

The Berkeley Carroll School

2021/2022 Issue

# MAGAZINE

## WORKING TOWARD A GREENER PLANET

Alums and students are turning their passions into action  
and making the world a better place along the way.



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## the view from lincoln place

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Dear Berkeley Carroll Community,

Our school mission begins with “A passion for learning is at the heart of Berkeley Carroll” and it closes by asserting that a BC education will “prepare our diverse graduates for success in college and for the greater endeavor – a life of critical, ethical and global thinking.”

Several articles in this issue underscore the goals embedded in our mission, highlighting the compelling and impactful work that our alumni and students are doing in the classroom and beyond to make the world a better place.

These pages feature alumni who are helping to fight climate change and who credit Berkeley Carroll with nurturing the interests and skills that inform their scientific endeavors: Climate scientist **Conor Gately '98** is working to change the way American cities are designed in order to make travel more sustainable. He notes that his love for science started in our Middle School Earth Science classes. **Amanda Sacks '07**, a Science Lab Technician at Central New Mexico Community College, whose work with local communities in the American West promotes ecological literacy and supports open spaces, credits her Berkeley Carroll course work and an enthusiastic BC educator for inspiring her early love of science. **Gabby Guarna '18** is an Environmental Science major at Vanderbilt University who recently worked on a research project to monitor water quality in Tennessee and who saw the impact of global climate change on ocean health as a participant at the 2019 United Nations Climate Conference. In a testament to transdisciplinarity, Gabby says that her BC humanities classes honed critical thinking skills that are essential for science work. We have also profiled three alumni – **Luis Arias '17**, **Max Bonthrone '19** and **Eve Blank '19** – who started their climate change research as students in Berkeley Carroll's Science Research and Design Program.

This issue includes interviews with several recent graduates on how Berkeley Carroll prepared them for the journey “Beyond BC.” **Michael Eve '17**, **Alex Inciardi '17**, **Carolyn Khoury '18**, and **Graham Stodolski '19** discuss how they decided on their colleges, how they navigated college during the pandemic, and how their lives have changed since BC. They also offer advice to current high school students.

Finally, we have included an important message from our Board of Trustees about changes Berkeley Carroll has made in order to reaffirm and strengthen our commitment to Diversity, Equity, and Inclusion. In this critical area and in others, we continue to strive for excellence and to provide an education in service not only to our community but also to the world.

All Best,

**Lisa Yvette Waller, Ph.D.**

*Head of School*







# THANK YOU, BC HEALTH TEAM!

A huge thank you to the entire **Berkeley Carroll Health Team** for their hard work and dedication to keep our community healthy and safe during an unprecedented school year! Our sincerest gratitude to Director of Health Services and Upper School Nurse **Nancy Rosenthal**, Lower School Nurse **Jenna Gonzalez**, Lower and Middle School Nurse **Annie Muire**, Athletic Trainer **Becky Schwartzman**, and Nurse Aide **Rebecca Heiss**!



### 2ND GRADERS EXPLORE THEIR IDENTITIES IN STEAM

Building off their work in Social Studies exploring different communities, **2nd Graders** launched an Identity Diorama Project using recycled materials and STEAM kits to construct different elements of their dioramas, including self-portraits, family photos, country flags, and other representations of hobbies, passions, and family traditions.



### UPPER SCHOOL STUDENT EARNS DIV. I BASEBALL SCHOLARSHIP

**Michael Callan Moss '21** officially committed to Seton Hall University, signing his letter of intent on National Signing Day to play baseball for the Big East Division I school. "I look forward to continuing my academic and athletic career at Seton Hall," says Michael, who also earned a baseball scholarship from the university.



### UPPER SCHOOL STUDENT WINS NATIONAL WRITING CONTEST

**Asa Khalid '22** was named a Fiction Winner in the Scribe Writing Contest, a high school creative writing contest open to students from all over the world. Asa's story was selected from nearly 900 submissions from teens in 17 countries, spanning six continents.



### ADMISSIONS ADAPTS

Middle and Upper School Director of Admissions **Vanessa Prescott** was featured in the Winter 2021 issue of *The Yield* magazine, published by The Enrollment Management Association. Ms. Prescott wrote about how she and the BC admissions team implemented new tools for equitable admissions assessment during the pandemic.





### MIDDLE SCHOOLERS' NEWBERY COMPETITION AWARDS THEIR MEDAL FOR BEST CHILDREN'S BOOK

Inspired by the John Newbery Medal, the annual award celebrating the best in American literature for children, **Lower and Middle School students** in Grades 4-8 voted on some of their favorite books they read during the year. Meeting virtually each week, the Mock Newbery Club selected seven finalists and awarded their top prize to *A Wish in the Dark* by Christina Soontornvat, which was also recognized by the real Newbery Honor voting committee.



### BC WELCOMES ACCLAIMED SPEAKERS

This year, BC virtually welcomed a wide variety of speakers to talk about local, national, and global issues during a new program called **Learning Lunch**. Students and faculty learned about NASA's Mars rover from mechanical engineer Matthew Gentile, discussed disability rights with acclaimed activist Judy Heumann, unpacked the presidential election with reporter Ed Pilkington, and explored other current events.



### UPPER SCHOOLER PERFORMS WITH BROOKLYN CONSERVATORY OF MUSIC

**Kemi Iyageh '22** played guitar in the "Student Stars" section as part of the Brooklyn Conservatory of Music's Outdoor Music Festival, performing for Park Slope friends, family, neighbors, and even New York Senator Chuck Schumer who dropped by for a listen.





### WINNING RUBIK'S CUBE ART

Middle School students **Oskar Baumann '26**, **Jada Sanon '26**, and **Julia Corkery '26** created an amazing Rubik's Cube mosaic of the Statue of Liberty. The group entered their project in the "You Can Do the Rubik's Cube" mosaic contest and came in 3rd place, competing against students from all over the United States and Canada.



### VIRTUAL SPEECH AND DEBATE SEASON A SUCCESS

The BC Upper and Middle School Speech and Debate Teams achieved some outstanding results during their 2020-21 season, competing virtually in tournaments around the country. Special congratulations to the Middle School team of **Alexa Balodis '24** and **Oliver Katzman '24** who notched several first place victories in Public Forum, and to **Aidan Klinges '21** who capped off a stellar four years on the team which saw him qualify for the New York State Tournament every year.



### UPPER SCHOOL LATIN STUDENTS GRAB GOLD

Congratulations to the seven Upper School students who earned awards in last year's National Latin Exam: **Moya Linsey '21**, **Sita Pawar '21**, **Lauren Anatol '21**, **Joan Marie Varous '21**, **Lila Blank '21**, **Lee Block '22**, and **Jade LeDoux '23**, including Gold Medal Summa Cum Laude awards for Moya and Sita. A special congratulations to Moya who earned Gold Medals on four different exam levels during high school and received a special book award from the National Latin Exam committee.



### 11TH GRADERS DANCE THE “CHARLESTON” IN SNOWY PROSPECT PARK

**11th Grade American Studies students** got into the spirit of the Jazz Age for their reading of F. Scott Fitzgerald’s classic *The Great Gatsby* by learning how to do the Charleston. Students practiced the moves of the popular dance from the 1920’s in a snowy Prospect Park.



### MIDDLE SCHOOL TEACHER PRESENTS AT NATIONAL SYMPOSIUM

**Middle School Math Teacher and 8th Grade Dean Shahna-Lee James '05** was selected to present at the Educating Girls Symposium, hosted by the National Coalition of Girls’ Schools and the New York State Association of Independent Schools. The virtual symposium was centered on the diversity, equity, inclusion, and social justice work happening everyday in schools, and Ms. James presented on “Stepping Into The Student Experience: Building An Anti-Racist School Community Through Student Eyes,” based on the research she conducted as part of her graduate work at the University of Pennsylvania.



### KINDERGARTEN STUDENTS LEARN ABOUT GENDER IDENTITY

**Kindergarten students** learned about friendship, acceptance, and gender after reading the book *Introducing Teddy*, about a bear named Tilly who decides she wants to wear her bow on her head instead of as a bowtie. Students talked about what it means to be true to yourself, then decorated their own bows, one for them and one for a friend.



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## BC lens

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### Reunited and It Feels So Good

Middle School students had lots to celebrate and catch-up on when they got to see teachers and classmates in person for the first time. Everyone enjoyed a fun afternoon of community-building games in Prospect Park, including a potato sack hop relay, noodle tag, an egg race, and some impromptu dancing!

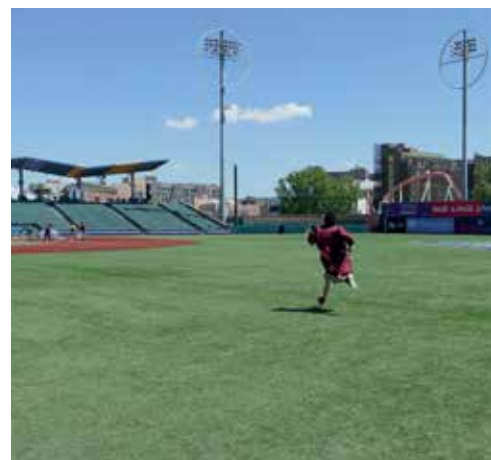








# CELEBRATING THE CLASS OF 2021!









# THE CLASS



Congratulations to the 83 members of the Class of 2021 who graduated from Berkeley Carroll on May 27th at BC's 134th Commencement! Class co-presidents **Tife Awoleye '21** and **Caleb Dunn '21** greeted the audience of friends, family, and faculty who gathered to watch students receive their diplomas on the field of MCU Park, home of Minor League Baseball's Brooklyn Cyclones.

The audience also heard from Head of School **Dr. Lisa Yvette Waller**, Class Speaker **Kai Ellis '21**, Faculty Commencement Speaker and Upper School English Teacher **Rafael Sanchez**,



# OF 2021



and Dean of the Class of 2021 **Andrew Stein**. Members of the Upper School Jazz Ensemble performed two pieces during the ceremony.

