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The CH-CH Take Charge Blog: blog.chch.org

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Message from the Head
Building for the Future: A Roadmap for Strategic Planning

Over the past two years, I have gained the great fortune of connecting with Chapel Hill-Chauncy Hall community members from around the world, from alumni to advisors, parents of alumni to trustees, and current families, grandparents and friends of CH-CH. These trips have provided me with a wealth of insight and understanding for what our community’s hopes and dreams are for the School and how we might attain these goals on behalf of our students as we build for the future.

In the days ahead, we will complete our transformational renovation and expansion of the Barn, the School’s visual and performing arts center. This $5.5 million building project is the single largest capital improvement enterprise the School has taken on in its 192-year history. It has benefited from the largest and most successful capital campaign in our history. I look forward to sharing this wonderful space, as well as thanking our supporters, with a grand reopening celebration on January 16, 2020—Save the Date!

The Board of Trustees is currently engaged in setting the strategic vision for the School as we approach our bicentennial in 2028. I look forward to engaging with you in this strategic planning process during the months ahead as we collectively build for the future.

Warm Regards,

Lance Conrad, Ed.D.
Head of School
Message from the Editors

Welcome to the 2019 CH-CH Chronicle, the fourth edition since our relaunch in 2016 (time flies!).

As we sat down to discuss the theme of this magazine with the Chronicle's Editorial Board, two main topics kept coming up. First, how CH-CH is a leader in effectively preparing students for the future, and second, the incredible advances that CH-CH continues to make in educating our students.

We decided to combine these two into one theme that we are calling “Building for the Future.”

In the following pages, you’ll see how CH-CH is building students for the future, whether it’s by practicing mindfulness, discovering their passions, or learning life lessons on the athletic fields. You’ll also read the latest news on our Barn renovation and fundraising campaign completion, how we’re creating a home away from home for international students, and events that have brought our whole community together.

This magazine is a true community effort, and we want to thank everyone that has helped with writing, editing, photography, and overall input. The end result shows their dedication and love for CH-CH! We hope these stories will be as inspiring to you as they have been for us to work on.

Chronicle Editors,
Ben Cowen-Whitman ’14
Marketing and Communications Manager
Stephanie Daniels
Executive Assistant to School Leadership
Leslie Jacobson Kaye P’20
Chief Advancement Officer
Matt Soule
Director of Marketing and Communications

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Another Five Championships for the Chargers

BY LORI WHITE, DIRECTOR OF ATHLETICS AND RESIDENTIAL LIFE

The Chapel Hill-Chauncy Hall School athletics program finished the 2018-19 school year with five team championships, following an amazing six league championships during 2017-18.

Last fall, the Girls’ Volleyball team brought home the Independent Girls’ Conference Championship, and the Boys’ Cross Country team won the Massachusetts Bay Independent League Championship. The Girls’ Basketball and Wrestling teams carried this momentum through the winter, each bringing home a league championship. And in the spring, the Girls’ Softball team won the Independent Girls’ Conference Championship for the second straight year.
Boys’ Varsity Cross Country

At the Massachusetts Bay Independent League (MBIL) Championships, the Boys’ Cross Country team put together their greatest performance of the season, placing five finishers in the top 15 and 7 in the top 25. The Cross Country team’s victory was accompanied by 14 new team course records, 34 personal bests, and 4 All-MBIL honors.

“Every runner was team-focused and did everything they could to better not just themselves, but those around them.”

—COACH JON ANDRUCHOW

Girls’ Varsity Basketball

The Girls’ Varsity Basketball team entered the 2018-2019 season with strong returning players and talented newcomers. The team finished with an overall record of 9-8 and an IGC DII record of 6-2. CH-CH went on to win the IGC DII Championship.

“Teamwork, dedication, and selflessness have always been tenants of our program, and when our dedication to these ideals pays off in the form of a championship, it’s the ultimate reward.”

—COACH JACQUIE MACDONALD

Girls’ Varsity Volleyball

With communication, focus, and cooperation, the Chargers went on to finish the regular season 12-3, securing the number 2 seed in the playoffs. After defeating Gann Academy 3-2 in the semifinals, they went full speed ahead to the finals against Montrose School to bring home the IGC championship title.

“In the championship game, our team had both rhythm and control, and it became a matter of when, not if, we were going to win.”

—COACH NICK BRYANT

Varsity Wrestling

As the smallest school in the Eastern Independent League (EIL), CH-CH showed incredible athleticism and roster depth on their path to winning the first EIL league championship in School history. The team went 8-0 in league competition, with an overall record of 13-2. Ten Chargers went on to qualify and participate in the New England Championship Tournament.

“It is so gratifying to see athletes work on goals that span multiple years.”

—COACH CONOR MAGUIRE

Varsity Softball

In 2019, CH-CH Softball won the Independent Girls’ Conference Championship for the second consecutive year. The Chargers finished the season with an overall undefeated record of 12-0, a first in CH-CH history. Throughout the season, the Chargers scored 228 runs, with nine different athletes finishing the season with batting averages over .370.

“Watching our seniors lead us to their third championship in four years has inspired our younger players—showing their teammates that hard work and dedication pays off!”

—COACH JACQUIE MACDONALD

Congratulations and GO CHARGERS!

Anna Courtney ’19
The MakerSpace at Chapel Hill-Chauncy Hall School is a creative hub that’s stocked with 3D printers, circuits, motors, building materials, and the tools to make just about anything you can imagine, but it’s also something much more.

The MakerSpace is allowing students to take control of their learning experience by enhancing CH-CH’s ability to teach the way students learn through real hands-on learning opportunities.

In addition to teaching in the Visual and Performing Arts Department, Chris Abrams holds the role of CH-CH’s official MakerSpace Evangelist; yes, that’s his real title! Abrams promotes the hands-on learning opportunities that take place when students are able to innovate, design, and build for themselves. “With the help of the MakerSpace, we’re flipping the teaching model,” said Abrams. “Rather than lecture, learn, demonstrate. It becomes demonstrate, learn from the demonstration, then discuss what they’ve learned.”

One recent example of this flipped teaching model is Sarah Orban’s Anatomy and Physiology classes, which utilized the MakerSpace in their lesson on human joints last spring.

“This was a way for my students to learn about the joints in the body, by building them for themselves,” said Orban.

Orban and Abrams worked together to design a three-stage lesson that would give students a complete understanding of the range of motion as well as the functions and limitations that each joint provides.

In the first stage, the students were assigned a human joint and then were given the freedom...
to utilize the MakerSpace and all the tools and materials within to create a working model. “It was great to see the creativity in the materials used,” said Orban. “Groups used everything from clay to zip ties to rubber bands. One group even used three-ring binder clips to keep their model of the spine together.”

The second stage consisted of a full lesson back in the classroom, where students learned about the joints and their function within the body, as well as the range of motion and limitations they provided.

In the third stage, students analyzed what they had built in the first stage with their newfound knowledge of human joints. They then got back into the MakerSpace to modify their design based on this new information. As students hit challenges in their designs, Orban found that it provided great in-the-moment lessons. “One group was making a ball-and-socket joint, which can be found in our shoulders or hips. When they added new limits to the joint that made it too rigid, it provided us with a great working discussion on arthritis and joint stiffness.”

The response to this hands-on learning experience could be seen in the excitement and dedication that students brought to their projects. With one student commenting, “It was nice to truly understand the way joints work in a way you don’t usually get, by building them for ourselves.”

Orban’s Anatomy and Physiology class continued their experiential learning by partnering with the students in AP Government, where they conducted scientific research to inform health care policies. “We sent our findings to the AP Government class, and they used it to write health care policy based on our data and statistics,” said Orban.

The partnership between the Anatomy and Physiology class and the MakerSpace demonstrates exactly the style of classroom enhancement that Abrams has envisioned. “CH-CH’s MakerSpace is a place where students are learning the material in a genuinely different way,” said Abrams. “It’s a place where students and teachers have the ability to learn from the ground up.”
The Campus as Canvas program, where one permanent sculpture from a New England–based artist is installed on campus each year, is one of the many examples of Chapel Hill-Chauncy Hall’s dedication to, and support of, the arts.

