

The Berkeley Carroll School

Spring/Summer 2019

# MAGAZINE

A portrait of a middle-aged man with a balding head, smiling slightly. He is wearing a dark blue suit jacket, a light blue dress shirt, and a blue patterned tie. He is standing in front of a dark blue door with gold-colored panels. To the right, there is a green plant in a dark pot.

**THANK YOU,  
MR. VITALO**

13 years, 3,000 students, 500 faculty  
and a school transformed.

---

## table of contents

---

### BOARD OF TRUSTEES

Joseph Polizzotto

*Chair*

Chad Ruble

*Vice Chair; Communications & Admissions Committee Chair*

Susan Marcinek

*Secretary*

Jay Rao

*Treasurer; Finance and Audit Committees Chair*

Anthony Cornicello

*Buildings & Grounds Committee Chair*

Katya Jestin

*Committee on Trustees Chair*

Andrew Fabens

*Development Committee Chair*

### MEMBERS

Christina Beverage

Robert Dunphy

Eric Eve

Liisa Fiedelholz

Virginia Freire '94

Denise Gamble

Julie Kay

Sarada Krishnamurthy

Julie Kwon

Dennis Masel

Morad Masjedi

James Morgano '06

Prashant Mupparapu

Tina Novogratz

Stacey Reiss

Joel Steckel

Chris Welch

Michael Weaver

*The Berkeley Carroll School Magazine is published by the Communications Office for parents, alumni, grandparents, faculty and friends of the school.*

---

### CO-EDITORS

Linda Adams and Andrew Bauld

### DESIGN

Jonathan Imphong

### PRINTING

William Charles Printing Co.

---

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





---

## FEATURES

---

### **16 Building Great Learners, One Student at a Time**

The Berkeley Carroll Lower School is preparing students and helping them build a strong foundation for a lifetime of critical, ethical and global thinking in an increasingly complex world.

### **30 Thank You, Mr. Vitalo**

Over 13 years, Head of School Bob Vitalo has transformed Berkeley Carroll. We look back on his career and the impact he's made on students and faculty.

---

## DEPARTMENTS

---

- 2** The View From Lincoln Place
- 3** Social Media Mashup
- 4** BC Lens: Students Register New Voters
- 6** Bulletin
- 10** Athletics Highlights
- 12** Arts Highlights
- 24** BC Lens: Middle School Musical Dazzles
- 38** Thank You, Mr. Shapiro
- 40** BC Lens: Happy Trails
- 42** Class Notes
- 46** In Passing
- 48** BC Lens: Brothers in Arms

Dear Friends,

Welcome to this spring edition of our magazine. At this time in our history, and in these turbulent times for schools, it is important that we focus on the fact that we are an independent school. Being an independent school means that we are responsible for all our finances, for designing our entire program, and that we have no governmental or religious structures to fall back on in times of need. This independence brings with it great responsibility to take care of our employees and students; our fortunes rest solely with our efforts.

While there is much involved in building and maintaining an organization that has so many individuals relying on it--in our case that is students for their education and employees for their livelihoods--there is also great freedom and excitement about what we can bring about.

At Berkeley Carroll we have used our independence to chart a course to be a school where achievement in academics, the arts, and athletics is highly valued and success does not need to come about at the expense of others. The core of our school is the relationship of respect that exists between our teachers and students and this is in evidence from PreK through the senior year in the Upper School.

“Proud to be an Independent School.”

Our independence allows us to make decisions by answering one question: what is in the best interests of our students? Using this one question as the lens through which we look at our school has allowed us to implement innovative programs at all levels, improve our facilities to aid learning, and create a community that values diversity. While we often make reference to Berkeley Carroll being “independent” in our publications and in our admissions efforts, I think it is vital that we do not take it for granted and that we celebrate the freedom it allows us to exercise. In the following pages you can read how we leverage our independence to propel our students to be successful.

Please know I am humbled by the attention being paid to me as I complete my time at our school. It has been a glorious experience for me at Berkeley Carroll and I am proud of all that has been accomplished, but as I make clear as often as possible, the success of our school rests on the great many individuals working hard every day to move our school forward.

Sincerely,

**Robert D. Vitalo**

*Head of School*





# SEE WHAT'S HAPPENING AT BC TODAY!

Check out our **SOCIAL MEDIA MASHUP**: [berkeleycarroll.org/social-mashup](http://berkeleycarroll.org/social-mashup)

## Instagram



### Berkeley Carroll School

@berkeleycarrollschool

The 9th grade biology classes wrapped up last semester learning about the nervous system and the brain. Students put on lab coats and gloves and dug deep into a better understanding of the anatomy of the brain as they dissected sheep brains. #berkeleycarroll

January 15

## Facebook



### The Berkeley Carroll School

The Lower School gathered to celebrate the legacy of Dr. Martin Luther King. Third graders read "Dreams" by Langston Hughes, fourth graders shared their own dreams for making the world a more green and equitable place for everyone, and the third and fourth grade chorus sang a medley of Civil Rights songs.

January 29



DON'T MISS OUR  
CONCERTS ON  
FACEBOOK LIVE!

## Youtube



### Berkeley Carroll School

## Upper School Computer Science at Berkeley Carroll

Published on Apr. 5, 2018

The Upper School computer science program at Berkeley Carroll gives every student a foundation of programming and then allows students to pursue their passions in multiple advanced classes to prepare them for a world where technology is in everything they do.

## Twitter



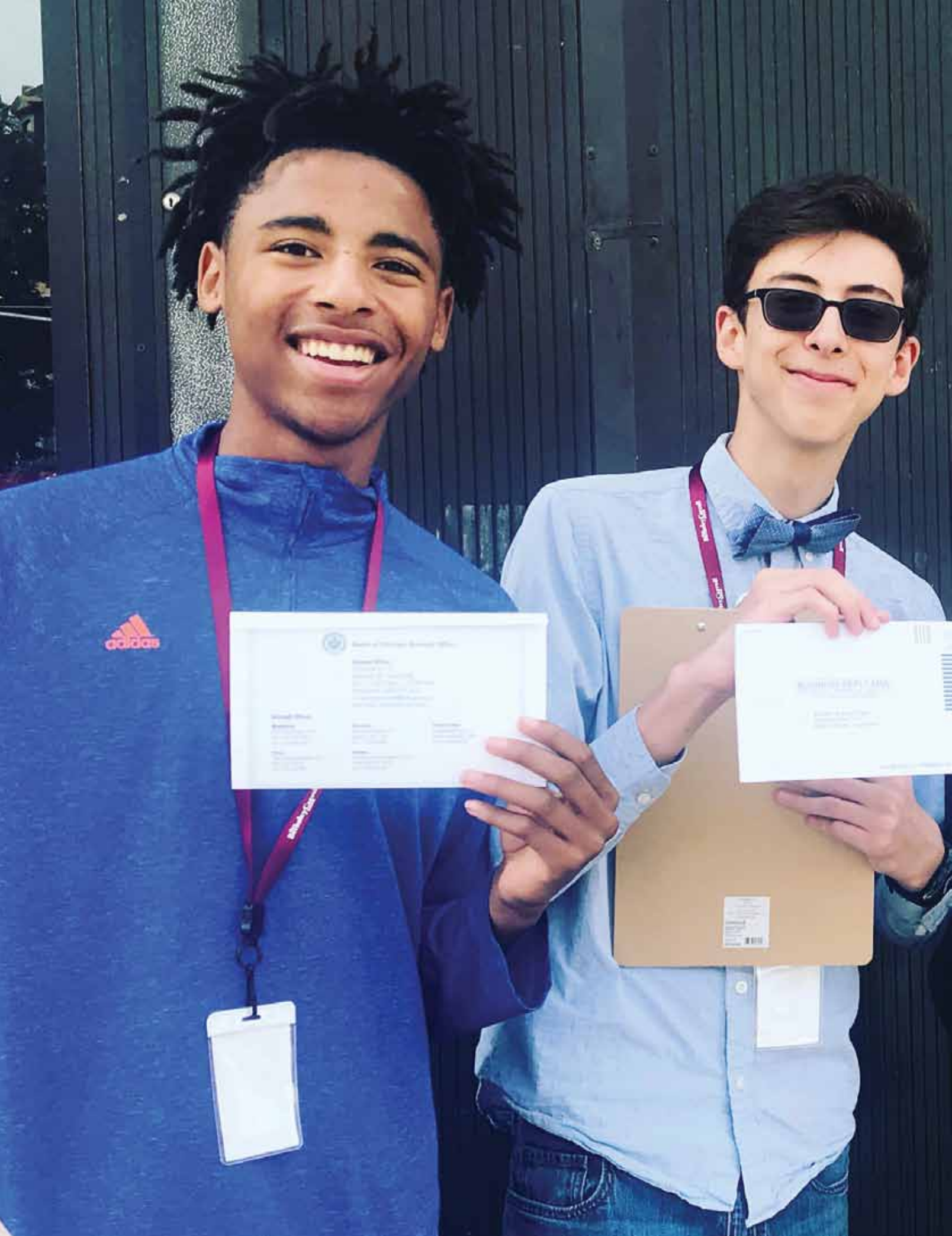
### BerkeleyCarroll



Holocaust survivor Sally Frishberg was one of only a dozen Jewish citizens from a small town in Poland to survive World War II. She recently shared her remarkable story with BC 8th graders. Read the full news story here:

<https://bit.ly/2QmGmAC>

March 7





### **Students Register New Voters**

As part of the “Strength in Numbers” and “Students Demand Action” extracurriculars, Upper School students prepared for Election Day by helping to register new voters. Students took to the streets, with more than a dozen students registering voters around Brooklyn after school and during lunch and having countless interactions with members of the community.







#### JIM SHAPIRO HONORED BY NATIONAL SPEECH & DEBATE ASSOCIATION

Middle School Director Jim Shapiro was selected to serve in the final round judge pool of the 2018 National Speech & Debate Tournament, the largest academic competition in the world. It is one of the greatest honors that can be bestowed on an individual attending the National Tournament.



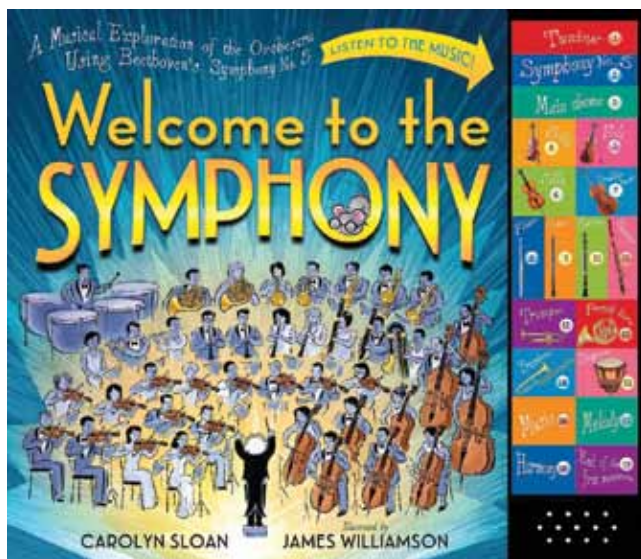
#### A PUBLISHED POET BY 4TH GRADE

4th grader **Rose Olshan '27** became a published poet this year when her poem, "Lunes on the Cave Painting at Lascaux," appeared in the November-December, 2018, issue of New Moon Girls Magazine.