Science writer and editor Christian Cooper, who came to international attention due to a 2020 Central Park bird watching incident, delivered the Commencement address at the Senior Dinner the night before, where graduates also heard from Senior Dinner Speakers **Ashley Albinus '21** and **Leonora McLean '21**.



# CONGRATULATIONS TO

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**Ashley Jane Albinus**

Barnard College, NY

**Lauren Christine Anatol**

Connecticut College, CT

**Alma-Lilas Desirée Anzalone**

The Ohio State University, OH

**Yusaris Arias**

Babson College, MA

**Isabella Seta Artinian**

University of Rochester, NY

**Jeanne Elizabeth Augustin**

Cornell University, NY

**Boluwatife P. Awoleye**

Stanford University, CA

**Shreya Balaji**

Harvey Mudd College, CA

**Jonathan Joshua Barley**

American University, DC

**Olivia Cai Hua Bennett**

Kenyon College, OH

**Lila Grayce Blank**

Harvey Mudd College, CA

**Dominic Jay Blum**

Carnegie Mellon University, PA

**Aylín Calderón**

Barnard College, NY

**Alexandra Jessica Conklin**

Amherst College, MA

**Sean Cushman**

Skidmore College, NY

**Rowan Minerva DeWitt**

Skidmore College, NY

**Antonio Joseph Domonkos**

Northeastern University, MA

**Caleb Harris Dunn**

Vassar College, NY

**Carolyn Lila Dunn**

Colby College, ME

**Aniesha D. Dyce**

Massachusetts Institute of Technology, MA

**Luke Wishart Ehrenfreund**

Hamilton College, NY

**Kai Zeyah Joseph Ellis**

Cornell University, NY

**Sabrina Baumfeld Rheingantz Ellis**

University of California Los Angeles, CA

**Youssef Sharif Robin Kweku Ellozy**

Lehigh University, PA

**June Kay Fergus**

Harvard University, MA

**Nichole Elena Fernandez**

Amherst College, MA

**Kai Theodore Fiedelholz**

Occidental College, CA

**Theo Gold**

Taft School, CT

**Sophie Roberta Gould**

Connecticut College, CT

**Lucy Graham**

Lafayette College, PA

**Sorah Nan Guthrie**

Oberlin College, OH

**Nate Hall**

Savannah College of Art and Design, GA

**Charlotte E.B. Hampton**

Vassar College, NY

**Clea Catherine Haran**

Colorado College, CO

**Maris Jae Alexis Hayes**

Spelman College, GA

**Charles Winter Hodgkins**

Tulane University, LA

**Rowan Hazard Johnson**

University of California San Diego, CA

**Lucija Elsa Jurevics**

Trinity College Dublin, Ireland

**Alex Justh**

Berkshire School, MA

**Harry Justice**

Boston College, MA

**Michael Anthony Khoury**

Boston College, MA

**Johnny Steele Kirven**

Tulane University, LA

# THE CLASS OF 2021!

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<b>Aidan Klinges</b> Northwestern University, IL	<b>Anthony Reznikovsky</b> Northwestern University, IL
<b>Autumn Knight</b> Bard College, NY	<b>Cecilia Rivkin Brennan</b> Chapman University, CA
<b>Brandon Garry Antonio Knights</b> Swarthmore College, PA	<b>Sade K. Robinson</b> University of Rochester, NY
<b>Christopher Hans Kretschman</b> Boston University, MA	<b>David E. Rodd</b> University of Pittsburgh, PA
<b>Moya Rose Linsey</b> Barnard College, NY	<b>Adeleen Yael Rosner</b> Undecided
<b>Nola Grace Mansour</b> Wesleyan University, CT	<b>Daniel Felix Safian</b> Brown University, RI
<b>Serena Modigliani McGrane</b> Bates College, ME	<b>Ruby Lucca Dangerfield Salvatore Palmer</b> Scripps College, CA
<b>Piper Rose McGraw</b> University of Michigan, MI	<b>Margaret Rachel Schaffzin</b> Occidental College, CA
<b>Leonora Pamela McLean</b> Howard University, DC	<b>Noah Shai Shacknai</b> Wesleyan University, CT
<b>Michael Callan Moss</b> Seton Hall University, NJ	<b>Henry Beers Shenk</b> Colorado College, CO
<b>Desirée Naini Ukmar</b> Emory University, GA	<b>Henry Jeremiah Shey Abrams</b> American University, DC
<b>Rebecca Celia Newman</b> Ithaca College, NY	<b>Oliver Livingston Smith</b> Oberlin College, OH
<b>Sage Tatiana O'Reggio</b> Oberlin College, OH	<b>William Forrester Swartz</b> Hamilton College, NY
<b>Gabriel Philip Osborne</b> Oberlin College, OH	<b>Alexandra Jane Thogmartin</b> Reed College, OR
<b>Zola Susanna Doyle Osman</b> University of Wisconsin Madison, WI	<b>Charlotte Riorda Tirone</b> Syracuse University, NY
<b>Sita Anne Pawar</b> Brown University, RI	<b>Joan Marie Varous</b> Cornell University, NY
<b>Gabriel Adrian Prieto</b> Brown University, RI	<b>Eden Nick Weissman</b> Tufts University, MA
<b>Mira Persephone Principe</b> Lehigh University, PA	<b>Andreas Emerson Welch</b> Columbia University, NY
<b>Elliott M Radin</b> Skidmore College, NY	<b>Catherine Winfield Witherwax</b> Rhode Island School of Design, RI
<b>Adam Anwar Rajai</b> Cornell University, NY	<b>Billie Shiloh Wynn</b> Rhode Island School of Design, RI
<b>Natasha Mia Rasnick</b> Emory University, GA	



## 2021 LOWER SCHOOL ARCH DAY

On June 9th, the Lower School took the annual walk through the arch to celebrate the end of a great school year! Grades PreK through 3 enjoyed virtual events while 4th Grade students held their ceremony in person at the Athletic Center. Students and families heard from Head of School **Dr. Lisa Yvette Waller**, Lower School Director **Amanda Pike**, and student speakers **Mihir Mupparapu '29**, **Auriana Shuler '29**, and **Mazie Isay '29** who spoke on behalf of the 4th Grade and celebrated entering Middle School.





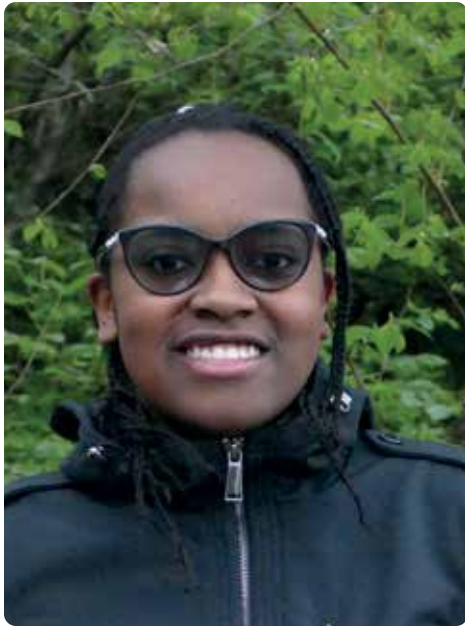


## 2021 MIDDLE SCHOOL CLOSING CEREMONIES

The Middle School celebrated the end of the school year on June 8th during their Closing Ceremonies and wished 8th Graders good luck as they moved to the Upper School! 8th Grade students and families gathered at the LeFrak Center in Prospect Park and heard remarks from Head of School **Dr. Lisa Yvette Waller**, Middle School Director **Yabome Kabia**, 8th Grade Dean **Shahna-Lee James '05**, and 8th Grade Student Speaker **Aaron Alexander '25**, as well as a performance by the Middle School Orchestra.

At the virtual Middle School ceremony, **Jessamyn Maneri '26**, **Leah Torres-Springer '27**, and **Samantha Blackwood '28** represented their grades as class speakers, **Misa Cutaia '27** performed "Sing Your Own Song," and 8th Grade student reps **Dean Gonzalez '25**, **Zoey Sternoff '25**, **Saul Naparstek '25**, **Mykah Lieberthal '25**, **Max Makatsaria '25**, and **Stella Patel '25** shared their reflections on the year.





# SENIOR SCHOLARS 2021

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Berkeley Carroll's Senior Scholars program prepares 12th graders to be responsible researchers, inquisitive citizens, and dynamic writers. This selective and demanding program is designed for students who are interested in pursuing serious scholarly work in the humanities.

In May, nine seniors presented the findings of their year-long independent research through both a formal written paper and a virtual public oral presentation on a range of topics, from Black visibility in superhero media to the history of cemeteries.

## LAUREN ANATOL '21

Where did all the Alter-Egos go? Black Visibility in Superhero Live-Action Media

## CALEB DUNN '21

Selling War: A Rhetorical Analysis of Bush's War on Terror

## JUNE FERGUS '21

Freedom to or Freedom from? How the Catholic Church Has Shaped French and U.S. Religious Constructs

## MOYA LINSEY '21

From Genesis to Armageddon: How Christians United for Israel has Weaponized Scripture and Influenced Policy

## NOLA MANSOUR '21

A Timeline of Cemeteries From Urban Oasis To Scary Movies

## SITA PAWAR '21

Fast and Furious: A Brief Introduction to Gender Dynamics in *Orlando Furioso*

## HENRY SHENK '21

The Weaponizing of Culture: The Often-Overlooked Crucial Element of Conflict and Unrest

## JOAN MARIE VAROUS '21

Naguib Mahfouz: A Comparative Analysis of the Western and Middle Eastern World's Perspectives on the Nobel Laureate

## EDEN WEISSMAN '21

Sorcery or Spirituality? The Role of Obeah in the 1712 New York City Slave Revolt



# SCIENCE RESEARCH AND DESIGN 2021

## WHAT IS SCIENCE RESEARCH & DESIGN?

In this unique, three-year sequence, students learn to create their own research questions and perform original science research. Unlike similar research programs, BC's Science Research and Design program (SRD) encourages students to conduct research on campus using our newly renovated and state-of-the-art research facilities. This allows students to take full ownership of their work and become experts in their field.