Last spring, metal fabricator and artist Alaina Mahoney installed her sculpture titled Cloud Tree 1, a fabricated steel tree adorned with blown glass clouds, in front of the Beaver Gymnasium. The unveiling of this public sculpture was accompanied by an exhibition of her paintings in the Mankiw Gallery in a show titled “The woods, the kitchen, the living room.” It was very impressive to see how she effortlessly transitions between different media. In 2019-20, we are looking forward to collaborating with the celebrated artist and metal fabricator Vivian Beer.

To see more work by our installed artists:
Alaina Mahoney: www.alainamahoney.com or www.amdesignfab.com
Vivian Beer: www.vivianbeer.com

RIGHT: Nathan C. ’22, Aidan A. ’21, Jie En W. ’21, Sidney D. ’21, Ozmhara G. ’22
Spring Session is CH-CH’s experiential learning program. Consisting of a variety of offerings, both on and off campus, Spring Session allows students to engage in an area of interest. Here are some of last spring’s offerings:

Camping at Acadia

Students spent the week hiking and camping at Maine’s Acadia National Park. While at America’s most visited national park, students cooked over a fire, navigated through the wilderness, and hiked miles above the ocean.

Explorez Montréal

Students had the opportunity to visit Canada’s cultural and commercial capital, Montréal. While in Montréal, students visited old and new parts of the diverse city, experienced French-Canadian food, and engaged in cultural traditions.
Civil Rights Journey: Examining the Past to Make Change Today

This thought-provoking session centered on a trip to the American South. Students traveled to Birmingham, Alabama, visited museums and numerous historical sites, and walked over the Edmund Pettus Bridge in Selma, shadowing the footsteps of those who fought for voting rights.

Making a Mural on Campus

In recent years, creating murals on campus has become a lively tradition at CH-CH. After viewing the colorful public art of Jamaica Plain for inspiration, students designed and painted their own mural in the Worcester Hall Dormitory.

Conservation and Marine Biology

Students explored aspects of marine biology along the Massachusetts coastline. Activities included visits to the New England Aquarium, Woods Hole Oceanographic Institute, and Marine Biology Labs’ Marine Resource Center. This group learned about the Massachusetts aquatic ecosystem, climate change, and witnessed how domestic species are bred for research laboratories.
Trustee and Former CH-CH educator Margaret Allen recently sat down with Ed McCarthy, a former CH-CH coach and teacher, to discuss the intersection of creativity and athletics.

**MARGARET:** Ed, you’ve been a high school and collegiate athlete, and you’ve coached three sports—Lacrosse, Wrestling, Football—for thirty years, including coaching a professional Lacrosse team, the Boston Cannons. Based on your experiences, what sets a creative athlete apart from others, and how do these traits help the aspiring athlete become successful in their sport?

**ED:** Creative athletes think outside of the box. They push boundaries of conventional ways of doing things and invent new and unexpected approaches. Within the typical set of rules or playbook in athletics, the unexpected approach can often be successful, surprising the opponent who then must react quickly. Memorizing—or the mastery of a basic sport skill—is the first step in learning and playing sports. To have artistry as an athlete, one must first master the basics. So, practice, and practice some more, until you have mastered the basics of your sport.

**MARGARET:** This sounds very much like what art teachers say! Practice the basics, get so comfortable with materials and tools that working with them becomes second nature, and then imagination and creativity take over!

**ED:** Yes, athletes and artists learn and develop in very similar ways. You have artists in your family and many friends who are artists, musicians, and writers. Have these people influenced the way you think about creativity?

**MARGARET:** Yes, without a doubt, my family and friends have been a strong source of inspiration for me, prompting me to turn often to questions that relate to creativity. I noticed early on, for example, that students who struggled with traditional classroom tasks often excelled in the arts. I noticed that students who were disorganized and distracted in their routine lives were able to focus with deep concentration on tasks connected with their creative selves. The passionate engagement that they found in their creative work was palpable. Young children learn through imaginative play, with its freedom and happiness, and I wondered why our classrooms could not be more like this. I saw that while artistic work required long hours of isolated practice and skill-building, its culmination was a joyful sharing with others and participation in something bigger than the isolated self.

Following up on these ideas, it seems that our culture—of which schools are a part—makes a sharp distinction between “the Arts” and “Athletics”; the results are that students often have to choose between one or another, they end up pursuing one at the expense of the
other in their later lives, and at times one group may come to demean or stereotype the other. Why does this happen? Is it inevitable? What can we do to work against this either/or way of thinking?

ED: A great question! Having run a Writing Program in an independent school for over ten years, I can tell you that the students who experience the most success socially, professionally, and personally are highly open to continuous learning in both critical and creative thinking. In the words of an educated friend, “the new MBA is the MFA”! That is, one must be adept at mastering the basics—say, working with an intelligent machine, and then build social and creative connections upwards and outwards from that foundation.

We’ve also come to realize that all brain pathways need practice and that any “labeling” of a young person as “left brain or right brain” or “only” an athlete or math person or artsy person is a terribly harmful and limiting labeling practice.

But your question, Dr. Allen, is how can we reverse this labeling? I think that the real path is to direct our attention toward originality. Let’s look at each child, each boy and girl in school, and open the door to music, art, movement, math, science, economics, social sciences, and the like, and then start encouraging them all down a path that will benefit our future.

Was there one book, author, or particular study that provided a spark for your interest in creativity in learning and education?

MARGARET: A standout of the many important sources of inspiration for me was the work of Mihaly Csikszentmihalyi in his foundational book, Flow: The Psychology of Optimal Experience. His description of the “flow state” is very similar to what athletes describe as being “in the zone.” As I read about the flow state, the conditions that it requires, and the resulting high level of performance, I remember vividly thinking, why can’t our classrooms be more like this?

So back to some basics. What advice would you give to a young athlete in terms of employing creativity in their sport or game?

ED: All creators combine the arts and skills of other realms, and all creators have models. If you want to be a great baseball player, watch cricket. If you want to be a great lacrosse player, watch the greats and imitate, imitate, imitate—and then build your own style.

“Creative athletes think outside of the box... Within the typical set of rules or playbook in athletics, the unexpected approach can often be successful, surprising the opponent who then must react quickly.” –ED McCARTHY

MARGARET: If your observations on the relationship between creativity and athletic success hold true, what are your thoughts on how this relationship extends to other areas of life?

ED: In The Power of One, that great coming-of-age story about a boy in South Africa, Peekay, who boxes with his head and heart, the recurrent theme is that we must really examine the balance between our emotional intelligence and reasoning skills. We all need a head and a heart in any endeavor. In leadership, citizenship, learning, in our careers, and especially in our homes and neighborhoods, we need to blend a creative imagination—empathy and emotional IQ—with critical thinking. That’s the way to build a better world!
Our First Year

Being a newcomer can elicit a wide range of emotions. As I reflect back on my year, I can think of no better way to express my feelings and commemorate my journey than through poetry. I asked one of my Skills and Academic Support (SAS) students, Dallas R. ’21, who was also new last year, to join me by writing her own piece.

Purpose
BY MICHAEL STREETER

My first day, was my last breath
An exhale of exuberance, intellect, and experience.

I've been here before, but everything and everyone
Is new to me.

New faces remind me of familiar places
A collection of cultures
An array of ambitions
A kaleidoscope of shared hope
An awakening of the diversity of dreams and dreamers
Being and becoming actualized.

I am the recipient of education rested on reciprocity
Each one, teach one..mind body and soul
How students learn.

I have learned that
Fashion, language, art, music, and food
Are the five senses of self-identity

As an educator, I am the curator and cultivator
Of cultural potential

The operator of the roller coaster that is high school
Ups and downs of friendships
The smiles and frowns
Twists and turns that lead to self-discovery
Life lessons learned.

My first year has been a life lived in retrospect
Retracing the steps of my own educational journey
That ultimately
Led me to
You.
Fresh New Eyes
BY DALLAS R. ’21

Scared,
I walked onto campus not knowing if I would fit in
Friends, I had few going into this
I had been the new student many times
But still was I scared

Community,
I had never felt such a warm and welcoming community
Reminded me of home
Reminding me of the warm embrace of a mother
Soothing

Kindness,
Never have I seen a school give back like this
Students taking time out of their day to help others
Warmth emanating from every corner of the campus
Only word I know how to describe it is FAMILY

Daily life,
Breakfast with the students, teachers, faculty and their families
Classes with teachers that make you feel important
Lunch with friends and teachers
After school a family of its own

Theater
I have never felt so welcome
A space that accepts me for who I am without question
Like the rest of the school emanating warmth and love
The ability to just let go at the end of the day and do something I love

Amazed
Never have I seen boarding students and day students so close
It is hard to tell who lives at school and who doesn’t
Everyone is treated the same, celebrated for their differences
Peace
Getting Involved and Giving Back
Valuable lessons happen when our students engage in service to others

A sample of locations and organizations where CH-CH students have engaged in community service in the last year:

**Cradles to Crayons**
Provides children from birth through age 12 living in homeless or low-income situations with the essential items they need to thrive—at home, at school, and at play.

