

We & Thee

SUMMER 2023



THANK YOU!

517

Donors

132

Service
Pledges

83

Alum
Families

193

Current
Families

91

Current/
Former Staff

63

Grandparents

On April 20-21, we held our fifth annual Giving Day. With your help, we raised the highest amount of funds with the greatest number of participants!

Together, we raised \$177,471, including \$93,300 in matching and challenge funds, thanks to an anonymous group of generous friends.

For our service challenge, community members near and far pledged at least 132 hours of service to more than 70 different organizations.

These donations are essential to our ability to provide an education that nurtures the whole child, rooted in our Quaker values of the pursuit of truth, respect for all, peaceful resolution of conflict, and the call to service.

We're so grateful to everyone who donated, pledged service, spread the word, and supported our communal efforts! We hope you join us next year for our sixth Giving Day!

HELP US PLAN OUR 60TH!

Carolina Friends School will celebrate its 60th anniversary in the 2024-2025 school year, and we need your help!

We'd love your ideas for how to bring people together. If you are interested in helping plan events (or just have ideas to share), contact Henry Walker, hwalker@cfsnc.org.

Carolina Friends School is a vibrant and inclusive learning community empowering students to think critically, creatively, and independently. We foster active exploration and quiet reflection, individual endeavor, and collaborative engagement. Inspired by Quaker values—pursuit of truth, respect for all, peaceful resolution of conflict, simplicity, the call to service—we teach our children that it is possible to change the world.

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We & Thee

- 4 A Note from Karen
- 6 Stewardship Starts Here
- 8 Lifting Up Our Teaching and Learning
- 10 New Upper School Head Teacher
- 11 Professional Growth Highlights
- 12 Strategies for Getting Things Done
- 14 Celebrating Retiring Staff
- 15 Performing Arts Snapshot
- 16 Congratulations to the Class of 2023!
- 18 Athletics Update
- 19 Gotta Get Back In Time
- 20 Alumni News



Above, students from our Durham Early School this spring distributed homemade slime to each Upper School community member. This was part of their research into the “glue” that holds a city together, (they decided it was happiness). The Early Schoolers were looking to spread their “culture of happiness” outside their classroom, and came up with this well-received plan.



A NOTE FROM KAREN

As I am writing this note to you, our campus is alive with a new kind of energy — new decks have been installed, buildings pressure washed, and we've welcomed many of our new staff for an orientation to Carolina Friends School. Even those of us who've been managing operations or keeping our incredible Summer Programs going are feeling an exhilarating buzz in the air as we prepare for a new school year.

There is always a delicate mix of emotions in August — optimism, trepidation, excitement. I imagine that remains just as true now, in our 59th year, as it was in the beginning, when a group of families seeking a more inclusive education than the segregated public schools could offer banded together and with one little group of students began what would grow and evolve into our School.

With the 60th anniversary just on the horizon, there is a lot to celebrate about how far we've come while still remaining committed to Quaker values of simplicity, peace, integrity, community, equity, and the power of silent reflection. We are just beginning to imagine what events and gatherings might help us mark this milestone in the life of the community next year, but we will be thrilled to welcome as many of our extended community members as possible back to this place that remains so special to many of us.

In addition to the hopeful anticipation of a new school year, we are also engaged in work that will strengthen our community, support our educational program, and ensure sustainable stewardship of our resources. In this issue, you can read about our campus planning project, already underway. We've also advanced our cross-unit curricular review and examination, supporting teaching staff in strengthening learning pathways. You can read some of the incredible grant and fellowship opportunities our staff have recently completed or begun, and join us in celebrating our most recent retirees.

I'm so thankful for all the ways in which our community continues to grow, and I'm eager to welcome new families. The power of community is shaped by the way individuals bring their authentic selves, and I can't wait to see what we can do together this year.

