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The Albany Academies magazine : FALL 2020



A time like no other

A COLLECTION OF STORIES TOLD DURING A PANDEMIC *p.14*



Faculty Member Claire Valentine's Kindergarten Classroom ready for reopening of school.

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The Albany Academies magazine

FALL 2020

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In every effort to reduce our footprint we eliminated duplicate addresses in our mailing list. For additional copies of the magazine contact the Office of Institutional Advancement.

MISSION STATEMENT

The Albany Academies coordinate single-sex and coeducational learning environments to develop diligent students of high character who become curious, critical thinkers.

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TALKING HEAD



This is a time unlike any other I have experienced in 25 years as an educator. Much of our time and energy over the last six months have been necessarily focused on the health and well-being of our community as we navigate COVID-19. This has been a clarifying experience with some valuable lessons:

It is critically important to be on campus. This was highlighted by our experiences with distance learning in the spring. While we delivered a high level of academic instruction remotely, it could never replicate the co-curricular experiences of an Albany Academies' education or the relationships that we develop when we are all together. These experiences and relationships are fundamental to child and adolescent development. Among many other benefits, they provide our students with social and emotional skills; a deliberate approach to developing their well-being, physical and psychological safety, speech and mental health supports; and myriad opportunities for daily physical activity.

We can do this. Much of the summer was devoted to developing a reopening plan that allows The Albany Academies to return to in-person learning. Every adaptation to COVID-19 has been challenging, and developing our reopening plan was no different. But I have tremendous confidence that our families and professional community are more than capable of meeting whatever challenges come next.

Keep it simple. Simplicity has been a key element in our planning. Since April, we have been continuously reviewing constantly evolving health guidance and scientific literature looking for the simplest and most effective preventative health and hygiene practices that allow students to return to campus safely. We have educated our families about these strategies and layering them together to increase their cumulative impact. Developing a few simple behaviors into a layered daily routine will be an essential step towards keeping us all safe.

Stay flexible. Everything we do is a working draft. We have learned that the process of planning is vital. We have also learned that our plans will continue to evolve to meet the demands of reality. These ongoing adaptations and re-evaluations will be critically important to ensuring that students stay in school safely.

Mutual support is everything. As our professional community navigates this remarkable time, we have come to lean on each other and our community for strength and inspiration. We are forever grateful for the support and feedback we have received from all of you who care so deeply about this remarkable school.

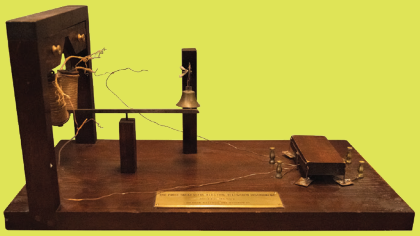
On behalf of all of us here on Academy Road: "Thank you, and stay tuned!"



CHRISTOPHER LAURICELLA, ED.M. P'20,'22
HEAD OF SCHOOL



In 1832 the world's first telegraph was invented by Alumnus Professor Joseph Henry and tested by him and Dr. Philip Ten Eyck in the physics classroom of The Albany Academy. (pictured above ca: early 1900's). This replica of the original telegraph (pictured below) remains in the Academy Archives and Collections of The Albany Academies.



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FROM THE BOARD



I have never been more proud to be a member of The Albany Academies community than I have been these past several months. Seeing the entire community come together as we have dealt with challenges that none of us could have predicted has been gratifying beyond description.

I am very appreciative of my fellow trustees' dedication to the school, and grateful for all their efforts to ensure that our faculty and administrative team have all the resources they need to continue to educate our students, even as those needs changed almost weekly.

Our faculty members are the best in the region and they proved their uncompromising dedication to their students as they worked tirelessly to ensure students received top-notch instruction through distance learning, just as they would have had they been sitting in their classrooms. They developed—and continue to create—innovative ways to present lessons in an environment that was less than ideal. What a terrific example of adapting to change they provided to students!

My thanks also go out to the parents of our students, who entrust their sons and daughters to us and allow us to educate them and help shape them into adults of high character who become critical and curious thinkers. We know we have asked more of you these past few months than we have ever before and you came through with the support and encouragement your children needed to succeed in a difficult situation.

And succeed they did! Despite all the curve balls thrown their way during the spring semester, our students proved their resiliency and adapted to a new way of learning and new ways of staying connected as a community.

Congratulations to the entire Albany Academies community for the successful completion of an unusual academic year! I remain inspired by as well as grateful to our Head of School and the Leadership Team. They proved these last months that they are all leaders and teammates and continue to pull together even as things still evolve.

I look forward to continuing to watch with pride as the Academies reopen a school year like no other in recent history.

NANCY CAREY CASSIDY P'13, '15
BOARD OF TRUSTEES PRESIDENT

Welcome New Board Members



Caron O'Brien Crummey '77, P'04

Caron O'Brien Crummey is a member of the Government Relations department at the law firm Hinman Straub, P.C., specializing in health care, criminal justice, technology issues and government relations matters. Prior to joining the firm, she was employed in the New York State Senate, where she served as team leader and program director for issues related to health, human services and education in the Senate Counsel Program Office. In this capacity, she was the chief advisor to the Senate Majority Leader on all health care matters, including access, financing, delivery, and public health. In addition, Caron is a board member of Families In Need of Assistance, an organization focused on serving children and those challenged with mental health issues and substance abuse.



Fran'Cee Brown-McClure, Ph.D. P'27

Dr. Fran'Cee Brown-McClure serves as Vice President for Student Affairs and Dean of Students at Union College. She has a Ph.D. in Educational Administration from the University of Texas at Austin, a Masters of Social Work from Boston University, and a Bachelor of Science in Psychology from Jackson State University. She presents nationally on topics related to emotional intelligence and leadership. Fran'Cee is a member of the Greater Albany Chapter of Jack and Jill of America.



Eileen Tucker Spiro '05

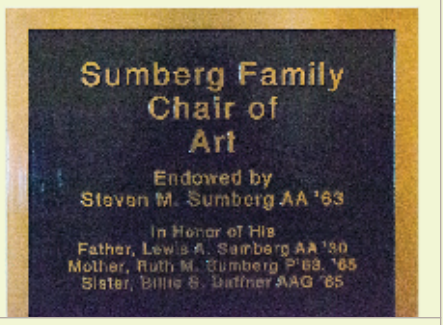
Eileen Tucker Spiro is a Vice President at Shenkman Capital Management, Inc., an investment firm based in New York City, where she focuses on investments in high yield loans and collateralized loan obligations. Prior to joining Shenkman, Eileen worked at JPMorgan as a research analyst for fixed-income investments. In addition to being an Albany Academy alumna, Eileen graduated from Carnegie Mellon University with a B.S. in Mathematics and Statistics, with College Honors and is a CFA Charterholder. Eileen resides in New York City with her husband and daughter.

Steven Sumberg ’63 creates endowed chairs for visual arts and literature

A generous donation by Steven Sumberg ’63, a distinguished alumnus of and longtime donor to the Academies, has resulted in the creation of the Sumberg Family Endowed Chairs for the Visual Arts and English Literature. Steve’s love of the arts and literature inspired him to establish the positions, which are filled for a five-year term on a rotating basis. The first recipients are Richard (Rich) Johnson as the Endowed Scholar for the Visual Arts and Elizabeth (Lizzy) DiNuzzo as the Endowed Scholar for English Literature.

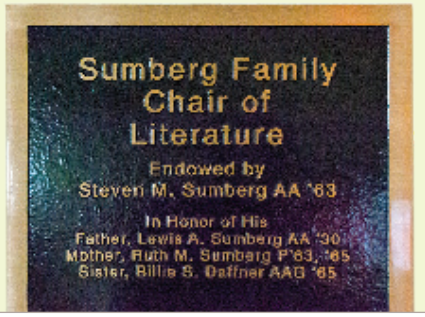


Rich Johnson is chair of the Fine Arts Department and is beginning his fourteenth year at The Albany Academies, where he currently teaches theater and filmmaking. He earned a bachelor’s degree in music from the Crane School of Music at the State University of New York at Potsdam and a Master of Music Studies and Master of Music from the University of Melbourne in Australia.





English Department Chair Lizzy DiNuzzo teaches Upper School English and is starting her sixth year at The Albany Academies. She holds a bachelor’s degree from the University of Rochester and a master’s in fine arts from the University of Maryland.



Steve is part of a legacy of family members who have graduated from The Albany Academy and Albany Academy for Girls. His father, Lewis A. Sumberg, was a 1930 graduate and his sister, Billie S. Daffner, was a member of the Class of ’65. The family’s contributions can be seen throughout the campus: a display case that includes a first edition of Moby-Dick or The Whale (New York: 1851) by Herman Melville, the silver Newman Bowl for Steve’s achievements in tennis displayed in a pedestal case in the foyer of the James E. Poole Athletic Facility, and a bench located in the courtyard of the Borisenok Family Science Center, donated by the Class of ’65 in memory of Billie.

Steve has a long and distinguished career in the legal and real estate fields. He began his career as a law clerk for the Honorable Warren L. Jones at the U.S. Court of Appeals for the Fifth Circuit in Jacksonville, Florida before joining the law firm of Sidley and Austin in Chicago. Steve specialized in corporate and securities law for a diverse group of privately and publicly held corporations.

After several years of work in the legal field, Steve joined the Carley Capital Group in Washington, D.C. as chief operating officer. Since 1992 Steve has been the chairman and co-owner of Rapid Funding LLC, which specializes in developing and owning commercial real estate properties throughout the Washington, D.C. metropolitan area.

During reunion in 2018, Steve was honored as the Distinguished Alumnus for his philanthropic work and dedication to the Academies.

We extend our heartfelt appreciation to Steve for the donation that allowed us to establish these endowed chairs.

a² fresh



The Albany Academy 4th Grade Tie Delivery

The traditional Albany Academy 4th Grade Tie Ceremony was a bit different this past spring. Ties were delivered to the homes of our 4th grade boys as part of their moving up to Middle School. Head of School Chris Lauricella also provided a video to the class showing each of them how to tie a tie!



Senior Send-Off

The Albany Academies celebrated our seniors on July 11 and 12 with a final senior send-off for what had been a challenging time for our seniors and their families. These events were an opportunity for the faculty to say farewell to our students and also included an induction into the Alumnae and Alumni associations. Alumni President Nicholas J. Faso, Esq. '02 & Alumnae President Kelley Walsh Triscari '07 welcomed the seniors into the Associations with some inspiring remarks and encouragement to stay involved after graduation. Both Nick and Kelley also urged the classes to attend reunions, alumni and alumnae gatherings and participate in the speed mentoring programs and as speakers in our lecture series. Each student also received a laundry bag, courtesy of the Alumni and Alumnae Associations.



Senior Sign Delivery

Our seniors were surprised by a special delivery of lawn signs in April during the pandemic. The signs were displayed on campus—both inside and outside—before being delivered by more than 30 faculty and staff to Class of 2020 students' homes. It was incredibly inspiring for our professional community to see our students and provide a kind gesture.

Professional Community Appreciation Week

In honor of our Professional Community appreciation week during the pandemic, a family dinner was prepared for each faculty and staff member, and either delivered to their house or made available for pick-up. Members of the Senior Leadership Team wanted to express their appreciation and gratitude to our faculty and staff for their incredible efforts and dedication during some unprecedented times.


PHOTO© LORI VAN BUREN OF THE TIMES UNION

Times Union features Marcus Q. Pryor '87, P'15

The *Times Union* featured Albany Academy alumnus Marcus Q. Pryor '87, P'15, '30, '31 this past summer in a series about local people and their lives, jobs and the place they call home in the Capital Region. The series kicked off with Albany Academy alumnus Marcus, who was interviewed about his life here in the region and what it means to be black in Albany. Marcus is an Albany native, serves on many community boards, and was the chairman for Albany's Tulip Festival for 13 years.