“Cradles to Crayons was a really good experience. It opened my eyes to the things I take for granted on a daily basis.” —Mel T. ’21

**Perkins School for the Blind**
International leader in blindness education and services.

“I learned a lot from the Perkins School and the innovative technologies that help those who have sight disabilities.” —Noa Gittelman-Egan ’19

**Drumlin Farm/Mass Audubon**
Protecting 36,500 acres of land throughout Massachusetts.

**Bristol Lodge**
Serving dinner to 40-80 people needing a meal in Waltham 7 days a week.

“I wanted to help give food to people who are less fortunate than me.” —Mey Pugh ’19

**Special Olympics**
In every corner of the earth, Special Olympics is changing the lives of people with intellectual disabilities.

**Buddy Dog**
A new lease on life for impounded and homeless dogs and cats.

**Waltham Community Farms**
Encouraging healthy relationships between people, their food supply, and the land from which it grows.
The Second Step
Fostering the safety, stability, and well-being of those who have experienced domestic violence.

CH-CH Cavalry
Student Tour Guide Program

Umbrella Community Arts Center
Enriching lives and building a vibrant community through the arts.

“I was so happy to see the faces of the people who attended The Umbrella Center for the Arts because it felt good to make others feel good.” —Oz G. ’22

“Thank you for the volunteers. They were terrific and helped make it a great time.”

Volunteer Coordinators,
Perrins School for the Blind

Meet Lynn Margherio
From Cradles to Crayons to CH-CH

Lynn Margherio is the founder and CEO of Cradles to Crayons, a national non-profit that helps provide children with the everyday essentials they need to thrive: at home, at school, and at play.

Lynn opened the first Cradles to Crayons warehouse in Boston in 2002. Cradles to Crayons now has operations in Boston, Chicago, and Philadelphia and annually provides more than 245,000 children in poverty with essential items—including backpacks, school supplies, clothing, shoes, and winter coats. CH-CH students have been volunteering at these centers for years.

Lynn has also had an active presence on the CH-CH campus, from visiting classrooms and speaking with students to taking the stage as the keynote speaker at the 191st Commencement Ceremony.

While addressing the class of 2019, Lynn discussed the uniqueness that she has witnessed in CH-CH students, “You believe in your sense of self and elevate the individuality of one another. You allow yourself to be vulnerable, trusting that it will build your confidence. And when you see barriers, you break through them!” CH-CH is excited to continue its partnership with Cradles to Crayons and Lynn.

Why today’s kids need camp more than ever.

BY JIM BELLANCA, DIRECTOR, RUNNING BROOK CAMPS

Nowadays, more than ever, I believe that kids need to go to camp.

Today’s kids are far more adept and skilled in many ways. With the aid of technology, they are far more globally aware and connected than ever. And in lots of ways, they are far more tolerant and accepting than we ever knew to be.

But there are also concerning trends among kids today. Over 25% of kids ages 13-18 are formally diagnosed with an anxiety disorder (NIMH 2016), and obesity among kids has more than tripled since the 1970s. As a Mental Health Counselor and Camp Director for over two decades, I have seen more kids struggle to manage unstructured “free” time, not know how to collaborate and resolve conflicts with peers independently, and not have confidence in their own creativity in the “work” of kids: Play!

Moreover, generations of kids are growing up in a culture of social media where they are measuring themselves up against mostly “Photoshopped” versions of those around them. Our successes, the high-
lights of our lives, the “peak” moments are what we primarily share and celebrate publicly, rather than our struggles, our mistakes, and our failures; the stuff that makes us real!

So, why is camp so good for kids? How does camp build kids for the future?

At Running Brook Camps, we’re giving our campers the ingredients to find their own happiness through our core values of challenge, celebration, creativity, community, compassion, and cooperation.

While camp should be all about having fun as we engage in the “work” of kids (play), camp should also be full of challenges. This includes supporting kids in resolving social impasses themselves and allowing them to take safe risks (physically, socially, emotionally).

Celebration is a critical aspect of camp, but it involves celebrating both the successes and the failures along the way, as both are instrumental in building confidence and competence.

Creativity is essential to the play, but it is not a one-way street. When the kids are put in the role of helping to dictate the play, they are more invested, they feel more empowered, and the results are more of their own doing. All ingredients lead to greater confidence!

The camp community is the foundation of all the good “stuff” that comes from camp. Because of the low counselor-to-camper ratio, campers have the undivided attention from the adults. Campers are respected and supported as individuals, and compassion is a value that is infused in everything we do at camp.

Finally, camp is not just about having a beautiful facility, amazing swimming pools, or an awesome outdoor challenge course. Camp is camp because of the people who are there. When it comes to developing social skills and fostering social confidence, there is no substitute for the constant interaction with other kids under adults. The opportunity to build the skills of cooperation is inherent every day.

Making friends and developing positive relationships at camp is more than just fun, it gives kids the sense that they belong, that they have a voice, and teaches them the skills and confidence necessary to be a positive member of a larger group. These traits are essential in building the foundation they need for a future of true success. Camp gives kids the opportunity to really get to work.
Welcoming Our International Community

For generations, Chapel Hill-Chauncy Hall has embraced its international students and helped them adjust to their new environment by creating a warm and welcoming community.

Providing a mindful onboarding program for both our domestic and international students ensures everyone feels at home as quickly as possible. The international student program also offers numerous opportunities for international students to connect with their classmates from local American families while experiencing American food, culture, and family traditions.

In this section, read more about how CH-CH is creating a welcoming home away from home for both domestic and international students and how our Head of School is connecting with families around the world.
Meet Jasper K. ’20
From Hong Kong to CH-CH

Since third grade, Jasper K. ’20 has been traveling from Hong Kong to the United States for summer programs. “There wasn’t much of a culture shock when I came to CH-CH,” says Jasper. “I was here every summer, and I grew up with a childhood full of western TV and entertainment.” While he was prepared for American culture, he was nervous about meeting new people.

“When I arrived on the CH-CH campus for the first time, it felt completely different from my old school,” says Jasper. “It was great to see so many people from different countries and backgrounds.”

Jasper credits living in the Worcester Hall Dorm for helping bring him out of his shell socially: “Living in the dorm has made it much easier for me to meet new people; I’ve made so many great friendships, and it feels like I’m living with my best friends 24/7.”

After graduating in spring 2020, Jasper is looking to attend art school in New York or California to pursue his dream of becoming an illustrator.

Host Family Program

Each year Chapel Hill-Chauncy Hall families open their homes to our international student community for our Host Family Program.

By spending time with a CH-CH family, international students are able to deepen their experience and learning and are better equipped to adjust to life in the United States. Families have hosted students for dinners, movie theater trips, and cultural events off-campus, as well as weekends and school vacations at their homes.

“Phannita S. ’20 (from Thailand) spent time with our family over the school break, and we were able to learn as much about her culture as she was able to learn about ours,” said CH-CH’s Chief Advancement Officer, Leslie Jacobson-Kaye P’20. “We had so much fun playing games, cooking, watching movies, and having her as a part of the family.”
Connecting with Our International Families

BY BEN COWEN-WHITMAN ’14, MARKETING & COMMUNICATIONS MANAGER

Today, 18% of CH-CH’s student body comes from outside the United States, and we are making every effort to welcome and support them. CH-CH has focused on residential life culture, programs, and weekend activities, as well as developed a world language program that connects campus language and culture. Opportunities have expanded across the curriculum that offer more advanced courses as English language proficiency becomes increasingly stronger for newly enrolled international students.

Making a strong connection with the parents of our students is also one of Dr. Conrad’s top priorities. Since many of our international parents aren’t able to visit campus in Waltham, Dr. Conrad has deliberately reimagined how the school communicates with our families, both in-person and remotely.