During their three years in SRD, students read and analyze peer reviewed literature, verify published experimental results, and design, conduct, and present the results of their own original research. Upon completion, they are informed scientists – independently motivated, highly collaborative, and well-prepared to pursue STEM degrees in college.

BC's SRD program inspires students to be critical thinkers who advocate for ethical, evidence-based science that guides collective knowledge and global action. In short, they learn to become creators of knowledge, agents of scientific progress, and advocates of change.

## RESEARCH TOPICS

### ALMA-LILAS ANZALONE '21

*The Antibacterial Activity of Saliva extract from Hirudo verbana leeches*

### SHREYA BALAJI '21

*Studying Human Behavior in Online Games In Response To Color and Movement*

### JONATHAN BARLEY '21

*The Effects of Stress Inflicted by Varied Feeding Regimen and Social Isolation on the Shoaling Preferences of Zebrafish (Danio rerio)*

### LILA BLANK '21

*The Correlation Between COVID-19 Mortality and PM2.5 Levels*

### LUKE EHRENFREUND '21

*The Effects of Acid on Kairomone Recognition and Defense Expression in Daphnia*

### KAI ELLIS '21

*The Effect of Leaf Geometry on Transpiration and Iron Uptake Rates in Spinacia oleracea*

### LUCY GRAHAM '21

*Covid-19 Impact on Students Stress Levels: Remote vs. Hybrid Learning*

### HARRY JUSTICE '21

*Co-inoculation of Two Plant Growth Promoting Rhizobacteria to Maximize Plant Growth*

### MICHAEL KHOURY '21

*The Impact of Elevation on Real Estate Valuation the United States*

### CHRISTOPHER KRETSCHMAN '21

*Extracting Subsaliolate-bonded metals from Medical Tablets Using Single Replacement Reactions with Differing Reducing Agent Reactivities*

### GABI PRIETO '21

*Operant Conditioning and the Effects of Ethanol on Dugesia dorotocephala Head Regeneration*

### NATASHA RASNICK '21

*The Effect of Parental Anxiety and Student Anxiety on CDC Compliance during the COVID-19 Pandemic*

### DANIEL SAFIAN '21

*Utilizing Identification of Nonverbal Fight or Flight Response to Elicit Confession During Interrogation*

### MARGARET SCHAFFZIN '21

*The Impact of Resveratrol on C. elegans Longevity*

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## BC lens

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### **A Bird's-Eye View of Spring**

PreK3 students found the perfect project to celebrate the start of spring with their study of birds. Our budding ornithologists learned about different kinds of birds and their nests, and then got to examine a pair of real nests up close before making their own out of paper.







This year, Berkeley Carroll welcomes new Lower School Director Kimberly Beck to Carroll Street! A lifelong educator, Kimberly has held a number of roles in and out of the classroom, beginning her career as an elementary school teacher and literacy specialist in the Connecticut public schools, where she went on to become Principal at two elementary schools, and was ultimately promoted to Assistant Superintendent of Schools in Ridgefield, CT. Kimberly joins BC after most recently serving as the Head of the Lower School at Georgetown Day School in Washington, D.C.

BC Magazine spoke with Kimberly about her extensive experience as an education leader, her life outside the classroom, and what excites her most about joining the Lower School!

**BC Magazine:** *Welcome to Berkeley Carroll, Kimberly! We're excited you are joining our community and wanted to know what in particular made our Lower School a community you wanted to be a part of?*

**Kimberly Beck:** We are at an incredibly pivotal moment in American education. BC is poised to lead the way in truly preparing our students to be empathetic citizens, seek justice, and change the world for the better. And, there is no more important time for our children to be able to do so.

I am excited to be leading the Lower School community in developing the foundational skills and dispositions that our students will need. I know that the academic, social, emotional, and physical development of young children has a direct effect on the adults that they will become. By providing our youngest learners with a schooling experience and a curriculum that builds skills, connects to the big ideas of identity and humanity, and challenges students to think within and beyond themselves, we are investing in their future. The Lower School is the foundation for all that is to come.

**BC:** *Did you always know you wanted to work in education?*

**KB:** Actually, no. I did not come from a family of teachers or even know any others than the ones I had at school. It was not a career that I really considered initially. I thought I would be an architect or fighter pilot turned commercial pilot. That said, I can no longer imagine another pathway for me. Being an educator is not just what I do, it is who I am. I feel called and compelled to do this work. It is truly a vocation for me.

**BC:** *What made you decide to move from the classroom to a leadership role?*

**KB:** Let me open by saying I love teaching. I miss it every single day. Being in the company of learners, whether 10-year-olds or 45-year-olds, is pure joy for me. I love the art and science of teaching, the challenge of meeting the learning needs of individuals, and connecting and creating community.

As a teacher, I was also engaged in committee work that moved forward initiatives which provided for better student experiences across the school and the district. Additionally, I held teacher leadership roles that illuminated life outside the single classroom. It was in these roles that I learned the power of influence and the need for deep leadership that could attend to the needs of individual students as well as the

system itself. I realized that if we are really going to change the world through education, we need to improve the system in which it resides. Those experiences, in combination with the “gentle nudging” of amazing mentors along the way, brought me to becoming an educational leader.

**BC:** *You’ve worked in both public schools and independent schools. What do you think has drawn you to the independent world?*

**KB:** So many aspects of public and independent schools are the same. There are classrooms, playgrounds, and gymnasiums. There are students with varying needs, teachers that care deeply, and leaders that guide.

There are traditions, assemblies, and clubs. There are annual assessments, school policies, and procedures to protect. School life looks similar—on the surface. However, when you dig deeper into what drives the educational framework, decisions made on behalf of the community, and what the resulting value proposition is, they are quite different. Within an independent school setting we can actually live our missions as opposed to falling victim to bureaucratic oversight. We can act boldly in service to students rather than be restricted. We have the ability to evolve and innovate on our

own terms. Simply put, independent schools get to be independent of those things that limit the public schools in profound ways.

I choose to be in an independent school at this moment very deliberately. As I look at what our next generation of learners needs and deserves, I believe it is in an independent school setting that it can be accomplished.

**BC:** *How would you describe yourself as an elementary school student?*

**KB:** I have vivid memories of every grade at North

School in Londonderry, NH, where I grew up. I loved school. I adored my teachers and worked hard to please them. I thrived in my classes and was equally joyous at recess. I was most comfortable in math, science, visual arts, and physical education classes. I grew up in an era where superlatives were still “a thing.” I am not going to lie, I was designated the “Teacher’s Pet” by my 2nd grade teacher, Mrs. Hammond. You would have thought I won the Nobel Peace Prize, I was so honored!

**BC:** *What was your favorite book growing up?*

**KB:** As a young child, my Mom read *Winnie-the-Pooh* books to me. They remained a favorite of my childhood. As a reader, I loved *Charlie and the Chocolate Factory*. Interestingly, I did not see the movie, *Willy Wonka & the Chocolate Factory*, until I was an adult.

**BC:** *What are some of your favorite hobbies and things to do when you’re out of school?*

**KB:** When not in school, more than anything, I love to spend time with my family, especially my two children, Amelie and Zoë. I am incredibly close to not only my parents and siblings, but also my aunts, uncles and cousins. Despite living all over

the country, any chance we get, we are together.

Before the pandemic, seeing live music was a way of life for me. From going to a vineyard to see a local artist to sitting amongst thousands at a football stadium to see a music legend, I love it all. I simply cannot wait until live music can be a part of my lifestyle again.

I love to read, especially at the beach or by a lake. Speaking of which, being out on the water is my happy place. I like to kayak, paddleboard, jetski, and spend time out on a boat. Hiking is another way I like to spend time—especially if I am with my children.

“By providing our youngest learners with a schooling experience and a curriculum that builds skills, connects to the big ideas of identity and humanity, and challenges students to think within and beyond themselves, we are investing in their future. The Lower School is the foundation for all that is to come.”



# WORKING TOWARD A GREENER PLANET

BC ALUMS ARE CREATING A CLEANER AND  
MORE JUST FUTURE THROUGH THEIR WORK  
IN THE ENVIRONMENTAL SCIENCES.

BY ANDREW BAULD









*The fight against climate change can seem like a daunting one, and the question for many is where to begin. But as Berkeley Carroll alums and students show, helping to save the planet can start in the classroom, at home, and in the community.*

**BC** graduates have turned their love for nature into impactful careers, like **Conor Gately '98** who is shaping transportation planning for the city of Boston, and **Amanda Sacks '07** who is working with local communities in the American West to spread ecological literacy. Others, like **Gabby Guarna '18**, are just discovering their passion but already making their mark in the field.

Read more about our alums who are working in this critically important field and doing their part to protect the planet for future generations.

## DESIGNING A BETTER CITY

The saying goes that all politics is local. It might apply to the climate fight as well.

That's what **Conor Gately '98** learned early in his career as a climate scientist who has since helped change the way American cities are designed to make travel more sustainable. In 2009, Gately had just begun his Ph.D. in Geography and the Environment at Boston University. Motivated by what he calls an "intense pressure to personally do something" to help the environment, he was skeptical about the role state and local governments could play in mitigating the impact of climate change, assuming he had to start at the very top to make real change.

"I remember the first time my advisor took me to Boston City Hall and I went room to room meeting tons of super smart, motivated people. It was a wake up call that at the local level lots of people want to do the work and it rejuvenated me to solve problems directly related to people's lives."

Gately's love for science started all the way back in Berkeley Carroll Middle School, where Earth Science classes were always his favorites, and he'd continue to study the subject at Wesleyan University. After graduating, Gately spent time working on farms in New Zealand where his interest really took off.

"In New Zealand, a lot of the farms were doing small-scale things like installing solar panels and microhydropower systems. But obviously the issues of climate change are so much larger in scale in cities, I wanted to figure out how to do this for three million people."

