



WINTER 2023

# COMPLUVIUM & REPORT OF GIVING



**2022 – 2023  
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# Letter from Marshall

Dear Atrium Community,

We're pleased to share with you this edition of the *Compluvium and Report of Giving*. This edition feels particularly significant, because the work at Atrium is so powerful and meaningful this year! Strengthened as we are by the challenges of this era, Atrium is a thrilling, joyful, and purposeful place where children flourish – as it always has been.

I am proud that this year also marks Atrium's 40th anniversary. We eagerly celebrate these four decades by redoubling our commitment to progressive teaching and learning. An essential component of our work this year has been to refresh our mission statement, that most succinct expression of why and how we educate children. This new distillation includes striking and uplifting phrases, knit together beautifully. Atrium "honors and empowers each learner's innate excellence" and we cultivate a "celebration of wonder" that compels a "continual pursuit of learning." I recall clearly when I read the new mission statement to the faculty this winter; as familiar as I was with the words from months of collectively workshopping the language, I felt

their resounding power when spoken aloud. Turn the page and read the new mission statement, and learn about the community process that brought them forward. I think you'll agree: our refreshed mission statement captures Atrium beautifully.

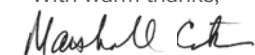
This formulation of the mission richly informs our work in diversity, equity, inclusion, and justice, also described in the pages that follow. Daily, our adult community seeks common ground and finds new perspectives through community shared reads, restorative justice circles, and gatherings with peer independent schools. Our teachers avidly renew curricula to offer children interdisciplinary immersions rich in data, the arts, literature, science, and, most importantly, knowledge of self and expressed compassion.

**Our students become true leaders, carrying forth and enacting ideas about equity and a desire for justice to better their communities.**

One of the most personally gratifying recent developments at Atrium is how our teachers take a lead role in offering professional development for educators across the United States. Since Ginny Kahn first opened our doors in 1982, Atrium faculty have always intently sought professional growth, expanding their pedagogical expertise and deepening their own knowledge. We're seeing a blooming of our teachers now leading professional opportunities for others across the country. This

summer marks the fifth annual Atrium Summer Math Institute, which now includes programming for elementary school teachers. Earlier this year, two of our faculty led a session at the Progressive Education Network (PEN) annual conference in Seattle about friendship development, self-advocacy skills, and self-regulation skills in the youngest children. Middle School faculty also traveled to the National Council of Teachers of English (NCTE) conference in California, presenting a curriculum on the science of mineral pigments and medieval-style illuminated letters. As ever, Atrium faculty are imaginative innovators and collaborative colleagues far beyond our own campus. I love the way the generous spirit of the school is expressed through this expert work.

I am grateful for the stories this new *Compluvium* tells and for the generosity it chronicles. Your support for our wonderful school ensures that the children here thrive in every way.

With warm thanks,  
  
Marshall W. Carter, *Head of School*

# REFRESHED MISSION

Through several home buildings, bold and thoughtful leadership teams, and an ever-changing outside world, Atrium has been guided by a strong and cherished mission. A school's mission statement provides the purpose for its existence as well as a compass for its future direction. It also calls for periodic reevaluation and reflection to ensure that the words of the mission statement align with the lived mission and long-term goals of the school. As a member of the Association of Independent Schools in New England (AISNE), Atrium undergoes a ten-year cycle of reaccreditation, self-reflection, and peer review. Part of the self-study process asks the school to review and revise its mission and philosophy. The process involves applying the lens of the school's unique mission and culture to a critical analysis of all aspects of the school. Through an inclusive, community-wide process, Atrium recently completed a nine-month review of our mission.

On January 17, 2023, the Board of Trustees voted unanimously to approve the revised mission statement that will ground and guide Atrium's work for years to come.

***Atrium School's joyful community honors and empowers each learner's innate excellence. Through explorations of complex problems and the celebration of wonder, our PreK–Grade 8 students grow a sense of self rooted in curiosity and the continual pursuit of learning. Students are challenged to deepen their confidence, discover passions, and demonstrate integrity within and beyond the school.***

Earlier this year, Atrium partnered with Jeff Rogers of RogerLeads to help steer the process. Between May and September of 2022, Jeff led several Atrium constituencies – the Board, the faculty and staff, and the broader Atrium community – through a process of collaboration and dialogue that captured the essence of what Atrium is today. Feedback from these meetings affirmed that Atrium has grown and matured in its 40-year history, but has not deviated from its founding principles.

These findings were passed along to Trustee Margot Phelps and Director of Equity & Curriculum Simone Miles Esteves, who chaired a mission drafting team which included: Trustee and parent Andy Berkheimer P'30; Director of Advancement Renée Curtin; Atrium alum, Trustee, and parent Chris Kelliher '94, P'29; and Middle School English Language Arts teacher Julia Schroeder. Julia and Communications & Admissions Associate Molly St. Clair helped to bring a singular voice and fluidity to the final words. The team took the time to listen to the community and examine the way we conduct ourselves as a school, with the goal of ensuring that our refreshed mission continues to honor our historical identity while finding new ways to share who we are with families of today.

Just as we challenge our students to collaborate and reflect together, we continue to grow and learn together as an administration and faculty. Our next steps are to review Atrium's Philosophy and Diversity Statements in light of our newly revised mission and strategic goals. We will continue to reach out to the community for input and feedback throughout the process.



ATRIUM HAS GROWN AND MATURED IN ITS 40-YEAR HISTORY

HONOR &  
EMPOWER



# IN & BEYOND THE ATRIUM CLASSROOM

MAKING A DIFFERENCE

## EXCELLENCE ILLUSTRATED: SOCIAL JUSTICE CURRICULUM IN ACTION

*“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other.” – Paulo Freire*

Across subjects and throughout the grades at Atrium, the meaning of excellence is illustrated through vigorous, challenging, significant, and, of course, joyful student learning. Deepening Atrium's interwoven culture of equity and academic excellence is a critical component to advancing student learning and development. Founded 40 years ago on the principle of respect, Atrium was envisioned as a school where each individual would be honored for their differences and valued for their unique contributions. Today, this culture of respect flourishes, as we continue to work toward an evermore diverse, equitable, inclusive, and just Atrium. Because of this, excellence – in all of its many definitions – thrives in and beyond the Atrium classroom.