Jeff Levine '68 – A Man Who Keeps on Giving

Jeff Levine '68 is committed to paying forward the good fortune that he has experienced over the past 30 years. Jeff has been a longtime donor and friend to The Albany Academies, having established two endowed scholarships, supported the Annual Fund,

and contributed to athletic programs. Most recently, Jeff was featured in a movie, "Beyond the Secret—The Awakening," in which he—along with other elite thought leaders from across the globe—reflects on how to excel in every aspect of our lives. When the movie was produced and launched in early 2020, no one knew the world was heading into a global crisis and just how applicable the movie would be in helping humanity out of this pandemic.

Jeff, a financial and business consultant who sold his business and retired and the author of several self-help books, saw the challenges that arose during the pandemic and wanted to be involved in solutions. He decided to open up a wealth solutions financial firm and help individuals and families through these difficult times.



Craig Darby '91 selected as one of the best Capital Region hockey players of all time

The best Capital Region hockey players of all time, including one of our very own selected, Craig Darby '91, were recognized by the *Times Union*. Craig played his entire high school career for The Albany Academy and holds the career record for points at AA.

In addition to the top four, 6 other players were mentioned. Among them were two distinguished alumni of The Albany Academy, Marc Cavoise '99 and Jeff Taylor '12.



Chris Lauricella P'20, '22 and The Albany Academies in the media

Our Head of School has been a leader in the Capital Region on how to reopen school in a safe and healthy manner. He was interviewed by the *Times Union* for a story on the reopening of schools this fall. WTEN News 10 spoke with Chris for a story about the private school alternative for families concerned about sending their children to public schools during the pandemic.

He also participated in a live panel discussion with other local school superintendents regarding the challenges that schools are facing with their reopening plans. The panel was led by Rachel Silberstein, the *Times Union*'s education reporter.



Summer Camp

Summer camp had an abbreviated three-week season. The camp enrolled 80 campers per week, providing us with valuable experience in enacting new health and hygiene protocols. It was wonderful to get children back together in an in-person setting, even with intensive safety precautions. We also received unsolicited praise during our Department of Health inspection for our precautions and procedures, which reflects both excellent leadership and plain old hard work.



Melissa Derosa '00 featured in Harper's Bazaar magazine

Melissa DeRosa '00 was featured in Harper's Bazaar magazine in a special story called "Voices of Hope." The summer issue included interviews with five hopeful women—including Melissa—all who have a vision for what the post COVID-19 new world should look like. If you would like to read the story, visit https://www.harpersbazaar.com/culture/features/a32881371/bazaar-summer-issue. Melissa was the commencement speaker at AAG in 2018.

Q+A

Dr. Hyacinth Mason



Dr. Hyacinth Mason serves as a trustee and Chair of the DEI and Marketing and Enrollment Committees.

Please tell us about yourself and your family.

When my husband Steven and I arrived in the Capital Region in 2006 to work at Albany Medical Center, the Academies were recommended to us for our children by two alumni of The Albany Academy. We were impressed as each shared how pivotal their experience was at the Academies in shaping their lives' trajectory.

At Albany Medical College, I serve as Assistant Dean for Student Support and Inclusion. At The Albany Academies, I serve as a trustee and as chair of the Marketing and Enrollment Committee. We are proud parents of an Albany Academy alumnus and two daughters who attended Albany Academy for Girls. Their experiences mirrored the broad range of candid and constructive feedback we received during the strategic planning process in 2019 and, more recently, from alumni and alumnae of color.

What spurred the Academies to make Diversity, Equity, and Inclusion (DEI) a strategic priority?

DEI has been a Board priority for several years. As he began his role as Head of School in 2018, Chris Lauricella received insights from the Spring 2018 Head's Entry Survey, which indicated there was an opportunity to redouble our commitment to building an inclusive and equitable community culture that infuses every aspect of community life.

As part of the Academies' strategic planning process (January – November 2019), we gathered stakeholder feedback through surveys and feedback sessions. Parents, students, alumni/ae, faculty, and administration all said that DEI work was an area for growth. While this constructive feedback may have been hard for many community members to hear, the information we received was invaluable and spurred the Board of Trustees, Head of School, and the Senior Leadership Team to expedite this aspect of our strategic plan.

It was important for The Albany Academies to have a diversity statement and the Board of Trustees to form a DEI Committee. The committee is charged with leading The Albany Academies in an organizational change effort over the next five years and has the authority and budget to implement those changes.

"Everyone's perspectives, talents and efforts are welcome and indeed needed!"

Who is engaged right now in this initiative?

It takes a village to build a more inclusive community. The DEI Committee represents a cross-section of all members of The Albany Academies community, including students, current parents, past parents, recent alumnae, alumni, and more 'seasoned' alumni and alumnae, faculty, staff, and trustees. The committee has also benefited from the energy and leadership of Chief Human Resources Officer David Lester, Head of School Chris Lauricella, and Board of Trustees President Nancy Carey Cassidy. Over the past year, we have met in person and via Zoom and have made meaningful progress.

What are your goals and vision as chair?

My goal is to fully address the gap between the DEI goals set out in the Trustees' statement of diversity (please see sidebar) and our school's actual practices. I also hope we begin to realize Goal Five of our strategic plan, which is to nurture "an intentionally diverse, inclusive, and equitable learning community that promotes academic excellence, enriches the school, and enhances the experiences of every learner."

Specifically, we plan to accomplish the following:

• Create a plan to offer all Academies board members, administrators, faculty, staff, and parents/guardians rigorous diversity, equity, and inclusion education that enhances their abilities to support all Academies students and colleagues.

• Develop policies and strategies to recruit diverse faculty and trustees to The Albany Academies so that these groups authentically reflect the life experiences of the students we serve.

• Review and update The Albany Academies curriculum and programs to promote and reinforce an inclusive and supportive

The Albany Academies Board of Trustees Statement on Diversity and Inclusion

At The Albany Academies, the active expression of different perspectives and life experiences plays a vital role in the life of the school. In harmony with our Mission Statement and reflective of our Core Values, the Academies is committed to a safe, diverse, inclusive, equitable, and just school climate within a Preschool through Postgraduate curricular framework dedicated to inclusive excellence.

We actively strive to respect, affirm, and protect the dignity and worth of each member of our learning community and cultivate an environment where all members of the Academies community experience a true sense of belonging and are empowered to fully participate in the life of the school. We also recognize that diversity of thought and expression is integral to developing learners who are culturally agile, adept at thinking critically, and effective when collaborating with others.

Maintaining a truly inclusive community is an ongoing process that requires us to be open, reflective, and proactive. We accept this challenge in the knowledge that our varied perspectives strengthen our community and prepare our students to learn, lead, and pursue inclusive excellence at The Albany Academies and beyond.

Following the Principles of Good Practice for Equity and Justice developed by the New York State Association of Independent Schools, the Albany Academies aspires to:

(1) Adhere to all local, state, and federal civil rights and anti-discrimination requirements.

(2) Clearly establish the foundation for the institution's commitment to equity and justice by consistently respecting, affirming, and protecting the dignity and worth of all members of the school community.

(3) Develop and implement programs that respect and support the social and emotional health of every learner.

(4) In harmony with the school's mission and resources, admit learners and create educational and co-curricular programs that provide equal access for all learners regardless of color, religion, disability, gender identity, national origin, and sexual orientation.

(5) Regularly establish, publish, implement, and review policies and communication that promote equity and justice.

(6) Support the ongoing education of the Board of Trustees, families, learners, and all school personnel as part of the process of creating and promoting an equitable, just, and safe community.

(7) Identify and remedy bias in hiring and provide equitable opportunities for promotion and leadership development to all employees.

(8) Seek and embrace diverse points of view in decision making.

(9) Expect from all members of the community respect and responsibility for these principles of inclusion, equity, and justice.

Q+A

Hyacinth Mason

community, and plan to evaluate this work on a biannual basis.
• Increase our students' sense of inclusivity and belonging, annually building on the number of students who report that they feel respected and included at the School. We will measure this with data collected by annual focus group meetings, advisor inquiries, and survey questionnaires.

What are the current priorities of the committee?

In January 2020 the committee developed the following priorities:

(1) Understand our current state and possible headwinds to change, including our history and current culture.
(2) Focus on inclusive excellence as a philosophical approach that integrates diversity and quality initiatives in a way that makes our school community stronger.
(3) Use the National Association of Independent Schools' Assessment of Inclusivity and Multiculturalism (AIM) survey to gather a baseline from all school stakeholders, and use this data to understand our areas of need and to track progress over time.
(4) Identify and hire a consulting partner that is an expert in organizational change and DEI work.
(5) Partner with the Anti-Defamation League's No Place for Hate program to provide students a platform for creating change.
(6) Continuously educate school leadership teams and the Board of Trustees about current best practices in inclusion.
(7) Create a mechanism to bring families into the DEI work.
(8) Provide funding for this initiative.
(9) Examine and adopt policies and procedures that allow us to include considerations of cross-cultural competencies in our hiring practices.
(10) Prioritize attracting, hiring, and retaining a more diverse faculty.

How can interested stakeholders get involved?

There is a role for everyone in this effort! We are all integral to living out the Academies' vision for creating an environment of inclusive excellence. You can get involved by joining a committee and actively participating in the work, or by contributing to the diversity programs and initiatives that the School is developing for the professional community and students. Allyship is also essential. Identifying and interrupting bias and stereotyping —whether conscious or unconscious, subtle or overt is an excellent step towards building a more equitable community. Whatever your role at school, you can advocate, open doors, make connections, and find opportunities to propel our DEI initiatives forward.

Diversity, Equity, and Inclusion Subcommittees

If you would like to join one of these subcommittees, please contact the leader at the email address noted. All are in their early stages, with much to do to develop recommendations.

SELECTING A PARTNER

Lead: David Lester (lesterd@albanyacademies.org)

Team: Chris Lauricella, Hyacinth Mason, Nancy Carey Cassidy, Marcus Pryor, Fran'Cee Brown-McClure

Purpose: Solicit proposals, assess, then select a partner with the capability to assist The Albany Academies on the path to achieving our DE&I aspirations.

FUNDING

Lead: Marcus Pryor (m.pryor1@icloud.com)

Team: Ann Wendth, Hyacinth Mason

Purpose: Identify funding to support the education and consultative support needed to accelerate and sustain progress.

LEARNING RESOURCES AND STUDY

Team: Sarah Pulcher, Sheryl Hoffman, Tania deRosier, Christina Dempsey

Purpose: Develop resources for each constituency group and to engage members of the DEI Committee in a reading and discussion.

RACIAL HEALING HANDBOOK READING AND CURRICULUM IMPLICATIONS

Lead: Michelle Hughes (hughesm@albanyacademies.org)

Team: Bob Neudel, TaraMarie Crisafulli, Alex Kouloriotis

Purpose: Consider the meanings, values and curriculum implications at The Academies of the Racial Healing Handbook.

ACADEMY HOLIDAY AND CELEBRATORY SCHEDULE

Lead: Patrick Kauth (Kauthp@albanyacademies.org)

Team: Rich Puccio, Patrick Kauth, Khadijah Onanuga, Chris Conway

Purpose: Examine, assess and recommend changes to the current Academies holiday and celebratory schedule.

STUDENT AFFINITY GROUPS

Lead: Matthew Streifert (streifertm@albanyacademies.org)

Team: Tania deRosier, Barbara Bemis, Fran'Cee Brown-McClure, Sandy Hanifin, Theodora Lois, Marcus Pryor, Bob Neudel, Trudy Thomas-Smith

Purpose: Identify and recommend the student affinity groups and clubs to establish at The Academies.



Commencement

June 8-9, 2020

This year's Commencement festivities were like no other in recent history! It began on June 8 and 9 with Diploma Conferrals at The Albany Academy and Albany Academy for Girls. Each student and his or her family joined our Head of School, Board of Trustees President, and Associate Heads of School (all socially distancing) under a tent. On June 15 and 16 a pre-recorded video was shown of each Commencement ceremony at the Jericho Drive-in in Selkirk, NY. Although it was a challenging time for our seniors, the events were put together in a very thoughtful, personal, and professional manner.