#### BC JOINS WE TO CELEBRATE YOUNG CHANGEMAKERS

For the first time ever, BC was invited to send a delegation of students to WE Day, an international event that recognizes young people who are change makers. **Tamiya Fowler '19** shared the Barclays Center stage with actress-activist Jenna Ortega and presented her work with Black Human Girl, a BC affinity group which celebrates black women and provides students with a support system to educate people about current issues.



#### "WELCOME TO THE SYMPHONY"

Lower School Music Teacher Carolyn Sloan's "Welcome to the Symphony" was awarded the Literary Classics Gold Award for Special Interest Book for Kids. Ms. Sloan's next book, "Welcome to Jazz, A swing-along celebration of American Music," will be out next year.





#### ASTRONAUT DR. MAE JEMISON TELLS STUDENTS TO EXPLORE, CREATE

Educator, astronaut, and entrepreneur Dr. Mae Jemison visited BC as part of our “Inspire, Innovate & Ignite” campaign, which recognizes our work over the past 3 years to advance science and technology, building facilities like the Beta Lab and new libraries, while renovating and expanding others like science labs and classrooms. The first woman of color in space, Jemison told students they should not let others limit their potential, using examples from her own life and her diverse interests to illustrate what happens when you reach, extend and try to go beyond.



#### VOICES FROM THE PAST

Holocaust survivor and BC grandparent Sally Frishberg was one of only a dozen Jewish citizens from a small town in Poland to survive World War II, hidden along with a handful of family members for two years in the hay loft of a local farmer. She shared her remarkable story with 10th graders in the history course, “Holocaust and Human Behavior,” where students reflected on the choices people have made in the past and the choices people continue to make today.



#### DR. MARVIN POLLOCK RETIRES AFTER 46 YEARS, RECEIVES AWARD

After nearly half a century at BC, Dr. Marvin Pollock retired from teaching. He was honored at Alumni Reunion with the 2018 Distinguished Faculty Award, and his speech before faculty and alumni was an often humorous reflection on his decades teaching at BC.



#### GIRLS TAKE OVER THE CHEMISTRY LAB

This fall, an all-female class made up Upper School Science Teacher Dr. Danny Gentile’s Advanced Chemistry course.



#### SOPHOMORE PERFORMS IN CUBA

**David Rodd '21** traveled to Havana, Cuba over the summer to play percussion with Grammy award winner Arturo O'Farrill's big band youth orchestra. The band performed at several Havana nightclubs and jazz halls and also played a joint concert with Havana's Amadeo Roldan Music Conservatory's high school big band.



#### RAVE REVIEWS FOR ART TEACHER'S EXHIBIT

Middle and Upper School Visual Arts Teacher Tammy Nguyen's fall art show was featured in The New York Times "What to See in New York Art Galleries This Week." Described as an "exhilarating exhibition," her show examined the role bananas, a seemingly innocuous fruit, can play in systems of political and social control.



#### BC 4TH GRADERS HELP RESTORE OYSTERS

BC students have helped restore oysters to New York City waters. Led by Lower School Science Teacher Becky Blumenthal, 4th graders partnered with the non-profit Billion Oyster Project as part of their classroom study of New York's aquatic ecosystem. Working in Brooklyn Bridge Park, the students measured oysters and tested water quality, sending their data to scientists to be used for real environmental policy decisions.



#### BC MATH TEAM WINS BROOKLYN MATH BOWL

The BC Math Team brought the trophy back to BC in their big win in the Brooklyn Math Bowl. Led by team faculty advisors Arata Niizuma and Emily Gorman, this Upper School team consisted of **Eve Blank '19**, **Brendan Zelikman '19**, **Charlie Welch '19**, **Diego Turturro '19**, **Claire Huang '19**, **Zach Tegtmeier '19**, **Graham Stodolski '19**, **Noah Epelbaum '19** and **Will Swartz '21**. For some of the seniors who have been on the team 4 years, this makes 3 Brooklyn Math Bowl victories.





### EQUITY AND INCLUSIVITY

BC faculty and students travelled to Nashville, Tennessee, to attend the annual National Association of Independent Schools People of Color Conference. The group explored topics on the theme of “Equitable Schools and Inclusive Communities: Harmony, Discord, and the Notes in Between.”



### UPPER SCHOOL DIRECTOR JANE MOORE ENCOURAGES STUDENTS TO “TUNE IN”

Upper School Director Jane Moore spoke to the entire Upper School during last fall’s Supreme Court confirmation hearing of Brett Kavanaugh and Christine Blasey Ford’s testimony which opened a national conversation around issues of sexual assault. Ms. Moore acknowledged the sadness and frustration she shared along with many students. “Again and again this year as we encounter and talk through the crises of our time, I hope you will feel challenged to tune in, not tune out, to have more authentic conversations than our political leaders are having, and to resist the dangerous simplifications of our political moment.”



### BC’S MOCK NEWBERY CLUB TURNS 10

For the past 10 years, 4th through 8th graders have read some of the most acclaimed children’s books as part of the Mock Newbery Club, based on the real John Newbery Medal annually given to the most distinguished author of American literature for children. This year, the club was thrilled to meet with an actual voting member of the 2017 Newbery Committee who shared with students what it’s like behind the scenes of the Oscars of children’s literature.



### NEW UPPER SCHOOL CHESS TEAM

Inspired by last year’s Chess Spring Intensive and the long-running Chess Club, BC launched a new Chess Team in the Upper School. The group was invited to join the Chess Center of New York’s Magnus League, competing against some of NYC’s best high school chess programs, and quickly rose to the top of the standings.











1. **Varsity Boys Basketball** continued its run of success. The team earned its 7<sup>th</sup> consecutive berth in the NYSAIS tournament, despite playing one of the toughest schedules in the city (15 regular season games against tournament teams!).
2. **Boys Varsity Soccer** won 7 of its last 8 regular season games, scoring 27 goals over that span and earning a second place finish (and seed) in the ACIS playoffs. A semifinal victory over Saint Ann's set the stage for a dramatic final against Packer, decided in the final eight minutes of the contest in favor of the Pelicans.
3. **Varsity Girls Basketball** also built a foundation for the future, with nine 9<sup>th</sup> and 10<sup>th</sup> graders on the roster. Despite playing demanding schedules in the AAIS and ACIS, the girls rallied in the closing weeks to earn a 3-3 ACIS record, fourth place, and a spot in the ACIS Invitational.
4. Young and spirited **Varsity Boys and Girls Swimming** teams grew steadily over their seasons. A **Boys Varsity**, replacing 5 graduated swimmers rallied to take fourth place at the ACIS Championships. **Girls Varsity** finished even more strongly, edging out Brearley for the first time at the AAIS Championships and taking second place at the ACIS meet.
5. **Girls Varsity Volleyball** swept the regular season of ACIS play, finishing 7-0. The team also earned a spot in the AAIS playoffs. The future of the program looks bright, with **JV Volleyball** finishing in a tie for fourth in the AAIS.
6. At the ACIS Championships, the **Girls Varsity Cross Country** enjoyed a second place finish overall and **Boys Varsity** took home third place in the league.
7. **Girls Varsity Soccer** enjoyed success in both the ACIS, where they took second place with a 6-1 record, and the ultra-competitive AAIS. The season highlight saw the girls defeat top-seeded Packer in the quarterfinal round of the AAIS playoffs, a game decided on penalty kicks!



To keep up with all of BC's athletics teams, follow us on Facebook and Instagram!

 [berkeleycarrollathletics](#)  
 [berkeleycarrollathletics](#)










1. December brought two winter concerts that highlighted the talent, collaborations and impeccable musicianship in all three divisions of the school. Attendees were captivated by the **Winter Concert at Lincoln Place and Sterling Place** which showcased the **Middle School Orchestra and Chorus, Middle School Jazz Ensemble and All School Wind Ensemble**.

A record-setting crowd was treated to the **Winter Concert at the Athletic Center** which featured powerful performances by the **Third & Fourth Grade Chorus, Upper School Orchestra, Upper School Philharmonic, Upper School Chamber Choir and Upper School Chamber Orchestra, Middle School & Upper School Choir, and Upper School Jazz Ensemble**.

2. Audiences enjoyed a colorful and fantastical treat at this year's **Middle School musical, "Once on This Island, Jr,"** an adaptation of Hans Christian Andersen's fairy tale, "The Little Mermaid."
3. The **Middle School and Upper School Jazz Bands** entertained runners and spectators alike when they played the TCS New York City Marathon, which has become an annual BC tradition.
4. The **Upper School Theater Department** successfully took on Thornton Wilder's portrait of small town America in their presentation of the classic "Our Town."
5. The **Upper School Jazz Ensemble** earned fourth place at Berklee High School Jazz Festival in Boston, the country's largest jazz ensemble festival with more than 208 bands competing in various categories this year. They were the first NYC independent school big band to win honors in over 10 years!
6. Upper and Middle school students exhibited their drawings, paintings, ceramics, and photographs at the annual **Winter Art & Design Show**.

To keep up with BC's Arts Department, follow us on Facebook and Instagram!

 [berkeleycarrollartsdepartment](#)  
 [berkeleycarrollarts](#)

# BUILDING GREAT LEARNERS, **ONE STUDENT** AT A TIME

by Andrew Bauld

Discover how the Berkeley Carroll Lower School is preparing students and helping them build a strong foundation for a lifetime of critical, ethical and global thinking in an increasingly complex world.







YOU NOTICE IT THE MOMENT YOU ENTER THE  
LOWER SCHOOL. *A SENSE OF EXCITEMENT,  
A JOY FOR LEARNING.* IN EVERY CLASSROOM,  
A SERIOUSNESS OF PURPOSE.

It makes for a learning environment where students feel comfortable asking questions, offering suggestions, and making mistakes; where three-year-olds are scientists and third graders are poets; and where all students are being prepared for success in Middle School, Upper School, and beyond.

“This is a community where we want everyone to feel they can bring their entire selves through the door,” says Lower School Director Amanda Pike. “Teachers and administrators do a lot of work to create classroom communities where students are known and expectations are clear and high.”

At the heart of this work is a curriculum designed with every student in mind and grounded in best practice.

### **A FOUNDATION FOR SUCCESS IN READING**

From the library to the classroom, writing poetry to honing research skills, the Lower School’s Language Arts program helps students become confident in their skills and excited about reading and writing, and it’s no accident why.

“Our goal in the Lower School is to cultivate great readers and

writers,” Pike says. “This is not a cookie cutter curriculum. Every student gets what they need so they may reach their full potential.”