Atrium's strategic plan designated faculty excellence and program evolution, along with diversity, equity, and inclusion, as leading priorities for the growth of the school. Last school year, Atrium expanded its leadership model to include a Director of Equity & Curriculum, Simone Miles Esteves, and Kathy Hanson's role evolved to become the Director of Learning & Instruction. In their Director roles, Simone and Kathy work alongside Head of School Marshall to grow Atrium's legacy of inclusive education and support faculty in building equitable practices and curriculum into their classrooms. Through integrated, authentic work and deep thinking about the world and society around them, Atrium students develop enduring understandings of their own identities and capacities as change-makers. Here are just a few examples of the many significant and interdisciplinary projects driving Atrium's curriculum:

### THE ART OF MAKING A DIFFERENCE

In Talin Megherian's personal artwork, questions of identity and history come to the surface, reflecting her experience as an artist of Armenian heritage. With her students, those same questions steer a profound exploration of self and society. Under the guidance of Talin, students at Atrium study art from a broad spectrum of eras and artists across history. They contemplate moments of both great joy and great tragedy through artwork.

This year's sixth-grade Sound Scarves project continues in the tradition of activism through art. Inspired by Nick Cave's *Soundsuits*, students were asked to reflect on the following questions:

*What do you stand for? What is your suit of armor? How might your material choice speak to your choice of subject and sound?* Troubled by the 1991 violence against Rodney King, Cave created intricate, musical suits as a form of protest, camouflaging the wearer's identity and forcing his audience to see (and hear) the message of the artwork without preconceived judgments of the artist. Atrium's sixth graders painted, sewed, and needle-felted ornamental scarves to express their values, wearing the issues that drive their conscience on their sleeves (or, more accurately, their shoulders).

### DATA, DEMOGRAPHICS, AND DECONSTRUCTING STEREOTYPES

When most people think of math, they think of concrete, definitive answers. Liz Caffery knows that math, like art, is a series of questions, where the perspective and the process are often just as revealing as the answer. In eighth grade, Liz's students take on the role of a financial advisor, studying the lives, needs, and experiences of their imagined clients. While examining extensive real-world data, Atrium's eighth graders engage in meaningful conversations about fiscal disparities, asking thoughtful and probing questions about mean earnings and income gaps.

Each year, Liz finds something new to consider in the project through her students' inquiries and discoveries. Together, the class discusses the impact of race, gender, and education on average wages and how this data may be misused to perpetuate stereotypes. The *Life on a Budget* project combines empathy, insight, and data analysis to inspire complex thinking and complex work, contextualizing the stories behind the data and the power of mathematics.

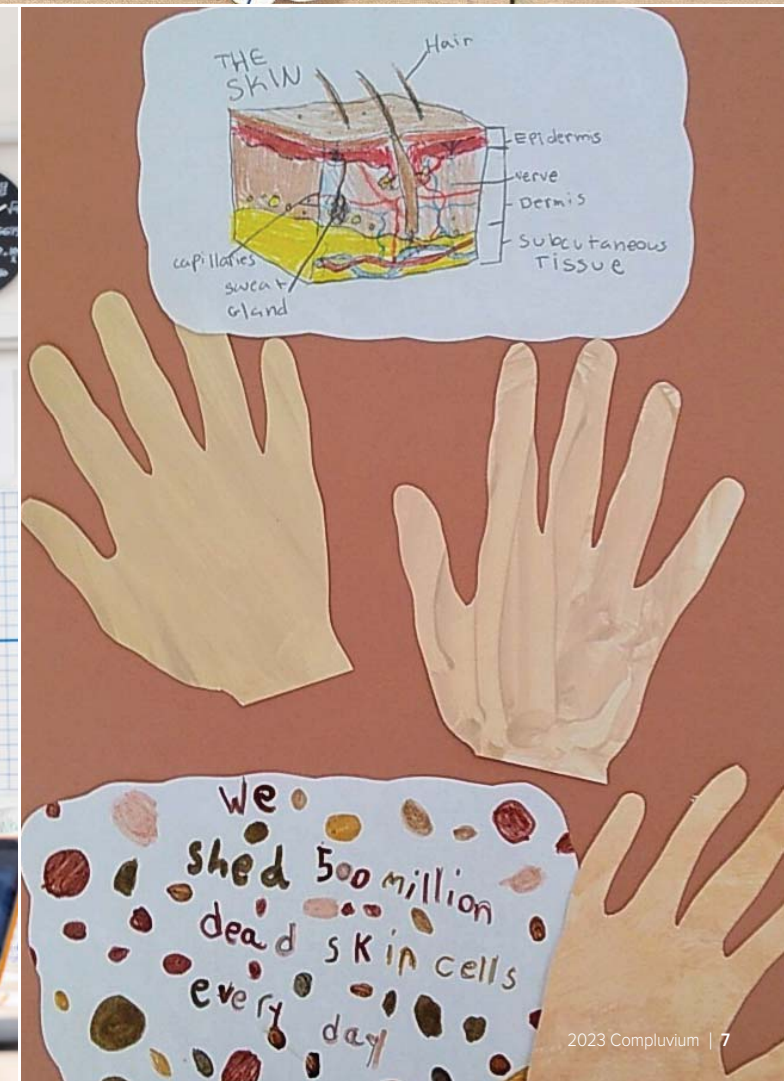
### THE SCIENCE – AND SOCIAL JUSTICE – OF SKIN

In second and third grade, students at Atrium are ready to tackle big important questions. To help them do so, Monique Hickey weaves science, art, language, and social studies together in her class' layered study of skin. Exercising their inquiry skills, students come up with their own questions to guide the unit: *How thick is skin? How does skin grow? And why are there different colors of skin?*

The class learns about evolutionary adaptation through the context of skin, tracing the origins of skin color variance through ancient human migration and environmental variation in the benefits of melanin. At the same time, Monique helps the class to understand the social aspects of skin – they consider the harm inflicted by racist words and develop a vocabulary of beautiful, positive, diverse words describing skin. Utilizing anatomical diagrams, close observations of their own skin, and artist Angélica Dass' 4,000 *Humanae* photographs, students do a deep dive into the science and social justice of skin.

Learning at Atrium is designed to be real, meaningful, and connected to the broader world. Each art, science, or math project exists within a societal context and grows from each year's thematic studies. Examining the ways in which one's surroundings and experiences influence perspectives allows students to learn more deeply and make connections between content. In this way, academic excellence grows from a culture of equity, in which opportunities to encounter the world and see it in all its many lights open the door to children with all different learning styles and experiences.