Left Ahmad Praileau '20 holds the Goold Sportsmanship Cup award along with the Senior Art Purchase award and the Studio Art Award. *Right* Victoria Blancovich '20 celebrates her moment during the Diploma Conferral.



ABOVE:
Former Trustee Chris Bender '78 congratulates his son, Matthew, during the Diploma Conferral at The Albany Academy on June 9. Board President Nancy Carey Cassidy P'13, '15 looks on.



AAG Ranking Scholar Makayla Madison Stannard '20.



Geoffrey and Laurel Plante P'20, 22 share a special moment with their daughter, Allison, during the Diploma Conferral on June 8 at Albany Academy for Girls.

AAG Commencement Speaker Sarah McLaughlin '89, a Federal Management Specialist with the National Marine Fisheries Service, was part of the pre-recorded Commencement video shown on June 15. After graduating from AAG in 1989, Sarah received a B.S. in Biology and Environmental Studies from Tufts University and a Master of Public Management degree in Environmental Policy from the University of Maryland.





AA Valedictorian Chenrui Zhang '20.

Lisa and Michael Hayes '83, P'18, '20, '23, '27 enjoy the moment with their daughter, Samantha, during the Diploma Conferral at Albany Academy for Girls.





ABOVE:
Shannin Cato '20 and her family share a proud moment during the Diploma Conferral at Albany Academy for Girls on June 8.



Board of Trustee Member Michael Lasch P'20, '22 congratulates his son, William Lasch '20, during the Diploma Conferral at The Albany Academy on June 9.



AA Commencement Speaker Alydaar Rangwala '11 pre-recorded his graduation remarks but was also able to attend in-person the AA Commencement ceremony at the Jericho Drive-in. Alydaar was a lifer at The Albany Academy and currently serves as a Principal at Perry Creek Capital, an investment firm in New York City. After graduating from The Albany Academy in 2011, Alydaar received an A.B. in Applied Mathematics from Harvard College. Joining Alydaar at the ceremony is Head of School Chris Lauricella P'20, '22.



AA Salutatorian
Ali Mohsin Naqvi '20.



Assistant Director of College Counseling and Special Events Coordinator Amy McDonald P'19, '20 shares a very touching moment with her son, Austen. Amy was an integral part of the wonderful events put together during Commencement.

A new way of learning and working.

Elissa Smith Parent

Elissa Smith P'23, '26 is a member of our Marketing and Enrollment Committee. Her husband, Justin, is a 1996 graduate of The Albany Academy.



As a parent at the Academies for several years, and working a full-time job, Elissa Smith P'22, '28 shares her thoughts and ideas during these challenging and changing times. Her daughters started their seventh year at the Academies this fall. They have experienced lower, middle and upper school education at AAG. She says, "throughout each level, the girls have received a very personal and well-rounded experience. An Academies education is personal on so many levels. The faculty and staff get to know each child and their families. Teachers can identify strengths as well as areas for growth quickly and, with the small class sizes, meet each child's unique needs. Extra help as well as enrichment experiences are widely available and the girls take advantage of these to meet with their teachers outside of class, participate in a variety of clubs, and develop strong mentoring relationships with their advisors."

Elissa believes because of their well-rounded Academy education, her daughters have broadened their participation in the arts, athletics and have had the benefit of classmates who have diverse backgrounds. From the beginning of lower school, she says her girls have participated in school plays, sang in musicals, tried new instruments, taken theater and dance class, and explored their creativity through an array of art classes. She identifies that the unique way our athletics program is structured allows middle school students to try new sports and participate on teams that they may not have had the opportunity to in a larger school. Academy students come from many different cultures. Her daughters learn firsthand from their classmates about different customs and traditions and can openly ask questions. Deep friendships span cultural boundaries bringing the girls together to create the unique culture that is The Albany Academies.

This past spring, during distance learning, Elissa shares that within two weeks of New York State closing schools, she had to coordinate a shutdown of her office and had to transition all her staff to work remotely. It was an extremely stressful time professionally for her, and she was less than thrilled about the idea of trying to run a business remotely and manage homeschooling children. However, she says "the Academies had prepared their students, faculty, and staff well. The girls left for spring break with all necessary supplies from school. They had practiced accessing Zoom and learned how to interface with their teachers and other students through the platform. Parents were continuously updated, and educational Zooms were provided for us on technology and logistics, and how the curriculum was being handled." She describes her daughters logging on each morning at 8:00 a.m. and met with their teachers. They had interactive Zoom classes throughout the day and had breaks to complete projects and classwork as well as to provide time away from screens. Their teachers continued to meet individually or in small groups for extra help and students were able to meet to complete group



The stories that follow reflect how an alumnus, alumna, parent, and faculty member have carried out their lives both personally and professionally during the pandemic.

Natalie Levy starts school on campus at Albany Academy for Girls.



Elissa and Justin Smith enjoy time with their family at home during the pandemic.

projects remotely. Elissa says, "Mrs. Rey was even able to keep all levels of art students engaged using items they could easily find around their house. The girls were busy from 8 a.m. until after 3 p.m. Although distance learning for children is far from ideal, Academy did a fantastic job not only providing core curriculum, but also maintaining the broader education we have come to appreciate so much."

Elissa describes how she balanced work and children at home during distance learning. Keeping her family and herself on a schedule was important. She used the early morning hours when everyone else was asleep to get her more focused work completed. She had a schedule of hours when she was working, so her kids knew only to interrupt her for immediate issues. They met each day for lunch as a family, catching up on what happened during the morning and played cards or a board game to break up the day. She also tried to end each workday at a determined time so she could set aside work for family time. Although days did not always go smoothly, this system helped keep their sanity and transition between work life and home life when they were not leaving the house.

Elissa reflects on this experience and how we can move forward with resilience. She says, "We need to be flexible and to think of others. COVID-19 has stretched everyone's ability to be flexible. We immediately lost our routines, our sense of normalcy and our connectivity to friends, family, and coworkers. We had to find different ways to socialize, to keep in touch with the people we care about, and to keep ourselves mentally healthy when our world changed so quickly. We found it helped to think of others—to check in on our neighbors, to connect with grandparents more regularly, to donate time and desperately needed money to organizations struggling to help those most impacted by the pandemic. Our youngest daughter became a pen pal to her great grandmother who is in an assisted living facility in Florida and isolated in her apartment. It gave them both so much happiness when the mail came bringing a new letter or a package to open. This crisis has been a lesson in coping for us all. It has impacted all of us differently but has left none of us untouched. If we are flexible, if we think of others and if we cope well, we will get through this better than we went into it."

Matt Essery Teacher

Matt is a graduate of Houghton College with a BA in biology and a concentration in secondary education, Matthew also earned an MS in secondary education from Mount Saint Mary College.



Faculty Member Matthew Essery joins us this fall as the new chair of the Science Department. A member of The Albany Academies faculty since the beginning of the 2017-2018 school year, Matthew has taught biology, anatomy, physiology, and AP biology. He is also an AAG advisor and demonstrates his enthusiasm for ecology by managing the AAG greenhouse. During the summer, he has been engaged in the Academies' summer camp as a teacher and director of the Science Academy and The Leading Edge. Matthew also contributes to the Academies' community as an active member of the Marketing & Enrollment Committee.

He is taking on the role as department chair as Bo Buran, who served the school and the Science Department for the last 14 years, departed in June. "Bo took the Science Department through a period of significant change," Matthew said, "and has impressive shoes to fill, but I'm ready for the challenge."

As the new chair, Matthew has some great thoughts and ideas he is working on implementing and has been thinking a lot about them during these past several months. "I realize new ideas have to fit in with the challenges that face education today, such as increasingly digital work environments, nearly infinite information access, global environmental changes, and, of course, the current global pandemic. However, scientific literacy and deep critical thinking are the two most important skills our students can (and do!) develop at the Academies. It's important, in all our sciences and in all divisions, to continue to build this literacy in conjunction with media literacy."

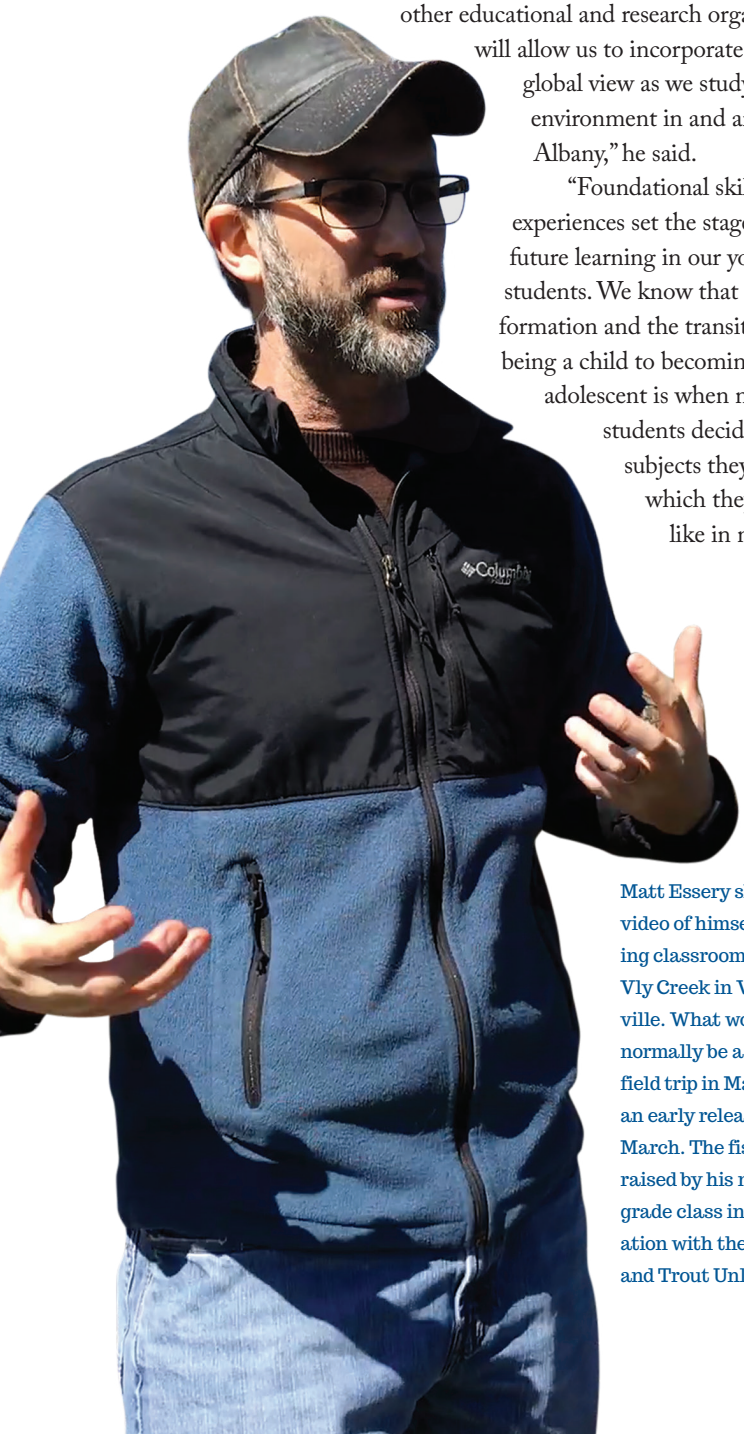
As a means of deepening the connections among technology, information systems, and scientific thinking, the Science Department is now officially the Science and Technology Department. The collaboration among technology and science teachers will help build those skills in Academies students.

Matthew said he believes there is an increasing number of environmentally conscious students in our current student body. He feels there is room in the science program for a closer focus on ecology and environmental interrelationships.