Starting in Kindergarten, every Lower School student meets one-on-one with a teacher at multiple times throughout the year to evaluate their reading levels. These assessments help students as well as teachers and parents better assess progress and understand specific reading strengths and areas of growth.

Head teachers and associates are trained in the Fountas and Pinnell Benchmark Assessment system, considered the gold standard of early education reading evaluations. Teachers use the assessments to customize lessons for individual students, small groups, and the whole class, ensuring that students have a varied toolkit that helps them decode challenging words while also building their comprehension skills.

To help oversee the scope and sequence of the reading program, Heather McKay was hired in 2018 as Language Arts Coordinator and Coach, a brand new position. She says that the reading assessments provide a roadmap for students to help them choose books that are neither too challenging nor too easy.





"Kids are in a range of reading bands, always moving forward. This helps teachers know how to make reading groups. It also helps students pick out 'just right' books, and helps parents talk with their child about what makes a book 'just right,'" says McKay.

While students gain the reading skills they need in the classroom, the Lower School library makes sure students get the kind of reading experience that they want. From graphic novels to the latest best sellers, the shelves of the library are stocked with something for fans of every genre.

"It's about enjoyment," says Briar Sauro, Director of Libraries and Research. "We take tons of student recommendations so they know their opinions are valued."

## A FOCUS ON DEVELOPING STUDENT WRITING SKILLS

Besides passionate readers, BC has a long and celebrated tradition for producing brilliant writers, and students see themselves as authors from the very beginning.

"Just like we have a scope and sequence in math, we're developing that for writing," says McKay. "A first grade writer is expected to go back and add more details to their writing. In fourth grade, we introduce peer editing. Students learn and understand that they're not just writing for themselves but for an audience."

Lower School writing units are shaped by Columbia University's Teachers College Writers Workshop curriculum. Thematic units introduce new genres and stretch students to incorporate more advanced techniques while reinforcing core skills. Writing isn't relegated to just one block of the day, either. Students write across disciplines, crafting a hypothesis in science class or detailing their strategies for solving a problem in math.

The hard work that goes into good writing is made clear to students through a serious editing process, as evidenced by the second grade publishing party, where students share with peers and parents the drafts of their work, not just a clean finished copy.

"They celebrate the revised, edited piece of writing," McKay says. "That's powerful. I tell students, this is what you should be proud of, this is what professional writers do: improve, improve, improve."

That same mindset is shared by faculty. Teachers and administrators are always looking for ways to finetune curriculum. From grade level meetings to share and discuss sample lessons to internal professional development with McKay to design and implement new writing units, adapting best practices is an ongoing process.

"We think about writing every day. We always think about how to make it better," Pike says. "We revisit what we do, going at

it every single year. Teachers can bring new ideas to the table, but there's a plan in place, a BC way of doing things."

## LEARNING TO THINK LIKE A SCIENTIST

It's easy to get excited about the world when everything in it is brand new to you, but science in the Lower School goes further, asking students to connect their learning to issues facing their community and the world.

"Children are surrounded by science, in the classroom, in nature, and in the city," Pike says. "Our goal is to give them the tools and vocabulary to look at the world, ask questions, and solve problems."

At every stage of the science program, students learn how to gather data, understand patterns, and make predictions. From weather systems and simple machines to the human body and aquatic ecosystems, students of all ages develop the critical thinking skills to understand how the entire world is connected.

Their study is guided by Lower School science faculty Becky Blumenthal and Erin DiLeva. Their curriculum is aligned with the national Next Generation Science Standards, which sets goals to ensure students are prepared for high school, college, and careers.

"For the little ones, we want them to think like scientists, to make observations and then use those observations to make predictions," DiLeva says. In Blumenthal's classes, students work on similar skills at a

"This is a community where we want everyone to feel they can bring their entire selves through the door."

**Lower School Director Amanda Pike**

more sophisticated level while also building independence in preparation for Middle School science.

Older students start to connect their classroom learning to today's problems and think about solutions for the future. From virtually visiting with professionals through a program called "Skype a Scientist," to partnering with a local non-profit to help restore oyster populations in New York City waterways, students put their learning to use in the real world.

But perhaps the most important lesson of all from this work is learning what it means to be a real scientist, and that involves making mistakes.

"We tell students that making mistakes is a great way for your brain to grow," Blumenthal says. "If scientists knew all the answers, there wouldn't be any fun in the experiment."

## MATH INSTRUCTION BACKED BY THE LATEST RESEARCH

In the Lower School, math instruction might appear familiar. Two plus two still equals four, but the work starts with a story, thinking is modelled through visuals, and alternative problem solving strategies are celebrated.

It's a far more visual and tactile way of learning, where mathematical concepts are understood intuitively, not simply





memorized, and it starts laying a strong foundation for more advanced concepts that will come in Middle School and beyond.

“Rather than simply focusing on the algorithm to solve a problem immediately, students build models, use manipulatives, and develop a conceptual understanding of what they are really doing,” Pike says.

This new approach to mathematics is guided by the Lower School Math Coordinators, Anne Louise Ennis and Jess Soodek, who stress a philosophy that puts the focus on student thinking, not just the right answer.

The program is based on the most recent research in the field of math education from institutions like Stanford University and Barnard College. That research, in particular around brain development, indicates that young brains show better growth through the development of mathematical sense and reasoning, not simply rote memorization.

“The basics are being taught but in a way that’s fun and that sticks with the kids,” Soodek says. “Often, something seems unapproachable, because numbers are bigger or problems are worded differently, but when students hear an aspect that is familiar, they can more easily envision what’s happening.”

The way math instruction is delivered has also shifted. The traditional teaching of math resulted in rewarding those who could call out an answer the quickest. Now, the focus is placed onto the thinking behind the answers, with students defending their thinking, both orally and written, much in the way real mathematicians prove their theorems.

“Our students develop the ability to clearly articulate their understanding and to listen critically and thoughtfully to the ideas of others,” Ennis says. “We want them to develop confidence and independence in their ability to reason.”

## A WORLD OF SPANISH

On any given day, wander past a Lower School classroom and you won’t just hear English being spoken.

“Spanish in the Lower School is based on an acquisition model and students learn the language related to what’s happening in the classroom,” Pike says. “Routines like washing hands or getting a snack or lining up happen in Spanish.”

To develop the Spanish program, administrators worked closely with educators and researchers from Bank Street College of Education and the CUNY Graduate Center, experts in the bilingual education world.

Jennifer Abbate, the Lower School Spanish Coordinator, oversees the scope of the curriculum and says the main goal of the program is for students to see the purpose of Spanish in their everyday lives.

“In the past, they really didn’t feel like they could walk down

the street and use that knowledge. Now, students will see me in the hallways and be itching to speak Spanish,” Abbate says.

In PreK and Kindergarten, Spanish is a partial immersion program led by associate teachers who are fluent in Spanish and who help head teachers incorporate Spanish into routine classroom activities. In first through fourth grades, Spanish is still used throughout daily activities but there are also designated class periods for instruction taught exclusively in Spanish.

“We don’t say, ‘this is a verb, this is an adjective,’” says Spanish Teacher Fabricia Calcavecchia. “Eventually students will have more formal lessons in Middle and Upper School, but now is the time to learn to not fear speaking a different language and to play with the words.”

As much as language acquisition is the goal of the Spanish curriculum, learning about Spanish culture, in all its forms, is equally important.

Spanish is the official language of 21 countries around the world and students celebrate all those different variations. From learning authentic songs and dances to a pen pal program with students in Argentina to classroom visits with parents and faculty members who share their varied Hispanic heritages, students

absorb the importance of learning about different cultures.

“Part of Berkeley Carroll’s mission is global learning, and we want to show that Spanish is more than just one dialect or culture,” says Spanish Teacher Sandra Lopez Iraeta.

“It is really important to us to

build a community welcoming all cultures and languages.”

## MIRRORS AND WINDOWS OF HISTORY

Before students learn about the world around them in Social Studies, they begin by learning about themselves.

“Students understand the world as circles that expand out, first about themselves, then thinking about the needs of their classroom, then thinking about systems and rules that exist in their community,” Pike says. “Students come to understand the importance of multiple perspectives.”

That has been the biggest change to the Lower School Social Studies curriculum in the past few years, providing students both windows and mirrors during their learning, opportunities to see themselves reflected in their studies as well as learning about others.

“We asked ourselves, how do we make sure we’re showing lots of different perspectives, learning about other people that’s positive and affirming,” says Brandie Melendez, Director of Community and Inclusion.

Those changes, influenced by an anti-bias framework from

“We asked ourselves, how do we make sure we’re showing lots of different perspectives, learning about other people that’s positive and affirming.”

**Brandie Melendez, Director of Community and Inclusion**





the social justice education program Teaching Tolerance, are now reflected in the curriculum. Students used to study migration simply through the lens of European immigration through Ellis Island. Now, a wider narrative is included, recognizing the forced migration of enslaved people to this country, as well as how those individuals fought for justice and equal rights.

The new curriculum also focuses on areas of culture, social justice, and how systems function in communities, providing students the means to develop positive social identities, recognize bias, and express empathy with others. That work is particularly highlighted by the Changemakers program.

Changemakers had been running through the Social Studies program for many years when Matt Budd became Director of Community Action at Berkeley Carroll two years ago. He saw a chance to make the program more expansive while also finding organic ways to connect to units of study.

"The language of Changemakers is the idea of innovation and creativity to address a problem," Budd says.

From first graders visiting the Sims Sunset Park Materials Recovery Facility and creating more kid-friendly signs for the trash and recycling bins back at school, to second through fourth graders having the chance to participate in the Changemakers Club, students are given the tools as well as the opportunities to take action around issues they care about.

"We want students to see themselves as individuals who can and should make a difference in the world," Pike says.

## A LIFETIME OF EXPRESSION

The performing and visual arts are an integral part of the Lower School curriculum, when students discover and begin to develop the knowledge and proficiency that opens them to a lifetime of joyful and creative expression.

"Students make sense of the world in different ways, and it is so important for them to develop an appreciation for artistic disciplines and have the opportunity to express their emotions through different outlets, be it through a musical instrument, through dance, or through drawing," Pike says.

Students in the Lower School Music program aren't just learning how to read music for music class, but developing lifelong skills applicable across subjects alongside great educators who also happen to be impressive professional performers.

Music Teacher Carolyn Sloan is an award-winning author of several music books for children who began her career as a musician writing music for Off-Broadway productions, while Music Teacher Don Militello is a trained jazz pianist with decades of experience touring with groups like the Glen Miller Band.

"We're trying to create independent thinkers," Sloan says.

"Lots of tenets of music can be applied across disciplines, because people who perform always have to evaluate their performance and think about what's working and what could be better."

In the older grades, students become well versed in the foundational elements of music and gain confidence by performing in front of larger audiences, while students as young as three and four are challenging their thinking in music through games and movement.

"Mixing music with physical activity means students are working on listening while doing another activity, and being able to do two things at once is so important in music," Militello says.