In our winter Alumni Forum, Kathy Hanson spoke to her own definition of excellence: "The world of knowledge is open to all children; each individual's expression of knowledge is critical to the whole community." When the comprehensive campaign identified "deepening Atrium's culture of equity and academic excellence" and "attracting and retaining a diverse and excellent faculty" as foremost objectives for the school, it put into even bolder action the ethos that Atrium has always followed; Excellence with Joy depends on our commitment to diversity, equity, inclusion, and justice; to honoring each community member's different strengths and challenges; and to examining the world around us in all of its interlaced complexities.





# ATRIUM'S COMMITMENT TO DEI/J

At Atrium each individual child and adult community member is respected and valued as a unique learner. While we are immensely proud of Atrium's 40-year legacy as an inclusive and welcoming community, we also recognize that Atrium, like its students, is never done learning and questioning. In 2019, the Strategic Plan designated the advancement of diversity, equity, inclusion, and justice (DEIJ) at Atrium as a top priority for the school. After completing a comprehensive climate study with the Glasgow Group in 2021 and welcoming Simone Miles Esteves as the Director of Equity and Curriculum last year, we embarked this year on the process of developing a shared understanding of DEI/J terms and launching a series of active initiatives in support of Atrium's continuing progress as an equitable institution.

In order to create an action plan, we first needed to come together as a community to establish a shared understanding of what we mean when we say diversity, equity, inclusion, and justice. Under the leadership of Simone, groups of community members – including faculty and staff, students, families, trustees, the alumni community, and other friends of Atrium – gathered to listen and discuss first individual and then mutual interpretations of the terms. After a series of community sessions and a process of thoughtful amalgamation, we produced Atrium's ["Essential Understandings of Diversity, Equity, Inclusion, and Justice"](#) – documentation of a unifying language that allows us to work together towards our DEI/J goals in measurable, accountable, and cohesive ways.



Scan for Essential Understandings Document

With this common language and shared understanding, Atrium has been able to put in place the following structures, initiatives, and trainings for our community:

- This past August, Middle School ELA teacher Julia Schroeder and Art Studio Director Talin Megherian participated in New Leaders Training for the **National SEED Project**. SEED (Seeking Educational Equity and Diversity) employs methods of personal reflection, deep listening, and experiential learning in order to build a network of school communities driving social change. As leaders, Julia and Talin convened Atrium's first SEED cohort and facilitate monthly SEED seminars on matters of identity through the lenses of systemic power, oppression, and privilege. To contribute to a culture of social justice that begins within each individual, all faculty are encouraged to participate in SEED programming.
- Since October, Atrium's adult family members have been invited to attend bi-monthly Restorative Justice Circles, facilitated by Kathy and Simone. The objective of restorative justice work is to proactively deepen and strengthen relationships and connections within the school community. While restorative justice practices are also used to identify and repair harm when issues arise as

DIVERSITY

EQUITY

INCLUSION

JUSTICE

they inevitably do when people are connected, the most important element are the relationships that are built and fortified prior to the need for restoration. Faculty and staff have also participated in a number of circles throughout the year, allowing new connections to be built among both new and familiar colleagues. Following Suffolk University's Center for Restorative Justice training, Kathy and Simone, along with School Counselor Julie Belmont, have begun a comprehensive review of Atrium's policies and procedures through the lens of Restorative Justice.

- Students at Atrium are not only students of social justice, they may also experience first-hand injustices in the outside world. In an effort to offer students a range of tools and strategies that they can access if they find themselves in a position to safely intervene when an injustice is being enacted, Atrium has partnered with a local violence prevention organization to deliver a series of **Bystander Intervention** trainings to fifth and sixth-grade students over the course of the year. Each workshop is crafted to be developmentally appropriate and interactive, and to equip students with concrete knowledge and skills in active bystander intervention.
- Within a small school, marginalized elements of one's identity can sometimes feel especially pronounced, and small numbers can make affinity groups difficult to sustain. To help alleviate these challenges, Atrium School has partnered with Belmont Day School, The Chestnut Hill School, and Shady Hill School to provide a space for adult family members who self-identify as people of color to come together in dialogue and build community. **Cross-Community Gatherings for Adult Family Members of Color** will be held throughout the spring of 2023, with the goal of building connections through shared conversation and space. These gatherings do not aim to highlight our distinct schools, but rather to bring together the BIPOC adults in the lives of our students, sharing ways to support and affirm their children and themselves.
- In January, educational leader **Rosetta Lee** engaged with faculty, families, and administrators on topics of cross-cultural communication, implicit and unconscious bias, and facilitation skills. Rosetta, a faculty member at Seattle Girls School and an esteemed outreach specialist, led Atrium's faculty and staff through a workshop on Courageous Conversations & Interrupting with Care, unpacking the myth of binaries and closed mindset within social justice work. Parents and guardians participated in a dialogue about Parenting With Identity in Mind. In this session, Rosetta guided participants through an exploration of the dimensions of identity and culture, including the distinction between marginalized and privileged identities, and identity in the context of cultural inclusion and early awareness of difference. The Administration also engaged in a round table discussion with Rosetta, during which they explored Atrium's systems of outreach for new families and faculty, assessing them for opportunities to advance more equitable practices.

Through professional development such as our Radical Candor training series with Jeff Rogers, regular opportunities to deepen connections, and introspection as a community, Atrium has put in place new structures for the advancement of diversity, equity, inclusion, and justice within our school. Alongside the cross-grade curricula emphasizing connections to social justice, these initiatives establish a foundation for Atrium's continued DEI work and allow for ongoing individual and institutional self-reflection. In the next steps of our work, we will continue to evaluate our current systems and practices, revise our philosophy and DEI statements, and seek out opportunities for evolution that align with our newly refined DEI goals and mission statement.





CONGRATULATIONS CLASS OF

2022

**OUR NEWEST ALUMNI**

Atrium celebrated our 34th graduating class on June 9, 2022. The class of 2022 embodies the Atrium virtues of respect, compassion, and passion for learning. They navigated their middle school years through a pandemic, and still graduated with Atrium's strong sense of community and belonging. These graduates are creative critical thinkers who will thrive in high school and beyond. We look forward to seeing what the future holds for them and encourage them, and all alumni, to know they always have a home at Atrium.



# UPDATES FROM ALUMNI



## MINA STONE '94

On September 19, 2022, Atrium hosted Cooking With Mina, a virtual conversation and cooking demonstration highlighting Mina Stone's storied career as a chef, author, restaurateur, and Atrium alum. Although we didn't get to smell the aromas from her Super Lemony Olive Oil Cake, nor sample the cake, we experienced Mina's story about her journey from studying fashion and starting her own small line of dresses to becoming a chef and cooking for artists to help support herself. Along the way, she realized that she was reading more cookbooks than *Vogue* magazines. She developed her own style of cooking inspired by her Greek heritage, and it was a delight to hear about that transformation and her two cookbooks.