One goal the new department chair would like to achieve is to get students in all divisions involved in continuously monitoring ecological variables on the campus, including weather and soil chemistry and native and exotic plant species. This could lead to students having a research-backed voice on environmental decisions the Academies might be considering. "Connecting the information we gather with other educational and research organizations will allow us to incorporate a more global view as we study the environment in and around Albany," he said.

"Foundational skills and experiences set the stage for all future learning in our youngest students. We know that identity formation and the transition from being a child to becoming an adolescent is when many students decide what subjects they like and which they don't like in middle school," he said. "We also know that performance in the Upper School in large part determines potential options for college. None of these exists apart from the others.

He explained that he believes a whole view of each student and each student's educational journey is essential. "Wrapping our lower school science specialist into the Science and Technology Department is going to help with this. Celebrating the science accomplishments of our Lower, Middle, and Upper School Matthew knows the importance of developing a student from elementary school through middle school and high school. He understands that wonder, fun and science accessibility are three really important aspects of lower school science education. "Wonder fosters enjoyment, interest, care and empathy, all of which our world needs," he said. "Experimentation and exploration are synonyms for fun and play. Lower school students need the space and time to design, build, and explore science through using age-appropriate tools and materials, and they are more willing to try new things than older students. The more the younger students experience, the deeper their experiences will be in the future, especially as they move into middle school."



Matt Essery shared a video of himself releasing classroom trout into Vly Creek in Voorheesville. What would normally be a full-day field trip in May became an early release in March. The fish were raised by his ninth-grade class in association with the NYDEC and Trout Unlimited.

The pandemic has put a spotlight on science. Matthew believes that understanding viruses, biological interactions with viruses, population dynamics, economic effects, and vaccine research are all dependent on the scientific method.

The pandemic has put a spotlight on science. Matthew believes that understanding viruses, biological interactions with viruses, population dynamics, economic effects, and vaccine research are all dependent on the scientific method. "The world desperately needs this information to make nuanced and informed decisions about how human populations should be managed, vaccines generated and capital spent," he explained.

"The pandemic hasn't changed science. New information is generated because science is a method, not a set of facts. It is one of the only subjects that has self-correction built into it. Scientists and researchers are all about disproving hypotheses," he further explained.

Matthew is very passionate about science and teaching. "Education and science are both all about relationships. I am particularly excited about helping students realize that they matter to the world around them. They affect things—whether it is a spider that they decide to bring outside instead of kill because they understand its ecological value, or the things they decide to spend money on, or the words they choose to use in a conversation with a peer. They have an impact. While we can never know the true scope of our personal impact on everything, students can understand their impact by observing, reflecting, and taking an interest in those around them. Science is just one of the ways to explore these relationships. It is my hope that in realizing and taking responsibility for their impact on the world students will live deep, critical, conscientious lives. The world will be better for it."

Seth Wander Alumnus

Seth Wander '02, M.D., Ph.D. is a medical oncologist at Massachusetts General Cancer Center in Boston.



Alumnus Seth Wander, M.D., Ph.D. '02 has been working on the front lines during the health care crisis resulting from the COVID-19 pandemic that has wreaked havoc on our nation and the world. As a medical oncologist at Massachusetts General Cancer Center in Boston, Seth's clinical practice is dedicated to the treatment of patients with all stages and types of breast cancer. He divides his time between the clinic and the laboratory, where his research is focused on developing novel treatment strategies for metastatic breast cancer.

"COVID-19 has posed a variety of unique and difficult challenges for the medical community. As oncologists, we regularly administer medications (like chemotherapy) which can compromise the immune system," Seth said recently. "Patients receiving these treatments may be at increased risk of infection (including from COVID-19), and we have worked diligently to institute new guidelines in our clinic to promote social distancing and reduce the chance of COVID-19 transmission."

At the same time, his team remains committed to ensuring that patients continue to receive all necessary cancer-related care. "We have dramatically increased the use of virtual technology to promote flexibility for patients and health care workers, who can interact remotely to discuss treatment plans and progress," he added.

Like many clinicians across the country, as the COVID-19 volume reached its peak in Boston, Seth was asked to serve on COVID-19 units in the inpatient setting. "This experience presented a variety of challenges both clinically, as we were treating patients with a novel and, at that time, poorly characterized disease, and personally, as we had to consider the exposure risks to ourselves and family members at home," Seth said. "During that period, my pregnant wife and daughter quarantined with family members in New York so that I could come and go from these shifts without risking any exposure to them."

Seth '02 and his wife, Hilary '02 are now the proud parents of two daughters. Their new addition is Adrienne who is named after Seth's grandmother from the Class of '41.



"During that period, my pregnant wife and daughter quarantined with family members in New York so that I could come and go from these shifts without risking any exposure to them."

These deployments also posed unique challenges to outpatient oncology efforts, as the physicians and nurses within Seth's practice who were not deployed worked to assist in providing clinical care to patients whose physicians were working actively on the COVID units. In the end, Seth said, these formative experiences highlighted the amazing potential in the health care system as physicians, nurses, and support staff from all across the medical spectrum came together to provide exceptional care to COVID positive patients.

In relating how the pandemic has impacted his family, Seth said, "Our family has been exceptionally lucky to live in a place like Boston, where people have demonstrated a great commitment to following public health guidelines. We have relied on friends and family, who have been very kind to assist during periods when I have been deployed to the inpatient setting. As our children are not yet school-age, we have not had to confront many of the challenges facing so many families around the country as they weigh



the safest path back to school. And, like many families across the country, we have tried to use these unfortunate circumstances to spend more quality time at home together."

Seth's experience extends beyond treating patients. As a clinician working in a large academic medical center, he has had many opportunities to learn about the biology of COVID-19 and participate in both clinical care and research efforts related to the virus. Because of the wide spectrum of possible symptoms (ranging from asymptomatic to critical illness), he points out that it is very important that everyone attempt to follow the widely adopted basic tenets related to social distancing, hand hygiene, and mask use.

"I would encourage individuals to remain informed by understanding state and local guidelines, as the conditions and exposure risk related to the virus may differ over time and among distinct locations," he advises. Further, he encourages individuals who have questions about COVID-19-related symptoms, risk factors, or precautions, to discuss them with their primary care physicians.

Karen Avery Alumna



Karen Avery's role at the PBS Foundation is Senior Director, Fund Development and she primarily works with foundations and corporations that fund PBS at the national level. "Fundraising is often a challenging activity at any time, and it's helpful for anyone thinking about a job in fund-raising to want to hit their head against the wall repeatedly, because there are far more "no's" or "not now's" in this field. But if you have the pleasure of working for an organization with a mission and purpose you feel strongly about, it can be very rewarding to secure support for that organization and help make it more sustainable" said Karen.

Obviously, the COVID era has wreaked particular havoc on the nonprofit sector, which has caused an additional strain on fundraising overall. However Karen has seen that it is also a time when people are eager to help. "I have watched philanthropy grow and step up in some extraordinary ways. I serve on the Board of my local community foundation, and we have seen people in City of Alexandria respond quickly and generously to address the crucial needs COVID and the quarantine have brought on our area."

During our current crisis, many people have told Karen that they see PBS as being more important than ever, and they are interested in finding ways to support, partner, and connect. "Parents, educators and caregivers have long trusted PBS as a source of enriching programming for children, and that's especially true today when millions of kids are home from school, teachers are instructing remotely, and parents are seeking ways to help keep their children healthy and engaged. We at PBS are proud that we've responded to this need by offering creative new solutions based on the good work we've been doing all along," said Karen. PBS is leading the way in helping kids learn during this significant time of disruption in education. Many PBS stations are partnering with school districts to meet the educational needs of students in their communities. Continued support will help get high-quality PBS educational resources to communities all throughout the country.



Karen Avery '83 received a Bachelor's and Master's Degree from Harvard University. Karen is a member of the Academies' Board of Overseers and was a Commencement Speaker at AAG in 2017. She has two brothers, Keith '74 and Kevin '80, who graduated from The Albany Academy.



JUNE 26, 1831
Cholera made its appearance at St. Petersburg, Russia. The number of cases in the first 18 days, 4,916; deaths, 2,219.

MARCH 26, 1832
Asiatic Cholera appeared in Paris, France. In the whole of France 239,534 persons were attacked and 94,665 died.

JUNE 8, 1832
First case of Cholera asphyxia in America occurred at Quebec.

JUNE 27, 1832
Cholera appeared in New York City.

JULY 3, 1832
Albany Mayor John Townsend issued a proclamation forbidding the approach of any river vessel with anyone sick aboard nearer than one mile below the south ferry, because of a rumor there were cholera cases in New York.

JULY 5, 1832
Albany doctors report seven cases of Cholera, from which there were four deaths.

The Cholera Pandemic of 1832

By John McClintock '57 *(former archivist)*

With anticipation and dread, Albanians read these contemporary newspaper notices. News came by ship from Europe, the very ones, perhaps, bringing persons with the disease. The only telegraph in the world was in The Albany Academy classroom of Professor Joseph Henry.

In the 1830s, it was thought that yellow fever and cholera were caused by a miasma of vapors emanating from rot, garbage, and filth, especially during summer in waterfront districts. Rivers and creeks carried sewage. Harbors and backwaters pooled the effluent. But vibrio cholerae, a comma shaped bacterium, was not an aerosol. It needed to be ingested, either, even today, by eating poorly prepared shellfish or by drinking water from sources invaded by fecal matter. This was later proved in 1854 when English physician John Snow produced the famous map of cholera deaths in central London, showing that the most common infections by cholera came from proximity to water pumps.

Once, the streams in Albany's three ravines ran clear and fresh. They powered mills and supported fish. The description of the city in Munsell, Annals of Albany, is rosy...



[Albany's] habitations occupy the alluvial valley of the Hudson, about a quarter of a mile in width, and ascend three hills of about 140 feet elevation, separated by deep valleys, through which considerable streams of water formerly ran, known as the Foxen kill, the Rutten kill, and the Beaver kill....The Foxen kill, when the city was first settled, and for a long time after, afforded abundance of fish. The Rutten kill was a lesser stream, having its source above Lark street, but which sent down a formidable volume of water in times of freshet. ...This also was a never-failing brook, stored with fish, and was the only one that came within the old city walls.

One old Dutch custom was to allow household waste and garbage to flow into the streets. And pigs, by ancient practice, roamed these streets and open spaces. What the pigs didn't consume found its way to the creeks. By 1832...



Great complaints were made of the filthy condition of the Foxen kill, much of which was still an open creek, and the receptacle of all the filth of the district which it traversed...The Foxen Kill and Rutten kill, formerly considerable runs of water... are now obliterated, and their ancient beds turned into sewers.

Vibrio cholerae itself left its ancestral home in India through British colonization and commerce. It was accelerated by improved river transportation, such as steamboats, and by extending the reach of ports and rivers by canals. It broke out in the United States and in Albany in 1832-1834, 1848-1849, sporadically in 1854-1855 and in 1866. Especially in the hot and humid summer weather of 1832, to suppress the foul "miasma," the authorities burned tar in barrels, casting a black pall over the city.

The board of health on July 3, 1832, reported that two persons of very irregular habits had died of "symptoms resembling malignant or spasmodic cholera." The Mayor called a meeting of the Medical Society to devise means to address the health crisis. All summer, the city's prominent physicians met every evening at City Hall to record the names and circumstances of the deceased. The total number of reported cases was 1,147. Of these, 422 were fatal. The city population at this time was about 26,000.

Stores closed, the streets were often almost empty of carts and coaches, and the wealthier citizens hurried away to country places to escape the dreaded disease. Church and theater gatherings were curtailed or closed. Scarcely anyone visited Albany. Steam boats ran empty, and the hotels were deserted.

