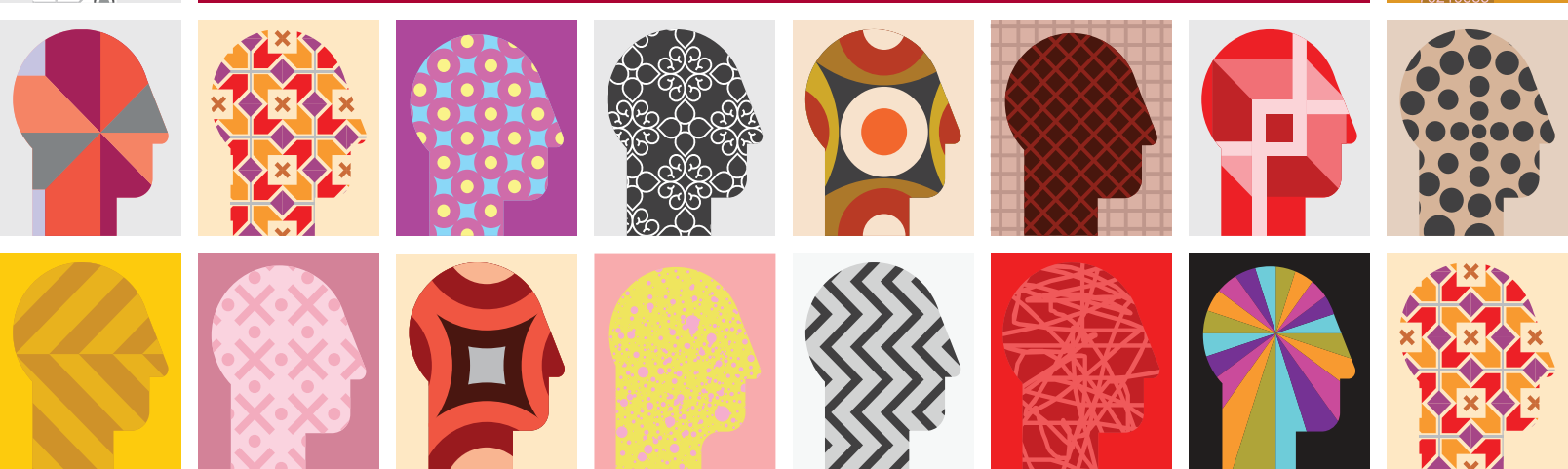


The Berkeley Carroll School

Summer/Fall 2016

MAGAZINE



THE VIEW FROM LINCOLN PLACE

Dear Friends,

Over the past few years, the number of prospective families and schools who visit our campus has dramatically increased. When I see one of these visitors taking notes or otherwise trying to compare us to other schools I often tell them to please note next to our name that we are the innovative school. What do I mean? I explain that our commitment is, if we see a better way of doing something, we will move as quickly as possible to get there. We do not rely on long-range planning models where goals are set and expected to be achieved five or more years out; we want to move to being better as soon as possible.

An example. Two years ago we introduced computer science as a course in the Upper School. At the same time we instituted computer coding activities at every grade level. After investigating best practices and technology trends, we created a new faculty position, hired a dedicated computer science teacher and started a computer science department that works in tandem with our math and science departments to ensure students have the strong foundational skills to excel in all of these areas.

Today we now have a Kindergarten through grade 12 sequence of computer coding. Because interest in computer

science at the high school level has exploded, we offer courses in app development and gaming. Soon BC will be the only school in New York City to offer a course on creating a Linux operating system.

In short: we saw something that needed to be done and mobilized our efforts to bring it to our students.

But, while moving quickly — not rushing — we are also focused on being mindful, considerate and thoughtful. The attention that gender has recently received in our society, has prompted us to review the configuration of our rest rooms and this summer we will undertake renovations to make as many spaces as possible all gender. We will always take the initiative when it comes to making all children feel comfortable.

Excellence takes hard work, commitment and a unified community. In the pages that follow you will read and see evidence of these qualities. We are grateful for your support and you have our commitment that we will continue to strive to always make Berkeley Carroll better.

Sincerely,

Robert D. Vitalo
Head of School

“If we see a better way of doing something, we will move as quickly as possible to get there.”



CONTENTS



FEATURES

- 22** **Public Service Externships: Students Put Classroom Knowledge into Action in the Real World**
Upper schoolers are gaining professional experience and exploring their interests in the Public Service Externship Program..
- 24** **Creating a Diverse, Inclusive Community at BC**
Berkeley Carroll is working toward becoming a more diverse, inclusive school, but there is still more progress to be made..
- 42** **All My Life: BC's Married Faculty Thrive Working With Their Spouses**
Couples open up about how working together helps them personally and professionally.

DEPARTMENTS

- i The View from Lincoln Place
- 2 BC Lens
- 4 Alumni Profile: Vanessa Agard-Jones '96
- 5 Awards & Recognition
- 6 News Briefs
- 8 In the Classroom
- 10 BC Works with StoryCorps
- 12 Events
- 14 On Campus
- 16 Athletics Highlights
- 18 Arts Highlights
- 40 As Seen on Twitter
- 46 Ask a Student:
What accomplishment from the past year are you most proud of?
- 48 BC Lens
- 50 Class Notes
- 55 In Passing

BOARD OF TRUSTEES

Lydia Denworth
Chair
Amy Bender
Vice Chair
Mike Miller
Secretary
Chris Welch
Treasurer; Finance Committee Chair
George Sweeting
Buildings & Grounds Committee Chair
Shirley Hedden
Committee on Trustees Chair
Christina Shane
Communications & Admissions Chair
Joseph Polizzotto
Development Committee Chair

MEMBERS

Shawn Austin
Ann-Marie Cascarino
Anthony Cornicello
Eric Chapman '92
Mark Cheffo
Andrew Fabens
Virginia Freire '94
Richard Greenspan
Stephanie Holmes
Larry Kaplen
Sarada Krishnamurthy
Susan Marcinek
Jay Rao
Stacey Reiss
Chad Ruble
Michael Weaver

The Berkeley Carroll School Magazine is published by the Communications Office for parents, alumni, grandparents, faculty and friends of the school. The views expressed in this publication are solely those of the authors.

CO-EDITORS

Linda Adams and Melissa Goldin '09

DESIGN

Jonathan Imphong

PRINTING

William Charles Printing.

bcs@berkeleycarroll.org
www.berkeleycarroll.org
Phone: (718) 789-6060

 Printed on recycled paper

BC LENS

Close to Home

First graders sketch the front of 701 Carroll St. in November, as part of their study on Berkeley Carroll.





ALUMNI PROFILE: VANESSA AGARD-JONES '96

In the spring of 1997, just a couple of months after **Vanessa Agard-Jones '96** began her freshman year at Yale University, Malik Jones, an unarmed black man, was fatally shot by New Haven police officers. His death catalyzed a burgeoning political consciousness for Agard-Jones and her peers, who became involved with social justice work.

Nearly 20 years later, the BC lifer is back at Yale where she teaches women's, gender and sexuality studies. She is currently writing "Body Burdens: Toxic Endurance and Decolonial Desire in the French Atlantic," a book about the intersection of sexual and environmental politics in Martinique. In July, she will join Columbia University as an assistant professor of anthropology.

Vanessa has had a multifarious career, starting as the director of the Prison Activist Resource Center, a nonprofit in Oakland, Calif., at 22 years old. This position led her to a secondary education program at Sam Quentin State Prison, a three-year stint with Teach for America in Atlanta and eventually back to academia. She is also the former board chair of the Audre Lorde Project, an LGBTQ+ community-organizing center for people of color in New York City.

How do your early career experiences inform your work today?

I very much value the fact that everyone comes to the table with a certain kind of critical capacity, a certain kind of analytical rigor, but also a certain set of embodied experiences that we need to learn from.

Why do we need interdisciplinary learning?

It's really hard to get at a problem with a single set of tools and I think interdisciplinary learning helps us remember that there are lots of tools and



lots of different toolboxes that we might use at any given moment to try to think through a problem or try to understand a question.

What's the most important lesson you've learned throughout your career?

The most important lesson has been that while my career has brought me immense satisfaction, it's not the only work I do in this world. It's not the only way in which I'm important in this world.

How would you define diversity and why do we need to talk about it?

One of the things that sometimes falls away is that diversity is about the people in the community, but also about intellectual content. [Elite institutions] are the places that shelter students away from the kinds of injustices that are going on around them. It's critical that there's something beyond these walls. And perhaps too that they be encouraged to take some sort of responsibility for what's happening.

Can injustice or misconceptions be fought through education?

There are multiple scales to thinking

about and working against injustice. I do think education is critical, but I don't think it's all that we need to stop that injustice. We need organizers, we need protesters, we need compelling strategies. I don't think we can just teach the world into a better place.

What are some memories that stand out from your time at BC?

Thank god for Jim Shapiro — that man — Jim Shapiro taught a group of us how to meditate one day. I had never heard of meditation before and I remember sitting on the floor in his classroom with my shoes off learning how to pay attention to my breath. What a gift he gave to me and I'm hoping to others.

Do any teachers you had at BC still influence you today?

Denis Kohlmuller — that man can teach French! I hadn't looked at French since I was in high school and I did a Ph.D. where half of my coursework was in French. Suzanne Bruney was another transformative figure and my first black teacher. [She] just fully blew my world apart. She was incredible.

AWARDS & RECOGNITION

Berkeley Carroll students made their mark this year in academics and extracurriculars. Highlights include:

COLLEGE ADMISSIONS

Two-thirds of the senior class received one or more early offers of admission, through early decision or early action, at some of the country's most selective colleges and universities, including Harvard, Dartmouth, Williams, Kenyon, Macalester, Colby and Colorado College. *A complete college list for the Class of 2016 will be published in the next issue.*

WRITING AND ART

Forty-eight seventh through 12th graders were awarded honors in the NYC Scholastic Awards competition in the writing and art categories, including three students who ranked in the top 1% of the country and won national medals. Nearly 320,000 works were submitted to the competition this year. Past Scholastic Awards winners include Andy Warhol, Sylvia Plath, Truman Capote, Richard Avedon, Robert Redford, Lena Dunham and Joyce Carol Oates.

MATH

Three Upper School students scored in the top 15% of the country in this year's prestigious AMC Mathematics Competition. Only the nation's top math students take this challenge, which represents the first qualifying round for a spot on the U.S. team at the International Mathematical Olympiad. Our Middle School math team, the Quantifyin' Lions, was crowned Brooklyn champion in the 2016 MathCounts competition.



Clockwise from top: Upper School Speech and Debate; the Quantifyin' Lions; Middle School Jazz Ensemble

LATIN

Twenty-seven students took home awards on the National Latin Exam, including a junior who scored in the top 1% of the country with a perfect score. More than two-thirds of the BC students who took the exam this year received honors.

STUDENT PUBLICATIONS

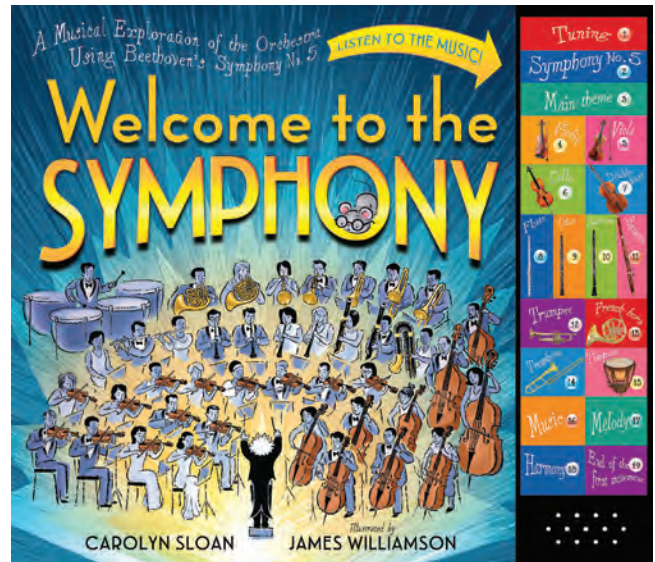
Reflections, the Upper School's student-run art and literature magazine, won a National Silver Crown from the Columbia Scholastic Press Association for its 2015 issue. This is the first time *Reflections* has won an award of this caliber in recent years. The 2015 *Lion Yearbook* won two national honors from the American Scholastic Press Association.