Almost 29 years after Mina's graduation, Atrium School is still near and dear to the Stone family. In fact, Mina and her dad Jim noted that Atrium is on their minds often and that they talk about Atrium a couple of times a week. According to Jim, "Who Mina is today was shaped by her experience at the Atrium – those were six very precious years."

Here is a short excerpt from the evening:

### *Can you tell us about your yiayia – your grandmother – and how she influenced your love of food and for the kitchen?*

I was never formally trained as a chef; I learned mostly from watching cooking shows and cooking with my Yiayia. My Yiayia was an amazing cook who taught me how to cook and how to always think about your audience. She put so much love into her cooking and always went the extra mile. She took me to markets in Greece to learn how to pick out the freshest and best ingredients. She showed her love through her cooking and taught me how to do the same.

### *You did not necessarily set out to become a chef, you came in through the art world. Tell us about that journey.*

At age 24, I had finished art school and was developing my own dress line. I knew I would get lost in a big company, that I needed freedom to create and build my line. But I also needed to support myself so I began cooking for a family. This then led to friends asking me to cater their parties. I took any job that was available while continuing to work on my dress line. I was imagining catering to stores that showed my dresses. I think about this now as a nice innocence of youth. I wasn't scared.

At some point I was invited to a dinner in New York and was introduced to a woman who was the director of a very famous gallery. I didn't really know much about the director or the gallery. She asked me to cook dinner for forty people which I initially declined. After thinking about it – I had recipes for four, if I multiplied it by ten I would get to forty – and took the job. The guests loved my simple food, and they supported me and the connection to cooking for artists began.

ATRIUM TAUGHT ME HOW TO LEARN AND HOW TO TEACH MYSELF



At this first big dinner, I thought, this is a very interesting crowd. My first marker that I had stumbled upon something big was that Debbie Harry, the lead singer for the band Blondie, was a guest. I was starstruck. I began to do more catering and so thereafter started cooking for the artist Urs Fisher. Urs had total belief in my cooking and together we took on the adventure of writing my first cookbook *Cooking For Artists*. I titled the book this because that is what I had been doing over the years – cooking for different artists and recording the recipes. I view my cookbooks as a journal. A record of what I have been cooking over the years for my friends, family, and in my work as a chef.

*What do you feel most grateful for from your time at Atrium? What do you carry with you from here today?*

As my dad said, we think about Atrium a lot. I often reflect upon my experience of being funneled into a large public school after Atrium. I was prepared because Atrium gave me the tools which I applied then and still do today to do anything I put my mind to. Atrium taught me how to learn and how to teach myself in any kind of situation. The teachers nurtured my being able to access my own mind. They cultivated a sense for the true meaning and excitement of learning, and why education is so important. This came from the deep relationships we had with the teachers. Real meaningful relationships that were formative and helped me become the person I am today.

You can read more about Mina Stone '94 and her delicious recipes in her books *Cooking for Artists* and *Lemon, Love, & Olive Oil*.

## VICTORIA AWKWARD '08

Alumni returning for graduation is always a highlight of the year. Victoria was the featured guest speaker at the Class of 2022 graduation on June 9. In her comments to the graduates she noted: "I was nervous to write this speech because I wanted to share something impactful and inspire you to do great things. When I met the eighth graders, my worries were put at ease. I was reminded that you've already done amazing things. I was reminded how Atrium School makes the best dreamers." She warmly reflected on the values she saw in each of the graduating students: excitement and a hunger to learn, the space for true communal care, persistence within everyday tasks paired with wild imaginations, unwavering optimism, and creative thinking. The same values she and her brother developed during their years at Atrium. In closing, Victoria told students, ***"I cannot wait to work alongside you as future coworkers and chanaemakers."***

Victoria is the Director of VLA DANCE. The organization is a quickly growing contemporary dance company that is invested in dance as a conduit for communal care and creating freedom for people of all identities. Victoria was recently honored by WBUR as one of The Makers, recognizing Greater Boston artists who create such stunning work that they push their respective mediums forward. Victoria was Atrium's Artist-in-Residence during the 2019-2020 school year and has taught dance workshops throughout the years.





# 2021-2022 REPORT OF GIVING

Each year, the entire Atrium community – alumni, faculty and staff, current and alumni families, grandparents, friends, and local businesses – is invited to participate in the life of the school by sharing their varied resources. Combined with tuition, the collective generosity of the community supports every student and teacher every day.

Philanthropy at Atrium can include volunteering your time and talent as well as contributing a gift to campaigns and the Atrium Fund. The success of last year’s gifts and pledges to *A Vision for Young People: The Campaign for Atrium’s Community and Future* and to the Atrium Fund affirms the fact that while Atrium might be a small, young, and emerging school, it is a school so many people love.

As Atrium continues to advance academic excellence, grow a diverse and connected community, and strengthen its fiscal health, the alignment of resources with our mission will ensure long-term financial sustainability and the ability to fulfill our strategic goals.

The school’s annual fundraising effort, the Atrium Fund, benefits every student. The 2021-2022 Atrium Fund exceeded its goal of \$220,000, raising over \$278,000 with gifts of every size. Your contributions supported and touched every area of the school, including professional development, academic programming, the arts, and our enhanced equity and social justice work. Giving Day was a substantial factor in the success of the Atrium Fund, raising \$68,000 in just one day from 148 donors.

The families who founded Atrium 40 years ago knew it was possible to create an environment for children where creativity and exploration would intertwine, and where intellect and emotion would find balance. As we embark on building an endowment and enhancing compensation to ensure we continue to attract and retain teachers who understand this complexity, we are grateful to the early donors of the current campaign. We look forward to sharing the goals and objectives of the campaign more broadly with the community this spring.

