# We & Thee

SUMMER 2025



# THERE IS NO AGE LIMIT TO LEARNING AND LIVING WITH PURPOSE.











Carolina Friends School's curated trips for curious adults are rooted in reflection, connection, and joy. Upcoming travel opportunities include:

**Racial Myth and Memory | Wilmington**
***Early November 2025***

During this weekend immersion, explore several themes as a lens on the powerful weight of race in Wilmington, North Carolina—and in our country.

**Coastal Journey | Charleston + Savannah**
***Early March 2026***

On this six-day bus tour, explore 300+ years of American, Southern, and Black history—from Gullah Geechee traditions to the 2015 Mother Emanuel tragedy—in two vibrant coastal cities.

**Quaker Journey: Exploring the Roots of Quakerism | England's Lake District**
***August 2–9, 2026***

Experience adventure, learning, and reflection in community as we retrace the footsteps of early Quakers through England's scenic Lake District.

## CFSNC.ORG/INSTITUTE

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

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This year, Carolina Friends School's partner nonprofit, Peaceful Schools NC, hosted two inspiring Student Days that brought together 50 middle-school student leaders from five partner schools across the Triangle. Nominated for their leadership potential, these students engaged in meaningful programming and developed student-led projects to bring back to their own school communities.



# A NOTE FROM KAREN

As I reflect on the closing out of our 60th anniversary celebrations, I'm filled with joy and appreciation for all who have come before and all who continue to steward our mission and philosophy, every day. As long-time teacher and current staff clerk Ida Trisolini has said, "this incredible community sometimes feels so effortless, but the real magic happens when we're continually re-committing ourselves to intentionally and continuously doing the work to build and maintain it."

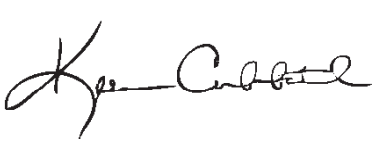
I am so fortunate that my role allows me glimpses into the many ways that individuals in our learning community shape who we are, whether that be the daily work of our teachers and students, the ways alumni speak of their life's journeys, or through continued engagement with former staff and families. We are at our best when we bring to the table not only our authentic selves but a whole-hearted embracing of what it means to be in service to each other and the greater world.

As I reflect on this moment when hard-fought rights are being threatened and violence is escalating around the world, my mind returns to one of the tenets in our philosophy, a belief that "the truth is continually revealed." As a school, we demonstrate this through a sense of humility in the face of the wide expanse of knowledge, one which fosters and fuels intellectual curiosity. It also means understanding that perfection is not the goal. On the contrary, sitting together meaningfully with imperfection, with failure, with disappointment, with conflict, is what can fuel real collective  growth.

We are not building an idyllic community closed off from the world. Instead, we are continually working to create a space and set of relationships where there is always room to learn and grow. It's a place where we can critically identify places of wrong-doing and injustice, both in our own hearts and in our society's larger systems, and find ways to push back, push in, and push forward.

Throughout this issue, you will get glimpses into some of the manifestations of that work. From Lower Schoolers organizing a civil rights march to our recent graduates preparing to take big leaps into the world, our students are finding their voices, senses of self, and ways to continue their pursuit of truth out in the world. You can read about the ways in which our self-study, ahead of re-accreditation, has enabled an intentional deep dive into our Quaker philosophy and practices, as well as ways in which we are envisioning new facilities for our Upper School students and staff, and much more.

Truth is not something set in place, but something that can be revealed along our journey, one step at a time, if only we are brave enough to look for it. Thank you for continuing to take those steps with me and with Carolina Friends School.



Karen Cumberbatch




## FROM LEARNING TO LEADING

Following a rich, interdisciplinary unit exploring global changemakers, our Lower School Third Years were inspired to end the year with their own march for human rights.

Students planned the route across campus, wrote powerful speeches, and raised their voices on issues that matter deeply to them, from disarmament to universal healthcare.

Rooted in inquiry, empathy, and courage, this culminating experience reflects our community's commitment to nurturing young advocates who use their voices in service of the greater good. We couldn't be prouder of their vision and leadership.