MUSIC

The Middle School Jazz Ensemble was one of only six bands to perform at the Brooklyn Music School Jazz Festival, where eight students won honors or recognition. The Upper School Jazz Ensemble played the NYC Invitational Ellington Jazz Festival at Fordham Lincoln Center, where four students won awards. Three BC freshmen were accepted into the prestigious Jazz at Lincoln Center Youth Orchestra and one middle schooler was selected for the Jazz at Lincoln Center Middle School Academy.

SPEECH & DEBATE

More than 40 students won speech and debate awards this past school year, with several competing at the state or national level.



WELCOME TO THE SYMPHONY: LOWER SCHOOL MUSIC TEACHER INTRODUCES CHILDREN TO THE ORCHESTRA

Watch out, Lincoln Center. “Welcome to the Symphony,” a children’s book written by **Lower School Music Teacher Carolyn Sloan** and published on Oct. 27, introduces budding musicians to the orchestra by using Beethoven’s Symphony No. 5 and a multimedia approach to learning.

“To experience something is very profound as opposed to knowing it,” Ms. Sloan said. “Kids learn better when you give them information in context.”

The book follows a family of mice as they attend a performance of the famous symphony and discover how an orchestra works. As each new concept, such as a musical theme, is presented, children are encouraged to press buttons which let them hear how it sounds in Symphony No. 5.

Six years ago, during the fourth

grade’s annual orchestra unit, Ms. Sloan realized there was a lack of age-appropriate resources for her students to do their research. She wondered why there was nothing fun and interactive to teach students about the orchestra and decided to fill that void. Her hope is that children will want to play one of the instruments they hear reading the book or simply listen to more classical music — to improve their cultural literacy, but also to help them develop as individuals.

“Playing classical music and listening to classical music teaches more than just music,” Ms. Sloan said. “In order to play well in any ensemble kids have to listen, they have to look at each other, they have to be able to feel what the other person is feeling ... that’s gigantic social, emotional learning.”

Symphony No. 5 has a bold, dramatic

theme which — along with her lifelong love of Beethoven — influenced Ms. Sloan’s decision to make it the book’s focus. She chose to ground the digital component in a traditional, print book in an effort to morph old technology with the new. The immediacy of the media component was a priority, but she also wanted children to have the ability to read it without being in front of a screen.

“Welcome to the Symphony” is Ms. Sloan’s second book. As of January, it was in its second run, with 35,000 copies in print, and was listed among the top 10-selling children’s music books on Amazon. It was also recommended as an effective way to introduce children to music in Anne Midgette’s Jan. 10 *Washington Post* column. The book is sold throughout the United States and in Canada, including at the MET Opera Store in New York.



STUDENTS LEAVE LOCKERS UNLOCKED, PROMOTE COMMUNITY RESPECT

Middle and Upper School students were encouraged for the first time to forgo putting locks on their lockers at the start of the 2015-16 academic year as a symbol of Berkeley Carroll's commitment to creating a safe, respectful community.

The idea was first proposed by Head of School Bob Vitalo, who sought input from Middle and Upper School administrators and students, all of whom favored it and wanted to give it a try.

Students can still use a lock (which BC will provide) if they prefer.

"Our endeavors at this school are built on trust and I think our students do a very good job of living up to our expectations," Mr. Vitalo wrote in a letter to the BC community about the change in September. "Getting us to be more conscious of one another and extending that care and concern to physical items would provide good practice for a skill that is much needed in today's world."

Mr. Vitalo instituted this idea at Fairfield Country Day School, where he served as head of school for 14 years before coming to Berkeley Carroll in 2006, and wanted to implement it at BC for many years, but other initiatives took priority. He was recently in touch with Tarbut V'Torah Community Day School in Irvine, Calif., which also encourages students not to lock their lockers.

The large majority of lockers at Lincoln Place are not secured — an unofficial April 13 review found only nine locked student

lockers. Many students believe the absence of locks simply makes it easier to retrieve their belongings, but some also think that it says something deeper about BC.

"I think the school is trying to prove that it's a safe community and for the most part it is because no one has stolen anything as far as I know," Chelsea Mina '17 said. "It's also easier because when someone needs a textbook or notes you don't have to come with them to unlock your locker."

Other students are wary of leaving valuables inside unlocked lockers. Nick Carey '20, for example, said he doesn't leave his cell phone in his locker for this reason. According to Mr. Vitalo though, BC limits access to our buildings — anyone who is not a student or on staff is escorted when they are on school grounds — reducing the possibility for theft. There have been no issues that he is aware of.

"I don't think we need locks," Caroline Tuck '20 said. "I just use mine to keep my locker closed. I don't even lock it because I trust people."

ALUM WINS SLOAN AWARD FOR EXCELLENCE IN TEACHING

Patricia Peña Carty '02, the assistant principal, co-programmer and science department chair at University Heights High School in the South Bronx, was one of only seven teachers to be honored with a 2015 Sloan Award for Excellence in Teaching Science and Mathematics last fall by the Fund for the City of New York and the Alfred P. Sloan Foundation.

The BC lifer had planned to attend dental school after graduating from Georgetown University in 2006, but was recruited by Teach For America her senior year. She fell in love with her placement school — University Heights High School — and has worked there ever since. In addition to her administrative duties, Patricia currently teaches sophomore biology, AP biology and genetics, a course she pioneered for the school.

"I was so fortunate to receive a rich and life-altering education at Berkeley Carroll and I was determined to become a teacher that could bring private school-quality education into public schools," she said. "This award motivates me to continue awakening a love for science in my students, mentor new dedicated educators and serve my community in increasingly rich and meaningful ways."

In 2009, Patricia earned her Ms.T. degree in adolescent science education from Pace University and an M.S.Ed. in education leadership from Lehman College in 2014, where she received an Aspiring Leader Award and a LUTE Award for her digital portfolio.

Patricia will receive \$5,000, plus \$2,500 which will go toward the math and science programs at University Heights High School. She credits her teachers at BC — particularly Upper



School English Chair Erika Drezner — as positive role models who inspired her to become a caring, dedicated educator who is open to innovation and "respects my students enough to challenge them to reach for greatness." She sees the Sloan Award as an honor for the entire University Heights High School community, which has supported her throughout her career.

IN THE CLASSROOM

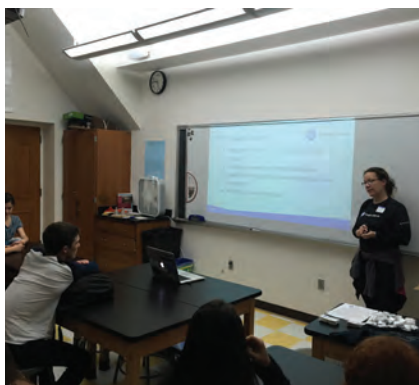
'TO BE, OR NOT TO BE': SOPHOMORES TAKE ON HAMLET

Tenth graders in three different English classes, Women on the Edge, Will's World and Youth in Literature: Teenage Riot, read William Shakespeare's "Hamlet" in the fall.

On Nov. 23, the three classes got together to discuss the play from multiple points of view. Students performed skits, led activities and participated in small group discussions to explore the many contrasting facets of Shakespeare's most famous play.



Students and faculty from three different Upper School English classes discuss Shakespeare's "Hamlet."



LEVEL UP: STUDENTS PUT THEIR PROGRAMMING INTO PRACTICE

BC students got hands-on programming experience this fall as part of our year-round STEAM initiative.

Lower schoolers celebrated national Computer Science Education Week and the Hour of Code in early December. Third and fourth graders used JavaScript to program their own Minecraft and Star Wars games, while second grade students worked with LightBot, Jr., an app which introduces children to the complexities of programming by having them guide a robot through a series of mazes. First graders began with the basics — sequencing and patterns. Students worked in pairs, one as the “robot” and one as the programmer. The programmers got their robots to perform basic tasks (i.e. opening a door), by giving detailed instructions in a sequence. Once these tasks were completed, students received an introduction to programming using the Kodable app.

Google visited BC twice in November to work with our older students on two different programming ventures. Middle schoolers used Google Cardboard, a low-cost virtual reality system, to “visit” a coral reef. Upper School students were introduced to Google Code-in, a contest which acquaints students with open-source software development.



Clockwise from top: A representative from Google introduces Upper School students to Google Code-in; Lower schoolers work on their computer programming skills; Students do an activity meant to simulate computer programming; Middle schoolers experience virtual reality with Google Cardboard.

NATIONAL EXPOSURE: BC WORKS WITH STORYCORPS ON THE GREAT THANKSGIVING LISTEN

In the spring of 2015, StoryCorps, an award-winning non-profit whose mission is to record, preserve and share stories of Americans from all backgrounds, reached out to Berkeley Carroll to share an idea it had for its TED Prize initiative. StoryCorps founder and BC parent David Isay envisioned high school students across the country taking on a national homework assignment to use the StoryCorps app to record an interview with a grandparent or family elder over Thanksgiving. In a single weekend, thousands of interviews with older Americans would be captured, uploaded and archived at the Library of Congress for posterity.

Excited about the idea, Berkeley Carroll students and teachers met with StoryCorps staff as the organization developed a teacher toolkit, and the school took a national leadership role in promoting The Great Thanksgiving Listen to independent schools through the National Association of Independent Schools (NAIS). BC faculty and students were also prominently highlighted in *The New York Times*, on NPR and in a segment on Good Morning America.

Garrett Collins '16 interviewed his grandmother, Esther Arrington, and was transported back to the Great Depression as she shared her life and work experiences, which included a stint as one of the first female African-American investigators in NYC's Medical Examiner's Office and being a guard for President George W. Bush when he visited Ground Zero after 9/11.

"To see such a powerful black woman related to me, how she was able to overcome so much adversity ... that's very inspiring," he said in an interview with the *Epoch Times*.

Faculty incorporated The Great Thanksgiving Listen into their classes in meaningful ways. Students in the English class *Women on the Edge* interviewed female elders and responded to the resulting stories with their own essays and performance pieces. In *New York Stories*, students used their interviews as springboards to write their own short fiction pieces. Interviews deepened our seniors' understanding of post-war America U.S. since 1945 and Middle School teachers adapted the idea to help Humanities students develop their interview skills and reflect on the art of listening.

"We knew from the outset that this was a project we wanted to support," said Assistant Head of School for Program Brandon Clarke. "It's important to remember that history doesn't have to be recorded in books in order to count. Valuable, even essential, history resides in our grandparents' and other relatives' memories. What a gift to them and to ourselves to pause over Thanksgiving to receive and preserve those stories."

The Great Thanksgiving Listen was a resounding success, capturing an incredible 50,000 interviews over the holiday week. StoryCorps — and Berkeley Carroll — now plans to make it an annual event.

AS SEEN ON...



Top to bottom: The StoryCorps app; Upper School History Teacher Lauren Links speaks with one of her classes about The Great Thanksgiving Listen project; Garrett Collins '16 interviews his grandmother, Esther Arrington, using the StoryCorps app, on Good Morning America.



EVENTS

VETERANS DAY

Upper schoolers made tissue paper poppies at BC's first-ever Veterans Day Assembly on Nov. 12. The flowers were used to create an art installation at Lincoln Place, reminiscent of the Tower of London's "Blood Swept Lands and Seas of Red" installation. **Gil**

Ferguson '16 spoke about the significance of Veterans Day and **Kirsten Ebenezer '16** explained how poppies are seen as symbols of remembrance and hope.

Members of the Upper School choir sang "The Green Fields of France" and **Upper School history teachers Ernestine Heldring** and **Ken Corfield** read a poem written by a World War One soldier. Students and faculty also watched a clip from the 1969 musical "Oh! What a Lovely War."



GOLF OUTING

At Berkeley Carroll's ninth Annual Golf Outing on Oct. 14 at The Saint Andrew's Golf Club, 90 players enjoyed a great day of golf and helped raise more than \$100,000 for our school.



