We & Thee

WINTER 2023





COME TRAVEL WITH US!

Join the Institute for Teaching and Learning for an upcoming adult travel-learning program as part of our Extended Learning program. These opportunities are open to any curious individuals!

Learn More on Our Website:
www.cfsnc.org/adultenrichment



The Beloved Community Journey

Exploring Civil Rights Struggles, Past and Present, in the South
June 27–July 2

On this six-day bus tour, experience civil rights history in Birmingham, Selma, Montgomery, Tuskegee, and Atlanta; explore contemporary social justice issues in our country; and meet change-agents working to make a difference.

RACIAL MYTH AND MEMORY

Join us for one or both of our weekend immersion programs, each exploring historic sites as a lens on the powerful weight of race in a particular community and in our country as a whole.



Charlottesville Case Study
Fall 2023

We'll learn about enslaved communities and early U.S. presidents, African Americans and the University of Virginia, and the 2017 Unite the Right white supremacy rally.



Wilmington Case Study
Spring 2024

We'll learn about the history of Gullah Geechee, the 1898 Wilmington race massacre, and Black Lives Matter and other racial justice efforts.



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 Mission Updates
8 Sharing Our Light
A Chance for Education and Inspiration with Edgecombe County Public Schools
11 Diversity, Equity, and Inclusion News
12 Learning Loss?
How We Approach Where Our Students Are Can Actually Move Us Forward
14 You Can Handle the Truth!
Coping Tools for Digital Information Overload
12 Head Teacher Transitions
16 Serving Off the Court
Upper School Tennis Players Give Back
17 Gym Improvements to Benefit All
18 Celebrating Martin Luther King Jr. Day
20 Alumni News



This year, we have returned to having three all-school Meetings for Worship throughout the year, gathering Lower through Upper School students, staff, family members, and trustees. Our most recent query asked us to reflect on: "How will I work to let my Light shine in 2023, and how might I help others shine their Light?"



A NOTE FROM KAREN

It's hard to believe that just three years ago, I was writing to you in this magazine to introduce our new strategic vision, only to be met soon thereafter with the onset of the global pandemic. Over the past months, it's been a relief to steadily see fewer cases of illness on campus, but it's clear that we continue to face ongoing effects and aftershocks from the disruptions to our personal and communal lives. I am both so proud of the ingenuity and resilience our students and staff have shown and also attentive to the impacts those efforts continue to have. Maybe you have felt some of this, too, in your life or the lives of your family members and friends.

It is in these moments that the discipline of reflection, so familiar to us as a Friends school, can help us to both heal and move forward, not only to survive, but to thrive. We know that research affirms the mental health benefits of gratitude, of mindfulness, and of regulating our own internal systems by taking a moment to check in with ourselves. But these benefits are only truly apparent when checking in is practiced regularly. Practices in our School—like daily settling into shared silence, weekly Meetings for Worship, and intentionally building reflection on learning into our curriculum—are powerful tools to force us to stop, to listen, to breathe, and to seek what seems so elusive but is so transformative: Truth.

In this moment, I am thrilled by the traditions we've been able to bring back and plan for, including All-School Meetings for Worship, Grandparents and Family Friends Day, and others. I can see connections forming and reforming. I know the collective exhaustion is great, and our recalibration after so much change takes intention, time, and care. But I believe this community has the tools to build on its past while quilting together a new, even more beautiful identity—one with a strong academic program across ages and stages in which each individual is welcomed and affirmed and we attend to the needs of others.. We have always been a place not only of reflecting but of putting our convictions to action.

It's not just that I envision such bright things in our future; I observe it every day. Our students show not only curiosity but a willingness to make meaningful change through a variety of approaches. Our staff re-commit each day to finding the Light in every student and providing them with the tools to be scholars and build not only knowledge but wisdom. Our families are providing meals for those in need of care and working to rebuild the strong sense of community that has long been a hallmark of our School.