# PASSION MEETS PRACTICE

Our Quaker belief that everyone holds a piece of the truth—regardless of age—comes to life in the Upper School's student-taught classes. Before stepping into the role of teacher, students take "Teaching Methods," with Upper School language arts teacher **Holly Jordan**. This rigorous course enables them to explore the art and science of teaching and craft their own educational philosophies. Here's what five of our seniors taught this year—and what teaching taught them.

## INTRODUCTION TO ANIMAL BEHAVIOR

### CO-TAUGHT BY KATIE DUFFY AND MADISON NORMAN-SCOTT

*Understanding the processes behind animal and human cognition is essential to understanding our connection to the natural world. In this course, students explored how animal and human minds are connected and delved into the impact of human behavior on ecological systems.*

**Goal:** We wanted to inspire students to recognize the vital role animals play in our world and to engage in conservation efforts. We often hear about "endangered species," but what does that mean? It's critical to understand the impact animal populations have on a lot of ecosystems and communities.



**Class highlights:**

• Research project on animal behavior and environmental impacts

• Field trip to the Duke Lemur Center

• Ethics debate about Carolina Tiger Rescue and SeaWorld

**Fast fact:** COVID-19 didn't only affect humans—it also had serious negative consequences for animals. In several countries, cuts to government funding during the pandemic led to a rise in ivory poaching.

**Teaching surprise:** How much planning goes into every lesson.

## INTRODUCTION TO LOCAL GOVERNMENT

### TAUGHT BY HANNAH WINZELBERG

*While the federal government is regularly featured in the news, local government shapes our lives in ways we might not appreciate or imagine. In this course, students learned about the organization and responsibilities of local government.*

**Goal:** Local government doesn't get talked about enough. Since we're all about to be old enough to vote, I hope the students who took this course will be engaged future voters and advocate for the issues that impact our local community.

**Class highlights:**

• Local government official analysis

• Local government official visits from Chapel Hill Town Council Member Camille Berry and Orange County Budget Director Kirk Vaughn

• Deep dive into students' chosen legislative proposals and priorities

**Fast fact:** Josh Stein is North Carolina's first Jewish governor.



**Teaching surprise:** How much I learned from my students!

# HOLOCAUST HEROES

## TAUGHT BY GRAHAM DRAKE

*In this discussion-based seminar, students explored the Holocaust and its lasting impact, beginning with the historical context and key events leading up to the genocide. Using survivor testimonies and other primary sources, they examined what compels people to resist occupiers and learned about the brave individuals who stood up against Nazi Germany.*

**Goal:** The Holocaust was one of the most horrific events in human history, but it also revealed remarkable acts of courage by those who resisted and saved lives. From Oskar Schindler to Virginia Hall, some of history's bravest individuals emerged during this time, and I wanted to shine a light on their stories.



**Class highlights:**

• Visit from Holocaust Speakers Bureau organizer Sharon Halperin

• Viewing and analysis of *The Pianist*

• Research project on German-occupied countries

**Fast fact:** Mordichai Anielowitz was only 23 when he led the Warsaw Ghetto Uprising, the largest organized act of Jewish resistance during the Holocaust.

**Teaching surprise:** I had to learn how to explain concepts that I already understood intuitively. In our last class, we were discussing the Battle of the Bulge, and I used the term "supply lines." I'd always taken that term for granted, but I realized I needed to break it down so my students could fully grasp its historical significance. So I ended up saying, "Imagine you're handing something to the person behind you, who then passes it to the person next to them, and then they pass it to the person behind them…"

# MYCOLOGY MASTERY

## TAUGHT BY LEO ROSE-LEVIN

*Fungi are perhaps the most intriguing yet overlooked kingdom of life on Earth. In this introduction to mycology, we cleared the haze of misconceptions surrounding fungal life by learning the basics of fungal anatomy, species, function, edibility, medicinal uses, and more, becoming specialists in fungal ecology.*

**Goal:** Beneath every step we take is an incredible hidden world, revealed only when mushrooms appear above ground. When I first got into mycology, I remember learning about this and thinking, "Why don't more people know?"—it's just so cool. So many nature documentaries focus on animals hunting and killing, but mushrooms show us a side of nature that's cooperative and gentle. I wanted my students to leave my class with an understanding of how special fungi are.