SIXTH GRADE TAKEOVER

Sixth graders took over Lincoln Place on Oct. 21 after school for an evening of grade bonding, the first of three such events this year. They played gaga and bingo, did arts and crafts, went to the "spa," tasted cheese and doodled on white boards before a pizza party with pies they made with Chef Bridget Donoghue in the cafeteria. In the second half of the event, the students went on a scavenger hunt throughout the building (during which they encountered teachers dressed as characters from history and pop culture), which led them to ice cream in the courtyard.

YOUNG ALUMNI REUNION

Nearly 100 BC alums caught up with former classmates at the 2015 Young Alumni Reunion on Nov. 25 at Union Hall.

HALLOWEEN

Halloween at BC was a festive affair in all three divisions. The day's events included costume contests, mummy wrapping and plenty of spooky spirit. The Parent Association also hosted A Very Grimm Halloween Party on Oct. 24.

DAY OF THE DEAD EXHIBIT OPENING

In celebration of Day of the Dead (Día de los Muertos) fifth graders created an altar and calaveras (skulls) honoring someone special to them who has passed away. Family and friends helped students celebrate at the exhibit's opening on Nov. 2.

Day of the Dead bread from Panadería Don Paco Lopez in Sunset Park, which the Spanish Explorations elective picked out on a field trip the week before, was served along with Mexican lemonade. The Middle School Jazz Ensemble played in the Lincoln Place lobby.



THANKSGIVING ASSEMBLY

The entire BC community came together for the annual Thanksgiving Assembly on Nov. 24. **Head of School Bob Vitalo**, **Naiyah Jarrett '24**, **Emma Pilkington '20**, **Avery Smith '17** and **Upper School Math Teacher Amanda Finigan** addressed students, faculty and staff. The Middle School, Upper School, third and fourth grade choruses performed. Earlier in the day, Middle and Upper School students ate a "simple meal" of soup and bread.



CANDLE LIGHTING

All three divisions celebrated the start of Winter Break at the annual Candle Lighting ceremonies on Dec. 18.

Representatives from each grade, plus Head of School Bob Vitalo, Parent Association members, faculty, staff and alumni each lit a candle. **Middle School World Language Teacher Gwendolyn Gout** addressed the Middle and Upper School and student musicians performed.

Left, clockwise from top: Young alumni reconnect at Union Hall; students doodle on white boards during the Sixth Grade Takeover; A BC parent takes a swing at the ninth Annual Golf Outing; Fifth grade Day of the Dead altar on display at Lincoln Place; Upper School students show off their tissue paper poppies at the Veterans Day assembly

Right, clockwise from top: The BC community bids on items at The Benefit for Berkeley Carroll; The Upper School Choir and Dance Team perform "Glory" at the Martin Luther King, Jr. Day assembly; A first grader partakes in the annual Candle Lighting ceremonies; The Upper School Choir performs at the Thanksgiving Assembly; Lower School students compete in a mummy-wrapping contest on Halloween

THE BENEFIT FOR BERKELEY CARROLL

Thank you to our trustees, parents and faculty for making this year's Benefit for Berkeley Carroll a record-breaking event for our school. Together we raised more than \$525,000 for Berkeley Carroll.

MLK DAY

Berkeley Carroll celebrated Martin Luther King, Jr. and other changemakers in all three divisions, with presentations featuring song, dance and stories of civil rights history.

Each Lower School grade contributed to a portion of the Peace and Justice Assembly on Feb. 2. First graders spoke about the impact Ruby Bridges had on the Civil Rights Movement, second graders did interpretative dances to Langston Hughes poems, third graders sang slave songs from the Underground Railroad and fourth graders explained similarities between civil rights struggles in the 1960s and today.

Middle and Upper School students honored Martin Luther King, Jr. Day with an assembly on Jan. 26. Poet Laureate of Philadelphia Sonia Sanchez shared a collection of poems celebrating and remembering civil rights activists throughout history and nine students presented short biographies of activists. The Upper School Choir and Dance team ended the assembly with a performance of "Glory." After the assembly, the Upper School broke into groups and participated in three different workshops on poetry performance and art/identity.

ON CAMPUS



BC parents learned different ways they can talk about race and racism with their children at a workshop with **Border Crossers** on Nov. 16. Participants were taught about how children see race, gained skills for approaching age-appropriate conversations with a racial equity lens and practiced strategies to promote positive racial identity development in children.

StoryCorps founder **David Isay** spoke to BC's Upper School on Nov. 2 about the organization's history and mission and encouraged students to participate in The Great Thanksgiving Listen — a project BC was heavily involved with. Isay also played a number of previously recorded interviews — the heart of StoryCorps' mission to share and preserve people's stories — and animated shorts.



"I wanted to try something that took documentary and turned it on its head. It's a project about listening, it's a project about connection."

Author and human rights activist **Ishmael Beah**, a former child soldier who was forced to fight in the Sierra Leone Civil War, spoke with students in grades eight through 12 on Nov. 18. Seniors in the English Department's Reading War class (Nadine K. '16, Jake S. '16, Kirt T. '16 and Davis C. '16) moderated the Upper School's discussion, during which Beah talked about his experiences during the war, creating a life for himself after he was rescued by UNICEF and why he thinks many Americans are fascinated by violence. This was Beah's second visit to Berkeley Carroll. He first spoke with students, faculty and staff in 2008.



"Returning to normalcy was the most difficult. You're always on guard. You can no longer see the world."



Author **R.J. Palacio** spoke to fourth graders about her best-selling book, "Wonder," on Dec. 7. The students, who read the book in class, asked many questions about the story and Palacio's experience writing it.



Julie Lythcott-Haims, former Stanford University dean of freshmen and author of *New York Times* bestseller “How to Raise an Adult,” spoke to a large crowd of BC parents the evening of Oct. 22.

James Basker, a professor of literary history at Barnard College and president of the The Gilder Lehrman Institute of American History, spoke with American Studies students on Dec. 3 about how anti-slavery literature made real social and political change. They discussed (and read) the work of writers and poets including Robert Southey, Phyllis Wheatley and David Walker.

“Poets are visionaries and they’re not always subordinate to the visions of their times.”



Kate Scelsa, author of young adult novel “Fans of the Impossible Life,” spoke to the Upper School on Nov. 13. She talked about her experience writing the book (her first), read an excerpt and answered questions from students and faculty.

“I ended up making it what I would have wanted to read as a teenager.”



Google visited BC twice in December, introducing Middle and Upper School students to two different programming ventures — Expeditions with Google Cardboard and Google Code-in.



Filmmaker **Lexy Lovell** stopped by the senior Reading War class to speak about her documentary, “The Good Soldier.”

Jeff Hobbs, author of “The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League,” spoke to the Upper School on Jan. 13 about what writing the book taught him about Rob, with whom he was friends, about himself and about our society.

“It’s a messy story,” he said. “It’s messy being a person and having consciousness.”



ATHLETICS HIGHLIGHTS



Girls JV Volleyball (left); Boys Varsity Basketball

LIONS ROAR: BC ATHLETES REAP SUCCESS IN FALL AND WINTER SEASONS

by Michelle Madlansacay, *The Blotter* editor-in-chief, Girls Varsity Basketball, Boys/Girls Varsity Track

Whether it was on a field, in a pool or on a court, Berkeley Carroll had many athletic successes in the 2015-16 fall and winter seasons. Many student-athletes broke individual records and our teams fought in their respective playoffs to win league championships.

FALL

The fall season had an early start — Boys and Girls Varsity Soccer and Girls Varsity and JV Volleyball were already practicing in August. This training definitely paid off, as Boys Varsity Soccer ended with a 9-4-1 record and Girls Varsity Soccer finished 7-4-3.

"I was proud of the hard work and effort that the team brought to every game, and it was a pleasure to be around this particular group of guys for my last year," Elias Contrubis '16 said.

Boy/Girls Varsity Cross-country got

to work shortly after school started in September. Every member of the team beat their personal best time by the end of the season, most notably runners **Dmitry Pokushalov '17** and **Zachary Tegtmeier '19**, who placed 10th and 11th, respectively, during the ACIS championship.

"The cross-country team this year was in the best shape it has been for the past three years," Dmitry said. "We had a great combination of cross-country veterans and talented newcomers who were all determined to improve their times."

Ending the season on a high note, both the Girls Varsity and JV Volleyball teams made it to the AAIS playoffs. Varsity's season came to a close when the girls lost in the quarterfinals 0-3 against Chapin. JV also lost in the quarterfinals, to St. Ann's (1-2), but took second in the ACIS after a loss in the finals (1-2) to No. 1 seed St. Ann's.

"I liked how we were all a family, sort of like sisters who succeeded together and

sometimes failed together, but it always made us stronger," Alyssa Pierre '18 said.

WINTER

BC's basketball and swimming teams snagged top spots in their respective leagues during the winter months.

The action-packed season first ended with the Girls Varsity Basketball team coming in second in the ACIS to Léman (47-65) and fifth in the AAIS after a loss in the quarterfinals to Sacred Heart (31-45), with an overall record of 14-7. The team had members from each grade, the majority of whom were freshmen.

"As a freshman joining her first team ever and knowing little to nothing about the sport, I found it to be one of the best experiences I have ever had," Melina Scott '19 said.

Boys JV Basketball beat Packer 54-37 in the ACIS championship, capping off an undefeated (14-0) season in the league.



The varsity team came in fourth in the ACIS after a tough loss to Léman (45-60) and entered the NYS AIS B-Division tournament as the No. 6 seed, where the boys lost 55-66 to No. 3 Léman.

Captains **Jimmy Council '16** and **Leah Ross '17** made their 1,000th points for the Boys Varsity Basketball and Girls Varsity Basketball teams, respectively, on Jan. 30 and Feb. 10 — a rare feat in BC basketball.

Girls Varsity Swimming was No. 1 in the ACIS regular season with a 10-7 record, while Boys Varsity Swimming finished at 6-2.

Garrett Collins '16, Meret Baumann '16, Olivia Abramchik-Cavallo '17, Sarah Bender '17, Nina Katzner '17, Eric Liu '17, Michael McAlpine '17, Bryan Tirone '18, Hannah Schneider '19 and Natalie Shea '19 all broke records for the swimming program, some of which had been held for more than seven years.



Clockwise from top: Girls Varsity Basketball; Boys and Girls Varsity Swimming; Boys Varsity Crosscountry; Girls 7/8 Swimming; Girls Varsity Soccer

Want to keep up with athletics at BC?
Like the Athletics Department
on Facebook!

[f berkeleycarrollathletics](https://www.facebook.com/berkeleycarrollathletics)

ARTS HIGHLIGHTS



Upper School Wind Ensemble (left);
Middle School Choir

BREAK A LEG: ARTS AT BC IN FULL SWING (FALL/WINTER/EARLY SPRING 2015-16)

by Peter Holsberg, BC Arts Director

The fall and winter have been busy seasons for the arts at BC — students had a banner year in terms of recognition. We invite alumni and friends to come check out our events and to keep abreast of all that is going on here at BC by liking our Facebook page.

Our Visual Arts Department has been producing stellar work. Beginning with the Winter Art Show, which was one of the best-attended in recent memory, to the rotating shows that have been going on since, the output has been high quality and prodigious. The Lower School continues to present shows on a rolling basis. This year the department hired a new Middle and Upper School art teacher, Dr. Nell Daniel, who has been helping add design to our curriculum. The department was recognized by Scholastic with three gold medals, six silver medals and 14 honorable mentions.

The Theater Department presented our

spring musical, “The Music Man,” during the last week of April in the new Marlene Clary Performance Space at Sterling Place. It followed “An Evening of Hitchcock & Poe,” the Upper School fall play, and the Middle School’s rendition of “The Last Night of Vaudeville,” which was the last production done in the Lincoln Place performance space. **Technical Theater Director Jim Kent** is very happy in his new shop in Sterling Place and everyone thoroughly enjoyed “The Music Man,” with its Middle and Upper School cast.

Our Upper School Choir and Dance Repertory class performed at the Martin Luther King, Jr. assembly in February. Their performance of the song “Glory” was electric. The dance program is growing steadily each year.

BC’s Music Department began the year with its traditional performance at the TCS NYC Marathon and continued to show growth throughout the year.