The Cholera Record, published by the City in 1832 and the "Report to the Governor" of August 14, 1832 by Dr. Lewis C. Beck (brother of T. Romeyn Beck, the headmaster of Albany Academy) provide details of the characteristics and progress of the disease. Beck traveled widely to affected locales in the state, and compiled information and statistics from physicians and local boards of health. The complete list of 431 listed in the sources is provided in my paper (see link below). There are 324 records with age of victim. These range from 2 to 92. Eighteen and under: 64 children; 50 and older: 70 persons. Average age: 34.4, standard deviation 18.3; males: 229; females: 167; recorded as African American: 25; (by assumption) Caucasian: 406.

The worst of the outbreak in Albany occurred during the summer of 1832. In those days, the Academy's academic year began the first Monday in September and the fourth

quarter continued through July and the first week of August. On July 13, 1832, the Minutes of the Academy trustees show...



The Trustees met, pursuant to adjournment. The Minutes of the last meeting were read and approved. In consequence of the prevalence of Cholera, and the absences of students, (more than one half) reported by the Principal, the following resolutions were adopted.

Resolved that the vacation for the present year commence on the 1st of August and continue during that month. Resolved that the Annual Examination and public exercises be postponed until the further order of the Board.

Resolved that in case there should be any deficiency in the monies for the payment of the salaries of the teachers, the treasurer be authorized to borrow what may be required for 60 or 90 days.

Joseph Henry, Professor of Mathematics and Natural Philosophy at Albany Academy, was on the extended August recess described in these Minutes. His mother's and his wife's family, the Alexanders (Joseph Henry and Harriet Alexander were first cousins), lived in Galway, Saratoga County, New York, where Joseph had grown up, 36 miles northwest of Albany. Staying at his Uncle John Alexander's in Galway, Henry wrote on August 27, 1832:



The pure air of the country has had an almost magical effect in restoring our prostrated strength. [We hope] that those we have left amidst the pestiferous atmosphere of Albany are still preserved from the effects of the disease...We saw nearly all our friends at church at the corners yesterday and have promised more visits than I fear we will be able to pay unless indeed the trustees of the Academy, in their wisdom should see fit to postpond [sic] the assembling of the Academy for a week or two longer.

The Albany Academy did open as scheduled on the first Monday of September (the 3rd) and, judging by subsequent Minutes, conducted its business as in any other academic year. Enrollment in 1831-1832 was 240, 1832-1833, 210, and in 1833-34, back up to 250.

Albany Female Academy, however, did not open on time after the August, 1832, recess. Henry commented, "I see by an advertisement in the Daily that the Female Academy does not open on the first Monday in September on account of the cholera."

On September 17th the trustees were able to announce that "the health of the city was perfectly restored, and that for a week the regular exercises of the [Female] Academy had been going on, gently warning students of the necessity of immediately resuming their studies."

On Sept. 1, 1832 the board of health made a general report of the epidemic and the newspapers—under pressure—omitted the daily report of cases and deaths. The principal merchants united in an address to the public, assuring their friends and customers abroad that they could now visit the city with safety. Two weeks later, "The board of health congratulated the citizens on the continued good health of the city since the month came in; the reports of the physicians were no longer required, and the hospital opened for the reception of cholera patients had been closed."

Thus passed a local instance of a global pandemic, not the first to disturb the vibrant community of Albany, and not the last. It was a terrible time, but it did not prevent a resurgence of prosperity. Publisher Joel Munsell reported on the city's renewed energy within months: "Among the structures that were being erected in unusual numbers were Stanwix Hall, Female Academy and Baptist church in North Pearl Street, the Universalist Church in Green Street, the Friends' meeting house in Plain street.... Harmanus Bleecker was erecting a block of dwellings from Pearl to Chapel streets on Steuben Street." The Female Academy referred to opened September, 1834.

This article is a condensation of a paper with attributions, statistics, appendices, maps, endnotes, and bibliography, available at www.albanyacademyhistory.org. Choose "Menu Hub," then Feature 11.

a² people



Nicholas Forcier

DIRECTOR OF ADMISSIONS AND ENROLLMENT

My first couple of months at The Albany Academies have been an incredible experience. Starting a new job during a pandemic is difficult, but particularly when you work in education. As Director of Admissions at a new school, I would typically immerse myself in the history, culture, and traditions of the institution right from the beginning. But right now, everyone's primary focus is on the future. What will school look like in the fall? How will we balance our desire to keep our community together and also keep everyone safe and comfortable? How will we deliver on all the outcomes that make an Academies education so valuable given that we won't be able to do it in exactly the same way we have in the past?

These first couple of months, for me, have been about really listening to what our families want and need, what they're curious about, and what is causing them anxiety. That is an emotionally intensive process, especially when I don't yet have many of the answers that we're all looking for. That is a less definitive answer than I'd like to give, and I'm sure it's less definitive than what our parents would like to hear. But so far, all I've heard from returning and prospective families is total understanding. No one has balked when I've told them, while we don't yet know exactly what the next school year will look like, we are planning intensively for every plausible scenario. The prevailing feeling seems to be one of trust, that we're all going to navigate this together.

I've been equally encouraged by what I've seen and heard from my new colleagues who comprise the faculty and administration of the Academies. In every meeting I've participated in, I've seen a level of thoughtfulness and anticipation that tells me that we will be ready for anything. Every time a question is asked, somebody else has an answer, an idea or a suggestion. COVID-19 caught us all off guard—but it also served as the impetus to make sure that we are more adaptive. Not all schools have learned that lesson. I'm happy to say in my first couple of months at the Academies, I've developed total confidence that we can be a great option for many families.

To that end, I ask you to remember that the Academies community is our best referral source. Please be on the lookout for opportunities to recommend that friends and colleagues come and visit us—my team and I look forward to welcoming them to campus!

Meet our new coaches!

Rich Puccio - Football



Richard Puccio is the new Head Coach of the varsity football team, and a Physical Education faculty member. In these roles he is responsible for all football team activities, including attracting talented student-athletes to the program. Rich brings 26 years of high school and college football coaching experience to The Albany Academies, and comes to us most recently from Maine Maritime Academy where he was the Head Football Coach and worked in the admissions department.

Brian Speck - AAG Soccer



Brian is the new Head Coach of the Albany Academy for Girls varsity soccer team. In this part-time role he will have responsibility for all team activities, including attracting talented student-athletes to the program. For 25 years Brian served as the Head Women's Soccer Coach at Union College. He took over the program at a time when it had just two winning seasons and went on to become the winningest coach in Union women's soccer history, and 41st all-time among all NCAA women's soccer coaches. He produced 121 All-Conference selections, including four conference Players of the Year, along with seven All-Americans. On the national level, Brian was a member of two U.S. Women's Deaf National Team coaching staffs, helping Team USA to back-to-back gold medal performances.

Bryan Murray - AAG Ice Hockey



Bryan Murray is the Head Coach of the Albany Academy for Girls ice hockey team. Bryan was a starter for four years on the SUNY Plattsburgh hockey team, finishing his career as a two-time All-American, three-time All-Conference and an NCAA champion. Bryan is the current coach of the Troy Ice Cats U19 girls' team. He has 20 years of coaching experience, starting out as an assistant at the conclusion of his college hockey career.

Stephen Mallaro - AA Prep Hockey



Stephen serves as Head Coach of The Albany Academy prep hockey team. In this role, he will have responsibility for all team activities, including attracting talented student-athletes to the program. He will also teach leadership in the Upper School. Stephen was a four-year letterman at SUNY Oswego and helped lead Oswego to back-to-back NCAA Division III Frozen Four appearances as the top scoring defenseman in his junior and senior seasons. Most recently, Stephen was a part of the hockey program at King's College.

Bryan Capitula - AAG Basketball



Bryan Capitula is the new Head Coach of the Albany Academy for Girls varsity basketball team. In this role, he will have responsibility for all team activities, including attracting student-athletes into the program. Bryan comes to Albany Academy for Girls with more than 10 years of coaching boys' and girls' basketball. For the past two years he served as the varsity girls Assistant Head Coach at Mohonasen High School.

The Albany Academies exceeded their Campaign for the Third Century five-year fundraising goal of $20 million, raising more than $23.3 million. Thanks to the generous support from donors—parents, alumni, alumnae, past parents, and grandparents—throughout the country and the world, the thousands of gifts supported many important initiatives, including the Borisenok Family Science Center, the Michael B. Picotte Field House, the Schellenberger Alumni/ae Center, the James E. Poole Athletic Facility, The Stevens Center, the Auditorium, and many endowed scholarships. Watch for our 2019-20 Annual Giving Report for a complete listing of donors to the Campaign for the Third Century.

Celebrating the Campaign

CAMPAIGN FOR THE THIRD CENTURY



Left to right E. Stewart Jones, Jr. '59, P'90, '93, '97, Campaign Co-chairs Bruce DiStefano '70 and Sarah Elmendorf '70, P'06, '08, '10, Michelle and Walt Borisenok P'06, '08, Michael Borisenok '06, and Doug North '58 participate in the groundbreaking ceremony of the Borisenok Family Science Center in April of 2015.

Borisenok Family Science Center

The building of the Borisenok Family Science Center on the campus of Albany Academy for Girls was made possible by a lead gift from Walt and Michelle Borisenok, parents of Michael '06 and Nicole '08. It officially opened in the fall of 2015 with a ribbon cutting ceremony that included the Borisenok family and many other donors who contributed to the project. The state-of-the-art building encompasses 6,300 square feet of learning space, includes four classrooms and two prep rooms, a courtyard, and is utilized by both boys and girls.



Former Head of School Dr. Douglas M. North '58 enjoys a moment with Walt Borisenok P'06, '08 at the ribbon cutting ceremony of the Borisenok Family Science Center.



Shirley Stevens French '47 with her son, Jameson, at the official opening of The Stevens Center.



The Stevens Center

During the summer of 2014 renovations were made to the previous Albany Academy for Girls Lower School Gym, turning the space into a beautiful Dining and Events Center. The space is now used for lunch at Albany Academy for Girls and for various other school and special events. In May of 2018 the space was named The Stevens Center—made possible through the generosity of Mrs. Shirley Stevens French '47 in honor of her late father, Winthrop P. Stevens Sr. Class of 1916, P'44,'47 and his many contributions to the Academies.





Michael B. Picotte Field House

In the spring of 1964, contractor Waldbillig Construction began the construction of the Field House based on the design by architect Donald J. Stephens. The facility hosted its first hockey game in January 1965, and by December of the same year, the first wrestling match. The Field House, consisting of the ice rink, gymnasium, wrestling room, lockers, and office space was formally dedicated in February of 1966. Today, the renovated Michael B. Picotte Field House—through a lead gift from Michael Picotte '65 and Margi Picotte and other generous donors—provides an enhanced experience for student-athletes at the Academies and a wonderful space for our community. It was dedicated on September 23, 2016 with a very special ribbon cutting ceremony that included Mike and Margi Picotte, our board of trustees, students, parents, and alumni/ae.



Left to right Board President Nancy Carey Cassidy P'13, '15, Former Head of School Douglas North '58, Margi and Michael Picotte '65 and Campaign Co-chairs Bruce DiStefano '70 and Sarah Elmendorf '70, P'06, '08, '10 cut the ribbon at the opening of the Michael B. Picotte Field House.

