

MEADOWBROOK

MAGAZINE 2026



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President of the Board of Trustees

Brian Sung P'22 P'23 P'27

Head of School

arvind s. grover

Editors

Austin Bumpus

Pam Scafati

Guest Writer

Deborah Feldman

Contributing Writers

Austin Bumpus

Pam Scafati

Art & Design Direction

Dan Beard Design

Photography

Austin Bumpus

Tom Kates

Jesse Kucewicz

Monica Leal Rodriguez

Joshua Touster

ON THE COVER

Fourth graders take center stage for their annual Mask Assembly, donning masks they created in the EurekaLab to showcase a favorite book character.

THIS PAGE

In the middle of a snowy winter that dropped multiple feet of snow in Weston, JK student Abby surveys the scene from the top of a tall snowpile on campus during recess.





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Rep After Rep

Why children grow stronger when adults step back and let them practice. BY ARVIND GROVER

A fifth grader stands just offstage, script in hand, listening to the low hum of the audience settling into their seats. He has rewritten his opening line three times. Yesterday it still fell flat. Today he wants it sharper, funnier, faster.

He runs it again under his breath, leaning into his inner game-show host. His scene partner leans in; she suggests a different word. They test it. It does not quite land. They adjust the phrasing and try again.

This time, it clicks. They nod at each other, take a breath, and step into the lights.

What looks like a small theatrical adjustment is something much larger. In moments like this, the brain strengthens what it practices: planning, timing, emotional regulation, flexibility. Effort paired with revision. Risk paired with recovery. Repeated over time, that sequence builds real capacity.

Children are massively capable. What they need from us, at school and at home, is time and space to practice.

From ages 4 to 14, the brain undergoes extraordinary growth. It becomes efficient at what it repeatedly does. When children carry responsibility, recover from mistakes, and try again, the circuitry for judgment and resilience strengthens. Confidence does not grow from applause. It grows from evidence: I did something hard. Confidence grows from competence, and competence grows from reps. Reps are the repeated, everyday opportunities to revise, problem-solve, and try again.

This year, we launched a yearlong conversation called State of the Student. The goal was to ground ourselves in developmental science and ask: If children are as capable as we believe, how can we help them tap into their incredible potential?

Again and again, the answer was practice.

In our language, that means helping students get reps in.

Reps in working through a difficult problem instead of asking for the answer. Reps in organizing materials and managing

time. Reps in navigating peer conflict before an adult steps in. Reps in missing a detail, reflecting, and trying again. Reps in standing by a conviction respectfully, even when it feels uncomfortable.

In fast-moving, achievement-oriented environments, adults can easily begin doing too much for children in the name of helping them. We manage the calendar, double-check the backpack, smooth over the peer conflict, edit the paragraph, or jump in quickly at the first sign of discomfort. The intention is loving—we want to support them, to make things easier.

But when we consistently absorb the friction, children lose the opportunity to



experience it, work through it, and grow from it. When adults carry the cognitive and emotional load, children have fewer chances to build the muscles of planning, perseverance, and judgment for themselves. Growth requires some productive strain. You don't build muscle by watching someone lift weights.

At Meadowbrook, our stance is steady: high standards paired with high support. We teach explicitly. We practice alongside students. Then we step back, gradually and intentionally, because independence develops through experience, not rescue. We believe effort matters and that young people are capable of more than we sometimes allow.

Our Junior Kindergarten through eighth grade structure strengthens this work. We focus entirely on a child's most pivotal decade of development. The work of these years is building executive function, independence, collaboration, and judgment, and it receives our full concentration. Reps at 6 years old look different than reps at 13, but the princi-

ple holds: responsibility increases as capacity increases.

When that fifth grader delivers his opening line, he is not simply performing. He is presenting weeks of revision, partnership, recalibration, and growth. The laughter backstage, the rewritten sentence, the deep breath before speaking—these are not small moments. They are neurological investments.

Our work is not about making childhood easier in the short term. It is about making young people stronger for the long term.

Children are massively capable. When the adults around them align around that belief, the reps accumulate. Those repetitions build something durable: young people who can think clearly, adapt steadily, and contribute meaningfully in a world that will ask much of them.

As a father and as a teacher, I keep asking myself a simple question: Where can I step back so a young person can take one more rep? ♦



behind the mask





BEHIND THE MASK

It is tough to hide the excitement that builds around campus as the temperature starts to drop and the days dwindle en route to the 4th Grade Mask Assembly in December.

"I would say it's the best assembly at Meadowbrook, but that's a little biased," 4th Grade Teacher Emma Bain said.

Running for more than 30 years, the annual Mask Assembly serves as one of Meadowbrook's oldest and favorite traditions. On an energetic Friday morning in the Vinik Family Center, each fourth grader walks onto stage with an oversized mask they made in the EurekaLab to represent one of their favorite book characters. Then, each student recites a passage or quote from their book, leaving a packed audience to guess the character and the student under each mask.

At its core, the assembly seems simple enough. But, if you take a look behind the curtain, the assembly serves as more of a climax than a conclusion for these fourth graders as they spend months working through their language arts unit and building skills they'll use throughout their Meadowbrook journey.

STARTING STRONG

For the fourth grade class, the physical work of the Mask Assembly starts in October. For many students, the anticipation may start years earlier.

"If they're coming from third grade, they may have been thinking about it for the last couple years," 4th Grade Teacher Peter Newby said. "We always hear first graders talking about what they want, saying 'I'm going to do this.'"

Early in the school year in language arts classes, the fourth grade teachers begin to

introduce the idea of strong characters, honing in on characteristics of those individuals featured in stories students are reading.

As students develop their sense of what a strong character looks like and what traits that character may show, they brainstorm a list of potential options for the Mask Assembly. That list gets whittled down to a final selection, generally the student's top or second choice to avoid repeating characters, and they begin to work on the design of their mask, the passage from the book they want to perform, and the slides they want displayed during the show.

After brainstorming ideas for their favorite book characters, fourth graders got right to work in the EurekaLab to start building the masks they would wear for this year's assembly.

"We always hear first graders talking about what they want, saying 'I'm going to do this.'"

– 4th Grade Teacher Peter Newby





behind the mask



THE EVOLUTION OF THE MASK ASSEMBLY

Despite the long tradition behind the Mask Assembly, faculty haven't been afraid to make changes to better the experience for the students. Whether it's a shift in the unit's start time, the overall look of the mask itself, the design for the students' costumes, or a new addition this year that saw multiple emcees directing traffic on stage, faculty are continuously striving for improvement as they organize one of the year's biggest shows.

Shifting from an approach where students started working on paper mache masks in the summer, the fourth-grade class now starts on an even playing field with a reinforced square cardboard box as their blank canvas.