Highlights included the Middle School Orchestra commissioning a piece, the February Choral Pops Concert, the Fifth Grade Debut Concert and the third and fourth grade choral performances at the Thanksgiving Assembly and Winter Concert, respectively. Many Music Department students have collected honors this year. **Aaron Goldin ’16, Michael Eve ’17, Henry Pearson ’16 and Graham Stodolski ’19** won Outstanding Musician Awards at the Ellington Jazz Competition, **Nola Mansour ’21, Lila Blank ’21 and Charlie Hodgkins ’21** won Outstanding Soloist Awards at the Brooklyn Middle School Jazz Festival and **Aaron Goldin ’16, Jacob Justh ’16, Henry Pearson ’16, Kamari Pope ’17, Joey Ball ’17, Mokhtar Rajai ’18, Lukas Holsberg ’19 and Oliver Smith ’21** were selected to perform in the NYC Independent School Honors Jazz Festival in February.



Clockwise from top: Student work displayed at the Winter Art Show; A Lower School student presents her trumpet dress, part of her orchestral instrument project; Aaron Goldin '16 in 'An Evening with Hitchcock & Poe,' the Upper School fall play; Middle School Jazz Ensemble; Nadine Khoury '16 plays the violin as part of the Upper School Chamber Ensemble

Want to keep up with the arts at BC?

Like the Arts Department on Facebook!

 [berkeleycarrollartsdepartment](https://www.facebook.com/berkeleycarrollartsdepartment)

Ya Got Trouble!

Students rehearse "Ya Got Trouble" for the "The Music Man," the joint Middle and Upper School spring musical which marked the grand opening of the Marlene Clary Performance Space at Sterling Place.







Brooklyn Public Library

Girl Scouts of America

NYC Office of Management and Budget

NYU Stern School of Business

National Multiple Sclerosis Society

Prospect Park Alliance

Public Service Externships:

Students Put Classroom
Knowledge into Action
in the Real World

by Melissa Goldin '09

Upper schoolers are gaining professional experience and exploring their interests in the Public Service Externship Program.

Toluwani Roberts '17 hasn't decided what she wants to study in college — or what she'll do after — yet, but knows she has an interest in law, thanks to a one-week externship she did at Brooklyn Criminal Court last summer.

Her curiosity about the field was originally peaked during Berkeley Carroll's first-ever Career Symposium in May 2015 when she heard from a judge, an attorney and a career diplomat at a session focused on law and diplomacy. Toluwani was shadowing a judge and observing lawyers during DUI and sexual assault cases at Brooklyn Criminal Court two weeks later, an experience which strengthened this initial spark of interest, as part of BC's Public Service Externship Program. This past spring she attended The School for Ethics and Global Leadership (SEGL), a semester program in Washington, D.C. which emphasizes ethical thinking skills, leadership development and international affairs.

"Even though it was a lot of sitting down it wasn't boring," Toluwani said of her summer experience. "I felt like I was still active because I was learning a lot. I wouldn't have known that I was interested in law if I hadn't done that externship."

During their time at BC, students are exposed to a demanding curriculum and vibrant civic life, based around critical, ethical and global thinking. The Public Service Externship Program, run by the Parent Association's Side by Side committee, gives them a chance to put this theoretical knowledge to use in a real-world work environment, letting them explore their interests and prepare for college, as well as a future career. It's a trend that's taking place nationwide — a 2014 survey conducted by Millennial Branding and Internships.com found that 77 percent of high school students surveyed were interested in volunteering to gain work experience. Plus, 50 percent of the 326 employers surveyed offered internships specifically for high school students that year.

Upper School students accepted to the program, which kicked off in the summer of 2013, shadow BC parents or alumni, who volunteer as field supervisors, at nonprofit organizations and government agencies in New York City for at least one week. They are placed in the externships, which are unpaid, by a committee of five to 10 members based on their past work or volunteer experience and what they're interested in. Some are the sole extern at an organization while others work with fellow BC students.

"They really have to do it because they see this as a growth opportunity — an exploration of themselves and their own interests," Claudia Zeldin, chair of Side by Side and the Public Service Externship Program, said. "It's experiential learning where they're actually doing something that is real."

Claudia began the program in an effort to provide students with more hands-on career readiness. Her own extensive experience at nonprofits inspired her to focus on public service externships. She believes that exposure to this sector could encourage students to think about how they can impact the world in their careers or over the course of their lives, even if they end up working in the private sphere. The fact that the program is

so short means externs can do other programs or find paying work during the summer, but still get a taste of a certain field which could help springboard them into something longer-term in the future. Each year more than a dozen students apply.

Externs have worked at organizations such as The National Multiple Sclerosis Society, NYC's Office of Management and Budget, the Prospect Park Alliance and the Brooklyn Public Library, among many others. Pia Murray '01, an elementary school dance educator and the first BC alum to offer an externship, will host a student at P.S. 234 Independence School this summer. Students' responsibilities vary based on their position, but past work has included researching funding opportunities, assembling press kits and presentation materials, coordinating event logistics and calculating tax revenue. They also provide any necessary administrative support.

Mokhtar Rajai '18 worked in an office for the first time as an extern at NYU's Stern School of Business last summer where he spent the week researching the admissions statistics of a number of different business schools for a benchmarking project. He assumed the experience would be more similar to school, but was happy to learn how hands-on it was.

"It's nice having a low-pressure environment where you can just get used to your work having actual meaning behind it," he said.

Though Mokhtar isn't sure what kind of career he wants to eventually pursue, he feels that his experience at NYU helped prepare him for a future job and would definitely do something similar down the line.

Some students have used their externships to figure out what they don't want to do. In addition to her time at Brooklyn Criminal Court, Toluwani has worked at the Miss Foundation and the Girl Scouts of New York through the Public Service Externship Program. It was during these experiences she learned that she doesn't enjoy the office work associated with nonprofits and prefers work in the field.

At the very least, these externships are a chance for students to experience a professional environment. Some are initially scared to ask what the dress code is or to call someone in a world where texting is the norm, Ms. Zeldin said, and this is a great opportunity for them to interact with adults outside of their family or a school environment. A good extern, she added, is someone who makes an effort to learn about their organization in advance, is thoughtful about what they hope to get out of the program and asks questions of their supervisors and co-workers.

"It strengthened my focus, my timeliness," Toluwani said of the program. "Just be yourself and stay professional."

Are you a parent or alum interested in hosting a student extern in June 2017? Want to help coordinate the Public Service Externship Program? Contact **Claudia Zeldin** at claudiazeldin@yahoo.com.

CREATING A DIVERSE INCLUSIVE COMMUNITY



VERSE, COMMUNITY AT BC





Students and faculty participate in the Step Into the Circle exercise at the first BC Talks (formerly known as Diversity Day) in April 2015.

In a new iteration of an old BC tradition, Upper School students, faculty and staff who participated in the Step Into the Circle exercise at the first BC Talks (formerly known as Diversity Day) on April 16, 2015 were assigned the persona of another, unidentified member of the BC community. They were then asked to rise based on how that person had identified themselves (as opposed to rising based on their own identities, as was done prior to 2015) in an online survey. The intent, however, was the same — to create self-awareness and show the school who belongs to various communities so all members of BC can be better supported. This amended exercise lived on at the second annual BC Talks this past April.

“You put yourself in that person’s shoes and realize how important it is for you to step forward for them,” Middle and Upper School Admissions Director Vanessa Prescott, a long-time advocate for diversity and inclusion at BC, said. “The kids felt even more empowered that they were representing someone who may not always be able to stand up for themselves.”

The ongoing challenge at Berkeley Carroll — and most independent schools — is how to create an environment that is not only diverse, but inclusive, so every member of the community feels respected, valued and that they belong as an equal.



Forming such a space has been a goal at BC for many years, but more recently the school has made a long-term commitment to, and taken tangible steps toward, both diversity and inclusivity. This means approaching the question with a multi-pronged strategy encompassing academics, admissions, financial aid, student life, family support, faculty and staff hiring and accessibility to the school. But there's still a long way to go and many challenges ahead, requiring proactive and aggressive strategies.

“What we need — as a community, as a culture, as a society — is constantly evolving,” Director of Community and Inclusion Brandie Melendez said. “We have to work harder and dive deeper to have challenging conversations which I hope over time get better. It takes time to move forward.”

In other words, if diversity and inclusion are to be integrated cornerstones of a Berkeley Carroll education, they need to be incorporated into the daily conversation and in the classroom, not simply discussed at special events as a one-off topic or by students in specific groups. They should be an ordinary, familiar part of life at Berkeley Carroll for every member of the community.

DIVERSITY

Having a varied set of people, way of learning, thinking or perspectives and the discourse that happens between those constituents.

NAIS CULTURAL IDENTIFIERS

Ability
Age
Ethnicity
Gender
Race
Religion
Sexual orientation
Socioeconomic status (class)
Body image (“lookism”)

INCLUSION

A sense of belonging which allows an individual to thrive within a community and take advantage of opportunities presented to them.

Educational background
Academic/social achievement
Family of origin, family makeup
Geographic/regional background
Language
Learning style
Beliefs (political, social, religious)
Globalism/internationalism





MIZZOU: BC STUDENTS MAKE A STATEMENT

More than 70 Upper School students wore black on Nov. 12, standing in solidarity with students of color at the University of Missouri. The effort was organized by Garrett Collins '16 and Jules Munroe-Sabatini '16, co-leaders of the P.O.C. (People of Color) affinity group.

Mizzou students had been protesting the administration's attitude toward racial issues on campus — an effort which was thrust into the national spotlight and came to a head when student Jonathan Butler pledged to go on a hunger strike until Mizzou President Tim Wolfe stepped down. Wolfe and Mizzou Chancellor Bowen Loftin resigned on Nov. 9, but there is still more work to be done.

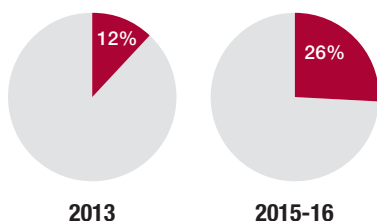
DIVERSITY AT BC

In today's world, diversity goes far beyond just black and white. The National Association of Independent Schools, which Berkeley Carroll belongs to, lists nearly 20 identifiers on its website. Some, such as race, gender and socioeconomic status, can be easily quantified. Others, however, are not as simply accounted for — including sexual orientation, body image and learning style.

According to the most recent data available, we have made improvements in many of these categories.

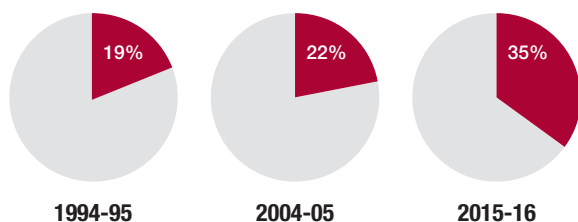


Geographic Diversity: Taking the School Bus



To make BC more accessible to a broader number of neighborhoods, in 2013 we began providing free bus service for all families who meet NYC's DOE requirements, which are based on student grade level and distance from the school. In three years, ridership has increased from 100 to 240 students.

Racial Diversity: Student Body



Racial diversity has increased since 1994-95. BC started offering financial aid for PreK4, the biggest entry point into the Lower School, in the 2015-16 school year.

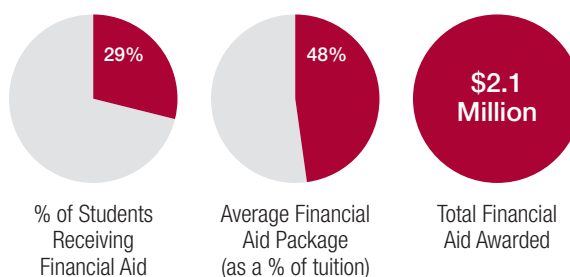
Gender Identity & Sexual Orientation

4 NYC and NYS workshops and conferences on this topic that BC has led or hosted in 2015 and 2016

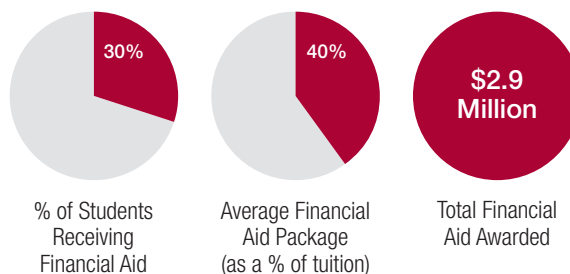
BC is widely regarded as a leader on LGBTQ+ issues by many NYC independent schools, some of whom are asking us to help advise them. In 2015, BC was the first independent school to advertise in Metrosource, a leading local LGBTQ+ magazine, and started hosting open houses specifically for this audience. We also hosted and led a sold-out, one-day conference for NYC independent school educators on supporting gender-fluid, gender-questioning and transgender children. A session from this conference was later also offered to BC parents.

