.

Mr. Kennedy, his wife Christina, and their three children Emma (6), Gibson (4), and Evelyn (20 months) came to us from Ipswich, MA where Mr. Kennedy was the Head of Upper School and Assistant Head of School at Shore Country Day School in Beverly, MA. But his story and love for helping young minds grow begins many years and miles before that. In fact, you might say it’s in his blood.

Mr. Kennedy considers both western Pennsylvania and southern Vermont equal parts home. He recalls playing on and exploring the 400 acres of the Valley School of Ligonier campus and investing sweat equity at his family’s home in southern Vermont. These experiences gave him both ties to the land, as well as a disposition to be a die-hard Pittsburgh sports fan.

The educational field wasn’t always in his sights - in fact he swore he’d never get into education. Both of his parents were in education, and for many young people this could be reason enough not to pursue a particular field. Ben found himself looking at internships with a design builder, a family foundation, and a consulting company. His first ‘real’ job out of college, however, was at Episcopal High School in Houston, Texas. At Episcopal, Ben taught history, coached soccer and lacrosse, and served as Director of Development for Breakthrough Houston. A national non-profit, Breakthrough’s mission is to “1) increase academic opportunity for highly motivated, underserved students and get them into college ready to succeed; and 2) inspire and develop the next generation of teachers and educational leaders.” Though he loved his job, and the city of Houston, an opportunity to return
to his alma mater, St. Andrew’s School in Delaware, was too good to pass up.

Originally hired as the Director of Annual Giving, as well as a dorm parent and soccer coach, over seven years he moved out of the development office and into teaching history and English, as well as administrative roles such as Chair of the Honor Committee, Dean of Freshman Boys’, and Interim Dean of Students. It was at St. Andrew’s that he met and married his wife Christina, also the child of a Head of School. At 29 years old, and having held a variety of positions, he began to look at other growth opportunities, and an opening at Shore Country Day School gave him a “good gut feeling.”

“What stood out about Shore was the opportunity to be mentored by someone who shared and encouraged my approach to education,” reflects Mr. Kennedy. Larry Griffin, an educator who recently retired after thirty years as a head of school, was, “remarkable; he was open to change but conscious of tradition. He taught me that you can’t lose sight of where you’ve been, but there’s a balance between evolving and staying philosophically consistent. His core values centered around a desire to be better for our children.”

This shared philosophy between Mr. Griffin and Ben formed the basis of their eight-year partnership at Shore Country Day where Ben served first as the Head of Upper School (Grades 6-9) and then, for the last couple of years, also the Assistant Head of School.

In the winter of 2017, Ben Kennedy was invited to join the Friends Academy community as Head of School.

When asked if he had any goals or particular thoughts after his first year at Friends Academy, Mr. Kennedy shared that he wanted to emulate the balance that his mentor impressed upon him. “I’ve thought a lot about how we can change the
definition of ‘challenge,’ for instance. In the past it’s been a function of volume and pace. But what is it that we value? If the answer is academic challenge, how do we morph this into something that encompasses other valuable aspects of education? And how do we expand this beyond our current students and parents and into the wider community?”

Mr. Kennedy notes that the timing of the Association of Independent Schools of New England (AISNE) self study is a good way to review and implement the growth of the school’s core values. Since the last AISNE accreditation was before the creation of the Sally Borden Program, we have the opportunity to think critically about our common language, experience, and a process that makes sure we are working in concert for the benefit of our students. “The accreditation process leads to natural strategic planning that allows our Board of Trustees to think critically about the present and look forward to the next ten years. It ensures that we have a strong underlying structure, a good through-line engaging students in their own learning. It creates partnerships and context, making connections between student agency, traditional learning, and open learning. It connects students to purpose.”

Mr. Kennedy enjoys sharing his love of athletics and the outdoors. He was recruited to play soccer at Dartmouth College, but admits that his first sport was really field hockey. Tagging along with his mom, who was a coach, when he was younger, he learned about the benefits of coach-player-team relationships. “I like how a good coach can give instruction, context, and structure before a game, but once the game begins, a coach has limited control as to what actually happens. The players have to learn by doing. I remember appreciating coaches who gave clear, intentional objectives but were also comfortable with stepping back and allowing things to take shape out on the field.” Mr. Kennedy compares this style of coaching to both being a teacher and a parent. “As adults we often want to ‘blow the whistle’ and call the shots, but if we step back we can find that there is more meaning in the experience, even if there are missteps along the way. It’s where true learning can occur. It’s a place to build from.”

Mr. Kennedy’s first year has been a good start. We hope that if you haven’t already done so, you’ll take the opportunity to welcome him to the Friends’ community. We look forward to building together!
FINDING VALUE

BY KATHERINE ROBERTS-GAUDET

The Admission visit unfolded as they often do. We talked about the couples’ children; we discussed Friends’ mission, the philosophy of teaching and learning, and how we cultivate our culture. After the tour, we wrapped up with more practical questions: When does school start and end? How does lunch work, drop off in the morning and dismissal in the afternoon?

Most of my conversation was with the mother so at the end of our time together I asked the father, “Do you have any questions? I’ve noticed you have been thoughtfully quiet through the conversation.”

The father smiled broadly, crossed his arms in front of him and said, “I’ve been thinking of why I should pay the money for my children to go here when they can go to their public school for free.”

An excellent question! How does one quantify the value of a school when so much of it occurs outside the data sets of grades and test scores? So much of what happens in a school is based on the day-to-day give and take between teachers and students, the catalyst of learning in new and novel ways, and the culture that binds everyone together.

The answer that immediately popped into my head to this father’s question was “It’s all about relationships.”

Middle School by his teacher, Claudia Richards, who noticed his aptitude. She began to give him extra work to take home, projects to complete; she fed his curiosity and interest. Our basement became his lab!