"It's just a lot more equitable now," Bain said. "Students are all starting with the exact same box. They're all starting it in school. They have the same amount of time. They're not worried about who's helping them at home, how much time people have to help them at home. That part is much more equitable. Another thing that we changed, which I really love, is students always have the option to wear a costume on stage, or bring a prop. But now, they all have the same base layer. They all wear black from head to toe, so students are really just being guessed based on their line, their voice."

Although they have the same baseline, each mask is unique and a showcase of each student's creativity, resourcefulness, and ability to put what they learn in the classroom into action.

The fourth graders take full advantage of the EurekaLab during their tech classes to design their masks. They're painting facial expressions, using masking tape to add distinct features that represent their character, or getting creative with other means to match signature hairstyles. Sometimes, that creativity shines through the use of technology as students add innovative ideas like lighting to their mask.

Despite all of this evolution and innovation, one thing remains the same as each year passes: the level of enthusiasm the fourth-grade class shows throughout the process as they take ownership of a beloved Meadowbrook staple.

LIGHTS, CAMERA, ACTION

If you show up early enough the morning of the Mask Assembly, you'll immediately notice a wide range of feelings from the fourth graders as they prepare to take the stage. Elation as they get set to show off their hard work. Nervousness as they run through lines in their head for the final time. Curiosity as they wonder if they brought the right shoes or have all of the parts of their costume. It all builds up to the honor of adding to a Mask Assembly resume that spans decades.

"This is the fourth grade's chance to show the school who they are and have some fun performing for the whole school community," 4th Grade Teacher Erika Roderick said. "Every grade gets their moment to show something off, lead something for the whole school. I think that the Mask

There was no shortage of creativity this year, as students painted facial features, created three-dimensional features out of EurekaLab materials, and even added innovative elements like lights to their masks.



“This is the fourth grade’s chance to show the school who they are and have some fun performing for the whole school community.” – 4th Grade Teacher Erika Roderick

Assembly is so interactive and warm and fun, and it’s not just sharing something you learned with the school. It’s more like leading the school in this tradition, and it’s fun for everybody, whether you’re younger or older or a teacher.”

While these students are sharing what they’re learning through their language arts unit, there are a wide range of other skills they’re developing in the process. Confidence. Public speaking. Problem solving. Patience. Connection, both to a character and to their classmates.

As students continue on through eighth grade, this moment also serves as an early rung on a ladder that takes them all the way to graduation.

“This might be the first time where they’re up on stage, sharing a line with the entire school community,” Newby said. “I think it’s a really good developmental approach. When you think of our assemblies up through second grade, typically, they’re more together as a group. Maybe they’re reading lines, but they’re up there together. Then in fifth grade, they do their own kind of show. Sixth grade has a play, seventh grade has a play or musical, eighth grade has a musical. It’s a build up to that.”

have no on-stage role in the show: a packed crowd of students, faculty, and family members.

Looking out to the audience, you can see a classmate from another grade who gets to shout out a guess for a fourth-grade friend’s character. You can see a faculty member reminiscing about a student’s time at Meadowbrook or learning about a new book they haven’t heard of. You can see a family member or family friend rooting on their student or reflecting on their own experience reading books as a child.

“It’s a really cool way for our entire community to just be exposed to all of these great works of literature, or children’s books that the kids love,” Newby said.

No matter who you are, joy and nostalgia kick in for anyone in attendance.

“It just feels like this very positive, warm feeling and people smile when they talk about it,” Bain said. “Especially from parents and alums, I hear that legacy aspect of it. Like, ‘Oh, we still have the mask,’ or ‘I remember so and so when they wore this on stage.’ A lot of parents say, ‘I can’t wait until my child gets to do that.’ It feels like a very shared, joyful thing when people want to talk about it.”

For the fourth grade teachers behind the scenes, there’s an extra element of pride as they watch their students take the reins and shine in the midst of a Meadowbrook tradition.

“I love the moment of leading them out [onto stage]” Roderick said. “I love the moment where I place them there and I usually give them a little

Whether you’re a fourth grader performing, a faculty member participating, or a Meadowbrook community member sitting in the audience, the Mask Assembly is filled with interactivity and excitement for all ages.

THE AUDIENCE EXPERIENCE

As fun as the action is for the fourth graders, there may be equal excitement from those who





behind the mask



“Anytime we refer to strong characters, we’re able to say ‘like your mask characters.’ They’re thinking about what their character would do, where they might be, how they would act in this situation, and we are hoping they say, ‘Oh yeah, I do really know this character really well.’” – Fourth Grade Teacher Emma Bain

shoulder tap. Like, ‘Okay, you got this,’ and leave. It’s like this physical, literal, ‘It’s your turn now.’”

AFTER THE ASSEMBLY

While there is a big dance number on stage to serve as a grand finale for the Mask Assembly itself, those characters come back to the forefront in the classroom and beyond as fourth graders continue on with their strong characters unit in language arts.

After this year’s assembly, students used AI tools through Canva to place their mask characters in different scenes and backgrounds, creatively thinking about how their character would interact in that space. In previous years, students have used coding to tell a short story with their characters.

“Anytime we refer to strong characters, we’re able to say ‘like your mask characters,’” Bain said. “They’re thinking about what their character would do, where they might be, how they would act in this situation, and we are

hoping they say, ‘Oh yeah, I do really know this character really well.’”

The effects of all of this work are evident almost immediately. Conversations about a favorite book or movie in the hallways or at lunch gain more depth and start to focus on character traits, and students reflect on their own mask character or those their classmates showcased during the assembly. A thought about the basic plot of a story may shift towards a spirited discussion about what an individual character specifically said or did, diving into nuances of how they delivered a specific quote or a physical display of how they would’ve moved during a pivotal moment.

Whether it’s weeks, months, or even years after students leave the stage, all of these conversations elicit the same types of feelings the community experiences during the Mask Assembly itself: the joy of reading and learning, and the nostalgia of the Meadowbrook experience.

“Throughout our fourth grade curriculum, we’re always celebrating reading,” Newby said. “This assembly exemplifies that, and it’s really interactive with our entire community.” ♦

For the first time, this year’s assembly introduced a variety of faculty members as guest emcees who kept the show organized on-stage and sifted through the crowd of raised hands for students who wanted to shout out their guesses.



the 10-year journey

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We talked to a few members of the class of 2026 as they prepare to graduate, looking back on 10 years at Meadowbrook and recalling how each step up propelled their journey.

BY DEBORAH FELDMAN



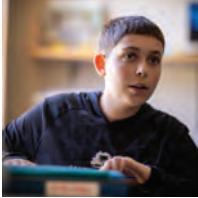


Those who join Meadowbrook in Junior or Senior Kindergarten and attend the school through 8th grade earn the distinct title of "praeclare tempore," a Latin phrase representing the idea of excellence in time. This year's graduating class includes 16 praeclare tempore honorees, 15 of whom are pictured here. Missing from this photo is Vivienne, shown at right.





the 10-year journey



Ladders can be daunting. You're leaving solid ground, taking risks, facing the possibility of slipping and falling. You have to trust your balance, your strength, and yourself—step by step.