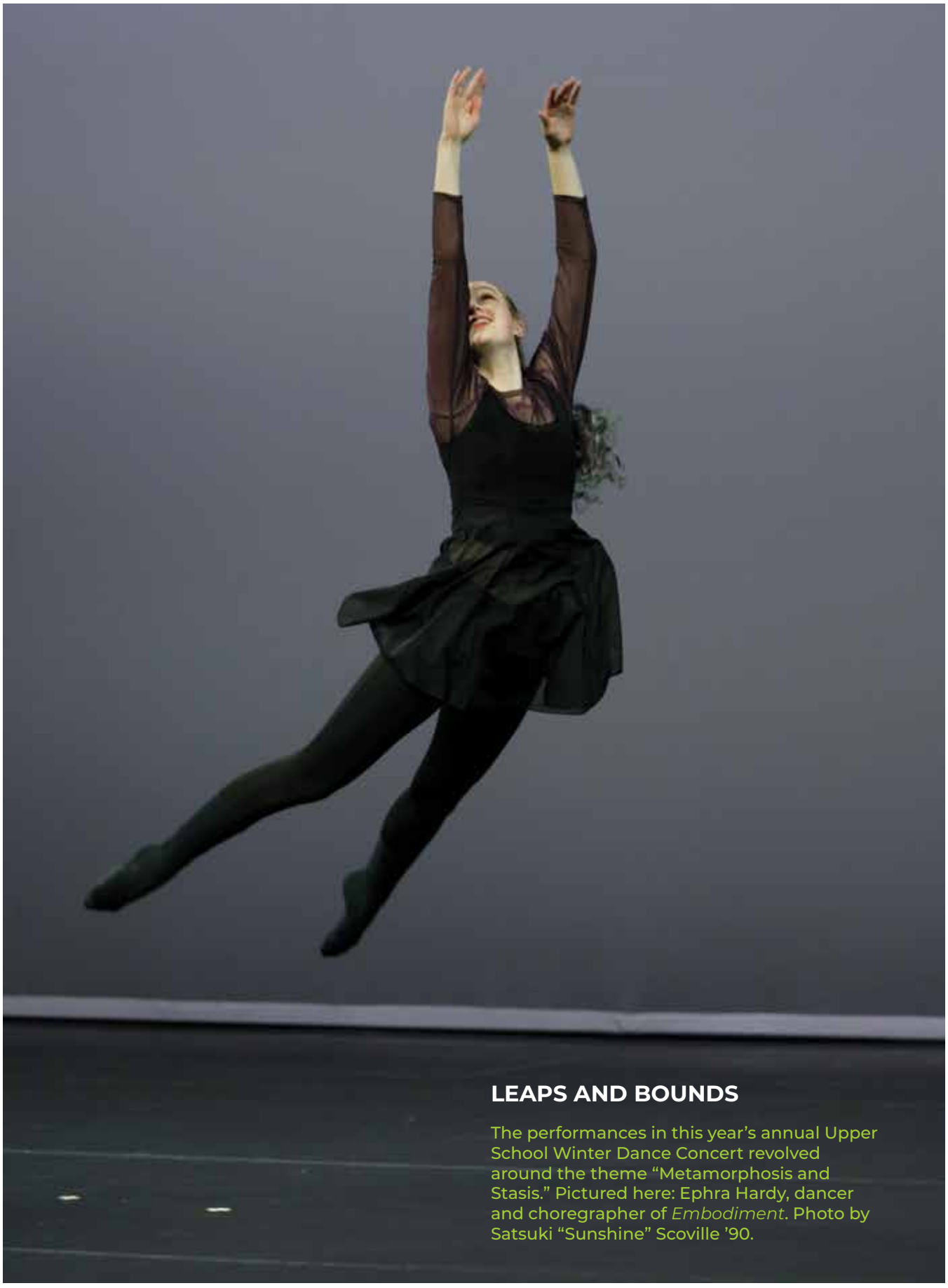
In the pages of this edition of *We & Thee*, you'll find a fresh look at "learning loss," tools for coping with informational overload, windows into a few of the ways we are learning and living with purpose, and a glimpse into what we are planning for the years to come.

Thank you for being part of our larger learning community. I hope to see you on campus soon.

In gratitude,



Karen Cumberbatch



LEAPS AND BOUNDS

The performances in this year's annual Upper School Winter Dance Concert revolved around the theme "Metamorphosis and Stasis." Pictured here: Ephra Hardy, dancer and choreographer of *Embodiment*. Photo by Satsuki "Sunshine" Scoville '90.

MISSION UPDATES

During my January "State of the School" presentation, I was thrilled to present to community members some of the short-term and long-term initiatives we are currently undertaking. This year, we are simultaneously settling into something that feels more familiar while stretching ourselves to continue to move toward our highest aspirations as a school.

Taking Stock of Where We Are

This year, our collective work could be categorized into three key states of being: restoration, reflection, and reimagination.

Restoration

In response to the challenges of the past few years, school leadership, staff, and Parent-Staff Association co-convenors have worked diligently to nurture restoration of beloved events, relationships, and community vitality. It's been a pleasure to welcome more people back to campus, particularly for the incredible program on Martin Luther King Jr. Day, and we are eagerly making plans to resume Grandparents and Family Friends Day later this spring.

Restoring community has required examining ways to provide additional means of support and connection for our staff and families. Our compensation study, with committees composed of staff from across roles and locations, is nearing completion of a compensation philosophy aligned with our mission and values. As a school, we are looking for ways to make staff salaries more transparent, better benchmarked, and equitable. A staff committee, led by Assistant Head for Teaching and Learning John Sharon, is also working to create a consistent, regular means for staff to get feedback and have opportunities for growth. We are also expanding support roles such as library staff, unit administrators, and learning specialists, making part-time positions full-time.

Our focus is also on rebuilding a critical sense of community and belonging for our families. I'm so thankful to the Parent-Staff Association—and particularly our co-convenors, Ingrid Arnold and Emily Tsai—for the connection opportunities they've created for families, including Welcome Buddy Groups for new families, unit-based back-to-school picnics, and activities in support of Sports Days, among others. We continue to seek feedback from current families. During a mid-year check-in survey, a majority of families indicated that their students' growth is being supported and that the vast majority of students feel a real sense of belonging. They also offered welcome feedback on our program and curriculum and ways to further enhance connections. In recognition of the financial challenges and impacts of inflation on families, we are working to meet as much need as possible with our adjusted tuition program.

