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Dear friends,

As we write, we've just started the new year and are in deep winter in Boston. As we settle into the season, we're reflecting on the past years and looking forward to the (warmer) time ahead. At NBSS, the new year is a time to reconnect after the holidays, and re-start the focused training in our programs. In all, it's a delightful and productive time, one fertile with possibilities for the coming year.

Reflecting on the last fiscal year at our School, this sense of change, and its potential, rings clear. We see it in day-to-day events that softly signal new directions, and in grand gestures where the outcome is intentional. Sometimes it's tough to tell the difference, when the everyday turns somewhat extraordinary.

Take the return of in-person activities at the School—our Continuing Education classes, exhibition programs, student affinity groups, site visits, and more. After a two-year pause due to the pandemic, we slowly eased back into these offerings last January. A student walking into a weekend class, a guest visiting our 2022 Exhibition, or a Board member touring a program space may not seem remarkable at first. But for us (and perhaps them too) the act was one of optimism and joy, as we moved beyond physical distancing and connected once more with our larger community.

This past fiscal year also saw several important initiatives of our School come together in meaningful ways. The list includes our Teacher's Assistant program that will foster mentorship and growth, our Impact Scholarships which will bring diversity to our fields, and our Strategic Plan which will chart our School's course for the next six years. Built over time, through the collaborative efforts of staff, faculty, Board members, and others, they were the result of everyday actions, and yet hold both promise and meaning for those they impact.

During this past year, as we do each cycle, we also said goodbye to those who moved on from NBSS, and welcomed new faces to our community as well. Beyond the regular (but no less special) changeover of our students to alumni, we transitioned roles at nearly every level of our School: department heads, instructors, program advisors, Board members, and more. With strong foundations in place from their predecessors, these new team members will bring their insights and experience to bear on the work before them, heads-down and hands-on as always.

These are the extraordinary stories of the everyday at our School, and just a few of them are shared on the pages that follow. Notably, also shared are the remarkable individuals, foundations, and businesses who help us realize our mission through their support. We are so thankful for their investment in our work, and their help in expanding our impact, deepening our commitments, and making our community stronger.

As we look forward to the next season, a new year, and the near future, we will continue to build and grow our institution and community, bit-by-bit, in steady but profound ways. We look forward to your continued connection as we forge ahead, together in craft and trade.

Sincerely,



Sarah Turner, President



Genie Thorndike CF '16, Board Chair



As we look forward to the next season, a new year, and the near future, we will continue to build and grow our institution and community, bit-by-bit, in steady but profound ways.

A New Chapter

The incoming Board Chair, Genie Thorndike CF '16, was 52 years old when she graduated from North Bennet Street School. A full-time parent of two and former English teacher, she had changed directions and forged a new professional path as a furniture maker and woodcarver after her children were grown.

ON THE FIRST DAY OF CLASS, she met a 19-year-old student to her right and a 65-year-old student to her left. “The breadth of experience was incredible, and the fact that we all connected over a common love of woodworking was thrilling,” she remembers. “I found my people at NBSS.”

She went on to teach woodworking for one year to middle school students in the North End through the School’s partnership with Boston Public Schools. She also helped create an online index to the Cabinet & Furniture Making program’s library.

Though a seasoned Board member—Genie joined in 2016 and became Chair in 2022—she strives to keep the same “beginner” mindset as she had as a furniture student first learning how to bend wood and apply marquetry. To prepare for her new role, she started out her term with a listening tour of former Board Chairs and heads of the School.

Wanting to be both approachable and engaged, Genie hopes people will share their experiences with her as she continues to visit common areas this year. Speaking to members of the NBSS community, she says, “I would love to hear your story. I mean that sincerely. I really am curious about where people have come from and where they’re headed.”



Notably, with Genie’s appointment, all of the School’s primary leadership roles will be held by women: Board Chair, Vice Chair (Lindsa McIntyre), President (Sarah Turner) and Provost (Claire Fruitman CF '96), a first for the School’s long history. Always strongly representative of craft and trade disciplines, the current Board also includes professionals in education, design, accounting, law, and medicine, as well as donors and others who support the School.

The multiple points of view present at the Board level reflect the School’s focus on improving diversity, equity, and inclusion within its broader community. “I want to ensure that we’re embracing and continuing meaningful, authentic, transformative DEI work,” she explains. “NBSS seeks a more diverse population—and that includes students, faculty, and board members.”

“I’m convinced more people can benefit from an NBSS education and discover that deep satisfaction that comes from working with one’s hands.”

“I want to ensure that everyone feels welcomed, engaged, and comfortable voicing dissenting opinions or asking questions so that we can most effectively govern the School.”

—GENIE THORNDIKE CF '16, BOARD CHAIR

The pandemic years have been challenging, to say the least—both for students who didn't have the chance to socialize between departments, and for faculty and staff who worked incredibly hard in new, demanding, and unforeseen ways.