Later on when Justin was a freshman in college he called me and said, “Mom, I just wanted to thank you for Friends Academy. Kids all around me are dropping like flies. They don’t know how to manage their study time, take notes, do research or write papers. In my mind I thought, “Thank you Ms. Fair,” his social studies teacher in seventh and eighth grade, who had so ably taught her students these very skills.

Charles has always loved the outdoors and shared that affinity with Charley Pelissier, his fifth grade teacher who was a Boy Scout leader in a different troop than Charles’. Over the ensuing years, Mr. Pelissier offered support, encouragement and advice as Charles worked his way to become an Eagle Scout. At his Court of Honor, Charles gave Mr. Pelissier the Mentor Pin to acknowledge him as a significant person who offered guidance and inspiration during Charles’ life.

Parents intuitively understand how valuable their children’s relationships with their teachers are. Sheri Costa (past parent) shares, “Choosing the right school for your child makes all the
difference in their education. Students at Friends Academy are celebrated for their individual strengths and taught how to use their strengths to work with their weaknesses, creating a well-rounded student ready to face all of life’s challenges. It is the daily positive encouragement, teaching tailored to the specific child and the thoughtful and patient teachers willing to do what is needed to help a child succeed that makes a Friends Academy education unique.”

Sammy Mogawer, class of ‘14, asked his father not to tell his former teachers at Friends about his college acceptance – he wanted to do it himself. He “came home” to let everyone know that he had been accepted into Rhode Island School of Design in Providence, RI – among the top three art schools in the world. His father, Dr. Mogawer shared, “It all started right here!”

The relationships that our students cultivate, the give and take with their peers and their teachers, are a source of deep fulfillment that will guide their decisions, hone who they choose to be as people, and shape the course of their lives.

Data sets, test scores, extracurricular activities... Where do we put the emphasis on what is valued in education?
It is hard to believe that we are coming up on the tenth anniversary of the Sally Borden Program at Friends! We thought it important to share this milestone and celebrate the tremendous growth this program has seen.

In 2008, Katherine Roberts-Gaudet opened the Sally Borden Program with twenty-four students in grades three through seven, embarking on a journey to embrace learning diversity. The program, named in honor of Friends Academy beloved kindergarten teacher, Mrs. Sally Borden, led with a mission of reaching students with language-based learning differences, such as dyslexia, with an innovative program tailored to their particular learning style. At the time, there were learners already at Friends Academy who would benefit from the program, and we welcomed learners from surrounding communities as well.

Today, ten years later, the Sally Borden Program is thriving! Enrollment has grown to forty-two students and four Bridge students spanning grades two through eight. Integration with Friends Academy is a testament to our mission that respects diversity and differences. Our reputation reaches well beyond our Southcoast Community with students traveling from over twenty-five communities ... from Carver and Chatham, from Walpole and Little Compton, from Norwell and Mattapoisett. Numerous families travel a distance of over an hour to join this joyful community of passionate educators and supportive classmates. Our truly integrated program is a unique model of curriculum and pedagogical tools that remain the gold standard in language-based education. We refine and evolve practices as more effective tools become available, and we are always working toward meeting each learner where they are on their educational journey. This requires personalization and highly trained teachers who are committed to their own professional growth and learning. Fortunately, our Sally Borden faculty are some of the most dedicated, passionate educators that I’ve worked with. Our belief in, and our commitment to, our students break down walls and forge relationships necessary to work with tender learning differences.

Our success is found in our students’ smiles, in the reading data that demonstrates leaps and bounds of growth, in improved self-concepts, and in those flashes when a student remarks, “Oh, I get this now!” We are proud of the growth of our program, however, we are most proud of all the combined effort our students make every single day. The sacrifices they make to stick with things a little longer, to practice a concept one more time, to dig in with determination and grit, deserve our utmost respect and admiration.

Thank you to all who have helped make this such a huge success and we look forward to the next ten years!

Happy Anniversary!
I’m lucky to have had many opportunities to see kids brainstorm, improvise, innovate and problem solve. And, I’m humbled by the fact that, more often than not, it happens as a result of me getting out of the way of my students, rather than by directing them. Kids are learners. There’s no magic that has to happen, no degree a teacher must earn in order to make this true. It just is. And no matter how carefully I prepare a lesson for my students, the truth remains that kids learn best from their experiences, not my planning. I don’t mean to reduce my chosen profession and vocation, for I recognize its societal importance now as much as ever, though I see my role differently than I once did. Educators aren’t tasked with simply relaying information like a living Wikipedia post, we’re tasked with providing authentic experiences for our students. That’s where the careful planning comes in.

This is what Bill Perrine, former Middle School Head, had in mind when he began the Service Learning Program at Friends Academy. He asked Middle School teachers to provide different opportunities for student learning than what we offered on a day to day basis in the classrooms. He saw that we could allow kids to grow as leaders and offer hands-on/heads-on learning situations that would make our students more well-rounded and make our Middle School program more cutting edge. Since then, Middle School teachers at Friends Academy have answered the call, providing students with a variety of service activity offerings for an hour and a half every Friday.