Reflection

As we transition out of an era of constant responsiveness to pandemic-related needs, we are committed to being even more intentional in our actions and motivations. This includes always bringing ourselves back to our Quaker values and restorative practices. It also includes restarting or re-energizing systemic and programmatic improvements, while at the same time addressing newly emerging concerns.

As we continue our curricular examination, we are looking both within and across units and at knowledge progressions and pathways across ages and stages. We've also implemented new schedules, particularly in our Upper School.

Reimagining

In reflecting on our mission and purpose, we are also looking ahead to building a sustainable future and providing what is needed to meet our highest aspirations. We are currently working with outside consultants to analyze the quickly changing demographics of our area and assess growth feasibility and sustainability for enrollment.

We are also looking holistically at our main campus to create a campus master plan that allows not only for needed maintenance and improvements, but also cohesive design elements that build on our strengths and the beauty of our natural setting. We are currently working with a team of architects and landscape designers to establish a timeline and look forward to engaging community members soon for ideas and feedback. In the meantime, plans are already underway to create more outdoor learning spaces, upgrade the Upper School facilities, and renovate the Lower School playground.

Looking Forward

Seeing friends, new and old, gather on campus this year, whether for a Visionary Friends event, a theatrical or dance performance, or an all-community event, has lifted my spirit, and I know it has done so for many others as well. We have a significant milestone coming up in the life of the school: during the 2024-2025 academic year, we will celebrate the 60th anniversary of Carolina Friends School! While we continue to innovate, assess, and improve, the spirit that binds us calls forth the dedication of our founders each day. I will soon be welcoming interested community members to help envision what our anniversary festivities will look like!

— Karen Cumberbatch, Head of School



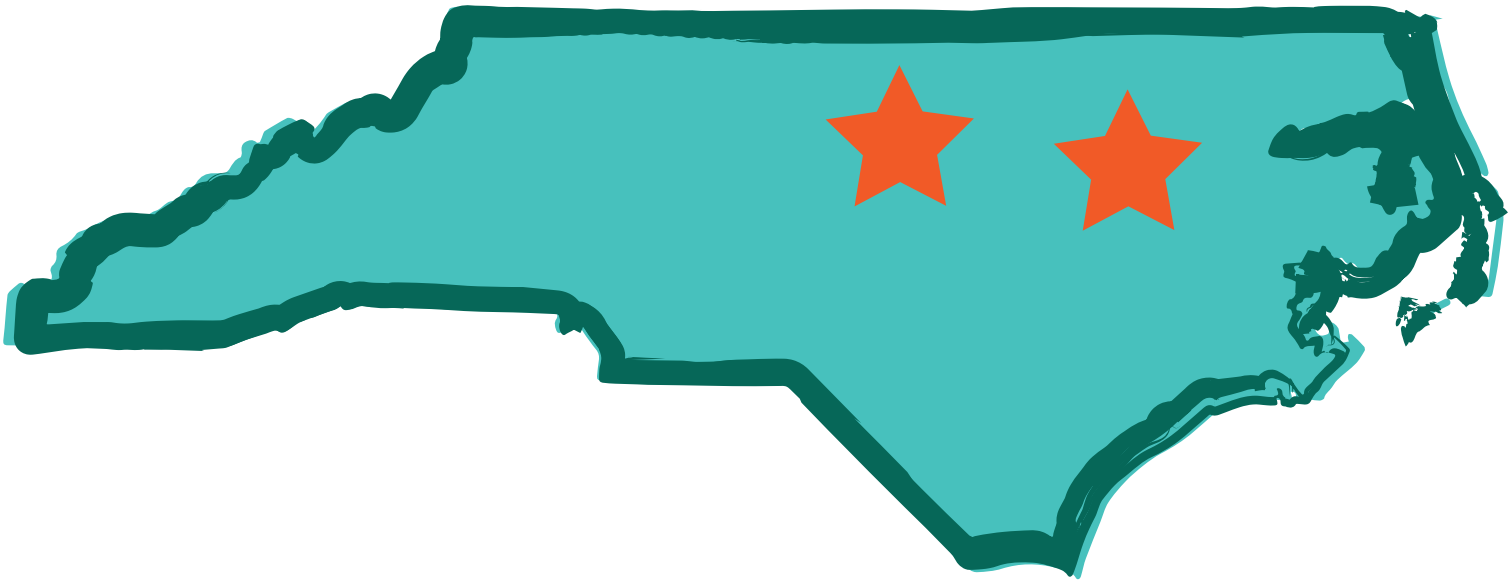




Photos by Satsuki “Sunshine” Scoville ’90.
Campus illustration by the 2017 Design CFS Club.