Gately combined his love of environmental science with a passion for social impact through his doctoral work at BU, where he initially began by studying human travel behavior and the economic and social choices that drive people to make transportation decisions. That led to his work on greenhouse gases and leading a major project to map auto emissions in the United States.

Using data to map the impact from driving on America's roads on the environment since 1990, Gately created the most detailed map of the effect cars have on climate change in the United States to date. His work was featured in *The New York Times*, highlighting one of the largest culprits for greenhouse gases and stressing the need for changes to the way Americans travel.

Now, Gately is doing just that for the city of Boston, using his scientific training with a focus on local communities as the Senior Land Use and Transportation Analyst for the Metropolitan Area Planning Council, an organization that impacts everyone who lives in the 101 cities and towns of metropolitan Boston.

"As a regional planning agency, we cover so many different fields. We work on stormwater management, climate resilience, greenhouse gas reduction, but also getting bike lanes installed, improving public transportation, and coming up with better designs for towns to make them more walkable."

Gately says through his work, one of the biggest realizations he's had is that politics and policies are nearly as important to fighting climate change as the science, and he hopes that young people recognize that there are multiple pathways into the field.



**Conor Gately '98**

"To a young student who cares about these issues but doesn't particularly like science, I would say: we need you as much as the person pushing the climate model to the next generation. We need boots on the ground all across the spectrum, in local, state, and federal government, and we need people who can figure out how to get things done and bring the resources to bear."

## A PASSION FOR PLANTS

**Amanda Sacks '07** has studied plant life in nearly every climate in the United States, from the pine forests of Maine to sagebrush communities in Nevada. But her interest began in Brooklyn right in her backyard.

"I was lucky enough to grow up by Prospect Park," Sacks says, where outdoor adventures were a regular part of her childhood. Combined with parents who took her hiking and skiing regularly, Sacks says her love for nature just "got imprinted on me."

Sacks has always loved science. At Berkeley Carroll, she took every environmental class she could, fascinated with learning about how life on Earth works, in particularly plants, "these things that can't move but that do so much for us." Her early love for science was also inspired by former BC Science Teacher, Cindy Molk.

"Ms. Molk's teaching style was just so encouraging and enthusiastic. She wanted us all to go outside and play in nature. You could tell she enjoyed it and that translated to me."

Sacks continued to pursue that passion at Connecticut



**Amanda Sacks '07**

College where she studied botany, hydrology, soil science, and more as part of her work as an Environmental Studies major. After college, she conducted research on soil science in Maine before heading across the country to work with the Great Basin Institute, a nonprofit that promotes environmental research, ecological literacy, and conservation in the West through community engagement and partnerships to support national parks, forests, and open spaces.

Working on public lands and helping the community gave Sacks a new focus.

"I love field work and being outside and playing in the sun, but I also love helping the public and making real change in their lives. I realized I wanted to be more on the teaching side of this work than on the research side."

Intent to work with both plants and people, Sacks returned to grad school at the University of New Mexico to get her masters in biology and now manages the biological and chemical laboratories at Central New Mexico Community College where she also gets to teach students in the lab.

"It's great working with a community college and serving underrepresented people. Knowing that I can help a single mom or someone who is the first person in their family to attend college start out on their academic path is such a reward."

Part of that work includes educating students about the realities of climate change, and Sacks says helping students become more science literate, as well as guiding them to think about how they can apply their skills and passions to the climate challenge, really excites her.





“Science should be for everyone, not just someone who is good at math,” Sacks says. “Dealing with climate change is a daunting task, but working across fields and being innovative will really make a difference. It’s always worth going into the unknown to figure out a way forward.”

## TELLING THE OCEAN’S STORY

An interest in environmental studies came as a surprise to **Gabby Guarna '18**. As a student at BC, Guarna said she was not at all what you’d describe as a “science person.” Now the Vanderbilt senior is an Environmental Science major with a goal to save the watery part of the world.

“The summer before college I got really interested in marine life and wanted to learn as much as I could. Then, I started learning about plastic pollutants and ocean acidification and realized this thing I’m passionate about is going to die.” Guarna quickly signed up for one of the only oceanography courses offered at her landlocked college and fell in love with the subject.

Guarna jokes that she used to think that to be a good scientist “you just needed math and a knowledge of how to combine things to blow up,” but she now realizes how beneficial the skills she developed in her humanities classes at BC have been to her studies.

“So much of climate science is thinking about the future and the unknown, and you have to be able to take information and think about it critically to develop theories,” she says.

In addition to her classwork, Guarna’s passion for the ocean and the environment has shaped her time in college in other meaningful ways. On campus she’s become a leader

working on a fossil fuel divestment campaign, and this past school year she was the Teaching Assistant for that original oceanography course that started her on her journey. Over the summer, Guarna also worked on a research project to monitor water quality in Mill Creek, a major tributary of the Columbia River in Tennessee.

But one of the biggest moments for Guarna came when she got a chance to see the impact of climate change at the international level when she was selected to participate as an observer at the 2019 United Nations Climate Conference, an experience that gave her new insights into ocean health.

“I’ve never gotten to do something on the global scale like that before and it really provided me with different perspectives of the indigenous peoples all over the world who will be impacted by the loss of marine ecosystems.”

Guarna, who is also studying Cinema and Media Arts, plans to combine her two interests in order to share the stories of communities who will be most affected by the changes to the ocean. As a descendent of Native Hawaiians, Guarna says the issue hits particularly close to home for her.

“People are already feeling the effects of climate change, and I see film as an accessible way to spread information and to lift the voices of communities who are being ignored and to make sure their stories are being told.”

Through her advocacy, Guarna might very well inspire a new generation of young people to discover a passion to protect the natural world they never knew they had.

“I didn’t think I’d like science but it’s working out for me so far. I’d say to younger students, learn as much as you can about climate change and the environment because you can’t protect something that you don’t understand.”

## BC STUDENTS SEARCH FOR CLIMATE ANSWERS

Before they even graduate, many BC students have a chance to not only research environmental issues but turn their learning into action, and over the past five years, many Upper School students have taken action to fight climate change right here in Brooklyn.

In the classroom and in the lab, students have sought out answers to some of the toughest climate questions through their advanced research as part of the rigorous Science Research and Design program (SRD).

During his senior year, **Luis Arias '17/MIT '21** made solar panels at BC the focus of his SRD project. Arias's final paper discussing the technical feasibility and economic viability of solar power became an important resource to help bring the solar panels that now line the roof of the gym at Lincoln Place.

**Max Bonthron '19/University of Vermont '23** pursued his interest in renewable energy as well through SRD. For his project, Bonthron installed miniature wind turbines on the roof of Lincoln Place to study their impact on reducing carbon emissions and potentially being an ideal option for urban areas where space is a limiting factor.

"SRD helped me to do an independent project like this," Max said to BC Magazine in 2019. "Earth is being polluted by greenhouse gases, and we need to find new ways to avoid burning fossil fuels because that's what harms the Earth."

The program also gives students a chance to begin research that can continue in college and beyond. **Eve Blank '19/California Institute of Technology '23** had long been interested in how plants communicate with each other through what's known as the mycorrhizal network. Eve decided to test the way stress affects the formation of these networks for her SRD project, a question applicable to the subjects of forest regrowth and drought, and hoped to continue to find evidence to support her findings in the future.







Berkeley Carroll welcomed Rahmel Huffman as our new Athletics Director in July 2020. We spoke to Mr. Huffman to learn more about what his first year was like running an athletic program during hybrid learning and what's in store for BC athletics this coming school year.

**BC Mag:** Tell us a little bit about your background as an educator and a coach before coming to BC.

**Rahmel Huffman:** One of my first jobs out of college was working with youths and their families as a behavioral interventionist at the Little Flower Children and Families Services on Long Island. Part of my practice there was using sport as a tool to teach appropriate behavior. There are acceptable protocols about how to engage in every sport – like in basketball, you learn you can't dribble out of bounds – and there are similar rules in the classroom, like you can't just speak whenever you want. My mom is in education and she convinced me to go back to school and get my degree in Physical Education. I worked as a PE teacher and then became athletic director at The Speyer Legacy School before coming to BC.

**BC Mag:** What was your own athletic career like?

**RH:** I started competing as early as 4-years-old playing soccer and baseball, and then in middle school I got into football, volleyball, and basketball. I had a lot of options, and that's part of my philosophy about middle school athletics, to give kids a chance to try out as much as they can. In my first years of high school I focused on varsity soccer and varsity football, but then I broke my wrist playing football. I also ran track and found out I was pretty good at running so that was my sole focus senior year. I received a Division I scholarship to Temple University in track, and then I transferred to Stonybrook to finish undergrad and competed in track there.

**BC Mag:** What drew you to BC in particular?

**RH:** I was initially attracted to BC because it was a PreK-12 school. My old school was K-8, and I felt like I was helping shape and mold individuals but I didn't get to see the final product. Who a student is at the end of middle school is not who they are when they graduate high school, and I really wanted to see the full investment. Here at BC it's so exciting because you literally have 14 years with a student in some cases to leave a lasting impact.

I also felt like BC was a good fit for me because this is a school not solely focused on athletics. I see sport as a way to develop human beings, and going back to BC's mission, if we're nurturing students to be citizens of the world, I think athletics and sport are important places to do that and I thought the school would let me use my skill set without having to deviate from my values.

**BC Mag:** You just finished your first year under very unusual circumstances. What was it like leading the athletics program during hybrid learning?

**RH:** From the very beginning with athletics it was a question of would we be able to compete, and if not, what would we do? There was no precedent. I think we did a good job, offering in-person events on Fridays in the fall, with more in-person opportunities in the winter and spring. The thing that impressed me the most was how our students responded. When we announced in the fall we wouldn't have a competitive season, so many students, especially seniors, stepped up to the task, organizing additional practices, taking ownership of their training, and offering different ideas for how to make online practices more engaging. That was an early moment when I realized what great kids we have, and how seriously they took their commitments.

Even when we shifted to a hybrid model, we still had student athletes who were totally remote and they showed up for every Zoom session. They carved out time every week to be with their team knowing they wouldn't

be competing. That stood out to me, and seeing that fortitude and commitment from our seniors and juniors was really impressive.