In peace,
Karen

Karen Cumberbatch

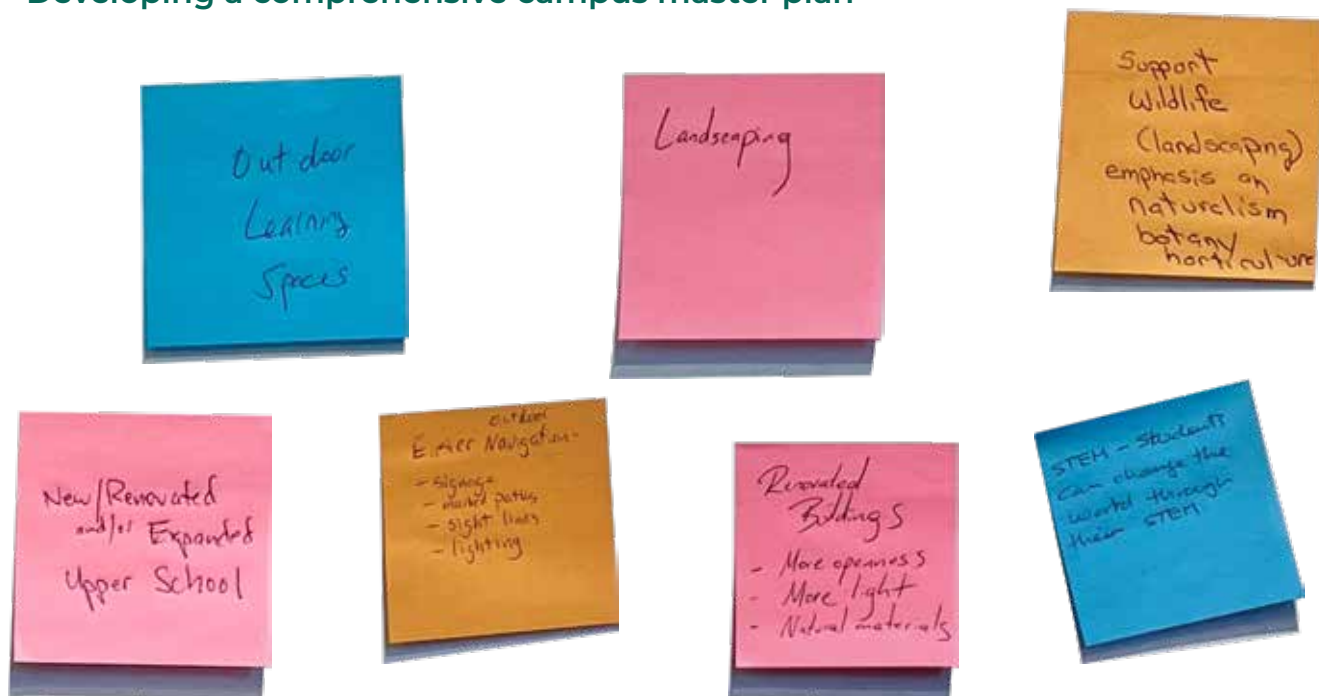


Last March, we were able to host Grandparents and Family Friends Day on our campuses for the first time since 2019. Our teaching staff provided interactive glimpses into our students' learning, and we were thrilled to share our program with so many guests!



STEWARDSHIP STARTS HERE

Developing a comprehensive campus master plan



When we think of Carolina Friends School, it is impossible not to think of the land on which the Main Campus sits: the meandering nature of the creek, the feeling of walking through wooded pathways to connect one space to another, witnessing the transition of seasons with flora and fauna. As the School's needs have grown, so has the footprint of our buildings, providing crucial facilities along the way. From the initial brick building of the Lower School to the newest structure, the Performing Arts Center, the generosity of our community has helped provide facilities that support our whole-child-centered educational program.

As part of the most recent strategic vision, The Dream that Drives Us, School trustees and leadership have been working to imagine "a learning environment for the students of the future, now." A major component of that process also includes assessing the Upper School's facilities, including the Log Cabin. In addition to examining specific spaces and needs, this has inspired a more holistic

approach to examining how we can best be stewards of our more than 126 acres, and create a learning environment that is really intentionally interconnected.

Last fall, the Board and Friday Meeting sent out a call for proposals from architecture firms to help guide a process of assessing our current facilities and green spaces: what is loved and works well, what areas need improvement, and what a plan that most fully brings our educational program to life might look like. After a competitive search, the architectural firm Weinstein Friedlein was selected. Our partnership with them on campus building projects spans nearly thirty years. They are working in conjunction with CLH Landscape Design, a landscape architecture and civil engineering firm based in Cary, NC.

One of the first actions taken by the architects was to conduct a site assessment for current structures and for the environmental assets, including surface water, slope, wetlands, and environmental



Below: Community members attended a “Campus Walk and Talk” with architects from Weinstein Friedlein to provide ideas for the needs and possibilities around Main Campus.

At left: Attendees of the walk and talk event were invited to write notes with thoughts and ideas in categories.

protection requirements. Another crucial element in the campus master plan to date has been gathering feedback and information from community members.

This spring, Ellen Weinstein and Andy Goolsby from Weinstein Friedlein began meeting with staff by units and with Upper School students to gather feedback on what is most important to maintain and where additional needs might exist. In early June, a “Walk and Talk” event was held on Main Campus, inviting all in the extended community to come share ideas and hear from the architects on what they’d been hearing from the community. An online survey was provided so that those further afield could provide input.

So far, the architects have identified areas of improvement around expanding our learning facilities, using outdoor spaces, creating safer and easier pedestrian connections, and removing potential vehicle conflicts and areas of congestion. Some of the key themes of the feedback so far have been maintaining

a sense of connectedness to nature, creating more intentional outdoor spaces for connection and learning, and building better pathways connecting facilities. Specific attention has been given to the needs of the Upper School around accessibility, technology, and reimagining what facilities aligned with our philosophy and teaching practices might look like.

Later this fall, we anticipate sharing some master plan options and look forward to gathering feedback from all in our greater learning community.

— Katherine Scott, Director of Marketing and Communications

LIFTING UP OUR TEACHING AND LEARNING

Updates on our multi stage curricular documentation and examination

The dynamic, research-based nature of our educational program and the passions and expertise of our teachers are part of what inspires our students to be curious, expansive learners. As part of our strategic vision, The Dream That Drives Us, we initiated a multiyear curriculum documentation process to better capture the structure of our teaching and learning and allow for examination of our goals within and across subject areas. This process has enabled us to see the throughlines in our curriculum from Early School through Upper School as well as provide a road map for teachers who are new to our school.