Lower School Art Teacher Phaedra Mastrocola has worked to reimagine the visual arts curriculum for students. Bringing a background in graphic design and education, including teaching at the Pratt Institute for Art and Design Education, Mastrocola says students leave the Lower School with a steadfast realization of the power of art and artists.

In the later grades, students look at the work of professional artists and think about the messages conveyed to an audience.

In fourth grade, they apply that knowledge to a project studying poster campaigns like Shepard Fairey's Obama "Hope" poster, deconstructing the elements that made it successful and then designing their own.

"Students get a sense of the value of art and understand

how powerful art can be as a tool for expression and how it can be used as a communications device," Mastrocola says.

Every grade in the Lower School participates in the dance program, learning the basics of movement, studying the works of great dancers, and eventually choreographing their own performances.

Dance Teacher Vanessa Paige began performing at the age of nine and later joined the acclaimed eba Dance Theater, which in 2018 recognized her for 30 years of innovation and excellence in choreography and education.

Paige says her job is to help children control their bodies, learning technique along with creative movements. "The idea is when it's time to move creatively, to be a leaf or make up a jazz dance, from a three year old to a nine year old, they have a toolkit to work with."

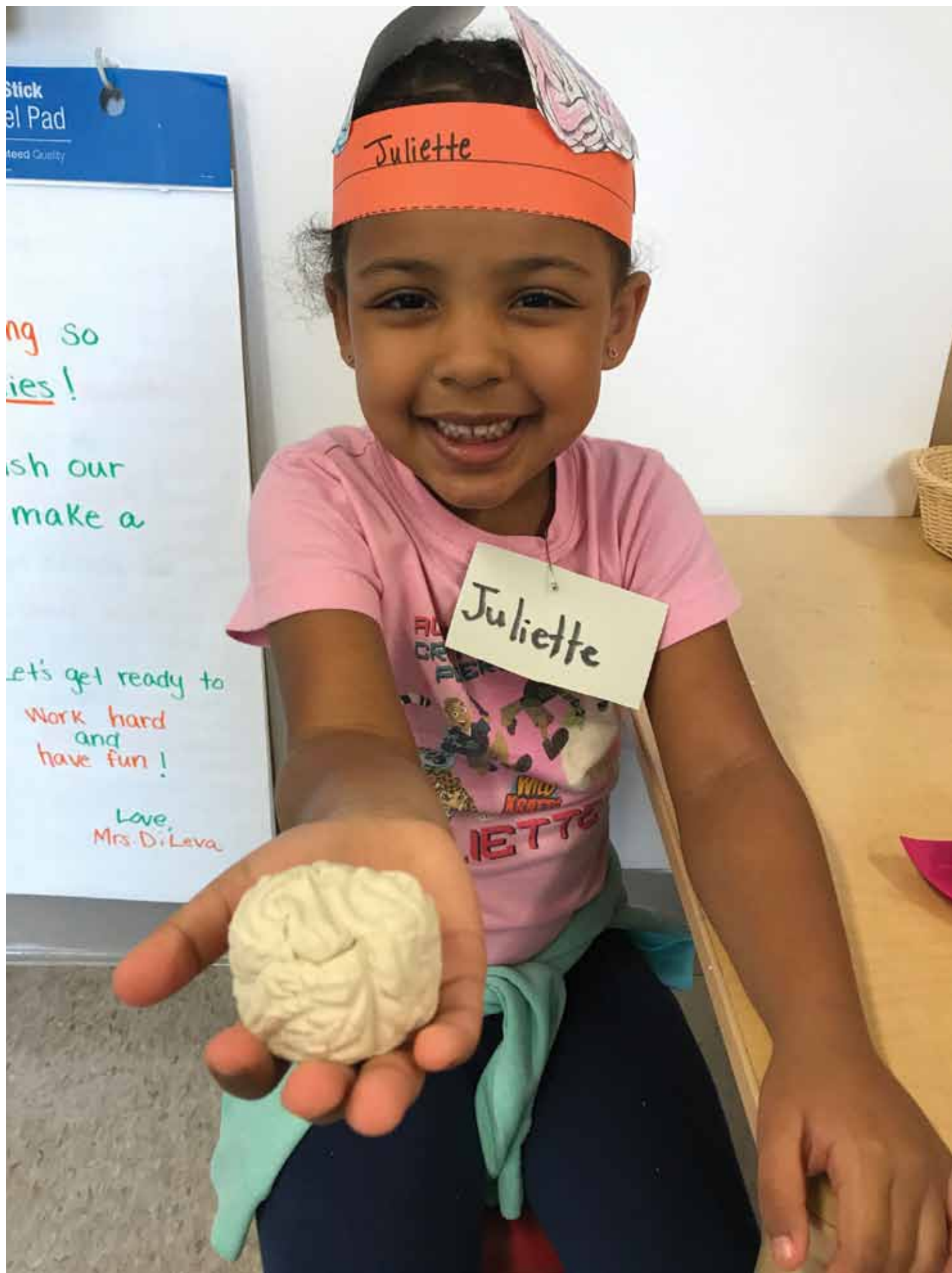
That toolkit, in dance as well as music and the visual arts, stays with students long after they leave the Lower School.

"It's all about learning the skills they will need in Middle and Upper School," Pike says. "The program is thoughtfully sequenced so kids are ready to jump into all the arts offerings when they arrive at Lincoln Place."

"We tell students that making mistakes is a great way for your brain to grow. If scientists knew all the answers, there wouldn't be any fun in the experiment."

**Lower School Science Teacher Becky Blumenthal**







### **Middle School Musical Dazzles**

Audiences enjoyed a colorful and fantastical treat at this year's Middle School musical, "Once on This Island, Jr." The story is an adaptation of Hans Christian Andersen's fairy tale, "The Little Mermaid," and follows one small girl who finds love in a world of prejudice.







# GET YOUR OFFICIAL BC GEAR AT OUR ONLINE SCHOOL STORE



Show your lion pride with Berkeley Carroll apparel and gear.

**[WWW.BERKELEYCARROLL.ORG/STORE](http://WWW.BERKELEYCARROLL.ORG/STORE)**

Contact **[store@berkeleycarroll.org](mailto:store@berkeleycarroll.org)** with questions or suggestions.



# What does **ANNUAL FUND GIFT** support?



**989**

Students



**172**

Faculty



**6**

Libraries



**3**

Playgrounds



**7**

Bands &  
Orchestras



**38**

Athletic Teams



**5**

World Languages  
in Upper School



**10**

Science Labs

**6**



Visual Arts  
Studios



**\$7,460,000**

Financial Aid Awarded



**2**

Academic Partnerships  
with Universities

**1**



Performance  
Space

**23**



Middle School  
Arts Electives

**7**



Bands and  
Orchestras

**8**



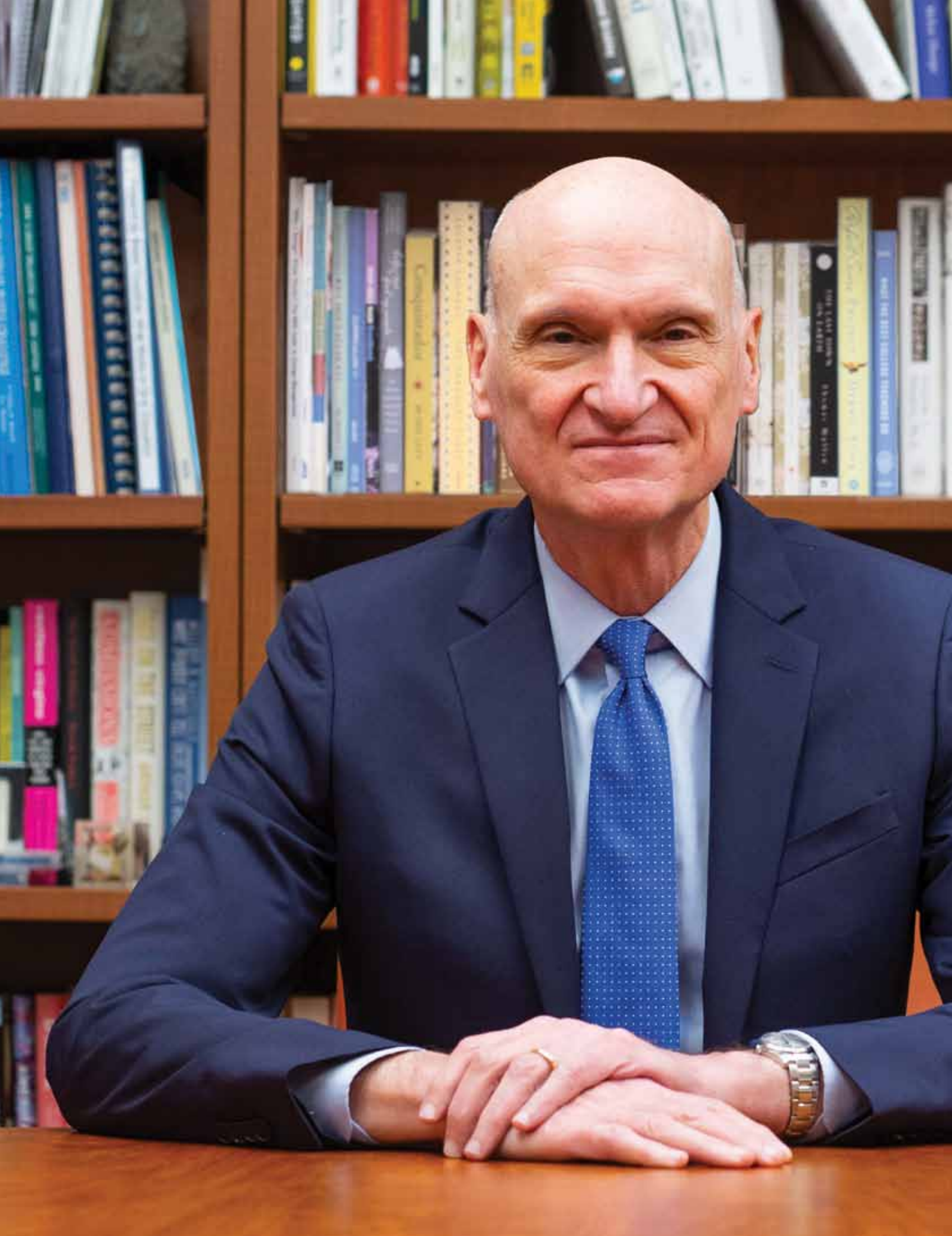
Academic Travel  
Programs

Your gift  
will support  
**EVERY  
BERKELEY CARROLL  
STUDENT**

Berkeley Carroll counts on the Annual Fund and the generosity of the school community to help support a talented faculty, innovative programs, a commitment to financial aid and state-of-the-art facilities.

It adds up to an exceptional education for every student. There are 989 reasons to give.