They're exciting for the same reasons. A ladder promises progress. Every rung is proof that upward movement is possible, that effort leads somewhere higher, and that what might feel unreachable is within grasp after all.

Before every Meadowbrook student stands a ladder: challenging, promising, and uniquely their own. From junior kindergarten to eighth grade, there is a steady rhythm to the climb—foundations laid early, skills strengthened over time, resilience built rung by rung.

"K through 8 education is the foundation of your whole life," Head of School arvind grover explained. "Our kids will never really remember anything that came before this, so their whole definition of what it means to be a person, a family member, a student, a friend, it's all here."

Over the years, Ames (above) and Brady (below) continuously took advantage of opportunities at Meadowbrook, starting in Junior Kindergarten and building through 8th grade.

Academics that Elevate

When Brady B. was younger, speaking up in class felt overwhelming.

"I was super afraid to raise my hand during class because I was scared I was going to get it wrong and that kids were going to judge me," Brady recalled. "But the teachers, they push you out of your comfort zone, which in the moment might not be always my favorite, but you learn super quickly that it's for your own good."

The push is intentional. Students are encouraged to risk being wrong, to discover that mistakes are not failures but footholds.

"I was definitely pushed in Latin," Nicholas E. said. "I have learned so much that I can pretty much speak it now after two and a half years."





Across the years, the cumulative impact contributes to each student's growth. With every grade, students are given more opportunities to explore, to fail safely, to build resilience, to collaborate, and to discover what excites them. Faculty encourage curiosity, sharpen critical thinking, and inspire a genuine love of learning.

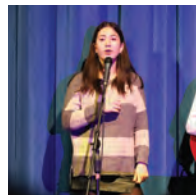
For example, Sophia H. recalled how she struggled with math a few years ago, but now it's her favorite subject.

"The fact that the teachers supported me and encouraged me to improve was amazing," she said.

Discovery is paired with deliberate development. As academic expectations increase, students rely on the support of their teachers and classmates.

"After the jump from fifth grade through sixth grade, it was harder to make sure I was completing everything because it was way more work than I was used to," recalled Nathan C., who credits his teachers with helping him stay organized.

"Meadowbrook definitely instilled a lot of time management discipline in me," Ames D. said. "This fall, I was playing tennis six times a



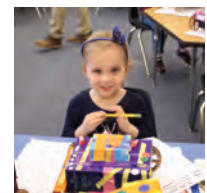
week, doing debate, playing piano, and also writing all these essays for high schools and studying for tests. Over the years, Meadowbrook gave us clear instructions and ways to be able to figure out what we need to conquer first and the most important steps. I think it's something that will definitely help me in high school."

Increasing Potential through Arts and Athletics

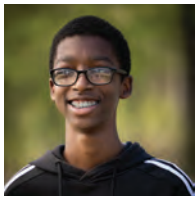
Like all Meadowbrook students, Camille N. has participated in a multilayered tapestry of artistic and athletic experiences, with each grade intentionally introducing new concepts and challenges.

"I learned that I'm not the best at ceramics, and that's okay," she said. "My pottery teacher said, 'believe in yourself.' So, I made a bear. Even

With the support of Meadowbrook faculty, Sophia (above) and Camille (below) thrived across academics, arts, and athletics.



“If you’re in a place where other people are supporting you, it’s easier to have confidence in yourself as you move through each grade.” – Sophia H.



Nathan (above) detailed the exponential growth he felt as a student, tackling academic and athletic challenges as he progressed from year to year.



though it wasn’t good, it was still fun to make.”

That’s the kind of life lesson that Meadowbrook centers: growth is not about perfection but about persistence and joy in the process. In sixth grade, Camille found her creative niche in film and broadcast.

“I fell in love with every single part of it: writing the script, filming, acting, editing,” Camille said. “It makes me really happy when we do a Meadowbrook Minute.”

Each student is offered a wide range of performing, visual, and digital arts, curated by grade, that inspire creativity and resilience. They participate in plays and musicals; middle school band, orchestra, or rock band; visual arts such as drawing, painting, pottery, woodworking; and digital arts like the Meadowbrook Minute as well as filmmaking competitions and conventions.

“Last year, I tried out for the musical and

didn’t get the role I wanted. I didn’t want that to happen again, so I decided I was going to go all out during auditions, and then I did end up getting the part I wanted,” said Aisha M., who earned the lead role of Cassandra in “The Heart of Rock and Roll.”

That emphasis on exploration is personalized for each student.

“We’re given a lot of creative freedom,” Sophia said. “Everyone is so supportive and that support kind of fuels your creativity because it allows you to feel comfortable collaborating with other people. If you are in a place where other people are supporting you, it’s easier to have confidence in yourself as you move through each grade.”

Other Meadowbrook traditions, such as varsity soccer games at Harvard University for Under the Lights or varsity basketball games at Belmont Day School for Friday Night Hoops, cultivate a love of sports grounded in teamwork, shared purpose, and perseverance.

“I wasn’t the biggest competitor in my younger years,” recalled Nicholas, who now plays soccer and baseball and was captain of the squash team. “Meadowbrook did a great job introducing us to interscholastic competitions and being on a team with your friends. Those team activities challenge you and push you out of your comfort zone.”

“At Meadowbrook, I feel really open to try new things,” said Nathan C., who embraced Meadowbrook sports, fondly remembering his time playing basketball from fourth through eighth grade.

The school fosters a culture where collaboration and leadership are taught and valued in equal measure.

“No one can just naturally be a leader,” said Aisha, a captain on the soccer and basketball teams. “You have to put in work and learn about it. My basketball coach gives us things to read about being a captain. He gives us videos to watch and it’s building up throughout the season. It’s all about making the basketball team and the community a good place to be in.”



Teamwork that Lifts Every Step

Through each successive grade, students hone their skills while developing trust in themselves and their classmates.

“We do all of these trust exercises, especially in the beginning of the year, so that everybody has a person they can go to,” Sophia said. “You feel safe and connected.”

That sense of community also permeates student interactions and friendships across campus.

“When I was really little, it would make my day every time an older kid would say hi to me. Now in middle school, I try to say hi to kids in the hallway, try to make conversations,” Brady explained.

Belonging builds confidence. Confidence builds initiative. In the rungs of the Meadowbrook ladder, each step is designed to support the next.

“The structure of the 10-year journey is really important,” 8th Grade Dean John Boger said. “As students are on this journey and learning, they are put in this pretty extraordinary position of being a leader. It creates these lifelong habits and these lifelong ideas of what it means to be a good person, to be part of a larger community, to support those who are younger.”