Over the last few years, Dr. Conrad has brought CH-CH around the globe, with travels that have taken him to Bahrain, China, Emirates, Hong Kong, Korea, Saudi Arabia, Taiwan, Thailand, and Vietnam.
While on campus in Waltham, Dr. Conrad has been focused on strategies for utilizing technology to create a more personal experience for CH-CH families around the world.

For the families residing in China, this is accomplished through the use of the social media app WeChat. Leveraging WeChat continues to transform how CH-CH communicates and connects with families in mainland China, a group that has limited Internet and social media access to the Western world. WeChat has become the connection vehicle through the use of its powerful translation tool embedded within the app and video-conferencing capabilities.

Throughout the year, Dr. Conrad engages international families in privately scheduled one-on-one early morning coffee meetings utilizing the WeChat video-conferencing tool. Dr. Conrad is joined by the student, the Mandarin teacher (interpreter), the Director of College Counseling, the Director of International Programs, and Chief Advancement Officer.

During these WeChat video-conference calls, parents learn about how their son or daughter is progressing academically and socially. Parents also have the opportunity to ask questions, which frequently center around the college application process in the U.S. WeChat enables CH-CH to bridge cultural gaps and connect with parents on a deeper level, stretching across the globe to bring families the contact and support they deserve.

Whether it’s traveling overseas for in-person meetings, creating active WeChat discussion groups, or hosting early morning college counseling video chats, CH-CH is creating meaningful ways to keep international families connected to the community.
Introducing the Director of Health Services

This fall, the CH-CH community welcomes Kenna Weber to the new Director of Health Services position. Her credentials include a BS in Human Development and Family Studies and a master’s degree in Marriage and Family Therapy. Her professional experience includes work as a mental health clinician at LexCommnicate, along with supporting students in the Newton Public Schools and the Walker Home and School for Children.

Her interests have always been focused on family systems and dynamics. She is excited to use her skills to enhance the extraordinary educational programming and caring community at CH-CH. Kenna is a familiar face to the Running Brook Camp Community as an Assistant Director.

Over her career, Kenna has seen the immense impact that proactive mentoring can have on students and parents. “There’s a wealth of knowledge out there about supporting children with social/emotional self-awareness and confidence, and as a parent, it can be difficult to navigate,” said Kenna. “My goal is to be the person that mentors CH-CH families and connects them to the specific information that will foster growth in their child.”

“I’m excited to have the opportunity to connect and establish relationships with CH-CH students, teachers, and parents; compiling information to make sure the student can be successful.”

As the Director of Health Services, Kenna will begin her work by spending time with both students and faculty to see what is needed as she develops programming. She will support this work by focusing on professional development to give faculty the tools they need both inside and outside of the classroom. Parent support will also be a focus for Kenna. She believes that giving parents the tools they need will ultimately benefit the student.
Every year, the CH-CH faculty gather back on campus for a day following Spring Break to focus on professional development. Last spring’s focus was the mind-body connection, led by former CH-CH Dean of Faculty and Visual and Performing Arts Chair, Cindy Ludlam.

Cindy led us through an enlightening morning of exercises that helped to reactivate and re-energize our minds in preparation for the last trimester of the school year. As a Kundalini yoga instructor, Cindy walked us through some common vocabulary and definitions to lay the groundwork for our morning practice.

In small groups, Cindy asked us to talk about a time in our lives that we wished we could have changed. She shared a story of a personal challenge and gave us the tools to create a more mindful classroom through self-reflection.

We ended with one last session of meditation, extended our appreciation, and departed ready to tackle the final term of the year.

“She gave us the tools to create a more mindful classroom through self-reflection.”
This fall, the Visual and Performing Arts department brings back a popular art elective: **Art and Yoga.** Taught by certified yoga instructor Maeve Doolan, this foundational course will combine simple, yet profound yoga techniques, meditation, and art exercises to enhance creative focus and flow. Students will draw inspiration from different kinds of yoga, nature, artists of the past, and participate in three student art shows throughout the school year alongside their peers.

Maeve Doolan, who also teaches Ceramics, Sculpture, Advanced 2D/3D Art and Design, as well as Intro to Visual Art, is excited to reintroduce this course. When asked how it benefits our students at CH-CH, Doolan explains that “relaxing through mindfulness” helps students with their overall health and wellness and ultimately leads to more focus in the classroom. Mindfulness and art-making will be merged in this new class, with projects such as creating art inspired by yoga poses.

Doolan will utilize the new Barn space and visit local yoga studios with her students as a way to expose them to other yoga practices and give students an opportunity to share their practice with the greater community.

For Doolan, the goal for her Art and Yoga students is to use yoga practice to make a deeper connection to their artwork and to give them the confidence to expand their interests and try something new.

*ABOVE: CH-CH students taking part in yoga workshop during Spring Session. Photography by Emily Ashman.*
The Parent and Guardian Association (PGA) and Development Office were pleased to host Glenn Manning, Senior Program Coordinator of Harvard University’s Making Caring Common (MCC) project, during the April Coffee and Conversation this spring. As part of their Caring Schools #CommonGood campaign, the MCC project seeks to reduce excessive achievement pressure in high schools, promote equity and inclusion in higher education, and deepen students’ empathy for others and their communities. CH-CH joined MCC’s Caring Schools network two years ago and has particularly committed to actions that will allow our students to deepen their care for others and their communities.

Glenn was invited to give our parents a view into some of the work being done with students in our socio-emotional learning curriculum, and he spoke to the PGA on a number of topics, including an overview of MCC’s goals and an outline of some of the evidence-based work that MCC has helped CH-CH engage in with our students. Glenn also addressed the recent college admissions scandals and passed along advice from MCC’s recent publication, Turning the Tide II (read the full report at mcc.gse.harvard.edu), as he urged parents to allow their children an authentic voice in the college selection process, as well as a more reflective engagement in community service and their own academic pursuits.

Glenn also spoke to our senior class, their families, and invited guests during the Baccalaureate Ceremony in late May.

Glenn’s talk reflected on the power and difficulty in making choices that are good for the community but not always good for one’s self. He encouraged our seniors to make daily decisions which bettered their communities and to reflect often on their impact on the world around them. His message was a natural extension of MCC’s focus on empathy and community and echoed the extensive community service work the class of 2019 engaged in during their time with us.

As the partnership between MCC and CH-CH continues to grow, we look forward to the growth our students, faculty, and parents will experience as we deepen our commitment to each other and the world around us.

ABOVE (L to R): Glenn Manning speaks with CH-CH leadership; Mr. Manning addresses the CH-CH community during the Baccalaureate Ceremony.
Taking Ownership and Following Passions
Students Take the Lead with Independent Studies

BY EMMA MANISCALCO ’19

I currently have 2,357 photos in my phone. They are mostly of funny moments, family, celebrations…all captured for nostalgia.

2,356 of the pictures are a string of blurred but happy memories, scrolled through at random when I pull them up. But there is one I always seem to look for when I swipe through. I do not need to actually see it to recall it perfectly. It instantly brings me back to the moment it was taken. The smiles are deep, the happiness honest, the pure joy captured and projected back, reflecting my journey and purpose in the shining eyes of a child.

I have always had a fondness and natural connection with younger children. Having the volunteer position as a “Young Leader” at Running Brook Day Camp at CH-CH in the summer of 2017 was an opportunity of a lifetime. There is no better way to spend summer days than playing games, swimming, and having dance parties with a group of three- and four-year-olds.

One camper in particular captured my heart. For both of us, it was our first summer at camp. We started this journey together, both anxious of what to expect. But while I had years of practice at new beginnings, he had little experience to draw from. I knew immediately that this young camper might need more assistance on this new journey, a journey that was awfully familiar.

Following that first summer, I was certain that I would pursue early childhood education. I returned to camp the following summer, and when it came time to craft a schedule for my senior year, I knew I wanted to focus on learning about children with social-emotional and behavioral issues and how to foster coping strategies to help them thrive. The faculty and staff at CH-CH and Running Brook supported me in designing an Independent Study in Early Childhood Education that allowed me to pursue these goals in meaningful ways.

