

Carolina Day

WINTER 2023 magazine



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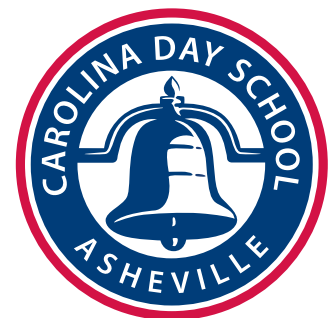
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“Confidence is something you can’t really teach.
But you can instill it, and Carolina Day’s teachers do by always
putting in that extra time with the students and really caring
about them. It gives them the extra confidence that they need.
That’s something you can’t ever measure.”

– Chad Wood

Parent of three CDS alumnae

“From a college prep standpoint, there is no school
in town that can hold a candle to CDS. I think we are the
strongest...combination of academics and college prep,
the total package. If you want your kids to be the best
prepared for college, I think Carolina Day is it.”

– Michael Andry

*Parent of three CDS alumni and
Immediate Past Chair of the CDS Board of Trustees*





At Carolina Day, we don't just prepare students to pass tests and meet benchmarks. We are concerned with a student's holistic growth, built on strong foundations. Our teachers make sure that all academic concepts begin with a firm understanding of the fundamentals and how each concept is relevant outside the classroom and beyond graduation. Leadership, compassion, service, and perseverance are all hallmarks of a CDS education and touch everything we do, from our Kindergarten's annual food drive to our ninth-grade Civics, Civil Rights, and Citizenship class.

Any school is a product of its people: its students, teachers, coaches, administrators, and alumni. The stories compiled within this publication represent the deep commitment our community has to intellectual curiosity, individual critical thinking, and leadership development. Our faculty work in service of nurturing well-rounded individuals with a keen understanding of the challenges ahead of them and the knowledge and confidence to venture out and soar.





Civics *is* Alive

Throwing out the textbook

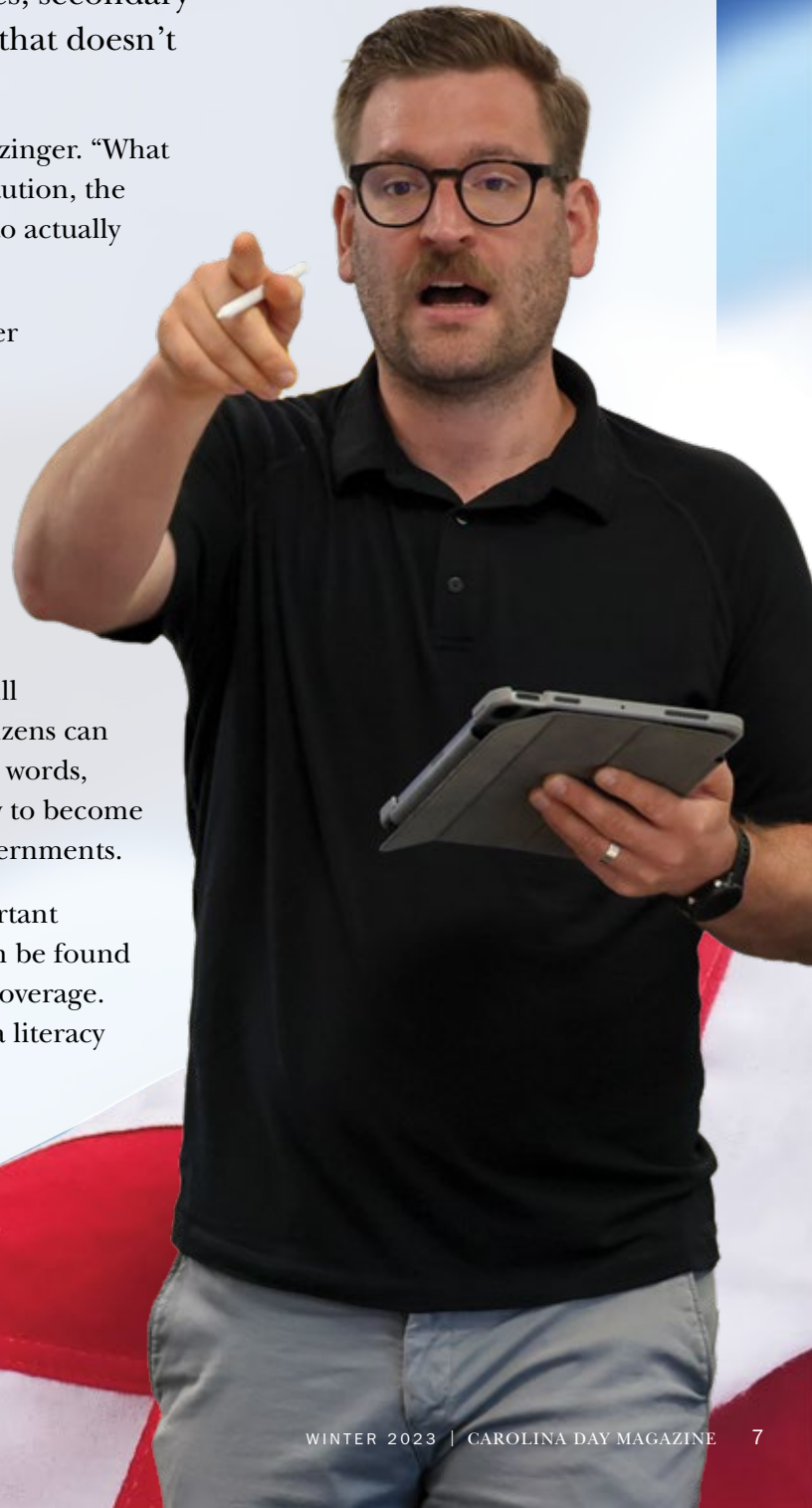
There's one seemingly vital tool you won't find in David Hertzinger's and Nate Crimmins's civics classrooms: textbooks. For these history teachers, civics as a form of study doesn't happen on the page. It happens within the spirited debate and curious inquiry of well-educated young adults. Textbooks are, in many cases, secondary sources, a distillation of historical record that doesn't always tell the whole story.

"We're using the primary sources," explains Hertzinger. "What we've been using this semester is the U.S. Constitution, the Declaration of Independence. We want the kids to actually see what [these documents] say."

Historical summary is often controlled by a master narrative that overshadows varying perspectives on historical events. And it's precisely these perspectives that Hertzinger and Crimmins want their students to consider. To probe beyond a page of text and explore the nuances and complications of how history reverberates into the future. Civics is the perfect medium for such an exploration, because the creation of the U.S. Government and its founding documents still control how the United States is run and how citizens can work within the system to effect change. In other words, CDS students are learning, in the classroom, how to become active participants in local, state, and federal governments.

This examination of source material is also important during a time when bias and truth distortions can be found almost everywhere, from TikTok videos to news coverage. Hertzinger and Crimmins understand that media literacy is now a necessary skill, especially for children in their formative years who are susceptible to messaging from the television they watch,

Opposite page: Civics teacher Nate Crimmins leads a discussion in his Grade 9 Civics, Civil Rights, and Citizenship classroom.





Civil rights movements are, academically, largely about citizens working within systems of government to expand and/or fully access the rights they enjoy as Americans. As a form of study, they're a roadmap for students, as citizens and future voters, to unlock the barrier between politics and the public.



to the websites they frequent, to the social media sites they access on their phones.

