

The Berkeley Carroll School

Fall 2018

MAGAZINE

A side-view photograph of a yellow school bus. The bus is bright yellow with black trim around the windows and doors. The front of the bus is on the right, showing the side mirror and part of the hood. The rear of the bus is on the left. The text 'OPENING OUR DOORS' is overlaid on the side of the bus. 'OPENING OUR' is in black, and 'DOORS' is in white. Below 'DOORS' is a horizontal line, followed by the text 'HOW BC SERVES ALL NEW YORKERS' in white.

OPENING OUR DOORS

HOW BC
SERVES
ALL NEW
YORKERS

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Dear Friends,

We often say that the goal of admissions at Berkeley Carroll is to assemble a student body that looks like New York City. To help accomplish that goal we have undertaken many initiatives that you'll read about in this issue of our magazine. We are very proud of the fact that we now draw students from across our city and we know that increasing diversity has made us a better and stronger school.

Our emphasis on diversity comes at a time when our government, and sections of the public domain, question the need for educational equity and have deemphasized the objective of making a rigorous education available to each and every member of society. Certainly as a private institution we enjoy the benefit of being selective about admission but that does not excuse us from pursuing goals that advance social justice.

We have committed to equipping our students and teachers with the skills to speak proactively and effectively about race and the place it occupies in our society. We have embarked upon exacting training with our staff to better understand implicit bias and the role it plays in hiring, grading, grouping and discipline.

Those of us in independent schools are blessed with the opportunity to create and maintain learning communities that have unlimited potential to positively transform lives. With the freedom we have, independent schools can serve as laboratories and model effective policies and programs that can be replicated in all schools.

Berkeley Carroll is motivated in its work for equity not because we need to follow a law or regulation but because we know that it is the morally right course for schools at this time in our history. Thank you for joining us in our mission.

Sincerely,

Robert D. Vitalo

Head of School



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BC Students Say #ENOUGH, Walkout For Gun Law Reform

On a crisp sunny morning in March, Middle and Upper Schoolers silently walked out of class in a student-organized, voluntary effort to remember those who were killed or injured at the shooting at Marjorie Stoneman Douglas High School in Parkland, Florida. The action was also intended to send a message to elected officials, in solidarity with other students across the country, that steps need to be taken to keep all schools safe. The Women's Affinity Group organized the Middle School students along Lincoln Place, and Upper School students who wanted to participate walked to Grand Army Plaza where **Hannah Schneider '19**, **Mosab Hamid '19**, and **Natalie Shea '19** read aloud the names of the 17 individuals who lost their lives in Parkland before observing two minutes of silence.







Corey Jeffers '07/Ithaca College '11 works in programming and front-end design by day; by night he pursues his love for game design and volunteer community work.

Designing His Life

by Bartie Scott

What drives award-winning game design fanatic **Corey Jeffers '07** to make the time to pursue his passion, enjoy life, and give back.

“What did you do today that was productive?” **Corey Jeffers '07**’s dad used to ask each evening when he came home from work. At first, his responses were sheepish, but eventually Corey began anticipating the question, searching his day for something to report on that night.

“Even as a kid, I’d push myself to come up with something interesting that I could talk with my dad about,” says Corey, who currently juggles a lot of productive pursuits: a day job as a front-end web designer for the *New York Daily News*; volunteer work as the Director of IT for KAVI, a nonprofit that seeks to decrease youth violence in Brooklyn; and participation in game design conferences and competitions. While game design is his first love, the skills he has for programming and front end web design are in demand on the job market. He’s worked at a game design startup, a company called Score which provides resources for entrepreneurs, and for JPMorgan Chase.

The nudge from his family may have been an early source of his motivation, Corey says, a reason he’s always had a drive to explore and ask questions beyond what is required. He doesn’t view learning and work as obligations, more like a lifestyle he’s been practicing as long as he can remember. During his fifth grade year at P.S. 13 in Brooklyn, Corey was selected for Prep for Prep, a nonprofit that identifies high-performing public school students and provides them with support and resources for acceptance to an independent high school. It involved additional night, weekend, and summer classes, but would improve his chances of getting into a good college and jump-start the chain reaction of a life lived on his own terms.

“I didn’t realize at the time why it was so important,” says Corey, a Brooklyn native whose parents moved to the U.S. from the tiny Caribbean island of Nevis in the 1980s. “I just really liked school. I thought, ‘Oh, I can study high school math? That’s cool!’”

That unabashed nerdiness, especially a love for math, is a quality Corey still wears on his sleeve. He fondly reminisces on former BC teacher **Len Heisler**’s summer trigonometry class that helped Corey and four classmates pursue more advanced math in the fall. He gushes over a Modern Japan class, taught by Upper School history teacher **Lorne Swarthout**, in which he discovered an interest in Japanese culture. This led to founding the BC Anime Club along with **Chris Petrenovic '07**. They screened Japanese films and TV shows and talked about books by Japanese writers. Corey vowed he’d spend time in Japan someday—a dream he lived out the summer after his junior year at Ithaca College during a language and culture immersion in Tokyo and the Chiba Prefecture.

“BC was a great place for me to figure out what I really liked to do,” Corey says. He was good at math, so he tried out computer science during his junior year. The Dragon-Ball-Z website he built for that class was part of what led to the discovery of his dream for college and beyond: game design and programming.

Fast forward to 2011 at a rousing regional competition of the Microsoft Imagine Cup at the Rochester Institute of Technology. Corey, now a senior at Ithaca College, and four fellow computer science majors have 48 hours to design and build a game around the theme of the United Nations Development Goals. “Embryonic”, a game in which players fight off medical complications in a pregnant mother’s womb, landed the team in the Worldwide Finals in New York City. Of 88,000 competitors, they were the only American team in the web category to be among 124 finalists.

They finished with one of the top five games in the world that year, and Corey was hooked on what’s known in the industry as “game jams”, events where teams, often composed of all strangers, have a weekend to design and build a game together. At the 2018 Global Game Jam, the largest in the country, Corey’s team walked away with third place for their game “Fleeborkin” in which players make emergency repairs to a spaceship.

Perhaps the most intense jam experience, Corey says, is Train Jam, which he began attending after college. Train Jam involves 52 hours on a train full of game developers, designers, and artists speeding across the country from Chicago to San Francisco for the annual Game Developers Conference. When the train arrives, teams have the chance to present their creations at the largest industry event in the world. The first year he attended, Corey’s game revolved around the legend of steel-driver John Henry’s race against a steam-powered hammer. This year, he got the chance to meet Tim Schafer, a gaming icon and designer of critically acclaimed games such as Full Throttle, Grim Fandango, Psychonauts, Brütal Legend, and Broken Age.

Every year, Corey tries to learn something new. For example, one year he took an eight-week intensive course to learn the



Microsoft Imagine Cup 2011. Corey’s team finished in the top 5 games in the world. It was 1 of 124 that made it to the finals, the only American team in the web category to make it that far.

programming language C#. Teaching himself new skills has afforded Corey the opportunity to work on passion projects like redesigning the website of Kings Against Violence Initiative or KAVI, the organization for which Corey now volunteers as Director of IT.

KAVI, which works with schools and hospitals in Central Brooklyn to provide youth mentorship and interventions aimed at avoiding interpersonal violence, turned out to be the perfect extension of the community work Corey loved in college. While at Ithaca College, he had been a leader of Brothers 4 Brothers, an organization for young men of color to discuss campus events, adjust to life away from home, and give back to the Ithaca community. He also volunteered as a university mentor for students at a local elementary school through a partner program called Student 2 Student.

“We had a saying in Prep For Prep about being the ripple of change,” Corey says. “Even if I only have a certain amount of time and energy to give, it’s worth it and could make a big difference in someone else’s life.”

Maximizing what he can accomplish with each hour, each day, is a core part of who Corey Jeffers is. He recalls another piece of advice, this time from one of his game design professors in college who told him potential employers will only judge you by your worst work.

“He was talking about how you should be choosy about the work you decide to include in your portfolio,” Corey says. “I think it’s important to be choosy about what you include, and don’t include, in your life.”



Corey and friends at Berkeley Carroll Commencement in 2007.

2018 LOWER SCHOOL ARCH DAY

On June 13, PreK through 4th graders took a trip through the arch to celebrate the end of another great year! **Annabelle Marcinek '26**, **Isabelle Cryan '26**, and **Jason Neil '26** all spoke on behalf of the 4th grade, who will be entering the Middle School in September. Every grade performed a song after walking through the arch. PreK, kindergarten and 1st grade sang "Today is Arch Day" (lyrics by Lower School music teacher **Don Militello**). Second grade sang "Summer Has Come"; third grade sang "Goodbye"; and fourth grade sang "We Need a Hero Today", music and lyrics by Lower School Music Director **Carolyn Sloan**.





2018 MIDDLE SCHOOL CLOSING CEREMONIES

Middle Schoolers celebrated another fantastic school year at Closing Ceremonies on June 14, and wished the 8th graders luck as they move to the Upper School! **Leandre John '22**, **Noah Goldwasser '23**, **Lily Beams '24**, and **Daniela Holden '25** spoke on behalf of their grades. The Middle School chorus performed "Al Shlosa D'varim" by Allan E. Naplan. The Middle School orchestra performed "Ventus" by Todd Parrish. The Middle School jazz band played "Flight of the Foobirds" by Neil Hefti.



CONGREGATION BETH ELOHIM

FRIDAY, JUNE 1 8:00 PM SHABBAT SERVICE	RABBI RAGEL TIMMER TAVITZ JOSH BRIDGER
SATURDAY, JUNE 2 9:00 AM COMMUNITY SERVICE 10:00 AM SHABBAT SERVICE 8:00 PM SHABBAT SERVICE	RABBI MARC KATZ RABBI EMILY GERSHBERG PRESIDENT ROY RACH EXEC. DIRECTOR BETS GREENBERG

THE CLASS OF 2018

The 68 members of the Class of 2018 graduated from Berkeley Carroll on June 1 at the school's 131st Commencement Exercises. **Matthew Adjmi '18** and **Ellie Pike '18** both spoke on behalf of the graduating class, Matthew as the senior class president and Ellie as the class speaker, chosen by faculty. The Upper School choir also performed "Homeward Bound" by Marta Keen, arranged by Jay Althouse, and directed by choir teacher **Lisa Holsberg**.

Irshad Manji, the internationally acclaimed educator, author, filmmaker, and founder/director of the Moral Courage Project gave this year's Commencement address. She spoke about the importance of engaging with people with differing views.

"When you encounter dogma on your own side, ask yourself, 'Is this the best way to make an enduring difference?'"





“When I joined BC junior year, I had some trepidation about being the new kid in a community that appeared so close-knit. **But coming to BC was one of the best decisions I’ve ever made.** The staff, faculty, and students acted as an amazing support system during my transition, especially my American Studies class and teachers Ms. Drezner and Mr. Stein.”

—Marley Duncan '18



“My most meaningful experiences had to be **the moments I spent in the music room**, just playing instruments and pretending we sounded good.”

—Abe Berman '18



“One of my most meaningful experiences at BC was my walking tour. I was able to teach my classmates about something very specific and interesting to me. **It felt really good to feel like the expert or teacher.**”

—Maddie Korbey '18



“During one of the hardest things I’ve ever had to go through, **when my family wasn’t physically there to help me, my class was.**”

—Oscar Platt '18



CONGRATULATIONS TO

Lien Acevedo

Bard College, NY

Matthew Adjmi

Fordham University, NY

Lizzie Arthur

University of Miami, FL

Michael Avila

Boston University, MA

Abraham Berman

Northeastern University, MA

Philip Bernstein

Winchendon School, MA

Luke Boylan-Hockett

State University of New York College at Oneonta, NY

Lily Bradfield

Vassar College, NY

Elena Brion

Eckerd College, FL

Arianna Brown

Brown University, RI

Aniris Cabral

Loyola University New Orleans, LA

Griffin Cascarino

University of Denver, CO

Grace Chong

Whittier College, CA

Keelan Clifford

Smith College, MA

Amber Daniel

Howard University, DC

Alexandra DeFelice

Bradley University, IL

Siena Delaney

Syracuse University, NY

Shaun-Marley Duncan

Northeastern University, MA

Ian Ellis

Cornell University, NY

Eva Fexy

University of St Andrews, Scotland

Nicholas Freeman

Cornell University, NY

Katrina Fuller

Barnard College, NY

Patrick Gamble

Fordham University, NY

Mia Gates

Bates College, ME

Gabrielle Guarna

Vanderbilt University, TN

Miranda Hall

Bard College, NY

Julia Harrison

University of California, Berkeley, CA

Matteo Holzer

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Silas Hyde

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Gabriel Jimenez

Ursinus College, PA

Isaac Katz

Bowdoin College, ME

Carolyn Khoury

University of Pennsylvania, PA

Liliana Klein

Rochester Institute of Technology, NY

Madeline Korbey

Bates College, ME

THE CLASS OF 2018!