From her conversations, Genie knows there's a lot on people's minds. Namely, where exactly is NBSS headed next, nearly three years after the start of the pandemic, as life reaches the cadence of a new normal?

Answering these questions in part is the School's next Strategic plan. It's currently being drafted point-by-point, after over a year of stakeholder meetings, public forums, and surveys of community members. The Board will share the final plan with the community in early 2023. *(Read more about the School's Strategic Plan on page 22.)*

As Board Chair, Genie observes how the School functions behind the scenes. She says, “I appreciate the creativity of our talented faculty and staff, working with limited resources. I'm so impressed with the amazing, tangible, and public results.” A priority for the evolving strategic plan is to make investments in these employees of NBSS, helping to further their impact across School communities.

Another intentional change comes with Genie moving the Board's culture to become more interactive and discussion-based, after several years of largely virtual meetings. “I want to ensure that everyone feels welcomed, engaged, and comfortable voicing dissenting opinions or asking questions so that we can most effectively govern the School,” she says.

Marc Margulies, the outgoing Board Chair, feels certain that Genie is the perfect person to lead next. He says, “She's been on the Board a long time. She's been a deeper part of the School than I ever was. She went there. She graduated. She taught there. . . She's the real deal.”



With its strong foundation in place after years of wise leadership, supportive community, and hardworking personnel, the School's future is both exciting and bright.

A Principal architect at Margulies Peruzzi, Marc first discovered the School 15 years ago during a weekend bowl turning class. The meditative process brought him a transformative focus and a peace he'd craved. “This became my outlet. I am absolutely enthralled with woodturning, and it has so changed my life, that I really felt a duty to give back to the school for what it gave me,” he explains.

He hopes that the historic arc of his term will be remembered for forays into new types of learning as well as for the incredible fundraising campaign steered by previous NBSS President Miguel Gómez-Ibáñez CF '99. “The most important history of NBSS is the part that is yet to be written,” he promises. “It's time to start the next chapter together.”

To make the transition to a new chapter of Board leadership as seamless as possible, Marc and Genie collaborated closely for months. Together, they've ensured that the Board is grounded in the School's operation and mission. With its strong foundation in place after years of wise leadership, supportive community, and hardworking personnel, the School's future is both exciting and bright.

Genie says, “I'm excited to help NBSS build on its core strengths and bring its teaching, methods, and expertise to a broader population. I'm convinced more people can benefit from an NBSS education and discover that deep satisfaction that comes from working with one's hands.”





Passing the Keys

There are many benefits to North Bennet Street School's small size, from its tight-knit community to the one-on-one time instructors can devote to their students. But Claire Fruitman CF '96, Provost, says another, less obvious perk is how the School is able to thoughtfully approach the transition to new faculty members.

"OUR SMALL SIZE IS A STRENGTH—it means that we can be nimble, and we can make decisions that are best for students and instructors," she says. "At North Bennet, we think creatively, not only to make sure students aren't affected negatively by a transition but also to ensure that the people we're hiring or who are retiring, for example, have a smooth experience."

So when Barb Baker LK '04 announced her retirement as Department Head of the Locksmithing & Security Technology (LK) program, and Eddy Dacius LK '13 was hired into the critical role, Claire knew how valuable it would be for them to overlap for two months.

"Barb was meticulous," Eddy says. "I will add my own spin to the curriculum, but she gave me a template, and I'm keeping the core of what Barb put together. I respect her knowledge and intend to honor her legacy, too. Because, at the end of the day, I inherited this program from her."

When Eddy first came to NBSS as a student, he had recently immigrated to the U.S. from Haiti, following the country's catastrophic 2010 earthquake. He worked as an auto mechanic before a layoff led him to the LK program at NBSS. "My grandpa always told me to learn a trade first, then combine it with an associate or bachelor's degree. I wanted to give myself the opportunity for entrepreneurship."

Following his grandfather's advice, Eddy went on to earn a bachelor's in project management from Wentworth Institute of Technology. In 2018, he founded his company, Dacius Facilities Management, focusing on project and facilities management as well as locksmithing.

"Eddy's facilities management experience brings something to the table that we haven't had before," Claire says. "And his business background brings insights about marketing, prospective students, potential employers, and finding more pathways for students to get here."



"I will add my own spin to the curriculum, but she gave me a template, and I'm keeping the core of what Barb put together. I respect her knowledge and intend to honor her legacy. . ."

—EDDY DACIUS LK '13

"Eddy is so enthusiastic about the industry," Barb says. "He brings in strengths from his background in facilities management as well as extra industry certifications. My experience was more in commercial and residential work, so I had my strengths. We were able to meld those together."

Barb notes, "I saw Eddy as a natural teacher. I know he cares about the students—and students, even those who appear stoic, need an instructor who cares."

In addition to teaching at NBSS, Eddy continues to run his company and, most importantly, he says, is a devoted husband and father of two. He also coaches high school soccer and basketball and brings a coaching mindset to the classroom.