Scholarships & Endowment

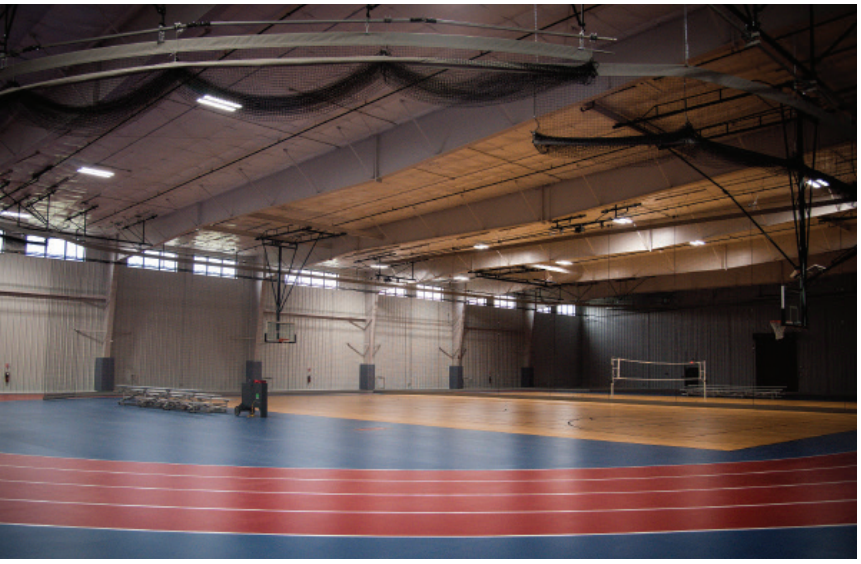


Scholarship Donor Joan Dembinski '55 attends the Scholar Luncheon with her student recipient Ma Nyunt Aye and family.

The Academies' endowment now stands at $20 Million. During this campaign, we have established 15 new scholarships, thanks to the generosity of many donors, and increased endowment with many new gifts. Endowment brings stability to keep up with best practices in education over the long haul. The more we can increase The Albany Academies' endowment and scholarships, the more effectively we can continue to attract the best and brightest students, the highest quality faculty, and pursue new and innovative opportunities to meet the needs of the future.



James E. Poole Athletic Facility





Left to right Head of School Chris Lauricella P'20, '22, Michael Hayes '83, P'18, '20, '23, '27, Tom Tuttle '84, Michael McCauley '24, James Poole II '68, P'02, '14, Nancy Carey Cassidy P'13, '15 and James and Susan Hens share in the special moment of the opening of new athletic facility.

November 14, 2019 was a special day at the Academies that attracted a lot of media attention! The ribbon cutting for the highly anticipated opening of the James E. Poole Athletic Facility was held. The building was named in honor of Coach Poole and his more than 40 years of dedicated service to the Academies as a coach, faculty member, and mentor. It was also a moment to thank all of our donors, particularly lead donor Mila and Tom Tuttle '83—who helped make this project possible. The 33,000 square foot athletic building is a great space for student-athletes that allows a variety of practices to be held simultaneously and now can also serve as classroom space if needed for our students.



Scholarship Donors Cynthia and James Caird '52 spend time with their student recipient Michael Grandinetti '19 and his parents, Daniel and Karen, at the 2019 Scholar Luncheon.

Auditorium

On May 17, 2014, The Albany Academies' community came together to celebrate its Bicentennial and the Campaign for the Third Century at a special concert held in the Auditorium at Albany Academy for Girls featuring James Taylor, Kim Hessberg Taylor '71, and Friends. Proceeds from the event—attended by over 300 parents, alumni, alumnae, and friends—benefited the renovation of the Auditorium, one of the Campaign projects. Thank you to Kim and James Taylor—along with a special gift from Ilene and Chip Stein P'05, '05, Heather Stein Kruse '05 and Corey Kruse, and Jodi Stein Emmott '05 and Peter Emmott—for their generosity.



James Taylor and Kim Hessberg Taylor '71 perform in the Auditorium at AAG in honor of its Bicentennial.





Left to right Chip and Ilene Stein P'05, '05, Kim Taylor '71, Douglas North and E. Stewart Jones cut the ribbon of the newly renovated Auditorium.

Thank

Schellenberger Alumni/ae Center



Left to right Past Board of Trustees President E. Stewart Jones Jr. '59, P'90, '93, '97, Former Alumnae Association President Rosemary Walsh '77, P'07, '09, '10, '13, Former Alumni Association President Marcus Q. Pryor '87, P'15 and Douglas North '58 at the ribbon cutting ceremony.

The renovation of the Alumni/ae Center was made possible by the generosity of a major gift from Gabrielle Schellenberger, the beloved spouse of the late Herbert H. Schellenberger, a faculty member at The Albany Academy from 1958-1977. The Schellenberger Alumni/ae Center is now home to the Institutional Advancement team and serves as a space for alumni, alumnae, parents, and the professional community to gather, hold receptions, and conduct meetings. A formal ribbon cutting ceremony was held in the fall of 2014.



"We are all so grateful to the many individuals who supported our Campaign for the Third Century and particularly to co-chairs Bruce DiStefano '70 and Sarah Elmendorf '70 P'06, '08, '10 for their vision and leadership. The new and renovated spaces have been transformative to our campus and the newly endowed scholarships have provided opportunities to many deserving students who would otherwise not be able to attend the Academies."

You!

— **Ann Wendth,** Chief Advancement Officer



Left to right Chief Advancement Officer Ann Wendth, Special Events Coordinator Sarah Adamowski, Manager of the Annual Fund and Donor Relations Joanne DelCarpine P'21, and Marketing and Communications Associate Nancy Palluti thank everyone for participating in our first-ever virtual Spring Gathering at the conclusion of the evening. Ann also recognized the families from the Class of 2020 and thanked them for their support.

Spring Gathering

June 11

This year's virtual event raised $120,000, all to benefit today's students by helping to ensure that the Academies remain accessible to all deserving young men and women. Proceeds from Spring Gathering support the financial aid and merit scholarship programs provided to more than 45% of our families at The Albany Academies. Thank you to our many sponsors, parents, and alumni/ae for making Spring Gathering 2020 a success!



A team from CMI Communications was behind the scenes at the Schellenberger Alumni/ae Center orchestrating the technology for our successful virtual Spring Gathering.



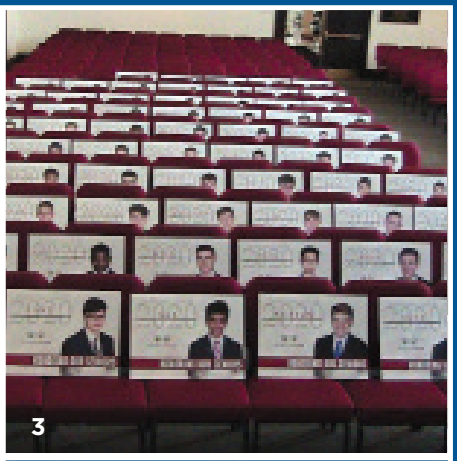
Co-chairs Jennifer Levy '93, P'28 and Stephanie McCauley P'21, '24 were fabulous throughout the entire evening as the one hour event was livestreamed on Facebook.

Top 9 Instagram Posts

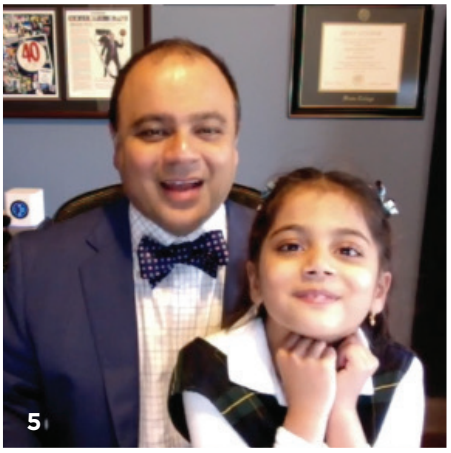
SUMMER 2020

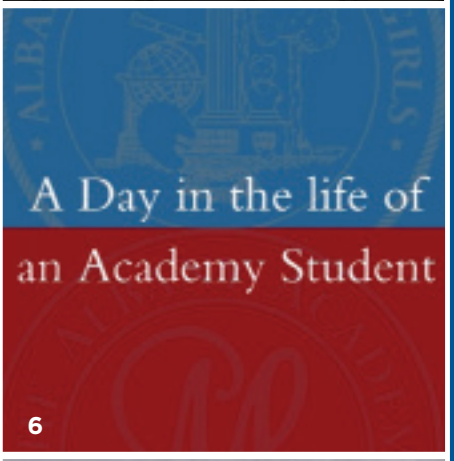


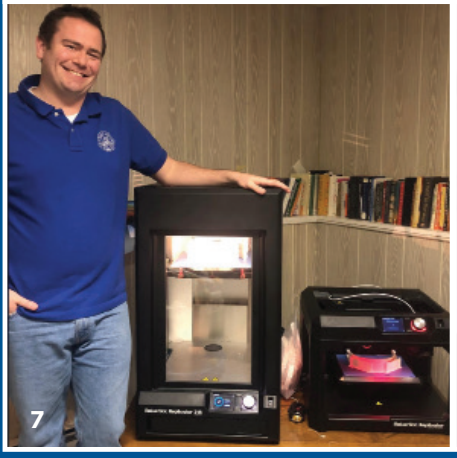


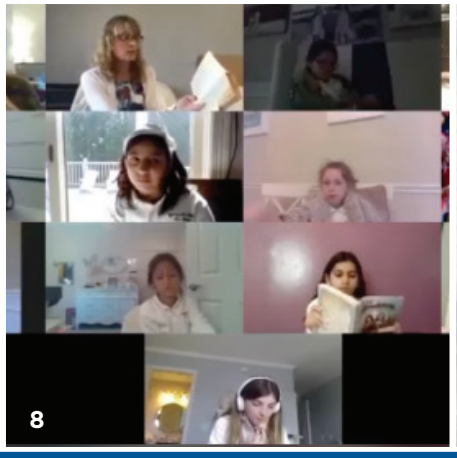


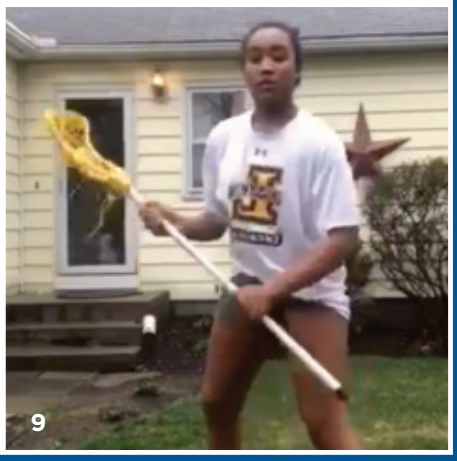












1 Our Albany Academy Cadets marched for fallen soldiers and lives lost to COVID-19 despite the cancellation of the Memorial Day Parade.

2 Welcome video to our new AAG hockey coach.

3 Thoughtful Thursday: The class of 2020 was surprised by a special delivery of lawn signs by faculty and staff.

4 Selfie Sunday: This video allowed our seniors to show off their college sweatshirts and destinations and be proud of all their hard work.

5 Giving Tuesday Now: Kicked off by Neerav Patel '96 P'31 and his daughter, Aria.

6 During the pandemic. Experience A Day in the life of an Academy Student virtually.

7 Thoughtful Thursday: John McNally – Attitude of Gratitude, Using our 3D printer protective face masks were made and then donated to local hospitals.

8 Teaching Tuesday: Fourth grade teacher reads aloud to her class during a virtual lesson.

9 Teammate Tuesday: AAG lacrosse team got creative and made this video to keep team spirit alive.

Follow us on Social Media!

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a² portrait



In her own words...

Cathy Rosenblatt '65, P'94

DANCE TEACHER 48 YEARS

SIXTY-NINE YEARS AGO, MY FATHER TOOK ME BY THE HAND AS HE INTRODUCED HIMSELF TO MR. WILSON the custodian, at the very tall wrought iron gate door to Albany Academy for Girls at 155 Washington Avenue. Mr. Wilson, smiled and said, "She will be fine and safe here." That was the start of my journey at AAG.

I spent two years in the comfortable quarters of the basement under the office of the Head Mistress, Miss Harris, learning my letters and numbers and building wooden boats out of blocks and painting them. Our class was co-ed and Mrs. Flubacher treated us like princesses and princes in the cafeteria. But how we wished we could climb those dark colored marble steps to the upper grades! When we were finally able to climb those beautiful steps, I felt as though I was literally following in someone else's footsteps.