**Class highlights:**

• Mind-blowing lectures

• Mushroom foraging in our campus woods

• Cooking morels with [ceramics and environmental science teacher] Larissa Wood

**Fast fact:** People tend to not know much about fungi, yet it is so important to the future of humanity. Fungi are capable of breaking down oils and plastics, many of which science considers to be "forever chemicals." They also facilitate important connections between trees. We need these guys to survive!

**Teaching surprise:** I was nervous teaching STEM to different grade level peers, but I was pleasantly surprised. It helps to have super engaged and eager students.

*— Erin Reitz Adams*





CAROLINA 60 years FRIENDS

Thank you to everyone who joined us to celebrate
**60 years of Carolina Friends School**.

PHOTOS BY SATSUKI "SUNSHINE" SCOVILLE '90

*Find more photos at www.cfsnc.org/60th*








Archives






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# A STORY FOR HIS YOUNGER SELF

***Tate Godwin '16*** *returned to campus to share his debut graphic novel,* Operation: Cover-Up. *The story follows two new students—a class clown and a brainiac—who swap identities. This sets off a series of hijinks that lead to a powerful lesson about embracing who you truly are. During his visit, Tate spoke with us about his journey to becoming a published author—one shaped by authenticity and perseverance.*

**Hi, Tate! Thanks for returning to campus and donating copies of *Operation: Cover-Up* to our libraries. We've got a lot of students excited about your graphic novel.**

Thanks for having me! Now that it's out in the world, it's great getting to see readers interacting with it and (I hope) feeling inspired by it. It's honestly kind of lonely working on a book all the time by yourself. These school visits have been my favorite part of the whole process.

**Tell us about what inspired *Operation: Cover-Up*.**

I came up with the story by thinking about what I would have wanted to read as a kid. *Operation: Cover-Up* follows two fifth graders, Syd and Nick, who both start at a new school in the middle of the year. It's funny and fun, but also authentically based on the real challenges I faced when I had to switch schools growing up.

I wanted to make something that showed resilient middle-school characters facing their fears and overcoming them.

**You transitioned to Carolina Friends in middle school, right?**

Right, and the middle school years are tough regardless. One thing that really helped ease my transition was my Middle School Advisee Group. My advisor was [Middle School art teacher] Jamie Charles. He is not only a great listener and someone I could really talk to, he's also super creative and a great illustrator. At the time, there weren't a lot of kids' graphic novels out there, so I appreciated being able to connect with him about that particular interest of mine. Getting to know Jamie and taking his comics class was really cool and inspiring.

**Did you always know you wanted to be an author?**

I always had writing in the back of my mind as something that I'd really love to do, but after I graduated from Carolina Friends School, I chose to major in economics at Guilford College. It seemed like a practical path, and I had a lot of encouraging teachers. One professor in particular was *super* passionate about economics. I enjoyed his classes because of his enthusiasm, but eventually I realized I didn't actually share it.

**Then what?**

I tried to think of something that I *would* be really excited about doing and I came back to making a graphic novel—which is definitely not as practical as economics! I was lucky I had parents that supported me to go for it.

**What did that path look like for you?**

I transferred to UNC and majored in studio art, which ended up being really valuable. Much like art classes at Carolina Friends School, UNC gave me the chance to experiment with a variety of mediums. Even if I don't use watercolor now, learning about it helped me think more about color. And having some experience in 3D sculpture has helped me visualize space as I'm illustrating. Outside of class, I also got some valuable experience working for *The Daily Tar Heel* as a cartoonist.

Then COVID hit, and I got a windfall of time to create. I spent that time writing and drawing a few graphic novels and looking for an agent.

**In your presentation to our students, you showed a drawing you made of your rejection-letter pile stacked so high it reached outer space. What helped you stay motivated throughout the publishing process?**

Well, it helped to expect a lot of rejections. It's painful, but in the midst of the rejections, a few editors replied with feedback. I took that as a sign to keep trying.

I feel lucky that Carolina Friends School wasn't a high-pressure, GPA-driven environment. After college, I worked as a coach and I saw how much pressure so many kids are under. Many of them feel like they can't take risks or make mistakes. There are a few lessons for students in my presentation and two of them are: follow your heart and keep going!

**That leads to my last question: What advice would you give your younger self?**

I'd say try not to compare yourself to other people. I definitely wasn't the best artist in middle school and would get discouraged. Stay true to yourself and do what you like to do! In middle school, kids can feel embarrassed about what they're into, but I'd tell my younger self to just embrace it!