“At the School, every program is built on the shoulders of talented instructors who came before. . .and each instructor puts their own personality and stamp on a program.”

—CLAIRE FRUITMAN CF '96, PROVOST

“I challenge my students, but also make them feel comfortable. We like to joke around a bit in class, so everybody gets a nickname. Recently, we had Rock Star and King George,” Eddy laughs. “And the students call me Coach.”

During her six years leading the LK program, Barb worked with the Admissions Department to develop a problem-solving test—cleverly named the “Lockstacle Course”—to evaluate prospective

students’ skills. She also built a technology Access Zone, where students can work with electronic access systems and practice on an Electronic Access Control Training Door. “Access control is a big part of the industry,” Eddy says. “I can now add in what I know and further enhance this aspect of the curriculum.”

At the School, every program is built on the shoulders of talented instructors who came before, Claire says. “And each instructor puts their own personality and stamp on a program.”

Reflecting on his early conversations with Barb, Eddy says one of the most memorable was about their experiences as minorities in the locksmithing industry. “There have not been a lot of Black or Haitian locksmiths and instructors, and there have not been a lot of women locksmiths and instructors,” Eddy shares. “We acknowledged some of the differences and the struggles in the industry. We connected over that, and I respect her so much for it.”

Following that conversation, Barb put Eddy in touch with the trusted reps from locksmithing and security tech companies who routinely visit the School to give students insight into specialized sectors of the field, like safes or automotive key-cutting. Eddy says he’s been busy expanding that network even more. “I do feel technology will be heavily implemented, so I’m always thinking about how we stay relevant,” he says.

Despite changes and challenges to the industry, the jobs market for locksmiths is growing. “Everybody has been calling us for locksmiths. Usually, we get calls in January, but I started getting them in September. Construction is everywhere. Security and safety, which are tied to locksmithing technology, are so important. I feel very optimistic about the locksmithing field—keys aren’t going anywhere.”



“I saw Eddy as a natural teacher. I know he cares about the students—and students, even those who appear stoic, need an instructor who cares.”

—BARB BAKER LK '04

A Bridge from the Classroom to a Career

Even from its earliest days, North Bennet Street School has continuously adapted, adjusted, and flexed in its offerings to serve an ever-changing community. The creation of a Teaching Assistant (TA) program is one of the School's latest innovations, developed in response to the urgent need for increased faculty and student support during the pandemic.

FUNDED IN PART BY A GRANT from the John & Robyn Horn Foundation in 2022, the TA initiative provides ongoing support for day-to-day instruction in the School's nine career training programs. The broad set of responsibilities for Teaching Assistants includes mentorship, preparing lessons, individual tutoring, and technology assistance, among other tasks.

Beyond meaningful support for instruction, the TA program is also intended to help increase representation at the School, while also aiming to diversify the next generation of crafts- and tradespeople. This reflects and supports the School's ongoing commitment to diversity, equity, and inclusion (DEI).

The past two years, the TA program cohort included recent alumni from across School disciplines. One such new graduate was Emery Williams CA '20, who helped expand possibilities in the Carpentry program. Peter Smith PC '04, Carpentry Department Head, explains just what an impact Emery's support helped make.

"Emery came on board when we were grappling with how to best manage instruction with new challenges, such as social distancing and the possibility of disruptions from positive Covid-19 cases," Peter shares. "She helped Brock [Leindecker PC '16] and me with both curricular development and setting up Google Classroom, which is very time intensive work. There's no way we could have done that amount of work without her, and the program was greatly supported as a result."

Peter goes on to share how another Carpentry TA was able to explore career options due to the flexibility and financial support of the TA program.

"Xiomara [Garcia CA '21] also provided so much help during the year. She was with us part-time, and as a result was able to take on an internship as a project manager for three days a week with F.H. Perry Builder, a highly respected construction company. Now, she's full-time there, a transition no doubt made easier by the flexibility and stability of our TA program."

Speaking of professional development, Marei Dose JM '18, a Teaching Assistant in the Jewelry Making & Repair program, appreciated the ability to dive more deeply into certain topics and technologies in her role. "I was encouraged to

The opportunity provides useful professional development for recent graduates, as they consider their employment options after completing their NBSS education and look to continue learning and refining their skills.



delve into new teaching tools, such as our video microscope. This allowed me to hone my skills and, by breaking it down into steps for teaching, to streamline my own process,” Marei shares. “Ultimately, I learned a new approach to stone setting and developed a new curriculum on this for the jewelry program.”

Of course, student support is central to the initiative. By providing much-needed general instruction, TAs help make space for faculty to attend to other needs.

Piano Technology Instructor Emily Townsend PT '07, PA '08 explains, “Our TAs are so helpful in guiding and assisting in the classroom. With them being available, I gain an extra thirty or forty minutes a day for working with other students, networking for the program, or setting up internship opportunities.”