Some of my favorite memories are of playing with my classmates in the Freihofer wagon, receiving our first broad-tipped fountain pens, and learning to write manuscript ever so neatly. When the school moved to 140 Academy Road when I was in sixth grade, our class carried books from the old library to the new one. The librarian had marked each book with a code to indicate where the books would be placed in their new home. The library has always been a very special place for me because that is where my creative juices started to flow, there and in rhythms class with Mrs. Van Aernum. My first report card read, "Cathy excels in rhythms." Little did she know how right she was! Years later, I worked with Mrs. Van Aernum on many high school musicals.

I also fondly recall Martha Decker, class of 1910, teaching us proper English, both speaking and writing, and bringing history to life for us. She may have been strict, but she helped us institute structure in our lives to accomplish the important things. Will we ever forget Rudyard Kipling's "Twenty Bridges from Tower to Queue"?

High school memories include the huge study hall with those double desks, singing into chapel each morning, receiving my school ring, after-school sports, dance workshop, Bacon Bat in the fall, Wassail in the winter, and Gym Meet in the spring. And, when I was a teaching, Caroline Mason's addition of the Thanksgiving Luncheon with our advisees and Founders Day created memorable times for students.

Our teachers made lifelong impressions on us. I'll never forget learning our first French words from those lovely posters depicting French life in Mademoiselle Tribot-Laspiere's class, graduating to writing and speaking French with Madame Sroka. I remember Mrs. Shaw's color descriptions of the digestive system, and who could forget "Veni,visi, vici" with Mrs. Cline? Reading became exciting under the tutelage of Mrs. Thorstensen, and the story Mrs. Rich told of Louis XIV, the Sun King, who tripped over his sword because it was too long for him, stays with me to this day. I especially liked learning that because Louis XIV was the monarch who is said to have introduced ballet to the world!

My education at AAG was a gift my parents gave me, and I could never thank them enough. I am grateful that my two children, Katie Symansky Hunter '94 and David Symansky, were able to attend the Academies as well. I made some lifelong friends in the Class of 1965. I have been fortunate to return and teach with Linda Dorwalt Allanson '65, work on plays with Margaret Lamar King '65, work with Cindy Urbach '65 with the Key Club and spend time at Schroon Lake with Kathy Kayne Bilfied '65. So you see, "Once an Academy girl, always an Academy girl!"

Coming back to teach at AAG was both exciting, yet a little intimidating. I was now working with my former teachers, who welcomed me warmly and were always ready to give a helping hand. I remember Arvilla Cline pulling me aside and telling me my students would respond

to a softer voice and a smile more readily than the voice I was using! I tried to follow that advice as much as I could.

My anxiety came from that fact that I was filling some very large shoes of the two women who came before me: Martha Hinman Ellis '29 brought dance to AAG in 1932. She had a wonderful career dancing at Jacob's Pillow and touring with Ted Shawn and Ruth St. Dennis. One of her students was Gertrude Hallenbeck '38, who also studied at the Pillow, then started teaching at AAG and was my dance teacher. She was the one who introduced me to Jacobs Pillow, the home of modern dance.

Gertrude is the reason I started teaching at AAG and I will be forever grateful to her for having the faith in my ability to keep the program going. I studied the Martha Graham Technique the summer before I started and hoped that my students would take to it. Most of them did, and my career was launched! My first full ballet was to the music of "Jonathan Livingston Seagull" with Kathleen Murphy '78 decked out in a white unitard as Jonathan! It was performed at the Gym Meet in the first gym, which is now the Dining and Event Center. My last student performance was at Wassail, and it was a restaged version of Alvin Ailey's "Revelations," with two of my advisees leading the dance, Olivia Kivort '20 and Emily Allen '20.

I have been so fortunate to have strong women as my mentors. Katalin Toth, physical education teacher, and I worked together for 17 years. She was a joy to work with, and we shared many ideas, stories, and recipes and worked many a Gym Meet together.

I would be remiss if I didn't thank Caroline Mason for her insistence on putting the arts in the forefront. Dance Workshop went from having club status to having a full arts credit with classes five days a week. She truly loved dance, and if she felt she needed to take a breath for a moment, she would come into the auditorium and watch the girls dance.

Anne Morris became the primary school dance teacher at AAG. We quickly became sisters. Not only do we share a birthday, we often finish each other's sentences, wear the same color clothing, and used to put together the same dance sequences without one knowing the other's plan!



Upper school girls perform 'Revelations' during a Wassail performance.

And then there is Eve Welchel, who joined the AAG dance program in 2017. She has been an inspiration to me with her endless energy and boundless creativity when teaching the younger students. I know that she will continue to keep the dance program moving forward in these changing times.

My greatest reward in teaching modern dance has been seeing my students blossom into more confident movers. I used to tell them, "Just go for it. If you fall, I'll pick you up." And I meant it! Having my first student, Ali DeStefano '08, accepted into the Alvin Ailey American Dance Theater summer intensive program was one of the thrills of my life. I had developed a close relationship with the director of the Horton Technique at Ailey, so this was such an honor for both Ali and me. She was followed into the program by Elizabeth Kalin '18. Both girls went on to major in dance in college.

Another cherished memory is of the two students who chose to do their Senior Honors Projects on dance. The first, Caite Tomson '19, wrote about Female Empowerment with, within and through Modern Dance. The second, Emily Allen '20, designed and sewed the costume for her senior dance. She displayed so much creativity in doing this because she had to know how the costume would move with the choreography. For the first restaging of "Revelations," I too had to design and sew all the costumes for the workshop's performance. Emily's came out much better than mine!

After teaching for 49 years, 48 of them at AAG, I decided to retire at the end of the 2019-20 school year. Never did I imagine that it would be like this. Not having grown up in the age of technology, the stress of learning about Zoom virtual teaching was almost more than I could manage. But as the days went on, I gained more self-confidence and actually started to enjoy it. I have learned through this experience that, given time, I can manage to make most things happen. But the sad reality for me is that I will never see my colleagues again sitting around the lunch table or passing in the hallways. I will miss my AAG family.

I don't care for the saying, "It is what it is," but it certainly can't be any truer than it is of this period of time. I'm just glad that I had what it was. So now what?

I am taking my time. I have found a wonderful man, Bill. Many of the things I thought about doing are not possible for now, but one can hope. Travel is in the plans for the future, mostly to see the kids. We love music, so that will be high on our list. I had also thought about starting a program called "How to Act and Dress for Success" in my new adopted home in Glens Falls. But, for now, I am content with needlepoint, cooking gourmet meals, playing golf and staying in touch with my lifelong Academy family.

class notes

1940s

Robert Morehouse '46: After a career in international banking, mostly in Asia, Robert is living in Tokyo, keeping his Academy-trained brain from rusting through long research affiliations with Harvard's Reischauer Institute of Japanese Studies and the Fairbank Center for Chinese Studies. **Anthony Sporborg '45** passed away in October 2019. You can read his obituary here: https://www.myeasternshoremd.com/kent_county_news/obituaries/anthony-sporborg/article_2f8edcbb-46b2-59aa-8317-4c0e5d2eafcb.html

1950s

Judith Crounse Mordkoff '55 passed away on Sept. 21, 2019. During the COVID-19 quarantine **Peter Mebel '56** thought it would be great to get his classmates together virtually so, with the help of **Tod Wing '56**, an AA Class of 1956 64th Anniversary Zoom Reunion was born. Eight other classmates joined in: **Peter Ten Eyck**, **John Kerr**, **Paul Simpson**, **Peter Shields**, **Jeff Beaver**, **Skip Meislahn**, **Bob Wallace** and **Ken Lyons**. They had a great time catching up on each other's lives, and they are planning another Zoom get together in September.

1960s

Nan Meneely '61 writes about all that she's been up to: I collected 50 years of poetry in Simple Absence, which was published last January and has been nominated by my publisher/editor for a National Book Award. There's no possibility it will get past the first reader but the glow of the nomination is lovely. I also wrote the lyrics for four compositions by an Austrian musician/conductor, the music written expressly for a great tenor who lives nearby. The album they've made of it (I Sang My Heart to the Moon) will start streaming (whatever that means) soon. Two years ago, I wrote the libretto for a children's opera (Jack and Jill and the Happening Hill), the music for which was written by Sarah Meneely Kyder. It was performed by the Salt Marsh Opera for 5,000 kids in schools all over Connecticut. My daughter Delia and her wife and three-year-old have, thanks to COVID-19 and a bit of unbelievable luck, moved into an empty condo right below ours. Pure joy. And we got them out of New York City just in time. They've kept us sane and healthy. Dele and Sarah work steadily and remotely, thank goodness. I hope passionately that the dear Class of '61 is faring well in all ways. **Helen Alpert Goldenberg '61** reports that life has become a series of decisions to determine whether to go out or not go out due to the high level of virus activity in her part of Florida. I'm trying to protect myself and be very protective of my gentlemen friend, Stephen, who has several health problems which would make him sicker if he were infected. I go to doctors, the beauty shop, the grocery store, restaurants for takeout only, and not much else. The big bright spot is Zoom where I participate in lectures, discussions, entertainment, political candidate presentations, and visits with the family. Thankfully, we, my daughters, sons-in-law, and four grandchildren are all well at this time. Trying to hang on until we can all go out and enjoy people and other outside opportunities again. Best wishes for good health for all. **John Rich '61** writes: My wife, Charlotte, and I are in an isolation unit with our younger daughter, her husband, and their four-year-old twins, helping them accommodate to full-time remote working. Our other daughter's husband is a working orthopedic surgeon, perhaps soon to be recruited into COVID-19 service, so they have insisted on isolating themselves from us entirely. We are lucky, in normal times, to have them all in the area. **Darcy Pulliam '61** shared an update on her pandemic-related activities: In-person gatherings have finally, with tweaking, been rendered functional over the past few months. My sister Faith (AAG '58) has a huge field here with shade trees by a pond, so we can distance there for happy hour once a week, all bring your own everything. I have a wide circle of tall trees that are the venue of choice. I'm sitting there now, in my "witch's circle," tapping away on my laptop. There are numerous decks and porches around here on our rural compound, but they don't seem roomy enough when a group gathers. My eldest sister Joyce (AAG '48, well, only one year) soon to be 89, has had to limit her weekly dinner guests to mask-hardliners (of which I am one). An update from **Trudy H. Calabrese '61**: The biggest change in my life has been the loss of Leslie Morgan VanDerzee Marvin '61. After valiantly fighting a third type of breast cancer, she succumbed on Thursday, April 9, 2020. We had spent quite a bit of time together over the last year and had a very robust text dialogue going right up to the end. She went out with as much dignity and as little fanfare as possible. Her children, Sandy and Jay, along with the three grands and Jay's wife, Valerie, were ever present, completely devoted to making the situation the best it could be for their mom. Tom and I consider ourselves so fortunate. We are settling in to a new normal, as is everyone else. We see friends on the golf course, distanced, or we spend time together (six is the limit on each other's porches) distanced and bringing our own food and drink for a bit of socializing. This will change once cold weather sets in. We haven't figured that out yet. **Diane Fallon Boylan '62** writes: It's 2020! Where has the time gone? I cannot believe I am 75! I feel as if I should be writing memoirs, but space here is at a premium, so I'll stick to this year. Basically, I have spent my time designing, planning and over seeing several projects at our home on Saratoga Lake. We have had a new stairway to the lake built, as well as two new decks, a stone refacing of the house and a new roof over the patio. Currently, we're revamping the front porch which over the years became a catch-all filled with books, vinyl, board games, skateboards and odds and ends. I enjoy the creative outlet these projects afford. It's been fun! **Charles Stewart '63** reports that in July 2020 he led his eleventh Youth Pilgrimage to El Salvador, sponsored by the Episcopal Diocese of Central New York and Iglesia Anglicana de El Salvador. The pilgrimage is open to all youth of all traditions. **James Ellis Lowe II '63** died on April 9, 2020, one of the many victims of COVID-19. He was 74 and at the time of his death he was a resident of Wingate at Weston, a skilled nursing facility in the Boston suburbs. After graduating college, he had a successful career in the medical equipment field, where he had the opportunity to visit Japan to meet with suppliers. Late in his career he left the medical field to open Gallery100, an art gallery on Broadway in downtown Saratoga, in partnership with Deborah Martin. **Steven Ranney '63** writes: Nothing seems to bring our class together better than a passing. We have had three since our last news letter: George Farley in September, 2019, Hiland Doolittle in February, 2020, and Jim Lowe in April, 2020. Hiland left AA several years before graduation, so he was not well known by our class. But George Farley, while being distant from our class since graduation, was well liked by our class as can be seen with 12 emails circulating around after his passing: Paul Epstein, Hank Evans, George Chelius, Gerry Fassett, Chuck Stewart, Art Thomas, Don Morris, Sandy Macumber, Dick Symansky, Howie Herman, Sandy Carpender