*— Erin Reitz Adams*

The sequel to *Operation: Cover-Up*, *Operation: Make a Splash* will be released on February 25, 2026. Follow Tate and his characters at tatecartoons.com and on Instagram at @tate_cartoons.




Former Middle School teacher and current staff clerk Ida Trisolini surprised Tate with a graphic novel that he created in her sixth grade class. "I loved seeing Ida and was so touched that she'd held onto my work for all those years," said Tate.



Tate's campus visit included a comics workshop that guided students through building characters and crafting plots.

# SCHOOLWIDE SELF-STUDY

As a member of the Southern Association of Independent Schools (SAIS), every five years we undergo an accreditation process. The School is responsible for conducting a self-study, and providing a report that identifies key areas of strength and goals to a team of leaders from peer schools in the SAIS network for feedback. That team visits the School and meets with various community members to gather additional information.

Next year, while the accreditation team is on campus, we will also be hosting representatives from Friends Council on Education (FCE) for our membership renewal, in which we affirm our commitment to be guided by the basic tenets of the Religious Society of Friends.

A steering committee began work last fall to engage staff in the self-study process. Lisa Wilson Carboni, director of curriculum and co-clerk of the self-study committee, says "One thing that's important at Carolina Friends, unlike many schools, is that all the work of our self-study arises from the totality of the staff. There's a steering committee that guides the work, but it doesn't dictate what the work is — it designs the process for information gathering, then distills it."

Re-accreditation and membership renewal for FCE are not required to be conducted at the same time, but because our community has welcomed many new members, the need to explore our identity as a Quaker school became a key area of discussion and inquiry among the staff. During staff development days, a common question surfaced: What does it mean to be a Quaker school, and do we all have a shared understanding of that?

"Normally, exploring our Quaker identity is just one part of our self-studies," notes Ida Trisolini, staff clerk and the committee's co-clerk. "However, the staff feedback made it clear that this particular inquiry needed to be our sole priority."

The steering committee will continue stewarding self-study work with staff in August guided by the theme "Our Philosophy on Purpose: Strengthening Our Practice." The overarching goals will be to:

- Conduct a deep dive into Quaker pedagogy to create a shared understanding of our identity as a Quaker school and how that informs work across all units.
- Examine the ways in which our mission and philosophy support one another and are lived daily.
- Continue to foster and strengthen our cross-unit cohesion in curriculum, instruction, and community-building, work that requires a continued commitment of time and intentionality.

Beyond examining philosophical ideas—such as the tension between individual desires and acting for the good of the whole—the steering committee is also identifying and documenting informal Quaker processes within the school, and gathering shared resources.

Over the course of the fall, the committee will gather data from various community members and create a report synthesizing the work of the staff. Families can mark their calendars for September 23, when an evening will be dedicated to answering questions about Quaker philosophy. For accreditation purposes, additional information on the School's current governance, mission, community relationships, and teaching will be collected. In the spring, both the SAIS and FCE teams will come for their campus visits and provide feedback to the School.

*— Katherine Scott*

# PERFORMING ARTS *Spotlight*







**UPPER SCHOOL** ***Sweeney Todd***
**MIDDLE SCHOOL** ***Something Rotten Jr.***
Photos by Lissa Gotwals and Elizabeth Summa






# ATHLETICS UPDATE

This year marked Carolina Friends School's debut in the newly formed Central Carolina Athletic Conference. Our school fielded 20 teams across three seasons, with 373 total team participants, including many student-athletes who played multiple sports.

A highlight of joining the conference: eligibility for conference awards. Two Carolina Friends School coaches earned Coach of the Year honors: **Frank Omonte** for Upper School girl's soccer and **Kathryn Pollak** for Upper School girl's tennis. The award is peer-nominated by coaches from opposing schools.

"I hear time and time again about Frank and Kathryn's beautiful balance of caring for their players and their opponents," said Athletics Director **Kim Sulman**. "We're fortunate to have coaches who value developing not only strong athletes but good humans."