This curriculum documentation model is based upon work done by Carol Ann Tomlinson at the University of Virginia and is what we call our “UKDs:” what we want students to be able to Understand, Know, and Do. These documents are written for teachers by teachers, as professional tools to succinctly share learning goals and objectives.

Documenting the curriculum is an ongoing process for us. Led by Director of Curriculum Lisa Wilson Carboni, with support from our Head Teachers and Assistant Head for Teaching and Learning John Sharon, we are continuously reviewing and reconsidering what we have.

As new Head Teachers have come into the teaching units and staff have shone light on learning pathways by subject area, some exciting developments and updates are emerging.

Upper School Curricular Updates

This year, the Upper School Course Catalog has been reorganized to include a comprehensive category for STEM offerings, within which there are many new courses.

There are two new yearlong classes, Human Anatomy & Physiology and Environmental Science, and we have new electives in fields including genetics, geology, and the science of cooking. We're also thrilled to offer new courses in engineering, robotics, digital fabrication, computer programming for game design, and web development and design. With more course offerings, we are able to tap into a wider range of teaching staff expertise than ever before.

We continue our long-standing program of Upper School student-taught classes, and this year there are six such courses across a wide range of topics. Each of the student teachers has already taken the methodology course that explores lesson planning, charting the scope and sequence of a course, and classroom management.

Middle School Curricular Updates

Over the past year, Middle School staff examined the progression structure of students from First through Fourth Years, the equivalent of fifth through eighth grade. All Middle School students will now have a full-year science course. First Year students will be enrolled in Synergy: Energy, Lifestyle, and Change. This course will run three days a week, will be co-taught by Kathy Lucente, Kim Sulman, Katie Thomas, and Jillian Kinard, and will offer a physical, physiological, and hands-on exploration of body systems.

Second Year students will be enrolled in Methods of Science, which will dive more deeply into lab-based and project-based activities and content. These offerings join our robust, existing Third and Fourth Year yearlong science classes.

Beginning this year, we are moving towards having yearlong Spanish classes as a

requirement for all students. We will be using the Comprehensible Input method that Melody Smith has pioneered at Carolina Friends, ensuring fun, engaging, and effective language learning classes.

For this year, Third and Fourth Year students will still have the option to take Spanish classes as electives, as they will be “legacied” through the old model. By Fall of 2025, all Middle School students will be fully enrolled in yearlong Spanish courses.

In examining the First Year Block, all First Year students will now have Language Arts every day.

Teacher Polly Clark has been working hard to augment her Language Arts curriculum and is thrilled to have so much more time with students each week.

There are also new developments in the math curriculum. The Middle School will adopt a

Desmos-based math program for students across the unit. Desmos was created as a free online tool and resource for middle school math courses. The math progression across the four years is also being restructured, moving away from Jacob’s Math. This allows us to provide a more consistent approach to our courses, and ensure that vocabulary, problem solving techniques, tools, and skills transfer from course to course. Another added feature of this restructuring will be embedded ways for us to differentiate our teaching to our students. Students that constantly desire more challenge and enrichment will find opportunities to advance through the coursework that match their potential, effort, and skill level.

— Katherine Scott, Director of Marketing and Communications



LOOKING UNDERNEATH

Last spring, the Upper School added equipment enabling students to use Polymerase Chain Reaction (PCR) techniques. Students enrolled in the Genetics course used gel electrophoresis to analyze snippets of their DNA that they had amplified using the PCR technology.



NEW UPPER SCHOOL HEAD TEACHER



JON LEPOFSKY is returning to the teaching staff in a new role as Upper School Head Teacher. He has been an educator for over 20 years, including previously serving as an advisor, a social studies teacher, and the Dean for Students in the Upper School. Jon has a PhD in Geography from UNC, where he was teaching prior to his return to Carolina Friends this year. Jon is a current Upper School parent and parent of an alum (Owen '23).

What are you most looking forward to in your new role?

Returning to this school community—so steeped in the values and educational practices a school should be—is an honor and a privilege, especially as I do so to serve as Head Teacher. There are so many aspects of this opportunity to which I look forward—it is hard to choose what would be the most! There is a part of me that wants to respond with all the surprises that lie ahead. With such a vibrant

and creative community, there will inevitably be experiences of joy and learning I can't fully predict: engaging in spontaneous encounters with students out on the big steps, listening to profound words spoken in Meetings for Worship, witnessing how staff and students will use their time together to make connections between the academic curriculum and real world contexts that inspire impactful action. That noted, I am especially looking forward to how we will ground the Upper School in Carolina Friends' Quaker-inspired mission and then work together to align our everyday practices with our highest aspirations.

What is one of your favorite teaching moments?