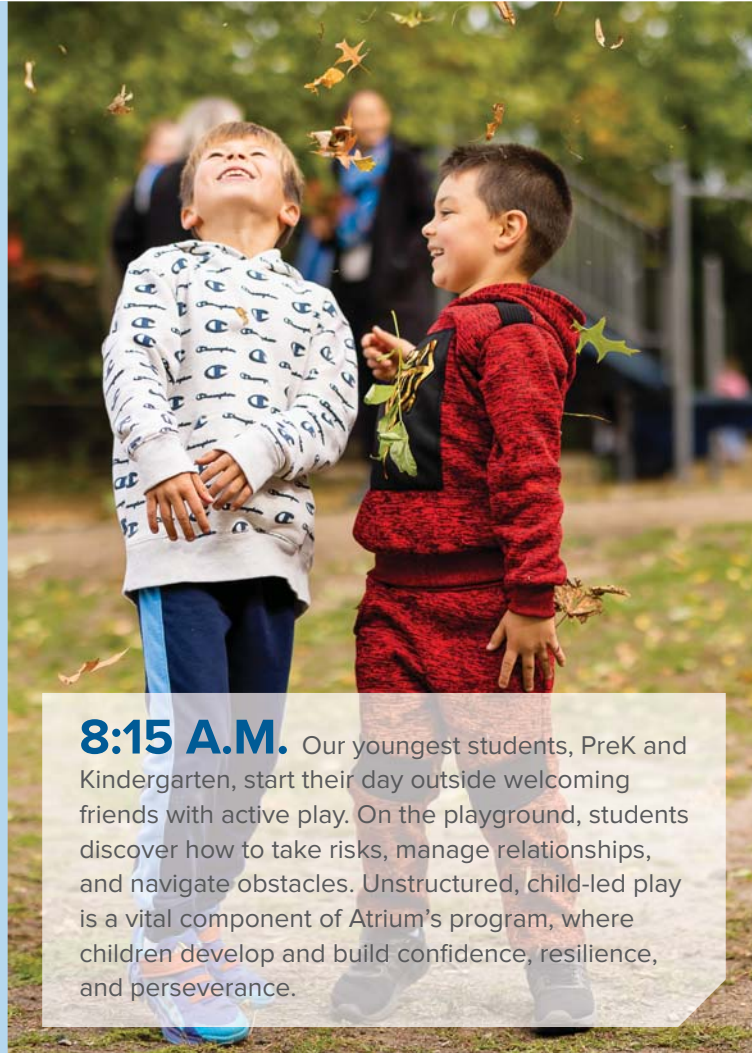
Thank you for taking on the special and vital role of investors in our students and their education. We are stronger together and I cannot thank you enough for your steadfast support and belief in our shared school.

  
 Renée Curtin  
 Director of Advancement

Over the past few years, Atrium, like all schools, faced extraordinary operational, health, and financial challenges. Despite these obstacles, we thrived and are in a historically strong position financially.

To capitalize on our current strengths and to meet perennial challenges, the Board and Administration have a clear direction forward expressed in the Strategic Plan. Atrium has made a renewed commitment to DEIJ initiatives; support of enhanced faculty compensation and benefits, and continued program and facilities enhancements. To support these objectives the school has embarked on *A Vision for Young People: The Campaign for Atrium’s Community and Future*. The early phase of the campaign has already had a positive impact on Atrium’s operating budget and our ability to accomplish our goal of Excellence with Joy and excitement in learning.