Socioeconomic Diversity: Financial Aid

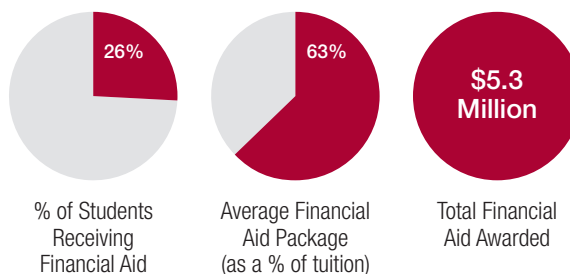
2003-04



2009-10



2015-16



Our families' need has been increasing, so the Board of Trustees has increased the financial aid budget by \$2.4 million (83%) since 2009. The Annual Fund campaign, which is funded by families, alumni, faculty, staff and friends of BC, helps the school provide more money for financial aid.

NEW INITIATIVES

Community and Inclusion Administrator: In 2014, Head of School Bob Vitalo created a new position, director of community and inclusion, to give more attention to these matters. It is now held by Brandie Melendez, who works closely with the BC community.

Admissions: The admissions staffs have increased their outreach to groups that are traditionally underrepresented and work with organizations such as Prep for Prep, Oliver Scholars Program, TEAK Fellowship, Boys' Club and Breakthrough New York, to reach students from public schools who might not otherwise consider attending an independent school. These agencies provide students and families with the information they need to navigate the admissions process, and help prepare students for the rigor of an independent school. Some also offer guidance after students enter this new community.

Academics: Themes related to diversity and inclusion are woven into curricula in all divisions of the school. The Upper School offers classes such as History of Latin America and Women on the Edge, and also incorporates these ideas in year-long courses such as 11th grade American Studies. Middle schoolers explore identity and social justice in Humanities and in other subjects. In the Lower School, the themes of diversity and inclusion are generally taught by normalizing concepts, such as different family types, that might otherwise be seen as unusual or marginalized.

Lessons learned in the classroom are often applied to activities and events outside of a traditional academic setting. Students, faculty and staff in all three divisions participate in GLSEN's National Day of Silence each year in support of LGBTQ+ youth and fourth graders have held two silent marches around Park Slope in support of the day's mission. The Upper School discusses diversity and inclusion-related issues, such as privilege and the Black Lives Matter movement, at BC Talks (formerly known as Diversity Day) every spring. This new name represents the fact that it is a continuation of an ongoing conversation rather than just one day of discussion.

"The school's goal is to move beyond the need for special 'days' and increasingly towards a curriculum and culture that allows faculty and students to speak of matters of social justice,

and political and cultural importance, regularly, if not daily," Upper School Director Jane Moore said at the start of the second annual BC Talks in April.

Financial Aid: BC provided more than \$5 million in financial aid during the 2015-16 academic year — the largest amount in its history. Over the past five years, the Board of Trustees has increased the financial aid budget by \$2 million, representing a 60% increase from 2010-11. Two years ago, the school began offering financial aid in PreK4, one of the largest points of entry into the school, with the goal of establishing a more socioeconomically diverse population, beginning with the Lower School. This has been especially important as the cost of living — and independent school tuition — increases every year. BC's Annual Fund campaign, which is funded by gifts from parents, families, alumni, faculty, staff and friends of BC, has helped the school provide more money for financial aid.

Free Bus Service: To make BC more accessible for students in all five New York City boroughs, the school began offering this service in 2013. Since then, ridership has grown from 100 to 240 students — 26% of the student body.

Community Life: Students and faculty of many backgrounds have expressed an increased desire to discuss diversity-related matters. This is reflected in the number of

new (and expanded) affinity groups and alliances at the school. Plus, BC has begun hosting annual gatherings for LGBTQ+ parents and families of students of color.

Hiring: Hiring diverse faculty, staff and administrators is an important part of creating an inclusive school environment. "Ideally, students and their families should be able to see someone who identifies as they do at the front of the classroom or helping to guide the direction of the school," Mr. Vitalo said. For example, Ms. Prescott and Director of Lower School Admissions Beverly Reese — two people prospective families are guaranteed to meet — are both women of color. While BC has made some strides in this regard, the school still hopes to hire even more faculty from underrepresented populations in the future. Other schools have a similar goal, which creates intense competition for talented teachers, so this needs to be an ongoing priority.



AFFINITY GROUPS

(People linked by a common interest or purpose)

The Asian American Students

Association (Upper School)

discusses issues of concern to Asian American students and celebrates the various cultures of the student members.

Girls 2 Women (Upper School, 7th/8th Grades) learns about topics relating to gender and beyond through thought-provoking articles, movies and guest speakers.

P.O.C. (Upper School, 7th/8th Grades, 5th/6th Grades)

provides a safe environment where students of color can support and promote their differences.

Faculty and staff groups for employees of color and those who identify as LGBTQ+ create opportunities for members to share their experiences and goals or connect with and support one another.

ALLIANCES

(A union or association formed for mutual benefit)

JADA (Joint Alliance for

Diversity Awareness) (Upper

School) discusses important, controversial, tough and uncomfortable issues that affect all individuals who identify with any race, culture, socioeconomic class, gender spectrum, sexual preference, religion and the like.

Spectrum (Upper School), which is open to allies and members of the LGBTQ+ community, provides an avenue for students of all genders and sexualities to work toward making the school a safer space.



A CONVERSATION WITH BOB VITALO AND BRANDIE MELENDEZ

Head of School Bob Vitalo and Director of Community and Inclusion Brandie Melendez are leading Berkeley Carroll's work toward becoming an increasingly diverse and inclusive institution. They spoke with the *BC Magazine* about the importance of these efforts and what they'd like to see in the school's future.

Why is diversity important?

Bob Vitalo: One, by us reaching out and including people, encouraging them to come to this school, we give more people the opportunity to get a quality education. Second, we have to make sure that our school looks like the world. It doesn't work if there's only one type of person, one type of character, one class, because that's not the way the world is. We need to change, we need to make sure we're representative, that we have a look that removes as many blind spots as possible.

Brandie Melendez: When a community is comprised of individuals who are too similar, we don't experience different perspectives. We don't have challenging discourse around varied ideas, learn from others who think differently than we do or gain perspectives on the world beyond what we see or experience ourselves.

Would you call Berkeley Carroll diverse?

BV: I short-handedly say we want a school that looks like New York. And in many ways we achieve that. We have a ways to go, but that's a goal. We want to remove blindspots. We don't want students to have misconceptions or prejudices about people of color, people of a certain religion. We want them to have the most open-minded and clear thinking as possible. It's just good education.

BM: Yes, we are diverse within the context of independent schools. If you were to compare us, though, to Brooklyn or New York City as a measure, you would find we have room for improvement.

Where does inclusion come in?

BV: We want everyone to be able to come to Berkeley Carroll and be fully themselves. Where that doesn't happen, where that's not clear, where we struggle, we need to make sure there's oversight, support and supervision so that it does happen. Inclusion means not only being a member or belonging, it means being fully empowered.

BM: In the ideal world, we would create an environment in which people could whole-heartedly be themselves and have a sense of belonging within the community. That would allow them to thrive and reach far beyond where they are currently to take advantage of everything BC has to offer.

How can we make people feel accepted?

BV: Their voice needs to count, their involvement needs to be authentic, there can't be double standards. When you're a member of something you're a member.

BM: One way is to educate all members of the community on why it's important for everyone to have a diverse community. Another piece is looking closely at the systemic pieces of racism and classism and all the -isms because if we can't acknowledge them, we can't undo or address them.

What can we do to improve? Is there anything holding us back?

BV: The challenges are not philosophical or spiritual. Sometimes it's real-world constraints of geography — getting certain people to the school. Sometimes it's finances. You have to remember, it costs a lot of money to come here. Even with [the] financial aid that we have, it's never enough to help everyone.

BM: I don't think there's any sort of institutional block or lack of effort or lack of caring. In diversity work in any environment, one of the biggest challenges is everyone's in a different place. So creating a foundation as a community is an important part of the work of moving forward.



BC has recently led or attended the following events. Bold text represents events we've led and/or hosted.

2015 & 2016 CONFERENCES

Student Diversity Leadership Conference (NAIS)

Best Practices in Supporting Gender-Fluid, Gender-Questioning, and Transgender Children in Independent Schools (NYSAIS)

Young Men of Color Symposium

NYS Diversity Awareness Initiative for Students Conference

People of Color Conference (NAIS)

NYSAIS Educating Girls Conference

2015 & 2016 WORKSHOPS

"Looking Out, Looking In: Teaching About Fairness and Equity Through Change Makers and Media Literacy" (Progressive Education Network Conference)

"Talking About Race for Parents" (Border Crossers)

"Supporting Gay, Lesbian and Transgender Students in the K-12 School Environment" (Austin & Co.)

"Gender Inclusion in Physical Education and Athletics" (SHAPE America National Convention & Expo)

"The Price of Poverty and Privilege: A Global Girl Scout Initiative"

"Parenting with Identity in Mind" (Rosetta Lee)

"Breaking Out of the Binary by Shifting Conversation, Culture, and Curriculum Towards Gender Inclusivity" (NYSAIS Diversity Conference)



STEREOTYPE THREAT AT BERKELEY CARROLL: ARE GIRLS LESS CONFIDENT THAN BOYS?

STUDENTS INVESTIGATE DIVERSITY AND INCLUSION IN THE CLASSROOM

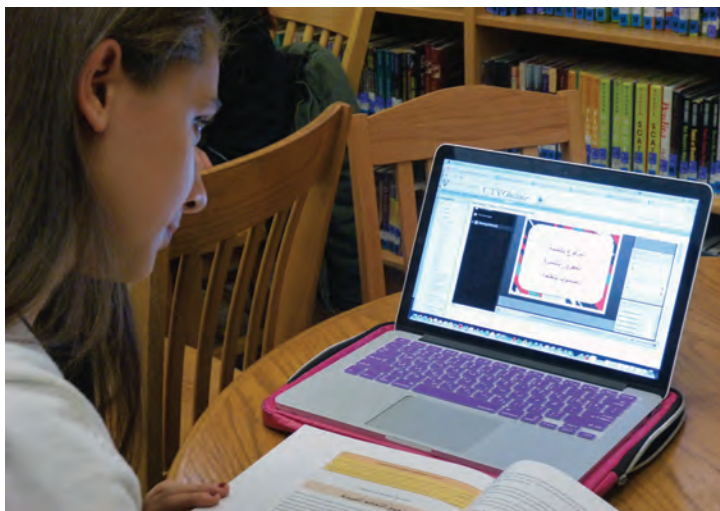
By 11th grade Science Research and Design students

The 11th grade Advanced Science Research class explored the following experimental question. Based on the stereotype that girls are less confident than boys, does stereotype threat cause girls to behave in a way that lacks confidence? We specifically tried to determine if girls who receive a clear instruction designed to remove stereotype threat demonstrate more confidence (as measured by responses to open questions) than girls who do not receive that instruction. We conducted observational studies in eight classrooms, four of which had stereotype threat “off,” and four of which had stereotype threat “on.” Stereotype threat was assumed to be “on” in classes where we issued a simple statement that explained the presence of observers in the classroom, but that was not designed to improve confidence or negate the effects of stereotype threat. Stereotype threat was “off” when observers issued a statement to all students, assuring them that they are adequate and confident. In classrooms where stereotype threat was “off,” girls demonstrated significantly more confidence than girls in classrooms with stereotype threat “on.” This study provides evidence that stereotype threat for girls, deemed a cultural phenomenon, exists even in an inclusive environment such as Berkeley Carroll.

