Dear Fayerweather Friends,

Welcome to the 2011-2012 Annual Report—a time to reflect on families and friends whose collective generosity allows us to continue offering the outstanding education that defines the Fayerweather experience. Every donor should feel energized by the part he/she plays in ensuring that the school is able to attract and retain top-notch faculty and staff who daily offer students a rich array of academic, arts, athletic and extracurricular programs. I'm proud to report that the 2011-2012 school year was an exceptional one. Highlights follow!

As in the past, we began the school year with a series of community building events that included a very successful Grandparents/Special Friends gathering in November. The day featured a conversation with Nancy Carlsson-Paige, a Fayerweather grandparent and well-known educational writer and thinker. She facilitated a rich discussion about childhood and the role grandparents play in raising their grandchildren in the modern world.

We entered 2012 with students and teachers engaged in a myriad of projects. Our youngest students in PreK spent time learning how to make friends while studying the life cycle of butterflies, planting pumpkins in our learning garden and investigating the properties of water at the sensory table. Our oldest students in the Unit spent the year delving into a wide variety of topics that ranged from exploring Newton’s Laws to learning about how governments create laws. In doing so they built models, solved equations, wrote essays and performed spoken word poetry.

Then in February, during the annual teacher exchange to our sister school in Matenwa, Haiti, tragedy struck. Eleven members of our group were involved in a truck accident that resulted in several serious injuries. In the face of this crisis, the extended Fayerweather community pulled together to create a network that provided both technical expertise and emotional support for weeks on end, ensuring that all involved, including our Haitian counterparts, received the best possible medical care. Happily, everyone is now doing well. To all those involved, a thousand thank yous!

That same energy, passion and caring was summoned once again in the spring, this time though to create a lively, new fundraising event: The Art of Craft. This day long fair welcomed more than fifty New England artisans, craftspeople and more than 300 members of our local community to campus. Music provided by a group of talented Fayerweather parents could be heard throughout the venue while another group manned the grills and mixed up specialty sodas. This blockbuster event raised more than $15,000 in support of the Arts at Fayerweather.

Other fundraising initiatives were equally successful. The Annual Fund surpassed its goal of $170,000 and raised $194,658. This included contributions ranging in size from $25 to $25,000. An alumni family made a gift of privately held stock that enabled us to complete an important $100,000 challenge match to the Fayerweather Educational Foundation.

Finally, we received $50,000 to support several behind-the-scenes initiatives that included seed money to pay for the design phase of our playground renovation project, a redesign of the FSS website and support for infrastructure in the Development Office.

As you page through this year’s annual report, please enjoy the article from alumna Simona Clausnitzer ’06 and an interview by Cindy Taft, FSS board chair, about Susan Lutwak, our long time Business Manager who retired at the end of 2012 after 17 years service to the school.

I hope you know how much we value your investment in this wonderful school and appreciate every way in which you support Fayerweather. We couldn’t do it without you!

With kind regards,

Edward Kuh
Head of School
Since leaving FSS, I’ve graduated from the Boston Arts Academy, a high school for the visual and performing arts, and am currently a junior geology major at Bryn Mawr, an all-women’s liberal arts college in Pennsylvania. Through the years, I’ve had the opportunity to participate in a variety of educational adventures, from artistic to scientific to anthropologic to everything in between. The past few months have been especially formative, as I begin to explore — and hopefully uncover — my own career path. This time has also been the most exciting, enriching, and generally mind-blowing of my life... thus far.

Just as soon as college classes let out last May, I traveled to the University of Arizona’s Biosphere 2 to intern in an eco-hydrology research lab, where I designed and carried out my own research project centered on dryland sediment capture on leaf-litter surfaces. While I conducted this research, I lived with other interns near the Biosphere 2, a research and tourism facility.

After finishing research in Texas and Simona with Caribou antlers in Alaska.