Jake Lamazor

University of Colorado at Boulder, CO

Allen Li

Tulane University, LA

Charlotte Lombard

Bryn Mawr College, ME

Imogen Micklewhite

Bates College, ME

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Caroline Newbery

Macalester College, MN

Bronwyn O'Connor

Loyola University Maryland, MD

Madeleine Pendelton

Quinnipiac University, CT

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Handlie Pierrot

Howard University, DC

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Oscar Platt

Princeton University, NJ

Akwasi Prempeh

Ursinus College, PA

Jacob Rabinowitz

Skidmore College, NY

Mokhtar Rajai

Cornell University, NY

Marielle Rosa

Tulane University, LA

Kian Sadeghi

University of Pennsylvania, PA

Tyler Samuels

Gap Year

Allan Santana

State University of New York at New Paltz, NY

Blue Semmelhack

Kenyon College, OH

Chloe Shane

Kenyon College, OH

Gemma Siegler

Skidmore College, NY

Nysa Stiell

University of Richmond, VA

Jefferson Tineo

Lafayette College, PA

Bryan Tirone

Colorado College, CO

Sara Tobias

Middlebury College, VT

Lucian Tseckares

Bard College, NY

Gabriella Wandres

Gettysburg College, PA

Judith Welch

Pitzer College, CA

Roger Yacinthe

Union College, NY

Lukas Yurasits

Susquehanna University, PA





P E N

I N G
OUR
DOORS:
HOW BC
SERVES
ALL NEW
YORKERS

By Bartie Scott

On a rainy September day last summer, the BC community received an email from Head of School **Bob Vitalo**. It was the first day of school, and he was welcoming everyone back to campus. Students and faculty, excited to be back together, were discussing events of the summer, the most recent of which were the protests and violence in Charlottesville, Virginia.

“Issues of racism, bigotry, and free speech have all been brought to the forefront for us in painful and divisive ways,”

wrote Mr. Vitalo. “I am convinced that there is no better place to confront these issues than in a community such as Berkeley Carroll. We do not have all the answers as to how our society can overcome its failings, but it is only in an inclusive and tolerant environment that individuals can be encouraged and supported to pull together and attempt real human growth.”

As an independent school, BC does not weigh in on political events or appeal to partisan concerns, but Mr. Vitalo says that when it comes to tolerance and inclusion, he wants to make it crystal clear where BC stands.

“We strive every day, in practice and in policy, to ensure that no student is at a disadvantage when it comes to how they’re treated and their ability to meet the demands of the schoolwork,” says Mr. Vitalo. “We want to ensure that whatever is going on outside the walls of BC, students know they belong and will be treated with respect here.”

Over the last ten years, Mr. Vitalo, his leadership team, and the Board of Trustees, have made significant investments to ensure all current and prospective members of the BC community understand these values. In broad strokes, this has involved increasing the financial aid budget; bolstering admissions outreach; instituting free bus service; investing in faculty hiring and training, student support, curriculum; and instituting policy changes that foster an inclusive community for BCers.

BC Magazine dug into these areas of focus in a 2016 cover story. While there is always more work ahead, we believe it’s important to provide an update to our community on how we continue to strive toward making the school an accessible, welcoming, and nurturing space for all students.

INCREASING BC’S FINANCIAL ABILITY TO HELP

While independent schools across the country are seeing rising program costs, families’ costs-of-living are also on the rise. Many families must balance this with relatively low wage growth, resulting in a steady increase in the number of requests for financial aid each year. At BC, requests for financial aid have doubled since the 2008-09 school year and are up nearly 30% from just five years ago.

In response to this influx of requests, BC’s Board of Trustees has more than doubled the financial aid budget over the last ten years, allowing the school to award \$6.7 million to families in the 2017-18 academic year. The average grant per student has also doubled, surpassing \$30,000 in the 2017-18 academic year. Of note: the Board has specifically allocated more funds to financial aid in the Lower School, which represents a longer commitment as these “lifer” students complete their entire pre-college education with BC.

“The goal is to level the playing field and eradicate as many financial hurdles as possible so that everyone can be included,” says Mr. Vitalo.

That’s why at BC, unlike many other schools, tuition covers more than basic education costs. It also covers students’ books, supplies, iPads, Chromebooks and technology fees, bus service, lunch (for Middle School and Upper School students), snacks, athletic team uniforms and equipment, class photos, domestic travel, and field trips. Financial aid is funded in part by BC’s Annual Fund, a portion of the school’s operational budget fulfilled by donations from parents, families, alumni, faculty, and friends of the school.

Thanks in part to the generosity of our donors, ancillary financial aid can also be offered to eligible families to supplement student success outside of the classroom, such as tutoring or counseling.



“...it is only in an inclusive and tolerant environment that individuals can be encouraged and supported to pull together and attempt real human growth.”

When other expenses arise, students and their parents can consult with BC’s business office. For the upcoming 2018-19 school year, BC just hired a Student Accounts and Financial Aid Coordinator to specifically field these kinds of requests. BC leadership believes that for students to experience a true sense of belonging, they must be able to fully participate, exclusive of financial need, and not necessarily rely on any teachers to manage these requests.

“There’s no stigma, there’s no second guessing,” says Mr. Vitalo. “Once we become aware of a need, we will fund it to the extent that we’re able.”

However, the issue is more complicated than simply raising the

dollar amount of financial aid and providing it to the families in most need. Leaders within the National Association of Independent Schools often discuss the barbell effect, or a concentration of students at each end of the financial spectrum. This phenomenon results when a school community is made up of primarily wealthy families who can pay full tuition on the one hand, and families with the most need receiving the majority of the school’s financial aid on the other hand. In this situation, families whose income does not qualify them for aid, or for enough aid to feel like they can afford for their child to attend the school, can be “squeezed out”.

With more than 500 applications for financial aid in the 2017-18 school year (nearly double from ten years ago), the financial aid committee has to make tough decisions about how to allocate those funds. Is it more beneficial to divide the financial aid budget among more families or to give larger amounts of aid to fewer families? To further address these kinds of questions, the Board will reconvene a financial aid task force over the next year.

“These are the kinds of things we have to constantly weigh,” says Mr. Vitalo, “we have to ask, who absolutely needs that money to be able to attend BC and who will we be under-serving if we decide to provide more dollars to fewer families.”



PROVIDING FREE BUS SERVICE

The Berkeley Carroll we know today is the result of two merging neighborhood schools, so the majority of students have historically lived near Park Slope, Brooklyn. When **Vanessa Prescott** became the Director of Admissions for Middle and Upper Schools in 2010 she met with prospective families from other neighborhoods to discuss coming to BC, and a common concern quickly emerged.

From Queens to the Upper East Side, to Williamsburg and Bensonhurst, families of all socio-economic backgrounds worried how their child would get to school, if they would be safe, and how much the commute might cost the family each year. While the school had begun offering a school bus for an additional fee starting in the 2008-09 academic year, leadership knew this was one change they could institute

Requests for financial aid have doubled since the 2008-09 school year and are up nearly 30% from just five years ago.

fairly quickly to make BC more accessible to students from all over New York.

“In September 2012, 70 students began receiving free bus service to and from school each day. Now, more than 365 of our students use that service. That’s more than one out of every three BC students” Ms. Prescott says.

BC buses are free for all families who meet NYC Department of Education’s requirements based on grade level and distance from school. Offering free transportation has greatly increased the geographic diversity of the BC community

with buses picking up students in 53 zip codes in Manhattan, Queens, and Brooklyn. It’s a service that cost the school \$1 million in the 2017-18 school year, but Mr. Vitalo and leadership believe it’s necessary to serve all New York students who want to come to BC.



ADVOCACY PARTNERS: WELCOMING MORE NEW YORKERS

“One of the things that was weighing very heavily on me when I took over Admissions in 2010, was how to diversify our student population so that, demographically, it more closely resembles the city we’re part of” says Ms. Prescott.

At the time, 25% of BC’s student population identified as people of color. The reasons this number wasn’t reflective of the NYC student population were apparent: BC is located in a predominantly white neighborhood and has historically attracted students from the area.

It’s a predicament that challenges most NYC independent schools, inspiring the formation of non-profit ‘advocacy programs’ over the years. These programs, which include Prep for Prep, Oliver Scholars, the Boys’ Club of New York’s Independent School Placement Program, Breakthrough New York, A Better Chance, and TEAK Fellowship, identify students of color and provide them with the academic and personal support needed for admittance to independent college preparatory schools. Though BC had some pre-existing relationships with these programs, Ms. Prescott knew she needed to fortify the school’s commitment.

“I wanted to focus on our relationships with these programs because they can really help us out when it comes to identifying some of the best students in the city who might not ordinarily consider BC,” says Ms. Prescott. “Partnering with them has extended our reach into more communities, where we’ve formed more relationships with outstanding students, than ever before.”

Students in these programs benefit from academic preparation, assistance navigating the competitive independent school application process, and need-based tuition assistance if they are accepted to BC. Ms. Prescott’s challenge was to communicate to these programs and students why BC is a desirable, accessible, and welcoming school.

Ms. Prescott and Mr. Vitalo led the charge for a significant financial commitment. Mr. Vitalo, in his third year as Head of School at the time, went to the Board of Trustees saying he believed supporting students in these programs was an essential component of BC’s identity. The Board agreed and made unprecedented increases to the overall financial aid budget, which included money for advocacy programs, over the next five years.



Ms. Prescott and Mr. Vitalo also set up meetings with representatives from these programs. The message: We want your very best students, and we're ready to commit to accepting and helping to fund as many as our financial aid program can support.

"The work done by programs that are advocating for all New York students helps BC have a student body that's more reflective of the demographics of the city," says Mr. Vitalo. "And having a diversity of perspectives in the classroom makes for a richer learning environment. These are dynamics that benefit everyone."

Eight years later, BC has a formal commitment to admit four students into the Middle School each year from Prep for Prep. In the 2018-19 school year, 24 Prep for Prep students will be enrolled at BC and over 50 have already graduated. Graduates have gone on to complete degrees at Wesleyan, MIT, Washington University, Carnegie Mellon, Harvard, Smith, and many more. BC also has a strong relationship with Oliver Scholars, where Mr. Vitalo serves on the Board of Trustees to advise on how their practices affect schools. The Boys' Club of New York recommends Berkeley Carroll to students through its Independent School Placement Program and BC also admits students from TEAK Fellowship, A Better Chance, and Breakthrough New York.

BC's Board of Trustees has more than doubled the school's financial aid budget over the last 10 years... The average grant per student has also doubled.

INVESTING IN INCLUSION: THIS IS OUR SCHOOL

Throughout the four years since **Brandie Melendez** joined BC as Director of Community and Inclusion, she has worked closely with Mr. Vitalo and the school's leadership to shape hiring, training, curriculum, and policies that influence a more inclusive culture. This requires a multi-pronged approach and a significant financial, emotional, and intellectual investment from everyone in the community.

"Inclusivity within a community of over 1,000 members is difficult to measure and the approach must constantly evolve," she says. "It involves providing varied opportunities for students and adults to address societal influence and human bias and prejudice that has often gone unchallenged."