The School is increasingly serving students who are neurodiverse or who have differentiated learning styles. Teaching Assistants similarly provide space for instructors to work with these individuals. In some cases, as in the Basic Piano Technology program, the TAs themselves can lend support to students directly.

“Will [Roper PT '19] is open about his neurodivergence,” Emily explains. “As a TA, he’s connected with students who experience similar differences in the way they work, and acts as



a touchstone for them in moving through the program. He’s a real resource in this way.”

Even in two short years, the TA program has already grown from four Teaching Assistants in 2020 to eight in 2022. This expansion is thanks to dedicated resources from the School and generous philanthropic support, both of which help to offset the cost of adding these new positions. The School is continuing to refine the program, and faculty are excited by the possibilities.

“We’re seeing all the ways that TAs will pay it forward for classes that come after,” says Peter. “You can’t teach experience, and the TA program provides that bridge between the classroom and a real job site in the trades.”

“We’re seeing all the ways that TAs will pay it forward for classes that come after. You can’t teach experience, and the TA program provides that bridge between the classroom and a real job site in the trades.”

View profiles of our Teaching Assistants at nbss.edu/ta.

Welcoming Perspectives

During the Summer of 2020, North Bennet Street School and other educational institutions faced a cultural reckoning after the murder of George Floyd. Though NBSS had long maintained a priority to be more diverse and inclusive—with dedicated efforts such as the School’s robust Workforce Scholarship programs—deeper work was needed.

As the institution reflected on welcoming a wider range of people and perspectives, the School set its sights on creating long-term, sustainable, and meaningful change around diversity, equity, and inclusion (DEI).

A DEI WORKING GROUP QUICKLY COALESCED—made up of NBSS faculty, staff, and Board members—to interview potential advisors to guide us in the work ahead. One consultancy, Cochran Hadden Royston Associates (CHRA), came highly recommended by several non-profit colleagues. A “generation and cultural competency consulting firm” based in Gloucester, Massachusetts, CHRA provides a broad-based set of services to clients, including cultural competency, change management, sexual harassment training, organizational culture, anti-bias and anti-racism training, strategic planning, and related offerings.

Upon interviewing firm Principal Gwen Cochran Hadden, working group members Melissa Gallin, Director of Institutional Support, and Jeff Altepeter BB ’95, Department Head of the Bookbinding program, quickly came to realize the value and insights she could bring to the task at hand.



“Gwen stood out because of her experience spanning several decades, at a time when the field was otherwise growing quickly with newcomers,” Melissa shares. “In our first interview with her, Gwen also shared an interesting personal and historical connection to the School: her father Sam Cochran had trained to be a piano technician at NBSS in the 1940s.”

A professional musician, Sam had developed a disability that prevented him from playing the piano. He came to NBSS because he needed another way to earn a living and build a career, like so many of the School’s current students still do today.

“Gwen stood out because of her experience spanning several decades, at a time when the field was otherwise growing quickly with newcomers.”

—MELISSA GALLIN, DIRECTOR OF INSTITUTIONAL SUPPORT



That initial conversation with Gwen was eye-opening in other ways too. Jeff notes that she was keen to understand the School's commitment to DEI and its willingness to do the work. "We saw right away what a careful listener she was," Jeff says. "Gwen asked great questions that helped us clarify our intentions and the process. I really appreciated the way she gently challenged us, and felt that Gwen would help guide us in the right directions."

Gwen was hired that same summer, and quickly got started on the work at hand. She formalized the working group, convened regular monthly meetings, assigned readings and other tasks for committee and community members to reflect upon, for example.

Gwen is quick to note that "change doesn't happen overnight" and her approach paces a client's progress and goals accordingly. In the last two years, however—through Gwen's guidance—the School has made meaningful efforts toward welcoming a wider range of people and perspectives. While there is still much to be done, Gwen's perspective has greatly informed the Teaching Assistant program, Impact Scholarships, DEI Vision Statement, FY23 Strategic Plan, hiring

practices, partnerships, and student wellness, among other work.

All of this insight comes from Gwen's decades of experience working with clients in healthcare, nonprofit, arts & cultural, government, and other sectors. In 1986, Gwen worked as the Director of Civil Rights for the Boston Housing Authority (BHA). There she was credited with the design, development and successful implementation of the first phase of the BHA's Charlestown Integration Plan. Since then she's worked with The Boston Children's Museum, The Rose Kennedy Greenway, Friends of the Boston Public Garden, The Broadway League, Stage Directors and Choreographers Society, and the Theatre Development Fund among others.

Together, the entire DEI Working Group is looking ahead at how the School's ongoing work will be the foundation for creating a more welcoming institution.

"To me, she is more than a consultant to us at the School: she is a confidante, a convener, a thinker, a leader, a friend, and a mentor," Melissa shares. "Above all, Gwen is an optimist. She is so generous with her wisdom and experience."