Space Center in Houston. During the previous academic year, we had collectively applied for a grant from NASA’s Reduced Gravity Education Flight Program and were funded to carry out our research aboard the Weightless Wonder (also known as the Vomit Comet). Our project investigated the porosity of soil on Mars under Martian gravity levels, since gravity affects the space between sediment grains, and scientists currently don’t have a precise estimate of the porosity due to this elusive gravity variable. Porosity affects everything from water-ice interactions with soil, to how rovers, like the Curiosity, move over the ground without getting stuck. Having the opportunity to research this important topic was certainly exciting. But as fascinating as this project was, the most memorable part was experiencing zero gravity aboard the Weightless Wonder (see our blog for more stories: microgravityblogs.bynmwawt.edu).

After finishing research in Texas and Arizona, I spent the final part of the summer interning for the National Park Service in Kotzebue, Alaska. Here, I worked with the native Iñupiaq elders to document the environmental changes they have noticed in the recent decades and to determine how these changes are affecting their native communities. Being able to see climate change in action, and so vividly, was eye opening to say the least: permafrost thawslumps and thermokarsts, melting sea ice, worsening storms, coastal erosion, and rising sea levels. Yet, just as important, I witnessed first-hand how climate change truly has an influence on people’s lives at the deepest and most urgent level. I will be continuing this project throughout the upcoming spring from Bryn Mawr as I write articles, design a website, and create visual material to raise awareness of the interconnectedness between the native Iñupiaq culture and a changing climate.

At present, I am participating in a SEA Semester studying oceans and climate in Woods Hole, Massachusetts through the Sea Education Association. Our intensive coursework began there in early October, and in mid-November we left for Honolulu aboard a large ship that we will sail for six weeks across the Pacific Ocean, ending our journey in Tahiti. During those six weeks, we will all be responsible for sailing the ship in a very “hands on” way while also conducting independent oceanography research projects. My research will center on the production of dimethylsulfide (DMS) by phytoplankton and its role as a climate regulator (See www.sea.edu/voyages for a blog on our “Oceans and Climate” journey.) After concluding the program in Tahiti, I plan to backpack through New Zealand for a couple of weeks to explore the geology there before returning home to Boston and then starting the spring semester at Bryn Mawr.

These varied experiences have been guiding me to discover my interests and passions, and are helping me identify an eventual career path, most likely in the field of climate change and culture, doing work similar to my project in Alaska. However, when I consider where these experiences originated, I immediately think of Fayerweather. While FSS didn’t necessarily teach me the intricacies of dimethylsulfide interactions in the Pacific, it did instill in me a passion for learning, understanding, and collaboration with peers. One of the most important aspects of my elementary and middle school education was learning how to learn. During my nine years at FSS, I was taught how to engage with material, how to collaborate as well as work independently, and how to turn general areas of study into academic passions. My Fayerweather education helped me grow as a young student. The “independent science projects” I did in Stacey’s science lab, our problem-solving during math class, the hands-on creative processes...

...an Alumna’s journey

After Fayerweather

—written by Simona Clausnitzer ’06

Left to right: University of Arizona’s Biosphere, inside the Weightless Wonder at the Space Center in Houston, Texas and Simona with Caribou antlers in Alaska.
that housed Fayerweather's art and Just next door was a low brick building blocks from the main school building. were installed in the third-floor attic the business and development offices Kluver, Ed Kuh's predecessor as Head, Susan Lutwak was hired by Susan to gather books for her new venture. multiple courses and had already begun by how relaxed Susan seemed. But she overlooking her garden, I was struck up our chairs on a secluded terrace Fayerweather had changed during her 2012, I met with Susan Lutwak to talk about her years at Fayerweather. When Susan Lutwak was hired by Susan Klaver, Ed Kuh's predecessor as Head, the business and development offices were installed in the third-floor attic of a converted Victorian home four blocks from the main school building. Just next door was a low brick building that housed Fayerweather's art and music studio space. Susan L. could sometimes hear the children as they trooped in and out of the studio space. This odd outpost of the main school had limited charm. As Susan L. recalled, there was no place to park and there was a tree in the middle of the parking lot. It was awful. More than the cramped attic quarters and the awkward parking lot, however, Susan L. remembers the isolation of the first few years. I wondered aloud whether the school paid too little attention to the needs of the administrative staff. Despite her bad memories of that first office, Susan L. was certain that I was wrong: “No, I think that it was just that when funds were tight, they always remained, rightly I think, that money should go to the classrooms and to education.” The tight money affected the school in many ways; it inevitably limited tuition aid. As Susan recalled, “back then, the school would say that we could cover 60% to 75% of need, as opposed to being able to cover full need.”