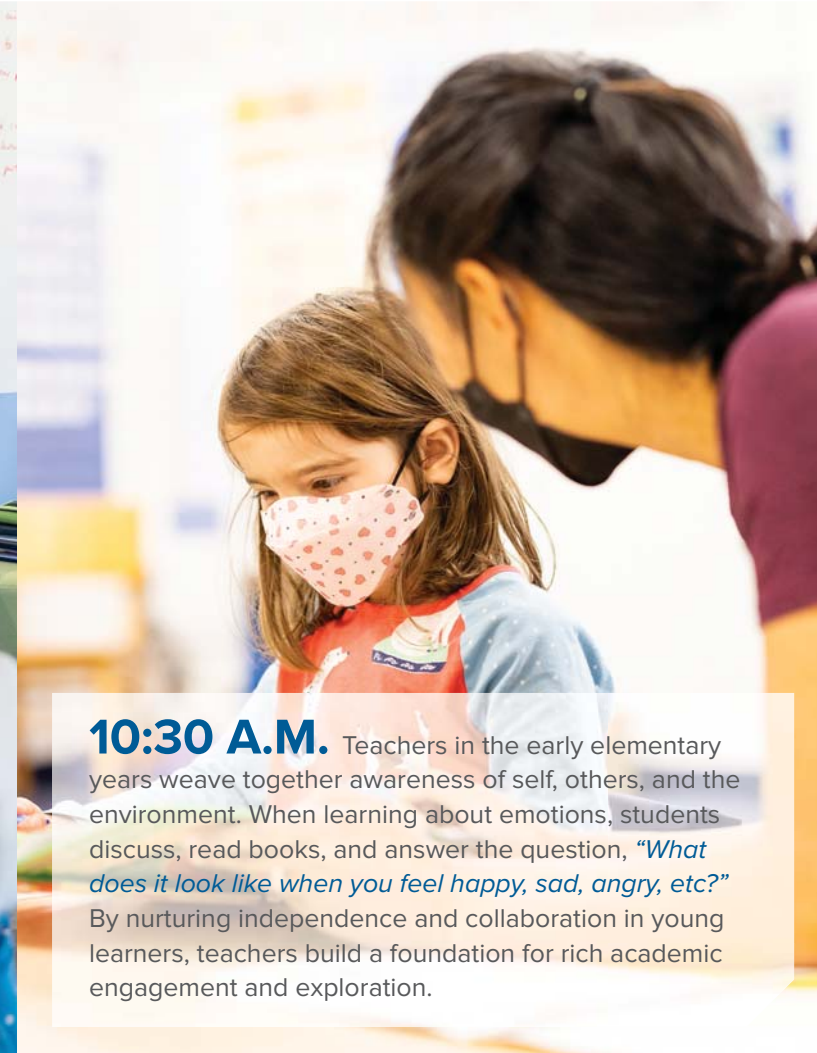




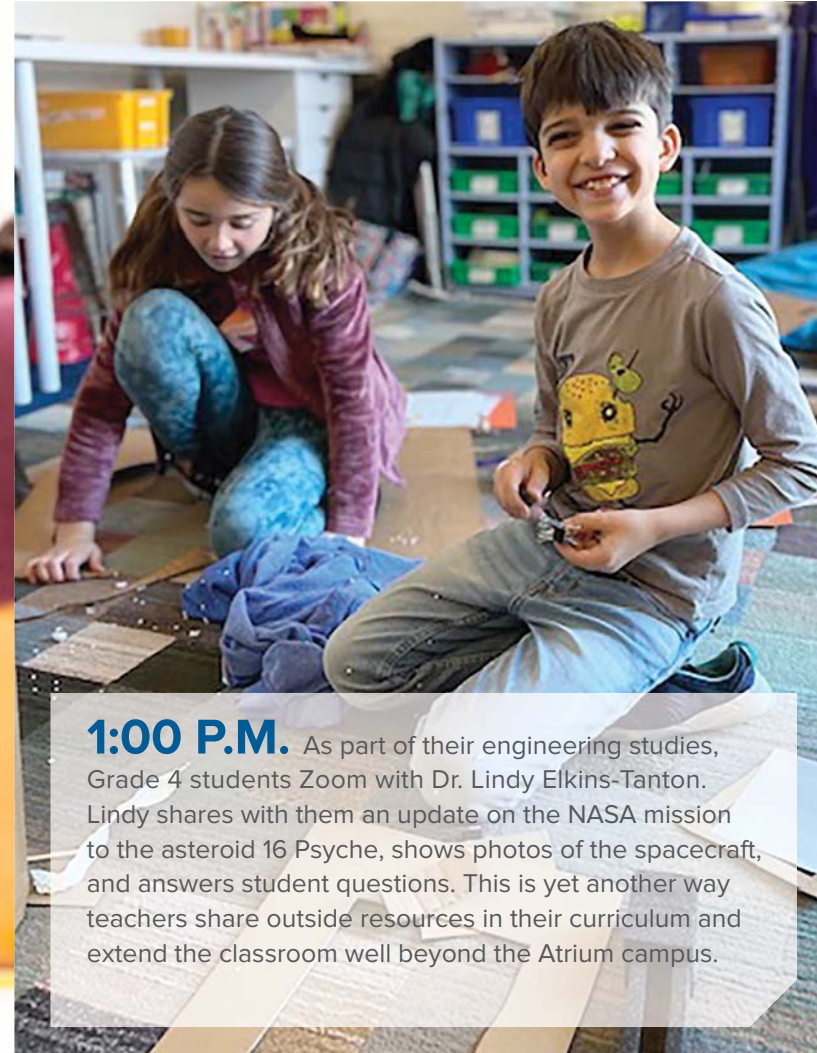
**8:15 A.M.** Our youngest students, PreK and Kindergarten, start their day outside welcoming friends with active play. On the playground, students discover how to take risks, manage relationships, and navigate obstacles. Unstructured, child-led play is a vital component of Atrium's program, where children develop and build confidence, resilience, and perseverance.



**8:30 A.M.** Middle School students meet with advisors to kick off the morning. Advisory is one of the key relationships Atrium students forge with adults, working with the same faculty advisor throughout their three years in the Middle School.



**10:30 A.M.** Teachers in the early elementary years weave together awareness of self, others, and the environment. When learning about emotions, students discuss, read books, and answer the question, "What does it look like when you feel happy, sad, angry, etc?" By nurturing independence and collaboration in young learners, teachers build a foundation for rich academic engagement and exploration.

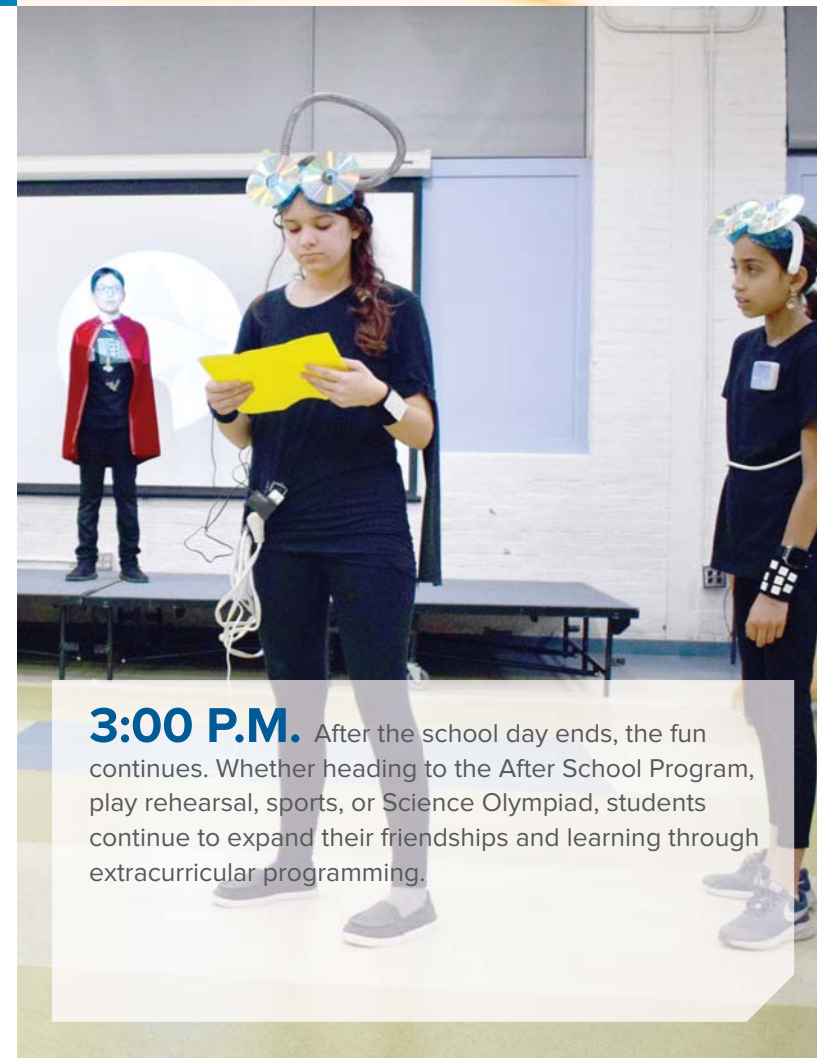


**1:00 P.M.** As part of their engineering studies, Grade 4 students Zoom with Dr. Lindy Elkins-Tanton. Lindy shares with them an update on the NASA mission to the asteroid 16 Psyche, shows photos of the spacecraft, and answers student questions. This is yet another way teachers share outside resources in their curriculum and extend the classroom well beyond the Atrium campus.

# IMPACT OF GIVING ALL DAY, EVERY DAY

The Atrium Fund supports critical programs that help our students flourish. Gifts to the Atrium Fund are put immediately to work in the classroom to provide our students with an exceptional education. Every gift and every dollar touches the lives of our students. Philanthropy impacts students today, but the effects of the impact will continue to resonate for decades.

The ability for the school to continue to fulfill our mission and our promise to families is made possible in part by the support of you, our donors. Here are some of the ways giving makes an impact all day, every day.