To create and foster more inclusive classroom environments, faculty participate in multiple trainings throughout the year. Early in the fall semester, they worked with the founder of

The Transgender Training Institute, Dr. Eli Green, to better understand the identities, experiences, and needs of students and learn concrete strategies for supporting those who are exploring their gender identity, those who do not identify on the gender binary (exclusively male or female), and transgender students. Over the last few years, this topic has



been a particular area of focus as the school forms policies and fosters a culture that ensures all students are supported and feel a sense of belonging.

“A goal BC has for all community members—faculty, staff, students, and families—is that each individual experiences a true sense of belonging and, conversely, that no one feels like a visitor,” says Ms. Melendez.

Faculty also participate in divisional meetings on inclusive classroom practices, framed around ideas from the Yale Center for Teaching and Learning. The goal is to create “an environment where all students feel supported intellectually and academically, and are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education.” The Center’s philosophy states that students thrive in collaborative learning environments where their personal experiences are approached with thoughtfulness and respect. To ensure all students can feel this sense of inclusion and see themselves reflected among faculty and staff, BC also focuses on hiring people of varying identities, backgrounds, and perspectives. Each year, faculty members in every division of the school attend professional development events on diversity and inclusion in the classroom such as the NYSAIS Diversity and Diversity Practitioners Conferences, the Gender Conference East, the National Black Male Educators Convening, and Building Creative Inclusive Early Childhood Environments.

To help students and adults find community based on common identities, Middle and Upper School leaders support

time in the class schedule for students to participate in affinity groups such as People of Color, Students With Learning Differences, Asian American Students Alliance, Girls 2 Women, and Spectrum (for students who identify as LGBTQ+ or want to support this population). Each year these groups are evolving based on student interests and faculty and staff have the opportunity to create and join affinity groups as well. In the 2017-18 school year, new groups included Black Human Girl, Young Men of Color, and an adults-only White Anti-Racism group.

In addition to finding friends and community, BC leadership believes a full education is one that teaches diverse perspectives and allows students to see themselves reflected in curriculum. That’s why faculty have worked to develop courses like Literature of the Middle East, Identity and Independence: Nigerian Postcolonial Literature, Cultures in the Caribbean, The American South, and U.S. LGBT History. The school hopes to continue to enrich curriculum so students learn about populations with different perspectives and also see their own family and history represented in class.

The most encouraging indicator that BC will continue to stride toward these challenges, says Mr. Vitalo, is that the community as a whole—including the Board, faculty, staff, students, and parents—supports the school’s commitment to equity.



“An inclusive community is one of the priorities that most resonates with BC parents,” he says. “It’s what makes both students and families excited about the school.”



BC athletics broke records this year with 223 Upper School students participating in at least one of our 24 teams (another record!)

1. **6 Varsity Track** runners qualified to compete at the NYSAIS Championships: **Ian Ellis '18; Allen Li '18; Zach Tegtmeier '19; Jared Simpson '19; Justin Walker '20; Zenji Hart '21.**
2. **Varsity Baseball** earned an overall 12-2 record, ACIS regular and post-season titles, and was the only non-Ivy League school to receive a top 8 seed in the NYSAIS tournament.
3. **Boys Varsity Volleyball** finished the regular season tied for the top spot in the ACIS standings with a 4-2 league record and earned a trip to the first ever NYSAIS boys volleyball tournament.
4. **Varsity Softball** earned the 6th seed in the AAIS playoffs.
5. **Boys Varsity Basketball** made it to the semifinal game of the NYSAIS tournament after being ranked by the New York State Sports Writers Association as one of the Top 15 teams in NYC and one of the Top 60 teams in the state in Class B for public, private, and Catholic schools.

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

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









1. The **Middle School theater department** presented *A Midsummer Night's Dream* and *James and the Giant Peach*.
2. The **5th grade band and orchestra** performed their debut concert!
3. The newly reinstated **Berkeley Carroll Thespian Troupe 3946** of the International Thespian Society include 16 students grades 10-12, some of which have been involved in our theatre program since they were in 5th grade.
4. A February concert featured the **Upper School dance repertory, orchestra, wind ensemble, and philharmonic**, as well as the **all-school wind ensemble** and **8th grade winds class**.
5. "How To Be a Superhero" was the theme of the **4th Grade Showcase** in which singers, dancers, and musicians gave advice on how to be a true changemaker.
6. 14 BC Middle and Upper Schoolers were selected to play in the **Independent School Music Association of NYC's Annual Honor Band Concert**, which also included a master class from the Saturday Night Live band's saxophonist Ron Blake. Dr. Anthony Branker, retired head of Jazz Studies at Princeton University, led the Upper School band, and the Middle School band performed at the Calhoun Jazz Festival.
7. "The Great American Songbook" was the theme of a fantastic choral concert featuring the **Upper School chamber and concert choirs** and the **Middle School choirs** with backup from the **jazz combo**. Some faculty and staff members made surprise appearances as singers and dancers.
8. The **Upper School theater department** presented *Alice's Adventures in Wonderland* and a student-driven cabaret, *Miscast Mismatched*, featuring monologues, songs, scenes, and group musical theatre numbers.
9. During the annual **Night of Jazz**, musicians, singers, and dancers from the BC community collaborated on music by Duke Ellington, Count Basie, Dizzy Gillespie and more.

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

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

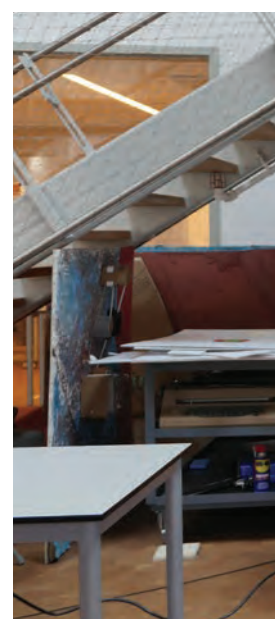
A man with a shaved head and a young boy are smiling in front of a Spanish language poster. The poster contains the following text: 'Clase: Hola _____. ¿Cómo estás?' (Class: Hello _____. How are you?), 'Amigo/a: Encuentro a _____, y tú?' (Friend: I meet _____, and you?), 'Clase: ¿Qué tiempo hace?' (Class: What time is it?), 'Amigo/a: Hace sol.' (Friend: It is sunny.), 'Amigo/a: Hace viento.' (Friend: It is windy.), 'Amigo/a: Está lloviendo.' (Friend: It is raining.), 'Amigo/a: Está nevando.' (Friend: It is snowing.), and 'Amigo/a: ¿Qué tiempo hace?' (Friend: What time is it?). The poster also features a drawing of a sun and a cloud with rain.

A Black woman with long dreadlocks and a young Black girl are sitting at a light-colored wooden desk in a classroom. The woman is smiling and looking towards the camera. The girl is also smiling and looking towards the camera. They are both wearing grey long-sleeved shirts. The woman is wearing a black top underneath. The girl is wearing a pink shirt underneath. On the desk, there is a white card with a blue infinity symbol and a blue card with a white infinity symbol. The background shows a bookshelf with various books and a pink and white checkered bag.

BC lens

Parents Make Great Math Partners

It's a first grade tradition to invite families into the classroom so students can teach them the math exercises they practice at school. Even more important is the lasting bond the activities create between child and adult as they make mathematics a fun part of their everyday lives.

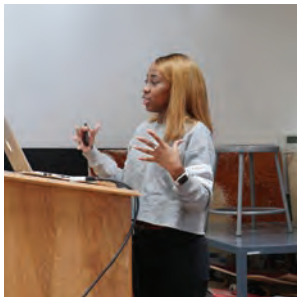


Science Research and Design 2018

Berkeley Carroll's highly selective Science Research and Design program (SRD) challenges 10th - 12th graders to experience scientific research as scientists do, writing their own essential questions and gaining a deep understanding of the dynamic, evolving nature of science.

Students conduct original scientific research and become experts in a field of study, working in school, university or independent research labs. Some choose topics that relate directly to their lives at Berkeley Carroll; others investigate cutting-edge topics that are being studied by scientists around the world.

This year, 12 seniors published their independent research in a peer-reviewed journal and presented it to the public at a symposium. Their final presentations covered a wide variety of themes.



CRISPR

KIAN SADEGHI '18

"CRISPR/Cas9 Editing"

Do Environmental Changes Affect Animal Dietary Preferences?

IAN ELLIS '18

"Steppe Tortoise Dietary Specialization While Receiving Differing Daylight Cycles"

ELLIE PIKE '18

"Ant Tunneling Behavior in Agar Environments by the Red Harvester Ant"

Innovative Genetic and Epigenetic Studies

KATRINA FULLER '18

"How Does rRNA Expression Differ in Tissue Sample Treated with an mTOR Activator, CX-5461, an mTOR Activator and CX-5461, or a Control Solution?"

JULIA HARRISON '18

"The Effect of Methylation on Growth Rates in Plants"

CAROLYN KHOURY '18

"Developing a Program to Identify False-Positive Identification of Vocal-Learning Genes"

Visual Illusions in Baseball Pitches

SARA TOBIAS '18

"A Comparison of Vertical Illusions Between Knuckleball and Traditional Pitch Sequences"

The Impact of Nutritional Supplements on Athletes

LUKAS YURASITS '18

"The Effects of Protein and Carbohydrate Supplementation on High School Varsity Basketball Players' Energy and Recovery Level"

Factors That Can Affect Students' Mood, Memory, and Decision Making

IMOGEN MICKLEWHITE '18

"The Effect of Naturally Found Sugars and Processed Sugars on Mood Measured by the Positive and Negative Affect Schedule (PANAS)"

JAMES PIERCE '18

"How Do Varying Types of Exercise Affect Mood Over the Span of a Day?"

ALYSSA PIERRE '18

"Memory Retention and Emotional Stimuli in Accordance to Race"

NYSA STIELL '18

"Factors Affecting Academic Dishonesty at High School"

SENIOR SCHOLARS 2018

Berkeley Carroll's Senior Scholars program prepares 12th graders to embrace the challenges and rewards of the academic research and writing process, and to be responsible, critical and inquisitive citizens.

Students develop their research skills and capacity for philosophical inquiry as they design and pursue a year-long independent project that culminates in a formal written paper and an accompanying public oral presentation.

In May, five seniors presented their independent projects in the humanities on topics ranging from the U.S. opioid crisis, African dance elements in U.S. jazz, the manic pixie dream girl trope, female soldiers in popular culture, and the tension between civil protest and the mental health system.

GEMMA SIEGLER '18

"Half Girl, Half Enigma: The Manic Pixie Dream Girl in Today's Society"

PATRICK GAMBLE '18

"So You Think You Can appropriate African Dance: How White Colonizers Have Stolen From Africa"

MARLEY DUNCAN '18

"A Disruptive Diagnosis: How Dissociative Disorders Were Proxy For The Pathologization of Civil Protest."

KEELAN CLIFFORD '18

"Killing Our Country: The Modern American Opioid Crisis"

MIA GATES '18

"Starring Warrior Women: An Analysis of Female Soldiers and Their Representation in Popular Culture"



BC ASKS TOUGH QUESTIONS

Critical. Ethical. Global.

These words are more than just a mission statement on a website. Every day at Berkeley Carroll, faculty and students are asking each other tough questions about our responsibilities to address pressing issues like climate change and social justice. These are just a few examples of how students, after rigorous research and discussion in the classroom, have stood up and spoken out to bring forth real solutions.



“How can we determine a living wage?”

Seventh graders in Middle School math teacher (and Assistant Director of the Middle School) **Yabome Kabia**’s pre-algebra classes heard from labor and employment lawyer (and BC parent) Walter Kane. Mr. Kane said, in response to a student question about the difference between minimum wage and living wage, “Why have a minimum wage if you can’t live on it?”

In this project, students engaged in a simulation of life on minimum wage, including monthly income after taxes and monthly costs, in various cities around the U.S. Then they experience “life events” that either positively or negatively impacted their income and costs. Based on these experiences, students presented an appropriate living wage for their city, supporting their recommendations with mathematical calculations, graphs, and verbal analysis.