With help from the Running Brook leadership team and with some flexibility in my academic schedule, I interned at The F.U.S.E. School: a pre-K through first grade program that specializes in working with children who struggle emotionally, socially,
and behaviorally. At F.U.S.E. I was able to put to practice many of the intervention skills I had been honing during the summer in a classroom setting. My senior elective courses at CH-CH supported this work as well: When it came time to write my capstone research paper in Adolescent Psychology, I was able to draw upon scenarios from my work at F.U.S.E. to build a case study and help formulate an argument. Similarly, I focused my English capstone paper on children’s literature—specifically wordless picture books—and the importance of early childhood literacy. And I partnered with our wonderful Assistant Director of Summer Programs, Alex Guard, meeting regularly to debrief my experiences in the classroom and consider how we would bridge that work to becoming a lead counselor for our youngest campers this summer. All these experiences have brought tremendous confidence and purpose to my academics and will fuel my studies in Early Childhood Education at Lasell College this fall.

I have learned to approach my work with children and move toward my goals with care and empathy. Each child is different, and I have learned to be patient, calm, and to work to understand their needs and find their talents. When I was young, many adults in schools neglected to engage me in this way, labeling me an “issue” because I experienced anxiety. Over time, I learned to identify the adults who would work with me instead of putting me into a box, and I realized that I could work with my anxiety and embrace it as part of who I am. This has been an enormous part of my CH-CH education and my development as a young educator: I strive to make kids feel loved and special because of their differences and to meet them where they are. Honing patience and empathy has sharpened my academic skills as well: I have learned to take extra time to fully understand a concept before moving on and to allow others to demonstrate their knowledge and understanding rather than forcing them to approach work my way.

I have heard from other educators that the most impactful moments are the victories in the classroom that occur when a student is struggling to learn a new idea. Watching a student’s expression change from frustration to elation, from anger to joy, is the moment the educator knows they have made a difference. I look forward to a career continuing to pursue and realize these moments—to make more lasting memories of care and support for young children.

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Dynamic 75-minute classes allow students to engage in multiple ways of learning

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1PM | 375 Lexington Street, Waltham, MA | www.chch.org | (781) 314-0806
On Friday, October 19, 2018, current parents, parents of alumni, trustees, alumni, faculty and staff members, and friends of the school gathered at the newly renovated Stow Acres Country Club in Stow for the 10th annual Charger Golf Classic.

We also welcomed everyone to join us in the evening for our Casino Night, a fundraising event to support professional development and financial aid. It was a fun way to bring community members together while playing casino table games to earn more chances to win great raffle prizes. This year, we introduced our new Golden Tickets, which gave those who purchased tickets the chance to win one of three premier items.

Through the event’s success, we raised more than $67,000 in support of CH-CH professional development and financial aid. Thank you to all those who attended and supported this great cause.
A NIGHT IN MONTE CARLO

OCTOBER 18, 2019

Join us for "A Night in Monte Carlo", our upscale casino night, at the Paine Estate in Waltham. The evening includes games, raffles, cocktails, a live auction, and more. Have fun while supporting professional development at CH-CH!

BARN OPENING

JANUARY 16, 2020

Join the CH-CH community as we celebrate the successful completion of 'Building Creativity: The Campaign for the Arts' with the grand opening of our reimagined Visual and Performing Arts space, the Barn. The evening features an entertaining program delivered by student and faculty artists alike.

CHARGER GOLF CLASSIC

SPRING 2020

Have fun with community members while supporting financial aid at CH-CH! Not a golfer? Join us for the post-golf reception. This is the 11th year of the Classic. Details forthcoming.

More Information and Registration: WWW.CHCH.ORG/EVENTS
On March 30, 2019, parents, trustees, advisors, parents of alumni, faculty, and staff members gathered for a fun-filled evening at the beautiful, historic Lyman Estate in Waltham for this year’s Spring Gala, a fundraising event to support CH-CH teachers with professional development opportunities.

As the central mission of the School—to teach the way students learn and to tailor learning experiences to multiple intelligences—it’s imperative that faculty members are equipped with myriad teaching tools with the expertise to use them.

The successful event surpassed the initial goal of $50,000, raising a total of $89,000 to support faculty professional development. The Spring Gala event also allowed attendees to socialize with each other as they discussed the life and future of CH-CH. Thank you to all who attended and supported this great cause!
On Saturday, June 8, 2019, we welcomed over 80 alumni, their families and many current/former faculty/staff back to campus for Alumni Day!

Over the course of the day, guests enjoyed being back on campus while reconnecting with friends and teachers. Alumni Day also offered rides on our new zip lines, hard hat tours of the Barn construction site, a live band, and great conversation from all. It was wonderful seeing so many alums back on campus.

The day concluded with a surprise dessert truck, the Whoopie Wagon, sponsored by the CH-CH Alumni Council.

Thank you to all alumni who attended. We look forward to welcoming you back to campus again for Alumni Day 2020 on June 6, 2020, SAVE THE DATE! Come celebrate the 25-year anniversary of the Charger and see the finished barn!
On May 10, 2019, 45 grandparents and family friends attended Grandparents’ and Family Friends’ Visiting Day. They gained the opportunity to attend the annual Science Expo, where the students demonstrate what they have been learning throughout the school year. Interacting with the students and educators alike was a real highlight. Grandparents and friends also enjoyed a luncheon and were able to take photos with their students to capture the memory.

Save the date for our first-ever Grandparents’ Lunch and Learn on Tuesday, April 28th, 2020!
Grandparents Getting Involved Is a Win-Win

What does it mean to be involved, to be present? It’s different for everyone. CH-CH prides itself on being a community that welcomes all family members, including the grandparents of our students.

We recently sat down with the parents and grandparents of two CH-CH students to talk about what being involved means for their family.

The Firenze and the Choumenkovitch families have had different experiences, but one thing they both have in common is three active generations in the CH-CH community.

The Firenzes
To Angelo Firenze, Ryan Firenze’s ‘19 grandfather, it’s about supporting his grandson and letting him know that he will always be there for him. “I want him to know that we are there if he ever needs us, all he has to do is ask,” said Angelo.

Throughout Ryan’s time at CH-CH, his grandfather has been able to witness his great development, which has had a major impact on Angelo. “I have gotten more out of the relationship than I think he has.”

Ryan’s father, Marc Firenze, has realized the impact as well. “He is not competing, he is collaborating; he is a member of the community at CH-CH. It’s not a competition here.”

Marc Firenze was so inspired by his son’s experience at CH-CH that he became a member of the math faculty last year. “For me, being involved means being there, being present.”

The Choumenkovitches
For Silvina Choumenkovitch P’21, Christian’s mother, it’s about being present. “We just want to support him in making his own choices, in finding his own way, and finding his own passions,” said Silvina. “Whatever it is that makes him happy, and makes him want to wake up and go to school, we are going to be there to support it.”

Silvina’s involvement with CH-CH has extended to being a member of the Board of Trustees. “As a Trustee, I feel that I can contribute to an institution that reflects a lot of the values that we have as a family, and it just feels right. I am very passionate about it.”

Martha and Guillermo Furlong, Christian’s grandparents, are benefiting in many ways from the involvement in their grandchild’s education, as well. “I feel that now we are not the teachers of our grandchildren; we are the students because we learn so much from them,” said Martha. Guillermo added, “He (Christian) doesn’t need me—I need him. He can now teach me a lot of things that are very difficult for me.”

When it comes to family involvement at CH-CH, it truly is the more the merrier. Being active members of their education can bring the families closer together and show the students that there truly is a community behind their successes.
The CH-CH Board of Advisors

During the summer of 2017, an exciting project combining the efforts of school and board leadership created a reimagined Board of Advisors for Chapel Hill-Chauncy Hall. The Board of Advisors (BOA) is currently a group of 24 parents, past parents, alumni, former and emeriti trustees, community leaders, and friends with a special interest in education who support the School’s mission.

Distinct from the Board of Trustees, the diverse membership and breadth of experience in the BOA provides strategic guidance and oversight. The members of the Board of Advisors serve as ambassadors for CH-CH, as well as strategic advisors to the School.

In the past two years, meeting topics have explored and discussed mission-appropriate alternative revenue sources, standards-based grading systems, and school expansion, among other items. This fall, the BOA will reconvene on Friday, October 25, to advise on program expansion in the visual and performing arts, as well as summer programs, with the reopening of the Barn by the end of the calendar year.

The School thanks our Advisors, listed here, for their wonderful support and contributions to CH-CH.