**3:00 P.M.** After the school day ends, the fun continues. Whether heading to the After School Program, play rehearsal, sports, or Science Olympiad, students continue to expand their friendships and learning through extracurricular programming.



**OVERNIGHT** As educators, Atrium faculty are constantly designing and redesigning student experiences to deepen and connect learning across disciplines. For instance, seventh-grade students spend most of a week in the spring on Cape Cod. From sunrise beach walks to evening "Writers Café" workshops, they focus on the geology, ecology, and literary inspiration surrounding them on the Cape.

# COMMUNITY VOLUNTEERS

## PARENT-TEACHER ASSOCIATION

Atrium's enthusiastic and engaged PTA brings our community events to life, leading to lasting friendships, a family-like community atmosphere, and dynamic family-school partnerships. Thank you to the families at Atrium for your continued engagement in school activities. All the big and little tasks you do help to build a welcoming and inclusive community.

Thank you for your continued support and commitment to Atrium.

### 2021 – 2022 LEADERSHIP

Rebecca Rogers, *President*  
 Erin Graves, *Vice President*  
 Seth Mangum, *Treasurer*  
 Laura Weinstein, *Clerk*

### SPECIAL EVENTS AND ACTIVITIES

Faculty Appreciation – Erin Graves, Monica Tovar, Jenni Won  
 Pizza Lunch – Sarah Hugenberger  
 Winter Skating – Jeff Hollar

### CLASS PARENTS

PreK: Brad Pearse & Katja Spongberg  
 Kindergarten: Laura Berkheimer & Julie Price  
 Grade 1: Andrea Kelliher  
 Grade 2: George Hill  
 Grade 3: Jennifer Won  
 Grade 4: Emily Hill  
 Grade 5: Claudine Riley & Meredith Faggen  
 Grade 6: Renee Chan  
 Grade 7: Jeff Hollar



THANK YOU FOR YOUR COMMITMENT TO OUR MISSION

# MULTI-YEAR GIVING *F* Indicates a deceased donor

These donors have made a steadfast commitment to Atrium by giving for 10 or more years. Their long-time generosity and connection with Atrium exemplify the meaning of community in support of our mission. THANK YOU!

### 25+ YEARS

Catherine and Paul Butzenwieser  
 Jill Lazarus Eurich and Donald Eurich  
 Judith Katz and Dean Solomon  
 Ilene Lang  
 Nancy Clark McGrath and John McGrath  
 Barbara Payne and Roger Tobin  
 Brett Robbins

### 20+ YEARS

Anonymous  
 Beth Barth  
 Nina Barwell and Kent Werth  
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 Judith L. Berman  
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It is with much gratitude that we thank those who have helped to build Atrium's strong foundation and lead us confidently into the future. With more than \$270,000 raised for the 2021-2022 Atrium Fund annual giving program, our community is very proud to acknowledge the many families, individuals, and matching gift companies who are committed to ensuring an exceptional experience for Atrium students every day.

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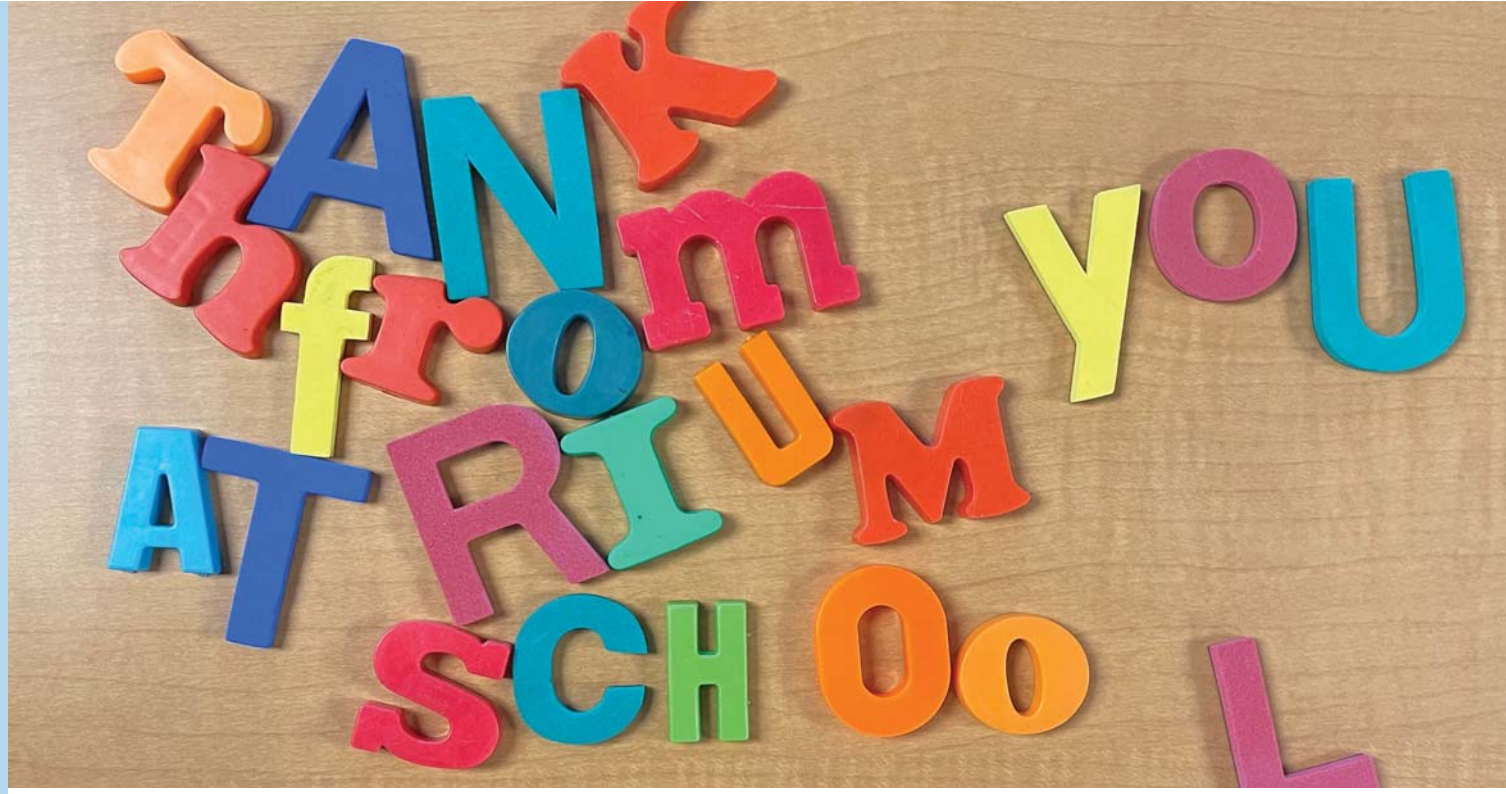
Musa Abdur-Rahman '28  
Adele '22 and Violet '25 Bigley  
Marshall W. Carter  
Renée Curtin  
Gus Colling '20  
Linda Echt  
Charlotte '20 and Josephina '27 Gunn-O'Neill  
Connie Henry  
Oliver Huggins '30  
Annalee Johnson  
Alani Lepke '23  
Sam McGuire '21  
Sebastian '27 and Solange '25 Riley-Faggen  
Polly Wagner  
Power Walker-Augustin '26  
Noa Weinstein '26  
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Ginny Kahn  
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Marjorie Van Cleef