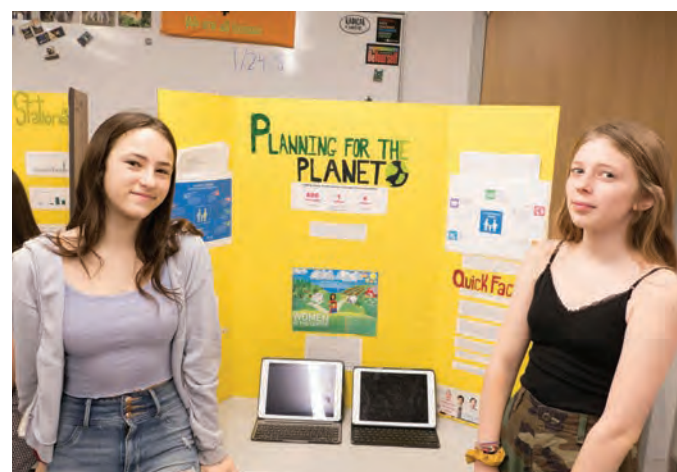
“How can I improve the social, physical, and aesthetic cityscape that my community inhabits by designing infrastructure that is approved by experts in the field?”

Eighth grade scientists researched, designed, built, and presented bridge models to address this issue. As a grade, students identified NYC locations that would benefit from a new bridge. They studied the physics and history of bridges to determine the model they should build for their chosen location. After several drafts of their bridge, students produced a scaled drawing and, learning to use the bandsaw, drill press, and sander, built their bridges in the Beta Lab. The project



NEXT TIME YOU'RE AT LINCOLN PLACE, CHECK OUT THE SOLAR PANELS ON THE GYM ROOF!

UPPER SCHOOL STUDENTS PRESENT THEIR URBAN PLANNING RECOMMENDATIONS FOR GOWANUS TO NYC COUNCIL MEMBER BRAD LANDER.



culminated with pitches to experts in which students addressed research on the benefits that building that particular bridge in that specific location might bring to our city.

“What is identity?”

Kindergarten students in **Tanya Khordoc's** and **Diana Socorro's** class learned about and celebrated the concept of identity. Guided by a class book called “Something you might not know about me is...”, students brainstormed the myriad ways people could identify and then created a survey to learn more about their classmates. Students also mixed paint colors to find their own skin color, which they used to re-create baby photos of themselves and make self-portrait peg dolls.

“What is the technical feasibility and economic viability of solar energy for our school, community, and world?”

During his senior year, **Luis Arias '17/MIT '21** made solar panels at BC the focus of his capstone Science Research and Design project. In his final paper, Luis discussed the technical feasibility and economic viability of the solar photovoltaic system that is now installed on the roof of the gym at 181 Lincoln Place. Because BC is in a landmarked district and requires special permission for renovations of this kind, Luis's research proved a vital resource in helping to bring solar panels to BC.

With the guidance of his advisor, Science Department chair **Scott Rubin**, Luis made a compelling case to the Board of Trustees

to support the funding for the project; they were blown away by his presentation. His paper was later presented to the Landmarks Commission as one piece of evidence to prove that, along with the goal of leveraging alternative sources of energy, solar panels provided educational value for our school.

Next time you are at Lincoln Place, look up at the roof of the gym. Solar panels have now been installed and will soon be supplying us with electricity to help offset what we purchase from our utility. BC also hopes that this work serves as an example for our community about the need for the application of alternative energy sources and how one student working with focus, intelligence, and good spirit can have a lasting impact.

“How have immigrants shaped communities in New York and how has gentrification affected those neighborhoods?”

As part of a unit on immigration, the entire seventh grade visited East Harlem with El Museo del Barrio. Students walked around the neighborhood and discussed the ways the cultural and social practices of its immigrant residents have shaped El Barrio, and also what it means when neighborhoods are gentrified. They were able to study the Modesto Flores Community Garden and the Spirit of East Harlem mural among other examples of public art in El Barrio.

“How can we use science, technology, engineering, art, and math to improve life in Gowanus?”

In a STEAM project, freshpeople, sophomores, and juniors



analyzed the social, economic, environmental, and built environment challenges in nearby Gowanus, a rapidly gentrifying superfund site, and designed architecture and urban planning projects to help residents and the city. Students presented to and received feedback from guest judges Brad Lander, New York City Council representing Gowanus; Thomas Vecchione, Partner and VP of design at architecture firm Gensler; Halima Johnson, High School Programs Manager at Cooper-Hewitt, National Design Museum, Smithsonian; and **Lorne Swarthout**, former BC teacher.

“How can citizen scientists continue to use technology to further our understanding of the universe and to promote the wellbeing of humans?”

Seventh graders collaborated in groups to tackle this question. They hosted a symposium for parents and students to present their solutions to challenges like reducing waste, protecting sea turtles, overpopulation, food industry pollution, safe elephant migration, and discovering new life in space. **Fiona Goad '22**, who proposed raising money for global girls education to improve reproductive health, increase responsible agricultural processes, and reduce carbon emissions and overpopulation says, “In addition, educated women are also more likely to go into STEM fields, including research surrounding climate change. Therefore, it is plausible that our knowledge of climate change will increase. By having an increased knowledge about climate change we will be able to mitigate and adapt more effectively.”

“Where in the solar system should we convince NASA to send humans next? What will we need in this new settlement?”

Fifth grade students chose locations throughout our solar system for humans to settle and determined what information they would need to gather, conducted research, then designed and built landscapes of their locations as well as landers, rovers, and habitation modules.

“How can we be change makers in our school, community, and world?”

The Lower School Change Makers club divided into subgroups to work toward different causes throughout the year. The Peace and Justice group shared words and visuals of tolerance and love with the school community through public art and a participatory sticker-making project. The Kindness Club created handmade cards for pediatric patients at New York Presbyterian Brooklyn Methodist Hospital and met with Heights and Hills volunteer program, a non-profit organization that brings joy to Brooklyn's older adults. They participated in a workshop to learn how health can impact the daily lives of senior citizens and decorated birthday cards to send to their adult friends to tell them they are known and loved. The Green Team partnered with The Sato Project to help animals affected by climate change, and the Equity and Accessibility Club held a blanket drive to donate to CHiPS Soup Kitchen and Women's Shelter.



“How can we immerse ourselves in a community in order to truly understand and support their needs?”

Seventh and eighth graders raised \$5,000 with the help of the BC community to fund an ongoing collaboration with schools in Costa Rica. Students helped finish bathrooms and changers at the Chilamate Elementary School auditorium and gymnasium—a massive project BC students have been working on for the last several years. They worked with paint, concrete, and soil, and also helped repaint the play structures at both Chilamate and the Linda Vista school. While in Costa Rica, students lived in a homestay to immerse themselves in the community and language and also visited a sustainable farm.

“How will we solve the World Water Crisis?”

Sixth graders presented inventions to help address some aspect of the World Water Crisis. During the semester, they deepened their understanding of the crisis, studying physics and chemistry as well as our relationship to water. They heard from guest speakers Jordan Davidoff, a humanitarian who worked with Doctors Without Borders and the United Nations, and Hindo Kposowa, teacher in Sierra Leone and co-founder of Sierra Leone Rising. Many students are also in the process of writing grant proposals to fund their solutions.

“How can I participate in the fight for social justice?”

The Upper School discussed the importance of finding your place in the fight for social justice at a spring BC Talks event.

Writer, performance artist, and LGBTQ rights and political activist Staceyann Chin shared how she overcame adversity as a young child in rural Jamaica and as a new immigrant to the U.S. as well as why she began to advocate for herself and others.

“This is the only life you have. It is time for you to get up and join whatever fight matters to you. You have another seven decades ahead of you. How will you affect life 100 years from now? How will you be remembered: for how you value the people around you? How you stand up against injustice? How you tell a story? How you make room for someone who has no voice to tell their story? How you open a door so someone else can walk through?”

She concluded, “Every good you have today belongs to a fight that someone else fought long before you were born. You owe it to those who come after you – you owe them a better world than you arrived in.”

In the afternoon, students participated in workshops led by Ms. Chin, author James Han Mattson, and student leaders of BC’s Equity Council, who guided exercises on how to deal with microaggressions.

“What matters to us and how do we choose to participate?”

As a culmination of their work in humanities class and a study of Malala Yousafzai, sixth graders presented independent research that focused on activism. They were asked to demonstrate how people choose to participate in local and global communities by picking an issue that’s important to them and coming up with a way to educate others and get involved.



27 BC students earned awards on the **National Latin Exam** (more than 65% of those who participated)! **Mokhtar Rajai '18** received the Maureen O'Donnell Oxford Classical Dictionary Award in recognition of this outstanding achievement earning four gold medals on four different levels of the NLE. Only 500 students across the country (of the 140,000+ who take the exam) earn this distinction.



Our **Upper School Library** (below) and the **Beta Lab** (above) are one of only five finalists in the education category for the **NYCxDESIGN Awards**. This competition celebrates outstanding achievement across major areas of design.



At BC's annual **Living Wax Museum**, **8th graders** portrayed over 70 historical and present day icons such as Ida B. Wells, David Bowie, Muhammad Ali, Edward Snowden, and Billie Jean King. After reading a memoir, biography, or autobiography about an influential figure from history, students created a written and oral presentation which captured the essence of their figure's personality, life journey, and achievements. During the event, students stayed in character as they conversed with classmates, faculty, and family members about their role in history.



Upper and Middle School students received 53 honors in the 2018 NYC **Scholastic Art & Writing Awards**! 5 Upper School students' work received National Medals, a selective distinction chosen by creative professionals as the most accomplished in the nation and presented to less than 1% of submissions (clockwise from top left): **Sara Azcona-Miller '19**, **Abe Berman '18**, **Julia Harrison '18**, **Abigail Sears Mauro '20**, and **Marley Duncan '18**.



The **Speech and Debate Team** closed out an impressive year, sending our largest team ever to the NY State Championships at Hofstra University to compete against hundreds of other students. In three contests, BC students were named State Champions! **Eden Weissman '21** and **Ava Sonies '21** in Novice Public Forum Debate, **Jake Pellett '20** in Varsity Extemporaneous Speaking, and **Mosab Hamid '19** in Program Oral Interpretation.



The Middle School saw a **record turnout at math team meetings** this year with over 30 students attending at least one practice. 11 BC students qualified for the Brooklyn Chapter MathCounts Competition and 183 students competed in the prestigious and challenging American Mathematics Competition 8! Highlights: **Oskar Rosenstein '23** attained the Middle School's highest score; **Skylar Webb '22** and **Constantine Moseley '22** tied for silver; and **Augie Swetow '22**; **Jack Colvin '23**; **Wilder Pitofsky '22**; and **Wen Yu Chen '22** tied for bronze.



Middle School students collectively earned 96 medals on the **National Spanish Exam** (the largest of its kind in the U.S. with over 150,000 students participating this year)! Our 6th-8th graders earned 23 gold medals (meaning they scored in the top 5% of students nationwide), 42 silver (top 15%) and 31 bronze (top 25%). Four BC students also scored in the top 1% of students nationwide: **Tasio Cole '24** (who ranked No. 2 in all of NYC bilingual students for Level 01); **Noah Goldwasser '23** (who was No. 2 in all of NYC for Level 1); **Jack Colvin '23** (who was No. 3 in all of NYC for Level 1); **Gray Sansom-Chasin '23** (who received honorable mentions at Level 1).



Bella Orman '19 and **Tamiya Fowler '19** were the BC student organizers and **Alayna Thomas '19** appeared on a panel of young female activists at **Brooklyn In Solidarity: A Movement for Safety and Justice in All Communities**, a cross-school collaboration with BC, Brooklyn Friends School, The Packer Collegiate Institute, Saint Ann's School, and Mary McDowell Friends School.



Clementine Murphy '25 was featured on **Refinery29's "Mini Powerhouses"**: "I'm hoping to have my first fashion internship, because I've loved to draw and sew since I was little. I've always known I want to grow up to either be a fashion designer or a scientist/mathematician."



At the **5th grade Egyptian Tomb**, students shared what they learned about life in ancient Egypt by leading classmates, parents, faculty, and staff on tours of artifacts, murals, a mummy, and hand-drawn maps.