Embracing the Climb

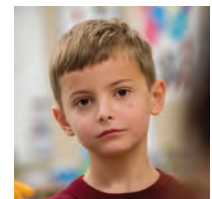
At Meadowbrook, the ladder is never the destination—it’s always the way up.

“The students leave here understanding the power of their voice,” Boger said. “Because we’ve built such a strong relationship with our students and there is that trust, the students are able to test that out, to go meet with teachers and to build that muscle to advocate for themselves, seek out help when they need it. We really hope they’re able to take that with them to high school and beyond.”

And that is the promise of the ladder: not just upward movement, but the skills and confidence to embrace life’s next steps.

“There are so many opportunities in the world,” Nicholas said. “Meadowbrook has definitely set me on the starting path to take even more of them.” ♦

Aisha (above), Nathan (below) and their praeclare tempore classmates are prepared with a decade’s worth of skills to succeed in high school and beyond.





A Year for the Record Books

The 2025-2026 school year was another successful stretch for Meadowbrook Athletics across our fall, winter, and spring sports.

Our varsity soccer teams each won 4-0 during Under the Lights at Harvard University in October, and our varsity basketball teams put on spectacular showings in front of a full crowd at Friday Night Hoops. We even added more trophies to the collection as our varsity basketball teams each won the Hoopfest Tournament at The Park School, our 6th grade girls team won our annual tournament hosted at Meadowbrook, and our boys cross country team won the Park Invitational.









Art in Action

Our students' creativity was abundant on stage, in the classroom, and in our hallways throughout this school year. Our 7th grade class thrived under the spotlight in the Vinik Family Center as they performed "The Wizard of Oz," our 6th grade class delivered with different vignettes from "Daniel Tiger's Neighborhood," and our 8th graders made history with a first-ever pilot musical, "The Heart of Rock and Roll."

Elsewhere around campus, students turned ideas into reality in digital and visual arts classes, and transformed the school into a vibrant museum as they displayed their work during Arts Week.

Editor's Note: Performances of "The Heart of Rock and Roll" had not yet occurred at the time of publication. Be sure to follow our social media channels to see pictures of this 8th grade production! ♦







Students across grades 3-5 celebrate as they wrap up a special Community Time game of Rock, Paper, Scissors, where any student they defeated (and their fans) would join their line to help cheer them on against their next opponent.









Fall Fest 2025

More than 600 members of the Meadowbrook community joined us on campus for another fantastic Fall Fest on October 4, 2025. It was wonderful to see so many of you reconnecting, making new friends, and enjoying all of this year's exciting activities. Attendees snuggled baby animals in the petting zoo, touched fire trucks and police cruisers, played in the bouncy houses, toured Wonderwood, launched rockets, and more!

Whether you were in attendance or volunteered to organize this year's event, you helped make this one of the best Fall Fests yet.



Missed this year's event?
Save the date for the next Fall Fest,
happening on October 3, 2026







Grandparents and Special Friends Day

Thank you to everyone who joined us on campus for another incredible Grandparents and Special Friends Day on Tuesday, November 25, 2025.

More than 350 visitors got a glimpse into the Meadowbrook experience as part of one of our favorite traditions, kicked off by spectacular student performances at our annual assembly. Our guests were treated to a variety of songs performed by each of our Lower School classes, our 6th grade jazz band, and our 8th grade rock band, all wrapped up by a special, Middle School-wide performance of “Hey Jude” to end the show.

After a short break for coffee and pastries, our visitors were on the move for insightful classroom visits throughout the morning, getting the opportunity to learn alongside their students and take part in special activities, art projects, and games.

It was such a joy to have so many of you on campus to see our students in the classroom and on stage! We are grateful to everyone who helped make this year’s event such a success, including our amazing volunteers who contributed their time.



Save the date for Grandparents and Special Friends Day 2026!
Tuesday, November 24, 2026







An Effervescent Evening: Where Community Shines Together

Our campus was transformed with elegance, creativity, and lots of sparkle as we celebrated An Effervescent Evening on November 1, 2025 to kick off the 2025-2026 Meadowbrook Fund. It was a truly wonderful night filled with joy, laughter, meaningful connection, and show-stopping decor.

A heartfelt thank you to Stephanie Puccio P'33, Lindsey Ott P'31, '33, and Nina Shea P'27, '30, '33 for their exceptional leadership and dedication in bringing this event to life. We also extend our sincere appreciation to the many volunteers who made this celebration possible.





2026 New Board of Trustees Members



Ethan Bernstein P'27, '32

Ethan is the Edward W. Conard Associate Professor of Business Administration in the Organizational Behavior unit at Harvard Business School. He teaches Master of Business Administration and Executive Education courses, including Managing Human Capital and Developing Yourself as a Leader. Ethan has published widely on talent management practices and their impact on employee behavior, collaboration, and performance. He is also the author of the national bestseller “Job Moves: 9 Steps for Making Progress in Your Career.”

Prior to joining the Harvard Business School faculty, Ethan worked at The Boston Consulting Group in Toronto and Tokyo. He also served in executive roles in Washington, D.C., including Chief Strategy Officer and Deputy Assistant Director of Mortgage Markets, where he helped stand up the Consumer Financial Protection Bureau. Ethan earned his doctorate in management and his Juris Doctor/Master of Business Administration from Harvard University and his Bachelor of Arts in Economics from Amherst College, including study at Doshisha University in Kyoto. He is the father of Covell '27 and Clayton '32.



Ty Howton P'30, '33

Ty is the Chief Operating Officer and Head of Legal at Solid Biosciences, a company focused on developing genetic therapies for patients with rare neuromuscular and cardiovascular conditions. He oversees product development operations, advises the Board on legal and governance matters, and leads the company's general and administrative functions.

Prior to joining Solid Biosciences, Ty served as Executive Vice President, General Counsel, and Corporate Secretary at Sarepta Therapeutics. He previously held senior legal and compliance roles at Vertex Pharmaceuticals and Genentech and began his career as a lawyer in the life sciences practice at Sidley & Austin, where he focused on mergers and acquisitions, corporate transactions, and regulatory matters. Ty serves on the board of Make-A-Wish Massachusetts and Rhode Island, where he chairs the Audit Committee. He earned a Bachelor of Arts in Political Science from Yale University and a Juris Doctor from Northwestern University School of Law. Ty and his wife, Cathy Jeon, are the parents of Grayson '33 and Hazard '30.



Clara Jackson P'31, '33

Clara is a Managing Director at TA, a global growth private equity firm based in Boston that manages more than \$60 billion in assets. She leads investments in financial services and technology companies and partners closely with management teams to drive long-term growth and operational excellence. Clara has served as a director on eight corporate boards, advising on strategy, governance, and value creation initiatives. She joined TA in 2014 and previously worked as an associate at TPG Growth in San Francisco, where she focused on growth equity investments, and as an analyst in the investment banking division of Goldman Sachs.