One year when I taught ninth-grade Geography at Carolina Friends, my younger son was as a student at our Durham Early School. During one of their weekly adventures into Durham, one of the students asked, "Who owns a city?" What an awesome question, and a geographical one to boot! When I learned about it from my son's teachers, Carmen and Sara, we realized that it was an amazing opportunity to connect the ninth graders and the kindergarteners to explore that question together. That turned into

a yearlong collaboration between our groups of students, which included lots of me driving my Geography students to Durham Early School and even a joint field trip into downtown Durham.

There were so many dimensions of that project which fostered the kind of experiential, student-centered, mission-driven education that is possible at Carolina Friends. Together, the students not only learned a lot about urban geography and Durham, but also how functional cities need creativity, collaboration, peaceful resolution of conflict, careful stewardship of resources, equitable systems for all voices to be heard, and people with the capacity to make positive changes in the world. That was because the students did that work together as they tried to answer who owns a city (and who should), built model cities out of blocks, and imagined and mapped kid-friendly spaces in Durham. It was also humbling to partner with Carmen and Sara—they are such amazing educators! We ended up presenting our project at a conference to hopefully inspire others to listen to their students and follow their lead. It is wild to me that my son and some of his Early School classmates from that project will be ninth graders themselves this year!

PROFESSIONAL GROWTH HIGHLIGHTS

Lower School Fountain Class Teacher and Diversity, Equity, and Inclusion Coordinator **Tony Arias-Sorto** has been invited to participate in a Circle Process Certificate Program offered by Gathering Power in partnership with the University of Vermont's Leadership for Sustainability Graduate Programs and the Academy for Systems Change.

Upper School Biology Teacher **Frances Brindle** participated in a program at Monterey Bay Aquarium, "Connecting with Marine Science Institute: Stability and Change," examining the geological significance of Monterey Bay using cutting-edge tools to study the ocean floor. She also participated in an experience in Kruger National Park, South Africa, organized by the Organization for Tropical Studies and SSLI.

Middle School First Year Block Teacher **Polly Clark** received a 2023 National Endowment for the Humanities (NEH) Summer Education Grant. This summer, Polly traveled to Endicott College on the Massachusetts coast to participate in a three-week long class entitled The Salem Witch Trials: Their World & Legacy. NEH Grants provide K-12 educators with access to fully funded immersive and experiential courses, and include a stipend to cover costs associated with travel, room, and board.

Middle School First Year Block Teacher **Kathy Lucente** was offered a spot in The Historical Society of Pennsylvania's NEH sponsored Institute, "Becoming U.S.: The Immigrant Experience Through Primary Sources." Kathy spent a week in Philadelphia expanding her already robust immigrant curriculum.

Durham Early School Lead Teacher **Sara Orphanides** has been selected as a 2023-24 Racial Justice in Early Math (RJEM) Teaching Fellow, a program through the Erikson Institute. Sara is part of the inaugural cohort of six kindergarten teachers who will spend one year learning with and from each other and experts from across the world about racial justice in early math. The selection process included a national pool of talented and committed kindergarten teachers.

Middle School Spanish Teacher **Melody Smith** also received a 2023 NEH Summer Education Grant. Melody traveled to California State University in Bakersfield to participate in a weeklong class entitled "California Dreamin': Migration, Work, and Settlement in the 'Other' California."





STRATEGIES FOR GETTING THINGS DONE

Supporting Executive Functioning for All Brains

As parents and caregivers, there are undoubtedly times when you've experienced a child's struggle to adapt to a new routine or to complete a set of tasks. Luckily, brain science can help. Embracing neurodiversity helps us to understand how all brains work. There are relatively simple strategies that not only help people who have ADHD and for whom executive functioning is particularly challenging, but also help all of us. The presence of neurodiverse members in our communities is a gift, enabling us to be more systematic about how we process and organize our space and time. The more we can think about serving neurodiverse needs, the greater benefit to everyone.

The number-one obstacle to completing a multistep or multi-day task is knowing what "done" looks like. Imagine you're setting out on a hike—you really want to know the distance to your destination, what your destination looks like, and how steep of a climb it is. You need to create your map, so that you'll know you're on the right path, and you need to know what to bring with you.

Early childhood educators are phenomenal at breaking down tasks. Take handwashing—you might see images of the different steps posted by the sink. We tend to take it for granted that children can keep doing these tasks and using these approaches as they get older, yet many really struggle. Providing a structured, replicable framework for tackling possibly overwhelming work is vital for

young and old. The following strategies are something you can teach your children, and even use yourself!

Get Ready, Do, Get Done

First, answer the following questions: What does "done" look like for this task? What is the deliverable (and what are the different components)? What absolutely needs to be included? Is there a rubric or project description? Once you've identified these, work backwards from what "done" looks like to make your checklist of tasks that need to be completed. Break things down into the smallest pieces possible. For very young children, visual examples are really helpful.

Now that you have your to-do checklist, make another column for what you'll need to prepare for those smaller tasks. Figure out what materials you'll need. You should have those at hand every time (including your checklist!). Think about whether there are comfort items or environmental factors that help you do your work as well.