The Upper School Robotics Team, **Beta Gamma Robotica**, had a great showing at their first ever **FRC New York City Regional** event at the Armory in Washington Heights! The team finished with a 4-5 record and spent most of the competition as the highest ranked 'rookie' team.



Middle Schoolers participated in the **#BlackLivesMatter Week of Action in Schools** with a series of lessons that linked this work with Dr. Martin Luther King's legacy. Workshop themes included Centering Black Women and Femmes; Queer Affirming, Trans Affirming, and Collective Value; and Restorative Justice, Empathy, and Loving Engagement. The week's events also included a visit from Judge Ronald Ellis who worked with the NAACP and spoke on issues of race in our justice system, voting rights, and the value of young people in social movements.

From the Sunday, February 25th edition of
THE NEW YORK TIMES

Heads of Schools Speak Out Against Gun Violence

An Open Letter to the President and Our Nation's Legislative Leaders

As Heads of Independent Schools in the New York City metropolitan area and across New York State responsible for the education and physical safety of tens of thousands of children, we are heartbroken over the recent massacre in Parkland, Florida. We stand in support of the Parkland survivors and their efforts to effect change.

It was five years ago last month we wrote following the massacre at Newton, Connecticut. Sadly, we have seen too many school shootings since cut short too many innocent lives with little to no change in gun laws. But the horrific dimensions of the Parkland tragedy are so profound that we are compelled to rise up again and say, "Never Again!" As the recent events in Parkland and the scenes of other mass shootings teach us, the easy and virtually unrestricted availability of highly lethal, semiautomatic assault weapons and ammunition places or schools, most especially our children, in jeopardy.

We implore you, Mr. President and our national legislative leaders, to do everything necessary to stem this tide of senseless gun violence. Address, and ultimately deny, unrestricted access to weapons and ammunition that have no legitimate sporting, recreational or protective purpose. Recognize that the proliferation of military-grade guns and ammunition leads to more gun violence and more gun deaths. The statistics are compelling and cannot be ignored.

The United States leads the world in the number of guns per capita; it leads in homicides, suicides, accidental deaths involving guns; and it leads the world in the number of children killed by guns, every year. In these grim statistical categories, no nation comes close to our level of violence and gun-related deaths. The United States of America can and must do better. Now is the time to take action. As educators, we believe in the United States Constitution. We also believe our country need not choose between the protection of responsible gun ownership and the prevention of gun violence and that both can be achieved through thoughtful and forceful legislation.

Never before have so many Independent School leaders in our region spoken with one voice on behalf of a single issue. We are moved to do so out of a duty to our students and all of our nation's children and we find inspiration in the voices and actions of the students who are refusing to go about business as usual. We stand ready to help in this effort, and encourage our colleagues leading schools across the country to join us. Above all, we demand that reason and compassion prevail.

We are Heads of schools serving children from nursery through high school. We are Republicans, Democrats, and Independents. We are parents and grandparents, aunts and uncles. We are responsible for the education, safety and welfare of children each and every day, and we know the time for action is now.

Head of School **Bob Vitalo** and more than 100 heads of independent schools in NYC and across the state of New York published an open letter to Congress and the President in the *New York Times* speaking out against gun violence.



Former BC student **Fabiano Caruana** won an international qualifying tournament to be the first American-born player to challenge for the world championship since Bobby Fischer in 1972. He got his start learning chess from BC after-school teachers **Carol Ann Caronia** and **Bruce Pandolfini**. *Photo credit: Getty Images/Sebastian Reuter*



The Upper School's **Girls 2 Women** affinity group used what they learned at a D.C. conference to facilitate an assembly where students discussed the meanings (and misconceptions) of sexual misconduct and consent. The group also hosted a panel about Women In Interesting Careers featuring alums **Crystal Hudson '01** and **Rebecca Grossman-Cohen '99**, and BC parent Felicia Eve, who discussed their career paths and answered questions about going after the jobs and opportunities you want.



BC's Director of Strings and professional violinist **Kate Mollica** and her string quartet performed the music of Grammy award-winning composer and conductor Eric Whitacre at **two sold out concerts at Carnegie Hall**, one of which featured special guest Jad Abumrad of WNYC's Radiolab podcast narrating the world premiere of Whitacre's "Home".



The STEAM Fair was packed with more than 700 attendees! BC families participated in over 30 interactive science, technology, engineering, art, and math projects. The winning poster, which was used prominently to promote the STEAM Fair, was designed by **Aidan Pigott '23**.



The music and life of Upper and Middle School health and wellness teacher **Alyssa Robbins** are the subject of an **award-winning movie “Becks,”** starring Lena Hall and Christine Lahti! The film was named the Best U.S. Fiction Feature Film at the Los Angeles Film Festival and won several more honors including at the LA Gay and Lesbian Film Festival and the Austin Gay and Lesbian International Film Festival.



Middle School science faculty hosted a **NYSAIS workshop** to share their experience developing Project Based Learning curriculum with counterparts from other New York independent schools.



Advanced Mandarin students **Allen Li '18**, **Patrick Gamble '18**, and **Matthew Justh '19** won 2nd place for filmmaking and technical skills in NYU's annual Rock That Movie competition! Mandarin learners from across New York state submitted films under the theme “Do the right thing”, which were evaluated on several levels, such as linguistic accuracy, fluency, comprehensibility, content, and storytelling.



This year's **Benefit for Berkeley Carroll** was a huge success thanks to our trustees, parents, alumni, and faculty—together we raised a record \$550,000 for Berkeley Carroll! We couldn't have done it without the enthusiasm and support of our co-chairs and volunteers. A special thank you to Kebra Check Caleo and Nicola Fabens.



BC's Director of Community and Inclusion **Brandie Melendez** (right) co-chaired the planning committee for the **NYSAIS Diversity Practitioners Conference**. The theme of this year's conference was inspired by Carla Shalaby's book "Troublemakers: Lessons in Freedom from Young Children at School", which challenges educators to re-examine systems that affect students on a daily basis.



Strings teacher **Katherine Cooke** was invited to be a guest clinician at **Las Vegas Clarinet Day**, where she worked with band directors to help them improve their clarinet sections! She also participated in Clarinet Days at Texas Lutheran College and the Metropolitan Youth Orchestra on Long Island. At MYO, she performed in a clarinet choir along with BC wind ensemble bass clarinetist **Matthew Pinnock '20!**



Middle School humanities teacher **Mike Wilper** was invited to lead a workshop at **Harvard's Graduate School of Education** on teaching human dignity, defined as the fundamental value of every individual to aid in conflict resolution, classroom culture, and curriculum. Dr. Donna Hicks of Harvard's Weatherhead Center for International Affairs and author of the book *Dignity* has partnered with BC's Middle School humanities department in the past few years to inform her own research and to help shape curriculum around the theme of dignity.



Middle School teachers **Alexa Lopez** (Spanish) and **Brandon Guidry** (humanities) presented a workshop at the **NYSAIS Diversity Conference** in which they discussed the work being done in the Middle School's People of Color affinity group.



Lower School dance teacher **Vanessa Paige** received several honors this year including **The Eba Award for 30 Years of Innovation and Excellence in Choreography and Education**, a performance in “Angels Of Pompeii” at the 92nd St. Y, through the Isadora Duncan International Institute (IDII), and the premier of her latest piece at Siena College.



Taylor Engler '19 and Upper School science teacher **Lily Adler** are quoted in an AP story about virtual reality headsets which BC students tried out in a lesson by animal rights group Farm Sanctuary. The story has been syndicated around the world in newspapers and media websites like the **Daily Mail**, **Christian Science Monitor**, and **Boston Herald**. Photo credit: AP/Deepti Hajela



Middle School teachers **Kathy Grimes-Lamb** (math) and **Hillary Rubenstein** (science) were the latest BC teachers selected for the **Academy for Teachers fellowship**, joining a growing number of the city's strongest public and private educators learning from leading experts and from each other.

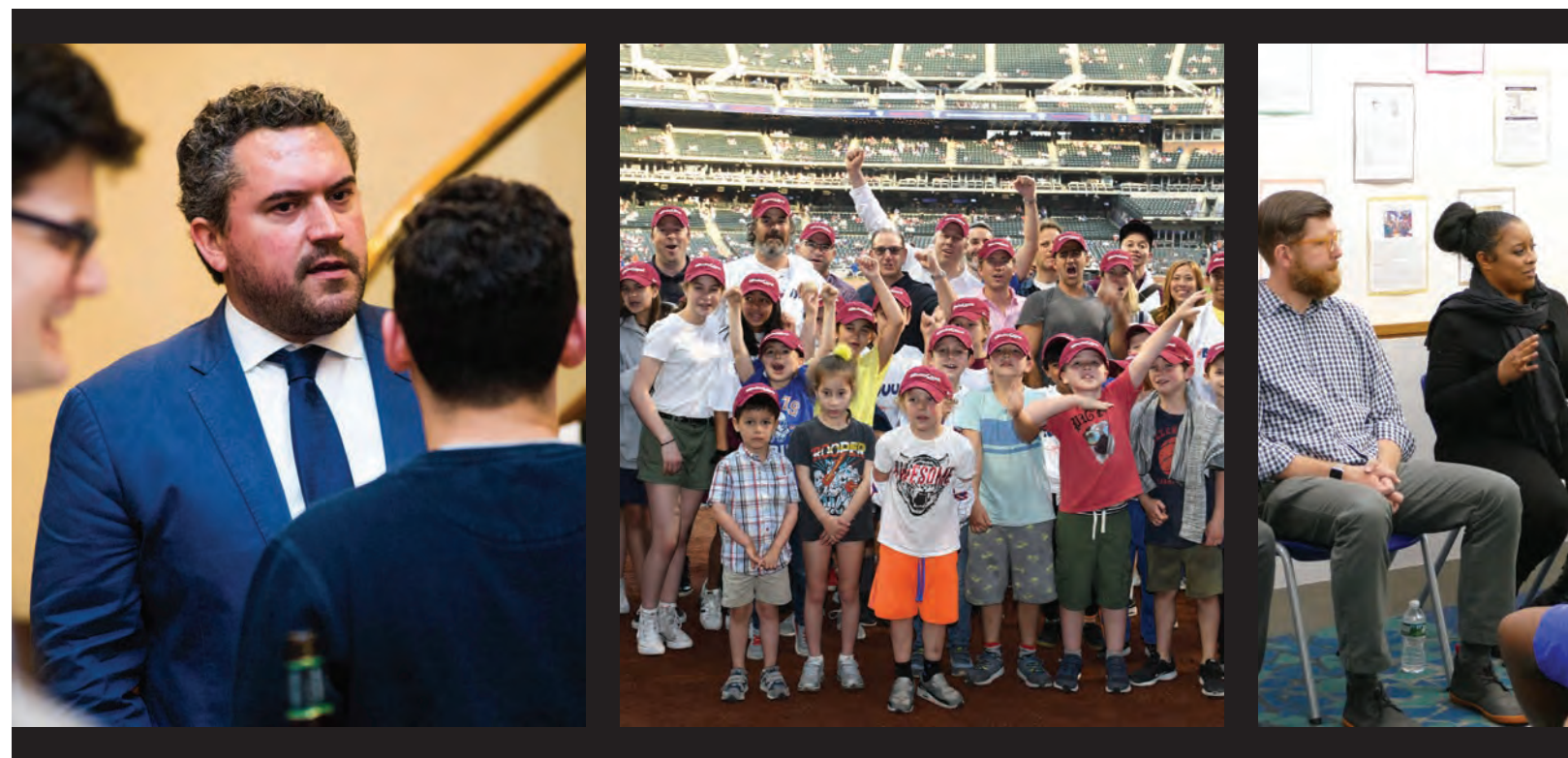


BC SPEAKER SERIES AT NYU
NETWORKING EVENTS
ALUMNI REUNION WEEKEND
COMMUNITY SERVICE PROJECTS
YOUNG ALUMNI REUNION
BC AT THE BALLPARK
ALUMNI LINKEDIN & FACEBOOK GROUPS
CAREER SYMPOSIUMS
BEYOND BC



A NEW APPROACH TO BC'S ALUMNI COMMUNITY

This year, BC welcomed **Jamie O'Regan** as our new Director of Alumni Relations, a role responsible for engaging Berkeley Carroll alums in initiatives that enrich the community by building relationships, encouraging professional development and networking, fostering inclusivity, soliciting feedback, and increasing the overall visibility of the school. Prior to BC, Ms. O'Regan worked in higher education, most recently at New York University's Graduate School of Public Service where she oversaw student engagement and equity, diversity, and inclusion initiatives.