#### ATRIUM FUND – RESTRICTED (LIBRARY)

Laura Wainwright and Whit Griswold\*



## 2021 - 2022 GIVING DAY DONORS

In true Atrium spirit the community came together, expressing gratitude and appreciation for faculty, students, and community. Giving Day reached and surpassed a one-day giving record in support of the Atrium Fund. Thank you to our amazing donors for your support!

Anonymous (2)  
Musa Abdur-Rahman '28  
Beatrice Affron and Larry Scripp  
Jaya Aiyer '09  
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Francis Cash and Eileen Callahan  
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Bella, Igor and Nathaniel Feldman  
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Sarah and Nathan Hugenberger  
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Satya Iluri

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Chris '94, Andrea and Sloane Kelliher  
Alexis and Najib Khalil  
Maya Khalil '19  
Aidan Kirstel  
Evan Kirstel  
Hannah Kirstel  
Jaden '29 and Jacob '31 Laguitao  
Edmund Lang '95  
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Nicole and Sean Moran  
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Eben Negro '19  
Allyson Nisbet  
Lea Perekrests '03  
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Margot and Chris Phelps  
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Diana Rastegayeva and Jonathan Huggins  
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Sophie Rich '03  
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Aviva and Jeremy Rothman-Shore  
Brendan and Becky Russell  
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Justin Sheehy and Shannon  
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Jennifer and Nick Veneris  
Analia Verolo and Gabriel Bremer  
Laura Weinstein and Keren Goldenberg  
Jennifer White  
Priscilla Wiltshire-Bland and Jamel Bland  
Jennifer Won and August and  
Jasper '27 Schlubach  
Andrew Wray '93  
Ummil-Khair Yusef and Taymullah  
Abdur-Rahman  
Lynne and Arthur Zervas  
The Zervas Miles Family  
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## A VISION FOR YOUNG PEOPLE

Reinforcing Atrium's foundation of Excellence with Joy is an investment in the future – the future of our students, faculty and staff, and school. Thank you to the donors who made gifts to *A Vision for Young People: The Campaign for Atrium's Community and Future* in 2021-2022. Gifts to this multi-year campaign go directly toward building an endowment to support faculty salaries, DEIJ initiatives, and re-envisioning outdoor campus space.

### DESIGNATED GIFTS – ENDOWMENT

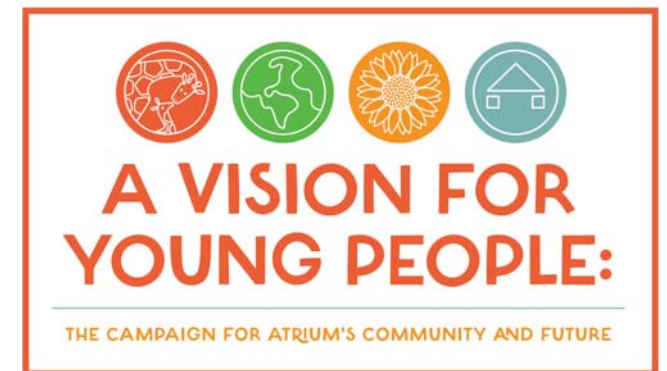
Ned and Wendy Gulley

### UNDESIGNATED GIFTS

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Dorothy and Steven Gilman  
Sarah and Nathan Hugenberger  
Bess and Richard Lu  
Anne Morriss

### GIFTS IN MEMORY OF VIRGINIA L. KAHN (UNDESIGNATED)

Dan and Kathy Kahn



# SAVE THE DATE

## ALL COMMUNITY DAY OF SERVICE

April 29, 9:00 a.m. – 1:30 p.m.

Join us for a community-wide day of giving back to the larger Watertown community. From organizing clothing for donation to a greenway cleanup, making cards for seniors to supporting our personal toiletries drive, pitch in and help make the world a better place. Service work will be followed by a BBQ lunch at Atrium.

## CLASS OF 2019 ALUMNI & ALUMNI PARENT BRUNCH

April 30

Return to Atrium for a morning of reflection, joy, celebration, and more. This is an excellent opportunity to reconnect with the Atrium community and celebrate your journey with us.

## 40TH ANNIVERSARY CELEBRATION AND DONOR RECEPTION

May 4, 7:00 p.m.

Join us to celebrate 40 years of Atrium School! Calling all authors! This event will include a celebration of Atrium authors. If you have a book or publication you would like to share or be displayed at this event please contact the Advancement Office at: [advancement@atrium.org](mailto:advancement@atrium.org)

We look forward to highlighting the authors in our community.

Atrium School Report of Giving is published by the Office of Advancement. Listings in the report reflect gifts to Atrium School during the fiscal year July 1, 2021 – June 30, 2022. Every effort has been made to ensure accuracy. Please accept our apologies if an error or omission has occurred and kindly notify the Advancement Office at 617-923-4156 X115.

## EDITORS

Renée Curtin, Director of Advancement  
Katie Dadagian, Associate Director of Advancement  
Julia Schroeder, Middle School ELA Teacher  
Molly St. Clair, Communications & Admissions Associate

## DESIGN

Eileen Debenham, GoBigBranding

## PHOTOGRAPHY

Atrium School  
Joe Murphy Photography  
Nile Scott Studios  
Max '22, Grade 8 Passion Project  
Additional photos used with permission of Mina Stone '94 and Victoria Awkward '08



Atrium School's joyful community honors and empowers each learner's innate excellence. Through explorations of complex problems and the celebration of wonder, our PreK – Grade 8 students grow a sense of self rooted in curiosity and the continual pursuit of learning. Students are challenged to deepen their confidence, discover passions, and demonstrate integrity within and beyond the school.



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EXCELLENCE WITH JOY