**BC Mag:** *Leading the Athletics department must take up most of your time, but did you get a chance to coach at all yourself?*

**RH:** I coached Middle School Volleyball this spring and it was a fantastic experience! I really want to place an emphasis on our Middle School athletics program because that's generally an important developmental stage for student athletes, so if we invest there it will strengthen our varsity programs. I might try to coach again in 2021-22 if the opportunity presents itself, but to start this year I want to be focused on supporting coaches and making sure students are getting everything they need.

**BC Mag:** *Speaking of this coming year, can you give us a glimpse into what athletics is going to look like this fall when everyone is back on campus?*

**RH:** We're anticipating a pretty normal season. We'll potentially be masked as a protocol depending on where NYC is with vaccinations and restrictions, and we might have to regulate spectators to limit density, but we're planning on playing a normal competitive season. There are also some changes we're excited about. This fall, all our varsity teams will have a preseason. We're also implementing an Athlete's Council, a body of students who will represent their teams

and sit down with a group of coaches and me to share ideas. We want to advance the athletics program from both the student and adult perspective and work collaboratively. The idea is if we're building a community, we all need to have a stake in it. We're the BC Lions, and I want us to have pride wearing our uniforms and representing our school. BC has been so competitive in areas like the Speech and Debate team, or students competing in writing and art contests, and I hope we can do the same thing in athletics.

**BC Mag:** *Outside of school, what are some of your hobbies and interests?*

**RH:** At home, I'm a pretty lowkey person. I really love carpentry. I just finished a huge renovation on my home, so I'm looking for my next project. But this summer I was just excited to spend time at the beach, reading and listening to the waves crash, and having quality family time.

In terms of sports, I am a huge University of Miami Hurricanes football fan! I actually prefer college sports over professional sports because I feel like the players are hungrier and the games tend to be more about being a team than a superstar. I have recently gotten into college softball and that's been phenomenal. I'm also a Yankees fan, I was a huge Peyton Manning fan so I still like the Indianapolis Colts, and my grandfather lives outside of Los Angeles and the Lakers are his team so they're my team, too. And of course, I root for BC!





# BEYOND BC: ALUMS SHARE THEIR 2021 COLLEGE EXPERIENCE

*Every spring, Berkeley Carroll seniors make their decision about the college they want to attend. We strongly believe that it is most important for every student to find colleges and universities that "fit" them, institutions where they are most likely to have room to grow and to meet their full potential, academically and personally.*

The success and fulfillment of our alums attest to the strength of this philosophy. In Spring 2021, we caught up with four recent alums who are still in college to learn more about what led them to their choice, how they have dealt with school year disruptions during COVID-19, and how their time at Berkeley Carroll prepared them for their life Beyond BC! **Alex Inciardi '17** is a senior at Kenyon College studying Sociology and Studio Art; **Michael Eve '17** is a senior at Tufts University studying Computer Engineering; **Carolyn Khoury '18** is a junior at the University of Pennsylvania studying Biochemistry and Biology; and **Graham Stodolski '19** is a sophomore at Yale University studying Computer Science and Film.

## WHAT WERE THE MOST IMPORTANT FACTORS FOR YOU WHEN CHOOSING WHERE TO GO TO COLLEGE?

**Alex:** I chose Kenyon because I knew it would be important to me to be a part of a tight-knit community, and to have strong relationships with my professors. I knew this because of my experience at Berkeley Carroll and I wanted to continue to have communicative relationships with my teachers and to continue to grow from listening and learning from others. In addition, my older sister **Anastasia Inciardi '15**, went to Kenyon, so I had a feel for what it was like before I was a student there myself. I was thoroughly impressed by the classes she was taking, and I loved the fact that the college was in a small rural town. I knew Kenyon was something I wanted to be a part of the

moment I stepped onto its campus the first time I visited!

**Michael:** The people I met on campus at Tufts, both students and faculty, were always extremely nice, passionate about what they were doing and always ready to answer my questions. The most important criteria for me was the proximity to a city, a great Engineering program, and a growing athletics and club sports community. What really convinced me was how passionate everyone from a variety of disciplines was about what they were learning.

**Carolyn:** Throughout my college search, I knew that I wanted to go to a research university where I could collaborate with some of the brightest minds of my generation from the United States and beyond. UPenn definitely fit the bill. One of the biggest factors that drew me to apply in particular was that one of my Berkeley Carroll Science Research and Design (SRD) mentors — who is still my mentor to this day — is the CEO of the Wistar Institute at the University of Pennsylvania, a cancer research institute. He encouraged me to apply to Penn, and when I visited his lab in Philly, I took a tour of the Penn campus and absolutely loved it. Another factor that drew me to Penn specifically was that I was accepted into an honors program called the Vagelos Scholars Program in the Molecular Life Sciences, which is a highly selective program with a rigorous curriculum that puts students on the path towards participating in cutting-edge research, which was very much in line with my personal academic needs and goals.



**Alex Inciardi '17**



**Michael Eve '17**



**Carolyn Khoury '18**



**Graham Stodolski '19**



**Graham:** At first, I entered the college process only wanting to apply to engineering schools — I was dead set on studying mechanical engineering and nothing else. However, reflecting on my time at BC helped me realize the importance of two things: not restricting myself to a single path or course of study, and the value of a close-knit, vibrant community. I ultimately prioritized these learnings and chose a college where I could see myself feeling more at home — one where I wouldn't be restricted by a rigid curriculum or get lost in a crowd of thousands. From the moment I first set foot on the Yale campus, I instantly felt comfortable and could envision myself aimlessly roaming campus or, more likely, rushing to my next class or club meeting. That's how I knew it was the right fit — not because of the rankings, acceptance rate, student-faculty ratio, or whatever — but because it felt like a place I'd be happy.

## HOW DO YOU THINK BC BEST PREPARED YOU FOR COLLEGE?

**Alex:** Berkeley Carroll taught me how to be a hard worker and how to be a good listener. During my first year at Kenyon, I felt confident about knowing how to ask the right questions, and how to cultivate strong relationships. I also particularly felt prepared for the amount of writing and reading that took place freshman year and beyond, and I absolutely give BC credit for that.

**Michael:** I think American Studies definitely prepared me for the workload you get in college, at least for my Arts & Sciences courses. My Engineering Principles course prepared me to be in a more collaborative space that accepted tiny failures as successes.

**Carolyn:** The SRD program at BC encouraged me to pursue research experiences, which first sparked my interest in science research and my later pursuit of it in college.

**Graham:** Of course BC prepared me for college — the rigorous academics, independence, overwhelming number of options in the dining halls (thanks, BC dining staff!), etc. But most importantly, BC left me with a lifelong love of learning. From trips to Wyoming, Italy, and India, to Spring Intensives and elective courses, my curiosity was always piqued. School never felt tedious but instead encouraged me to explore what I was passionate about. In college, that's translated to excitement in classes, clubs, and learning from those around me. It's something that I'll have with me for the rest of my life, with BC to thank.

## ARE YOU STILL PURSUING PASSIONS YOU DISCOVERED AT BC, AND HAVE YOU DISCOVERED ANY NEW ONES?

**Alex:** While at BC, I was very interested in dark room photography, and I was a competitive student

athlete on the soccer team. I have continued dark room photography while at Kenyon as I am a minor in studio art, but I did not continue playing soccer on a varsity level. Something that I started doing my freshman year at Kenyon was a cappella music. I am currently the president of Kenyon's all-women a cappella group, the "Owl Creeks," and I am also in a student band on campus called "Day Moon" as the singer and guitar player.

**Michael:** I was captain of the Men's Varsity Soccer team, drummer for the Jazz Band and Wind Ensemble, and a Peer Leader. I'm mentoring for a Black Men's Group, helping underclassmen figure out resources on campus for academics and mental health. A new interest I have discovered is bystander intervention and education around sexual assault on campus. I've been a Green Dot ambassador for over a year now focusing on making campus a safer place for everyone and empowering students with tools to help prevent dangerous situations.

**Carolyn:** At BC, I participated in the Orchestra as a violinist, Varsity Volleyball, Speech and Debate, the Blotter student newspaper, and I was a tour guide for the Key Society. I still pursue the violin in college through the Penn Chamber Music Program.

**Graham:** I honestly think I spent more time at BC than I did at home. I came early in the morning for the Wind Ensemble, then left late at night after play rehearsals. I've already continued the arts in college — I was in a play with the Yale Dramatic Association, play saxophone in the Yale Jazz Ensemble, and serve on the board of the Yale Undergraduate Jazz Collective. I was also a Peer Leader and Peer Tutor at BC, which I've continued in college by leading a class on the physics of music for Splash at Yale and teaching New Haven kids how to code with Code Haven. I even discovered a new interest in film after randomly taking an intro-level course! It's now my second major. So, I'm always pretty busy at school — I guess some things never change.

## GIVEN THE COVID-19 PANDEMIC, THIS HAS BEEN A PARTICULARLY CHALLENGING YEAR, AND PROBABLY A LOT DIFFERENT THAN YOU EXPECTED. HAVE THERE BEEN MOMENTS THAT YOU LOOK BACK ON THAT HAVE MADE YOU MORE RESILIENT?

**Alex:** During the pandemic, I took time off from school and chose to work as a Teaching Associate at Berkeley Carroll. This opportunity allowed me to work with both the Middle and Upper school, and gave me hands-on experience and insight behind the scenes of what happens at a school like Berkeley Carroll. I have known for a while that I want to become a teacher someday, and my experience as a Berkeley Carroll TA strengthened my desire to teach.

**Michael:** I look back on times when I would either doubt my ability to push through a hard course, or even question my chosen course of study, and I think about how fortunate I am to be where I am. I also think about the people back home who are counting on me to make the best decisions possible so I can still move forward into what I want my future to look like. One lesson that was crucial for my growth was learning that asking questions is not a bad thing if you're just seeking a better understanding — especially as an engineer, because we don't always have all of the answers!