As you finish up your first year at BC, what are your initial impressions?

I have been beyond enamored with the connection to community that each of our former students embody. Part of the reason I was drawn to this role was the rich and diverse narrative of Berkeley Carroll. It has gone through many iterations in its history, but one thing has been consistent: a commitment to great education and a community that promotes respect and kindness towards one another.

What has been the main challenge?

We were faced with the task of fostering engagement for a population of alumni that essentially attended three different schools over the past five decades—The Berkeley Institute, The Carroll Street School, and The Berkeley Carroll School. Having spent the past 15 years working predominantly in higher education, I was excited to take on this opportunity and use my experience to breathe new life into the offerings for this alumni community.

How does one create unity in a place that has meant so many things, to so many people?

By listening to those who have lived it. I inherited a lot of information from administrators, faculty, and alumni. I knew we needed to reach alumni from various classes and backgrounds who are at different stages in their personal and professional lives. The initial results have propelled me to find ways to amplify traditions, revise some of what we have done in the past, and create new initiatives that are exciting, worthwhile, and will draw people back.

We're planning targeted events designed to reach alumni via four key areas of engagement: community building, professional development and networking, feedback, and visibility. I also plan to re-examine some of our annual programs and find new ways to make them accessible. For example, this past year we hosted the annual Young Alumni Event the night before Thanksgiving as usual. While we had a great showing, a lot of the feedback I received was around the marketing of the event and the lack of inclusivity. It's pitched as a "young alumni" program but it is held at a bar, prohibiting folks who are under



Director of Alumni Relations **Jamie O'Regan**



Alumni Events from 2017-18

included several networking events and (L to R): the kickoff of a speaker series with President Obama's Chief Speechwriter Cody Kennan, a BC at the Ballpark event at a home Mets game against the Colorado Rockies and their star relief pitcher **Adam Ottavino '03**, and a Career Symposium for students which featured several alumni panelists. Next up: Alumni Reunion is being expanded to a full weekend in September. We hope to see everyone there, including these classmates from the Class of 1961!

21 from attending. Many under-21 grads are returning from college that week and we miss an opportunity for them to feel connected to the school at this annual celebration. For 2018, I am moving the event to a venue that is 18 and older to ensure every alum feels welcome.

Speaking of annual programs, why did Reunion move from May to September?

This is one of the biggest changes we have made (this year it will be held September 28 and 29.) Traditionally, the event has been held in the spring and with that brought challenges and conflicts with the academic calendar. In moving it to the fall, my hope is to create a more homecoming vibe and an annual celebration that seamlessly reunites our former students with the current community. This year we will be launching an award to honor a member of the BC faculty who has meant so much to our students and culture. Additionally, we will host a school-wide day of service when current students, families, and alumni will work side-by-side and give back to the Brooklyn and greater New York City communities which have given so much to all of us and promote the visibility of Berkeley Carroll far and wide.

What is your vision for the role of alumni in the BC community moving forward?

I believe that in order to ensure a strong alumni bond going forward, Alumni Relations must strategically work with the Upper School to find ways to connect with current students before they even become alumni. This year we started a two-

part series called the Senior Symposium which focused on fiscal preparedness, discussing financial woes and pitfalls many college students blindly enter into, and a panel of student affairs administrators who focused on resources available on all campuses including mental wellness, counseling, student activities, career services, etc. I also helped co-produce the Career Symposium for our 9th-11th graders which included a keynote by BC parent Dennis Masel followed by 12 industry-based panels lead by alumni, as well as current and former parents, to give current students a lens into what professional trajectories they may be interested in as they begin thinking about college.

What is the greatest responsibility of this position?

To ensure that alumni feel supported long after they have left the halls of 181 Lincoln Place. My job is to be here to help them with whatever they may need. If alumni have any ideas on how we can improve alumni programs or new ones they may like to see, they should please reach out to me via alumni@berkeleycarroll.org.

To receive info on these and other alumni events, keep in touch!



berkeleycarroll.org/alumni



facebook.com/groups/BerkeleyCarrollAlumni



alumni@berkeleycarroll.org



berkeleycarroll.org/linkedin

SPRING INTENSIVES

2 WEEKS, 1 IMMERSIVE COURSE

Here at BC, we love a chance to nerd out about a fascinating topic. That's the joy of Spring Intensives, when Upper Schoolers drop regularly scheduled courses for two weeks to take a single, deep-dive course on a specialized topic. Faculty dip into their strengths and curiosities to offer a variety of topic areas, including global travel. Here's the full list of 2018 offerings, and some examples of the lessons and adventures they encountered:

- » 1968 Fifty Years Later: The Year That Rocked the World
- » The Beautiful Game
- » Cannibalism 101
- » Chess: Tactics & Culture
- » Designing & Producing: How to Create Multiple Theatre Pieces Concurrently
- » Delirious New York: The Architecture of Our City
- » Hot Wheels: Bicycle Design, Construction, & Maintenance
- » Hunger & Homelessness in New York City
- » The Innocence Project
- » The Muggle Underpinnings of the Magical World of Harry Potter
- » Music on the Road!
- » Music & Technology
- » The Psychology & Science of Wellness
- » Sitcoms & Society
- » Strike a Pose: Figure Drawing in Art
- » Urban Wilderness: Finding Nature in New York City
- » Weaving a Tale: An Introduction to Fiber Arts & The Personal Narrative
- » Granada & Cap d'Ail (Travel Program)
- » India: Leadership & Global Issues in Context (Travel Program)
- » The U.S. South Since Reconstruction (Travel Program)



India Leadership & Global Issues in Context spending time learning from the community in the village of Heranjal



Hot Wheels using metalworking and construction skills to build a bicycle



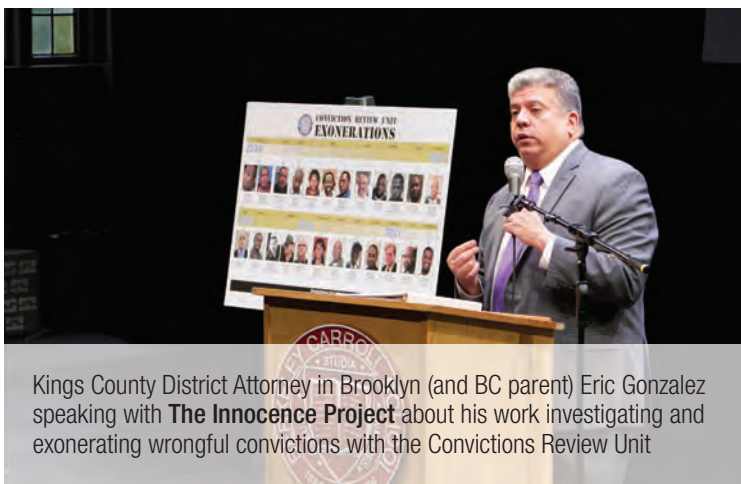
Urban Wilderness learning to create the lightest weight, most caloric, tastiest, and most cost-efficient meal possible on a camp stove



Sitcoms & Society recording a podcast to explore how sitcoms reinforce, reflect, and influence cultural norms and how those norms have changed since the 1990s



Weaving a Tale creating a project that tells a part of their personal journey, much like textiles used in narratives throughout history, such as Penelope in *The Odyssey* or Arachne and Athena in Greek mythology



Kings County District Attorney in Brooklyn (and BC parent) Eric Gonzalez speaking with **The Innocence Project** about his work investigating and exonerating wrongful convictions with the Convictions Review Unit



Music on the Road preparing to perform at schools around the city and for a trip to DC to play with DeMatha Catholic High School



The U.S. South Since Reconstruction on an historic tour of Selma, Alabama





BC lens

Hey Alexa, Check Out The Robot I Built

Middle Schoolers in the robotics elective learned all about sensors, programming techniques, and electrical principles to design their very own robots using an open-source electronic prototyping platform. Their final projects, which they presented in the Beta Lab, included an automatic fish feeder, sonar glasses, and a balloon popper.

student art & writing: lower school

The Lower School News (right page), published in two editions this year by **Sherri Paller**'s kindergarten class, included exciting stories like interviews with Head of School **Bob Vitalo** and Lower School Director **Amanda Pike** as well as a homepage feature on the four Lower School Change Makers clubs.



(clockwise from above)

by **Vassia Yatrakis '28**

by **Neha von Kap-Herr '28**

by **Nate Fischer '28**



The Lower School News @ Berkeley Carroll

March 2018

Serving Grades Pre-K to Four

Free

EXTRA! EXTRA! Kids can be Change Makers Too!

Staff Writers: Arthur Desjardin and Atticus Massad
Tirzah Johnson and Everett Hammond

Second, Third, & Fourth graders can choose to join one of these Change Maker Clubs.



The **Kindness Club** is a good group because it is a good idea. It reminds people to be kind. The teacher is Ms. Raaf and she thought it was important to be kind so she made this club. The group made cards for kids in the hospital. They wanted the kids to be happy. They are also making kind-o-meters for our classes. It will remind us to be kind to other people and we can see how much we were kind.



Mr. Bronson is the teacher who helps with the **Green Team**. This club likes to help the environment. The Green Team had visitors from the SATO Project. The SATO Project helps transport dogs from Puerto Rico and bring them to New York. A big storm happened in Puerto Rico and many dogs got lost. They find the dogs and keep them safe and bring them to New York so they can get new owners. The Green Team is doing a bake sale to raise money for the SATO project.



Mr. Budd and The **Peace and Justice Club** are thinking about ideas to tell other people to make sure everyone is fair to everyone. They are making posters right now to remind people about being fair. They are trying to figure out what else they will do. Mr. Budd said, "We are thinking about the word ACTION and we have to figure out what our action will be!" We don't know but we will see what their action will be soon...



The **Equity and Accessibility Club** wants to make sure everybody has the same things and can go anywhere they want and need to. Mr. Gore and Ms. Garcia are the teachers who work with them. This group wants to make the world a better place. It wants to help by making people be equal. They have been thinking about how to take guns away from people, and help poor people and refugees.

What I Believe

by **Zoey Sternoff '25**

Inspired by "What I Believe" by Jacqueline Woodson

I believe in the safety of a home and the strength
of lightning

I believe in the wonder of exploration and the
comfort of staying right here

I believe in the stability of a skyscraper and the
possibility for it to instantly collapse

I believe in the reliability of constant motion
and the likelihood for it all to stop

I believe in my relationships and the capability for
all of them to simply shatter with one wrong move

I believe in the serenities of the earth and the roar
of thunder

We can be the same or we can be different but no
matter what I believe in us.



by **Weezie Wilson '22**

Taco

by **Casper Murphy '25**

I love my fish
The way he swims
To my finger
And almost asks
How are you feeling?
It's the freedom in it



by **Zoe Pyne '22**

These poems are from Reflections 2018, Berkeley Carroll Upper School's award-winning annual student literary and art magazine, which seeks to tap the vibrant, creative energy circulating in the classrooms and hallways of our school. The staff, a small, dedicated group of students who meet weekly to discuss and develop a shared interest in art and literature, solicit and critique anonymous student submissions. Reflections is a multi-year winner of the Columbia Scholastic Press Association's gold medal and Crown Award. The 2017 edition was named one of the Top 30 high school print literary journals in the country.

Ant Rapture

by **Katrina Fuller '18**

I have wondered,
before, what
it must feel like to be an ant.

You might've spent
hours climbing
up a wooden cabinet

because maybe
you smelled some
crumbs that you could carry home

to offer your
family.
And it might've been too late

when you real-
-ized one of
your six legs was vibrating.