SHARING OUR LIGHT

A Chance for Education and Inspiration with Edgecombe County Public Schools



What is the responsibility of a private or independent school for public good? Carolina Friends School's founders were called to create a learning community that would be purposefully integrated at a time when there were no such public options. Almost six decades later, the journey of the School to fulfill its child-centered mission has encouraged formal and informal engagement with a variety of educational circles.

A single email sent last fall ultimately led to an extraordinary relationship with with public school leaders in Edgecombe County, North Carolina. Located in the eastern part of the state, Edgecombe encompasses part of the greater Rocky Mount area. It has long been the nexus of the Skaruhreh/Tuscarora tribe and, according to the 2020 census, is majority Black. Edgecombe County Public Schools has embarked on a path to redesign their approach to education, and toward that goal have partnered with Transcend Education, a nationwide organization that provides resources and consulting to make schools more equitable, reflective, and responsive to modern educational needs.

Last October, Jenny O'Meara, a member of Transcend Education's School Design Services team, was putting together a list of progressive schools for Edgecombe County school leaders to visit. Wanting to manage resources, Jenny and her team were focusing on the Triangle. Impressed by our child-centered model and lived expression of Quaker values, she reached out to see if we might be open for a visit, saying "I think it could be transformational for our educators to see your work in action."

Anthony L. Clay, director of our burgeoning Institute for Teaching and Learning, was eager to see what we could make happen. The Edgecombe County team was particularly interested in looking at our Upper School program. When Anthony approached Interim Upper School Head Teacher Stephanie "Tuc" Tucker and the teaching staff, he was greeted with enthusiastic interest in the opportunity.

Last November, Transcend Education's director of federal programs and seven site and district leaders from across Edgecombe County were able to spend a morning

with us. They began their visit meeting with Head of School Karen Cumberbatch, Assistant Head of School for Teaching and Learning John Sharon, and Tuc. They later observed Upper School classes across a range of subject fields, followed by break-out discussion groups facilitated by Carolina Friends staff around curriculum, restorative practices, and student services such as our Student Success and College Counseling programs. They concluded with an informal Q-and-A session with additional Upper School staff.

Although brief, the visit proved to be a truly inspirational one for the Edgecombe County team. In a note of gratitude, they shared that they were leaving inspired and with full hearts, adding "The work you are doing is truly extraordinary. It is wildly evident how your entire community lives out your values, and we were so excited to learn about elements of your design like term narratives, restorative practices, and meeting for worship. We are grateful, and we are better for having visited with you. We hope to connect again!"

A visit by an additional eight to ten educators from Edgecombe County is already being planned for this March. We're also hopeful that Transcend Education may provide additional opportunities for exchange with other school leaders and teachers in the future. Educator visits are just one way in which the Institute can increase our impact in Pre-K to grade 12 schools, both public and independent. Over the years, we've hosted pre-service undergraduate and graduate students from Germany and Ecuador, thanks largely to connections and partnership with the School of Education at UNC-Chapel Hill. Prior to the pandemic, we also had a thriving partnership with Huafa Educational Group in Zhuhai, China, through which we hosted five Chinese educators for a month-long immersion experience in our Early and Lower Schools.

Another facilitator for external school partnerships is our Peaceful Schools NC, a rapidly growing program providing school communities with support services and training in restorative practices. Currently, there are 27 partner organizations in the network, including eight public schools, ten charter schools, and five independent schools. In April, Peaceful Schools NC leaders Christel Greiner Butchart and Ida Trisolini will introduce the initiative to heads of Quaker schools across the country in Philadelphia and then provide a day-long restorative practices training for Philadelphia-area Quaker educators through the Friends Council on Education.

The Institute for Teaching and Learning is also growing programming geared specifically to educators, including a retreat to provide resilience and renewal for our veteran

At right, visitors from Edgecombe County Public Schools during a round table conversation with Upper School staff and leadership of our Peaceful Schools NC program during their November visit on campus.



teachers. Twenty-five seasoned educators from eight independent schools participated in our initial fall offering, led by Renee Prillaman and Mike Hanas, both of whom have served as our head of school. Attendees called it the best professional development in their decades of teaching. Because of the enthusiastic response, we're offering another retreat this spring.

In addition to teaching, the Institute is focused on being deeply invested in fostering active, lifelong learners, and is working to make our existing travel-study programs more robust. This summer, the Beloved Community Journey will be a six-day bus tour exploring civil rights history and contemporary social justice issues in the South. In the fall, an immersion weekend in Charlottesville, Virginia, will examine that community and our nation's founding through the lens of "Racial Myth and Memory." In the spring of 2024, another weekend experience, this one in Wilmington, will similarly examine the 1898 white supremacist coup that occurred there, as well as the Wilmington Ten and local impacts of national movements like Black Lives Matter. These programs are open to educators as well as other curious adults in and beyond the CFS community.

Anthony says, "The reality is that a lot of recent, positive developments in teaching and learning nationwide have characterized Carolina Friends all along: the emphasis on the whole child, an expansive definition of academics that includes social-emotional and hands-on learning, and active work around sustainability and diversity, equity, and inclusion. We really have something to offer to others because of our history and the School's mission, Quaker values, and dedicated staff."