and Steve Ranney. Of course no one could miss Big Jim Lowe in our class where more than 14 memory emails were passed around after notice of his loss: Clarke Burke, Sandy Carpender, George Chelius, Hank Evans, Gerry Fassett, Sandy Macumber, Tom Mauet, Don Morris, Steve Ranney, Steve Sumberg, Dick Symansky, Art Thomas, Mike Vaughn and Burt Wilcke. These are all sad but also wonderful memories. Hank Evans' RV trip around the USA has completed, at least the first round, and Hank made it a point to make contact to members of our class as he visited their regions: Steve Ranney and Steve Sumberg on the east coast; Mike Maguire in Washington state; Sandy Carpender and Sandy Macumber in Colorado, and George Chelius and Bob Wing in Santa Fe, New Mexico. When the virus gets lifted, Hank plans to go north into Canada, so don't be surprised if he stops by on route to see you. **Erni Williams Johnson '68** writes: Plenty of time at home with my laptop has given me lots more time to write. This spring I published book #7: Reunion. It's a story about four friends planning to attend their 50th reunion (go figure), and how their shared memories and intertwining lives unfold. Back to Cape Cod for book #8 (That Old Cape Cod), currently in the works...maybe a love story, maybe a ghost story, or maybe both. I've also acquired my very own author page on Amazon (https://www.amazon.com/Erni-Johnson/e/B07CHXFRN6/ref=dp_byline_cont_book_1), although I doubt that's as exciting as it seems to me. Meanwhile, my 20-year-old grandson is about to start his sophomore year at Stonehill College, the 18 year-old one, his freshman year at Colorado State, and both teenage granddaughters are learning to drive. Even our "baby" grandson is 13 already! Where did all those years go? After retiring five years ago, **Peter Aufsesser '65** operates a food pantry for low-income families one day a week. During COVID-19, visits to the pantry increased from 400 to more than 800 families a week through a drive-through. He says COVID-19 gave him time to almost finish a soccer refereeing book based on his 50 years as a referee and 8,128 games covering more than 34,000 miles. Eight of 10 chapters are completed.



Class of '65 had to cancel their dinner the weekend of Reunion. In spite of this, the class held a virtual cocktail party on May 16, 2020. 28 Classmates Zoomed in, sharing fond memories and anecdotes, as well as poignant life stories. This was enhanced by 80% of the class having sent in biographies in advance of the Zoom call. John Palmer (Mill Valley, CA) organized and choreographed the 2-hour get together with help aplenty from Bobby Jones (Montpelier, VT), Walter Evans (Albany), Steve Marks (North Greenbush) and John Assini (Schenectady). Classmates from Alaska and California, Tennessee and all along the East Coast that also partook in the festivities included Bruce Alpert, Peter Aufsesser, Gary Clough, Alan Fenster, Kelly Fisher, Tom Flynn, John Gunther, David Hengerer, Bob Hill, Bob Hirsh, Tyler Kattrein, Richie Laufer, Jay Madden, John Mertz, Hank Miller, Paul Nurick, Jim Patrick, Mike Picotte, Mark Pritchard, Bob Quillinan, John Waldman, and John Walsh.

1970s

Marc Freed '70 shares: In May I received an M.S. in curriculum development and instructional technology and a Certificate of Online Teaching from the University at Albany. In March, while enrolled in the program, I helped the School of Education launch a support program for K-12 teachers adjusting to remote learning. I am currently teaching a continuing education course on online education to K-12 teachers for the Academy for the Advancement of Teaching, Learning, and Schools (AATLAS), the professional development program of the university's School of Education. I will also be teaching a finance course at Siena College in the fall.

1980s

John Johnson '84 was appointed as Public Member of the Wisconsin Arts Board by Governor Tony Evers for a term starting May 1, 2020. John serves as Director of Literacy and Mathematics and Chair of the State Superintendent's Academic Standards Review Council at the Wisconsin Department of Public Instruction. Also, he is an adjunct instructor in educational leadership at Edgewood College and serves on the boards of WASCD (Wisconsin Association for Supervision and Curriculum Development), Wisconsin Literacy, Inc., and the vestry of Grace Episcopal Church. John lives in Madison, Wisconsin with his wife, Carole Trone, and three daughters. In March the AAG Class of 1983 gathered for a virtual social hour via Zoom. It was coordinated by **Jean Cooper '83** and 16 classmates participated. It was wonderful to spend time together and share all of the challenges this new world brings, including cancelled graduations and special milestone celebrations for those of us with seniors in high school or college. It's good to be keeping The Academies spirit alive! **Suzanne Walsh '87**, was named the 19th President of Bennett College in Greensboro, NC. It is one of two historically Black colleges for women in the US. Before this role I was a Deputy Director at the Bill & Melinda Gates Foundation for about 9 years.

2010s

Sarah Farber Toledano '10 welcomed her second child, Zev Marty Toledano, in May. **Nick Fruscio '16** landed a coaching position while he pursues his masters in communication at East Carolina. Nick will serve as a graduate assistant for the East Carolina program that Joe Dooley helms. **Sarah Richardson '19** was added to the Navy Women's Lacrosse Team along with 10 other members to its roster. Lettered in lacrosse (5 years), basketball (4), and soccer (4) at The Albany Academies in Albany, N.Y., she was named First Team Colonial Council (2016, '17, '18, '19). Richardson led Albany Academies in scoring in 2019, while being selected team captain as a senior. She earned Second Team Colonial Council (2018, '19) in soccer and claimed the Scholar-Athlete Award for basketball (2018), while also serving as team captain for two years. Richardson spent the 2019-20 school year prepping at Blair Academy in Blairstown, N.J.—a USNA Foundation School, participating in lacrosse, basketball, and soccer.

2020s



Shannin Cato '20 arrived at La Salle as a well-rounded athlete, having lettered in track, basketball and field hockey, in addition to lacrosse. A strong presence on the team, she was named the most inspirational player her junior year and collected the leadership award for her club team, ADK Lacrosse. Cato chose La Salle for the close-knit community and will major in political science.

To submit a class note, please visit the alumni/ae page at albanyacademies.org

IN MEMORIAM

James D. Wallace '55 7/7/2019

Mr. Albert H. Harris '50 7/7/2019

Wayne D. Konig '50 7/30/2019

Mr. David B. McLeod '44 9/1/2019

Mr. Zane Z. Studenroth, Jr. '64 9/17/2019

Ms. Judith Crounse Mordkoff '55 9/21/2019

Mr. Sanford V. VanDerzee '54 9/23/2019

Mr. Eric L. Feltman '77 10/1/2019

Dr. Anthony Sporborg '45 10/6/2019

Mrs. Joan Dick Bradley '49 10/22/2019

Mr. John A. Maier III '87 10/29/2019

Mrs. Joan Parry Baim '58 10/30/2019

Mr. Jeremy W. Sayles '56 11/12/2019

Mr. Richard T. Vinick '39 12/5/2019

Mrs. Michelle Sroka Ordway '62 12/7/2019

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Rupert Davis '67 6/4/2020

Mr. John Stewart Gordinier '64 6/5/2020

Mr. William Howard Swire '44 6/8/2020

Bruce Kauffmann '67 7/18/2020

Paul F. Brenner, M.D. '53 7/30/2020

Robert Stein Jr. 8/29/2020

As of August 2020



Bruce Kauffman '67

1948 – 2020

Distinguished Alumnus Bruce Kauffmann '67 passed away on July 18, 2020. Bruce was a friend to many at the Academy and remained close to his alma mater through the years, participating and chairing reunions, speaking to Academies students, and attending alumni/ae gatherings in the DC area. We know many of you share our grief and sadness; however, it's important to keep his spirit alive. The Albany Academies—in collaboration with Bruce's wife, Judy—have established a fund in memory of Bruce called the "Bruce Kauffmann '67 Lecture Series" with a goal to raise $25,000. In just a short period of time, we have already raised nearly $20,000. If you are interested in making a gift to the fund, please visit www.albanyacademies.org/giving or send a check, made payable to The Albany Academies, to 135 Academy Road, Albany, NY 12208, attention: Bruce Kauffmann Lecture Fund. More details about the fund, including speakers and topics, will be forthcoming.

Creating a Legacy Giving Gift

"Planned giving" is a term commonly used to describe a wide variety of options that allow you to give to The Albany Academies during your lifetime and/or after your passing, while meeting your needs and providing for others through your estate. It is typically done in conjunction with estate planning to ensure that you are reaching your goals for all parties involved. A planned gift to The Albany Academies is attractive for many reasons. It may allow you to make larger gifts than you might otherwise consider. Depending on how a planned gift is structured, it may also provide a stream of income, increase the benefit to your heirs, lower your current income taxes and/or reduce estate taxes.

If you have questions, please contact:
Ann Wendth
Chief Advancement Officer
(518) 429-2385

Bequests

The easiest and lowest-cost way to make a gift to The Albany Academies is to include the school in your will or revocable trust. You may designate that the school receives a specific dollar amount, specific asset, or a percentage of your estate. If possible, kindly notify the School of your plans so we may acknowledge your gift and inspire others to make planned gifts.

Charitable Gift Annuities

To establish a gift annuity, you contribute funds or assets to the Albany Academies, and the Academies in turn make annuity payments to you from its general assets for the rest of your life. You receive an immediate income tax deduction for a portion of the gift, and a portion of each annuity payment is treated as a tax-free return of capital. The portion of the gift not used for payments benefits The Academies.

Charitable Trusts

This involves the donation of assets to a specific legal entity, commonly referred to as a split-interest trust, since both the donor and The Albany Academies benefit from the trust. The two most common types of trust are Charitable Remainder Trusts (CRT) and Charitable Lead Trusts (CLT), which are described simplistically below.

- A CRT involves a donor placing appreciated assets in the trust, and receiving an annual income stream with the corpus of the trust paid out to The Albany Academies upon its dissolution.
- A CLT also involves the donor placing assets that may appreciate in value into the trust with The Albany Academies receiving the annual income throughout its term, with the corpus distributed to the designee named by the trust. There may be some substantial income and estate tax benefits from both vehicles, but either route requires consultation with professionals.

Life Insurance

There are several ways to utilize permanent life insurance to benefit The Albany Academies. The most straightforward manner is to name The Albany Academies as the beneficiary of the policy. You may also gift an existing policy to the School, take an immediate tax deduction, and the School will be responsible for any further premiums due. You can make cash gifts that are equivalent to the premium amount on a new or existing policy as well.

Thank you to all our donors.

It goes without saying that 2020 has been a year like no other. We all have personal stories of obstacles we have faced and navigated through in these challenging times. Each year The Albany Academies are grateful for the many ways our community shows up for our school, but what happened this year was beyond the pale. We were overwhelmed by the support from our alumni, alumnae, parents, grandparents, faculty, staff, and friends for the 2019-20 Annual Fund in the spring during our #GivingTuesdayNow appeal and throughout the remainder of the 2019-20 fiscal year. Thank you to all our donors for being there for us, and for helping us to be there for our students.

The Albany Academies
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