Clara earned a Master of Business Administration from Harvard Business School and a Bachelor of Science from Vanderbilt University, where she graduated summa cum laude and was elected to Phi Beta Kappa. Clara and her husband, David, live in Weston and are the parents of Emma '31, Caroline '33, and Elizabeth.

Class of 2021 College Decisions

EMILIE ANDREWS
Georgetown University

ALEENA BACORRO
University of Michigan

CAL BECHTOL
University of Texas

RAVI BHAT
Northwestern University

NICO BROWN
Middlebury College

LEO CAAN
University of Richmond

JAMESON CALLAGHAN
Stanford University

JAMES CASTLE
Colorado University Boulder

ALI CHRISTENSEN
University of Connecticut

GRAYSON COHEN
Tufts University

ELLA CONNOLLY
Duke University

KEFAN CUI
Washington University at St. Louis

LIAM CUNJAK
Harvard University

LEO CUNNINGHAM
Rice University

KAT DAI
University of Miami

AARUSHI DESWAL
Columbia University

BELLA DOLAN
University of Maryland

PETER DOWD
University of California - San Diego

ELIZABETH FITZPATRICK
Harvard University

BELLA FREEMAN
Arizona State University

MILES FRITZ
St. Lawrence University

HENRIK GOMBOS
Cornell University

LAURA GREEN
Princeton University

ANIKA GROFF
University of Virginia

SOPHIA HAHN
Bowdoin College

RYAN HOFFMAN
University of Michigan

DREW KAHN
University of Chicago

ANDREW KAN
University of Maryland

AXEL KAPOOR
Haverford College

ARYA LAL
Carnegie Mellon University

BROOKS LARGAY
Skidmore College

HEIDI LI
Harvard University

PETER MATHEOS
Washington University at St. Louis

LAURA McCAFFERTY
Oberlin Conservatory of Music

GRANT MITCHELL
Harvard University

ZACK MITTELSTADT
Duke University

CHAR MONE
Georgetown University

GENEVIEVE NELSON
Princeton University

AUDREY PATZ
Bucknell University

BRADY PAYNE
Yale University

SOPHIA PENG
Columbia University

ASHTON PEREZ-REYZIN
Worcester Polytechnic Institute

DEREK QI
Georgia Institute of Technology

KAYLEE RIVERA
University of Massachusetts -
Amherst

BELLA SCHREIBER
University of Vermont

AILIN SHA
Harvard University

BROOKE SIMKO
California Polytechnic State
University - San Luis Obispo

ELLIE SUN
University of California - Berkeley

QUINN THOMSON
Harvard University

ANASTASIA WAGNER
University of Michigan

ADALIA WEN
Harvard University

OLIVIA WILKINSON
Tufts University

***Note:** this list is inclusive of all members of the Class of 2021 for whom we have college information, including students who did not graduate from Meadowbrook.

EDITOR'S NOTE:

Departing faculty who serve Meadowbrook for 25 years or more are recognized in the Meadowbrook Magazine with a tribute. In this issue, we celebrate two colleagues whose decades of dedication helped shape our community.

First on Campus

Peter Kinton retired in December after 25 years of early mornings and steady care.

For 25 years, Peter Kinton shaped Meadowbrook in ways both visible and unseen.

Hired in November of 2000, Kinton arrived at a moment of growth and possibility for the school. Construction was underway for what would become our Middle School, and the campus was buzzing with energy. As he arrived for his interview and saw the school for the first time, he was struck by the view. The buildings, the trees, the open space.

“When I first drove onto campus, I couldn’t believe it,” he recalled. “It was like Oz. You come up over the hill, and there’s the campus. I remember thinking, ‘this is great.’”

It was not just the setting that made an impression. The people did, too. The warmth of the faculty—fewer than 40 employees at the time—reinforced his first feeling that he had landed somewhere special. That sense of gratitude and belonging never left him.

As our Senior Facilities Technician, Kinton came to know every corner of the campus. The pipes beneath the floors, the systems behind the walls, the small details that keep a school running smoothly. Long before the first cars arrived and teachers began preparing their classrooms, Kinton was already here, before dawn, walking the grounds and making sure everything was ready for the day ahead. What he loved most, he often said, was that no two days were the same. Each morning brought a new challenge, a new repair, or a new problem to solve.

As Director of Facilities Chris O’Toole shared, “For the last 25 years, when something rattled, leaked, sparked, or mysteriously stopped working, Pete was there, usually at 4:30 or 5 in the morning under the cover of darkness, already getting to work on a repair or calling the right contractor to ensure a seamless start of the school day.”

“I appreciate all he has given to keep the school safe, clean, efficient, and beautiful for the students, faculty, and parents, even though most of it was behind the scenes,” O’Toole reflected. “Under his sometimes rough exterior, he truly cared about this school.”

An expert sign maker, you can see Peter’s craftsmanship across campus. “You can still find his beautiful hand-carved and painted signs at the entrances of Wonderwood, Woodyville, and the Science Highway, which will bring the students joy for years to come,” O’Toole noted.

For Kinton, Meadowbrook is more than a workplace—it is also the place where his life changed. Through this community, he was introduced to his wife Diane, after pottery teacher Rosanne Beard encouraged them to meet.