Calendaring Your Checklist

Next, take out your calendar, preferably in monthly format. Working backwards from the due date, look at your checklist—how many tasks can you do in a day? Once you've mapped out the tasks on your calendar, you can also put them into whatever tool works for you. Digital options are great, but you can also use a daily planner (or both). For juggling

different multistep tasks at the same time, agenda planners color-coded by class or project can be really helpful. You can also use stickers or symbols—whatever visual system helps you keep track.

In the materials column, you'll need the text, your laptop, your assignment, your checklist, and anything else that is necessary for you. Make sure that you have fulfilled each of the requirements, indicated in the "done" column. Once that is complete, you can "get done" and submit your work. That last step is crucial! Sometimes students may complete their work and forget to turn it in.

Tips for Addressing Anxiety As It Arises

Getting in the habit of thinking about tasks this way and taking the time to "plan the work and work the plan," even for really small assignments, can lower anxiety. If you as a parent/guardian see your child in an anxious state, you can show them how they can map their work for themselves, so that they begin moving forward and building confidence. This approach can be applied to anything that feels overwhelming for your child.

For younger children, big white board calendars are helpful, because they can erase checklist items rather than just checking them off. If your child becomes very anxious about a number of items on a checklist, coach them through. As they erase completed tasks, ask them how long each actually took, and do you need to change how many you put on each day based on what got done? Tasks may be done more quickly or take longer than expected. It's a real skill to know how to adjust yourself, and it takes practice and feedback.

I also encourage children to share what they're working on using task breakdown with their teachers and advisors. You can take photos of the whiteboards and calendars. This allows teachers to reinforce priorities and steps and encourage overwhelmed students to seek those reminders themselves. It's also helpful to remind your child that they are doing this task management every day, whether they know it or not!

CALENDAR TIPS AND TRICKS

- **Write when tasks need to be complete in your calendar or planner, then work backwards.**
- **Place checklists for tasks into your calendar rather than the name of the task.**
- **Use symbols and/or colors for different types of activities**

Planning As A Family

I encourage families to explore lots of different types of shared planners and journals — make it fun and set aside time to do it together. Teenagers are often more adept at technology than adults; encourage them to explore apps with you. It's a good idea to play with different formats, and to not give up until you land on the right one. It's important to find a system that works and that you can maintain, even with children as young as elementary school. With habit formation, the earlier you start, the more likely it is to stick and become automatic, which builds confidence and reduces anxiety!

— Kersten Jacobson Biehn, Upper School Learning Specialist

CELEBRATING RETIRING STAFF

Ken Mitchell served as a member of the Upper School staff for 20 years. Over his years in the Upper School, Ken generously shared his interests and passions through a wide variety of courses, ranging from many levels of French, Intermediate Spanish, Ukulele, Guitar and Ukulele, Guitar Building, Car Control and Mechanics, Language and Society, Bowling, Hiking, Tennis, and French Cinema and Culture, among others. Ken is well known around the Upper School as someone who was always willing to help out and listen to others. In Ken's car maintenance class, he helped students gain the skills to be able to offer basic car maintenance to staff members right on campus. We will continue to be shaped by the legacy of his willingness to engage in the good work of reflection on his practice, modeling how to be a truelife long learner for us all. Though he has left the classroom full-time, we look forward to seeing him on campus occasionally, as he has indicated a willingness to cover classes as needs arise!

Natasha Shannon taught in the Lower School as a Spanish teacher, Sky Class teacher, and art teacher for 20 years. Natasha's dedication, thoughtfulness, creativity, and care were felt by everyone she worked

with—her students, their families, and her colleagues. Natasha created a sense of community and connection to being a learner and an artist for all Lower School students. Colleagues observed that Natasha always searched for ways to grow and learn right alongside her students. In her role as an art teacher, Natasha has inspired all students in the Lower School to explore who they are as artists. Creating art and sharing it with others can be a very vulnerable thing, but Natasha's calm and encouraging presence made students feel safe to try new things and celebrate their creations with the community. Among Natasha's contributions was organizing an annual Lower School art show for all families to attend. It's hard to imagine Carolina Friends without her, but we wish her all the best, as she moves on to the next adventure as a children's librarian in the western part of the state.

David Ikenberry '80 was a dedicated, talented, honest, fair, collaborative, and committed member of the Carolina Friends School staff for nearly 30 years. His devotion to the mission of the School was ever-present and undeniable, from the time he was a student in the 1960s and 1970s through 2023. Consistently working as hard as he could for the

good of the community was a hallmark of his time with us. While some have described David as a man of few words and many actions, he has left an indelible mark on the School in so many ways, especially as a dedicated and talented teacher in the Middle School and a member of the Shop staff. David absolutely loved being a part of the Middle School staff as a math teacher, advisor, and soccer coach. His many wood projects beautifully integrate functionality and artistry. The School has benefited tremendously from David's astute observations and willingness to speak powerful truths when candor was needed. Carolina Friends has truly been a part of David's extended family, and he has been a member of just about every constituent group we have—student, alum, staff member, parent, alum parent, spouse of a staff member, and parent of a staff member. The web of interconnectedness is deep and intricate; as he met his phenomenal wife, Leon, here, it was no surprise that his children, Coleman '13 and Logan '15, would also attend Friends School. The fact that Coleman's joining the Middle School staff, continuing the Ikenberry legacy, was a real point of pride for David.