It’s through the Service Learning Program that the Friends Academy garden, under Steve Walach’s dedicated curating, has become an exemplar among school garden programs - one few other middle schools are able to replicate, due to the fact that they don’t have a Service Learning block (or Steve!). The Service Learning Program birthed our student woodshop, which, with Charley Pelissier’s leadership, continues to grow and give kids a chance to practice the art of woodworking. Kids help out around the school in a myriad of other ways as well. This spring, the recycling crew is continuing their efforts while incorporating composting into their list of weekly duties. The Middle School Helpers visit Lower School classrooms to work on everything from reading and writing with first graders to playground etiquette at the Farmhouse. Similarly, the Schwartz Center crew continues to visit and assist students with special needs down the road. The student yearbook team is putting the finishing touches on this year’s edition; the vernal pool pavilion is taking shape; and our Student Advocacy Group continues to research, educate and empower the school community. Sixth, seventh and eighth graders are contributing in countless ways to the school and wider community, and in doing so, are learning from their experiences. To see kids in action during the Service Learning block is to understand what makes a Friends Academy education so unique and fulfilling.
We owe a great deal of appreciation to the staff that helps Friends Academy behind the scenes. Not only do they keep us healthy and safe, but they problem-solve and provide the framework for so much that happens on a day-to-day basis.

Gilly Medeiros, our Head of Maintenance is the first to ask how he can help. Gilly is the point person for facilities requests, repairs, grounds, and physical operations. His team may rotate depending on the time of day, but we can count on Bruce DeJesus, Zaida Lima, and Dave Mendonca as helpful heroes along the way.

**STAFF SPOTLIGHT**

**Gilly** started at the school as a bus driver some 30+ years ago. He is the longest reigning employee we have on campus. Gilly is an avid Patriots fan and a grandfather, but prefers ‘Papa’ over ‘Vovo.’

**Bruce** is an avid fisherman and Red Sox and Patriots fan. Dave actually met Bruce at a pond fishing and encouraged him to apply for the job to join our maintenance crew.

**Zaida** is fluent in Portuguese and loves the children at Friends Academy. She tends to spoil those who forget their lunches with little “treats” at the canteen.

**Dave** is an avid camper and loves the Seekonk Speedway. He has even been to some racecar schools to learn to drive NASCAR-type vehicles!

**THANK YOU FOR ALL YOU DO!**
Much of the tech innovation at Friends is inspired by children. Mr. Felix doesn’t teach them to be imaginative, creative or playful. It’s there. He listens for inspiration. Second graders were advocating for Minecraft which he introduced into the Spanish/technology hybrid this past winter. The class integrates Spanish, technology, 3D-modeling, architecture, and community planning. The children are creating worlds, projecting thoughts outward into form.

Mr. Felix introduced the vocabulary they would need to build *una casa* (house), but kept the parameters open so as not to constrict their creativity to fit his limitations of what a house should be. Innovation can be dimmed by the kind of limited thinking that poses as knowing. The don’t-know mind of a child is far more creative and free. What they proposed was imaginative, as evidenced by their questions and comments: “Can it be a houseboat?” Yes. “Can I build it underground?” Sure. “Can it be underwater?” What a great idea! “I’m building mine into a mountain.” He can’t wait to see it.

So long as the house had *dos dormitorios* (bedrooms), *un baño* (bathroom), *una sala* (living room), *un comedor* (dining room) y *cocina* (kitchen), anything they imagined was acceptable- including a house with walls of pink wool, an Old-West styled home with swinging saloon doors and an underground rail system to connect neighbors, and a floating house cloud made of diamonds with a portal that
transports visitors to other dimensions. The children collaborate on their projects, creativity feeding on itself. A suggestion from a classmate opens up possibilities and inspires the team; something imaginative appears. There are no building codes, zoning laws, or regulations in this virtual world (inspectors would never get past the moat of molten lava anyway).

Eighth grade students in Mr. Murdock’s classes, in conjunction with Mr. Felix, have been working with Sonic Pi, a computer coding program for music. It challenges students to translate the language of music into the language of code; to break it down into its simplest terms and reengineer it into a new creative expression.

Mr. Murdock has continued these fundamentals through his film scoring project. The inspiration for this came from Mr. Murdock’s recent work on a piece for Ken Burns’ company, Florentine Films. While in New York he worked on a two-hour film on the history and philosophy of the three Mayo Clinics.

“It’s important that students understand how music can change the mood of the visual piece,” Mr. Murdock explained. The scoring project has students import a one-minute silent “short” (video) on which they will superimpose music. The project will be a culmination of research, and discussion about how music affects mood, emotional response, foreshadowing, and more.

“Technology democratizes music,” he shares, “Even if you haven’t taken music theory, you can still participate in the creative world of music. [When] you use a program like GarageBand and you’re willing to put in the time you can do amazing things. However, students begin to understand that there aren’t shortcuts, that you’ll make lots of mistakes, and that it’s important to explore and play.”

Eighth graders have written an original song that captures the sentiments of empowerment and knowing your voice. The song is titled Discrimination in Our Nation and they performed it on May 16th as a tribute to those facing one of the many forms of discrimination present in our country. Although Mr. Murdock helped with melody and chords, the entire eighth grade wrote the lyrics.

In Middle School, the electronic music course introduced in seventh grade is designed to encourage innovation. They rethink what music is, starting with the 12-tone chromatic scale. Why 12, when they can go microtonal and have a scale with more color, range and possibilities? The ‘I-don’t-know’ mind wonders, “What would a song built on a 24-tone scale sound like? What would the music theory behind a 48-tone scale look like? What relationships might these notes have to one another?”

They reimagine instruments. They can program virtual instruments with trolls or unicorns for keys that, when moused over, not only generate a note, but beam rainbows. Or how about a hands-free instrument, a 3D-printed one, or a sketch drawn in graphite that conducts electricity as part of a circuit that generates music when touched? Art meets music meets electronics meets imagination.

They re-engineer sounds. A door closing can be the kick for a song, a piano note can be filtered to mimic the call of a whale. Students learn to create their own synth sounds and can build libraries of unique patches. Ambient sounds can be recorded and repurposed for music’s sake. What is sound anyway? It is enlightening to observe the perspective of the beginner’s mind of a child; an endless source of curiosity, wonder, innovation, and play.