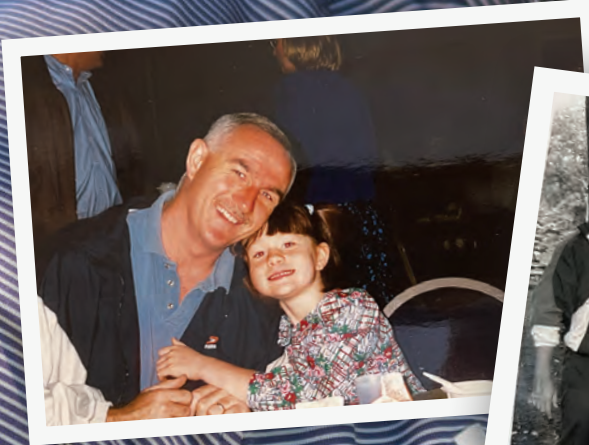
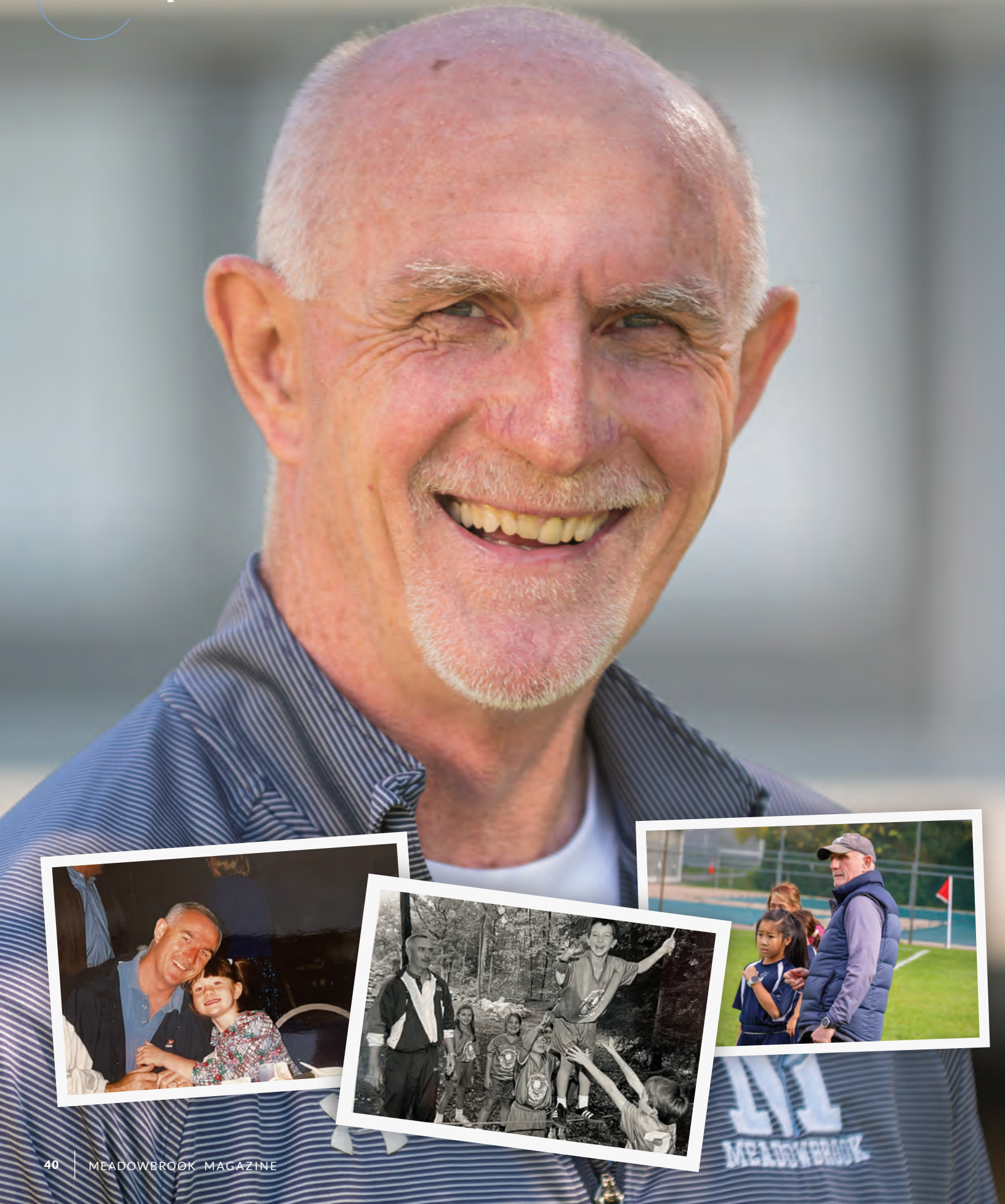
“That was the best thing that ever happened to me because of this school,” he said.

Kinton has been a true jack of all trades and a steady presence in the life of our school. His care has ensured that generations of students could learn and grow in a campus that felt safe, welcoming, and well cared for. ♦

From the archives, these images offer a glimpse into Peter Kinton’s 25 years at Meadowbrook, where his behind-the-scenes work supported every corner of campus.

“For the last 25 years, when something rattled, leaked, sparked, or mysteriously stopped working, Pete was there, usually at 4:30 or 5 in the morning under the cover of darkness, already getting to work on a repair or calling the right contractor to ensure a seamless start of the school day.” – Chris O’Toole, Director of Facilities





MEADOWBROOK

Laughter and Legacy

How Michael Snoddy's humor and steady presence shaped Meadowbrook students for decades.

After 38 years at Meadowbrook, Michael Snoddy is stepping away from the gym, the fields, and the daily rhythm of school life. The culture he helped build, however, will continue to shape Meadowbrook students for generations.

Early in his career, Snoddy found himself asking a simple but profound question: How do you know you are truly reaching kids? You show up each day. You teach. You coach. You encourage. But how do you know it matters?

Decades later, he received his answer.

"Years ago, I watched a chapel speech by one of our alumni, Nina Freeman '92, who is now the Assistant Head at Brooks [School]," Snoddy said. "She'd been away from Meadowbrook for more than 30 years. In the middle of a 12-or-13-minute talk, she mentioned her old PE teacher—me. That absolutely blew me away. It reminded me that our students really are listening, and that what we do every day as teachers can stay with them for a lifetime."

For Snoddy, physical education has never been about drills and skills alone. It has been about belonging, confidence, and growth.

"Sports are just the vehicle," he said. "The real work is helping kids believe in themselves. If a child leaves class feeling a little braver than when they walked in, that's a win."

Over nearly four decades, he watched generations of students grow up in front of him, from tentative Lower Schoolers learning to take healthy risks, to eighth graders who carry themselves with greater confidence because of the lessons learned on a gym floor. He helped create an environment where participation and development matter, and where effort counts as much as outcome.

He also never underestimated the power of laughter.

"I find humor to be one of the best medicines," Snoddy reflected. "It's a very serious world that we're in. If kids think of me and reflect on 'Mr. Snoddy was a funny guy,' I'll take that. If I brought a little bit of comedic

relief to the kids on a given day, if they saw a teacher that could laugh at themselves and not take things so seriously, I think it's important they learn to laugh. Sometimes it can be a great way to navigate life."

Director of Athletics Matt Gabellieri, who has worked alongside Michael for 15 years, saw how that humor connects with students.

"I think he loves his time with the kids," Gabellieri said. "We joke that that is the time where he gets to try his stand-up routine, where he's telling these jokes and feeling the kids out. It is literally like an open mic night, where sometimes he's bombing and other times he's feeding off their energy."

That willingness to be playful, even vulnerable, helps students feel at ease.

"I think the kids really enjoy seeing that side of him," Gabellieri continued. "The younger kids in particular really, really love that. That's one of the things I'll miss, and that the kids will miss—that silly side."

But beneath the humor has always been structure and principle.

"He's brought that respect part into our space," Gabellieri says. "When you're talking to an official, or when you're talking to a coach, we should be respectful. Those are life lessons that start in sports but will carry on forever."

Snoddy's lessons were modeled daily: compete with integrity, encourage a classmate, appreciate the opportunities around you.

Ask Snoddy how he hopes to be remembered, and his answer is characteristically simple.

"Hopefully, when they think of Mr. Snoddy, five years from now, 10 years from now, it brings a smile to their face," Snoddy said. "If that happens, I'll be a happy man."

Thirty-eight years ago, he wondered how he would know if he was reaching children.