# CENTRAL CAROLINA ALL-CONFERENCE

## FALL

**Girls Tennis**
Lydia Pollak Coy (POY, AS)*, Phoebe Cheek, Olivia Dew, Evie Fodchuk, Samantha Shapard, Sadie Winzelburg

**Boys Soccer**
Jose Chirino, Ian Dolina

**Cross Country**
Mateo Aguirre, Kevin Lu, Will McDuff, Ruby Monje-Silva, Alina Pfister, Xiyue Zhang

**Volleyball**
Ria Joksimovic-Roberson (POY), Lola Richardson, Gloria Taylor

## WINTER

**Swimming**
Nina Abbenante, Vinny Abbenante, Willow Evers, Jessa Kernodle, Ben Lacoff, Celia Petrie, Archer Powell, Piper Shunk

**Girls Basketball**
Evie Fodchuk

**Boys Basketball**
Niley Richardson, Ronen Sorenson

## SPRING

**Track & Field**
David Cloues (800m)
Lily Cloues (4 x 200 Relay)
Elsa Hoekstra (4 x 200 Relay)
Ben Popp (110 & 300m Hurdles) (AS)
Livy Roberts (4 x 200 Relay)
Lara Wrede (4 x 200 Relay)
Xiyue Zhang (800m)

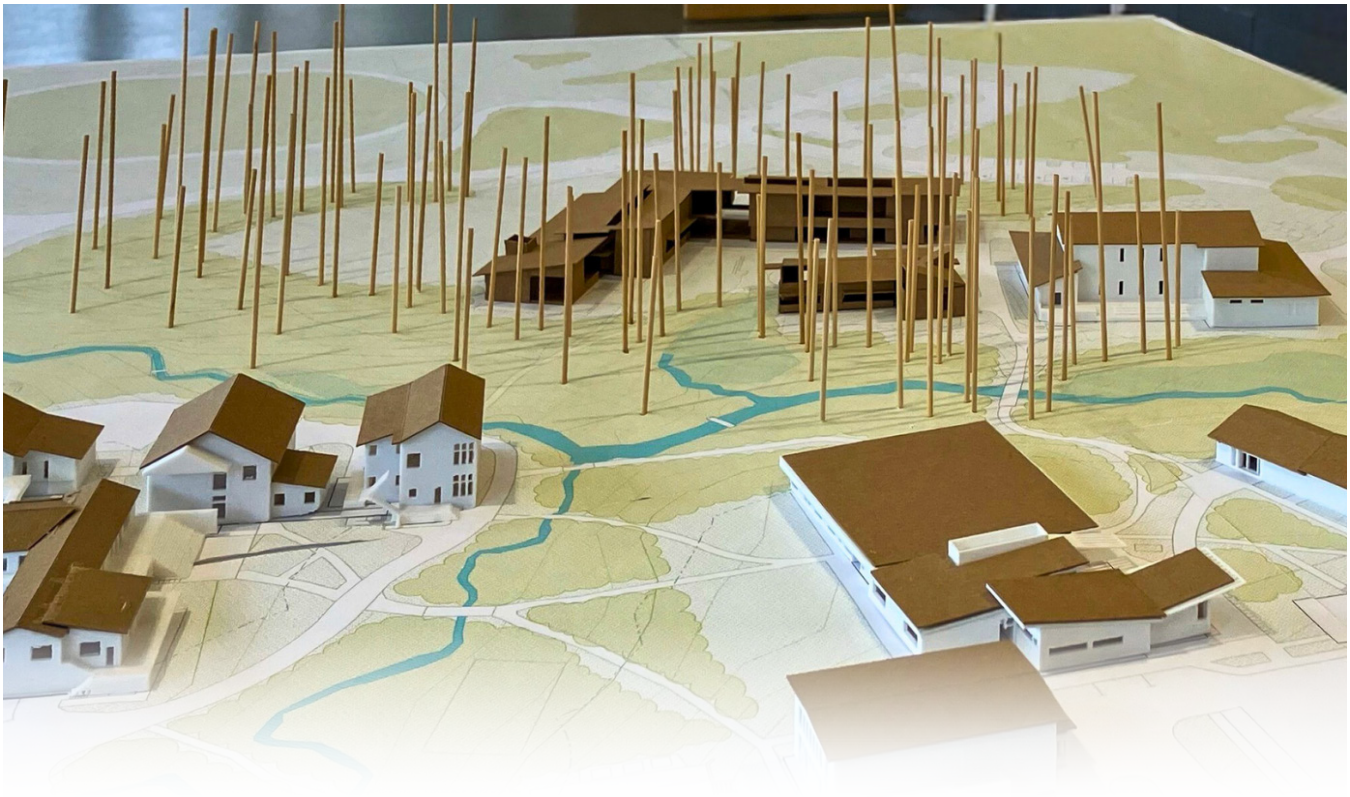
**US Girls Soccer**
Belle Bolick, Olivia Dew, Katie Duffy, Piper Shunk (HM)