Gwen is quick to note that "change doesn't happen overnight" and her approach paces a client's progress and goals accordingly. In the last two years, however—through Gwen's guidance—the School has made meaningful efforts toward welcoming a wider range of people and perspectives.



Learn more about the School's ongoing DEI work and the concrete initiatives we've implemented at nbss.edu/dei.



Finance & Administration

Letter from the Treasurer

ENROLLMENT TOOK A STRONG STEP towards recovery in Fiscal Year 2022, increasing 30% over the prior year. Other signs of renewal include the return to regular Continuing Education (CE) classes, which opened up mid-year, among other in-person activities at NBSS.

The positive effects of federal COVID relief programs cannot be understated. Overall, the School benefitted from nearly \$2,000,000 of grant aid which covered expenses, provided student support, and filled gaps in revenue. These strong tailwinds were felt throughout this fiscal year.

In addition, annual operating support from the School's endowment reached \$710,000, helping to fund over \$875,000 of student scholarships, the highest level in our history.

As of the writing of this letter, at the start of Fiscal 2023, enrollment is on track to meet pre-pandemic levels this year, well in advance of our projections. We also expect non-accredited, CE class activity to be back at full strength soon.

Lastly, we are grateful to everyone in the NBSS community who gave their time, energy, and financial support throughout FY 2022. Your investment in the School is meaningful, and deeply appreciated.



Matthew P. Day
Treasurer

We are grateful to everyone in the NBSS community who gave their time, energy, and financial support throughout FY 2022. Your investment in the School is meaningful, and deeply appreciated.

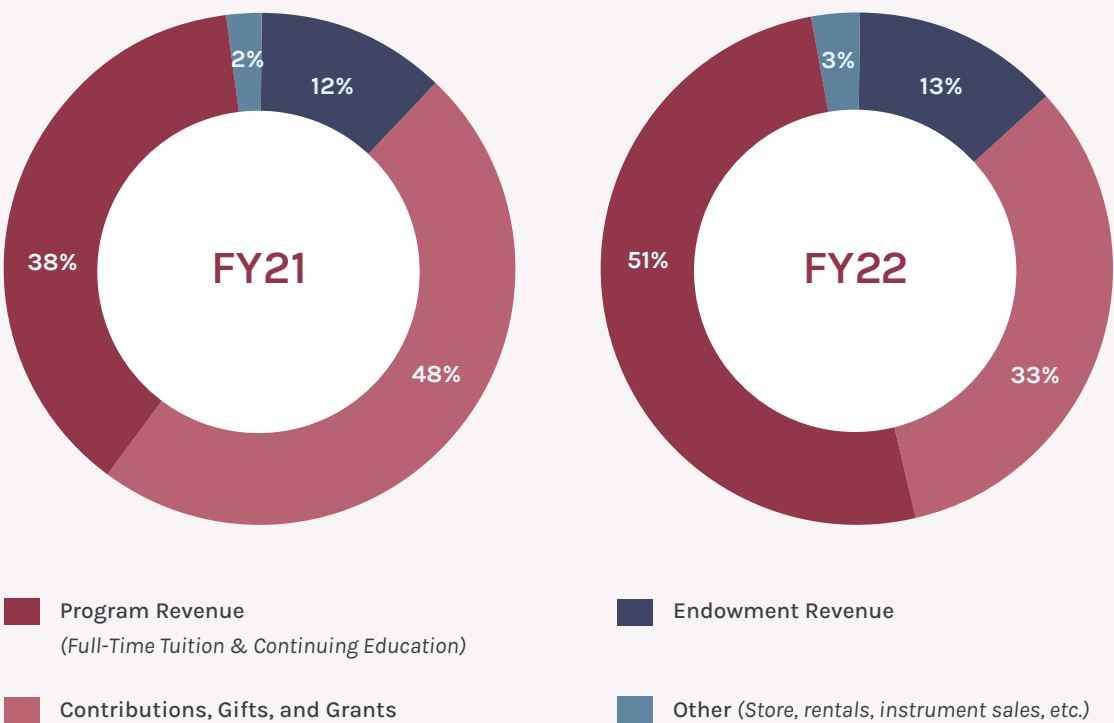
Financials

STATEMENT OF ACTIVITIES

Revenues

	7/31/21	7/31/22*	% CHANGE	% OF REVENUE
Tuition and fees, net	2,057,045	2,488,772	21.0%	47%
Contributions, gifts, and grants	2,872,784	1,749,492	-39.1%	33%
Continuing education	12,382	228,457	1745.1%	4%
Project and instrument revenue	65,599	125,238	90.9%	2%
Investment income used in operations	640,700	710,000	10.8%	13%
Other revenue	18,993	22,843	20.3%	<1%
Rental revenue	0	5,825	100.0%	<1%
Store sales, net of cost of sales	3,300	13,215	300.5%	<1%
Total Revenues	5,670,803	5,343,842	-5.8%	100%