Today, the answer lives in alumni who still speak his name decades later, in colleagues who continue the work, and in thousands of students who learned they were capable of more than they imagined. ♦

Over the course of nearly 40 years, Michael Snoddy made a lasting impact on Meadowbrook's students, physical education and athletics programming, and the school as a whole.

Faculty Milestones



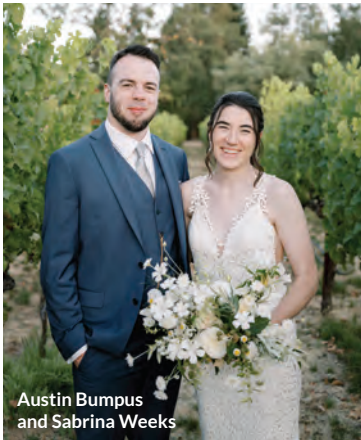
Jessica Lynn Wickman and Will Toothaker

Weddings

Jessica Lynn Wickman married Will Toothaker on April 8, 2025 in South Deerfield, MA.

Austin Bumpus married Sabrina Weeks on June 28, 2025 in Yountville, CA.

Ann Abbott Freeman married Jeff Asmar on July 26, 2025 in Newport, RI.



Austin Bumpus and Sabrina Weeks



Ann Abbott Freeman and Jeff Asmar

New Arrivals

Angelina and Vladimir Verdieu welcomed baby Lennox James Verdieu on September 24, 2025.

Craig Saslow and Katy Lasdow welcomed baby Everett Daniel Saslow on December 22, 2025.



Lennox James Verdieu



Everett Daniel Saslow

Awards and Presentations

Jessica MacManus named Middlesex County's Science Educator of the Year



Lower School Science Department Chair Jessica MacManus was named the 2025 recipient of the Science Educator of the Year Award for Middlesex County, created to recognize those making outstanding contributions to science education in the various counties across Massachusetts.

Kristin Eisenhardt and Rashna Mehta Present Grand Prize-Winning Initiative



Grand Prize Winner:
Redesigning a Program for our Youngest Learners
February 26, 2026

Presentation based on efforts from a committee that also includes faculty members Barbara Campbell, Ann Abbott Freeman, Erika Roderick, Jonathan Schmid, and parent Chai Dundas

Presented at Leadership & Design's Expedition
Seattle, WA

Dan Riles

Micro:bit – From Playpen to Playground
October 15, 2025

Presented at MassCUE at Gillette Stadium

Students Solving Real-World Problems

Organized a student-panel with a group of middle school students

Presented at MassCUE at
Gillette Stadium

Hands-On EdTech: Pedagogy and Practice for Elementary Teachers

March 7-8, 2026 at Meadowbrook

Jonathan Schmid

Next-Level Intelligence: Emerging AI Tools to Supercharge your Auxiliary Program

October 6, 2025

Presented at SPARC 2025
Scottsdale, AZ

Operational Data Governance: Building Trust and Efficiency in K-12

January 13, 2026

Presented at FETC 2026
Orlando, FL

The Google Sheets Gameshow

April 29, 2026

Co-presented with Shandor Simon
of Beaver Country Day School

Presented at ATLIS Annual Conference
Columbus, OH

New Faculty 2025 – 2026

Shelice Brown-Sanni
Assistant Director of
Equity & Inclusion

Austin Bumpus
Communications Manager

Becky Gates
Middle School Math Teacher

Amy Heuer
Lower School Math Specialist

Kate Morton
1st Grade Teacher

Thomas Nickerson
5th Grade Teacher

Bridget Parmenter
Library Assistant

Olivia Parrinello
Lower School Music Teacher

Michaela Precourt
Associate Director of
Auxiliary Programs

Melissa Rosenblatt
EurekaLab Coach

Sarah Thompson
Interim Lower School
Learning Specialist

Vlad Ventura
Facilities Technician

Lee Waterhouse
Middle School English Teacher

Jessica Lynn Wickman
Database and Gift Processing
Administrator

2026 Faculty Tenure Recognition

We are proud to recognize these exceptional faculty members who have reached milestone anniversaries in their Meadowbrook careers and were celebrated at Awards Day in June 2025. Their years of service are a testament to their unwavering commitment to our mission to know, love, and challenge every child. We are deeply grateful for their passion, care, and enduring impact on the Meadowbrook community.

10 YEARS

Emma Bain
Susan Fisher
Carolyn Walker

15 YEARS

Matt Gabellieri
Chris O'Toole
Chaitali Thakar
Pam Ulrickson

20 YEARS

Kim Campana
Sara Rigelhaupt
Mike Scafati

25 YEARS

Peter Kinton

35 YEARS

Ted Vassallo





After months of hard work and creativity, students across grades 2-5 did an incredible job showcasing their creations to the Meadowbrook community during our fifth annual Invention Convention.



In Memoriam

On April 12, 2025, a plane crash in New York took the lives of six people, including Meadowbrook alumni Jared Groff '13 and Karena Groff '14, their partners, Alexia Couyutas Duarte and James Santoro, and their parents, Dr. Michael Groff and Dr. Joy Saini. Jared and Karena's younger sister, Anika '21, was not on the plane, and she continues to be held closely by the Meadowbrook community.

Jared Groff '13

Jared Groff was a Meadowbrook student known for the rare combination of intellectual depth, humor, and athletic drive that he brought into every space he entered. He approached learning with empathy, curiosity and insight, unafraid to engage fully with ideas. His joyful energy made him a memorable presence, one who challenged and enlivened those around him.

"Jared was such an empathetic learner," Eighth Grade Dean John Boger said. "He had a big heart and cared deeply about other people's stories. In history class, you could see him really wrestling with what he was learning—trying to understand others' perspectives in this thoughtful, compassionate way. It was powerful to witness."

As an athlete, he excelled. "On the court, Jared had an incredible drive and competitive spirit," Director of Athletics Matt Gabellieri said. "He understood the game so well that he could take over when his team needed him, yet he always found ways to bring his teammates along."

Karena Groff '14

Karena Groff was a Meadowbrook student whose leadership, intellect, and joy were unmistakable. A true scholar-athlete, she brought focus and discipline to her work in the classroom, on the field and on the court, holding herself to high standards while remaining deeply committed to those around her.

Her Meadowbrook teachers fondly remember her smile and effusive enthusiasm.

"She was the epitome of a connector, of just pulling people into her orbit," John Boger said. "And when you were in her orbit, it was the greatest thing, and you weren't getting out—she wouldn't let you."

Matt Gabellieri agreed, sharing, "She's the best athlete I've seen here—not just because of her talent, but because she was such a leader and such a good person. She connected with everyone and brought people together on and off the field."

As a student, Boger recalls her being "an intellectual

After Meadowbrook, Jared attended Weston High School before continuing his education at Swarthmore College. He was a four-year athlete on the Swarthmore men's basketball team, and helped lead the team to its first NCAA Division III National Championship game. Following college, he worked as a paralegal, and he was planning to attend law school.