“I don’t want to just talk to my students,” Crimmins says. “I want them to consider big ideas. I want them to try on different positions, different perspectives, and kind of come to their own conclusions.”

Crimmins and Hertzinger want their students to understand how and why the United States government was structured the way it was, but they also want their students to understand the cultural context that led to its creation and how its creation impacted a myriad of peoples in different, sometimes contentious ways. They also want to provide students with a blueprint in understanding how the ripples of history affect their everyday lives in the twenty-first century. Enter the study of citizenship and civil rights. Civil rights movements are, academically, largely about citizens working within systems of government to expand and/or fully access the rights they enjoy as Americans. As a form of study, they’re a roadmap for students, as citizens and future voters, to unlock the barrier between politics and the public.

The creation of this new class is also an example of how CDS as an institution never stops its pursuit of self-improvement. Elements of civics have always been taught in history classrooms at Carolina Day, but CDS faculty and curriculum leaders saw an opportunity to provide students with a more focused and discussion-driven exploration of the subject, one that builds on students’ historical education instead of reiterating it. As a result of Carolina Day’s mission to create strong leaders who embrace challenge and exploration, Hertzinger and Crimmins let student inquiry guide their lesson plans, even if those inquiries can sometimes lead the class to unexpected places.

“One of the class’s earliest projects is more of an icebreaker,” Crimmins explains. “It’s an opportunity for students to declare their independence from something. It asked students to come together in the same way that founding thinkers came together



Civics teacher David Hertzinger.

are drawn and often redrawn. CCRC students also Zoomed with constitutional scholars from the National Constitution Center in Philadelphia to discuss how laws create limits but also how laws can be malleable, how they change over time, and how they can be changed by citizen engagement.

In a time of deep political polarization along party lines, and especially in an election year, it can be difficult to juggle differing perspectives, but Hertzinger and Crimmins have created respectful and safe environments for students to ask questions, express opinions, and debate spiritedly without having those debates devolve.

The class's yearlong format allows students to learn about the structure and function of government in the fall, and then apply that knowledge by tying it in to the second semester where students learn and research "stories of different communities and how they have either used those structures" or worked "around those structures to claim their rights."

"Social studies, history, whatever you want to call it, is alive," Hertzinger says. "This stuff impacts their lives, has meaning in their lives."

"My classroom is a place where all are welcomed and where all feel free to share their opinion and beliefs. It's also a place where students feel comfortable to make mistakes and ask questions."

— DAVID HERTZINGER

and penned the Declaration of Independence to cut ties with England. We asked students, what do you want to cut ties with? Last year one group wanted to cut ties with Boris Johnson. Then we as a group all had to contribute to the statement, the declaration. And [the class] found it really hard. That illustrated how the early Founders had a fear of mobocracy, this idea that the mob would rule, so we better not have a pure democracy but a representative democracy. It did give us an example of, remember when you all thought it would be funny, and now you're regretting it? I think the Founders would call that mobocracy."

CDS students never learn in a silo. They must understand the world outside of Carolina Day in order to make a positive impact after graduation, so Hertzinger and Crimmins have plans to reach beyond the classroom and bring in both elected politicians and local civil rights leaders to speak directly to their students about their respective work. Last year, North Carolina House of Representatives member (and CDS class of '92 alumnus) Brian Turner talked to CCRC students about representing constituents across political lines, how the work representatives do impacts citizens young and old on a daily basis, and how political districts



Hispanic Heritage Assembly

This year saw a new tradition blossom in our PK-8 division: our very first Hispanic Heritage Assembly! Led by Spanish teachers Señora Blanco and Señora Zamora, each grade presented traditional dances, songs, poems, and research projects from a wide range of countries, including Mexico, Argentina, Peru, Puerto Rico, Cuba, Costa Rica, and many more. The celebration ended in a school-wide Zumba dance and a feast of snacks from different Spanish speaking countries. Parents and teachers attended for a packed house full of learning, active engagement, and laughter!





BEAM:

Preparing Ethicists to Make a Meaningful Difference in the World

Imagine a decorated gymnast facing a career-ending injury. Imagine a cutting-edge, experimental surgery in which this gymnast's almost completely paralyzed body learns to heal itself using starfish DNA. Imagine that the Olympic Committee must rule on whether or not this young gymnast can compete due to the advantages granted to her by the surgery and if she is, in fact, human.

This is the plot of a short story by Mauren McHugh titled "The Starfish Girl," published in *Slate* in 2018. It's one of the many stories read by CDS students in Susan White's and Dora Nelson's Biosocial Ethics And Motives (BEAM) class. Like many of the sci-fi and cli-fi (climate fiction) stories BEAM students read, "The Starfish Girl" launches Nelson's and White's class into a flurry of questions and conversations based on several classifications of ethics.

BEAM, an interdisciplinary class created by White and Nelson five years ago, explores the relationship between scientific engagement and social responsibility, applying the scientific method to ethical quandaries in terms of environmental issues, civil rights, scientific and biotechnological advancements, social constructs, and medical rights.

"You start with a question," Nelson explains. "You make a hypothesis, you experiment, you collect data,







"BEAM has been such an eye-opening experience. It has taught me how to think about current events from different perspectives and take every aspect into consideration. The seminar aspect of the class has begun to prepare me for deeper, uncomfortable discussions about the reality of how the world functions and interacts with itself. Being able to learn in such a progressing and interactive way has opened up a whole new world of education for me."

- ANNA MCCRARY '23

"BEAM was one of the most impactful classes I have taken at this school. It teaches you a lot about what's actually going on around in the country you live in. Most schools and students don't have an opportunity to take a class that teaches you about all the issues and problems around you. This class made me realize specific causes that I actually cared about and what I could do to help. I think that this class helped me grow as a person and strive to do better in this world."

- CAMERON ROY '23



you make a decision, and that's kind of a mirror of how you make ethical decisions. You identify an issue. You ask four basic questions—a scientific one and an ethical one, a legal one and a personal one—and then you analyze the situation, identify the stakeholders, gather information, and then come to an ethical decision.”

Through interconnected case studies, field trips, creative writing assignments, science labs, and fiction reading, White and Nelson have crafted the class so that their students have a holistic understanding of some of the most ethically gray issues across dozens of disciplines. This understanding is what helps their students realize that, often, there are no easy answers.

“They have strong opinions sometimes,” Nelson says. “And a ridiculous sense of fairness, and before they take the class they don’t understand that fair doesn’t always mean equal. It’s interesting to see how they change or shift their perspectives.”

By the time CDS Upper School juniors and seniors take BEAM, many of them don’t have a solid understanding of the difference between values, opinions, and ethical principles from different areas of the world. This is where White and Nelson begin.

“We’re teaching that discipline thought process and also making sure they understand that we’re

not debating issues,” White explains. “We are considering all the stakeholders and looking at the issues through different lenses, including different ethical principles, and knowing that we’re never going to feel one hundred percent great about [the conclusions we come to].”

BEAM is the brainchild of Nelson and White, built from their commitment to Carolina Day School’s mission to foster students who “act with courage and compassion to confidently make a meaningful difference in the world.” Through the years, these two teachers have found themselves constantly surprised by the topics that interest their students. Each year, the class hosts a Civic Engagement Museum as the students’ final project, where they present their findings on everything from the opioid epidemic to lab-grown meat to self-driving cars. This year, that museum will be open to the public, especially for parents who want to see the college-level discourse and critical thinking their children are engaging in. This year also marks the second time BEAM will be offered as a year-round, instead of single-semester, class, something that has given Nelson and White the ability to dig even deeper into the complicated and multifaceted issues the class considers.