There was a time when Susan L. had second thoughts about having accepted the position; the school’s informality and habit of improvisation ran counter to everything that Susan valued in her own work. Sometime after her first year, she and Susan Klaver sat down to discuss Susan L.’s future. It seemed the right time to make clear that, going forward, the school’s business should operate on firm principles: “I wanted some consistency... I wanted to ensure that each individual would be treated the way that another individual would be treated.” From then on, according to Susan L., “we set a series of policies and we followed them through.” It wasn’t always easy to follow through on those firm principles, especially since the school had long relied on a combination of faith and good will among its vendors to get through the summer when the coffers were nearly empty and the school was waiting for fall tuitions. Susan found allies in the school’s Finance Committee. It was in many ways her primary connection to the school community. She could count on the committee’s care and caution as they planned for the school’s future and worked through every scenario that might enable the school to find and finance a new home.

The planned move was not popular with all of Fayerweather’s families; the old building on Fayerweather Street had great charm, and it was hard to imagine a more comfortable location. On the other hand, too much energy went into the effort to shoehorn students and activities into a building designed for a much smaller clientele. The school’s off-campus campus separated her from the lively heart of the school. When the Building and Grounds Committee finally found a new building across from Fresh Pond, the energy that had gone into repeated small-scale renovations of the old building found a new outlet. Every resource was funneled into this exciting prospect. Susan Klaver mustered the community behind the project, while Susan Lutwak and the Finance Committee member mustered the community behind the project, while Susan Lutwak and the Finance Committee member...
Dear Fayerweather Friends,

It is midwinter, and the Board of Directors has just finished the audit for fiscal year 2011-2012 and begun the budgeting process for fiscal year 2013-2014. Inevitably, the Board spends much of its time alternating between these two vital tasks: monitoring the school’s past performance and planning for its future well-being. Yet, I am conscious that this split orientation can obscure the central fact that Fayerweather the school occupies a continuous present. What matters to students and their families is the quality of life in the classroom and in the school building today. Yes, they want to know that the school that they cherish will prosper in the future, but the pleasures of this distinctive community lie in the buzz of moment-to-moment life at 765.

Yesterday, I sat beside the front desk and listened as kids headed in and out of the building dressed for a mild winter day. I could hear that satisfying hum of activity. One girl stopped by the front desk to ask Reggie Willingham to help her with her mittens; another boy conferred with Charlie McDermott, our new Director of Finance and Operations, about “Jedi Engineering.” It only takes a few moments to remember why the Board does its work — to support this world of kids and adults, thriving together.

While the Board plays a significant role in supporting the school as an institution, the school as a daily experience is nurtured by a much larger community of adults — first and foremost, the teachers and the head, Ed Kuh. But Fayerweather has always had room for more adults in this community. There is no fixed boundary between the school and its families. Many parents routinely volunteer their time and energy in the library and in the classrooms. An even larger group of volunteers comes together to mastermind every special community event. In 2011-2012, hundreds of current and alumni families and friends of the school dedicated thousands of volunteer hours to FSS.

In addition to giving so much of their time and talents, Fayerweather’s families and friends have been extraordinarily generous with their resources. In the face of an uncertain economy, the steady support of our donors has allowed the school to preserve its essential character and mission, and to face the future with optimism. Last year, the annual fund reached a new high thanks to the generosity of so many. We offer the previous collection of articles as a small tribute to their efforts.

As we start the new year, I want to take this final opportunity to look back at the past year and to thank you all for giving in many different ways to support the vibrant daily life of Fayerweather Street School. With deepest appreciation for all that you do.