Revenue by Source



Expenses

	7/31/21	7/31/22*	% CHANGE	% OF EXPENSES
Program	3,747,836	4,226,244	12.8%	62%
General and administrative	1,999,753	2,266,707	13.3%	32%
Fundraising and development	456,100	445,906	-2.2%	6%
Total Expenses	6,203,689	6,938,857	11.9%	100%
Change in Net Assets from Operations	(532,886)	(1,595,015)	199.3%	

Non-Operating Activity

	7/31/21	7/31/22*	% CHANGE
Investment income used in operations	(640,700)	(710,000)	10.8%
Interest and dividend income	503,472	646,818	28.5%
Endowment gifts	0	2,500,000	
Gain (loss) on investments, net fees	4,253,506	(4,040,086)	-195.0%
Total Non-Operating	4,116,278	(1,603,268)	-138.9%

Government Program Grants

	7/31/21	7/31/22*	% CHANGE
Paycheck Protection Program	1,000,000	0	-100.0%
Higher Education Emergency Relief Fund	500,000	152,784	-69.4%
Employee Retention Tax Credit	407,297	0	-100.0%
Total Government Activity	1,907,297	152,784	-92.0%

Net Assets

	7/31/21	7/31/22*	% CHANGE
Change in net assets	5,490,689	(3,045,499)	-155.5%
Net assets at beginning of fiscal year	51,655,333	57,146,022	10.6%
Net assets at end of year	57,146,022	54,100,523	-5.3%

* Results are unaudited as of the publish date of this report.





Strategic Planning

In the fall of 2021, we began a strategic planning effort to set priorities and sustain the School’s financial stability for the next five to ten years. Notably, we entered this process from a position of strength, even after weathering a global pandemic that significantly shifted our day-to-day operations. Here, we share the context for our efforts this past fiscal year, and our vision and goals for the future. We will share the full Strategic Plan with our School community in early 2023.

Acting as a foundation for the current planning effort, the School implemented two ambitious strategic plans in the last decade.

IN 2012, WE ACQUIRED AND DEVELOPED an iconic facility that assured a strong future for our mission and programming. By 2019, through the generosity of our community, \$20M was added to our endowment, with a great portion of those funds ensuring that a career in craft and trade remains accessible. The tremendous work put into realizing these plans would be more valuable than anyone could have imagined in the years to come.

Global phenomena in 2020 precipitated significant, lasting changes in the ways we operate, and in our institutional outlook. That spring, with the onset of the pandemic,

we explored online learning in our nine full-time Career Training programs and in Continuing Education, and tested digital tools within recruitment, public programming, and other areas. In the summer of 2020, after the murder of George Floyd, we re-committed to cultivating a School community where individual differences are expected, supported, respected, and valued. We also embraced our obligation to improve our institution’s culture, strengthen our partnerships, and positively impact the future of the industries for which we train.

The last few years have demonstrated the resiliency of our School, and opened up opportunities like never before. With all of these conditions as a backdrop, we entered an ambitious, mission-driven strategic planning process that would set the School’s future direction for the next five to ten years.

Vision & Goals

The Strategic Planning Committee explored some key questions such as “Who do we want to educate?” “How do we support our students, staff, and faculty?” and “How can we best leverage our resources to expand our impact?” Ultimately, the Committee used this framework to develop the vision and goals for the School’s new Strategic Plan:

- **Increase the diversity of those we reach, by expanding our offerings and the range of our partnerships:** We are poised to serve a larger and more diverse group of craftspeople and tradespeople, furthering both our mission and reach, while strengthening the core of our Career Training programs. With the intention to connect to new communities and partners, the School will create more points of entry to the NBSS experience. We will do this through re-envisioning our Community Education program and expanding our public workshops, classes, and high-school programs, with emphasis on partnering with community organizations.
- **Deepen faculty and student supports to ensure the best educational experience:** At the heart of all our work are our students—current and potential—and we recognize that their experience is essential to the School’s success across all areas of its work. Therefore, we will seek to improve the student experience by increasing the support we provide, from inquiry and application through graduation and employment.
- **Build the resources and operational strength needed to support faculty and staff to deliver on opportunities and fulfill the School’s mission:** We know that one of our most important assets are the faculty and staff who provide the excellence for which NBSS is known. So we will advance as an employer, investing in the people who make our best work possible.

Underpinning all of this work will be a strong, financially sound operation that leverages our remarkable physical plant, grows revenue responsibly, and maintains long-term financial vitality.



STRATEGIC PLANNING COMMITTEE

- Jeff Altepeter BB ’99, Faculty
Matthew P. Day, Board Treasurer
Kevin Derrick, Staff
Claire Fruitman CF ’96, Provost
Melissa Gallin, Staff
Mark J. Hauser, Board Clerk
Cynthia P. Malm, Board Member
Marc Margulies, Board Member
Colleen Walsh Powell, Staff
Paul Reidt, Board Member
Genie Thorndike CF ’16, Board Chair
Sarah Turner, President

We have seen NBSS rise to unprecedented challenges. Our optimism, coupled with our resilience, creates a platform for growth across our programs, supports the success of the individuals who learn here, and delivers on the potential of our unique School.