With the Institute, Anthony is hoping to continue to shine that Light, as well as bring in sources of inspiration and renewal for our own teaching staff and students. You can learn more about the Institute and its programs by visiting www.cfsnc.org/institute.

— Katherine Scott, Communications Coordinator



During breaks, our Middle Schoolers regularly take advantage of the functional aspects of our wooded campus.

DIVERSITY, EQUITY, AND INCLUSION NEWS

Over the past year, the Office of Diversity, Equity, and Inclusion (DEI), led by director Naa-Norley Adom, has worked strategically with staff across campus to evaluate and strengthen existing practices and protocols impacting students, families, and staff. A new position on the Enrollment Team was created this year, one that will work closely with the Office of DEI. Clay Thomas joined us in August as our first assistant director of enrollment for equity and community engagement.

Creating Connections

Affinity groups allow community members to gather and connect based on a shared component of identity. In the last school year, new affinity groups were created for parents and caregivers in families that include individuals who identify as either LGBTQIA+ or neurodivergent. That program is currently in a process of feedback and assessment.

In the Upper School, intentional work with the students has better identified the differences between affinity groups (where members can speak from the "I" perspective) and ally or justice-minded groups. Current affinity groups include those for students of color and Jewish students. There are alliance groups around issues of sexuality and gender equality, as well as ADD/ADHD. Sensing a need to provide these spaces for younger students, the Middle School also began laying the groundwork for affinity groups in the past year.

Increasing Equity and Accessibility

An ongoing review of both admission and hiring processes has led to changes that make the consideration of potential students and staff more equitable, including standardizing rubrics and updating requirements. We are currently working to make hiring candidate visits to campus more effective, candidate-centered, and consistent. The work of the Compensation Study will factor into salary clarity and fairness for recruitment, incoming staff, and current staff.

Community Partnerships

This year, we have renewed our partnership with Students2Scholars, a locally based program that identifies promising students with limited financial means who would benefit from either college preparatory classes or attendance at an independent school. We have also begun a new student placement partnership with Maureen Joy Charter School.

To support staff in gender affirming practices, we invited facilitators with the Human Rights Campaign to our January Staff Development Day. Their Welcoming Schools initiative is a comprehensive, bias-based bullying prevention program using an intersectional, anti-racist lens dedicated to actionable policies and practices.

In-Person Development

This year's National Association of Independent Schools' People of Color Conference was held in-person for the first time since 2019. Eight staff members, across each teaching unit and the Center administrative staff, traveled to San Antonio for an inspiring multi-day conference. The Triangle Diversity Alliance will similarly be gathering students from independent schools across the region for the first time since the pandemic began, to be hosted later this spring by Ravenscroft School.

Coming Soon

Arthur Romano, George Mason Professor at the Jimmy and Rosalynn Carter School for Peace and Conflict Resolution, will join us for a residency and be the keynote speaker for the Beloved Community Dinner. Details to come!





LEARNING LOSS?

How We Approach Where Our Students Are Can Actually Move Us Forward

Anyone who has read the news in the past year or so is undoubtedly familiar with the ways schools and school systems are tracking learning disparities before and after the pandemic upended all our lives. The phenomenon dubbed "learning loss"—lack of practice in the solidification of skills—is real, manifesting itself in different ways at different age levels and in different contexts. But I don't think the situation is as dire as some of those headlines suggest.

If we look through the lens of history, we've had other pandemics, transglobal wars, natural disasters, and many other extremely challenging circumstances during which we have continued to educate children. In fact, there's real reason to be hopeful. If there's one thing that the pandemic has made abundantly clear to me as an educator it's that we are far more resilient than we previously thought—children and adults alike. We, collectively and individually, have shown an ability to arise, to adapt, and as teachers and caregivers, to teach and parent the child in front of us as they present themselves. I think that's a huge reason for optimism.

But a major challenge we now face is in not pretending that we are, or can go, "back to normal." First, we are all continuing to manage the impacts of the pandemic. Life is not as it was before, and our expectations for how we move in the world and how we teach and learn have to be different. And second, "normal," as it appeared in the academic programs of many traditional schools, wasn't really working even before the disruptions caused by COVID-19.

I am lucky to work at Carolina Friends School, where our teaching and learning is highly relational and where social and emotional learning are considered foundational. In schools where those principles were not already integrated into the curriculum and approach, the abrupt switch to online-only learning revealed just how important that relationship-building work is to students' ability to gain academic skills.

Over the years, I've heard teachers say that taking time away from what they view as academic instruction for social-emotional curriculum—checking in with students, purposefully building community, establishing trust, and unpacking important identity work—is a waste of time. But I have seen that the opposite is true. Students who are given agency and real-world problems to solve, who are treated as active co-creators of their own learning, are what I call "embodied learners." Embodied learners are curious, seek challenge, and can better attain and retain knowledge. Distance and online learning was about as dis-embodied as you could get.