Left: Mr. Murdock rehearses with the cast of The Wizard of Oz. Above: Mr. Felix catches a moment in a stairwell to help a student with sound.
FROM THE NATIONAL LATIN EXAM AND SPANISH EXAM, TO COACH’S ATHLETIC AWARDS, FA STUDENTS CONTINUE TO REACH FOR THE STARS.
Every year from fall until early spring, a group of fourth to sixth graders gather once a week after school to practice, review, and attempt math problems that might even stump some adults. They’re taking part in the Math Olympiads. Math Olympiads is an international program that revolves around five monthly five-question contests, but while these contests are the core of the program, the greatest benefits come from the other weeks when students practice, explore, and discuss a variety of ideas and concepts.

The goals of the Math Olympiads program is to “stimulate an enthusiasm and love for mathematics” and to reinforce in students that mathematics can be a creative and flexible discipline. The program was founded in 1977 and last year just under 200,000 students from thirty countries took part. At Friends Academy, the program meets weekly with much time spent working on challenges, logic problems, and exploring non-standard problems force students to apply what they know in new and different ways. Many students who take part in the Math Olympiads later represent Friends Academy in the regional and state middle school MathCounts events.

Friends Academy is very excited to have won the MathCounts Regional Competition and advanced to the State Finals which took place at Wentworth Institute of Technology, Boston.
ALEXANDRA DECAS
CLASS OF 2001

BEING grown·ish

BYJODI PINK

Top and bottom left: Alex in the fourth grade at Friends Academy (photo courtesy of Katherine Roberts-Gaudet)
Top right: Alexandra in Los Angeles, CA
Alexandra Decas, Friends Academy Class of 2001, says her favorite memories of her time at FA are always about her teachers. Whether it was Ms. Mattos who was the only person who could make math fun, or Mr. Mogilnicki, who started wearing his glasses so she wouldn’t be the only one in her class wearing them; her time at FA solidified her love of learning and more specifically, her love of writing.

After Friends, Alexandra attended Tabor and then Boston University. Her love of writing strengthened with time, and she found herself studying film and TV in college. She noted, “I always knew I wanted to write, but I assumed I’d be an author; that’s all I knew existed. A mentor in high school suggested I combine my love of writing with my love of television. I’d never thought of it prior to that though. It was that one conversation that sparked my interest in script writing and led me to BU.”

After graduating, Alexandra moved to LA to begin her career. She told me about her years of networking and working as a personal assistant as she sought to become a writers’ assistant on a television show. Those jobs are very difficult to get (as they often lead to writing on a show) and after three years of pounding the pavement and honing her craft, Alexandra got her first big break as a writers’ assistant for Eagleheart. From there, her career really took off. Her next boss made her writers’ assistant on Black-ish, a major hit on ABC. Alexandra credits Black-ish as the turning point in her career. It was here that she met her writing partner and together they began dabbling in short films, writing and performing one-act plays, and more. Soon after she and her partner were signed by an agency, their first real writing position followed: the animated Netflix show Boss Baby where they wrote six episodes together. Today, she is working on Grown-ish, a spin-off of the wildly successful Black-ish. Her first episode aired in late February. What a thrill!

Alexandra was a student at Friends Academy from kindergarten through eighth grade. Her foundation as a student, learner, and writer were all laid at Friends Academy. Please keep your eye out for her name at the end of your favorite show; you never know if it was written by a Friends Academy alum! We look forward to welcoming Alexandra back to campus when she is out this way.
Sekou Hamer, FA
Class of ‘15 recently self-published his first book, Vaporise, which was originally generated from sixth-grade novellas that he wrote while at Friends Academy. Sekou shares a dedication to Mr. Walach which can be previewed on amazon.com.

Rike Sterrett, FA Class of ‘06 shares, “After graduating from Wheaton in 2015 with a major in Biology and minors in Public Health and Asian Studies, I began working as a health inspector for the City of Marlborough, MA. While continuing to work full time, at the end of August 2016, I began working towards my Masters in Public Health (MPH) through the University of New England. I hope to graduate with my MPH in May 2019.”

“Here are some pictures from the 1950’s when Friends had football teams.”

James Reitzas ’59

1955? TEAM
Back row left to right: Mr. Knowles, ?, Davi Gerrad, ?, ?, Woody Underwood, Terry Delano, Nathan Cohen, ?, Mr. Collins
Center row left to right: ?, ?, Billy Mulliken, ?, Phil Marvel, ?, James Reitzas, Jimmy Brewster, ?
Front row left to right: ?, Buzzy Millet, Rick Anderson, Lloyd McDonald, Tommy Grayboys, Jimmy Stanton, ?

1957 Team:
Top row left to right: Peter Greenwood, Peter McDonald, Bruce Trotter, Peter Allet, John Bullard, Nathan Cohen, Mr. Collins
Center row left to right: Jay Stern, Peter Sweetser, Donald Finkle, Randy Baldwin, Paul Bishens, Ricky Wilken, Dick Greenwood
Bottom row left to right: Carey Francis, Terry Delano, Michele Sheinman, James Reitzas, Mickael Sweetser, Peter Nugent, Peter Galledete

Can you help us identify individuals and verify dates? We’d love your help!
I went on to get my B.A. in English from Bridgewater State University. Mr. Walach and Mr. Rowley were influential in me pursuing an English degree. I went on to working at a homeless shelter in Tampa, FL for two years and fell in love with the social services field. I am back in MA now and am currently a year away from earning my Masters in Social Work from Simmons College while working as a case manager for a nonprofit organization that serves children and families. I am also excited to say that my college sweetheart and I got married this past year in Hawaii!