Those invited to join the BOA are:

- Supportive of a CH-CH education, including mission, philosophy, and vision
- Interested in current programs and future planning through the strategic planning process
- Influential in their communities through personal connections, business, or service

Board of Advisors

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alumnus; former trustee

Dr. Ike Colbert  
former board chair

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Dr. Eric Thorgerson  
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Dr. Rick Weissbourd  
faculty, Harvard Graduate School of Education; director, Making Caring Common Project

Ann Whittaker P’15  
former trustee; parent of alumnus

*CPA - Chinese Parents’ Association
We enjoyed a successful year of engagement and fundraising in both the Annual Fund and the Barn Campaign. We couldn’t be more grateful for the enthusiasm and support of the CH-CH family. Not only did we reach and exceed our dollar goals, but also the overall number of donors. The community of supporters included Current Parents, Parents of Alumni, Trustees, Alumni, Advisors, Grandparents, Staff and Faculty, Foundations, and Friends.

The Advancement team is fortunate to partner with so many extraordinary volunteers who serve on the Board of Trustees, Board of Advisors, PGA and Alumni Council and with those who give back by acting as ambassadors across the globe and also at our many fundraising events.

Thank you!!

Donors to CH-CH come to philanthropy for many different reasons. For Board Chair B.J. Rudman, it all began with his daughter Sarah and her connection to Andrea Fleming, the school counselor at the time. The importance of that relationship inspired B.J. to think about how to give back for the first time.

Sarah’s positive experience at the School (and a little nudging from Sarah) are what led him to Board service and, ultimately, Board leadership. She knew that he would be retiring and not only had experience working with Boards, but also extensive financial knowledge that could benefit the School.

Once they began supporting the School, B.J. and his wife Lisa Boodman wanted to be sure they knew exactly where their money was going, ensuring that the School’s budget for professional development would always be funded.

As Chair of the CH-CH Board of Trustees for the past four years and a parent of an alum (Sarah ’08), B.J. Rudman brings both a personal and fiduciary perspective to his philanthropy.

As a result, they prefer to restrict much of their giving to the Endowment. Personal recognition has never been a part of their motivation, but B.J. understands that, as Chair of the Board, it’s important to lead by example.

B.J. has passed along the importance of philanthropy to the next generation through his daughter. He was thrilled to learn that, of her own accord, she made a gift to CH-CH in honor of her grandfather.
### 2018-19 Annual Fund Donors

*Together, we did it!*

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Jihua Zhang ’19
Sam Ziba ’78
Anonymous ’93
Anonymous ’95 (3)
Anonymous ’98
Anonymous ’10*
Anonymous ’11
Anonymous ’14
Anonymous ’16 (2)
Annual Fund Giving Societies

Many thanks to all of our community members who joined the Annual Fund Giving Societies by supporting the Annual Fund this past year!

When you support CH-CH through the Annual Fund, you become an active part of the community by helping to provide resources that create and maintain programs in support of students and faculty. Thank you for your support and continuing to help move our programs forward each and every day!

Friends of CH-CH

- **$25** Young Alumni Circle (graduates from the last decade)
  - Gift of CH-CH swag
- **$50** Blue and White Circle
  - Special welcome gift
- **$100** Cavalry Circle
  - 20% discount coupon on CH-CH merchandise (valid for one use before June 30, 2020)
- **$250** Charger Circle
  - Custom CH-CH notecards
- **$500** Worcester Circle
  - Premium seating at select CH-CH performances

Leadership Giving Society

- **$1,000** Leadership Circle
  - Invitation to annual recognition event
  - Recognition pin
- **$2,500** Connection Circle
  - Connection to a specific student or alumni
  - Bi-annual updates from the student or alum
- **$5,000** Faculty Circle
  - Class visit and lunch with select faculty
- **$10,000** Head’s Circle
  - Private dinner with Head of School
- **$25,000** Chairman’s Circle
  - Annual naming of a performance or guest speaker

Please note that all donors at all giving levels will be listed in the Chronicle and Annual Report. All levels include benefits from the prior level. For further information, please contact Annual Fund Director Ben Rogers at 781-314-0810 or brogers@chch.org.
The purpose of the society is to recognize those who have made bequests and encourage others to do the same. Legacy gifts, such as bequests, help to preserve the heritage and values of the school for future generations.

The name chosen for the society reflects the blending of three institutions and individuals who played significant roles at each of the schools. Mr. Ray Farnsworth was a math teacher and principal at Chauncy Hall School for nearly 50 years. Mr. Sampson was Headmaster at the Huntington School for many years. The Clark family’s generous gift of land is the beautiful site where Chapel Hill-Chauncy Hall School now resides.

Former CH-CH Board Chair, as well as current member of the Board of Advisors, Eric Thorgerson recently joined the Society.

“I am thrilled to have this opportunity to help perpetuate the school’s mission and values into the future.”

For additional information on how to include Chapel Hill-Chauncy Hall in your estate plans, please contact Leslie Jacobson Kaye P’20, Chief Advancement Officer, at 781-314-0812 or lkaye@chch.org.
Thanks to the generosity of the following donors, the **Building Creativity: The Campaign for the Arts** Capital Campaign surpassed the fundraising goal of $2.5 million!

**Building Creativity: The Campaign for the Arts Donors**

- Greg Abel
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- Neal Allen
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- Melinda Camara P’20
- Peter and Lynne Cameron ’64
- Joseph and Susan Cannistraro P’22
- Chris and Laura Carrigan P’19

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**A special thank you to our Campaign Committee members for their work:**

- Deb Mankiw P’13*
  - Chair, Trustee
- Chuck Black P’10*
  - Trustee
- Sean Mulvehill ’10
  - Trustee, Chair Alumni Council
- Silvina Choumenkovitch P’21
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- Leslie Jacobson Kaye P’20*
  - Chief Advancement Officer
- Michelle Wang
  - Board of Advisors, Chinese Parents Association Liaison

*Campaign Steering Committee
Save the date for the Barn Opening, January 16, 2020 • Learn more at www.chch.org/events

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Visual and Performing Arts Department Chair
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Phil Zoppo ’99
William Zoppo ’67, P’99
Anonymous ’97

Donors as of August 21, 2019
Passing the Baton

I hope this letter finds everyone well. Over the course of the year, the CH-CH Alumni Council has been quite busy. Some of our highlights were hosting a new Pub Night in the fall, helping with the School’s fundraising efforts in their annual March alumni giving challenge, and working with CH-CH to enhance the overall alumni program and its stature within the entire community.

As our alumni community continues to grow, I encourage you to get involved. Attend an event, reconnect with a former classmate, or return to campus for a visit. Remember, you are a crucial part of the CH-CH community and we, as a Council, hope that you keep active and involved.

I have stepped down as your Alumni Council Chair and have been replaced by our current Vice-Chair, Sean Mulvehill ’10. Sean is a very active member of the CH-CH community, and I have no doubt that he will continue moving the alumni program forward in the right direction. In addition, Caroline Finamore ’13, who has returned to CH-CH as an Admissions Officer, will be stepping into a new leadership role as our Vice-Chair. With all of this transition, I will still be a member of the Alumni Council.

As always, if you would like to get involved, or just have a suggestion for an event or the program, please feel free to email us at chchalumnicouncil@gmail.com.

GO CHARGERS and thanks!
Scott Prenovitz ’97
Alumni Council Members

MISSION STATEMENT
The purpose of the Alumni Council is to engage alumni of Chapel Hill-Chauncy Hall and its predecessor schools in the advancement of the School and its mission. Through philanthropy, guidance, reconnection, and promotion, the Alumni Council will enhance the School’s profile and reputation within the CH-CH community and beyond.

Sean Mulvehill ’10, Chair
Caroline Finamore ’13, Vice-Chair
Andrew Babitts ’99
Connie (Hedberg) Ferguson ’97
Gary Heller ’10
Kate (Condon) Higgins-Essayan ’95
Sally Jacobson ’89
Nikelle (Hamada) Klareich ’96
Stephanie Liu ’99

Sara Lourie ’99
John McGinty ’97
Amber (D’Amore) McMahon ’98
Scott Prenovitz ’97
Michael Raphael ’84
Lauren Rhodes ’95
Jonathan Samson ’98
Jake Schuster ’08

Your New Alumni Council Chair

My name is Sean Mulvehill, and it is an honor to be your new Alumni Council Chair. I am a proud member of the class of 2010, the brother of Kim Mulvehill ’12, and the son of Tom Mulvehill, a current CH-CH trustee.