[www.berkeleycarroll.org/give](http://www.berkeleycarroll.org/give)







# **THANK YOU MR. VITALO**

**Over 13 years, Head of School Bob Vitalo transformed Berkeley Carroll. We look back on his career and the impact he made on thousands of students, faculty, and staff.**

# BOB VITALO must have a twin, or perhaps a cloning device. How else can you explain his ability to seemingly be in so many places at once?

**A**n admissions open house at Carroll Street. A performance at Sterling Place. An athletics event at Lincoln Place. If something is happening at Berkeley Carroll, big or small, chances are you'll see Mr. Vitalo there.

"I've never met a man who has been to every conceivable event, every faculty meeting, dean's meeting, sports game," says Middle School Director Jim Shapiro. "From the very opening moment he arrived, he wanted to know everything about BC."

It's not just about making an appearance, either. Mr. Vitalo undoubtedly will be there in conversation with every student, parent, or faculty member he encounters.

"Bob has made it a practice to notice everyone, including hundreds of people by face and remember them at a heartbeat," says Athletic Director Dick McGrath. "He's truly aware of what's going on in every building on campus."

It's an impressive feat, and it also might be one of the keys to Mr. Vitalo's success.

"Bob has this extraordinary ability to communicate with people," says Assistant Head of School Brandon Clarke. "He very naturally connects and makes people feel seen and feel like their opinions matter, and that's a really wonderful quality."

After 13 years as Head of School at Berkeley Carroll, Mr. Vitalo has never lost his ability to connect with people, from the youngest student to the oldest alum. As Berkeley Carroll prepares to say farewell and reflects on all of Mr. Vitalo's accomplishments, it's his dedication to the people that make up this community that might be his greatest legacy.

## BROOKLYN BORN AND RAISED

When Mr. Vitalo arrived at Berkeley Carroll in 2006, it was certainly a change of scenery from his previous head of school positions, first at Media-Providence Friends School in the suburbs of Philadelphia, then the all-boys Fairfield Country Day School in Connecticut.

But in many ways, it was also a return home.

Mr. Vitalo grew up in a section of Borough Park then known as "Little Norway" for its large Norwegian immigrant population where he attended local elementary schools and then an all-boys Catholic high school. From an early age, he knew his career path was towards education.

"The thought of becoming a teacher was really influenced by the teachers I had in my high school who were intelligent and engaged us in thoughtful conversations and pushed us," Mr. Vitalo says. "I loved the idea of being able to have an impact on other people, kids especially, and I made the decision to become a teacher pretty early on."

Mr. Vitalo didn't travel far from Brooklyn. He took up study at New York University's School of Education thanks to a scholarship as part of the University Scholars. Besides training him to become a great educator, NYU would also shape Mr. Vitalo in a profound way because it was there he met his wife, Jackie Montras.

After earning his master's degree from Teachers College at Columbia University, Mr. Vitalo entered the New York City public schools and taught a wide variety of subjects and grades.

In 1980, he made the transition to independent schools, working at Grace Church School in Manhattan and then becoming

## BC MILESTONES UNDER BOB VITALO'S LEADERSHIP

### 2005

Enrollment: 900

### 2006

Mr. Vitalo arrives as the new head of school at Berkeley Carroll

### 2010

BC breaks ground on capital projects at 712 Carroll Street and 181 Lincoln Place which resulted in the renovation and expansion of facilities for PreK and Kindergarten and the Middle and Upper School cafeteria.





a division head at Media-Providence Friends School in 1982. Three years later, he became their head of school. He went on to Fairfield Country Day in 1992.

While the previous schools he led might have looked worlds

It was at Fairfield Country Day School where Mr. McGrath first met Mr. Vitalo 25 years ago, and he was struck by the immediate impression of a leader who did what he said he would do.

"I was impressed by the sense of optimism that surrounded the school and the vision of what it would become, and Bob set that tone for the entire school," Mr. McGrath remembers. When Mr. Vitalo left for Berkeley Carroll, Mr. McGrath followed three years later. "When Bob and I spoke again, BC was moving in a forward direction and again there was the excitement, the vision."

Mr. Vitalo not only had a vision but a knack for getting people on board. Lower School Director Amanda Pike was part of Mr. Vitalo's original hiring committee. There were flashier candidates, louder candidates as Ms. Pike recalls, but none stacked up with Mr. Vitalo. After visiting Fairfield, the choice for the committee was an easy one.

"I remember going on a visit to his school to meet parents, teachers, administrators, students, and I remember how loved and respected he was," Ms. Pike says. "They just spoke so unanimously of his incredible leadership, his kindness. They just loved him."

## A NEW CHAPTER FOR BERKELEY CARROLL

Mr. Vitalo would bring that spirit with him to Berkeley Carroll. At the time, the school was very much at a crossroads. There were concerns seemingly everywhere—in admissions, staffing, finances—and the school was in need of clear leadership. But rather than be warned off, Mr. Vitalo saw a fresh challenge.

"I loved the idea of being able to have an impact on other people, kids especially, and I made the decision to become a teacher pretty early on."

## Head of School Bob Vitalo

apart from Berkeley Carroll, Mr. Vitalo says the lessons he learned over twenty years of leading independent schools still applied when he arrived at 181 Lincoln Place.

"There are different challenges running any school, but there are things that are all the same. It's always having to be a presence. It's always supporting the teachers. It's always taking stances that advance the mission of the school. That's really the work. It really is not any more complicated, and it's as complex as doing what you say you're going to do."

"I saw it as a real opportunity because I thought the bones of the school, the spirit of the school, the ethos were strong, positive, and attractive, and with slight course corrections really could be extraordinary."

Since 2006, Berkeley Carroll has transformed. Mr. Vitalo has never been one to shy away from a challenge, and he's most certainly not afraid of change, and as the field of education has undergone seismic shifts in the last decade, it's thanks to so many of Mr. Vitalo's initiatives that Berkeley Carroll has kept or exceeded the pace.

### 2010

Lower, Middle and Upper Schools begin to expand arts programs.

### 2011

Upper School launches Science Research and Design program

### 2011

Lower School begins pilot of Spanish Partial Immersion program

### 2011

Upper School launches American Studies course and Senior Speakers program

### 2012

BC named a "School of the Future" by the National Association of Independent Schools (NAIS)

### 2012

BC announces free bus service, making the school more accessible to students from all over New York City

Under his leadership, Berkeley Carroll became a New York City school of choice, outgrowing its past reputation as “just” a neighborhood school. Academics expanded, from the introduction of the Humanities in the Middle School, Spanish Partial Immersion in the Lower School, and the expansion of Math, Science and Technology departments in the Upper School, including computer science as a course in the Upper School and coding activities at every grade level.

Under Mr. Vitalo, the music program at Berkeley Carroll grew, especially across the Middle and Upper Schools. Today, every Middle School student learns to play at least one musical instrument; and in

strengthening the school’s partnerships with advocacy programs for high achieving students of color like Prep for Prep, Oliver Scholars, and Breakthrough New York, his accomplishments have made Berkeley Carroll more reflective of the wider world.

“Increasing diversity has made us a better and stronger school,” Mr. Vitalo says. “The community as a whole, from the Board, to faculty, staff, students and parents, supports our work to make sure Berkeley Carroll is an inclusive and welcoming environment where everyone can be encouraged, supported and know they belong here.”

That commitment and care is something all the administrators who have worked with Mr. Vitalo admired in him from the start,

“There are different challenges running any school, but there are things that are all the same. It’s always having to be a presence. It’s always supporting the teachers. It’s always taking stances that advance the mission of the school. That’s really the work. It really is not any more complicated, and it’s as complex as doing what you say you’re going to do.”

### Head of School Bob Vitalo

the Upper School, students have a variety of electives to choose from including orchestra, jazz ensemble, and wind ensemble.

Students truly receive a global education with the expansion of spring intensives and academic travel programs. And Berkeley Carroll’s student and faculty community diversified to better reflect New York City’s demographics thanks to efforts to increase financial aid to almost seven and a half million dollars and offering free bus service to bring students from across Brooklyn, Manhattan, and beyond.

“As a field, we know so much more about how kids learn and we’ve become much more aware of what meaningful learning means,” Mr. Vitalo says. “The innovations we’ve implemented in our facilities, our arts programs, athletics program, our faculty and staff, and raising the profile of BC and backing up our words with quality outcomes, all of this has been accomplished with a lot of great people working very, very hard all along the way.”

Mr. Vitalo has also fostered a commitment to diversity and inclusion at Berkeley Carroll. From creating the position of Director of Community and Inclusion, to encouraging new curriculum that reflects a greater number of identities, to his achievements in

and one Upper School Director Jane Moore experienced firsthand. Shortly after being offered the position at Berkeley Carroll, Moore found herself about to adopt a child coinciding with her start date. She was unsure how her new head of school would react.

“He was literally just interested to know all the details of the process,” Ms. Moore says. “I thought that was an amazing thing in terms of running a school and dealing with people but also how men in power deal with gender. It’s not common, and it demonstrated to me a commitment to gender equity and leadership. He doesn’t trumpet those values -- he lives them.”

### A LEADER AND A MENTOR

Many of the transformations that have happened at Berkeley Carroll under Mr. Vitalo are easy to see: the renovations of the Pre-K and Kindergarten building on Carroll Street; the acquisition and renovation of Sterling Place to create a first class performance space; and the expansion at Lincoln Place to add a larger cafeteria, additional classrooms, increased library space and the innovative Beta Lab. But one that should never be forgotten is his commitment to faculty.

“I think Bob really does see the best in people,” Mr. Clarke

#### 2012

BC acquires 152 Sterling Place, renovating and creating classrooms, administrative offices, and new Performance Space, dedicated to longtime former faculty member Marlene Clary

#### 2013

Upper School starts offering engineering courses and partners with NYU’s Tandon School of Engineering

#### 2013

Upper School partners with John Hopkins University’s Center for Talented Youth to start offering online Arabic and Mandarin instruction

#### 2014

Middle School starts offering Humanities





says. “He’s just incredibly supportive and wants to see people develop their strengths. Just look at the number of BC faculty who have moved from teaching to leadership roles here and at other schools, and he’s really encouraged that cultivation.”

Much of that leadership growth has remained within Berkeley Carroll, while others have left to become heads of school at other institutions, and much of their success can be attributed to the culture Mr. Vitalo fostered which celebrates a climate of possibility, growth and mentorship.

Amanda Pike knows the impact of that mentorship. Ms. Pike came to Berkeley Carroll in 1993. After serving as a teacher and then director of Lower School admissions, she became Director of the Lower School in 2015, and Mr. Vitalo wasn’t just a boss but a mentor.

“As someone new to a leadership position, his support was invaluable. He’s so thoughtful and willing to share his knowledge. He’s a good teacher and he has always championed faculty development,” Ms. Pike says.

That commitment to leadership has not gone unnoticed. Mr. Vitalo has been recognized multiple times by the New York State Association of Independent Schools, including being invited to

speak on what it takes to lead a 21st century school; he was appointed co-chair on the NYSAIS Committee on Accreditation in 2016; and most recently he was published in the Spring 2019 issue of the National Association of Independent School’s *Independent School Magazine*, writing on effective school leadership.