Laura McFall and Charles Gaudet ‘02 were married on June 17, 2017. They live in Boston where Laura is a nurse at MGH and a supervisor of nursing students for Northeastern University. Charles is a nurse at Tufts Medical in their Neurology Unit and begins a three-year program at Northeastern this fall to become a nurse anesthetist. They are expecting their first child in November.

Jordan and her partner, Melissa Denmark (and their beloved dog Jax), not only work tirelessly to bring sustainably harvested food to the community, but they also create culinary masterpieces to delight and nourish fellow New Englanders. Married in 2016, these amazing women of Moonrose Farm are supporting local chefs, offer CSA shares, and nourish the land through natural practices. You can visit www.moonrosefarm.com to learn more about Jordan and Melissa’s farm, or read a feature about them in the Edible Rhody Summer 2018 edition.

Kristyn is joined by two other ‘04 alumni at her wedding this past October! Joey Burnett (left of the bride) and Jane Getchell (right of the bride).
How progressive it was. We were taught, both GIRLS and boys, that we could do and be anything. We did not see color, race, or religion, we just saw people and learned how to respect human beings and the Earth before it was commonplace.

There are too many, but here are a few: Field Day, Drama Performances. 7th Grade London Trip, Gym Shows, Holiday Shops. Mrs. Pieri was an amazing teacher. She had incredible tricks and tips...everything she taught had an experiential and fun element. So many memories imprinted forever!

“When I think about what was special to me about Friends it was the feeling of being surrounded by a warm and nurturing community while we all learned new things together.”

— NANCY CROSBY ‘45

For my final co-op at Northeastern University, I decided to spend six months in San Francisco working for a design agency, SevenDesign. During my time at SevenDesign I assisted the content marketing team by writing articles and website copy for their clients. I never planned to fall in love with San Francisco but, during the six months I was there, I got to explore a brand new city and meet some wonderful people. I was able to gain valuable job experience and truly fall in love with a fantastic city that I plan to move to post-graduation.

1 Friends Academy prepared me for the high demands of high school life at Tabor Academy and beyond. The class that helped me the most was English. Because of my Friends Academy education, I was able to write essays with ease. This helped a lot with my workload at Tabor and continues to help me today as content marketing is entirely dependent on solid writing. Not only did English assist me, but Friends also taught me to how to organize my work and prioritize which continues to help me throughout my life.

2 One of my favorite memories at Friends Academy was my English class with Mr. Walach. Mr. Walach’s class made me fall in love with writing and showed me all the ways one can be creative within the subject. He so clearly loved to teach and he always pushed his students’ imaginations. Mr. Walach was inspiring and one of the reasons I love to write.
I graduated from Friends Academy in 2006. Currently, I am pursuing my doctorate in School Psychology at the University of North Carolina at Chapel Hill. My graduate studies are preparing me to become a psychologist that will conduct evaluations and provide therapeutic intervention to children with a range of needs.

1 Friends Academy helped to build the foundation that allowed me to succeed in my subsequent education. I most value my teachers from Friends Academy. Mrs. Griffith (1st), Mrs. Conway (Reading Specialist), Mrs. Gaudet (4th), and Mr. Wallach (6th) helped me learn to read and cultivate a love for reading.

2 However, my favorite memory from Friends Academy is playing in a Field Hockey game. I was introduced to the sport in sixth grade and loved learning how to play. This passion continued as I played for both my high school and college team.

I am currently the Head of High School at Madison Country Day School, a small independent school in Madison, WI, and live in Madison with my wife and two daughters. Madison Country Day School is a member of the Independent Schools Association of the Central States (ISACS), and so I have had a few opportunities recently to speak with former FA Head of School Claudia Daggett, who is now the president of ISACS. It was great catching up about Friends and hearing about some of my former teachers.

1 What I valued about my FA education was the degree to which the teachers seemed invested in my success. I am sure that I was a handful at times, but the sincerity with which the teachers approached my education has never been lost on me. Now that I work in education, I often think back upon my experience at Friends with gratitude for the time and energy that the faculty put in, and I sincerely hope that I am able to have a similar impact.

2 My favorite FA memory speaks to the depth of caring exhibited by the faculty. Though I am hesitant to identify only one of my teachers, as all of them were great, Kathleen Fair made a significant impact, and the moment I have in mind actually had nothing to do with the classroom. At first glance, the moment was fairly insignificant: I was having a disagreement with my parents about lunch (I wanted more junk food; they did not share my opinion), and Ms. Fair helped mediate the discussion. I actually do not even remember the resolution we reached, but Ms. Fair’s demeanor, ability to lighten the mood, and significant understanding of me and where I was coming from was not lost on me. In that otherwise trivial moment, she showed she cared, and I have never forgotten it.
I am about to marry my best friend Colin in a beautiful beachfront ceremony officiated by Katherine Gaudet and surrounded by our beloved friends and family. We have been living in Boulder, Colorado and enjoy hiking and exploring nature with our puppy Lorna.

1. Friends Academy allowed me to take control of my education and truly study my interests. I have very fond memories from fourth grade of studying, writing a paper and dressing up in a Hoop skirt as Victoria Woodhull. To this day, Victoria is still one of my inspirations. She was the first female to run for president in 1872 (48 years before the 19th amendment was ratified! In Upper School, our weekly Friday afternoon “Activity” periods were a favorite of mine. I still have mentors and connections from going to the Schwartz Center to volunteer with the children in the first grade classroom. Being able to take a step outside the school was a great education in itself.

2. My favorite FA memory was probably our trip to Chewonki in 7th grade. Kim Mehrtens and I were grouped together on Castle Island and will always remember how we spent her birthday week playing Capture the Flag, eating jelly sandwiches, reading the Twilight series and listening to Oliver and Trevor sing their original composition, No more Rain, together. (Photo by Neil Alexander)

There are so many things that I love about my time at Friends. I now have two children, Benjamin (6) and Juniper (4) and live with my husband in Dartmouth, MA. I am a Feng Shui practitioner and my business, Your Feng Shui Guru, allows me to help others create balance in their homes, businesses, or for the environment of children with Autism or ADHD.