**Carolyn:** When undergraduate research was cancelled at my university due to COVID-19, I felt like I was missing out on the important hands-on experiences that I enjoyed so much as part of my academic and scientific journey. I started looking for ways that I could still get the hands-on experiences I craved without posing a risk to myself or my family so I decided to pursue an online public health internship at Memorial Sloan Kettering Cancer Center's Immigrant Health and Cancer Disparities Service, which works with immigrants and medically underserved communities, including people of color, in NYC and beyond to ameliorate disparities in health outcomes and cancer treatment and screenings through community outreach, education, and research. And I also volunteer at a COVID testing center in my local neighborhood in Bay Ridge, Brooklyn.

**Graham:** After having to leave campus for remote learning just over halfway through my first year for an uncertain summer, I was lucky enough to be selected for an internship for my semester off in fall 2020. I joined the product team of a small, exciting fintech startup focused on making employee ownership the future of small business, where I built meaningful software and worked with an incredible team, while gaining real-world experience that I couldn't be more grateful for. So, I definitely feel resilient and hopeful for the future; despite facing a major disruption of my college experience and plans for the year ahead, I was able to find a way to work with and help others during these incredibly tumultuous times.

## WHAT ADVICE WOULD YOU GIVE A CURRENT BC STUDENT AS THEY ARE THINKING ABOUT COLLEGE?

**Alex:** Think about the qualities they like most about BC, and look for that in the colleges or universities they are considering. For me, I appreciated and found comfort in having a small tight knit community at BC, and therefore knew I wanted that in college.

**Michael:** Give yourself time to think about location, what you enjoy learning about now, and what kind of campus culture you are looking for.

**Carolyn:** I would recommend reaching out to students and faculty members at the university you hope to go to for questions or advice about a particular field of study or program you're interested in. Don't be shy! Students and professors — especially professors — really love talking about their programs and research, and whatever else they're up to. This is one way to get some insider information on a college you might be interested in or curious about.

**Graham:** My biggest piece of advice is to start the college process early. It's the worst, and that's inevitable. But, the earlier you take your tests and write your essays, the more time you get to celebrate your successes and consider where you'll be happiest. And forget all the rankings—pick a place you can genuinely see yourself thriving academically and socially.

## DID YOU HAVE A PARTICULAR EXPERIENCE YOU REMEMBER FROM YOUR TIME AT BC THAT HAS CONTINUED TO HAVE AN IMPACT ON YOU?

**Alex:** All four years of high school, I played on the Girls Varsity Soccer team as the goal keeper and my coach, Jason Dorn, was the person I looked up to the most. Although I never had Mr. Dorn as a teacher in Middle School, I felt lucky to get to know him and to connect with him through being a part of the soccer team. It is because of Mr. Dorn that I know I want to be a teacher and a coach after I graduate.

**Michael:** Computer Science teacher Jason Gaines showed me a lot of what can be possible after college in terms of making your different passions, like music, engineering, and computer science for me, come to life in different ways.

**Carolyn:** There are so many memories I will hold with me forever! French classes with Monsieur Kohlmuller and Madame Youman, as well as Latin with Magistra Durham, were highlights of my school day. Being on the Varsity Volleyball team and a member of the Orchestra had a deep impact in my life. 9th grade biology with Ms. Smith was one of my favorite classes I took as a high schooler at BC. That class was the first time I felt really excited about the course material and I remember soaking up the information like a sponge. I also really enjoyed taking advanced biology with Ms. Sefchovich, who was also my SRD mentor for three years. Advanced biology inspired a whole world of questions and curiosities about biology and biochemistry which I would then pursue in college.

**Graham:** Dr. Holsberg. I would've never picked up an instrument let alone play jazz without his influence. His mentorship, whether in jazz band rehearsal or nowadays via text, helped me gain a deeper understanding of music and the world surrounding it. Plus, he's a funny guy.



# **TAKING ACTION TO CHANGE THE WORLD**

**How BC's Community Action program successfully shifted during the COVID-19 pandemic and continued to help communities during remote and hybrid learning.**

By Andrew Bauld









When students and faculty departed Berkeley Carroll's campus for Spring Break in March 2020, **few realized it would be months before they saw each other again in person.** The onset of the COVID-19 pandemic upended all aspects of everyday life, but as the new realities of social distancing and online learning took hold, BC students were also inspired to find new ways to make a difference in their communities.

**E**arly on, students and faculty sewed masks for essential workers. The school also donated nearly 2,000 disposable gloves from the BC science labs to the Brooklyn Hospital Center in Downtown Brooklyn, which was then in desperate need of medical supplies. Students like **Nola Mansour '21** worked with classmates in the Strength in Numbers co-curricular to find and share ways to get the entire school involved, like rallying the BC community to add its "Lion's Roar" to the nightly 7:00pm cheer across New York City for first responders and other essential workers when the city was the epicenter of the COVID crisis.

"When New York City initially went into its COVID lockdown, our students and faculty were inspired in their own ways to show solidarity and support for each other and the greater community," says Matt Budd, Director of BC's Community Action program. "It was a really special way for our community to come together while we were

physically apart, especially since it wasn't clear how long the lockdown would last."

That spirit of service has been integral to BC since the launch of the Community Action program in 2016. The program began as a way to unite the community engagement work happening in all three divisions, and under the leadership of Budd, students in the Lower, Middle, and Upper Schools have engaged in meaningful work around climate justice, equity, social justice, and more within the BC community, Brooklyn, New York, and the larger world.

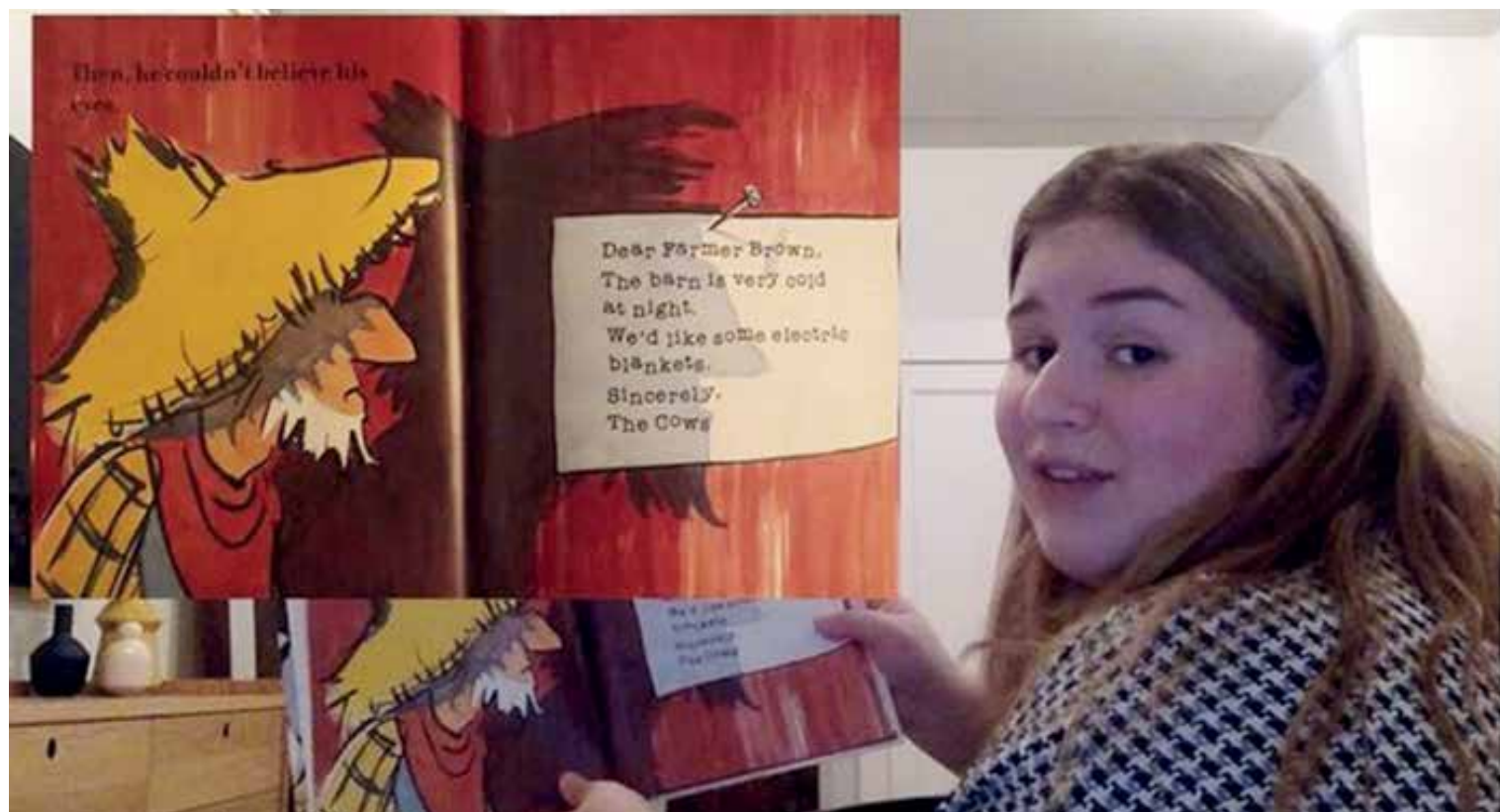
"Dismantling systemic issues that create challenges for communities and groups of people requires sustainable action. Our goal in this program is for students to gain a foundational understanding of the importance of this," says Budd. "How we do this plays out a little bit differently in each division of the school."



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In only a short time, these community-centered projects have grown in scope throughout the school, and the passion of our students has been on full display in projects like the Lower School Changemakers Club's recycling initiative, the 8th Grade Community Action Partnership program connecting students with real-world organizations, and Upper School students leading voter registration drives.

In spring 2020 during remote learning, the Community Action program successfully shifted to a virtual model, and students were eager to engage in new opportunities that emerged. Some took on remote summer internships, partnering with social justice organizations like the Climate Museum and the Girl Rising Youth Task Force or getting involved in politics by volunteering on political campaigns. Others were able to attend online events, like Cornell's Youth Climate Summit where students from around the country virtually connected to create a climate action plan for their school and community.