I’ve been a member of the Council for four years and have been active since graduation. It’s an exciting time for the Alumni Council. We’ve hosted events near Waltham as a way to build local alumni participation. Moving forward, we will focus our efforts on alums living outside of the Greater Boston-MetroWest area and abroad, so that more alumni feel connected to the CH-CH community.

I am confident with the help of Alumni Council members and Caroline Finamore ’13, our new Vice-Chair, we will be able to keep moving the alumni community forward.

Sincerely,
Sean Mulvehill ’10
1940s

Annual Fund Donors:
Joyce Kurz (Chapel Hill '49)*
Fred Levin (Chauncy Hall '49)*
Esther Perkins (Chapel Hill '46)

1950s

Annual Fund Donors:
Wallace Coburn (Chauncy Hall ’54)*
Lawrence DeBenedictis (Chauncy Hall ’54)*
Betty-Mae Flaherty (Chapel Hill ’59)*
John Kattwinkel (Chauncy Hall ’59)*
Phillip McKinnon (Chauncy Hall ’55)
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Margaret Rice (Chapel Hill ’54)
Ruth Sachs (Chapel Hill ’57)
Lucinda Sargent (Chauncy Hall ’59)*
Roberta Sorensen (Chapel Hill ’58)*
Kenneth Stephens (Huntington ’50)*

1960s

Annual Fund Donors:
Kenneth Babcock (Huntington ’62)*
Eric Borman (Chauncy Hall ’69)
William Brudnick (Chauncy Hall ’64) P’92
Kenneth Goodwin (Chauncy Hall ’63)*
Jane Gupta (Chapel Hill ’66)
Kathy Hyman Cook (Chapel Hill ’64)*
Eleanor Livingston (Chapel Hill ’63)
Sally Martin (Chapel Hill ’66)
Phil Perkins (Chauncy Hall 62)*
Carole Ripley (Chapel Hill ’62)*
William Roberts (Chauncy Hall ’64)*
Reinhardt Ruggiero Family Trust
Elizabeth Trimble (Chapel Hill ’61)*

Betsy Pangborn Trimble ’61
My husband, David, and I celebrated our 57th wedding anniversary in February. We have two sons, seven grandchildren, and five great-grandchildren! We split our time between Jaffrey, NH, and Richmond, VA. I retired in 2010 after 25 years with Bank of America.

Kenneth Goodwin ’63
I attended the 50th reunion of the Mission Control Center (MCC) personnel who staffed the Apollo 11 flight in 1969 at the then Manned
Spacecraft Center (now the Johnson Space Center) in Houston. The Mission Operations Control Room has been completely restored to its original state, which was unveiled at this event.

**William Lee Roberts ’64**

My wife and I hosted former CH-CH physics and math teacher Joe deMaio at our home in early May. Joe taught at Chauncy Hall from 1962 to 1965 and now resides in Albany, NY. We visited MIT, took in a jazz performance at a local “underground venue,” and toured the Museum of Fine Arts. We also met up with Chauncy Hall alumnus Ralph Chadis ’64 and went to see Cambridge’s Central Square Theater’s production of the play *Black Odyssey.*

**Sally Martin ’66**

I am still teaching preschool and loving it! I have eight grandchildren, ages 2-13. I returned to campus in the summer of 1968 before my junior year of college and worked at Chapel Hill as an activity director and dorm mother. I stay in touch with Ruth Chang, my Chapel Hill roommate.

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**1970s**

**Annual Fund Donors:**

Amy Augustus-Stone (Chapel Hill ’71)*
David Cohen (Chauncy Hall ’70)*
Sheila Cooper ’72*
Ethel Getz (Chapel Hill ’71)
Steven Mercer ’79*
Farhad Pakravan ’75*
Ralph Sevinor (Chauncy Hall ’72)*
Andrew Todd ’76*
Sam Ziba ’78

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**In Memory**

**William (Billy) Sutherland ’75**

*Passed - February 28, 2019*

William (Billy) Sutherland ’75 was a Brookline, MA, firefighter and loved fishing. Billy first started his high school days at the Huntington School for Boys, then came over to CH-CH when the schools merged in 1974. Billy will be remembered as a great father and friend.
1980s

**Annual Fund Donors:**
- Steve Abramowitz ’89
- Jimmy Ayers ’87
- Tina Bonrouhi ’89
- Peter Converse ’83
- Arthur Gutierrez ’82
- Eric Hopp ’87
- Sally Jacobson ’89
- Maryanne Keeney-Wetherald ’89
- Jen Kyte ’87*
- Jennifer Lare ’89
- Robert Lezec ’80
- Jill Mullins ’89
- Berny Nolet ’87
- Surinder Rana ’80
- Mike Raphael ’84
- Kevin Sarney ’83
- Jeffrey Singal ’85
- Dan Strachman ’89*
- Janet Weinberg ’85

**Mike Raphael ’84**
I am working as a landscaper for Arthur W. Hurst, Inc., and I am an officer for the Natick Lodge of Elks.

**Jen Kyte ’87**
My husband, Ritch, and I reside in Newburyport with our two teenagers and dog, Domino. I work at The Governor’s Academy as the Director of Donor Relations. Both children attend Governor’s. Arlo will be a junior this fall, and my daughter Tilly will be a freshman.

1990s

**Annual Fund Donors:**
- David Allen ’93
- Nick Allen ’95
- Drew Babitts ’99*
- Conny Ferguson ’97*
- Ryan Gates ’98
- Britt Gochros ’97
- Kate Higgins-Essayan ’95
- Brian Johnson ’93
- Nikelle Klareich ’96*
- Matt Kotkin ’95
- James Lipcon ’97*
- Sara Lourie ’99*
- John McGinty ’97*
- Danielle McKeon ’95
- Amber McMahon ’98
- June Melia ’95
- Scott Prenovitz ’97*
- Bobby Shirazi ’96*
- Daphne Thomas ’96
- Mike Wade ’96
- Baku Waki ’93
- Anonymous ’93
- Anonymous ’95 (3)
- Anonymous ’98

**Nick Allen ’95**
I am currently a commercial litigation attorney and recently received the Robert B. Fraser Excellence in Pro Bono Award for my work in the field.

**Scott Prenovitz ’97**
2019 has been busy for me. Our family moved into a new house, I started a new job, our son (Cole) was born, and my wife and I celebrated our 6th wedding anniversary.

**Ryan Gates ’98**
This past spring, I graduated from the Smartly Institute with an Executive MBA focusing in Strategic Thinking, Startup Entrepreneurialism, and Corporate Strategy. My nonprofit arts organization, Harvester Arts, will complete its 3-year, NEA grant-funded social sculpture project called Jump!Star, featuring artist George Ferrandi. My wife, Kate, and I live in Wichita, KS, with our two boys, Max (8) and Dodge (6).

**Katherine Henderson ’98**
After living in NYC for 20 years, my wife and I will be moving on to pursue travel and the next big adventure.
**2000s**

**Annual Fund Donors:**
- KyungTae Bae ’09
- Lauren Cohen ’04
- Fred Essieh ’09
- Anna Gostyo ’08
- Pam Griffin ’05
- Adam Hazen ’08*
- Ben Herzig ’00*
- Lara Manganaro ’05*
- Adam Richins
  - Photography ’03*
- Jeff Rolke ’03
- Sarah Rudman ’08
- Caeleigh Stuart ’03
- Greg Tomao ’02
- Mira Whiting ’03

**Adam Towell ’04**
Currently living in Texas, I am the Regional Chief Engineer at Fox Sports Southwest. In 2018, I received the Emmy for Outstanding Achievement Technical Achievement.

**Kelsey Marriott ’08**
I am currently a Real Estate Advisor.

**James Costigan ’10**
I graduated from Salem State University with a Legal History/Pre-Law degree in 2016. I work as an intellectual property (patent) paralegal at a law firm in Boston.

**Sean Mulvehill ’10**
I’ve been living in Cambridge for three years now, and I am the product manager for a start-up company in Boston called Burst, which is a media platform for crowd-sourcing user-generated content.