1. I got so much out of learning a language at an early age; I know it helped me to be a better communicator and a better writer. Mrs. Buehler taught me about unhindered, free writing and instilled an appreciation for the skill that comes with writing. I also really appreciated what they offered in science. At that time, not many kids got to use a Bunson Burner before high school! Mr. Clark brought both a love of science and art to us that I’ll never forget.

2. My fondest FA memory is going to Chewonki. It was difficult to go away for a week, but it was so empowering and such a bonding experience, not only with other students but also with various teachers. We learned to trust each other and that’s so important. I am so grateful that some of my dearest friends I met at Friends Academy!

Friends also fostered in me a love of drama. I have fond memories of performing in Winter Revels, A Midsummer’s Night Dream, and Cinderella. I’m really grateful for all of the opportunities I had there.

MIA BEKEMEIER
CLASS OF 2009

MEGAN FITZGERALD POGASH
CLASS OF 1990
I’m finishing up two years at a company called Superpedestrian. We make robotic technologies for vehicles, with our main product being an electric bike system. In September, I’ll be beginning a Master’s in Urban and Environmental Policy and Planning at Tufts University. My passion for urban planning grew out of my studies of environmental science, which, in turn, grew out of my love for the outdoors, which was instilled at an early age at FA.

1. What is so valuable about FA is the way your classes spill over into each other. I loved that while learning about one topic in History, we’d read books about that time period in English, create art in the styles of that time in art class, and sing music from that time in music class. It really brought the lessons home in a way that can’t compare to standard teaching.

2. My favorite FA memory is our 8th grade trip to New York City. We had such a blast and I didn’t even mind that my Dad was a chaperone!

I recently went to the Dominican Republic with 11 other students to provide medical aid to sugar cane workers and their families in rural villages. I chose to go to the Dominican Republic because I felt it would be a valuable experience and it would offer me the ability to provide aid to those in need. My time at Friends Academy taught me many things but most importantly it taught me to seek out opportunities to help others.

1. At Friends I valued the community. Friends was a welcoming environment where I was always encouraged to work hard and be myself.

2. I appreciated all of the relationships that I made with my teachers and my classmates. I especially enjoyed going to away soccer games after school, being with the team was always so much fun.
CLASS OF 2017 | SCHOOLS ATTENDING

Sydney Andersen
Steve Andonian
Elaine Cederholm
Liam Cogliano
Gavin Cord
Zoe Dorsey
Alyssa Farias
William Goldman
Sam Gryska
Lily Hanson
Willem Hunt
Colin Keightley

Fairhaven High School
Portsmouth Abbey School
Tabor Academy
Bishop Stang High School
Dighton-Rehoboth High School
Dartmouth High School
Bishop Stang High School
Fairhaven High School
Tabor Academy
Portsmouth High School
St. Andrew’s School

Emmett MacGregor
Luke Mello
Ella Meninno
Joel Michaud
Natalie Mitchell
Tessa Mock
Levi Parker
Oliver Pope
Genevieve Rioux
Abigail Shields
Charlie Simmons

Providence Country Day School
Providence Country Day School
Bishop Stang High School
Bishop Stang High School
New Bedford High School
Tabor Academy
Providence Country Day School
Providence Country Day School
Greater New Bedford Regional Vocational-Technical High School
Tabor Academy
Tabor Academy
Aidan Sylvia
Greater New Bedford Regional Vocational-Technical High School

Scarlett Thomas
Greater New Bedford Regional Vocational-Technical High School

Rex Ward
Tabor Academy

Xzavia Williams
Winchendon School

Katarina Zis
Bishop Stang High School
CLASS OF 2018  |  SCHOOLS ATTENDING

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<thead>
<tr>
<th>Name</th>
<th>School</th>
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<tr>
<td>Claire Aimone</td>
<td>Wilbraham &amp; Monson Academy</td>
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<td>Sophia Babineau</td>
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<td>Veronica Bernier</td>
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<td>Nora Blanchard</td>
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<td>Pedro Conceicao</td>
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<td>Katelyn Costa</td>
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<td>Skyler Cunniff</td>
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<td>Clayton Harrison</td>
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<td>Alexandra Howes</td>
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<td>Nolan LaBelle</td>
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<td>Caroline Lucil</td>
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<td>Pearl Mallick</td>
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<td>Dylan Marshall</td>
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<td>Elizabeth McKinley</td>
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<td>Lauren Merrikin</td>
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<td>Walpole High School</td>
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<td>Morgan Murphy</td>
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<td>Isabella Nicoletta</td>
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<td>Sean Peper</td>
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<td>Elijah Swift</td>
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<td>Reed Turner-Murray</td>
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<td>Michael VandeVusse</td>
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<td>Ruden Wurlitzer</td>
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THIS YEAR’S AWARDS RECIPIENTS

(Clockwise from top left)

The Friends Award: Mia Shih
Head of School Award: Reed Turner-Murray
Clifford Cup Award: Veronica Bernier
Sally Borden Award: Nora Blanchard
NEW FACES

**Audrey Pindell** is a fourth grade teacher in her ninth year of working in education. She spent her formative teaching years in Japan and in the Bay Area of California, first teaching at an all-girls school in San Francisco then later commuting across the Golden Gate Bridge to and from Marin County. Back east at Harvard University, where she earned her Master’s in Education, her work included making policy recommendations to the Ministry of Education in Sweden; mentoring volunteer teachers in the Marshall Islands; acquiring philosophies from the Finnish model of education; and working with Project Zero on teacher collaboration, qualitative research, and on making student thinking visible. Her classroom passions include the social and emotional development of children through play, movement, and mindfulness; the teaching of history through multiple perspectives; and supporting children in illuminating their own strengths and learning needs. In her free time, she loves to travel - most recently visiting India, Vietnam, and Cambodia - and hike. Her newest mission is to summit all of the 4,000 ft peaks in New Hampshire. She is thrilled to be a part of the Friends community.