8th Grader **Jessica Isibor '25** said that after months of sitting at home and watching documentaries about climate change, the summit proved a way for her to actually get involved, and the experience inspired her to become more active in environmental activism.

"When we were having this group discussion, we talked about how climate change was a personal issue. Frankly, the whole idea shocked me. I never really connected the dots and saw how it was affecting me or my family," Jessica says. "Climate change isn't something that's only happening to other people in the world. We are all responsible. We all contribute to it, and we're all affected by it."

In fall 2020, when students were able to return to campus in hybrid learning, they were excited to dive into in-person Community Action activities, with Upper and Middle School students participating in events like helping winterize plants with the Gowanus Canal Conservancy, or volunteering to cleanup Prospect Park, where trash had become a major issue due to the increased number of visitors but with significantly reduced staff.

Other Community Action partnerships that were not able to return to in-person meetings during the 2020-21 school year still found ways to thrive. For over five years, BC has worked with Best Buddies, an international nonprofit dedicated to ending the social, physical and economic isolation of people with intellectual and developmental disabilities. Our Middle Schoolers usually meet in person throughout the year and foster friendships with students, with and without these disabilities, from Brooklyn's PS 77. This past year, when many NYC public schools were struggling to hold classes during the pandemic, Community Action transitioned to using Flipgrid, an online video discussion tool that let students at each school record messages and respond to one another.

"Building community and friendship have been mutually rewarding aspects of our partnership with Best Buddies," Budd says, adding that he was happy to see that continue even virtually. "We've learned that even when we get back in person we need to keep some of this technology, because it can help build a deeper connection."

Students like **Noa Brown '22** found ways to translate their passion to online spaces. Noa took her love of books and recorded a series of videos reading some of her favorite childhood stories and shared them online for younger students and families served by Brooklyn Community Services, a nonprofit that provides opportunities for at-risk children, youth and families, and adults with mental illness or developmental disabilities.

"Doing school from home can be lonely and stressful at times, so I hoped that this reading time could be a chance for students to sit back, relax, listen, and enjoy," Noa says that the virtual Community Action program has also forced her and her classmates to be more creative with the type of action they take. "I think that extra thought has made the program even more meaningful."

Other students were excited to start brand new initiatives, like **Haley Clark '22** and **Eva van den Berg '23** who launched BC's first school team to support the Leukemia and Lymphoma Society Students of the Year program. Along with more than 25 other BC students, Haley and Eva formed Fighters for the Future and raised nearly \$80,000 to help put an end to blood cancer.

Haley says that learning about injustice in the classroom inspired her to make a difference, and that the Community Action program gave her the confidence and skills to run a successful campaign. Now she's planning to pass her experience on to a new set of student leaders.

"I think everyone felt a true connection to the work and people will want to participate again," Haley says. "At the end of the seven-week campaign, we nominated three team members to continue the work and lead our team next year. Eva and I will be mentors for these three students in hopes that they will use the skills they learned this year with new ones to raise even more than we did."

Budd says the excitement and creativity of students to engage in meaningful work has long made the Community Action program a success, but during the COVID-19 lockdown in particular the effort by students to adapt to virtual activities while also creating new programs and finding ways to pass that work on to younger students, truly reflects the best of this program.

"That's a big theme of the Community Action program—that students see meaning and purpose in the work, recognizing the challenges but also feeling the rewards, and hopefully doing something that will last long after their time at BC."





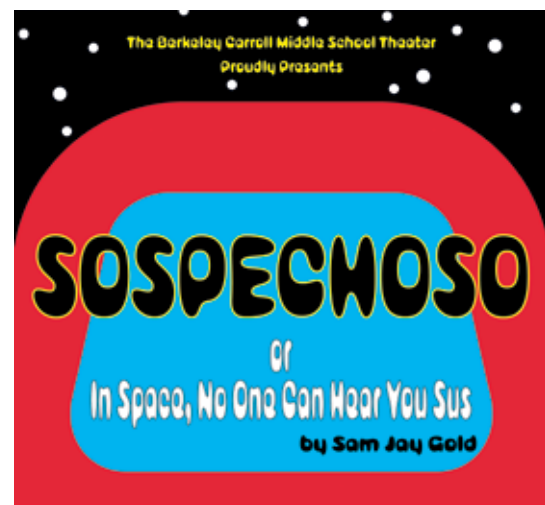
## HOW HAS REMOTE LEARNING IMPACTED THE BERKELEY CARROLL THEATER PROGRAM? A RECAP OF THE 2020 – 2021 SEASON

By Lane Ruble '23



The fall season shared two fully remote productions; the Middle School musical and the Upper School play were rehearsed and performed entirely online. The Middle School musical, *The Show Must Go Online*, a piece written specifically for a Zoom format, kicked off the season. Middle School students spent weeks perfecting their scenes and group numbers before sharing their work with the school community in November. A highlight of the musical was Mr. Kent's breakout role as the Drama Teacher.

Instead of producing a pre-existing play like *The Crucible* online, Middle and Upper School Theatre Director WT McRae decided that the constraints of virtual theater provided a unique opportunity to explore documentary theater. The Upper School play, *The Hope Project*, followed the same format as plays like Anna Deavere Smith's *Fires in the Mirror* and the Tectonic Theatre Project's *The Laramie Project*. The play was a collaboration with Daniel K. Isaac, an actor and playwright most recently known for his work as Ben Kim on Showtime's *Billions*. **Ella Britton '23** said that "working with Daniel K. Isaac was a really amazing experience because I've seen him on TV before. So being able to have him assign me a role and give me personalized notes was something that I will always remember!"



Working virtually created a unique opportunity for the tech team to learn about a new medium. Soundboard operator **Peter Smith '23** described the show as “a very educational experience that allowed me to learn and experience a new form of theater. It was very fun to work on this project, and despite the big learning curve on all the tech, it still gave us the ability to create something amazing.” The tech team was introduced to software and programming techniques that allowed them to share *The Hope Project* with the entire school.

In March, the theater program debuted its first hybrid production, a musical cabaret titled *A Hint of Light*. The show featured songs from musicals like *Amélie* and *Next to Normal* and original work from award-winning playwrights. The show was broadcast live on YouTube while actors performed maskless from different classrooms in Sterling Place.

The group numbers that opened and closed the cabaret were filmed over a few weeks. After weeks of rehearsal, each cast member went into school to individually record their vocal parts. Eventually, a sound designer strung together the different recordings so that it could sound like everyone was singing in the same room. Filming the choreography was a two-part process: each cast member had an individual appointment

where they got to film themselves dancing without a mask, and then the cast gathered to film on stage together.

Ella shared that “even though we didn’t have a live audience, getting to be in the same space as my classmates was really special. Performing together during the group number recording days, circling up before the show, and hanging out in between scenes allowed us to experience some of the best aspects of live theater together.”

In May, the Middle School performed its annual play, an original work of immersive theater called *Suspechoso* based on the popular video game *Among Us*. The show’s choose-your-own-adventure format aimed to engage audiences through the limits of a computer screen by placing them into the world of the show. Throughout the play, viewers were able to explore a virtual spaceship and visit a range of different scenes where Middle Schoolers try to unmask the imposter. The Middle School play used the virtual format as an opportunity to perform a show that transports the audience beyond what’s sometimes possible in an in-person theater setting.

*This article originally appeared in the Upper School student newspaper, BC Blotter.*



## 2021 scholastic writing and art winners

*The Scholastic Art & Writing Awards are the nation's longest-running and most prestigious recognition program for creative teens in 7th-12th grades. More than 13,000 teens from across New York City annually submit writing and art for consideration, and jurors evaluate submissions on originality, technical skills, and the emergence of a personal voice or vision.*

*The 2021 NYC Regional Scholastic Awards recognized Berkeley Carroll Upper School students with more than 50 awards for their outstanding creative work in the writing and art categories, including three Gold Keys. Congratulations to Moya Linsey '21 who received a National Silver Medal for her entire writing portfolio.*

*Take a look at just some of the stunning and creative work for which our students were recognized.*

“She was always with me, metaphorically hinged at the hip. I anthropomorphized her. She had a distinctly human figure: two legs, two arms, two feet, two hands, a torso, and a head. And yet, I could never visualize what she actually looked like. Her face was like the pixelated screen that tv shows use to hide license plates: it was obviously a face, but her exact features were undefined and indistinguishable.”

From “The Various DeeDees,”  
by **Moya Linsey '21**  
Scholastic Gold Key and National Silver  
Medal Winner for Writing Portfolio



“Mini Me,” by **Sabrina Ellis '21**, Scholastic Honorable Mention for Painting



"La Belle Dame Sans Merci," by **Sita Pawar '21**, Scholastic Honorable Mention for Digital Art

"A good pirouette is hard to do. It's not a spin or a turn, it's a balance. The objective is not to rotate, it is to pull yourself towards the sky and stay there. It is a moment of total suspension: your supporting leg is strong and grounded, your arms are iron, your core tightens, your foot is pointed and turned out and you are smiling (softly)."

From "Toast," by **Sorah Guthrie '21**, Scholastic Silver Key Winner for Personal Essay







"Boluwatife," by **Catherine Witherwax '21**, Scholastic Silver Key for Digital Art

“Its branches reached towards the sun just like my hair. It would give me its fruit and I would give it my stories. I would wrap my fleshy tiny arms around the tree and it would embrace me back. This was my first lesson on love. I loved the tree because it loved me. I loved the tree because it loved me when I didn’t. I loved the tree because it taught me how to love others.”

From “My First Lesson on Love,”

**Aylin Calderon '21**

Scholastic Gold Key Winner for Personal Essay



“Glory Days,” by **Noah Shacknai '21**, Scholastic Silver Key for Mixed Media



## 2021 scholastic writing and art winners

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“So, next time you get a candle  
stuck in your ear, an industrial fish  
hook caught on your scalp, or a  
stilettto impaled in your pancreas,  
give me a ring. I know just what  
the fake doctor ordered.”