**Boys Tennis**
Ken Mori (POY), Will Popp

* Abbreviations Key

POY – Player of the Year
HM – Honorable Mention
AS – All State Team





# REIMAGINING THE UPPER SCHOOL:
## A COMMUNITY-INFORMED VISION TAKES SHAPE

The transformation of Carolina Friends School's Upper School is well underway, rooted in community input and guided by our strategic plan, *The Dream That Drives Us*. The plan calls for "a learning environment for the students of the future—now," and the long-standing Upper School Log Cabin, which hasn't seen significant structural updates in over a decade, presents a powerful opportunity for reimagining.

"Our Upper School has always been funky," shared Head of Upper School Jon Lepofsky. "But we want a version of Carolina Friends School that preserves that character while also providing the kind of space our community deserves."

### A Community-Centered Design Process

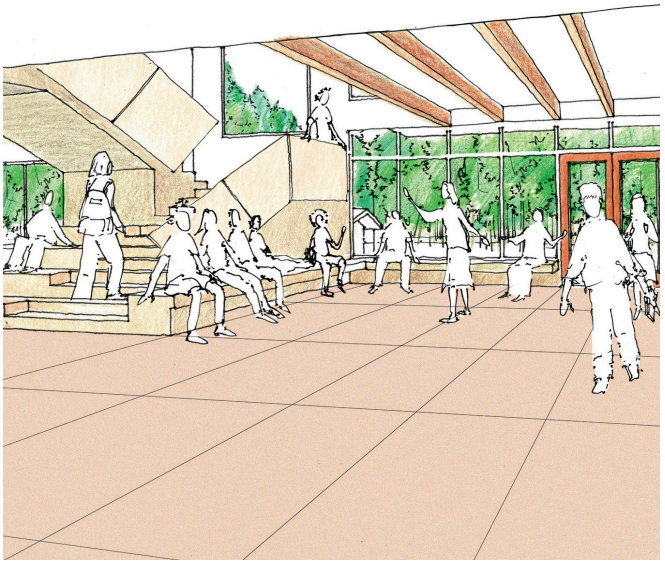
In 2023, the School partnered with w/Architecture, a local firm with nearly three decades of experience working with our campus. The first phase included a site assessment and broad community engagement—from online surveys to a "walk and talk" event—inviting feedback from current families, alumni, and board members.

In early 2024, the Board of Trustees approved an updated Main Campus Plan. This plan not only improves pedestrian walkways and vehicle safety but also envisions outdoor learning labs and entirely new Upper School facilities, to be located across the creek from the current Log Cabin.

"Last year, a group of Upper School teachers shared how their curriculum was limited by our current facilities," explained Head of School Karen Cumberbatch. "It's exciting to imagine how we can amplify our teachers' talents and enrich our students' learning in a new building—whether it's a STEAM classroom with innovative lab space or a language arts room that supports both circle group discussion and project work."

Throughout the 2024–2025 school year, a steering committee—composed of students, staff, and board members—met bi-weekly with w/Architecture to shape the vision for the Upper School. Ellen Weinstein, a partner at the firm, led the group in translating community feedback into a detailed plan that includes:

- A new L-shaped Upper School building, with flexible classrooms, STEAM lab space, and a thoughtfully-designed Meeting for Worship space
- A community-centered campus quad
- A much-anticipated performing arts practice building