“One thing I hope is that when these students are considering their careers and the work that

they do, that they’re not just considering themselves, and they’re thinking about the impacts they have,” White says. “And of course, I want them to do things they love, but in doing things that you love, there are ways that you can connect community-wise, globally and thoughtfully.”

These aren’t just empty platitudes. Nelson considers herself a field scientist, and White is a writer with a long publication list. But these teachers have a desire to use what they love to make an impact on their society, and they’re making that impact at Carolina Day. Nelson, who started her career at one of CDS’s predecessor schools, St. Genevieve-of-the-Pines, technically retired from teaching last year, but she feels compelled, called even, to continue teaching BEAM. After moving away from Asheville, she drives back several times a month, Zooming in when she cannot attend in person, to make sure CDS students have the best BEAM experience possible.

“These students are now facing challenges and decisions and situations that we never imagined,” Nelson says. “And I think that this course really provides a good foundation for thinking about those things ethically.”





David Dvorscak:

Moving Theater into the Future

“It’s our mission to create for the community,” says Upper School Theater Director David Dvorscak. Dvorscak speaks about the CDS theater program, which he has directed for the last sixteen years, with vision, empathy, and passion. His office brims with creativity and support, and serves as a hub for students to gather between classes or during free periods, a place of community where students feel free and safe to express themselves through their art. It’s a physical representation of what Dvorscak has been successfully building since he joined the CDS faculty in 2007: a student-led program built around authenticity, courage, and connection.

Most high school performing arts students become familiar with old Broadway classics and more traditional plays and musicals. They perform *The Sound of Music*, *The Music Man*, *The Diary of Anne Frank*, theater staples that Dvorscak knows are an important part of the education he wants to provide. But these plays are also part of theater’s past. Dvorscak wants CDS thespians to help build theater’s future. And he’s doing so by constantly saying ‘yes.’ If his students want to try something in rehearsal they’ve never seen before, Dvorscak says, ‘yes.’ If they want to put on a play written by a fellow student, Dvorscak says, ‘yes.’ And if they want to parody lyrics of popular modern musical numbers or stage a production about pirates and Communists, Dvorscak says, ‘yes.’



Left: The cast of *Scheherazade, Again* practice during their last dress rehearsal. Right: Upper School students don period-appropriate costumes for last year's performance of *Sense and Sensibility*.

"I like the opportunity it gives them to understand how to build stuff," Dvorscak says. "And also so they can feel that they're part of actually moving theater into the future, rather than just retreading the past."

Dvorscak offers opportunities at every level of production: playwriting, lighting, theater tech, stage combat. If his students want to direct their own plays, he helps them achieve that goal. If they want to try their hand at costume design, Dvorscak makes it happen. In this way, CDS performing arts students aren't just learning about all the complex working parts of a production, they're turning those wheels themselves. Though audiences will find CDS thespians across divisions performing plays like *Sense and Sensibility*, *Aladdin*, and *Annie*, many of the

plays Dvorscak has put on in the Upper School within the past few years have been student written: *Peas for Dinner*, *Red Threading*, *Family Portrait*, *A Dance for St. Vitus*, and *Time Enough*. 2022 saw his one-act class producing, for the first time, a play written by an alumna, *Scheherazade, Again*. Innovative, challenging, and deeply complex, *Scheherazade, Again* is a high-concept script about grief, relationships, and all the different realities simmering beneath the surface of our choices.

Written by Sophia Pereda-Echeverry ('21), the play's ensemble of six speaking roles all represent the same two main characters, acting out multiple scenarios in multiple parallel universes. Dvorscak's students aren't intimidated by this level of complexity. Rather, it excites

“

I like the opportunity it gives the students to understand how to build stuff. And also so they can feel that they're part of actually moving theater into the future, rather than just retreading the past."

DAVID DVORSCAK

Upper School Theater Director

them. Before they could even completely understand the material, they knew they wanted to take *Scheherazade, Again* to the annual North Carolina Theater Conference (NCTC). The conference is a state-wide competition, but Dvorscak and his students prefer to think of it as both a festival and a dress rehearsal. For Dvorscak and his students, their most important performance is the one they do for Carolina Day's community. When they offer the gift of their play to the CDS community, they want to be at their best. Anything that doesn't work at NCTC gets altered or polished before the final performance in front of their friends, family, and teachers.

This perspective feels even more important now, after global

performing arts have been hit with some of the hardest years the industry has ever known. The challenges presented to the performing arts have been intimidating, but to Dvorscak they were merely an opportunity. They forced him and his students to ask themselves what theater could be without the four walls surrounding an auditorium, without an in-person audience, without any speaking roles. What they found by asking these questions was a form of resilience through experimentation: movement-focused virtual theater, outdoor interactive plays where sections of the audience are led to different stages by students in character, plays made up entirely of 26 different monologues. CDS thespians chose to innovate,

rather than abandon their craft, and these innovations will serve the program well into the future. Dvorscak knows it will serve his students well, too, as they forge ahead into whatever unique futures await them.

"The main thing I hope [the students] get is that putting yourself in service to something bigger helps you to define yourself and how you want to be, how you want to operate in the universe," says Dvorscak. "So making the commitment to this group... it doesn't matter if you're never going to be paid to be an actor in your life after this. What matters is that you have understood how to put yourself into service for something greater than yourself. I think, if nothing else, I hope that students get that out of their exposure to theater here."



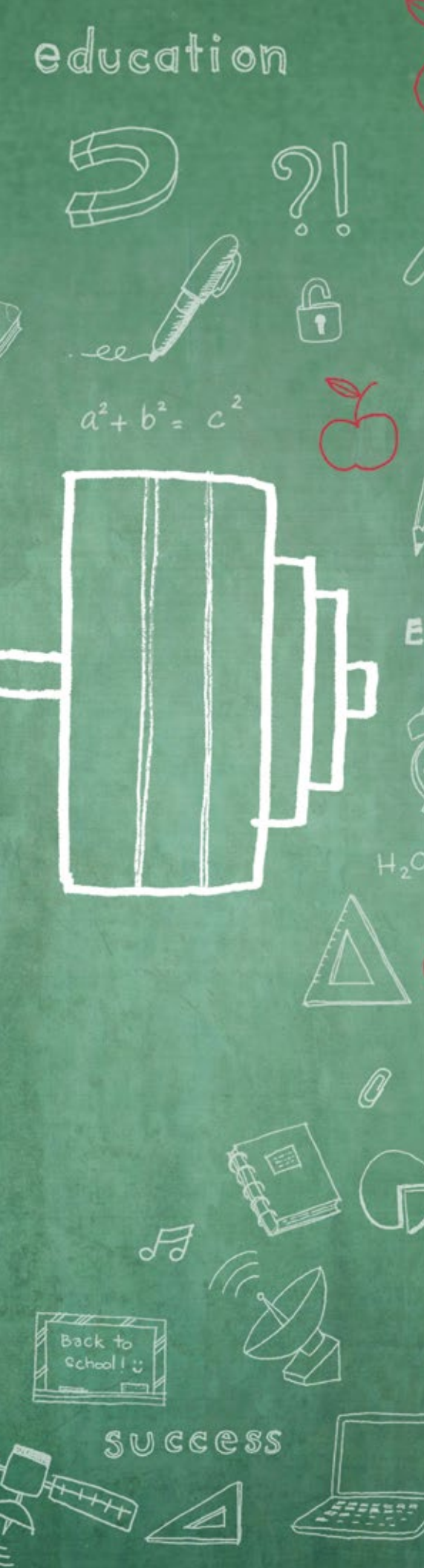
At Carolina Day, future leaders take the stage.