**2010s**

**Annual Fund Donors:**
- Max Allen ’13
- Solana Choate ’11
- James Costigan ’10
- Lucas Courtney ’18
- Ben Cowen-Whitman ’14
- Juliette Dent ’16
- Luke DiOrio ’10
- Mimi Dumbuya ’10*
- Alexander Estrada ’18
- Caroline Finamore ’13*
- Devon Franklin ’13
- Grant Giller ’12*
- Paul Harlan ’10*
- Gary Heller ’10*
- Sungon Kim ’10
- Netanya Lebach ’14
- Peter Loar ’14
- Erin Loonie ’17
- Robby Merrell ’10*
- Kim Mulvehill ’12
- Sean Mulvehill ’10*
- Xuan Pan ’11
- Emilee Purdy ’13*
- Amy Russell ’18
- Matt Sager ’12
- Alexa Sciacca ’16
- Wenjun Shen ’12
- Angela Velasquez ’18
- Hyun Jun Yim ’10
- Anonymous ’10*
- Anonymous ’11
- Anonymous ’14
- Anonymous ’16 (2)

**Kamilah Washington ’10**
I am the Athletic Director at the Boys and Girls Club of Dorchester. I am also a student at Ashford University studying education. I love working with children and families and being a support system.

**Caroline Finamore ’13**
I am currently working at CH-CH as an Admissions Officer.

**Emilee Purdy ’13**
I am currently working as a SAFEPLAN Advocate for New Hope in the Uxbridge District Court. I am also working toward my MSW at Salem State University.

**Elsa Carlson ’14**
I recently returned to the United States after living abroad in Indonesia for a year.

**Ben Cowen-Whitman ’14**
I am working as the Marketing and Communications Manager at CH-CH and living in Brighton with my child, Gigi the Puggle.

**Tylar DeWitt ’14**
Over the past year, I have been making music and performed at a few showcases. I am currently working at CH-CH as an English Teaching Fellow.

**Gary Heller ’10**
I am currently a Systems Administrator at BAE Systems, Inc., in New Hampshire. I am also a radio and computer specialist with the US Army Reserves and a member of the CH-CH Alumni Council.

**Nate Jaffe ’14**
I am currently living and working in Park Slope, Brooklyn, at one of the largest reform synagogues, Congregation Beth Elohim, as their Communications Associate.
Eric Kanavos ’14
I am a patrolman for the Police Department.

Signe Langsetmo ’14
I live in New York City and work as a patient navigator at an AmeriCorps Clinic. I am taking the MCAT later this year.

Elizabeth Leary ’14
Since graduating from the SMFA at Tufts University, I have been managing an online vintage clothing boutique. I plan to open a pop-up shop for it in the future.

Netanya Lebach ’14
I work for Brookline Public Schools as an assistant kindergarten teacher for children with special needs.

Austin Sylva ’14
I work as a marketing manager for a local trades company and have continued my love for skateboarding and reading.

Sharisse Zeroonian ’14
I graduated from Boston University in 2018. I’ve recently released an Amazon Prime film and had a few short stories published. I am currently working on a pilot of an original television show. I also teach at an afterschool program in Belmont.

Natalia Goudvis ’16
I’m moving to Portland, Oregon, later this year to attend Portland State University to finish my undergraduate degree in Secondary Education and Science, with a minor in Russian. I plan to pursue my master’s degree in Secondary Science Education with a teacher’s license at PSU.

Nora Maybury ’16
I am currently working in development at a nonprofit in Boston, where I assist in coordinating special events. This experience has helped solidify my decision to transfer from Lewis and Clark College, where I was a French major, to the University of North Carolina Asheville, where I will study Management and Business to continue involving myself in the nonprofit sector.

Maria Miller ’16
I’ve been inspired by social work at my recent internship for the Jeremiah Program, a Boston-based organization helping single mothers, and am diving into the nonprofit world to help those in need.

Rae Erdos Steinberg ’17
I am a student at the University of Connecticut studying psychology. I plan to study education starting in the fall while taking classes in Boston.

Savannah Williams ’17
I am currently at MassBay Community College as a full-time student working toward a degree in psychology.

Lily Antunez ’17
I am finishing up my second year at American University, studying neuroscience. I serve as the Secretary and Risk Management Officer of the DC Beta Chapter of Phi Delta Epsilon medical fraternity. In addition to that I am also a member of Underrepresented Students in STEM.
Class Agent Program

The Class Agent program consists of alumni who volunteer their time to help keep their class informed with happenings at CH-CH. These agents have partnered with the School to help with outreach and philanthropy. If you want to get more involved with the Class Agent program, please contact Ben Rogers at 781-314-0810 or brogers@chch.org.

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Class of 1996
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Class of 1997
Conny Ferguson
James Lipcon
John McGinty
Scott Prenovitz

Class of 1998
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Class of 2002
Greg Tomao

Class of 2003
Jeff Rolke

Class of 2005
Pam Griffin

Class of 2011
Lauren Bass
Jared Cherney
Solana Johnson
Daxi Liang
Nick Pepi
Mike Song
Molly Stone

Class of 2012
Grant Giller
Marcus Han
Christine Huang
Andrew Merlino
Jess Mostone
Mara Rios Brache
Matt Sager

Class of 2013
Lexi Abrecht
Caroline Finamore
Devon Franklin
Anne King
Emilee Purdy

Class of 2014
Chloe Briskin
Pat Burgard
Nate Jaffe
Brianna Moore

Class of 2015
Oluwa Shoyoye
Nick Swanton

Class of 2016
Cheyenne Bates
Cameron Jabs

Class of 2017
Jake Duggan
Rae
Erdos-Steinberg
Aria Rodney
Savannah Williams

Class of 2018
Xavier Hardman
Ethan Snow
Angela Velasquez

Class of 2019
Jordyn Kerr
Emma Maniscalco

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The Best Fit for College Starts by Teaching the Way Students Learn

BY BROOKE FINCKE, DIRECTOR OF COLLEGE COUNSELING

As a college counselor, my objective is to support students in finding the best fit for the continuation of their education in the post-secondary landscape. In order to get students to be prepared for and excited about going to college, we believe that we must get them connected to and give them some ownership in their experiences as learners. We teach them the way they learn. When students come to me with an understanding of who they are as learners, can identify what inspires them, recognize the circumstances in which they feel supported in taking risks, and seek out who they value as members of their communities, they are ready to make thoughtful choices about post-secondary options. It’s my role to help them put these pieces together, realize the work they’ve already done, and find the best fit.

Here at CH-CH, “best fit” is as authentic and individual as our approach to teaching and learning. It’s not one dimensional, and it’s often not singular. In the college process, there is likely more than one “best” fit. Best fit does not mean the most popular name or the name with the most perceived prestige. The best fit is not just where the student can get in; it’s where the student can thrive—fully engaging in a community that is aligned with who they are and who they want to be.

Students should be confident that they can discover what makes them happy, where they can contribute, and how they want to exist in this world. That confidence, engagement, and commitment to finding the best fit starts small. It starts from an inspiring approach to education. It starts when they get here, and we teach them the way they learn.
54 STUDENTS ARE ENROLLING IN 43 DIFFERENT COLLEGES

The 2019 Matriculations

Becker College
Brandeis University
Clark University (2)
Colby-Sawyer College
Connecticut College (2)
Curry College
Dean College
Eastern Connecticut State University
Endicott College
Franklin & Marshall College
Ithaca College
Landmark College
Lasell College
Lesley University
Lewis & Clark College
Marist College
Mass Bay Community College
McDaniel College
Merrimack College (2)
New York University
Pennsylvania State University
Purdue University
Regis College
School of Visual Arts
Skidmore College (3)
Smith College
St. Lawrence University
Syracuse University
The American University of Paris
Tufts University/SMFA
Union College (New York)
University of California, San Diego
University of Denver (2)
University of Hartford (2)
University of Maine at Farmington (2)
University of Maryland, College Park
University of Massachusetts, Amherst (3)
University of Massachusetts, Boston (2)
University of New Hampshire at Durham
Valencia College
Washington College
Westfield State University
Worcester Polytechnic Institute

The Class of 2019

85% OF STUDENTS WERE ACCEPTED TO A TOP-CHOICE COLLEGE
Have fun while supporting professional development at CH-CH!

CASINO • COCKTAILS • FOOD
MUSIC • LIVE AUCTION • RAFFLE

CHAPEL HILL-CHAUNCY HALL PRESENTS
A Night in Monte Carlo
A BLACK TIE EVENT

FRIDAY, OCTOBER 18, 2019 | 7PM
New Location: The Robert Treat Paine Estate | Waltham, MA

WWW.CHCH.ORG/EVENTS