Mr. Vitalo leaves an indelible impression upon Berkeley Carroll, having transformed the curriculum, the campus, and the community. But his dedication to faculty will be one that will continue to make an impact long after he leaves.

The Robert D. Vitalo Fund for Growth and Innovation in Teaching will help ensure that faculty will have access to professional development opportunities, regardless of cost, a fitting honor for a man who has been so dedicated to teachers being able to grow at every stage of their career.

“Bob has always put great focus on BC’s greatest resource: our wonderful teachers,” says Berkeley Carroll Board of Trustees Chair Joe Polizzotto. “Bob has made faculty development a priority, and with the Robert D. Vitalo Fund, even more opportunities will be available for our teachers to enhance their professional skills.”

## 2014

Upper School revamps and expands global education program

## 2014

Computer coding curriculum implemented in every grade. Upper School creates a Computer Science Department

## 2014

Lower School introduces Math Coordinators

## 2015

Middle School introduces single-gender Middle School math classes and workshops

## 2015

Upper School joins the Athletic Association of Independent Schools, the premier league for girls sports in NYC independent schools



### THANK YOU, MR. VITALO

From a school of 900 to nearly one thousand, now represented by families from all across New York City, Berkeley Carroll looks like a far different place from when Mr. Vitalo first arrived.

At its core, though, the mission of the Berkeley Carroll School from its earliest incarnation remains. It's just that Mr. Vitalo's vision has grown around it.

"There's been a lot of change in terms of the diversity of the student body, the reach, a lot of capital improvement, and so it

"It is the energy he transmits to get things done in a positive way," Mr. McGrath says. "There's always been a vision and forward momentum and it's infectious. I've never been around the sense of optimism and sense of doing good that comes from Bob."

"A horse can take a rider on a very long and fast trip but only if the person at the reins has the confidence and skills to go somewhere," Mr. Shapiro says. "I've learned working with Bob how passionately devoted and endlessly resourceful

"Bob has done all this without ego. It's not about him. He's done it so smartly because it doesn't depend on him being here to continue."

### Assistant Head of School Brandon Clarke

looks different, but that sense of community, that feeling of being a neighborhood school remains, and Bob has made sure we've kept that," Mr. Clarke says.

"Bob has done this without ego. It's not about him. He's done it so smartly because it doesn't depend on him being here to continue."

13 years ago, who could have imagined what the school would look like today? Then it was only an idea, and it's a testament to Mr. Vitalo's leadership that it became a reality.

you have to be to be a success as head of school."

This fall will be the first time in decades that Mr. Vitalo greets a September without ushering in a new school year. As he prepares to say farewell to Berkeley Carroll and enter a new chapter of his career, what will he miss the most about his time here?

"Simple. I'll miss the interactions with kids and hearing their concerns and what excites them and their unvarnished enthusiasm," Mr. Vitalo says. "The best part about school is the kids."

### 2017

Construction on Lincoln Place campus completed with Beta Lab (STEAM space), dedicated Upper School and Middle School libraries, theater classroom, new dance and sculpture studios

### 2017

Upper School starts offering Mandarin classes

### 2018

BC announces record enrollment of 989 students and record number of sports teams (44)

### 2018

Lower School Introduces Language Arts Coordinator



# BC UNDER BOB VITALO'S LEADERSHIP (2005-2019)

**ENROLLMENT:** INCREASED 26% TO 989

**FINANCIAL AID:** ALMOST TRIPLED TO \$7.5 MILLION

## A FEW HIGHLIGHTS FOR 2018: INCREASED OR IMPROVED

### GEOGRAPHIC DIVERSITY:

Started free bus service program that now serves more than 40% of the student body in 60 zip codes

**37%** of the student body are students of color

**91%** of the faculty with advanced degrees

**81%** of seniors accepted to one of their top choice colleges

**77%** of seniors accepted to a highly selective college

**7** global academic travel programs

**5** World Language programs in the Upper School

**53** National Scholastic Writing and Arts Awards won by students

**96** National Medals for Spanish

**27** National Medals for Latin

**72** speech and debate awards

**561** students who perform at BC's Performing Arts Center

**4<sup>th</sup>** place at the largest high school jazz festival in the country

**100%** Percentage of 5th and 6th graders who learn an instrument

**38** Athletic teams

**72%** of Upper School students play on a sports team

**76%** of Middle School students play on a sports team

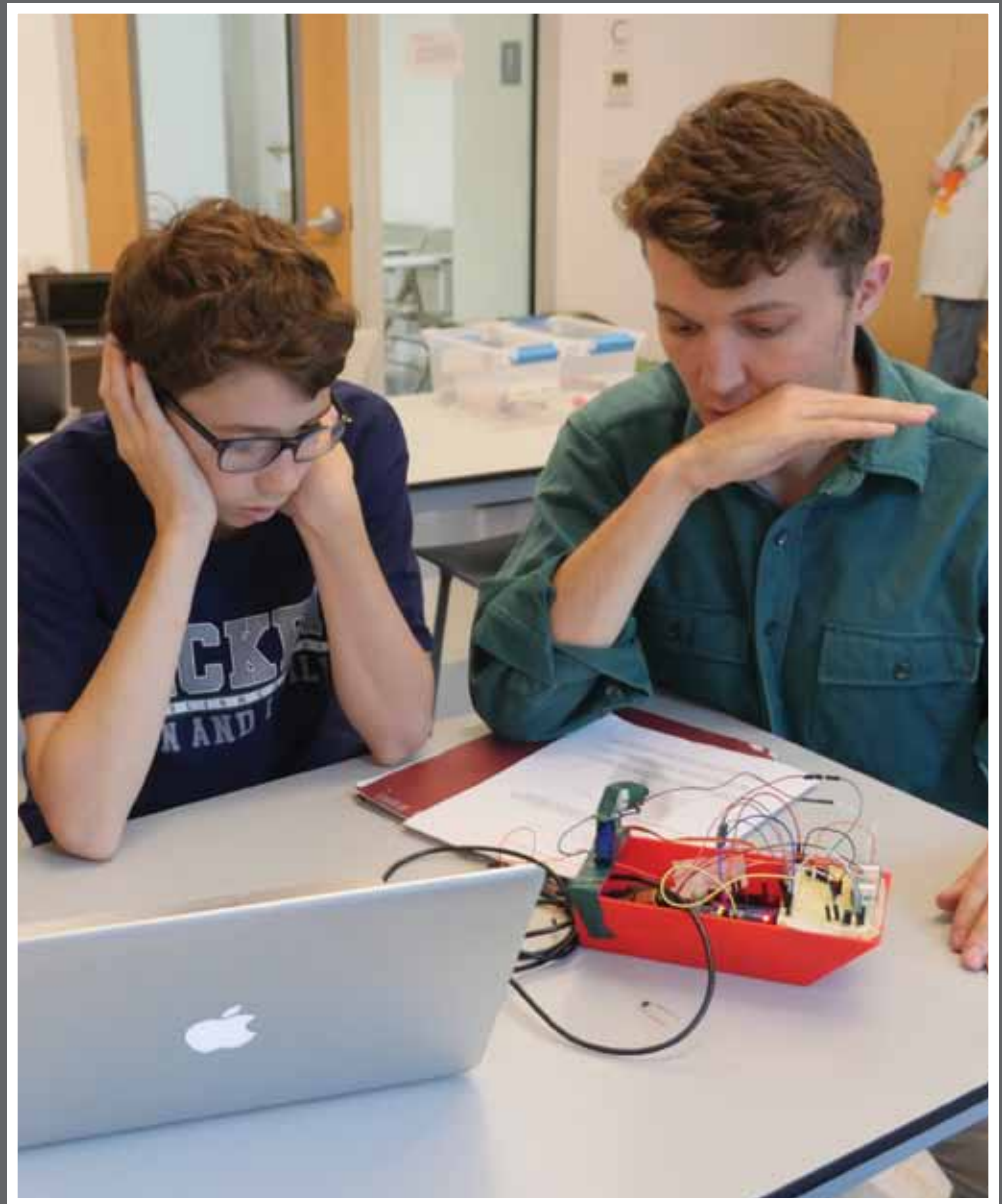


YOUR GIFT TO THE

# THE ROBERT D. VITALO FUND FOR GROWTH AND INNOVATION IN TEACHING

[www.berkeleycarroll.org/campaign](http://www.berkeleycarroll.org/campaign)





Extends our ability to provide professional development opportunities for faculty.

---

Helps faculty prepare students to be globally minded, critical thinkers who can communicate effectively with people in the world around them.

---

Recognizes our faculty's commitment to excellence in teaching, making it possible for teachers to grow at every stage of their career.

# THANK YOU, MR. SHAPIRO

Middle School Director and  
Speech & Debate Coach

**Jim Shapiro** will be retiring  
this June, leaving BC  
after 29 years. We asked  
**August Rosenthal '13**  
to share his memories on  
behalf of all of Mr. Shapiro's  
students over the years.

**IT IS MIDNIGHT** in a hotel in a faraway city somewhere in America. There is a line of teenagers in a hallway, each facing the wall, muttering to themselves, reciting speeches for an invisible audience. The hotel room door opens, and a beleaguered Jim scans the line of students, realizing that he still has hours of work ahead of him. He smiles—a real smile, rooted in a generosity of spirit—and beckons the next in line, ready to soothe nerves and build confidence.