Musical theater provides even our youngest Wildcats with opportunities to confidently speak and express themselves in front of a crowd. Led by music teachers Melissa Starkweather and Stacy Montana, our Lower School and Key Lower School students sing, dance, and recite memorized lines as they perform *Annie* for their parents, friends, and the CDS community.

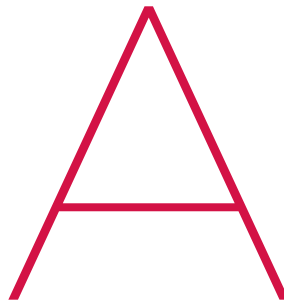
Dyslexia:

A Launching Pad,
Not a Label





education



Albert Einstein. Octavia
Spencer. Tommy Hilfiger.
Leonardo DaVinci.
Whoopi Goldberg. Anne
Rice. Googling famous

people with dyslexia will produce a list of notable entertainers, designers, architects, scientists, writers, and mathematicians, even Tech CEOs and a few millionaires. It's a result many with preconceived assumptions about dyslexia might find surprising.

Dyslexic students are accustomed to being dismissed in neurotypical classrooms as lazy and unfocused. Names of famous dyslexic thinkers aren't necessarily common knowledge, and even the signs of a dyslexic mind can go undetected by neurotypical teachers, parents, and peers. This kind of dismissal and the inability to have their needs met, often fosters meek, disillusioned students frustrated with their own limitations. These common classroom experiences are also a disservice to dyslexic thinkers in another way. Neurotypically trained teachers cannot recognize the academic needs of a dyslexic brain, but they also cannot recognize its many, varied strengths.

"They come in all shriveled," explains Mary Jo van Dalen, a Talents instructor at Carolina Day's Key School. "Especially if they're brand new and come in during fifth grade. They've had four years of this trauma. 'I'm different. I couldn't get it. There must be something wrong with me.' And then they start hearing, 'There's nothing wrong with you. This is a launchpad. We're going to discover who you are. You're going to discover who you are and you're going to run with your passion because you have this strength.' And they start to come out of their shell. It is a beautiful thing to watch."

Van Dalen was working in IT when she discovered that all three of her children fell somewhere on the dyslexia spectrum. What's all too common was that her children's teachers had no resources to meet



“

**I just love it every day.
Seeing that light bulb go
off. Letting them know that
they have fantastic brains.”**

MARY JO VAN DALEN

Talents Instructor at
Carolina Day's Key School

*Top left: Key student building a
structure in van Dalen's STEM class.*

*Bottom left: Key teacher Mary Jo van
Dalen in the classroom.*

*Top right: Key teacher Anna Hall
in the classroom.*

their unique needs. Through her own personal research into books such as *The Mislabeled Child* and *The Dyslexic Advantage*, van Dalen began a journey that would change her life, her children's lives, and everything she thought she understood about learning difference. After becoming certified in Orton-Gillingham (OG) through Carolina Day's Key Learning Center, van Dalen successfully taught her children how to read and how to become confident, enthusiastic learners.

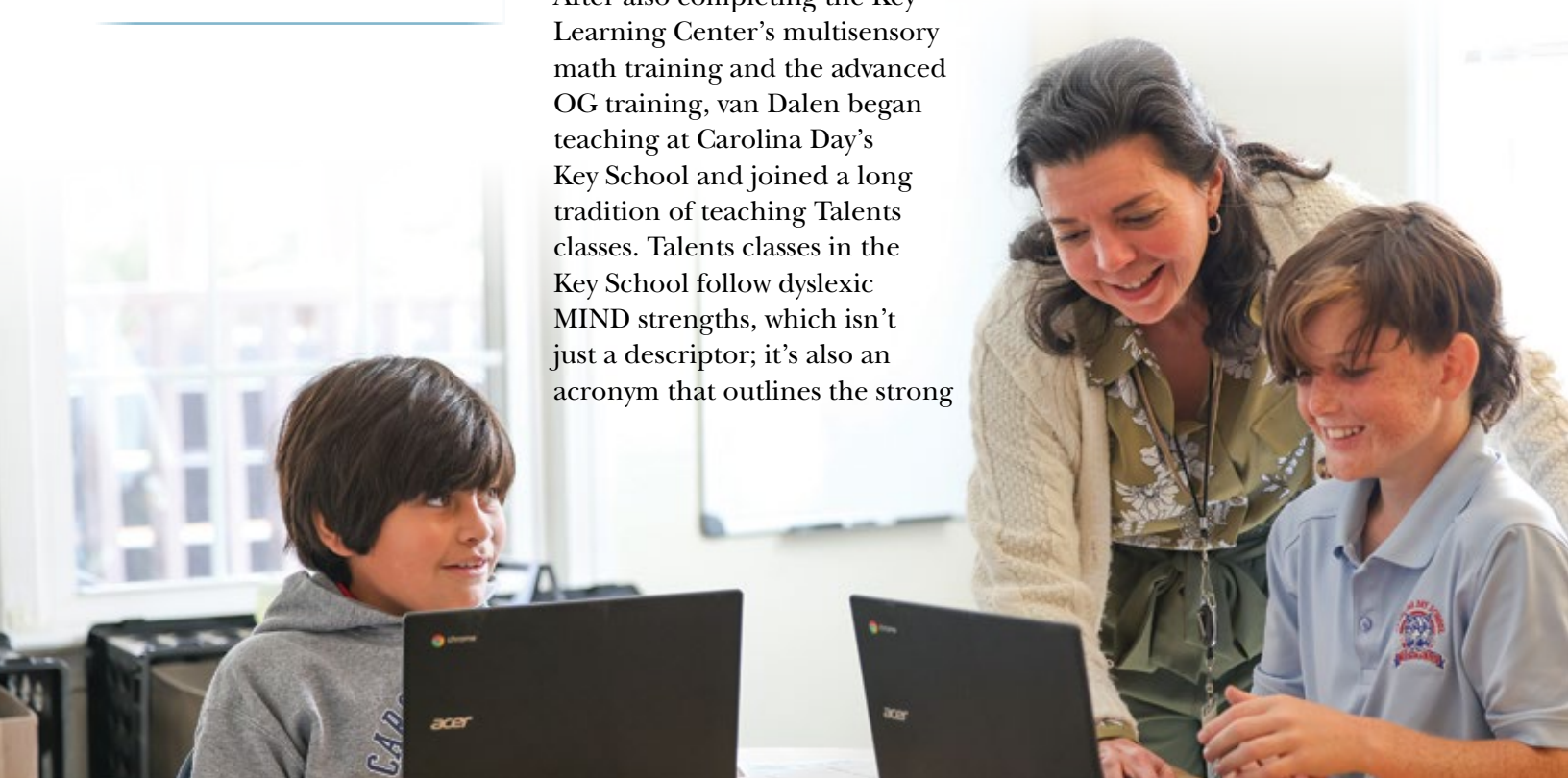
“It was just so hopeful to me,” van Dalen remembers. “After my older child had learned to read, I was trying to help my second child and there was nothing I could do. So you become very discouraged as a parent, like ‘what’s wrong, what am I doing wrong?’ But that book gave me so much hope. Dyslexia, it’s not a label. It’s a launching pad. So it was our way of unlocking, okay, this is the way your brain works.”