PERFORMING ARTS SNAPSHOT



UPPER SCHOOL MUSICAL *Little Shop of Horrors*

Last spring, the Upper School presented this classic horror musical comedy, featuring the zany goings-on in Mushnik's Flower Shop (right), including the ever-growing, murderous plant Audrey II (below left).



MIDDLE SCHOOL MUSICAL *Matilda The Musical JR*

Based on the novel by Roald Dahl, *Matilda The Musical* centers around a gifted child at odds with a dictatorial headmistress (center right). Her imaginative powers go from creating fanciful stories (far right) to using telekinesis to liberate her fellow students (below).



Photos from *Little Shop of Horrors* by Lissa Gotwals.
Photos from *Matilda The Musical JR* by Henry Walker.





CONGRATULATIONS TO THE CLASS OF 2023!

Zayd Alameen
 Regan Audrey Babo
 Owen Asbury Bauer-Lepofsky
 Edith Yael Beam
 Valerie Shelby Boulware-Johnson
 Jason Crossley Bourne
 Justin Michael Brader-Araje
 Ian Broughton
 Sophie Ann Case
 Max Kremer Coble
 Henry Pollak Coy
 Talia Samantha DeBenedette
 Noah C. Dichter
 Jessica Beth Duffy
 Patrick W. Dunn
 Jake Andrew Eisner
 Lula McCoy Fraser
 Logan Carrig Godfrey
 Ephra Hope Hardy
 Sarabeth Jeanette Hess
 Cailin Margaret Freeman Hinton

Sawyer Lovett Kairys
 Elizabeth Meimin Kunz
 Francisca Louise Larrick
 Lang William Law
 Jordan Thayer McCullough
 Leslie Dayana Mendez Reyes
 Elia Meyer-Arrivillaga
 Emily Margaret Mill
 Nathan Riley Pearce
 Sören Potthoff
 Michael Payne Schaal
 David Eli Schwartz-Weiss
 Simon John Giordano Sexton
 Jaime Silva
 Esther Shan-mei Silverstone
 Evan Mathew Simon
 Victoria Rose Spadacenta
 Samuel Jeffrey Springer
 Adam Vengosh Weinthal
 Kallan Lewis Walker
 Cecilia Grady Wolfe

Where They're Headed

Appalachian State University
Boston University
College of Charleston
Colorado College
Davidson College (3)
Duke University
Elon University (2)
Hampden-Sydney College
Hobart and William Smith Colleges
Lynn University
Macalester College
Middlebury College (2)
Nazareth College

North Carolina State University (3)
Northeastern University (3)
Randolph-Macon College
Smith College
Stanford University
Tufts University
University of Colorado Boulder
University of Maryland, College Park
University of North Carolina at Chapel Hill (6)
University of South Carolina
Ursinus College
William and Mary
Xavier University

Some of our students have chosen gap-year experiences for the coming year
or are awaiting decisions to make their final choices.
We applaud all graduates on the next stage of their personal and educational journeys!
Photos by Satsuki "Sunshine" Scoville '90



ATHLETICS UPDATE

Middle School 2022-23 Sports Roundup

Fall Sports

The Boys Soccer team finished with a 5-3-3 record and had tremendous teamwork and outstanding soccer culture. The team's defense was spectacular, keeping six clean sheets. The developmental team showed tremendous growth as they learned the basics of volleyball this season. More than half of the players selected to make up the Varsity Volleyball team had never played volleyball before; however, the season was a success. With 35 runners, the Cross Country team utilized discussions and goal-setting early in the year to support growth and to become stronger runners.

Winter Sports

Compared to other teams on the schedule, the Girls' Basketball team was relatively young, but what the players lacked in size and experience, they made up for with grit and solid teamwork. In addition, they were a powerful defensive team, averaging over 15 steals per game and mostly holding their opponents to less than 20 points. Coached by two members of the US Varsity team, the Boys Basketball JV team obtained skills and development to prepare them for next year's basketball season. This was a special year for the Boys Varsity Basketball team. After starting the season 1-3, the team finished the season on an 8-2 stretch to finish 9-5.

Spring Sports

With a small and inexperienced Boys Baseball team, each and every player showed up and gave 100% at every game. This team's growth throughout the season was just as admirable as their knowledge of their abilities.

Upper School 2022-23 Sports Roundup

Fall Sports

The Boys Soccer team had the most successful season in almost a decade, finishing with a deep run in the state championships, reaching the semifinal game. The Girls Tennis team had significant improvement—the previous year they won only one match, but ended this season with five wins and an upset in the state championship run. The Cross Country team was small in number, barring team scoring, but three of the six athletes competed at both conference and state championships, setting many personal bests along the way. Finishing with a 5-3 conference record, the Girls Volleyball team struggled at the beginning of the season but had a forceful second half, bumping them up in the state seedings to earn a first-round home match, which they also won. The Girls Ultimate team had one of their best seasons in recent years, capped by a huge upset win over Jordan High School on Senior Night. The Boys Ultimate team had another strong season, consistently finishing in the top four, exemplified by an incredible run to the final in the Queen City Tune-Up Tournament.