Cynthia Taft
Chair, Fayerweather Board of Directors

‘There is always one moment in childhood when the door opens and lets the future in.’
– Graham Greene
Fayerweather has maintained a track record of careful fiscal management during one of the most challenging economic downturns in US history. The results are reflected in the modest but consistent operating surpluses in the chart above.

Like many of our peers in the world of independent schools, we do not have a large endowment. This means that we depend on tuition, fees and other earned income for more than 90% of our operating revenues. It is the annual fund and major gifts, however – the generosity of so many in our community — that allows us to balance our budget each year. That generosity is our financial lifeline.

DOOR NOTE | 3
FSS closed its doors for its first official snow day during the Blizzard of 1978.
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Dori Wolfson
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Sungmin Yoo and Seok Hyun Yun
Parents
DOOR NOTE 15
When FSS moved to 765 Concord Avenue in September of 1999, 157 students walked through its front doors.
Education is the key to unlock the golden door of freedom.

– George Washington Carver

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Jessica and Christopher Wright
Sungrin Yoo and Seok Hyun Yun
Johyung and Eunice Yun
DOOR NOTE | 7
At the first annual Art of Craft Fundraiser, FSS opened its doors to 57 artisans, more than 300 community members, and raised more than $15,000 for the school’s arts program.

The Art of Craft

VOLUNTEERS
Amy Abele
Suzanne Atkins
Chela Badell-Watson
Alison Ball
Ben Berke-Halperin ‘12
Connie Biewald
Izaak Biewald ‘12
Jane Biondi
Rod Boyer
Verity Boyer ’15
Cobe Braunstein ’12
Barbara Bushey
Janine Byrne
Amy Carpineto
Dino Cattaneo
Susan Cattaneo
Julia Cavanaugh
Maxie Chamblis
Meggin Charner-La?id
Dahlia Cheshatsang ’12
Yama Cheshatsang
Beky Cheatham
Melanie Cimino
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Craig Dement Myers
Deanna Dement Myers
Lola Dement Myers
Nell Dement Myers ’15
Florentin deRuiter
Cindy Dill
Leslie Dunn
Ara Eden-Mulhane
Anne Elisworth
Susan Elmore
Mara Evans
Ruth Faas
Emmett Finnoche
Chris Fitch
Anne Marie Fitzgeral
Mytro Flessas
Zoe Flessas-Finnoche ’15
Shannan Franchuk
Diana Glass
Nancy Lynn Goldberg
Coby Gray ’12
Nadia Hamid
Coleman Hirschberg ’12
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Sufia Jamal
Miriam Kahn
Jennifer Kay-Goodman
Marlene Kenney
Dan Klein
Henry Klein ’20
Isabelle Klein ’18
Leah Klein
Ed Kuh
Lisa Kuh
Kate Lee
Matthew Lee ’09
Rob Lee
Sang-Jeong Lee
Tim Lee ’12
Victoria Londergan
Laura Magoun
Eric Masunaga
Eriic McLaughlin
David Moshoulam
Lauren Mueller
Emily Murdock ’14
Greg Murdock
Becca Nachman ’12
Robin Nachman
Michelle Nicholasen
Katherine Norris ’12
Lia Novotny
Aaron O’Malley ’11
Mark Ontkush
Greg Osborne
Abby Panzica ’15
Leslie Peton
Mary Pfeizher
Mei Lin Pratt ’08
Jeanie Ramey
Mary Rubenis
Hosna Seyed-Reihani ’12
Bridget Shea ’14
Jodi Shea
Scoots Sheter
Kathyin Shier
Chuck Slotnick
Nacho Slotnick ’12
Bob Suguiria
Cindy Taft
Jennifer Van Campen
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This report is accurate to the best of our knowledge, and we sincerely apologize for any error or omission. Please contact the Development Office at 617.876.4746 with any questions.

Annual Report Production Team
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Deanna Dement Myers, Director of Annual Giving & Events...
PHOTOGRAPHY AND ILLUSTRATION
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