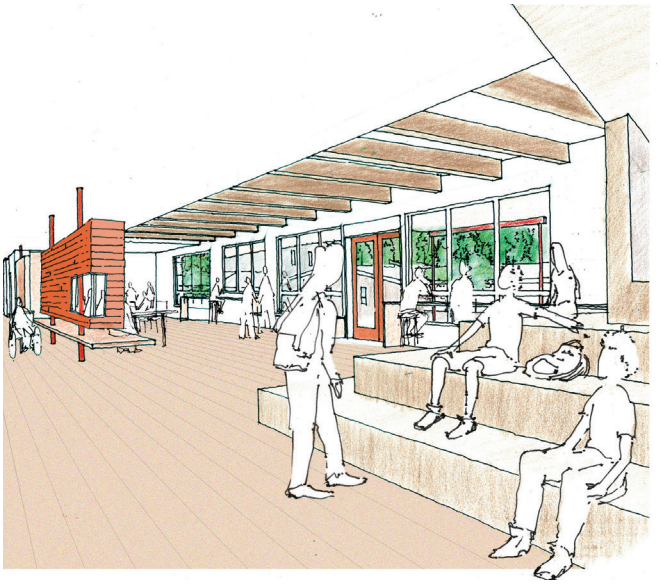
"One thing the students emphasized is that they don't want to lose the Upper School's warm and cozy feel," noted Lepofsky. "The w/Architecture team has honored this by proposing a building that keeps the spirit of a school in the woods that nurtures community connection."



Although the steering committee has completed its work, their efforts—and the voices of many others—are embedded in every detail of this evolving vision.

**Next Steps: From Vision to Construction**

With schematic designs complete, the next phase involves selecting a design-build partner—a role that will ensure the vision is not only compelling on paper but also practical to bring to life. We will continue to share updates when interior plans and fundraising opportunities develop this fall.



As the path forward becomes clearer, excitement grows—for classrooms that challenge and expand thinking, gathering spaces that deepen connection, and a campus that reflects both who we are and who we hope to become.

"This will be a version of Carolina Friends School that our students and staff can be proud of," said Lepofsky.

*— Erin Reitz Adams*



# CONGRATULATIONS TO THE CLASS OF 2025!

Ash Simran Belyea
Jackson Boulware-Johnson
Trevor Brader-Araje
Lydia Coy
Olivia Dew
Graham Drake
Katie Duffy
Ada Minock Graham
Turner Highsmith
Mykie Hoke
Esperanza Jimenez-Reller
Hendrik Jordt
Harper Kendall
Duncan Kennedy
Colleen Meredith Kinsella
Ben Lacoff
Alek Levy
Alex Maier
Chezzie Milani
Ken Mori
Madison Norman-Scott
Neema Ongechi
Isaac Overstreet
Ben Popp
William Popp
Leo Rainey
Finley Roessler
Leo Rose-Levin
Layla Safi
Samantha Shapard
Blu Sharkey
Olive Shull
Piper Shunk
Julie Slawter
Oliver Sun
Ash Williams
Hannah Winzelberg
Sadie Winzelberg

# Where They're Headed

Appalachian State University
Bryn Mawr College
Cornell University
Davidson College (2)
Duke University
Elon University (2)
Goucher College
Guilford College
Haverford College
High Point University
Meredith College
Oberlin College (4)
Savannah College of Art and Design (2)
Skidmore College
Smith College (2)
Stanford University
University of Colorado–Boulder
University of Miami
University of Michigan
University of New Hampshire
UNC Asheville
UNC Chapel Hill (6)
UNC Wilmington
University of Pennsylvania
Wake Forest University
Wellesley College

We applaud all graduates on the next stage of their personal and educational journeys!
*Photos by Satsuki "Sunshine" Scoville '90.*









# ALUMNI NEWS

## NEWS & UPDATES

**Robbie Fulks '80** appeared on "Jimmy Kimmel Live!" on June 16 playing acoustic guitar for Alison Brown, Steve Martin, and Tim O'Brien.

**Adam Sobsey '89** released his newest book, *A Jewish Appendix*. Sobsey describes this memoir as "a story of epigenetic inheritance, a search for home and belonging, and a reckoning with the power and paradox of Jewish identity."

**Alexandra Lange '90** won the 2025 Pulitzer Prize in Criticism for her series of Bloomberg CityLab essays, which focused on children and urban spaces.

**Caitlin Linney '07** won the 2025 Electronic Dance Music Award in the "Breakout Female Vocalist" category.

**Zoe Vernon '12** is a member of the data science team for the Oklahoma City Thunder, winners of the 2025 NBA Championship.

**Carmen Tiffin '19** has published *Misty McBerry, Caring for our Wild World: A Tree for Me*. Through engaging rhythms and colorful illustrations, Tiffin's new book series inspires children to appreciate and protect nature.