Staff & Faculty

STAFF

Sarah Turner, President
Levi Barrett, Director of Finance
Laura Burns, Associate Director of Learning Design & Technology
James Dergay, Director of Financial Aid
Kevin Derrick, Director of Marketing & Engagement
Nicki Downer, Development Coordinator
Marc Dreyfus, Director of Facilities & Technology
Claire Fruitman CF '96, Provost
Melissa Gallin, Director of Institutional Support
Suzanne John, Director of Continuing Education
(from Dec 2021)
Jenna Lemieux, School Academic Administrator
Kailey Maraglia JM '21, Front Desk Receptionist
Bryan McGrath, Director, Student Life & Career Services
(through June 2022)
Marcia Michelson, Assistant to the President
Bob Miller CF '11, Continuing Education Technician
Kristen Odle-Devine, Retail & Exhibit Manager
Rob O'Dwyer, Director of Admissions & Enrollment
Colleen Walsh Powell, Director of Development
Barbara Rutkowski, Associate Director of Marketing
& Communications
Ronald Santos, Building Maintenance
Sharon Scully Stetson, Associate Director of Admissions

FACULTY

Bookbinding
Jeffrey Altepeter BB '99 (Dept. Head)
Martha Kearsley BB '95

Carpentry
Peter Smith PC '04 (Dept. Head)
Brock Leiendecker PC '16
Xiomara Garcia CA '21 (TA)
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Cabinet & Furniture Making
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Lance Patterson CF '79
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Ann B. Cahoon JM '02 (Dept. Head)
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Locksmithing & Security Technology
Eddy Michel Dacius LK '13
(Dept. Head, from October)
Barbara Baker LK '04
(Dept. Head, through October)

Piano Technology (Basic and Advanced)
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Louis del Bene PT '06, PA '07
Shawn Hansen PT'07, PA '08
Emily Townsend PT '07, PA '08
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Preservation Carpentry
Steven O'Shaughnessy PC '99 (Dept. Head)
Michael Burrey

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List reflects Faculty for FY22
TA = Teaching Assistant



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** through Dec 2021

“I support North Bennet because I believe in its mission. The transformative skills and craftsmanship taught at NBSS are unquestionably the best offered anywhere and I am honored to be a part of it.”

—TOM PIEMONTE, BOARD OF DIRECTORS

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Violin Making & Repair
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David Polstein VM '89
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Continuing Education

CLASSES

- American Scaleboard Binding
- Artists Books: Online
- Bookbinding 101
- Chip Carving
- Danish Modern Plant Stand
- Flat Edge Tool Sharpening
- Folded Books
- Fundamentals of Fine Woodworking
- Fundamentals of Jewelry Making I: Essential Skills
- Fundamentals of Machine Woodworking
- Harpichord Voicing & Regulation
- Introduction to Book Conservation
- Introduction to Bowl Turning
- Introduction to Leather Bookbinding
- Introduction to Paper Conservation
- Introduction to Piano Technology
- Introduction to the Router
- Introduction to Veneer
- Japanese Box Making
- Jewelry Making 101
- Limp Vellum Binding
- Paper Marbling with Acrylics
- Picture Frames
- Round Basket Weaving: Online
- Secret Belgian Binding
- Sewn Board Binding: Online
- Stringing and Banding
- Three-Month Furniture Making Intensive
- Traditional Ethiopian Bookbinding
- Travel Journals
- Woodworking 101

Exhibitions & Events

EXHIBITIONS

- Radical Jewelry Makeover
 - December 6, 2021–January 14, 2022
- Wild/LIFE, traveling exhibition from the Guild of Book Workers
 - January 10–February 12, 2022
- 2022 Exhibition: Making Matters
 - May 6–August 26, 2022

IN-PERSON EVENTS

- Tonewood Sale
- Party in the Parking Lot
- Friends of Bookbinding
- Friends of Carpentry
- Friends and Family Meet & Greet
- Graduation

VIRTUAL EVENTS

- Community Partners
- Open House
- Student & Alumni Raffle & Trivia
- Founder's Day
- State of the School: NBSS Looking Ahead
- Object Study with Miguel Gómez-Ibáñez CF '99
- In the Making: Emmet van Driesche
- In the Making: We Wield the Hammer
- In the Making: PilgrimWaters
- In the Making: Carpentry Alumni Panel
- In the Making: Notre Dame Truss Project
- In the Making: Earth-Bound Building
- In the Making: Puritan & Co
- In the Making: Inside our Community
- In the Making: Boston Public Quartet
- In the Making: Demond Melancon
- In the Making: Zainab Sumu
- In the Making: How We Make Our Lives with Yo-Yo Ma
- In the Making: HELM Construction Solutions
- In the Making: Healing & Hand Tools
 - with Jonathan Ota CF '19
- In the Making: Project FIRE of Firebird Arts
- In the Making: 2022 Exhibition Tour
- In the Making: Cannupa Hanska Luger

“I am struck by the simple reality that NBSS flourishes and operates at a high level because of so many people’s hard work and generosity. Our Carpentry students go about their learning, making sawdust, with so much support in a million different ways.”