Our students, like us, continue to navigate the transition into a more connected and interdependent world. They have had to re-learn social and emotional connections to their own learning, not just between student and teacher, but also student-to-student. This includes simply how to be in a classroom, how to learn interdependently with peers, how to play with each other, and how to build social groups and relationships. Students everywhere share this challenge.

But here's the good news! Our students are doing incredible work to rise to this challenge. And there are ways that we, as educators and family members, can support them.

- Be as much a learner as a teacher. This is true whether you're an educator or a parent/guardian. Listen to your children and how they are approaching problems. Try not to solve problems for them, but be a thinking partner as they learn to solve problems on their own.
- Support social-emotional learning "reboots" in school curriculum. For educators, that means providing frameworks and toolkits to ensure that students are interacting well with each other; be explicit about the importance relational learning plays in their own individual learning. Families can reinforce this at home. It is in many ways more important than any reinforcement you might do for subject-area academics. Give kids the permission to feel whatever it is they are feeling in the moment.
- Be careful not to apply a pre-COVID mindset to your own child's teaching and learning. The landscape is so different now. Focus more on what is working than what is not. In what ways are your children thriving and demonstrating resilience?
- Seek connection and community, preferably in-person. The roles of educators and caregivers can tend to feel lonely and isolating, and the pandemic really elevated that. Educators need to connect with each other, both within their own school and across schools. Caregivers need to connect with others, in their school or in their community. There is power in knowing we are not alone.

— John Sharon, Assistant Head of School for Teaching and Learning



KEEPING IT "100"

In early February, our youngest Lower School students in River and Sky Classes celebrated the 100th day of school with a variety of writing, math, and hands-on activities all connected to the number 100. Students found 100 pigs hidden in their classroom (with some help from Lower School Head Teacher Jenni Scoggin!).



YOU CAN HANDLE THE TRUTH!

Coping Tools for Digital Information Overload



The information available to us right now is vast, and it is increasing at an extraordinary rate. According to a PEW research study published last summer, 70% of the American adults surveyed said that the spread of misinformation online is a "major threat" to the United States.

As adults, even those of us with the best toolkits for assessing this information can get overwhelmed. Imagine how challenging it can feel for a child, adolescent, teen, or even young adult, who is still developing cognitive skills alongside this unprecedented information access. But we can help them, and ourselves, to harness the usefulness of the information at our fingertips while building critical skills to more readily detect and debunk misinformation.

For my middle school students, I have adapted the six frames of information literacy developed by the Association of College & Research Libraries (ACRL) and distilled them into a truth and a directive: "information is not neutral" and "you can combat this by being an active researcher."

Information Is Not Neutral

Information is created with a purpose and for an audience. Different types of information are offered by different types of actors. One of the things I (and librarians globally) am seeing in students is that they don't understand the difference between professional journalism and social media. This isn't simply a generational issue, though; there are elders who don't have this awareness either.

If you treat journalism and social media as all the same, it is easier to be deceived. Look at who is offering the information, what they hope to gain, who they are attempting to reach, and why they are using that format or channel. Among social media platforms, there are differences. A blog is a text-based medium, for instance, which is consumed by different people and in different ways than, say, a TikTok video.

When I am talking this through with students, I try to give them a personal example. I might ask them to think about a time they messed up. I then ask them to think about how they might tell that story to a trusted friend, to someone they don't really know, and to someone they want to think well of them. How might the way they tell that story change?

On the internet, there are outright lies, twisted info, misrepresentations or decontextualizations, and just making noise. It makes it hard to tell what's real and what's not. Almost all of it is emotional, which makes our processing more reactive. It turns off our rational processes, making us more vulnerable to untruths.

There are definitely people using social media for advocacy and truth-sharing in a positive way. It's a tool. But there are malefactors, both from within and outside the U.S., who are manipulating information. Identifying content created by those malefactors is tricky and it takes time.

How to Combat Manipulation and Misinformation

That brings us around to how you can be an active researcher. Here are three different coping strategies for information overload, and how to use them most effectively.

Ignore it

One response to the info tsunami is to shut some of it out. Distinguishing signal from noise is always going to be hard. If something is making you really angry or afraid, hands up and step back! Take your hands off the keyboard/screen and put the device down. Come back when you are calm enough to look critically at who is offering this information, for what purpose, and in what way. The message may indeed be valuable and merit attention. Or it might not! Deciding what to ignore intentionally is a skill to practice.

Intentionally Curate Your Sources

Another thing to be informed about is who is giving the information. It is extremely useful to build a collection of trustworthy sources or know how to access collections others have built. Is the person or individual speaking from a place of knowledge, authority, expertise, or experience? One method manipulators use is to gain trust by sharing knowledge in a field of expertise and then use their platform to speak to other areas that they may not be knowledgeable about at all. One major challenge to recognizing this tactic is that you may be missing out on critical voices and perspectives that either aren't on your radar or or which unconscious bias has steered you away from.