After also completing the Key Learning Center's multisensory math training and the advanced OG training, van Dalen began teaching at Carolina Day's Key School and joined a long tradition of teaching Talents classes. Talents classes in the Key School follow dyslexic MIND strengths, which isn't just a descriptor; it's also an acronym that outlines the strong

reasoning skills of the dyslexic mind. M: Material Reasoning, I: Interconnected Reasoning, N: Narrative Reasoning, and D: Dynamic Reasoning. This means that people with dyslexia are stronger than average when it comes to spatial and visual thinking, navigation, pattern detection, storytelling, problem solving, lateral thinking, scene creation, big picture thinking, and a whole host of other skills that make them excellent architects, writers, actors, directors, scientists, surgeons, engineers, and designers.

“I just love it every day,” says van Dalen. “Seeing that light bulb go off. Letting them know that they have fantastic brains.”

In van Dalen's STEM Talents class, Key students get to work with their hands, learning the history of tepees while trying to build their own from provided materials. And all the while, van Dalen clicks through pictures





All of these Talents classes are small, vital cogs in the overarching goal of the Key School to help bright students with dyslexia flourish beyond the Key School's doors and beyond the CDS campus.

of famous structures designed by dyslexic architects: the Apple Headquarters designed by Norman Foster, the Sydney Opera House designed by Jørn Utzon, and the Millenium Dome designed by Richard Rogers. Students then practice their public speaking by presenting their structures to the class and explaining the processes they used to successfully build with limited materials.

Other Talents classes taught in the Key School also play to the strengths of its students. Melissa Starkweather teaches music, where learning how to play instruments helps increase kids' spatial reasoning and fine motor skills. But she's also teaching the science of acoustics and instrument-building. In Anna Hall's art class, "students enhance their material reasoning by building strong mental 3D

perspectives, and they learn to manipulate images/models in their mind's eye. They also enhance their interconnected reasoning by connecting ideas, detecting patterns, and finding creative solutions to challenges." Yoga, team-building, and mindfulness strategies taught in Dylan Cohen's Healthy Kids Talents class allow students to engage in auditory, visual, and kinesthetic learning through movement-based activities.

"When possible, I pair a visual cue with auditory instructions, especially for multi-step drills or games," explains Sara Quesinberry about her Physical Education Talents class. "Making sure directions are clear and consistent especially for our students who struggle with auditory processing is essential to set them up for success. The class itself is always kinesthetic

in nature as we are moving and learning every day!"

All of these Talents classes are small, vital cogs in the overarching goal of the Key School to help bright students with dyslexia flourish beyond the Key School's doors and beyond the borders of CDS's campus. Building confidence where it has been stripped away, providing strategies and resources where none existed, and creating organization and infrastructure that helps students transition out of the Key School into mainstream high school and college classrooms. Former Key students understand how their brains work, can articulate their needs with confidence and clarity, and can succeed as the intelligent people they are, hopefully having shed the stigma that holds them back from realizing their full potential.

For van Dalen, seeing students leave Key, graduate, go on to be successful in college, and find the work they're passionate about are her biggest joys, the moments she knows she's made a difference. She keeps track of her graduates and the marks they leave on the world, like her former student who now works for the U.S. Department of Education.

"We are always encouraging them to embrace their learning profile unashamedly, to pursue their gifts and talents, and learn to self-advocate for what they need that levels the playing field for them," she says. "Their curiosity is the limit."

**FOR THE
LOVE
OF THE
GAME**

ATHLETICS AT CDS



“I was not a very athletic kid,” Director of CDS Athletics Tauni Butterfield says. “My middle school and my high school athletic experience was awful.” She remembers being a heavyset child, interested in fitness but brushed aside by her PE teachers, made to hold the rope while the boys in her class climbed it, or to sit on the sidelines with other girls while the boys wrestled.

This can be a familiar scene for students who aren’t deeply competitive and naturally athletic, and it’s these firsthand experiences that drive Butterfield to shape an athletics department around fun, exploration, cooperation, and fitness.

“I don’t want any other person to go through what I went through,” she says. “I wasn’t great, but I enjoyed being part of a team. And so I decided, you know what, I want to be a phys. ed. teacher, because I love it. But I also want to make a difference for kids.”

And make a difference she has. Alongside former Assistant Athletic Director and Athletic Trainer Amanda Matos, the pair shaped Carolina Day Athletics to reflect their personal experiences and their hopes to build a better future for CDS students. Matos, unlike Butterfield, grew up as a highly competitive student athlete. She started playing volleyball at three years old where she lived in Puerto Rico, playing competitively by the age of seven. After moving to Miami with her parents,

Together, Director of CDS Athletics Tauni Butterfield and Athletic Trainer Amanda Matos have created an entirely new and unique athletic culture—centered around the concept of scholar athletes where academics come before athletics.

Matos became involved in club sports and had immense support from athletic trainers. Later in life, a sport-related injury showed Matos the importance of athletic trainers and sports medicine professionals.

These disparate perspectives have helped Matos and Butterfield implement more than just new programs for CDS students, but an entirely new and unique athletic culture. Both directors feel passionate about creating a program around the concept of scholar athletes where academics come before athletics. In service of this goal, Butterfield raised the academic standards for CDS athletes. When a student misses a homework assignment or their GPA drops, Butterfield

Left: Director of CDS Athletics Tauni Butterfield.

Right and below: CDS Girls Field Hockey team.



CDS Boys Soccer and Cross Country teams.



Creating scholar athletes is more than just GPAs and privileging homework over training. “We have to see the athlete as a whole,” Athletic Trainer Amanda Matos explains. “And that incorporates all of their mental health, sports medicine, and their academics.”

and Matos are some of the first people to know. Coaches across all sports respect class and homework schedules, as well.

“As far as schools go, we are probably one of the most understanding when it comes to kids missing practices over homework,” Matos explains. But creating scholar athletes is more than just GPAs and privileging homework over training. “We have to see the athlete as a whole,” Matos continues. “And that incorporates all of their mental health, sports medicine, and their academics.”

It’s this kind of philosophy that spurred Butterfield to create seminars, implemented just this year, on proper stretching and nutrition, concussion management, and anxiety. The seminars are open to parents, as well, so they may learn how to best support their student athletes outside of the classroom and off the field.

Matos and Butterfield also recognize that not every student wants to be an athlete, even those who may still be interested in sports and fitness. Non-competitive sports serve CDS kids who want team play without the competition. Matos’s background has inspired her in her five years

Everything about Butterfield’s leadership at CDS is innovative, not least notably because she heads one of the only female-led athletic departments in the North Carolina Independent School Athletic Association (NCISAA).

at Carolina Day to push the envelope and provide as many opportunities as possible to all interested students. She has created a Sports Management club where students assist coaches in managing competitive teams, a Sports Medicine club where students learn the basics of proper sports-related injury care, and a Sports Media club where students cover competitive games across social media and other digital formats.