**Rebecca Hibbert-Kapler** joins us after teaching fourth and fifth grade students at Mother Caroline Academy in Dorchester. As an educator, her passion is motivating students to learn. To her, this means helping students discover the joy of expressing themselves through writing, finding books that they love, nurturing their love of and confidence in math, and relating what they learn in the classroom to the real world. While completing her Master’s in Language and Literacy in San Francisco, she participated in a multi-age after-school literacy program for struggling readers, primarily ESL students, in grades two through eight. She has also worked extensively as a one-on-one aide with students in therapeutic classrooms. She and her wife have just welcomed their daughter to their family in Somerset.
Janine Wunschel joins us as a sixth grade Sally Borden teacher. She spent the past six years teaching high school English in a public school setting and has a Master’s Degree in Reading. She loves spending her free time reading, with her family, and taking her puppy for hikes!

Her favorite part about Friends Academy is, “the sense of community; it is truly breathtaking. From the students, the families, and the staff, the transition to this school has been a wonderful experience. I look forward to engaging students as readers, writers, and thinkers through our curriculum and utilization of the school grounds.”
Dear Friends,

It has truly been a remarkable year at Friends Academy. As we welcomed our new Head of School, Ben Kennedy, we understood that the 2017-18 year would be a time of new beginnings. We have achieved a great deal this year, and much of it would not be possible without the generous support of our parents, trustees, teachers, and friends.

This Annual Report celebrates everyone who understands the importance of investing in our school. Giving to Friends directly supports our incredible faculty, enables our school to grow, and enriches the experience of all students, from our preschool explorers to our eighth grade leaders. This giving helps our teachers and staff deliver the kind of education that forms the core of our mission; to provide an education that nurtures the natural curiosity of children, embracing a love for nature, a passion for learning, and a respect for our community.

On behalf of the Board of Trustees, I want to thank you for supporting this mission. You are making a true and lasting difference in the lives of our students today, while laying the groundwork for the learners of tomorrow. For this, we are deeply grateful.

Sincerely,

Kathryn Goodfellow
President, Board of Trustees
Thank you to all who donated to help us restore the Morgan Street Bell. We are grateful to those who supported fundraising for the Morgan Street Bell through our online auction, attendance at Friends Fest, or direct donations. Together, we raised enough funds to underwrite the Bell’s restoration and build a new home for it at Friends Academy.

The Morgan Street Bell has been an enduring part of Friends since the early 1820’s. For over one hundred years the bell was rung each morning to mark the opening of school. Today, it is rung on the first day of classes to mark the new school year, and again on Class Day by each member of the eighth grade class. It is an enduring connection to the roots of Friends Academy.

The Bell began its journey to Cincinnati on Tuesday, June 12th where it was restored by The Verdin Company. They have been restoring bells since 1842, and rest assured, it was in good hands! Ben Kennedy, our Head of School, picked up the Morgan Street Bell on Monday, August 13th and drove it cross country. He stopped along the way to see a few alums and past parents, as well as sites picked by last year’s student body.

Students chose the following locations:

- Fallingwater in Mill Run, PA
- National Aquarium in Baltimore, MD
- Liberty Bell in Philadelphia, PA
- Crayola Experience in Easton, PA
- Storm King Art Center in New Windsor, NY
- Eric Carle Museum of Picture Book Art in Amherst, MA

By the end of August the Morgan Street Bell was back at Friends Academy. We were happy to welcome it home and ring in the new school year!
Thank you to all who participated in the 2017-2018 Friends Academy Fund. Each gift, no matter the size, matters and makes an immediate impact.

Friends Academy prides itself on an active community of parents, alumnae, families, and friends. Every gift to The Friends Academy Fund makes a difference. A gift of any amount becomes an opportunity to enhance our curriculum, expand our arts and athletic programs, encourage professional development for our faculty, and provide new opportunities for our students. Each gift is an endorsement for the mission of Friends Academy.

All gifts to The Friends Academy Fund are used for whatever the school’s greatest needs are on any given day—touching every part of the school.

* denotes 10 years or more consecutive giving to this initiative.

Here are some examples of what the Friends Academy Fund supports:

- Entry into an Athletic Tournament for our sports teams
- Tickets for students to see an off-campus show
- Row covers for the garden
- Bus transportation for a field trip
- High profile speakers for our parents and the community
- New uniforms for our sports teams
- New canoes for our outdoor education program
- Attendance at a Professional Development conference for our teachers

1812 CHARTER CIRCLE GIFTS OF $5,000 OR MORE

Anonymous
Mr. Darren Beals and Ms. Kathryn Goodfellow
Mrs. Doreen Patys*
Mr. and Mrs. Henry Roberts
Mr. and Mrs. Guy Van Pelt
The Van Sloun Foundation*
Mr. and Mrs. Neil Van Sloun*

HEAD OF SCHOOL’S COUNCIL GIFTS OF $2,500 TO $4,999

Mr. and Mrs. Warren Alexander
Mr. and Mrs. Stephen Barker
Mrs. Carleton Burr*
Mr. and Mrs. Fred Da Rosa*
Mr. and Mrs. Allen Decker
The Grimshaw-Gudewicz Charitable Foundation
Mr. and Mrs. Jason Hutchens
The Nelson Mead Fund
Mr. and Mrs. Dexter C. Mead*
Mr. Chris Dodd and Ms. Jodi Pink*
Laura Ryan Shachoy and Jamey Shachoy
Mr. and Mrs. Steven Shuster