Maybe no one
ever told
you how stretched out it will feel—

the duration
of an in-
dex finger collapsing on your

exoskeleton.
Maybe your
abdomen will rupture first

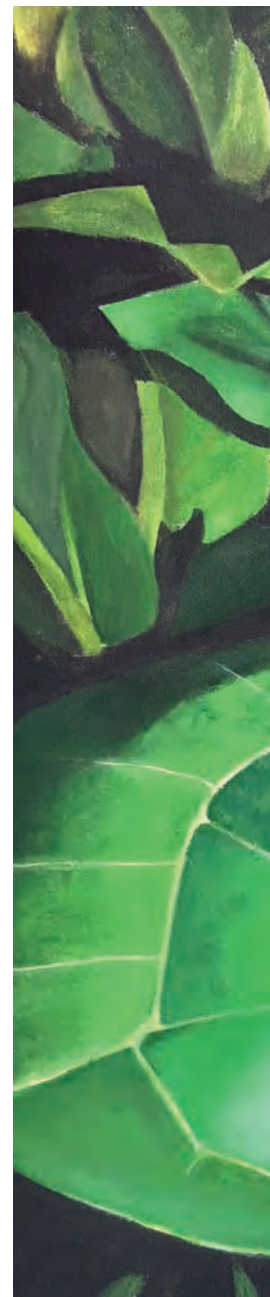
Maybe as you
deflate, your
nerves will pour from a tear in

your side like a
tipped-over
pot of cold noodles. Maybe

your heart will be
squashed like a
grape and you will feel your leg

and aorta
float up to
heaven in pieces. Maybe

your world, a ka-
leidoscope
of grey tones, will start to fade.





MTA Status Update/ Love Poem

by **Julia Harrison '18**

I shouldn't have gone to that party it was so lame—
At Bleecker Street now.
I'm at Spring Street and I have a secret
which is that I skipped all of the songs and went to "Sea of Love."

Now I'm at Canal Street.
I skipped to "Sea of Love" because I miss you.
(I'm at Brooklyn Bridge)
I was taking up a whole two seats curled up,

but I moved for some lady.
Sending love from Fulton Street,
Wall Street.
I never told you my dream did I?

Bowling Green;
in my dream
I accidentally married a middle-aged bird sorcerer.
Borough Hall m' dear.

By bird sorcerer I mean he could magically control birds.
Nevins!
Atlantic Barclays.
The sorcerer was tall and thin and very beautiful.

I think he was addicted to drugs
Bergen Street! I'm so close and tired.
Anyway,
I didn't love him.

I was with you in your room,
and it was white and had three windows.
Grand Army Plaza, finally.
Suddenly a swarm of tiny grey birds flew into the window

and died one by one,
because it was 5 o'clock and the sorcerer wanted me to make
dinner.

So he sent those birds
and I woke up.

Basically I think it means I hate men
and I miss you.

I'm going to sleep now.
Sending so much love.



by **Mae Ryan '20** (left)

by **Savannah Der '19** (above)



PROJECT BROOKLYN! AND BEYOND!

During the last two days of school, Middle Schoolers participate in 19 specialized courses that get them out of the classroom, into our city, and entrenched in something they care about. We call it Project Brooklyn, and here's what we offered in 2018:

- **Animals and the Future of Zoos**, The Bronx Zoo and the New York Aquarium
- **The Art of Arrow Making and Archery**, an exploration through math, engineering, craft, history, and sport
- **Be the Change: Youth in Action**, a day of service and discussions of March for our Lives, #Never Again, #Times Up, and Black Lives Matter
- **The City from a Bicycle**, an immersion in the world of urban biking
- **Creating Comics**, exploring Brooklyn's cartoon culture
- **DJ'n 101**, expressing creativity through producing and sharing carefully curated musical masterpieces
- **Everything's Better with Zombies**, embodying the undead
- **Finding Your Inner Chef**, preparing a full course meal from start to finish with fresh ingredients
- **Food, Glorious Food!**, cooking classes at FreshMade NYC in Soho
- **Hang Ten**, learning to surf at the Rockaways with NY Surf School
- **The House that Jeter Built**, tours of Yankee Stadium and Barclays Center and the Track and Field Hall of Fame at the great Armory in Washington Heights
- **Into the Woods**, overnight camping trip in the mountains
- **Make a Difference**, three community service projects
- **Math, Science and Rollercoasters**, exploring how math and science impact a rollercoaster engineer's ability to create a fun and safe ride
- **Showbiz: Behind the Scenes**, learning real Broadway choreography and the ins and outs of stage makeup
- **Stargazing**, observational astronomy in a big megalopolis
- **Sustainability and Innovation: NYC's Greenspaces and Transportation**, What will our future city look like?
- **The World's Work in NYC**, exploring the city through history, sights, sounds, smells, and tastes

DON'T MISS

2018 ALUMNI REUNION WEEKEND

SEPTEMBER 28TH & 29TH

New date and new events, including a NYC community service project with students.



berkeleycarroll.org/alumni



facebook.com/groups/BerkeleyCarrollAlumni



alumni@berkeleycarroll.org







Happy 70th Anniversary to the Berkeley Institute CLASS OF 1948

Over the years, *Barbara “Bunny” Birch Smyth ’48*, continued to serve her elected office as the secretary of the Berkeley Institute Class of 1948, writing to classmates and encouraging them to share news of themselves and their families with BC Magazine. In honor of the 70th anniversary of their graduation, Barbara reflects on her own life since leaving Park Slope:

I was fortunate that my classmate, **Nancy Dittmer Romanul ’48**, introduced me to my husband George, who went to Poly Prep. We went together through three years of high school and college. After graduating from Green Mountain College, I became a private secretary in NYC. After George graduated from Yale, we married June 28, 1952, 66 years ago this June.

George was drafted into the army during the Korean War and we lived at Ft. Monmouth in New Jersey, and in Schenectady, NY, and Charleston, SC, and had five children—Bill, Carolyn, Paul, Donald, and Susan. We now have nine grandchildren and 13 great grandchildren. Each of our children married after college and are all now retired. Bill was a social studies and piano teacher at School of the Arts in Charleston; Carolyn, a hospital med tech; Paul started his own CPA business in N. Palm Beach; Donald worked for IBM; and Susan graduated as an architect and later became president at a computer programming teaching facility in Columbia, MD. They all keep busy with hiking, volunteer work, family events, bike rides, and travel.

(continued on page 66)



“I am enjoying my senior years, white hair and all. Thank you, Bunny, for keeping us together for 70 years.”





Barbara "Bunny" Birch Smyth

As our children grew up, I was a Girl Scout leader, president of the high school band's parents, a Sunday school teacher, active in the Women's Society of Christian Service, volunteered at HELP, and was in charge of maintenance and landscaping for the church. We and the five children took several trips in a pop-up Starcraft trailer, covering New England, eastern Canada, the southern half of the U.S. on one trip and the northern U.S. on another, as well as up and down the eastern seaboard.

My mother moved from VA to be near us, Bill, and his children. We all enjoyed attending concerts and shows together. Mother enjoyed life until she was 91. In 2004 we moved to a retirement community in Mt. Pleasant, where we participate in a delightful ebb and flow of activities and have remained healthy for the most part, despite some limitations.

Our whole family of 44 recently came together to celebrate the wedding of our youngest granddaughter. Our five children and their spouses treated us to a luncheon to celebrate our 65th Anniversary. George and I have had a wonderful life together all these years and we are blessed with a happy, loving, and busy family."

Pat Root Hoffman '48 writes, "Think of it! 70 years in less than one page. What memories we all have from the time we stood in our white dresses, each with a bouquet of red roses, waiting with both excitement and confidence. We had made it until then, with the guidance and care of our wonderful teachers, especially

Mam'selle. At that moment we were waiting to see what our adult lives would be like. Mine certainly had some large surprises and wonderful adventures.

Like many of our generation, I married right after college. He was in the Air Force, so we traveled all over and settled in California. We had two children, Julie and David, and when both were in school all day I started graduate school at UCSD, finishing a Ph.D. in European history just as Julie was starting high school. By the time she headed for Harvard I had taught for two years at Cal State University in Long Beach, divorced, led the first of three student summer tours to Europe, and met my second husband, Steve Hoffman.

After seeing David off to UCLA, I

Yugoslavia—all marvelous experiences.

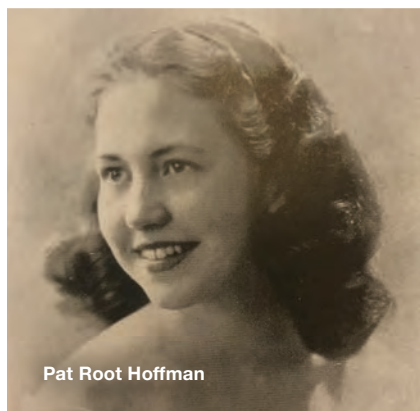
I have been to all the continents but Antarctica, all 50 states, and Steve and I continue to travel, including trips to see Steve's family in the Netherlands. In March and April we took a month-long cruise to French Polynesia and next year plan to go down the west coast of South America.

My children and two grandsons are very much part of our lives. Julie has a Ph.D. in Applied Physics and worked for many years at Hewlett Packard before retiring early and eventually starting her own company. Her husband George is a Silicon Valley success story who is now retired and consulting for other companies. They have two sons—Jonathan graduated from MIT in January and now works in aerospace development and Ben will be a

“At that moment we were waiting to see what our adult lives would be like. Mine certainly had some large surprises and wonderful adventures.”

moved to an assistant professorship at the University of Nebraska, then received a tenure track offer from North Carolina at Fayetteville State University where I spent the rest of my career, retiring in 1998. During my time there, I received four Fulbright Scholarships for summer seminars in South Korea, Egypt, Indonesia, and what used to be

sophomore at Dartmouth. My son David is not married. He has a graduate degree in math from University of CA Santa Cruz and four years in the U.S. Navy as the navigation officer on a frigate and served two years in the Persian Gulf. He returned to CA and got a job as a math professor at a community college where he was just elected president of the faculty association.



Pat Root Hoffman



Lee Weiss Marks

I talk to Tut (**Marion Tuttle Thomas '48**) every Sunday when I can. Cheers to Bunny for being the glue that has really held this class together!"

Lee Weiss Marks '48 writes, "After I received Bunny Smyth's letter I went looking for the wonderful book she sent celebrating our 50th anniversary. 20 years later, my life has changed. I lost my love of 57 years and live in Denver, CO, solo. I have 4 children and 9 grandchildren, all musically talented. Expecting my first great grandchild in Pasadena, CA, May 2018. The mother-to-be plays in the LA Philharmonic. I still paint and teach in my studio, play golf, take yoga and play a lot of bridge. I am enjoying my senior years, white hair and all. Thank you, Bunny, for keeping us together for 70 years."

Marion Tuttle Thomas '48 writes: "In 1998 we members of the Class of 1948 celebrated our 50th reunion by meeting at Berkeley Carroll. We toured the building, trying to recognize some familiar spots—the most familiar one being the great staircase! We caught up with news of classmates and recalled **Nancy Dittmer Romanul '48** with affection, mourning her untimely death.

Charlie and I continued to enjoy life traveling abroad and here at home. In 2003 we hosted a family reunion of his three children, their spouses, our four grandsons, and other assorted relatives at a large house on the Eastern Shore of Maryland which had a pool and a dock. Everyone enjoyed swimming, boating, and gorging on blue claw crabs! Many



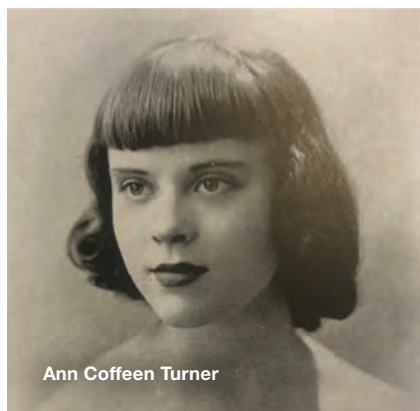
special memories were formed there, made more precious as Charlie died less than a year later, followed by the death of his daughter Sharon at the age of 54. My life was forever changed by these losses. Friends, especially **Pat Root Hoffman '48** and her husband Steve Hoffman helped me by inviting me to accompany them on a trip to Hawaii. I continued my involvement with local institutions and my church. I rejoice in my stepson Mark and his family, Sharon's two sons Kristopher and Peter, and frequent contact with my stepson Glenn and his family.