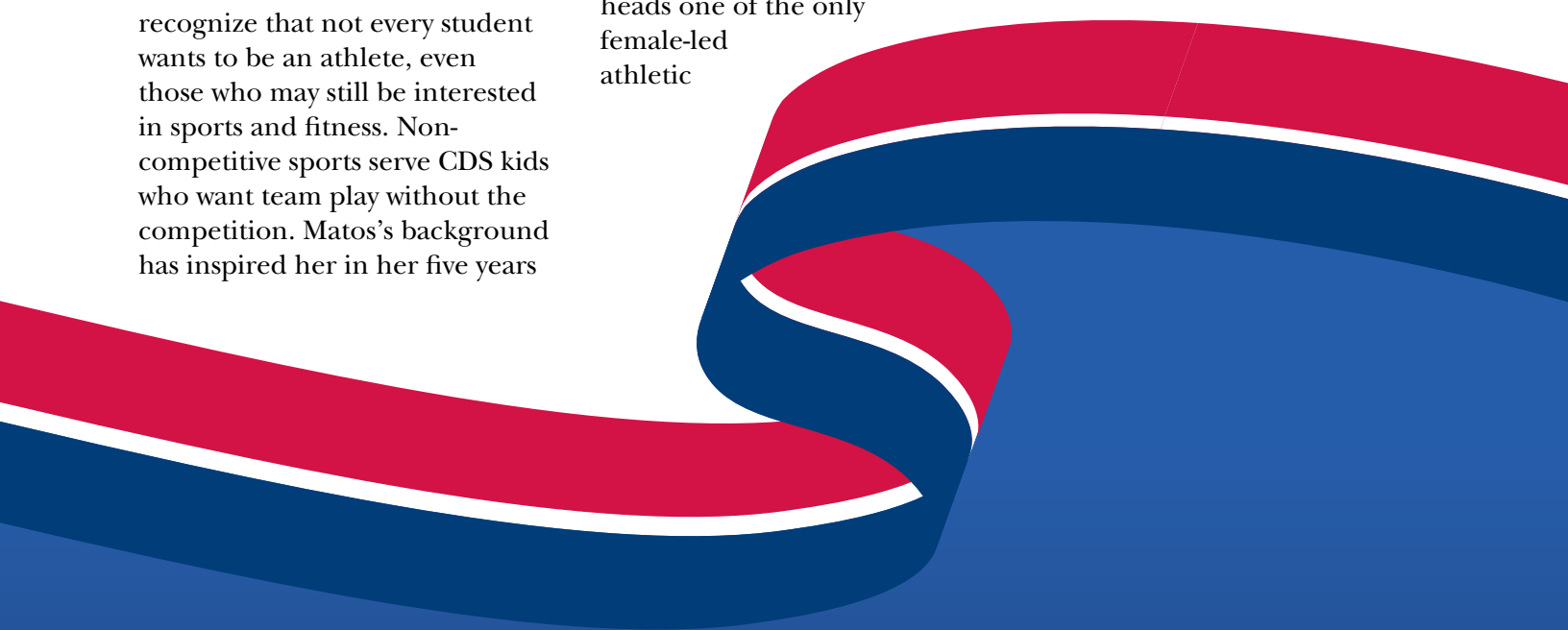
Everything about Butterfield’s leadership at CDS is innovative, not least notably because she heads one of the only female-led athletic

departments in the North Carolina Independent School Athletic Association (NCISAA).

“We just went to a conference, and there were maybe six other women there,” Matos says. “That’s why Tauni is a role model for me. I tell her all the time.”

But Butterfield is less focused on herself and much more focused on the students she serves. She thinks with pride of class of ’22 Waker Spence’s signing to play basketball with Montreat College and class of ’24 Lily Everette’s success at petitioning the NCISAA to let her play varsity baseball.

“This is why I do what I do,” Butterfield says. “It’s not like any other thing, and I just love it. I love kids, to see them do what they love and excel at it. My proudest moments are always when I’m fighting to do what’s right for kids.”



THE TRIUMPHANT RETURN OF After School Enrichment

When Jacquelyn Nasti was hired as the new Director of After Care at Carolina Day in 2021, she had a vision. After working at an aftercare program at a French immersion school in New Orleans, she was brimming with ideas about the wide variety of enrichment classes she might offer at Carolina Day. A highly creative childcare professional with a degree in writing, she was energized by CDS's culture and integration of outdoor education.



What she inherited, two days before the start of a new semester, was a program heavily impacted by the Covid-19 pandemic. After school enrichment had gone by the wayside as schools across the nation shifted their priorities. After care itself had been stretched to its limits, with students socially distanced in the largest space the school offered: the Alumni Gym. With no pre-pandemic blueprint to follow and very little staff to help manage the first wave of after care students, Nasti jumped

headfirst into her new role with excitement, fueled by her love of working with children.

She spent her first semester building up new infrastructure to help the after care program run



After a tentative pilot program to bring enrichment back to CDS this past spring, Nasti is expanding with four new classes including chess, acting, nature-based art, and outdoor living skills.



smoothly. These improvements involved developing a registration and regimented check-in system, equipping all aftercare staff with walkie-talkies to improve communication, and tablets for each after care worker. These changes have ensured that Nasti knows where every child is at any given moment, even if they aren't in her sight.

With two semesters under her belt, though, Nasti isn't finished improving. She's focusing on making the after care building her own, transforming this pocket of campus that's just for after care into a bright and stimulating place of play and discovery.

Now that Nasti has after care running like a well-oiled machine, she hopes to turn more of her attention to her other love: after school enrichment. After a tentative pilot program to bring

enrichment back this past spring, both she and CDS students are ready to expand. "Not every kid wants to play sports," Nasti said, something she kept in mind when deciding which four after school enrichment classes to choose for the pilot program. "I wanted to meet a couple of different needs." The needs she ended up filling were a chess class, an acting class, a nature-based art class, and an outdoor living skills class. With all four classes filling up quickly, Nasti can't wait to expand this year's offerings, which include a natural discovery class, a STEM-based robotics class, and a yoga class. This is where Nasti's creativity flows.

As for what Nasti hopes her kids get out of both the after care and after school enrichment experience, she knows that fostering relationships is key.

"Something I heard from parents was that they love that their kids have an extra relationship with adults," she shared. "Between the aftercare staff and Taryn and I, they just form these new relationships that are less performance based. There's less pressure on those relationships. And they just get to kind of hang out with...these other adults and other role models in their life that they see every single day."

After school yoga classes introduce CDS Lower School students to play, imagination, and structured free time.





THE KEY SCHOOL

Celebrating 25 years

Perspective: you're a new employee at Carolina Day School, a staff member who has never taught children before. You breezed through school as a bright, obedient student with no discernible learning differences, and you've navigated your adult career without too many internal or external obstacles. You enter a room with your cohort of new faculty and staff hires and sit at a child's desk as you wait to be led through what you're assuming is a routine training module. It will turn out to be anything but routine.

Other adults chatter and shuffle their orientation materials around you. Stations are set up around the room with various

activities, and a nervous excitement buzzes through the air as the module begins. You're divided into three groups and instructed to complete seemingly simple tasks—tasks from your childhood classroom where you excelled easily. But this time, something is different. While trying to listen and copy down a lecture, other background noises and voices rise above your teacher's words. Concentrating becomes difficult, and you have to strain to make out the information you need to hear. By the time this station is finished, you're exhausted from stretching your senses, but you still have two more stations to complete.



“

It's through [the students'] own success that they really grow their confidence."

DR. DIANE MILNER

Key School Principal

During the reading aloud station, words you were once familiar with are written in strange symbols that carry no meaning. You have a hard time remembering which symbols correlate to which letters, and when you're called on to read your portion, you stumble through as if you are a kindergartener learning to read. The teacher tells you to read faster, so you don't make the rest of the class late for recess, a tactic which shames you into silence. At the math station, you must draw shapes and numbers without looking at your pencil or paper directly. You can only look at a mirror placed in front of you. As a result, your shapes and numbers sprawl wildly across the page, breaking from the carefully printed lines of the wide-ruled paper. You feel soundly defeated.