—PETER SMITH PC '04, CARPENTRY DEPARTMENT HEAD





North Bennet Street School
extends our deep gratitude
to all community members
who generously supported
the School during our 2022
fiscal year.

Our Donors

The following donors are recognized for gifts
and pledges made to NBSS between August 1,
2021 and July 31, 2022.



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Named after North Bennet Street School’s founder, Pauline Agassiz Shaw, the Society recognizes leadership donors who ensure the School’s ongoing excellence with Annual Fund contributions of \$1,000 or more.

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The NBSS Annual Fund provides unrestricted support for the School's annual operating needs. These funds ensure the financial strength and flexibility for NBSS to fulfill its mission day in and day out, supporting everything from financial aid to tools and field work for students and faculty.



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Anne W.
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“As I step through the front doors of 150 North Street, I’m hit with the scents of my grandfather’s wood shop and pretty much every historic building I’ve ever loved. The bouquet of sawdust, varnish, and all other shop auras confirms the notion that smell is the most powerful of the senses for memory. Now add all the remarkable people who have taught, worked, and learned in this special place and you have my definition of magic. I am a most fortunate piano technician to be a small part of this incredible school.”

—ANNE GAREE, PIANO TECHNOLOGY PROGRAM ADVISOR



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NBSS is grateful to benefit from generous institutional support—grants which contribute substantially to financial aid, facilities and equipment, endowed funds, general operating needs of the School, and more.

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—ALLISON IANTOSCA, XIOMARA GARCIA CA ’21, AND DERRICK HOWARD CA ’22

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Restricted gifts include those designated to specific NBSS departments, current-use scholarship funds, endowed funds, or other special projects and initiatives.



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Jean Wallick
Anonymous

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Carpentry

Brock Leiendecker PC ’16

Jewelry Making & Repair

Ann B. Cahoon JM ’02
James L. Therrien JM ’98

Locksmithing & Security Technology

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Piano Technology

Brooks LTD Piano Products LLC, in honor
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Gregory Cheng
Bruce Dillon PT ’76
Jon Guenther PA ’11, in honor of
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Named for the year of our founding, the 1881 Society recognizes members of our community who have included NBSS in their estate plans. By supporting the School through planned giving, the 1881 Society ensures a future for craft and trade education.

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If you have included NBSS in your estate plans, or have questions about planned giving, please contact the Development Office at development@nbss.edu or 617.227.0155 x172.

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- Bruce & Lynn Dayton
- Jocelyn Elliott
- Lawrence Fine PT '76
- Richard A. Friedman PT '85, PA '86
- Peter Galbert
- Nina Grimaldi
- Gordon Malczewski
- Joyce Mandel
- Andrew McInnes CF '95
- Nick Offerman
- Mason Rapaport
- Rio Grande
- Kenneth D. Roberts
- Schaff Piano Supply
- Libby Adams Swan
- Peter Thibeault
- Emily Townsend PT '07, PA '08
- Wessell, Nickel & Gross

If you have any questions, or find any misrepresentation or omissions in our giving report, please contact the Development Office at development@nbss.edu or 617.227.0155 x172.



NBSS Named or Endowed Funds

The following funds and scholarships, established over time and sustained by generations of North Bennet Street School alumni and friends, remind us of the legacy and impact of philanthropy across our School community. Some funds provide unrestricted support, some have special designations, and all demonstrate a meaningful investment in our core mission and values.

- Alex Krutsky Memorial Fund
- Amelia Peabody Facilities Endowment
- Board of Advisors Scholarship
- Colonel Ruby W. Linn Veterans Program Endowment
- Gladys Brooks Foundation Scholarship
- Harold Whitworth Pierce Scholarship
- Hauser Family Fund
- Hettinger Fund for Strategic Online Project*
- Lisa von Clemm Bookbinding Scholarship
- Marilyn L. Heskett Scholarship
- Miguel Gómez-Ibáñez Fund for Facilities
- Kennedy Family Fund
- Shawmut Street Scholarship*
- Stanley M. Sherman Memorial Fund*
- Surdam-Murphy Scholarship
- Violin Making Award for Excellence in Craftsmanship
- Walter McDonald Scholarship
- Western Ohio Woodworkers Scholarship

* Temporarily Restricted Funds







North Bennet Street School's mission is to train students for careers in traditional trades that use hand skills in concert with evolving technology, to preserve and advance craft traditions, and to promote greater appreciation of craftsmanship.

Credits

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