Through our study of gender-based stereotype threat in the classroom, we can conclude that there is a significant result. Using a simple statement as an intervention to remove the stereotype threat can improve the confidence of the girls in the classroom. Based on the data drawn from observation of

students in their classroom settings, we can conclude that there is evidence supporting a lack of confidence in girls which can be a result of the stereotype threat that female students are less confident in the classroom than male students. This stereotype can be reduced by a simple statement like the one we used at the start of the class. That being said, the procedure was far from foolproof. It was difficult to make sure the data was completely accurate. For example, the dependent variable of “confidence in responses” is subjective to the observers of the students and how they interpret confidence. Another limitation was that the sample size was small. We only visited eight classrooms for one lesson each, and this was all conducted in a single independent school; therefore, our results can’t be generalized for all students. We chose not to use correlated samples because we thought that would interfere with the experiment. The risk of using independent samples with such a small sample size is that we would be comparing completely different samples in the two conditions. Another defect was that we weren’t able to conduct all of the data collection on the same days that we had originally hoped. The classroom visits were spread out over a span of six days. This could have altered the findings because there may have been other variables affecting the students’ participation. Despite these shortcomings, the results still demonstrated that lack of confidence in students could be a result of stereotype threat. A broader study would be favorable to continue this investigation on students, stereotypes and the classroom setting.

This is an excerpt from a 11th grade Science Research and Design group research project.



ARABIC COURSE AT BC DISPELS STEREOTYPES

by Lindsay Nissenbaum '17

When I tell people I take Arabic, they all react in relatively the same way. Most of the time they say something like, “that’s so cool!” or “wow, that must be so hard.” It is, in fact, very cool and it can be hard at times, but it’s definitely not as complicated as English can sometimes be. Many people also ask questions about how online classes work, but when it comes down to it, they’re essentially the same as in-school classes. You may remember from your studies of French or Spanish having to do countless projects on subjects like the French language in Cameroon or the food in Guatemala. Arabic class is no different. In the Johns Hopkins CTY program, we must complete at least one culture project per semester. These projects include doing research on an Arab country, making classic Arabic food like hummus or creating a fictional character and writing about his/her daily life in a major Arab city. Through these projects, we come to see just how diversified the Arab world is and how similar it is to our lives here in America.

I found it unnerving that on Dec. 7, presidential candidate Donald Trump released a statement that called for the prevention of Muslim immigrants from entering the United States until we “can figure out what is going on.” We can assume that what he means by “what is going on” is the plan that the U.S. government is going to use to deal with the havoc that the Islamic State (ISIS) is wreaking in Iraq and Syria. According to *The New York Times* later that day, after issuing this statement, “[Trump’s] poll numbers rose largely,” which tells us that many Americans agreed with him. By making a statement that suggests that all Muslims should be banned from immigrating to the U.S., Trump is not only perpetuating many Muslim stereotypes, but

he’s setting the example that it is permissible to do so. The most prominent stereotype Trump perpetuated in his statement is that all Muslims are Arabs and all Arabs are Muslims. This statement is far from the truth. In fact, four-fifths of the world’s Muslim population resides in countries outside the Middle East, according to the Pew Research Center. If the people who supported his statement had been more educated on the matters of ISIS, Islam and the Arab World in general, they wouldn’t have been so quick to agree with Trump and perpetuate these stereotypes.

Education on this topic is crucial, especially in a country that suffers from Islamophobia and Arabophobia. It is important that Americans, specifically the young ones, take the time to learn about Arab culture and its similarities to American life. In my Arabic course at BC, I have learned so much about the Arab world. For example, one of the first things Dr. Thana Jarjour-Moussa, our teacher and the program director, taught us, was that the Arab world is as diverse as America. Spanning across the Northern coast of Africa and reaching into the easternmost countries of Asia, the Arab world encompasses many different people. The one common thread between them is the language — Arabic.

Brian Whitaker, who runs the blog *Al-Bab*, said in a post about learning Arabic, “You start to see how Arabs view the world and become more comfortable relating to them. This kind of cultural understanding seems to me essential if you are trying to interpret events in the region and explain them to others.” Through learning about the Arab culture, we as American students can expand our cultural understanding and work to create a country that really does welcome people of all walks of life.

This article was originally published in the BC Blotter, the Upper School student newspaper, on Dec. 17, 2015.

BC COMMUNITY SPEAKS OUT

The question of whether Berkeley Carroll is diverse elicits a range of opinions from different students, faculty and staff, but one sentiment they tend to agree on is that regardless of how they feel right now, BC has made, and continues to make, progress.

"I think we're diverse. It's one of those attributes you never fully attain — it's something you can always improve upon. As we educate ourselves, as we learn and become more sensitive to every dimension of diversity, we have to keep working. Are we finished? No. Are we still learning? Yes."

Head of School Bob Vitalo



"You can have diversity without inclusion. You can have a bunch of ... people of color, but if they're not feeling comfortable, they're not feeling like this is a safe space for them, then there's not inclusion at all in the community."

Alayna Thomas '19

"Berkeley Carroll should be preparing us for what's going to be in the real world, especially since we live in New York, which is such a diverse place. I feel like it's BC's job to give us the extra push toward having discussions even if we might not be exactly comfortable with it. It's having those tough discussions that really leads to change being made."

Mosab Hamid '19



"People have ingrained prejudices that they don't realize, which is one of the reasons education is so important — you fight those prejudices. But it makes it difficult to make change, I think, which is not ok."

Julia Harrison '18

"The time between slavery and Jim Crow is not the entirety of black history. Indigenous American history doesn't begin with their genocide. LGBTQ+ students' one day of acknowledgment should not be the the Day of Silence. Feminism should not only be discussed when referencing dress code. Poverty should not be discussed as though it's an issue far from home."

Jules Munroe-Sabatini '16



"I would call Berkeley Carroll getting there. I realized recently that within my friend group we're talking about political or social issues so much more. After a really fiery conversation in the classroom students go out into the hallway and then at lunch we're talking about it and we can formulate our own ideas."

Ananda Sahihi '17

"How do you create an inclusive community within an inherently exclusive environment? That's the essential question and I think that's what we're all asking. We're all trying to get there in different ways."

Director of Community and Inclusion Brandie Melendez



"To solve social issues with diversity everyone has to have a voice. Berkeley Carroll's definitely making strides into trying to become a very, very diverse school."

Lukas Yurasits '18

"The work the school is doing is more visible. Diversity and inclusion work is being incorporated into the school curriculum and not just an offshoot of the core Berkeley Carroll education."

Director of Middle and Upper School Admissions Vanessa Prescott





There is not necessarily an end goal to this work, but rather a continually expanding set of benchmarks to reach, ultimately turning hypothetical talk into tangible actions. It's not enough to simply have a diverse community — every member of that community needs to feel represented, that their concerns are being addressed and that they are more than just their race, sexuality or any other number of identifiers.

“What we talk about today might not be the same thing we talk about in a year,” Ms. Melendez said. “We’ll be having different discussions, getting better at it, and achieving more depth. That’ll never be finished.”

AS SEEN ON TWITTER



Berkeley Carroll @BerkeleyCarroll • Mar 4
The Lincoln Place library unveiled its new collection of 100 #Spanish-language books for middle schoolers on Tues.!



Berkeley Carroll @BerkeleyCarroll • Apr 7
BC PE teachers presented a workshop on #gender #inclusion in athletics at the @SHAPE_America Convention & Expo.



Berkeley Carroll @BerkeleyCarroll • Jan 27
Juniors saw @HamiltonMusical on Wednesday as part of their American Studies course. #FoundingFathers



Berkeley Carroll @BerkeleyCarroll • Apr 4
1st graders created bottle models of people and animals who were #changemakers in their library and #STEAM classes.



WANT TO SEE WHAT'S HAPPENING AT BC RIGHT NOW? LIKE/FOLLOW US ON SOCIAL MEDIA!



berkeleycarrollschool



@berkeleycarroll



@berkeleycarrollschool



The Annual Fund

supports and enriches Berkeley Carroll's

- Academics & Arts
- Athletics
- Financial Aid
- Technology
- and More!

Your gift shows your support of our community.

www.berkeleycarroll.org/give

Every gift matters, regardless of size.

Berkeley Carroll is a designated 501(c)(3) charitable organization. Your gift is tax deductible.



All my life

BC's Married Faculty Thrive Working with Their Spouses

Couples open up about how working together helps them personally and professionally.

by Melissa Goldin '09

Berkeley Carroll played matchmaker for **Robert and Rebecca Missonis**. The couple met at a new faculty meeting 16 years ago and left the school in 2005, married with a newborn baby in tow, ready for the next phase of their lives in Pennsylvania.

They had been friends, as well as seventh grade homeroom teachers, for a year before they started dating. The pair kept their new romance under wraps until their students pushed them together at a Middle School dance, formed a circle around them and dedicated a song — K-Ci & JoJo's "All My Life" — to the couple.

"It was beyond being able to keep it secret," Ms. Missonis, now a history teacher at George School in Newtown, Pa., joked.

Their lives were entwined with the school. In Ms. Missonis' words, the couple "lived, breathed Berkeley Carroll." They were good friends with other young faculty, chaperoned debate tournaments and overnight trips together and purposely chose an apartment up the block from the Middle and Upper School. It was this connection that not only let their relationship grow as it did, but also helped them support each other as teachers.

"It's hard to explain to someone, 'It's report card writing time, don't come near my cone of silence for the next two days,'" Mr. Missonis, who is currently the assistant head for academic leadership and head of the middle school at Stuart Country Day School of the Sacred Heart in Princeton, N.J., said. "Teaching takes a lot out of you. It's completely rewarding and I still love being involved in schools, but finding someone who can understand that is a huge help."

A 2016 study by the Journal of Occupational Health Psychology found that spouses who were "work-linked"

(meaning they worked in the same organization, occupation or both) were more satisfied with their jobs. This was largely because they understood the nuances of their partner's work, were able to give helpful advice and could see each other during the work day. It's a fact that seems to hold true for many married couples at Berkeley Carroll who believe their workplace proximity improves their lives personally and professionally.

Director of Technology Aidan Lucey and **Middle School Psychologist Elizabeth Hayward** met at Carleton College and began dating during a study abroad program in Mexico. When they moved to Brooklyn in 2006, Ms. Hayward began a graduate program at New York University and completed a one-year externship at BC's Lower School. It was during this time that she heard Berkeley Carroll was looking for a technology associate and suggested Mr. Lucey apply. Ms. Hayward then returned to the school

in 2014 as a maternity-leave replacement and stayed on when the former Middle School psychologist decided to leave. Their oldest child (of two), **Eleanor Lucey '30**, entered the

Lower School in PreK3 last September.

The work Mr. Lucey does in the Technology Department often informs Ms. Hayward's work with students and parents (and vice versa) and their conversations outside of BC can help them in their roles back at school. They recently discussed digital citizenship, for example, an idea which comes into play when parents speak to Ms. Hayward about issues such as cyberbullying. She has a clear idea of which situations might be a symptom of the technology itself, as opposed to an issue of boundary-setting, and Mr. Lucey will know if there is a technological solution to the problem.

Middle School Humanities Teacher and Director of Middle School Productions Emily Marchese and



her husband, **Technology Integrator Nick Marchese**, who sometimes teach the same students in different subjects, will often give each other advice about how to work with certain kids.

The two met through a mutual friend in graduate school at New York University. Ms. Marchese came to BC in 2013 and Mr. Marchese followed in 2014, the same year they got married. They are expecting a baby in October. The couple asked one of Ms. Marchese's fifth grade classes for marriage advice, which they filmed and played at their wedding — one student recommended that Mr. Marchese always use the oxford comma given Ms. Marchese's preference for the punctuation mark.

"We both know what this environment is, so we're able to really feel strongly about our advice and support," Mr. Marchese said.

“It was beyond being able to keep it secret.”



Dance Teacher and Musical Choreographer Dalienne Majors has “always loved stagehands,” ever since her first play at age 10, “Mrs. McThing.” When **Technical Theater Director Jim Kent** came to BC in 1999 he would design lights for Ms. Majors’s dance concerts and “hang around a bit,” a relationship that eventually led to their marriage in 2005. Among the 200 guests there were three heads of school, plus many faculty, staff and BC families. Mr. Kent’s children from his first marriage, **Jackson Kent ’09** and **Margot Kent ’04**, graduated from the school.