Time and Focus—The Gold Standard

When you process information, executive function is drained. Don't gather or seek information when you've been consuming other kinds of content. One tried-and-true method is lateral reading. Let's say you find a piece of information that you are curious about. Open a separate tab/browser and start investigating the source of the information. Then look to see what sources they are citing or referencing—open a separate tab to investigate that. Are they claiming to be part of a professional or other legitimate organization? Open another tab. To keep digging in this way is what it means to read laterally. Another great tactic is to look for alternate sources—is anyone else writing on this topic? What sources are they using?

Helping Children Adopt These Skills

- How you help your children to combat misinformation depends a lot on the age of the student and the platforms and technologies that are available to them.
- Build trust with your kids.
- Have open and honest conversations about a range of topics—especially those that are in the news or are locally impactful.
- Model good behavior.
- You can start by saying things like "I was just reading this and wondered where it was coming from," "I found this amazing article, and when I dug deeper, I found out it was actually true!" or "I read this from a trusted source recently." This helps give your children the vocabulary they need to have these conversations honestly. You can also ask your kids what they've been reading about at school and what sorts of trusted resources are available to them there.

One great way to scaffold these skills is to bring your child in as a partner in small, age-appropriate ways. Recently, my family needed to buy a new bike rack for my car. I guided my child through the process of how to get trusted information to make this decision: What are the professional reviews saying? Are they compensated for these products? How are the consumer reviews trending on the features that matter to us? Is the one-star review actually about the delivery service and not the bike rack? Is the three-star review applicable to our kind of vehicle? Let them be researchers! You can work together on things that impact the family and that also build the informational skills.

— Ruffin Powell,
Middle/Upper School Librarian

SERVING OFF THE COURT

Upper School Tennis Players Give Back

Aligned with our goal to learn and live with purpose, each athletics team has been charged with finding a community service opportunity for the entire team during the course of their season.

Last fall, the Upper School Varsity Girls Tennis Team wanted to find ways to donate their tennis balls that were beyond use. Through a connection of coach Kathryn Pollak's, the girls discovered that the Hillcrest Convalescent Center, an assisted living facility in Durham, needed tennis balls for their walkers and metal-legged chairs. In addition to donating the tennis balls, the eight team members joined some of the residents for a visit, providing a chance to learn from the wisdom of these incredible elders.

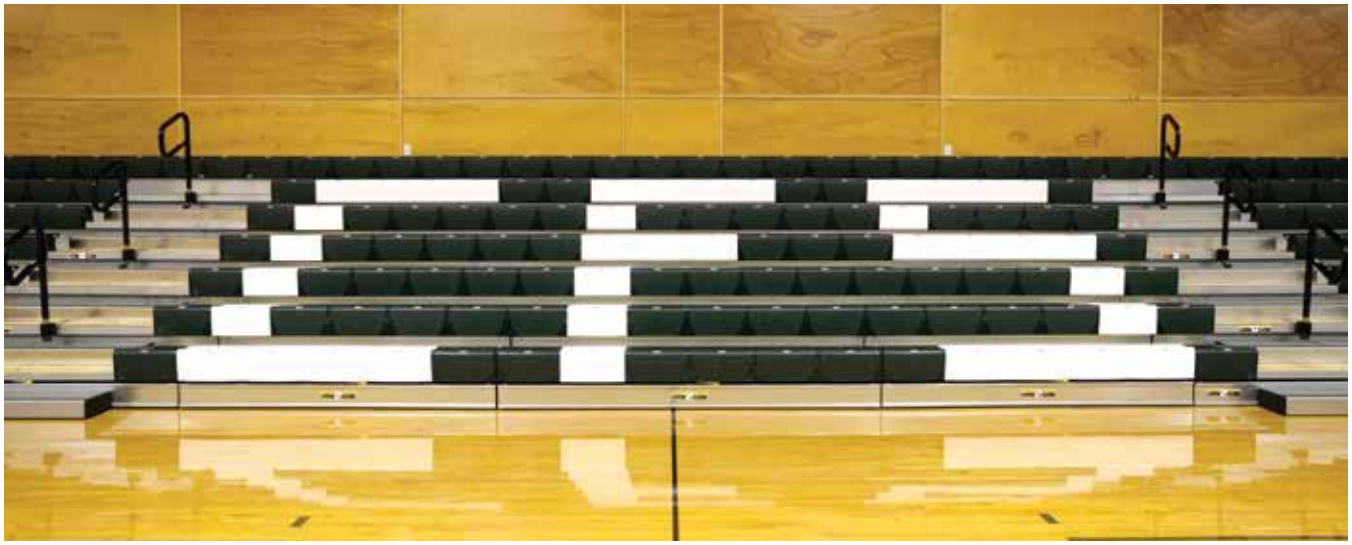
They donated other used tennis balls to the Upper School biology lab, to replace ones used on the lab chair legs.

— Katherine Scott, Communications Coordinator





Top: members of the Upper School Varsity Girls Tennis Team and coach Kathryn Pollok in the Hillcrest lobby. Bottom: our student-athletes engaged in conversations with residents of the assisted facility, located in Durham.