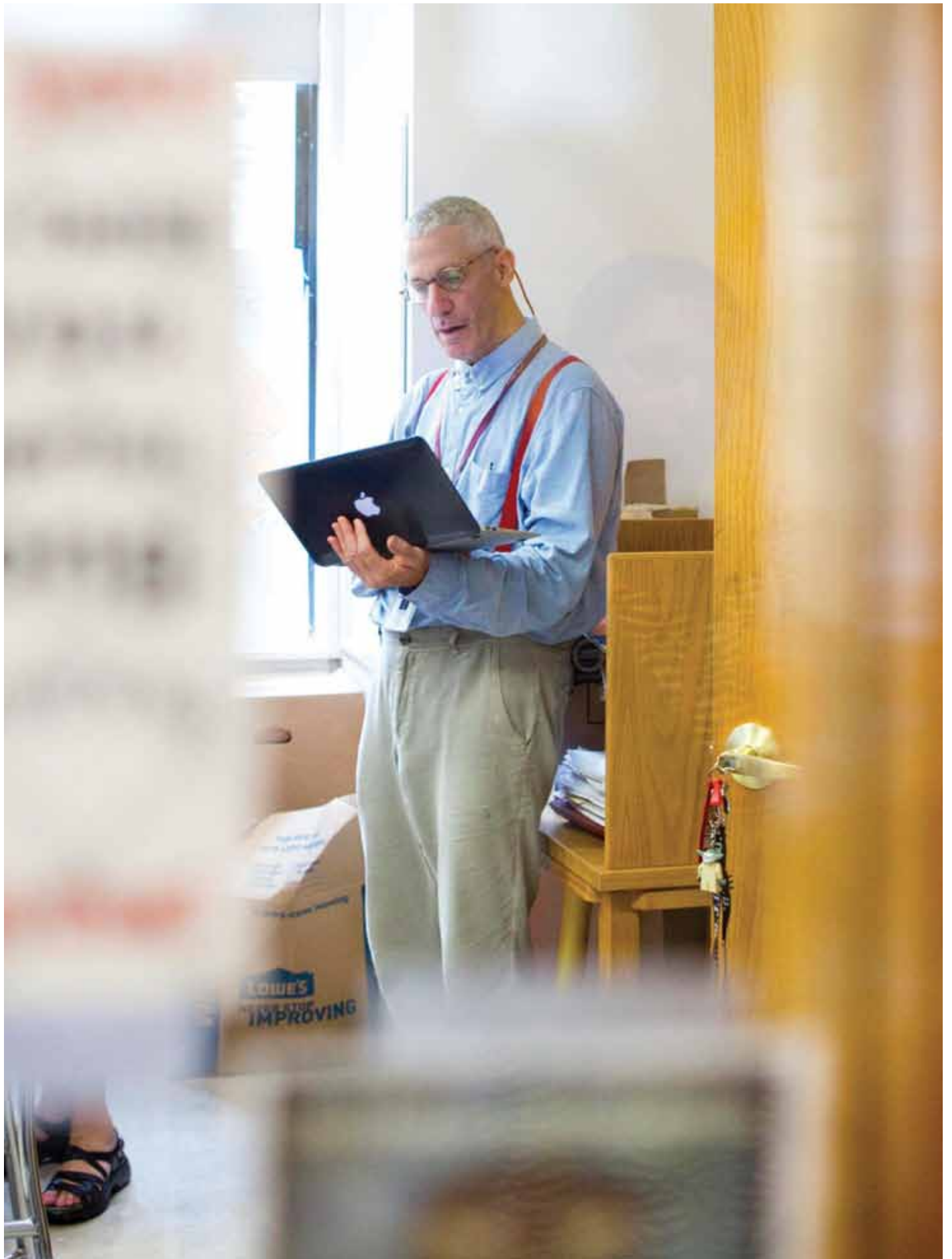
Jim is an oxymoron: his words are shrouded in metaphor and deeply understood; he ran from home as a teenager to become a sailor and graduated from Harvard; his legs carried him across the country and planted him at The Berkeley Carroll School for 29 years. He is soft and sharp, esoteric and approachable, scattered and fastidious.

Jim, more than any other, receives a person exactly as they are, and asks only that they consider education the greatest tool in their ethical growth. Regardless of setting—tournament, classroom, Roma's Pizzeria—Jim cuts to the core of his students. For some, he showed that scholarship is a tool for technical success. For others, he showed that scholarship is a good in and of itself. For me, he showed that scholarship unlocks deeper human connection, that scholarship begets kindness, that without scholarship there is no good, but only shadows dancing on the wall of the cave.

Over dinner, over cross-country flights, over text, email, and phone calls, moments with Jim exist outside the constraints of time. Words and phrases resonate years later, banalities suddenly venerable, the construction of letters elevated to art. Jim uncovers a richness in life itself, expecting and inspiring eager minds to consume and consume, never filling. It is his mind—and his heart too—that are never full, and so it is with tremendous gratitude and love that I wish him unyielding focus and warmth in his future scholarship.

August Rosenthal '13







---

BC lens

---

### **Happy Trails**

Berkeley Carroll students arriving for the first day of school in 2018 were greeted by the familiar faces of Middle School Director Jim Shapiro and Head of School Bob Vitalo. Combined, Mr. Vitalo and Mr. Shapiro have been a part of BC for more than four decades. We say thank you to them both as they prepare for their next adventures!







## 1940s

**Martha Schroeder '47** writes: "Greetings from a member of the class of 1947. There were twenty-one of us and I'd love to hear from anybody still alive. Me? I'm happy, healthy for my age. My two surviving children live nearby and three grandsons are a train or plane ride away. I walk, socialize, go to movies, plays, concerts, contribute time and money to causes that appeal to me. If there's a classmate reading this, please get in touch! Martha Schroeder, 5 Hickory Drive, Slingerlands, NY 12159; wychway88@gmail; 518-569-0853."

**Judy Cramer '47** welcomed a great grandchild. Judy says she meets regularly with former BC Alumni Director Lenora Brennan and **Jan Stark '63** after they all met at Judy's 50th reunion.

**Barbara Smyth '48** writes: "We had a delightful Thanksgiving with our five children and spouses all in town from four different states. We gathered at a lovely Beach House on Isle of Palms and two couples, who enjoy cooking, prepared our

holiday dinner. It was wonderful to all be together for the holiday, along with a few of the next two generations - 28 in total!

The week before Thanksgiving, another great grandchild was born, George Serway Smyth, named George in honor of his two great grandfathers. And then the week before Christmas another precious great grandchild arrived, James Simeon Nass. So now George and I have eight great grand boys and seven great grand girls. We are truly blessed!"

## 1950s

**June Teufel Dreyer '57**, a Political Science Professor at the University of Miami, writes: "I have been elected president of the American Association for Chinese Studies, for a two-year term. A few months ago, Routledge published the 10th edition of my 'China's Political System: Tradition and Modernization.' And Oxford University Press published an updated edition of 'Middle Kingdom and Empire of the Rising Sun: Sino-Japanese Relations.'

The hardback edition won the Japan Institute of National Fundamentals' prize for best book of the year on Japan in 2017.

I keep in touch with my best friend from Berkeley, **Ina Gianella Klem**, also '57, who lives in Los Angeles."

## 1960s

**Jean Davio '61** writes: "Nine members of the class of '61, **Carol Atiyeh**, **Karen (Ellis) Hoffman**, **Carole (Forster) Swan**, **Claire (Ghattas) Pitzer**, **Jean (Martinson) Davio**, **Gwen Skelton**, **Genevieve (Twohig) Hamway**, **Joan (Bunny Wagener) Libby**, and **Nancy (Winkler) Naftulin**, all met in Washington, DC in mid-October for another one of our 'regular-every-couple-years get-together.'

Our hostess, Claire, cooked a wonderful dinner for our first night and told us of the exciting adventures she had arranged for us. Our first morning was spent at the Supreme Court (Justice Kavanaugh's first seating on the court) and heard the presentation of two cases.





Jordan Shakeshaft '01



Helen Ogbara Reeves '01

We toured the National Cathedral and enjoyed a private tea in the afternoon. Bunny and Ken had arranged with Senator Leahy of Vermont for a tour of the Capitol, attendance at a Senate session and lunch in the Senate Dining Room for our second morning. In the afternoon we visited the National Portrait Gallery, where a special exhibit was "The Brooklyn Dodgers." Friday we visited the African American Museum in the morning and the Washington, Lincoln and Vietnam Memorials in the afternoon before a wonderful farewell dinner on the waterfront.

We always enjoy our time together, the chatter never stops, and we're already looking forward to our next gathering.

We're particularly grateful we got together in DC when we did but our hearts are heavy because, sadly, Bunny passed away less than two weeks later. It was Bunny who started these reunions; she and her husband Ken would open their home to us so we could reminisce, laugh spontaneously, eat heartily and breathe in

the clean Vermont air. We'll continue our tradition in Bunny's memory."

**Jeri Ruben '64** writes: "I'm still on the planet and starting my 34th year teaching at the University of Alaska Anchorage (UAA). I achieved the rank of Full Professor many years ago. We all survived the recent 7.0 earthquake and at least 4,000 of aftershocks thereafter with many more to come. We're all jittery. We're hardy Alaskans!"

**Anne (Nan Reilly) Moses '65** writes: "My son, Fred Schonenberg, got married on December 15, 2018 with a rehearsal dinner at The Montauk Club. My daughter, Nanny Vogel, and her husband are expecting their first child in July 2019. I'm so excited about everything!"

## 1990s

**Janine Kenna Dozier '91** lives with her family in Charlottesville, Virginia, where she is the Executive Director of the Virginia Discovery Museum, the regional children's museum. Janine serves on the

board of trustees of St. Anne's Belfield School where her children Jack (age 13) and Henry (age 11) attend, and draws on her experience as a former admissions reader at the University of Virginia and her twenty years of conducting alumni interviews for Yale to consult high school students on their college applications.

**Christina Rosan '92** is an Associate Professor at Temple University in Geography and Urban Studies. She lives in Philadelphia with her husband and three kids, Owen (10), Anya (6), and Eli (6).

**Ayana Elizabeth Johnson '98** writes: "In 2016, after completing a Ph.D. in marine biology in San Diego, multiple stints working on federal policy in DC, and years working with fishing communities in the Caribbean, I moved back to Fort Greene. In 2017, I founded Ocean Collectiv, a consulting firm for conservation solutions grounded in social justice. Hope all my schoolmates are well. And what I really hope is that everyone is doing whatever they can to address climate change; that's the most important thing."



Rosa Cohen-Cruz '03



Joanna Guest '06



Liz M. Luciano '07

## 2000s

**Steffani Maxwell '00** joined the Vera Institute of Justice in January as their new Grant Writer. Vera works closely with others who share a vision to tackle the most pressing social justice issues of our time such as ending mass incarceration, eliminating racial and economic disparities in the money bail system, and ensuring universal representation for immigrants facing deportation.

**Helen Ogbara Reeves '01** writes: "My husband and I welcomed our son William in September 2017 and moved back to Brooklyn from Manhattan last year. I am an attorney working in the venture and technology space at Dentons US LLP. I'm so thrilled to be back in Brooklyn and I'm looking forward to reconnecting with the BCS community in 2019!"

**Jordan Shakeshaft '01** writes: "My husband, Collin, and I welcomed our baby boy, London Peter Orcutt, on December 2, 2018."

**Courtney Mocio '03** currently resides in Prospect Heights, Brooklyn, with her husband and their two year old daughter, Whitney. Courtney recently became a Vice President at Brit Insurance Group focusing on Network Privacy & Security for corporations. Berkeley Carroll is still close to home for her family. Whitney plays soccer at the BC gym every Saturday morning.

**Rosa Cohen-Cruz '03** and her husband Elric Kline welcomed their son Islay (pronounced I-la) into the world on October 3rd, 2018.

**Gaby Schechter '06** and **Mitchell Eilenberg '05** were married in Washington, DC on September 2, 2018. Gaby writes: "Our Berkeley Carroll love story began in Mme. Youman's French class in 2004! Naturally, we were joined by our BC family: **Anna Hymowitz '06**, **Joanna Guest '06**, **Shahna-Lee James '05**, **Bryan Roberts '05**, **Isabelle Kountz '06**, **Clarke Rosenthal '06**, and **Jacob Wheatley-Schaller '05**."