The couple has collaborated for many BC productions — Ms. Majors now choreographs the musicals, including this year’s Middle and Upper School rendition of “The Music Man,” and, when she worked at BC full-time, would often stay late to help Mr. Kent in the theater. Their proximity especially



came in handy when Mr. Kent fell one day during class and his students rushed to get help from Ms. Majors. Luckily, he wasn’t seriously injured.

But it’s about more than just physical distance — having the same mentality about work and understanding of the Berkeley Carroll culture goes a long way. When a Friday night dance concert got canceled this year, thanks to January’s blizzard, Mr. Kent was immediately game for doing a second show that Saturday instead.

“It’s nice to have someone who knows the same building and the same people and the philosophy of the school,” Mr. Kent said. “When I talk to other people their first response is, ‘Why did you do that? That’s crazy, don’t do that.’”

Having a spouse in the school has social benefits as well. Ms. Marchese, whose work centers around the Middle



Clockwise from left: Technology Integrator Nick Marchese and Middle School Humanities Teacher and Director of Middle School Productions Emily Marchese at their wedding in 2014; Director of Technology Aidan Lucey works with students in the classroom; Robert and Rebecca Missonis, former BC faculty, at a Middle School dance in 2002; Technical Theater Director Jim Kent and Dance Teacher and Musical Choreographer Dalienne Majors with students on a global academic program in Costa Rica in 2011

School, has gotten to know Upper School faculty she might not have met otherwise through Mr. Marchese. Watching Mr. Missonis with his students and hearing how much they loved him helped Ms. Missonis realize she wanted to marry him and assured her he would make a great father.

Challenges, such as knowing when to make a relationship public or cutting down on talk about dinner around colleagues, it seems are generally offset by the advantages of having a spouse close by on a day-to-day basis. Some might be surprised, however, at how often some couples actually see each other.

“This is the first time this week we’ve sat down with each other at school!” Ms. Marchese said while being interviewed for this article. “I think we made a bigger effort when he first got here to have lunch together.”

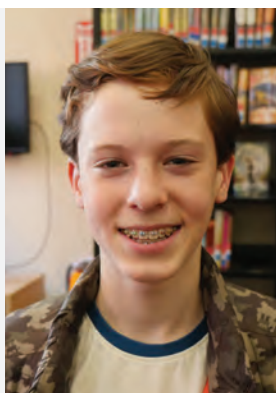
ASK A STUDENT

What accomplishment from the past year are you most proud of?



Amirah Winston '17

"I became the editor-in-chief of the yearbook. It's a really tough job, but I've had a couple of friends on the staff who have been really helpful and it's been a great learning experience."



Henry Shenk '21

"I learned how to pronounce parastratiosphecomyia stratiosphecomyioides. It's a type of fly."



Darby London '25

"I worked very hard on my panda project because I was studying them for a while."



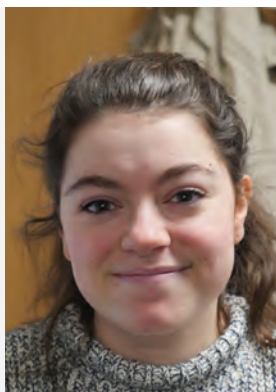
Emma Raible '16

"I'm really proud of being the arts editor of *Reflections*, our literary magazine. I've been working hard with the high school staff to create a magazine that will be published in the spring."



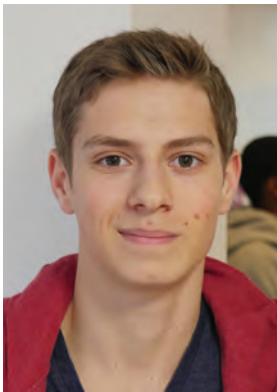
Zakir Rothstein '27

"I learned what a spelling test was and I did well on it."



Lily Meier '16

"I'm really proud of being a peer leader. I have 10 freshmen that I mentor and I'm really proud that I've been able to be there for them in a lot of hard situations."



Abe Berman '18

"Getting into SYA Spain. It's a school year abroad in Spain that's an immersion program that I'm doing next year."



Sofia Dopman '22

"I'm the most proud of completing the dignity project because it was really hard working with a lot of people in a big group, but we finished our project so I was really proud of that."



Jimmy Council '16

"Finally reaching the 1,000-point mark for varsity basketball. It's not something that many people have done in our school's history and I've worked towards it since freshman year."



Carolyn Dunn '21

"We had a really good year on the seventh and eighth grade swim team. I was able to set a bunch of personal records."



Rafa Beams '27

"I'm proud of my diorama of the ocean for my nonfiction project. I think it's pretty good."



Talin Schell '22

"I figured out how to become something greater than myself. It just mainly keeps you in place and gives you something to believe in, which is pretty cool."



Zoey Sternoff '25

"I studied Confucius and I'm proud of it because it took me a long time and I really researched it closely."



Liam Frackelton-Figueroa '22

"In math class I've been able to get a perfect score on all of my tests. I'm pretty proud of that and hoping I can keep doing that into seventh grade."

BC LENS

Legal Injustice

Innocence Project/Social Justice Through Art students speak about how hundreds of United States citizens are wrongly convicted and imprisoned for crimes they didn't commit at the spring intensives closing assembly in March.

The Innocence Project
Social Justice Th
Spring Intensives 2016



Project and
rough Art



CLASS NOTES

1940s

Lila Altman Sherman '46 writes: “How many of us still remember Mamselle taking us to the opera? In many ways she pointed us all in the direction of the beautiful things in life, which I still try to pursue. I publish an online publication for small and mid-sized museums (www.museumviews.org). In addition to that, my life is full of love — husband Burton (Buttsy to old friends; Yale '45, Yale Law School '50) who has been a NYS Supreme Court judge all these many years; two fabulous sons and daughters-in-law and a beautiful granddaughter — and fun — playing bridge and living the inescapable New York life.

I see **Susan Siris Wexler '46** once a year — she’s a wonderful working artist and teacher — and her sister **Carol Siris Roman '54**. Some of us had a couple of mini-reunions in the past, but sadly, nothing in the last few years. My best to all '46ers.”

Ann Coffeen Turner '48 writes: “My husband died in June. I am still teaching at

Gill St. Bernard’s School, where I have been the lower school reading tutor for 38 years.”

Liz Keely '49 writes: “A final hello and goodbye to any remaining members of the Class of '49! I have submitted several messages, but received no replies; I do realise of course that many of us are no longer on this earth. Anyway, I have enjoyed receiving the newsletters, hearing about the continued existence of *The Blotter*; hearing about the reunions (which I would attend if I were not living in Dublin across the Atlantic) and seeing still a couple familiar names.

1950s

Norma Gatje Smith '50 writes:

“Though I have been living happily on the shore of Lake Michigan and in the Midwest, I still miss Brooklyn and my four great years at Berkeley.

Our class, 1950, had only 18 members and I’m amazed at the number of students in current classes! And all the

buildings on campus seem spectacular.

After graduating from the Art School of Pratt Institute, I went on with a career as a textile designer. I could not pursue this career in our small town, so I invented an art form that I named patchwork collage; country scenes and house portraits designed in calico fabric. I sold these pictures at our outdoor art fair for 30 years. All of my poster designs during Berkeley Carroll inspired me to produce this art form!

I also have a passion for writing and I had two novels published during the early time of the 21st century; “Trust and Triumph,” a sequel to Jane Austen’s “Pride and Prejudice,” and “From Palm Beach to Northwestern U.”

I look back at my years at Berkeley as a time of great inspiration, friendship and fun!”

Barbara B. Troxell '52 writes: “Continuing to thrive. I’m living at Pilgrim Place, a vibrant retirement community in Claremont, CA.”



▲ Liz Keely '49



► Carol Perkin Barsin '60

Maureen Zerilli '58 writes: "This is a wonderful year — turning 75 years old. Where did the years go? Am a mom of five and a grandma to 11 — eldest is 19 and the youngest is 16 months. Would love to find **Eve Harding McElligott '58** and **Ronnie Horowitz '58** if anyone knows anything about their whereabouts."

Demetria Daniels '59 writes: "Dear friends, I am happy to announce that my book, "Adventures of a Buxom Blonde (meeting celebrities in New York)," was published by Amazon.com by Dec. 23, just in time for Christmas. I hope you will buy the book filled with stories and photographs which I took of these famous people, including Elizabeth Taylor, Liza Minnelli, Alec Baldwin and John F. Kennedy. Let me know how you enjoy the book (718) 885-6576."

1960s

Carol Perkin Barsin '60 writes: "I regret that I never seem to be able to visit Berkeley at Lincoln Place when I am in New York. From the information in the newsletters and catalog, the school just seems to improve over the time when I attended and my mother before me.

My husband and I still live in Charlotte, NC, but leave frequently on trips. In September, we celebrated our 50th wedding anniversary here with our sons, grandsons and rest of the family, followed by three weeks in Italy.

When not traveling, I am active in exercise programs and chairing a wine and dine club and book club. I also keep up with other alums, e.g. **Tara Etzel Frederick '60** (in Poughkeepsie) and **Connie Talmage Wetmore '60** (in Stone Mountain, TN). Hopefully, the three of us can soon reunite with other classmates at a Berkeley function!"

Nancy Grover Scarborough '60 writes: "My husband Danny and I enjoyed seeing **Janet Stark '60** in NYC in June just before we left on a North Atlantic cruise to celebrate our 50th anniversary."



Jean Martinson Davio '61 writes: "2015 was the year for the Class of '61's every-couple-years, week-long reunion/birthday party at Bunny Libby's in Stowe, Vt. Attending were **Carol Atiyeh '16**, **Carole Forster Swan '61**, **Claire Ghattas Pitzer '61**, **Gwen Skelton '61**, **Bunny Wagener Libby '61** and **Jean Martinson Davio '61**. **Karen Ellis Hoffman '61** and **Nancy Winkler Naftulin '61** had planned to attend, but Mother Nature brought storms to Pennsylvania and canceled their flights.

This year saw several new adventures. We were treated to a tea party at The Governor's House in Hyde Park, Vt., where we were taught the proper etiquette for a formal tea party. Mrs. Mason would be so proud of us! **Pam Cunningham** from Berkeley's Development Office joined us for a tasty and educational afternoon.

Another day saw us llama-walking. Each of us was given a llama to walk down a beautiful Vermont country road and into a field of wildflowers and beautiful views. Not sure who enjoyed it more — the llamas or us. The corn maze brought tears of laughter to our eyes, or was it tears of fear that we might not find our way out? Either way, we hope to do it again!

We walked, talked, relaxed, shopped, texted and enjoyed Bunny and Ken's wonderful cooking (with help from Gwen and Claire) and talked some more. Before we left we made arrangements to meet in Brooklyn for our 55th alumnae reunion next May. We are so lucky to have such great hosts and to continue these friendships formed at Berkeley so many years ago."



Virginia Freire '94 writes: "We are so pleased to finally send the news that on Friday, Sept. 25, Martina became a big sister. Her baby brother, Christoph Alexander, was born at 8:14 p.m. weighing in at a healthy 8 pounds, 1.6 ounces and measuring 19 inches long. He has been busy eating and sleeping (although not exactly at the intervals that mami and papi would like). All are well and at home happily adjusting to life as a family of four."



Alex Lamb '03 writes: "I got married last summer to my longtime partner, Sam Kamin. We got married at our alma mater, Bowdoin College, and we were lucky to have many Berkeley Carroll alums and current/former faculty present. As both a lifer alum and a faculty member in the Middle School, it was so special to have the Berkeley Carroll community present at this important moment."

Left to right: **Jason Graham '03**, **Eve Comperiat '12**, Vijay Rao, **Kirsten Warner Rao** (former faculty), **Alex Lamb '03**, Sam Kamin (groom), **Rachel Lamb '07**, **Chris Bruffee '03**, **Caroline Greig '03**, **David Mullery '07**, **Adam Halper '03**

Colette Bronstein '68 writes: "I see that we rarely hear from any of my classmates. I think this is too bad. I can't believe that no one has time to write a little something. My family is doing fine. I don't know if I shared that my daughter, Caitlin, is practicing law here in Florida. She's still living with us, but she's saving to move out soon. My husband, Dick, is now semi-retired. He has his Model T friends to keep him occupied. As for me, I retired December of 2014. Since I have bone cancer, it was simply getting too hard for me to last through a five-hour class. I'm also still getting chemo drugs. I also still talk to my oldest and best friend, **Maria Castellano Casalino '68**. It's hard to believe that we have been friends for 54 years now!!! If I was permitted to fly I would try to come to a reunion. My oncologist is afraid I'll get sick. Well, this is it from paradise. I hope that some of my classmates will drop a line."