You've just been through dyslexia-simulation training, meant to show neurotypical people, as much as is possible, what it's like to learn with dyslexia in an environment unsuited for dyslexic needs. It's a highly affecting training put on by faculty members at Carolina Day's Key School,

now celebrating its 25th year in existence. The training is offered to new CDS employees, Key School parents, and prospective Key School parents, and it's central to the Key School's mission, which began in 1997 when Principal Dr. Diane Milner was hired to spearhead an entirely new program.

CDS teachers could see how bright their students were, even as they faltered and fell behind in critical math, reading, and comprehension skills. But instead of shepherding those students to other schools or letting them fall behind, school administrators sought out experts at the university level to help CDS understand what its most academically vulnerable students needed. When the late philanthropist Adelaide Key, a former member of Western Carolina University's Board of Trustees, heard about CDS's new endeavor, she jumped to fund the venture. When the school finally opened its doors in 1998, Dr. Milner made sure teachers in the Lower School, not just the Key School, were trained to identify dyslexic traits in young children, so that the school community could recognize students who learned differently and what they needed in order to succeed.

"It's through their own success that they really grow their confidence," Milner explains.

Now, the Key Learning Center trains teachers from all over the country, expanding the Key School's reach and the spread of the Orton-Gillingham method that unlocks the potential of so many young, dyslexic minds. Several Key School teachers are parents of dyslexic children who sought out Carolina Day and the Key Learning Center in order to help keep their kids from falling behind.

"Sometimes we have to go back to some of those building blocks of the Jenga tower to be sure they're really strong," Milner says. "Many times our students have so much information in their head, it isn't filed correctly, they can't retrieve it efficiently to use it. So we go back and solidify the foundational pieces. And our children, you know, they have that ability to rise to the top."

And rise to the top they do. Today, some Key School graduates are teachers themselves. Some work for the U.S. Department of Education. Some are accepted to top colleges and universities across the nation. And with the education they received at the Key School, they're not just surviving, they're thriving. The Key School has been changing lives for the past 25 years, and it will continue to change lives for years to come.

Images from the earliest years of the CDS Key School.



Science teacher Joanne Bartsch demonstrates the CRISPR system for her students. Scan the QR code below to learn more.

CRISPR



Gene Editing in the Classroom



DNA extractions, cloning, Polymerase Chain Reactions. These are just some of the incredibly advanced biotechnology techniques being practiced in Joanne Bartsch's Upper School science classroom. Using one of the most cutting-edge biotechnology systems, CRISPR, Bartsch's students are engaging with one of the most groundbreaking scientific advances of the past thirty years. CRISPR allows for the editing of specific gene mutations within DNA that contribute to some of the most severe diseases plaguing our healthcare systems, like cancer, HIV, and Huntington's Disease. Bartsch is making sure CDS graduates are prepared to tackle both college- and professional-level labs, paving a path for our students in the biotechnology industry.

“
**If I were to go into
a college lab, I feel like I
would be able to recognize
most of the technology
they're using and be able
to use it properly.”**
ANNA MCCRARY '23

PK-8 LEADERSHIP TIMELINE

Building Leaders from the Ground Up

Confidence, purpose, vision, and innovation are earmarks of a CDS graduate. The building blocks for these key qualities begin as early as Pre-K with a transformational leadership framework that grows alongside CDS students. Each grade tackles a progressively more challenging project meant to strengthen students' sense of identity, community, leadership, and action and agency. From their first public speaking engagements to their first community service opportunities, this framework is just one of the many ways CDS builds up students' leadership abilities and social-emotional development.



PK-8 LEADERSHIP TIMELINE

Building Leaders from the Ground Up



PRE-KINDERGARTEN



KINDERGARTEN



Monarch Migration

After learning about the life cycle and migration patterns of monarch butterflies, Pre-K students participate in a mock migration across campus. These little butterflies gather “nectar” as they migrate and sing about their journey. Parents, students, and teachers gather to witness this first opportunity for Pre-K students to demonstrate what they’ve been learning, building their confidence, public speaking, and performance skills.

Annual Food Drive for Manna Food Bank

CDS Kindergarteners integrate acts of public service into their math lessons. After collecting donation boxes from each grade, Kindergarteners count all donations to determine how many hundreds of food items have been collected. Afterward, Kindergarten parents transport the donations to Manna Food Bank. Students learn to count large numbers, how to support and promote a cause, and how to connect with the needs of their community.

“The greatest take-away from this project is perhaps students’ heightened awareness that there are people in our town who do not have enough food to feed themselves and their families, and that there is an organization that many people can donate to, to help feed fellow citizens.”

– ANN JENNINGS
Kindergarten Teacher



GRADE 1

Trash & Litter Collection

Grade 1 leaders collect trash and litter from classrooms, keeping their campus clean and learning that all students have a collective responsibility to their school community and their fellow students.



GRADE 2

City Simulation Project

Grade 2 entrepreneurs connect theories about how cities and local businesses are run by creating a functional city of their own. Students set up banks, yoga studios, movie theaters, and more for a “tourist season” where parents and first grade students can visit their city and patronize their businesses.



“The deep, authentic learning that came from the Community Simulation unit was impressive! This enriching experience provided students with real-world opportunities to apply both the skills associated with running a business or working a salary job as well as the skills learned in math about counting money.”

– **MAUREEN BEYT**, Grade 2 Teacher



PK-8 LEADERSHIP TIMELINE

Building Leaders from the Ground Up



GRADE 3

Horizons Garden Caretakers

During the school year, Grade 3 students tend and care for the Horizons garden, picking produce and helping the garden thrive through the colder seasons. Through their work, they hope to learn more about composting, using their lunch scraps to help keep the garden fed.

"3rd Grade is proud to be gardeners in the CDS Horizons Garden! It might be a small patch of green in our courtyard, but it has been a beautiful example of the life cycle of plants from seed to fruit."

– KIM SMITH
Grade 3 Teacher



GRADE 4

Recycling Program

The CDS recycling program is run by the Grade 4 students, who start this endeavor with a field trip to the Buncombe County Landfill to learn where our trash goes. From there, they study global data about trash production and recycling rates and learn about other countries' waste management systems. Only then do the students decide how to take action on their own campus.

"This opportunity gives our students a chance to practice authentic leadership skills and work toward being stewards of our community."

– CARRIE FOOTE, Grade 4 Teacher

"The Safety Patrol Team is jumping in and helping out without being prompted. Carline feels safer, smoother, and easier when they are around helping out." – **IAN RIDDELL**, PK-8 STEM Facilitator



GRADE 5



GRADE 6

Safety Patrol Program

Each year, Grade 5 students serve on the Student Safety Team, helping teachers and adults in the morning car-rider lines. This includes opening doors, greeting families, and, in some cases, walking our younger Wildcats to their classrooms. As students get older, their leadership opportunities become more robust. Allowing our Grade 5 students to lead and take care of our younger Wildcats helps them understand what responsible leadership within their immediate communities looks like.

Personal History Project

Grade 6 students focus on a comprehensive project that explores their personal histories and identities. The project consists of a vast collection of writing and artifacts that reflect the students' personal identity and cultural heritage. This collection often includes written memoirs, scrapbooks, parent interviews, and collections of poems.