At the heart of Jared's life, both at Meadowbrook and beyond, was his care for others. Gabellieri remembers him most as an adoring older sibling.

"Anika would go to her cubby in the JK hallway and he just had this big brother presence of helping her," Gabellieri said. "I can still picture him helping her take off her coat and change out of her snow gear."

Sensitive, sincere, and reflective, Jared balanced unabashed humor with a deep generosity of spirit. His enthusiasm, openness, and joy helped shape a sense of belonging wherever he went.

powerhouse," saying, "she worked hard and had fun doing it."

After Meadowbrook, she attended Weston High School and then the Massachusetts Institute of Technology, where she competed as a varsity soccer player and earned recognition for both her academic and athletic achievements. In 2022, she was named NCAA Woman of the Year, a prestigious honor that reflected her rare ability to balance academic rigor, athletic excellence, leadership, and service. At the time of her death, Karena was a medical student at New York University, pursuing a path rooted in care for others.

Throughout every stage of her life, Karena remained grounded. She approached her work and relationships with boundless energy, contagious laughter, and unwavering loyalty to her friends, her teammates, and her community. Her presence continues to be felt in the many lives she touched. ♦

We fondly remember these members of the Meadowbrook community who have passed away.

Roger W. "Billy" Toothaker

4/16/2025

Parent of faculty member Jessica Lynn Wickman and Will Toothaker

Lawrence Damon, Jr.

4/25/2025

Former faculty member; spouse of Dottie West Damon '54

Delores Kooima

5/31/2025

Great-grandparent of Maya '30 and Lydia '33; grandparent of Courtney and Jason Goldie

Arthur Broadhurst

8/15/2025

Grandparent of Nico '16 and Zach '17; parent of faculty member Kimberly and Andrew Campana

Manorama Chad

8/27/2025

Great grandparent of Kiran '29 and Raj '29; grandparent of Carolyn Crandall and Head of School arvind grover

Thanduxolo Bezana, Co-founder of Kriptown Youth Program

8/28/2025

Friend of the Meadowbrook community

James Banks

11/18/2025

Grandparent of Foster '13 and Leighton '15; parent of faculty member alison and David Graham

Douglas G. Wickman

11/24/2025

Parent of faculty member Jessica Lynn Wickman and Will Toothaker

John Sung

12/3/2025

Grandparent of Mia '22, Audrey '23, and Jack '27; parent of Alison and board president Brian Sung

Winifred Brandt Colleran

2/23/2026

Grandparent of Andrew '30 and Brandt '32; parent of Erica and Kevin Colleran

John Parkhurst Fahey

3/10/2026

Grandparent of Hazel '31; parent of Cettina Napoli and John Fahey, Jr.

Editor's Note: This section of the magazine recognizes members of the Meadowbrook community who have passed away. We list individuals when their families share news of their loss with the school. If you want a loved one recognized in a future issue, please contact us so that we may honor them.



Congratulations, Meadowbrook Class of 2025!

On Wednesday, June 11, 2025, an outstanding group of 38 graduates received their Meadowbrook M's and diplomas and stepped into their next adventure.

As the class of 2025 wrapped up their Meadowbrook journey, students selected Middle School English Teacher Owen Finnegan as their Beloved Speaker. Sienna H. represented the class as the ceremony's student speaker.

In his speech, Mr. Finnegan detailed the special relationship he and other Meadowbrook faculty had with this year's graduates, outlining the parallels to the start of his own time at the school.

"My routines are filled with joy and with love, and the class we're celebrating today is a major reason for that," Finnegan said. "I truly feel like I have started my most important journey here at Meadowbrook, and I'm so thankful to these eighth graders for helping me discover that. Class of 2025 - I truly hope that I've nudged you slightly towards the beginning of your next journey, too."

Meanwhile, Sienna highlighted the evergreen skills that she and her classmates gained at Meadowbrook, wishing her classmates well as they prepared for their next step and beyond.

"We are all leaving Meadowbrook to embark on a new chapter, a new high school, a new adventure," Sienna said. "We know Meadowbrook has prepared us for anything academically high schools could throw our way. But, the life lessons we've experienced, getting out of our comfort zone and trying new things, finding our resilience, and relying on ourselves first have prepared us for the rest of our lives."

Congratulations to our graduating class of 2025!





graduation 2025



Class of 2025 Secondary Schools

Our graduates are now attending the following independent and public secondary schools:

AMEER ASHAI
Rivers School

JULIA GODDARD
Milton Academy

ARYA LOONKAR
Concord Academy

AVA TCHONG
Noble and Greenough School

BEN CAMPBELL
Noble and Greenough School

PETER GRACE
Noble and Greenough School

EIFFEL LU
Weston High School

ELLE THUROW
Milton Academy

GEORGE CAMPBELL
Chapel Hill-Chauncy Hall

GRACE GUO
Noble and Greenough School

CALAIS MACK
Noble and Greenough School

TRACEY VALME
Dana Hall School

KRISH CHANDAR
Belmont Hill School

NATE HAVEMEYER
Newton North High School

ALEX MAO
St. Mark's School

GRANT WHEELAN
Milton Academy

SAM COHEN
Noble and Greenough School

SIENNA HENRY
Noble and Greenough School

CONOR MCILWAINE
Rivers School

KEVIN WU
Phillips Academy Andover

SAMANTHA CRAIGEN
Rivers School

DHRUV KAUL
Needham High School

OLIVER NELSON
Groton School

ISAAC XU
Buckingham Browne & Nichols School

LEAH CRAMER
Wellesley High School

MILES KELLER
Belmont Hill School

CHASE PHILLIPS
Middlesex School

TIGER YE
Boston University Academy

TEDDY DLUGOSCH
Noble and Greenough School

SANDER KRAUSE
Middlesex School

MARINA PODGORETSKY
Commonwealth School

GABRIEL YOON
Noble and Greenough School

EVA FRIDMAN
Boston University Academy

MADDIE LANE
Noble and Greenough School

ARDEN QUAN
Phillips Academy Andover

MUSTAFA GHADIALI
Newton North High School

CHRISTIAN LEE
Newton North High School

IAN SCHMID
Natick High School



JK student Tibby shows off the results from her search for items in nature as our community embraced the outdoors during Take Me Outside Week in October.



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in what makes Meadowbrook exceptional: inspiring academics and
extracurriculars, extraordinary teachers, and well-rounded experiences for
our students that build unwavering confidence and ambition.*

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June 30 at meadowbrook-ma.org/give.*



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Please?

The Meadowbrook School admits students of any race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, sexual orientation, gender identity, national or ethnic origin, religion or disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Address Correction Requested

Parents: If you receive a copy of the *Meadowbrook Magazine* for an alum who is not living at home, please notify the Advancement Office at 781-894-1193.