**Joanna Guest '06** writes: "After spending 7 years in the world of D.C.

politics, I decided to move home to Brooklyn in 2017 to begin working on a project about the daily notes my dad wrote to my brother **Theo '09** and me. I wasn't sure how many notes had actually been saved, but I knew he wrote to each of us every morning for nearly 15 years before we headed off to school at B.C. Upon my return home, I was shocked to find that my mom had managed to keep more than 3,500 notes (and was subsequently less surprised that it took longer than anticipated to organize all of them). After getting a handle on what the collection looked like, I wrote a manuscript telling the story of our notes. Miraculously, it's becoming a real book, published by Celadon Books (Macmillan Press). **Look for *Folded Wisdom: Notes from Dad on Life, Love, and Growing Up* by Joanna Guest on shelves (and websites) this May 2019!** It's quite the Father's (or Mother's) Day gift, if I do say so myself."

**Liz M. Luciano '07** writes: "In the fall of 2017, my husband and I had our second son, Leon Henry Ramirez. He is a beautiful addition to our family of Milo





Jeri Ruben '64

James Ramirez, (5 y/o) Jamil Ramirez, and Liz Luciano-Ramirez.”

## 2010s

**Sage Lancaster '11** has been living in London, England, since she graduated from the University of St Andrews in 2015. She works for a charity called Kids for Kids, which helps the forgotten children of Darfur, Sudan, through a range of sustainable projects. She is spending 2019 traveling and working in New Zealand.

### WHAT ARE YOU UP TO?

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

[www.berkeleycarroll.org/classnotes](http://www.berkeleycarroll.org/classnotes)

**Email:** [alums@berkeleycarroll.org](mailto:alums@berkeleycarroll.org)

**Mail:** The Berkeley Carroll School  
c/o Alumni Office  
152 Sterling Place  
Brooklyn, NY 11217



Gaby Schechter '06 and Mitchell Eilenberg '05



**Aidan Silitch '20**, Aidan Cameron Silitch, 17, died tragically on Thursday, March 21, 2019 in a ski mountaineering accident on the North Face of the Aiguille du Tacul in Chamonix, France. Born on March 10, 2002 in Greenwich Village, New York, he was the beloved son of Nicholas and Regina (Haughney) Silitch and the adored younger brother of Kyra and Owen. He was a graduate of St. Luke's School in the West Village and was a junior at The Berkeley Carroll School in Brooklyn, New York.

Aidan was brave, kind, resilient, generous and compassionate. He was also whip-smart, fierce and funny. He had an infectious smile, loved to laugh, and looked out for the underdog; he made the unsure feel sure. He was true to himself and inspired confidence and a sense of well-being in others. He found great joy in his family, his friends, his love of the outdoors, and the pursuit of knowledge.

An exceptional climber, Aidan was a cherished member of the climbing community at The Cliffs in Long Island City. He started with his older siblings when he was 13 and it quickly became his passion. He successfully competed around the country, traveling to Nationals in Bend, Oregon and professional competitions, where he recently made his first final in Albany, NY.

Aidan was also an adored member of his community in Dublin, NH where he was a source of warmth and brightness for everyone. He will be remembered as a force of joy by his extended family and friends in Dublin, in New York and in every community he touched.

In addition to his parents and siblings, Aidan leaves behind his second family Marc, Carol, Tyler and Josh Lane, his grandmother, Mary Haughney, and many other beloved friends, mentors and family members.

He was the best of us. A true Viking.



**Joan (Bunny) Barbara Wagener Libby '61**, passed away on October 26, 2018, at Copley Hospital surrounded by her family after a three-and-a-half-year battle with a non-treatable cancer.

Born in Brooklyn, NY, on Nov. 25, 1943, Bunny was the daughter of Henry Louis Wagener, MD, and Joan Blackburn Barkell Wagener. She was the only child of immigrant parents, her father from Germany in 1885 and her mother from England in 1916.

Bunny attended The Berkeley Institute in Brooklyn from preschool to her high school graduation in 1961 and then attended the University of Vermont graduating with a BS in Nursing.

For 45 years she worked as a nurse, first in the Emergency Department at Georgetown Hospital in Washington, DC, and finally at Copley Hospital Emergency Department in Morrisville, Vermont, retiring in 2010. While in DC she met and married Kenneth W. Libby who was the love of her life and her best friend. Together they had three wonderful children, Kristie Noelle Libby Becker, Derek Ryan Libby and Keely Michelle Libby Tamer.

During her younger years, Bunny was known as a very good athlete in many sports, a tap dancer, a member of the Junior Rockettes at Radio City Music Hall, and a piano player. After marriage she pursued other interests including skiing, golf, and tennis.

Bunny was a founding member of the Stowe Rescue Squad in 1975 and spent many years on the Stowe Recreation Committee. During that time she ran the summer swim program in the icy, cold Stowe Center pool. Many of her students and teaching aides mentioned the temperature of that water in various Facebook posts since her death. Bunny was also a member of the Northern Vermont Chapter of the American Red Cross through which she taught multiple classes and served on their Board of Directors from 1982-1984.

An Adjunct Professor of Health Science Department at Johnson State College for 20 years teaching Emergency Management of Sports Injuries, Bunny also ran the Health Center on the campus of Johnson State from 1990-2001. She was a part-time ski patrol nurse for Mt. Mansfield from 1979-1990. In the late 90's, Bunny went back to school and received an Associate Degree as a legal nurse consultant and was a Sexual Assault Nurse Examiner (SANE) from 2000 to 2010. In 2007, she also obtained her Vermont Real Estate license, working part-time in her husband's business.

Bunny was a member of St. John's in the Mountain Episcopal Church. She taught Sunday School from 1973 to 1979, was on



the Vestry from 1976-1978 and again from 2010-2012. She served the Church as Chairperson of the Building & Grounds Committee from 2009-2015 and was responsible for the landscaping of the grounds of St. John's after it was rebuilt in 2007 along with her two friends, Mary Ann Raymond & Meg Lang. They have maintained the gardens since.

A dedicated contributor to the welfare of the animals at the North Country Animal League (NCAL), Bunny and Ken were responsible for all the adopted dogs receiving a fleece winter coat. For many years, Bunny also was the source of much of the funding for the Spay/Neuter Fund for NCAL.

In addition to her husband, Ken, and her children, Kristie, Derek & Keely, Bunny is survived by her daughter's husbands, Richard Becker and Christopher Tamer. She is also survived by seven grandchildren, Kaitlyn E. Becker, Kiersten N. Becker, Emma N. Tamer, Christopher R. Tamer, Abigail G. Tamer, Nathan R. Libby & Andrew J. Libby. Nothing pleased Bunny more than attending a sporting event in which one of these grandchildren was participating. Bunny and Ken were frequent flyers attending high school or college field hockey, ice hockey, baseball, lacrosse or soccer games all over the country. She learned to text late in life and spent many hours texting with her grandkids.

There was a celebration of Bunny's life at the Stoweflake Resort & Spa on Saturday, December 22, 2018.



**Marion "Tut" Tuttle Thomas (Robin) '48** of Setauket, NY, died on September 7, 2018. She was 87. Marion was the beloved wife of the late Charles L. Thomas, loving step-mother of Glenn E. Thomas, Mark H. Thomas and the late Sharon L. Steinert. She was the devoted grandmother of Kristopher P. Steinert, Peter E. Steinert, Charles N. Thomas, and Jared M. Thomas. Marion was interred at the Caroline Churchyard Cemetery in Setauket.



**Patricia Fouquet '48** passed away December 13, 2018.



# ALUMS

.....

**Connect with your classmates  
on the BC Alumni Group on  
Facebook and BC Career  
Networking Group on LinkedIn.**

.....



[facebook.com/groups/BerkeleyCarrollAlumni](https://facebook.com/groups/BerkeleyCarrollAlumni)



[linkedin.com/groups/1819808/](https://linkedin.com/groups/1819808/)

*Admission to these groups is  
open only to members of our  
BC community, past and present.*









---

BC lens

---

**Brothers in Arms**

Members of the Boys 5/6 Soccer Team together before taking the pitch for another exciting match during the Fall 2018 season.



# the BerkeleyCarroll School

152 Sterling Place  
Brooklyn, NY 11217  
[www.berkeleycarroll.org](http://www.berkeleycarroll.org)

*Address service requested*



berkeleycarrollschool



@berkeleycarroll

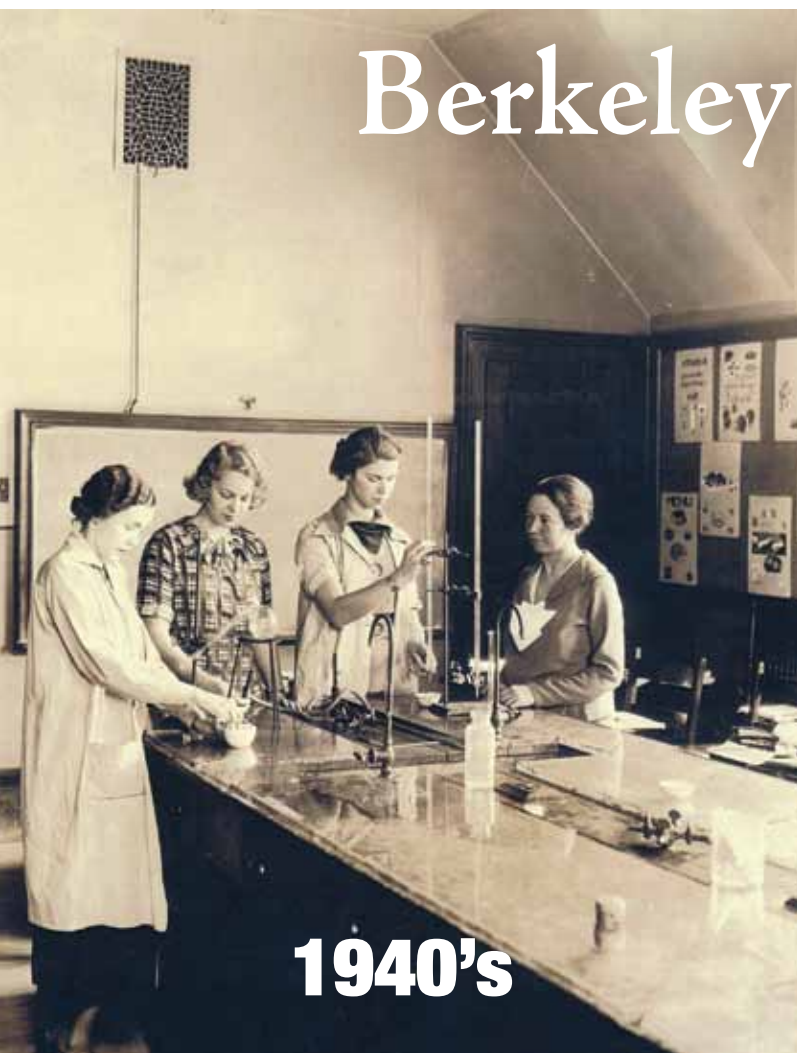


@berkeleycarrollschool

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

*Berkeley Carroll: a vibrant, intellectual community*

## Berkeley Carroll



1940's



2018