"Sixth graders get to reflect on their family's history, their personal experiences, their growing sense of self to make decisions about how they want to show up in the world."

– **JAN BRABHAM**, Grade 6 Teacher



PK-8 LEADERSHIP TIMELINE

Building Leaders from the Ground Up



GRADE 7



GRADE 8



Personal Leadership Profile

The 7th grade Student Leadership Profile is an interdisciplinary English and Social Studies project in which students learn about moral and ethical dimensions of leadership, different cultural and personal leadership styles, as well as identify and capitalize on opportunities for being a leader in the community. Students create a profile that includes results from their strengths-finder assessment, a resume, and a written biography of a historical leader they have researched.

Impact Asheville

The PK-8 Leadership timeline culminates in the Grade 8 Impact Asheville project, which encourages students to find a systemic problem in the Asheville community and devise a plan to effect change. The students learn about Asheville's biggest challenges and take field trips to witness those challenges firsthand. Groups present their final findings to fellow students, teachers, and parents in a mock museum exhibit. Impact Asheville helps foster action and agency in our Grade 8 students, to move from classroom theory toward real-world change.

"This project is a chance to finally see what they are capable of without us standing in front of them. And that's always exciting because it's them taking the lead. It shows us what they're really capable of."

— JEREMY BRAKETA, Middle School Teacher

LEAD

**The Leadership,
Entrepreneurship, and
Development Program**

Upper School Principal Trip Cogburn and Assistant Principal Margot Moses are not only educators, they're incubators of innovation. For years they've led the Upper School through some of its most challenging years, all while quietly planning a program that will change the lives of Carolina Day students and the trajectories of their future careers.





"We want our kids to follow a passion that they have, but it's really a conversation about what's best for the kids. How do we help them thrive?"

– MARGOT MOSES
Upper School Assistant Principal

Above: LEADer/senior Anna McCrary '23 as she works toward her capstone project. Below right: Upper School Assistant Principal Margot Moses helping future leaders gain hands-on experience.

The Leadership, Entrepreneurship, and Development (LEAD) program is "a 4-year course of study designed to provide students with the lifelong skills necessary for success in a rapidly changing world. Through a diverse set of learning opportunities, students will acquire the necessary skills to be effective leaders as they pursue their individualized entrepreneurial passions." It was born from Moses's and Cogburn's desire to help CDS students identify their professional and philanthropic interests, learn the soft and hard skills necessary to support those interests, and build something concrete for their communities to benefit from. When the two

principals sat down to map out the program's infrastructure, however, they found they didn't have much work to do.

"We thought about this program a long time ago, but when we went down to put it together it kind of built itself because of the classes we offer," Moses explains. "I think that is pretty amazing when you think about it....it's not like we're creating it from scratch. A lot of the pieces were already there."

Courses like Civics, Civil Rights, and Citizenship; Applied Ethics; Biosocial Ethics and Motives; and Competitive Speech and Debate are designed to work in concert to expose CDS students to the complex and

nuanced issues they'll have to face once they've graduated. In addition, they're designed to equip students with the skills to successfully navigate these issues with competence, confidence, and genuine curiosity. It's Moses's and Cogburn's hope that exposure to these complex topics will help students uncover something that they're passionate about, a problem that they want to solve. Then, George Batten's Introduction to Entrepreneurship class will provide them the skills they'll need to one day start a business, found a nonprofit, or create a B-corp.

This structure culminates in a final Capstone project students tackle their senior year. Partnering with a local Asheville

business, nonprofit, or B-corp relevant to their project interest, students will engage in guided mentorships, internships, and/or apprenticeships meant to build the skills necessary for the creation of and/or running of a business or nonprofit. Local Asheville partners will then help provide resources for CDS seniors to build something real, lasting, and resume-worthy, like the support group senior Anna McCrary is creating in partnership with the National Alliance on Mental Illness (NAMI). As the first student to complete all the requirements necessary for the LEAD program, McCrary's project serves as both the blueprint and inspiration for future LEADers. Having identified a problem she's passionate about solving, McCrary first sought out NAMI to help her create a one-time event, a walk to spread both awareness and raise money for mental health resources for the Hispanic population in Asheville. Since she's begun working with NAMI,

however, her project has grown exponentially.

Now, she's creating a support group for Hispanic Ashevilleans struggling with their mental health, a free resource that she hopes builds awareness, creates community, and reduces the stigma attached to mental illness. In just a few short months, McCrary has cultivated professional email communication skills, cold calling confidence, and the ability to craft complicated documents like Memorandums of Understanding, all valuable and highly sought after abilities that will shine on McCrary's resume as she prepares to apply for college and then enter the workforce post college.

"We know that a very high percentage of [CDS students] go off and start something new, create their own business, take an idea that they've had for a long time and turn it into something that the world needs and that

can make them a profit," says Cogburn. "And I think it's because of the sort of incubator for innovation that we have here at the Upper School—the way we teach—sort of fosters some of that. And so we wanted to lean into that a little bit harder, and more purposefully provide the skills students would need to go out and do those types of things after they leave here."

In many ways, the LEAD program is a natural continuation of the CDS PK-8 Leadership Framework. It's a conscious effort by Cogburn and Moses to give students an opportunity to take all the research from their Impact AVL projects from Grade 8 and move into an action-oriented phase. For most Grade 8 students, Impact AVL is their first thorough and concentrated understanding of systemic issues plaguing their city. They engage in high-level research to uncover the many interconnected causes of these issues, and they're able to propose theoretical solutions. LEAD allows them to actively pursue those solutions in a highly supportive environment.

"I think that's what this program allows us to do," says Cogburn, "is have students leave here with less gaps in terms of their ability to go out and do outside-the-box things with their life, whether that be in college or beyond."

Boiled down, this new program comes from Cogburn's and Moses's shared desire to see Carolina Day students thrive, and to provide opportunities to prepare them for the world while also helping them change it.





CLASS OF 2023

Katie Ahern
Diana Almeida
Noah Anderson
Emily Boettcher
Margaret Bourne
Evan Brooks
Claire Brown
Wyatt Brown
Ellis Clark
Jocelyn Davis
Lauren Dennis
Cecilia Dettelbach
Brandon Diamond
Addie Ruth Ellison
Wesley Foster

Olive Francis
Davis Groome
Amaya Harris
Mariana Hernández
Oñate
Grace Hertzinger
Tess Joerling
Maya Juarez
Nike Karlova
Eszter Klein
Anna McCrary
Asher McKinney-Ring
Adalyn Miles
Liam Miller
Athena Murray

Thompson Murray
Sadie Oreck
Riley Oswald
Mark Ratcliff
Sarah Wren Robinson
Delanie Ross
Cameron Roy
Aidan Schneider
Luke Shao
Zaina Singh
Ellsworth Sullivan
Bennett Vance
Erin Weaver
Will Whitman

Students are listed alphabetically.

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IN SUMMER 2021, CAROLINA DAY SCHOOL TOOK AN ADDITIONAL SIGNIFICANT STEP IN REDUCING ITS CARBON FOOTPRINT AND ENERGY COSTS by expanding the school's existing solar energy system, installing additional solar panels on the Lower School and Nash Athletic Center. The 330-kilowatt solar system generates more than 430,000-kilowatt hours annually—approximately one-third of Carolina Day's annual usage. According to estimates by the Environmental Protection Agency, the clean energy produced is comparable to 305 metric tons of carbon dioxide or 37 homes' energy use for one year!