Despite a bout with cancer and osteoporosis of the spine, I am still living in my home, thanks to my wonderful aides. I love the view of Long Island Sound, the wildlife—deer who are so beautiful that I gladly forgive their munching on my shrubs, and the company of Lily my rescue cat who has us all under her paw! I extend my gratitude to Barbara "Bunny" Birch Smyth for her efforts over the past 70 years to keep us in touch. We made an excellent choice when we elected her Class Secretary!"

Ann Coffeen Turner '48 writes, "I am retiring in June after 40 years of tutoring students with dyslexia and students who are late bloomers at Gill

St. Bernard's School in Gladstone, New Jersey, but I hope to do some private tutoring after I move to New Hampshire. I still have a website with my manuals and teaching materials. (I don't need an editor—not after Miss Arnold and Mrs. Rohrbach.) For obvious reasons, I don't sing any more, but I'm going to try to get better at playing the piano, which I do badly. The best is not yet to come with Harvey gone, but I'm managing. I still have good memories of Berkeley."

Elizabeth Keely '49 writes, "Been working on my genealogy and, with some professional help, have finally discovered my Irish origins: only three generations back, my great grandfather Keeley (how he spelled it) came from County Laois. That's a small inland county not too far from Dublin where I have now lived for 50 years. I'm well retired(!), live in a lovely apartment (rented) in the suburb of Rathmines. Dublin is surrounded in the south and west by the Dublin and the Wicklow Mountains and to the east by the Irish Sea. Aside from the genealogy interest, I have retained my lifelong interest in astronomy as well as all of nature. We have many lovely parks and walled gardens in Dublin for leisurely walks and enjoyment of nature. I'd love to hear from anyone of the 49ers who care to get in touch."





Carol Lamberg '57



Janice Crane Joplin '68

1950s

Barbara Troxell '52 writes, "With my husband Gene Boutilier, I continue to enjoy living at Pilgrim Place Community, where I chair an intergenerational program relating with local college students involved in social justice projects and sing in the choir."

Carol Lamberg '57 visited BC's World Affairs Breakfast Club, a group of students who meet on Wednesday mornings before school to discuss current events, to talk about her new book, *Neighborhood Success Stories: Creating and Sustaining Affordable Housing in New York*. A long-time leader of New York City's affordable housing movement, Carol was Executive Director of the Settlement Housing Fund from 1983 until 2014, one of the city's largest and most innovative sponsors of affordable housing. Part memoir, part policy analysis, *Neighborhood Success Stories* distills key lessons for building and managing affordable housing. Carol reflects on the social purpose, vision, and practical challenges of the projects she's been involved in, while vividly capturing the life and times of those who engaged in the creation and maintenance of housing and those who have benefited from it.

Janet Ghattas '59 writes, "My husband John Hand and I are planning our 25th Cross Cultural educational program to Senegal, West Africa, in January 2019 where we were Peace Corps volunteers in the early 1960s. It will also be our 25th wedding anniversary. In May 2018, we will reprise our biennial visits to France and Holland, where our grandson Timo lives. He came to visit us last summer in Cambridge, Massachusetts."

1960s

Adriane Huneke Stuart '64 writes, "Enjoying retirement in Ocean Shores,



Nic Sims '84, Rod Marsden '83, Jamie Smida '83, Rozzano Trotman '85, Dave Santoro '85 and Craig Raphael '85



Zeke Bardash '11

WA. My 30-year-old son Alexander is nearby, adding to my enjoyment. Are there any other BC alumni in WA state? I am still in contact with **Barbara Bullock Stern '64** on a regular basis—friends since the 7th grade!”

Janice Crane Joplin '68 writes, “Hello and best wishes to all my Class of '68 classmates on our 50th anniversary! Graduation set several life changes in motion for me. My husband Bryan and I met in the fall of '68, married after college graduations, and have been married for 47 years. We have 2 daughters, 2 sons-in-law, and 4 grandchildren. I must say Berkeley gave me an enriching education that has served me well for a long time. Again, Happy Anniversary all!”

1970s

Isabel Slotnick Dresdale '74 writes, “My husband, Bob and I have officially retired! Our days fly by, much to our surprise! We continue to travel the world (recently returned from a month long trip to Capetown, Ethiopia, and Dubai), and purchased a condo in Boca Raton, FL, where we are planning to escape northeast winters! Next year is our 55th reunion from Berkeley (Poly Prep for Bob), and I hope my classmates will be inspired to have another reunion!”

Harrolyn Conway '74 writes, “This past fall I started doing Peritoneal Dialysis which is a whole new world of nursing. It is both independent and collaborative.

The patient interaction is exciting, teaching them how to take back their lives. Really enjoying the challenge.”

Congratulations to **Peter Brown '79** on his recent retirement after 28 years with the FDNY! He writes, “I am currently spending my time renovating my home and traveling with my family.”

1980s

Nic Sims '84 writes, “A few Berkeley grads from the 1980s got together at the Bavarian Beer Garden in Park Slope recently. I was in town from Ann Arbor, MI, for a family event in New Jersey. **Rod Marsden '83** picked me up in Montclair and we drove in to meet **Jamie Smida '83**, **Rozzano**



Deidre Moskowitz '01, Anthony Pardo '02, Athalie Laguerre '01, Sarah Murphy Gersowitz '01, Deanna Torres '01, and Julianne Coates '01



Joshua Goldin '11

Trotman '85, Dave Santoro '85 and **Craig Raphael '85**. We had a terrific time catching up and telling stories about the past and our present family and business lives. A highlight for me, personally, was when **Michelle Arrington**, who left in '82 when Berkeley Institute first became The Berkeley Carroll Street School, showed up with her husband. It was a wonderful evening! It felt like we hadn't been apart all these years. So much love."

1990s

Sarah Margon '94 published an article in the March/April 2018 issue of *Foreign Affairs* magazine titled, "Giving Up the High Ground: America's Retreat on Human Rights." Sarah is the Washington Director of Human Rights Watch.

Jesse Sokolovsky '95 is teaching EFL courses at a university in Japan, including one on wrongful convictions, a topic of professional (and personal) interest to him. He writes, "the police in Japan are said to

have a 99% conviction rate, and wrongful convictions through coerced confessions play a major role. In spite of this, awareness of the issue in Japan is shockingly low."

Congratulations to **Dan Hopard '98** and his wife Amanda who welcomed their first child, Benjamin Leo, on May 4th!

2000s

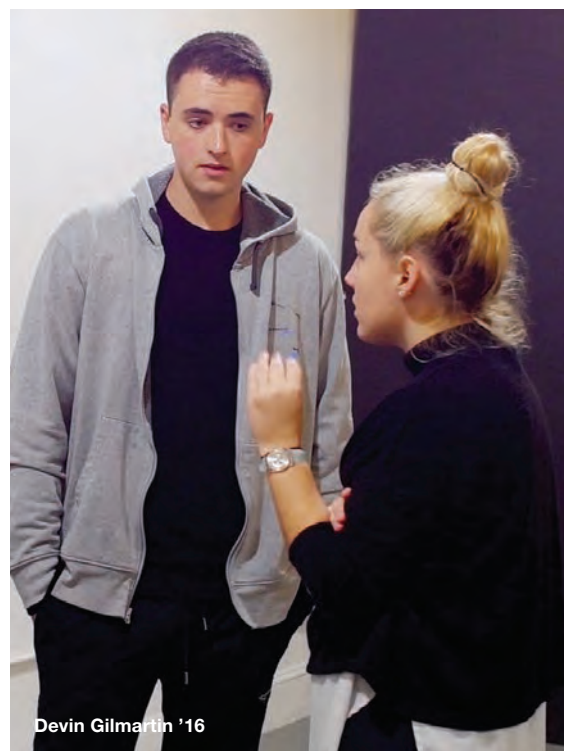
Congratulations to **Deidre Moskowitz '01** and **Anthony Pardo '02** who were married on November 4, 2017 at Terrace on the Park in Flushing Meadows Park, New York! Deidre writes, "Several members of the BC alumni community were in attendance, as shown in the photo from left to right, **Athalie Laguerre '01, Sarah Murphy Gersowitz '01, Deanna Torres '01, and Julianne Coates '01. Leon Hartman '02**, though not pictured, was also in attendance and played the violin at our ceremony. Anthony is currently a senior member of the sponsorship team at Major League Baseball (MLB)

and I am an Assistant District Attorney within the Investigations Division of the Brooklyn District Attorney's Office where I specialize in prosecuting complex financial frauds. We reside here in Brooklyn."

Casey Scieszka '02 writes, "Five years ago I moved upstate to open the Spruceton Inn: a Catskills Bed and Bar. This summer we're launching our restored 1800s barn as an events space for arts programs, workshops, retreats, weddings, and more! I also had a baby girl in August, her name is Amina."

Rockies relief pitcher **Adam Ottavino '03** made the press rounds, including a mention in the *New York Post* for his impressive strikeouts this season and a video on MLB.com that details his technique. A nice profile in the *Denver Post* discusses his family's love for baseball and the hard work he puts into the sport.

Congratulations to **Kathleen Farrar '08** on launching her own farm after three years as a manager at Hearty Roots Community Farm in Germantown, NY!



Perianth Farm & Flowers is a woman-owned business located in Red Hook, NY, that specializes in the growing of organically grown cut flowers, medicinal and culinary herbs, specialty vegetables, and pasture raised pork. For more information, visit perianthfarm.com and follow her farm on Instagram @perianthfarm.

2010s

Congratulations to **Sophie Nikitas '10** whose podcast 'The Zoo' appeared at #33 on *The Atlantic's* list of 50 Best Podcasts of 2017!

Joshua Goldin '11 writes, "I got married to Rachel Bennett on August 13, 2018 at the Brooklyn Botanic Garden. Our best man was my brother, **Aaron Goldin '16**, and we couldn't have asked for a more beautiful day or ceremony. Rachel and I will be travelling to American Samoa starting this August to volunteer as teachers for the next school year."

Congratulations to **Zeke Bardash '11**

on completing a masters degree in classical guitar performance at Manhattan School of Music! Arts Director Dr. Peter Holsberg attended Zeke's masters recital, where he performed one of his own compositions.

Olivia Wilson '12 writes, "I recently received my masters from New York University's documentary filmmaking program and started working as an Associate Producer at CBSi International. I submitted my thesis film to the film festival circuit and was recently accepted into the Sarasota Film Festival. My film focuses on retraining police officers to view prostitutes as sex-trafficked victims. You can find the website at traffickedinparadise.com."

The BC Psychology Club welcomed **Sarah Beranbaum '13** as a guest speaker. A former Psychology Club member, Sarah spoke about what led her to pursue a degree in psychology. She is currently pursuing her MA at the New School where she plans to stay in residence to complete a PhD in Clinical Psychology.

She also talked about her current work teaching trauma-informed yoga classes to women who are survivors of domestic violence to help them begin to reconnect with their bodies. She led students through a simple exercise on Interoception and feeling your own heart beat.

Congratulations to **Richie Palacios '15** on being selected in the 3rd round (103rd overall) by the Cleveland Indians in the 2018 Major League Baseball First-Year Player Draft! He's the highest position player drafted in the history of Towson University's baseball program.

Devin Gilmartin '16 was one of the subjects of the Tribeca Film Festival film *LESS* by Isabelle Levent, which documents two members of Generation Z expounding on their values and habits as they redefine minimalism in a world of consumption, technology, and information overload. His design firm Querencia Studio was also featured in a *NOWFASHION* article on designing fashion solutions to save the environment.

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- > Attended more than 90 professional development programs to advance their teaching skills and stay ahead of the changing nature of teaching, learning and scholarship in today's rapidly changing world

To our teachers: Thank you for a great year!

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--Henry Brooks Adams



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