Winter Sports

The Girls Basketball team played most of the season with just six players due to injuries and a lack of participants. Nonetheless, they fought hard, earning three vital conference victories and a bye in the first round of the state championships. This year was a transition year for the Boys JV Basketball team, with new players and a new coach. Nonetheless, the team vastly improved throughout the season, and they will look to continue that improvement in the future. This was an incredible year for the Boys Varsity Basketball team, featuring a number

ALL-CONFERENCE ATHLETES

Cross Country

Esther Silverstone

Volleyball

Talia DeBenedette
Victoria Spadacenta
Edith Beam (Honorable Mention)

Girls Tennis

Lydia Coy
Honorio Frank

Boys Soccer

Max Coble
Henry Coy
Nathan Pearce
Sören Potthoff

Boys Basketball

Justin Brader-Araje
Evan Simon
Nathan Pearce (Honorable Mention)

Girls Basketball

Shelby Boulware-Johnson
Lula Fraser

Girls Soccer

Eliza Cherry
Talia DeBenedette
Esther Silverstone

Boys Tennis

Henry Coy
Noah Dichter
Logan Godfrey
Ken Mori

Boys Golf

Michael Schaal

Track and Field

Hunter Bost
Sumi Farrel
Mason Wilkins-Lanier

ALL-STATE ATHLETES

Boys Tennis

Noah Dichter
Logan Godfrey

ALL-CONFERENCE COACHES

Allegra Berry '14, Volleyball
Kathryn Pollak, Boys Tennis

of senior athletes. They fought to the very end for the regular season conference title and reached the conference championship game to cap off the year. The Swimming team had difficult obstacles to work around this year. However, the girls earned third place at the conference championship, and the boys fourth. Several swimmers set new personal time records.

Spring Sports

The Track and Field team earned many personal records. As a result, three runners competed in the conference championship, and three runners also made it to the state championship meet. With a regular season record of 6-4, the Boys Tennis team won the

conference title for the second consecutive year. Peaking right before the playoffs granted the team the three-seed and a double bye to start the tournament. Making it all the way to the semifinal, it took the two-seed to finally knock them out. This spring was the most successful Girls Soccer season in many years, including an incredible state championships campaign highlighted by an upset victory over Westchester Country Day to send them into the last sixteen, the Quakers' highest finish in years.

— Ben Bozzo '23 and Zeke Petrou '22, contributors

GOTTA GET BACK IN TIME



Above: members of the 2007 “Personal Expressions” class, shared by Kat McLaughlin Quinn.

Recently, a cardboard box was found in the Upper School attic labeled “Time Capsule.” After a little research, it was found that In 2007, Kathleen “Kat” McLaughlin and Lauren Berry chose for their senior project to led a class for ninth graders called “Personal Expressions.” As part of the course, the students collected items of personal meaning (sometimes very esoteric) with the intention to open it in ten years.

This August, Kat (now Kat Quinn) came back to campus to open the box with current Upper School Head Teacher Jon Lepofsky. Among the treasures inside were collaged works, poems, toys, even headgear!



Above: The box interior, with class members’ names, and a close-up of some of the items inside.



NEWS & UPDATES

Christopher Dana Gwyn '76 is semi-retired from being a reference librarian, working as a library paraprofessional for Renton Technical College (an institution he says appreciates his being overqualified for the official role).

Robbie Fulks '80 has a new album, *Bluegrass Vacation*, out now with Compass Records.

Michael (Misi) Polgar '80 recently received the George T. Bobby Advising Award from Penn State Hazleton, where he is a professor of sociology.

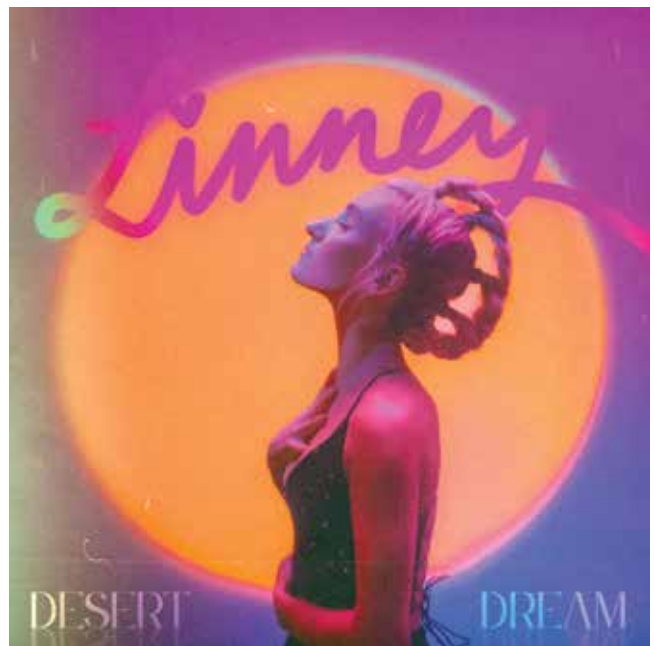
Tim Wells '86 is performing traditional bluegrass with the all-CFS-graduate band, the Carolina Cutups, and he's having a blast! Locals can see them at the Kraken in Chapel Hill on the first Friday of most months. The Cutups are also available to play your wedding or private event: www.thecarolinacutups.com.