**Siena Bush '20** graduated from the Watts School of Nursing and received the Reba H. Beavers Alumni Memorial Award. She is joining the staff of Duke University Hospitals.

**Pilar Covington '21** is graduating from UNC Chapel Hill this August with a BA in Hispanic studies and a BA in philosophy. She looks forward to a career as a Spanish teacher!

## IN MEMORIAM

**Gracelyn Cromwell**, a beloved member of the Campus Early School educator family in the '90s, passed away on March 23, 2025. Gracelyn's children, Lizzie ('04) and Mark ('99), are Carolina Friends School alums.

**Bettie Flash** a staff member in the very early

## SHARE YOUR UPDATES!

Births, marriages, professional news—whatever you'd like to share. Submit your announcement or update your contact information online:

**cfsnc.org/alumnotes**



There was a wonderful turnout of Carolina Friends community members for Adam Sobsey's recent book reading at Flyleaf Books.



Pilar Covington '21 preparing for graduation from UNC Chapel Hill.

years of CFS (1968–73) and mother of two alums, passed peacefully on June 2, 2025. As a member of the Chapel Hill Friends Meeting since 1969, she served as Clerk and participated in numerous committees for Friends' causes.

Alum parent **Maidi Ebel Hall** passed away on May 19, 2025. Maidi is survived by her children Pete, Kathy ('77), and Sandy ('78), and seven grandchildren. In lieu of flowers, family members invite contributions be made to The Jenny Hall Fund at Carolina Friends School, established by Maidi and Ken in honor of daughter Jennifer. The fund supports personal renewal and personal development activities for full-time staff.

**John (Johnny) Long '78,** passed away on January 6, 2025. His loved ones describe Johnny as a beloved brother, father, grandfather, uncle, and loyal friend. His memorial was held at the Carolina Friends School Middle School.

**James (Jim) Keighton**, a birthright Quaker and lover of the natural world, died peacefully on July 1, 2024, at the age of 87. Jim taught middle school science from 1970 to 1982 and served several years as Middle School Head Teacher. Jim leaves his wife, Alice, a teacher at Chapel Hill Early School and Durham Early School from 1971 to 1996; son Steve ('82); daughter Barbara ('83); and granddaughter Renee Totherow (MS).

**Gail Pickett**, a beloved wife, mother of Lisa ('87) and Todd ('94), grandmother, and friend, passed away peacefully on May 12, 2025. Gail devoted her professional life to education, serving as a Lower School teacher for several years in the '90s. "CFS was her dream job and she was very fortunate to have worked in the community she loved dearly," shared Lisa.

## DEPARTING AND RETIRING STAFF

**Christel Greiner Butchart** has served as director of our Peaceful Schools NC initiative for ten years, helping strengthen the faculty and advisory board and expand their network to over 30 schools and programs. Christel also spent nearly two decades teaching in the Middle School, where she guided students to better understand themselves, engage in restorative work, and talk about hard things. She was also a key leader in the School's Diversity, Equity, and Inclusion efforts. Her leadership has left a lasting impact and we're excited to cheer Christel on as she begins a new entrepreneurial chapter.

For the past twelve years, **Kathy Lucente** has played a critical role in supporting students through their transition from Lower School to the early adolescent world of Middle School. As the teacher for "E Pluribus Unum," she has opened students' eyes to the world around them and within them. Kathy has also been a beloved advisor and a nurturer of the Middle School staff. After many years of teaching in public and independent schools, we celebrate her retirement and sincerely hope that she will find her way back to campus from time to time.

Join us in congratulating **Adelaide Zahren,** who has been one of our Campus Early School teachers, as she begins law school at Elon University this fall. We know she'll pursue her committment to serving others in this new way with the same enthusiasm, commitment and compassion that she has brought to her work in education.

**Melissa Zemon** has, in her time in the Upper School, transformed the ninth grade social studies curriculum by creating a fantastic class in civics and comparative democracy. She's also been a beloved advisor; served as the Upper School's service learning coordinator; led many successful End-of-Year Experiences; and shepherded the now-annual participatory budgeting process in the Upper School. We will miss her as she spreads her professional wings into educational consulting.

CAROLINA FRIENDS SCHOOL

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