FRIENDS STEWARDS GIFTS OF $1,000 TO $2,499

Anonymous
Dr. and Mrs. Alexander Aitschuller*
The Baldwin Foundation
Mr. and Mrs. Robert Bennett
Mr. and Mrs. George J. Charette III*
Mrs. Nancy (Clemens) Crosby ’45*
Mrs. Zelinda (Makepeace) Douhan ’55*
Mr. and Mrs. George T. Fearons*
Drs. Derek and Jennifer Hausladen
Mr. Richard Hoffman and Ms. Lisa Gross
The Jarabek Family Foundation
Ms. Barbara Jarabek
Mr. and Mrs. George N. Keches
Ben and Christina Kennedy
Mr. Zackary King and Ms. Kerry Tyson
Mr. and Mrs. Scott W. Lang*
Mr. Peter L. Macdonald ‘56*
Dr. Hector Mateo and Dr. Patricia Zuniga-Mateo
Ms. Catherine Milligan
Mr. and Mrs. Peter Milligan
Mrs. Elise Mock*
Mr. Frederic Mock ’79 and Mrs. Cindy Mock*
Mr. and Mrs. Matthew Morrissey
Mr. Dennis Pinkerton
Mr. William C. Prescott, Jr. ‘49*
Mr. and Mrs. John W. Robinson
Mrs. Cynthia Russell
Mr. Norman Shachoy and Ms. Maryellen Sullivan Shachoy
Mrs. Margot Stone*
Ms. Joan Underwood ‘63*
Mr. and Mrs. Tom Waldron
Mr. and Mrs. George T.J. Walker*
Ms. Christine Ward

BEECH TREE CIRCLE
GIFTS OF $500 TO $999

Anonymous
An anonymous fund at the Rhode Island Foundation
Mr. and Mrs. Mark Aimone
Ms. Jaime Barnes
Mr. and Mrs. Patrick Barton
Mr. and Mrs. Daniel J. Bungert*
Mr. Keith Cory and Ms. Jamie Ross-Cory
Dr. Philip Gaudet and Ms. Katherine Roberts-Gaudet*
Guggenheim Investors
Mr. and Mrs. William Hewitt
Mr. and Mrs. Andrew P. Houle*
Mr. Lawrence Hunt and Ms. Lisa Shaw
Mr. and Mrs. Robert A. MacGregor*
Mr. and Mrs. David McKinley
Mr. James Nicholson ‘96
PayPal Gives Engagement Fund
Dr. Richard Pin and Ms. Lydia Giordano
Mr. and Mrs. Andrew Pink
Mr. Chad Powers and Ms. Maegan Kronteres
Dr. and Mrs. David Shih

Mr. Louis S. Silverstein*
Mr. Hardwick Simmons ‘54
State Street Bank and Trust Company
Mr. Clay Stites and Ms. Clara (Perkins) Stites ‘56*
Ms. Catherine M. Stone
Mr. and Mrs. Galen Sweeney
Ms. Katherine S. White
Mr. and Mrs. William P. Young

FRIENDS ACADEMY ASSOCIATE
GIFTS OF $250 TO $499

Dr. and Mrs. Robert Aisenberg
Ameriprise Financial, Inc*
Mr. Matthias O. Boxler and Mrs. Ann (McDermott) Boxler ’83*
Mr. Barry Beaulieu and Ms. Michelle Durette
Mr. Peter Bullard ’70 and Mrs. Althea Bullard
Ms. Chloe Charette ’05*
Rev. and Mrs. Ernest Cockrell
Mr. Jeff Colby and Ms. Stephanie Sanford
Mr. and Mrs. Pedro Conceicao
Mr. and Mrs. Matt Correira
Mr. and Mrs. Jim Curci
Mr. and Mrs. Arthur Curry
Mr. and Mrs. James Dussault
Ms. Jesseca Ferguson
Ms. Katherine Furtado*
Ms. Margery Goldman ’63
Mr. Gordon Goodfellow
Mrs. Johanna (Seaver) Hood ’38
The Howell Family Charitable Foundation
Mr. and Mrs. Sam Howell
Mrs. Lauren S. Kratovil ’58
Mr. and Mrs. Arthur C. McKinley
Mr. and Mrs. Vincent Murphy
Mr. William Nevelos and Ms. Mary Sweeney
Dr. and Mrs. Noel Olsen
Mr. Emil Peinert ’96
Dr. and Mrs. Christian Pope*
Mr. and Mrs. Stephen C. Roberts
Dr. Richard Sacknoff ’64
Mr. Karl Schoch ’03
Mr. Timothy Shields and Mrs. Robin (Arms) Shields ’86*
Mr. George Sipp
Mr. Nathaniel P. Stites ‘90 and Ms. Sarah Kelley*
Mr. Kristian Stoitenberg ‘61
Mr. and Mrs. Kabraul Tasha
Mr. Ralph Tavares Jr. ‘93 and Mrs. Kimberly Tavares
Mr. George Unhoch ‘48 and Mrs. Dagmar Unhoch*
Dr. and Mrs. Peter G. Veale*
Mr. Stephen Whittier

Mr. and Mrs. Kabraul Tasha
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Mr. Peter Brainard in memory of Jon O'Brien
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For more information about development at Friends Academy, contact Jodi Pink at jpink@friendsacademy1810.org
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Martha Cary Shuster

Left to Right: Martha Cary Shuster, Steven Shuster, Molly Shuster Otocka ‘99, Eddie Otocka, Whitney Shuster, John Shuster ‘97, and Whitney and John’s son, Max.
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