1970s

Jennifer Gordon '71 writes: "By mid-2016, I will have been practicing biotechnology patent law for 25 years. Currently work at the law firm of Paul, Weiss, Rifkind, Wharton and Garrison LLP! Still living in the Slope and summering on Long Island."

Peter Brown '79 writes: "My wife's (Catherine Gigante-Brown) second novel, "Different Drummer," was recently published. It tells the story of a Brooklyn woman trying to make it in the music business in the late '70s."

1980s

Want to submit class notes and photos?

www.berkeleycarroll.org/classnotes

Email: alums@berkeleycarroll.org

Mail: The Berkeley Carroll School
c/o Melissa Goldin
152 Sterling Place
Brooklyn, NY 11217



▼ Brett Chalfin '06



▼ Jennifer Fishkin Kasner '06

Courtesy of The New York Times



▼ Anna Friemoth '08

1990s

Matthew Strozier '91 writes: "In late 2015, I started as a news editor on the U.S. desk at *The Wall Street Journal*. I've been at the *Journal* and Dow Jones since 2011. And in May, my wife and I had our third child, a girl, Isabel."

2000s

Brett Chalfin '06 writes: "In 2013, I joined Teach For America and spent two years teaching high school special education in New Orleans and coaching my school's varsity baseball team. In the summer of 2015, I was hired by the Colombian Ministry of Education to teach English at a low-income public school in Cali, Colombia. I love working with my

students and the other teachers at my school. When not teaching, I'm typically out somewhere dancing salsa!"

Jennifer Fishkin Kasner '06 married Jared Kasner on Nov. 8, 2015 at the Pierre hotel in Manhattan. They met on a blind date in 2011 while Jennifer was in graduate school. Jared proposed in front of the New York Public Library, accompanied by a choir singing holiday songs. Jennifer, a vice president at Citigroup in Long Island City, graduated from Cornell University and earned her master's in international relations at Johns Hopkins University. She is also on the board of AJC Access NY, a global Jewish advocacy group for young Jewish activists.

Tyler Ben-Amotz '07 has been working as a producer on commercials and independent feature films since graduating from the University of Vermont in 2011.

He has a film premiering at the 2016 SXSW Film Festival in March, and another film he co-produced will be released theatrically in late November.

Anna Friemoth '08 had her first solo art show in New York, "Words for Women," at Gallery 151 from Feb. 2 to March 5. The exhibition featured her collection of candid self-portraits, "10 Commandments," and was featured in *The Wall Street Journal International*. Anna graduated from Maryland Institute College of Art with a bachelor of fine arts in 2012 and currently lives in Crown Heights. Her work has been published internationally, exhibited at the Brooklyn Museum of Art, the Toledo Museum of Art, the Queens Museum and acquired by the Museum of Modern Art's periodicals collection. See more of her work at www.annafriemoth.com.

2010s

Christina Bandini '11 writes: "In the spring of 2015 I graduated from New York University with a degree in elementary and special education. I am now working as a teacher at a private elementary school in New York City and continuing my studies at NYU in the master's program. For the past three summers I have taught English at a summer camp in Florence, Italy and plan on returning this coming summer. I am very blessed and love every moment working with my kindergarten students!"

Tess Salvatore '11 writes: "After graduating from Cornell University this past May, I'm now pursuing a career in teaching. I started an internship as a teaching fellow at the Prospect Park Zoo last summer and have continued to work there throughout the year as a teacher and event coordinator. Focusing on early childhood education, I teach elementary school classes everything from mammals to insects to animal behavior studies — with animal handling included! Looking back, I can now say that I was very positively influenced to follow a career in education through the wonderful leadership experiences I had tutoring and mentoring other students in the many programs Berkeley Carroll had to offer.

Specifying my teaching to science education was also a reflection of how much I enjoyed studying science in middle and high school. The community service trip to Kenya during the summer of 2010 and the wildlife study abroad program in Tanzania that I completed in college were two amazing experiences that only furthered my interest in studying animals around the world. I am so grateful that I was able to take part in such amazing classes and travels with Berkeley Carroll. The academic support and encouragement I received from my teachers truly sparked my interest in having a future in education, and it's only fitting that now I can try to give back that same encouragement and excitement for learning to the students who I teach at the Prospect Park Zoo."

Drew Stazesky '12 writes: "This photo was taken while I was abroad in Botswana for the fall of 2015 (I am holding a banded mongoose). I had a fantastic time and hope to go back some day!"

I graduate from the University of New Hampshire this May, with a B.S. in environmental conservation and sustainability and a minor in writing/poetry."

Olivia Wilson '12 writes: "For the past two years, I have been enrolled in the Social Justice Documentary

Program at Villanova University. Two years ago, we traveled to Costa Rica to film about tourism and poverty. I studied abroad to study foreign documentaries, but found myself back in Europe this year to film the immigration crisis. My passion for social justice and film have led me to apply for my master's in journalism with a focus on documentaries.

If anybody is interested in film or is interested in our project, please email me at owilson1@villanova.edu. If you're like me, passion alone is more than enough. We invite high school students to look at our very competitive program, out of which two films made it to the semifinals of the student Oscars last year. Visit crosscurrentpictures.com to see more."

WHAT ARE YOU UP TO?

We want to know! Submit your own class notes and photos:

www.berkeleycarroll.org/classnotes

Email: alums@berkeleycarroll.org

Mail: The Berkeley Carroll School
c/o Melissa Goldin
152 Sterling Place
Brooklyn, NY 11217



▲ Tess Salvatore '11



▲ Drew Stazesky '12

IN PASSING

Janet MacDonald Bates '33, a loving matriarch and committed community volunteer, died on April 30, 2015. She was 98.

Following her time at the Berkeley Institute, Janet graduated from Smith College in 1937 with an undergraduate degree in art history. She also took many memorable trips abroad during her time at Smith, which sparked a passion for travel. Janet married her husband, George P. Bates, in January 1942 — they enjoyed a happy life together until he died in 1999.

The Bates clan spent many summers at Lake Waramaug in Warren, Conn., a tradition with deep roots on both sides of the family. Janet and George moved from Manhattan to Warren permanently when George retired in 1964.

A true believer in service and the power of individual action for good, Janet was involved in many volunteer efforts throughout her life. She chaired the Lake Waramaug Task Force from when it began in 1975 until 1993 and was a member of the Conservation and Inlands Wetlands Commissions of the Town of Warren. She also lent her time to Bundles for Britain during World War Two, the Junior League of New York and the Hospital Visiting Committee of the New York State Charities Aid Association. In addition to her community work, Janet loved gardening, entertaining friends and family and keeping up with current events.

Janet is survived by four daughters — Janet Proth, Ellen Prindle, Susan Bates and Sarah Henry — nine grandchildren, five great-grandchildren and her cherished nephews and their families. Her grandson, MacLean Stevens Prindle, died in October 1990.



Ann Mackey Peters '50 (left) with Judy Acken Aylward '50, her lifelong best friend and Berkeley classmate.

Ann Mackey Peters '50, a loving mother, grandmother and friend who was devoted to serving her community, died on Feb. 12, 2016. She was 86.

As a student at the Berkeley Institute, Ann served as the Student Association president from 1949-1950, was captain of the Gold team and was vice-president of the school's Athletic Association. She spent most summers as a child in Newtown, Conn. and Haiti. After leaving Berkeley she earned her undergraduate degree at Wellesley College.

Ann, who lived in Saint Paul, Minn. and enjoyed visiting the Boundary Waters, was an active and influential member of her community involved with many different organizations, including the Episcopal Church in Minnesota, The Saint Paul Conservatory of Music, The Berkeley Carroll School, the Consortium of Endowed Episcopal Parishes, St. Mark's Episcopal Cathedral, the Episcopal House of Prayer, Episcopal Community Services, The Sheltering Arms Foundation, Center School and the White Bear Community Counseling Center.

She is survived by her husband, Ken, their three children — John, Martha and K. C. — and seven grandchildren — Amanda, Alex, Charles, Megan, Ben, Will and Gretchen.

Elizabeth C. Whitehouse '40, a passionate educator and active community member, died on Dec. 6, 2015. She was 93.

After graduating from the Berkeley Institute, Elizabeth earned her undergraduate degree in physical education at New York University in 1944. She later completed her master's degree in science education at Adelphi University.

Elizabeth moved to Sayville, N.Y. with her husband, John Henry Whitehouse, in 1953, where they spent the rest of their lives (aside from a two-year stint in Rochester, N.Y.) — John died in 2002. She became a middle school science teacher at Sayville's Jr. High School in 1957 and in 1969, when the town built a new middle school, helped acquire funds to build a planetarium in the new building. Once the planetarium was built, she created

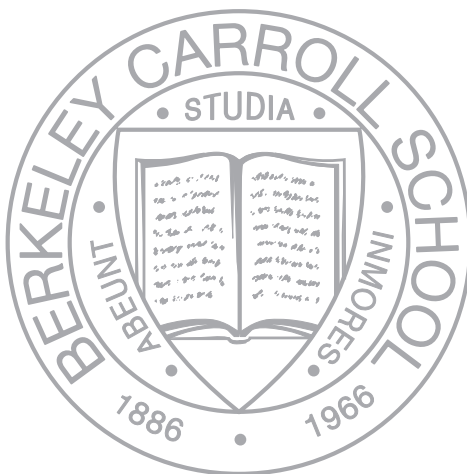
astronomy courses for K-12 students as well as adults. Elizabeth retired in 1982 and published a series of children's astronomy books later in her life.

An active member of the Sayville community, Elizabeth served on the Sayville School Board, volunteered at the Sayville Food Pantry and served as president of the Sayville Garden Club and Sayville Rotary Club, helping to form Islip Town Park. She was also a lifelong member of Sayville's Saint Ann's Church, was an original participant in the town's Wet Pants Sailing Association, worked with children's scouting programs and served as a Friend of the Sayville Library.

Elizabeth is survived by her five children — Jack Whitehouse, Helen Bannon, Elizabeth Manley, James Whitehouse and George Whitehouse — 12 grandchildren and three great-grandchildren.



Courtesy of Newsday



**Create
a Legacy...
Impact
the Future**

Berkeley Carroll is fortunate to have an involved, committed and generous group of donors. Parents, alumni, grandparents and friends actively support the school both through current gifts and gifts that will benefit Berkeley Carroll in the future. Many alumni have expressed their appreciation and support for the school by including Berkeley Carroll in their estate and financial plans, creating a legacy that will help ensure a strong, vibrant school for future generations of Berkeley Carroll students.

Planned gifts have helped Berkeley Carroll build new facilities, launch new programs, attract superb faculty and provide financial support to many qualified, talented students. For alumni, planned gifts are a way to express their commitment to Berkeley Carroll and help define the future of the school.

**WHAT ARE SOME OF THE
WAYS YOU CAN HAVE AN IMPACT
ON BERKELEY CARROLL'S
FUTURE?**

A Gift of a Bequest

A Charitable Trust

A Gift of Life Insurance

A Gift of Real Estate

Planned gifts can be structured to benefit both the donor and the school. The Atwood Society recognizes those members of the school community who have made a provision for Berkeley Carroll, either through a bequest or other planned gift. The Society is named in honor of Ina Clayton Atwood, headmistress of the Berkeley Institute from 1917-1947.

If you would like to know more about the benefits of planned giving, please contact Director of Development, Pamela Cunningham at (718) 534-6580.

the Berkeley Carroll School

152 Sterling Place
Brooklyn, NY 11217
www.berkeleycarroll.org

Address service requested



berkeleycarrollschool



@berkeleycarroll



@berkeleycarrollschool

Preparing students for success in college and the greater endeavor — a life of critical, ethical, and global thinking.

Berkeley Carroll: a vibrant, intellectual community



1980s



2015