Amanda Rouse '89 is interested to connect with alums on a regular basis of some kind, to be with what's going on in the world, think together, share, and listen with care. She lives in Brooklyn, and willing to meet in person or on Zoom: @amandatrouse.

Ryan Gwyther '90 has moved back to western MA. He is still driving around making lots of noise as a firefighter and medic in Amherst and would love to hear from you if you're in the area and want to visit, eat, run, bike, or climb.

Ayesha Ahmad '93 switched careers two years ago from wedding photography (although she is keeping it up on the side) to teaching high school English in Charlottesville, VA. This summer, she moved back to Burtonsville, MD, and this fall will start teaching in the Upper School at Sandy Spring Friends School in Sandy Spring, MD, where her firstborn (who just graduated from Tandem Friends School in Charlottesville) attended Lower School and where her younger son will be starting sixth grade.

Peter Grandstaff '98 was elected president of the board of the Django Events Foundation North America, which is bringing a software conference, DjangoCon US 2023, to Durham in



From top: Tim Wells '86; Caitlin Linney '07 and her newest album; Erick Walls '98 and Billy Fletcher '98 visited campus last spring, pictured with Karen Cumberbatch.

ALUMNI NEWS



From top: Miles Bonsignore '11, his wife Sarah, and son, Julian Gabriel; McAfee Chandler '19 performing in *Arbor Falls* at Grinnell College last spring.

October. Peter is also chair of the organizing committee. Learn more at 2023.djangocon.us.

Jordan Shamp '99 recently accepted a role as board president of Josh's Hope Foundation, Inc., in Hillsborough, NC. Josh's Hope is a non-profit that provides training programs for young adults struggling with mental illness and/or substance abuse, as well as support for their families. Please visit joshshopefoundation.org to learn more if you are interested in helping support this great local organization!

Jessica Schonberg '03 earned a master of education in training and development from NC State in May 2023.

Becca Langham '04 married Mike Duck on January 13.

Jason Parker '05 is back on campus at Carolina Friends, having recently joined the School as an advancement associate.

Caitlin Linney '07 released her EP, *Desert Dream*, on March 3 with Helix Records. It reached #1 dance album in the US on iTunes!

Tristan Green '09 has stepped down from a decade of service and leadership as executive director of Triangle Ultimate. Tristan is grateful for everyone who has engaged with, participated in, and supported the program over those years. He is seeking to discover opportunities in professional sports where he can bring stakeholders together, build community, and create impact around a shared vision that is centered in the positive influence and power of sport. Tristan also won the 2023 USA Ultimate Masters Nationals with the local Triangle team, Boneyard. Now Tristan and Boneyard will get to represent Team USA at the 2024 Masters World Championships.

Miles Bonsignore '11 and wife Sarah welcomed a son, Julian Gabriel, in January 2023.

Lydia Youngblood '13 completed a joint MSc degree in cartography at the Technical University of Munich (TUM) and the Vienna University of Technology. She is a research associate in the Department of Cartography and Visual Analytics at TUM. Many thanks to Richard Youngblood for sharing!

Mikaela Moracco-Schelp '13 is currently a social worker with Orange County Department of Social Services.

Elise Ashkin-Baker '15 is moving back to Durham and is beginning UNC's masters of social work program. She has spent the past two years doing homeless outreach in New Orleans.

Ari Nicholson '15 has spent the last year and a half working in Cuernavaca, Mexico, with college study-abroad students through the Center for Global Experience and Education. Ari also just started a new Spanish education project with their partner called ConnectEspañol. If you are looking for Spanish tutoring for kids, or some relaxed one-on-one Spanish education for yourself, check out their project at <https://linktr.ee/connectespanol> to connect directly with a teacher from Latin America for an affordable price.

Devin Brader Araje '19 graduated from Washington University in St. Louis with college honors, majoring in philosophy, neuroscience, and psychology: language, cognition and culture with minors in political science and history. This fall, he is headed to Cornell Law School, where he hopes to study disability and constitutional law.

McAfee (Madi) Chandler '19, during the spring of their senior year at Grinnell College, performed the lead role of the Preacher in *Arbor Falls*, a new play by Caridad Svich. The play tells the story of the arrival

of a traveler to a small town called Arbor Falls in which the traveler exposes cracks in the community's spiritual and moral foundations. McAfee graduated from Grinnell College in May with a Bachelor of Arts in Theatre, Dance, and Performance Studies with a concentration in Science, Medicine, and Society. They want to connect the humanities with public health by challenging traditional standards of healthcare in their work as an actor, director, and playwright.

Keith Longiotti '20 is a senior at Appalachian State University, and spent his summer as a paid intern with Camden Property Trust (a Forbes best 100 companies to work for) in Washington, DC.



Becca Langham '04 and Mike Duck.

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[cfsnc.org/
alumnotes](https://cfsnc.org/alumnotes)



Devin Brader Araje '19.

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