From “Untold Stories of the ER: So Bad  
it’s Good,” by **Noa Brown ’22**, Scholastic  
Gold Key Winner for Humor



Do I live in order to have a pleasant time?  
To be with people that make  
me feel comfortable?  
Or is it the insecurities and  
panics, that add value to all that is  
considered better, all the things  
that are special

From “What, to me, makes a ‘good’ life?” by **Billie Wynn ’21**,  
Scholastic Silver Key Winner for Poetry



“The Mermaid Parade is just one of the hundreds of crazy things  
my family does around this city. I’m lucky to be raised by  
parents who have taught me how to make the most of my area  
and to always shine in an already dazzling world. My parents  
own zest for life in their respective projects and adventures  
has shown me what I want to be like when I’m older.”

“From “Senior Speech,” by **Nola Mansour ’21**, Scholastic Silver Key Winner for Personal Essay





"Future Shadows," by **Billie Wynn '21**, Scholastic Silver Key for Mixed Media



## A MESSAGE FROM THE BERKELEY CARROLL BOARD OF TRUSTEES

*The vital importance of Berkeley Carroll's ongoing commitment to Diversity, Equity, and Inclusion (DEI) has been a clear refrain in our communications this year. Amidst the ongoing challenges of COVID-19, and the heightened calls for racial equity nationwide, the BC Board worked diligently on the urgent and important matters of diversity, equity, and inclusion within our school community and would like to share several important updates with you here.*

### CHANGE TO THE BERKELEY CARROLL MISSION STATEMENT

Our mission statement has been updated to better reflect our institutional commitment toward achieving greater equity, with the addition of the word “equitable” in the second sentence.

A passion for learning is at the heart of Berkeley Carroll. Our school is an intellectual, creative, and **equitable** community where devoted teachers challenge and engage talented students. Our demanding curriculum and vibrant civic life prepare our diverse graduates for success in college and for the greater endeavor—a life of critical, ethical, and global thinking.

### CHANGE TO THE BERKELEY CARROLL DIVERSITY, EQUITY, INCLUSION STATEMENT

The Board's Equity and Inclusion Committee worked with the Office of Equity and Inclusion to craft an expanded DEI Statement that more accurately reflects our work in this area. It now reads:

We endeavor to create an inclusive and equitable learning community that honors our shared humanity and the dignity of all.

We affirm our commitment to diversity, equity, and inclusion (DEI) work and our deeply held belief that our school should reflect a broad array of identities, perspectives, and lived experiences.

We teach, learn, and implement anti-bias and anti-racist practices and tackle the challenges that arise as we engage with each other in connection to this work in community.

We believe that these essential elements and practices make for a robust and dynamic institution in which everyone has a sense of belonging and where students can develop into respectful, responsible and impactful global citizens.

### EXPANSION OF THE OFFICE OF EQUITY AND INCLUSION

The Board was pleased to support the expansion of the Office of Equity and Inclusion, a step that Dr. Waller recognized as necessary to fully help promote equity and inclusion in our community and provide resources for our faculty and staff who have a shared responsibility for promoting these values. In January, BC welcomed new staff member Senait Debesu as Assistant Director of Equity and Inclusion. We appreciate Director of Equity and Inclusion Brandie Melendez's and Ms. Debesu's ongoing leadership and look forward to continued collaboration with them in service to our Equity and Inclusion work.

## PARTNERING WITH PARENTS

In the fall, the board received a letter from families who wrote in support of the students and alumni who had shared their experiences of racism and racialized incidents at our school. As we recognized in our January board communication, the willingness of members of the BC community to describe their experiences of racism and their concerns about the practices of our school has been a catalyst for profound discussion around how to improve the Berkeley Carroll experience for Black students in particular.

Contained in the letter from the parents were several proposals to help improve the experiences for all of our students. We are pleased to have had conversations and worked extensively with a group of parents representing the letter writers. Several key actions have been undertaken as a result of these conversations and will bring about positive change in our school. Importantly, their letter has been an impetus for important discourse about how to ensure that Berkeley Carroll is living up to our mission and ideals. This work also continues in the Anti-Racism Task Force that Dr. Waller has established, and through multiple other formats, including the Board's DEI Committee, the Parent Association's (PA's) MOSAIC committee and other in-school forums.

## HIRING A THIRD PARTY TO REVIEW REPORTED INCIDENTS

Berkeley Carroll has retained Glenn Singleton of the Pacific Education Group to review the school's responses to reported incidents of racism and bias for the school years 2020-21 and 2021-22. Mr. Singleton is a well respected and well known DEI practitioner with a deep experience in working with independent schools. We expect that Mr. Singleton's collaboration with the administration will both strengthen as well as affirm many of our policies and procedures with regard to handling incidents of bias and racism in our community.

## CREATING ANTI-BIAS AND ANTI-RACISM RESOURCES AND TRAINING FOR PARENTS

Many of you have had a chance to learn more about how anti-bias and anti-racism is lived at Berkeley Carroll by attending one of this year's well attended "Self, Systems, and Spheres" workshops, which were specifically designed and customized for the work being done at our school by our Office of Equity and Inclusion and outside DEI consultants. Additional parent education opportunities will be offered in the upcoming school year. We strongly encourage all current parents to attend – even if you already have in the past, but particularly for those who have not participated in these important community-wide learnings.

The Berkeley Carroll Board of Trustees has collectively committed to becoming more informed about anti-bias and anti-racism issues. Each trustee has participated in at least one training session this year, setting an expectation that will continue into the future.

## CREATING A BOARD OF TRUSTEES ARCHIVE OF 2020-2021 EQUITY MATERIALS

This Board has created an archival reference of all 2020-21 equity materials that will be a critical tool in helping our current board leadership and future trustees remember and revisit the incidents and initiatives that become a catalyst for the many ongoing changes to our school culture.

## FUNDING A NEW PARENT ASSOCIATION DEI SPEAKER SERIES

Last but definitely not least, in honor of BC parent Gina Curry's outstanding, dedicated longtime leadership of the Parent Association's Committee on Diversity, Equity, and Inclusion (MOSAIC), the Board and PA are inaugurating an annual speaker series, "The Gina Curry Speaker Series." This annual lecture will be designed to continue to spark important conversations about justice and equity that Ms. Curry has championed with energy, empathy, and honesty during her time in our school. We wish Gina and her family well with their move to North Carolina. She will be much missed by our community.







## BC lens

### The Sound of Music

The squeak of athletic sneakers and bouncing basketballs was replaced by the sound of strings by the Upper School Orchestra in the fall. Musicians found plenty of space for a socially distanced practice in the Athletic Center.







Kian Sadeghi '18



Phil Bernstein '18

### KIAN SADEGHI '18 LOOKS TO CRACK THE GENETIC CODE

Genetic testing and analysis has become as easy as placing an order online. Buy a kit, send back your saliva, and you'll get a report telling you everything from your ancestry to disease detection.

But BC alum **Kian Sadeghi '18** believes that there is a whole lot more to the story of DNA than what's being told. That's why he has launched a new genomics company called Nucleus to provide more detailed genetic information for consumers.

"DNA is not destiny, it's a best guess. It's not perfect, and DNA will always just be one piece of the puzzle, but I believe my company Nucleus can offer genetic analysis of greater breadth and depth." Kian says that data "could lead to advancements across medicine and science."

Kian first became fascinated with the field of genetics, in particular molecular biology, while in Middle School at BC. In 10th grade, his Science Research and Design class

welcomed a guest speaker who described the potential of CRISPR, a new technology that can be used to edit genes, and Kian was hooked.

"I was just like, 'Woah.' You can engineer something that's one-millionth your size? I became obsessed."

This new passion took him, and his SRD faculty adviser **Essy Levy Sefchovich**, to a Brooklyn community lab called Genspace where he was the youngest and only teenager in a course that allowed hands-on experiments with CRISPR. Kian's experience in the lab was even featured in *The Wall Street Journal*.

As an undergraduate at the University of Pennsylvania, Kian combined his love for genetics with a passion for computer science to study Computational Biology, gaining skills that have helped him navigate working with both coders and scientists. But Kian says his favorite part is that he gets to play around not with computer code, but the code of life.



**Sarah Margon '94**

“In biology, you can’t really apply the scrappiness of computer science, and I never thought I could apply that do-it-yourself spirit to genetics, but there’s something about the iterative ability that computers bring to this work that’s just amazing.”

During the COVID-19 pandemic, Kian took a leave of absence from Penn to work fulltime on developing Nucleus. He was accepted into Z Fellows, a just-launched program that fast tracks promising tech founders into the world of Silicon Valley, selecting only 10 fellows per cohort. There, Kian received mentorship from some of the biggest names in Silicon Valley, including the founders of DoorDash and Netflix.

From the lab in Lincoln Place to now having raised \$300,000 from early investors for his company, Kian says he’s so excited for the potential his new endeavor holds.

“What will the world look like where everyone can choose to have their DNA profile available to them on

their phone? Platforms are going to allow for a healthcare revolution and a societal revolution through precision medicine. This information can inform and really save lives.”

#### **SARAH MARGON '94 NOMINATED FOR STATE DEPARTMENT ROLE**

**BC alum Sarah Margon '94** was nominated by President Biden for the position of Assistant Secretary of the Bureau of Democracy, Human Rights, and Labor within the U.S. State Department. Sarah previously was the U.S Foreign Policy Director at the Open Society Foundations and spoke to BC students in the fall of 2020 about careers in public service.

#### **PHIL BERNSTEIN '18 EARNS NESCAC HONORS**

BC alum **Phil Bernstein '18** was named to the 2021 New England Small College Athletic Conference (NESCAC) Baseball All-Conference Team. Phil plays outfield for the Hamilton College baseball team. The NESCAC is comprised of 11 highly selective liberal arts institutions from across the Northeast.



# the BerkeleyCarroll School

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

*Berkeley Carroll: a vibrant, intellectual community*

## Berkeley Carroll

**1990s**

**2021**