GYM IMPROVEMENTS TO BENEFIT ALL

On November 17, a dedication ceremony was held for the newly installed Gym bleachers. Replacing the existing wooden bleachers, which required manual effort to pull them in and out, the new seating is fully electronic. Separate sections of the new bleachers can be opened and closed quickly, and they easily accommodate wheelchair access. Spelling "CFS" in white letters on a field of dark green, the new bleachers have added additional 40 seats and are easier to clean and maintain.

The bleachers were provided by Laura and Michael Brader-Araje in memory of their children's grandmother, Linda Medure-Ritter, and in honor of all grandparents who participate in our athletics community.

Laura and Michael Brader-Araje are no strangers to our athletic facilities. Parents to two alums (Devin '19 and Zoe '21) and two current students (Justin '23 and Trevor '25), they say "our family is all-in when it comes to sports at Carolina Friends. As parents, sports have played a big part in how we have raised our kids. We love the social aspects, the 'hard-work-pays-off' byproducts, the 'spirit-of-the-game' philosophy, and how regular exercise supports mental and physical health. In many ways, we have raised our kids on Carolina Friends fields and courts."

Wishing to extend the life of the Gym and to enrich the experiences of families who come to the Gym for years to come, the Brader-Arajes set in motion a gift that provides video statistics cameras and software, new wall pads, and a new retractable curtain in addition to the new bleachers. Speaking of Linda, Laura says, "She was ever the proud grandparent. You would find her in the stands cheering like the New Yorker she was. She may have been the shortest grandparent in the stands, but she was likely the loudest!"

It is only through the generosity of members of our greater learning community, past and present, that the creation and improvement of our campus facilities is made possible. "From the first grant in 1962 that helped launch our School, our ability to fully realize our mission has depended on the generosity of our friends," says Head of School Karen Cumberbatch. "Each and every gift of time, talent, and financial support has been meaningful to our work. I look forward to the ways in which these recent improvements will continue to help our athletics program bring the community together and provide unique opportunities for student growth."

— Katherine Scott, Communications Coordinator

CELEBRATING MARTIN LUTHER KING JR.









On Monday, January 16, we were able to welcome the greater community to campus for our first in-person celebration of Martin Luther King, Jr. Day since 2020.

That morning, students from Lower to Upper School participated in a variety of classroom activities honoring Dr. King, including a Middle School quilting workshop led by alum and current parent Maya Freelon.

The all-community program featured a community drum ensemble; Head of School Karen Cumberbatch leading a small group in singing "Lift Every Voice;" student sharings in song, verse, and dance; and a presentation by friend of the School and Chapel Hill's first Poet Laureate, CJ Suitt.

We also collected nearly 2,000 books to donate to Book Harvest as part of their annual Dream Big Book Drive!













Photos by Satsuki "Sunshine" Scoville '90, Amelia Shull, Kate Pendergrass, and Kate Newman

ALUMNI NEWS

NEWS & UPDATES

Jessica Thompson Eustice '79 started a new position with the Durham Public Schools.

Mimi Herman '80 launched her latest book, *The Kudzu Queen*, with an author's event at Quail Ridge Books in Raleigh on January 10.

David Schlesinger '80 and his wife, Linda, recently welcomed a grandson, born to his daughter Eliana and her husband, Eitan.

Andi DesJardins Andraschko '83 is excited to share news of her promotion to assistant professor of business, health occupations, and health sciences at Alaska Pacific University. She will continue to teach the courses she's had, and will add oversight of the health occupations and health sciences curricula to her responsibilities.

Josh Lozoff '89 performed at the ArtsCenter of Carrboro on Saturday, Oct 8—a rare local performance!

Maria Walsh '89 became a RN at UNC Hospitals this year.

Wells Tower '91 is the script writer for *Pain Hustlers*, a film that Emily Blunt will headline.

Mike Iskandar '97 invites you to check out his TEDxNCState talk: "My Other Car is a Time Machine: A Journey Back to Self Compassion."

Eric Andrew Kuhn-Fink '01 and spouse, Erica, welcomed their first child, Mira, in November.

Tim Scales '03 stepped into the role of executive director at the American Underground, a startup hub and entrepreneurship community in Durham.

Nathan Toben '03 had an art exhibition on view this winter at Open Eye Cafe in Carrboro, *keepgoingyouknownothing*, a reflection of automatic learning and willful imprecision.

Paige Berry '04 just transitioned from the classroom to becoming the farm educator at the Boulder Early Childhood Center of the Jewish Community Center.

Pete Kiehart '04 is currently in the Ukraine, and shared news of the 24.02 Fund, which raises money to procure and provide protective equipment and means of communication for fellow journalists and newsrooms around Ukraine. The fund helps evacuate journalists and/or their families to safer places, if needed.

David Baranger '05 and his wife, Tayler Sheahan, welcomed the birth of their first child, Ada Elizabeth Sheahan-Baranger, on November 2. They live in Pittsburgh and are both neuroscientists.

Joel Bronstein '06 has relaunched his lifelong passion of making hip-hop music and would love if you'd give him a follow and a like on Facebook and Instagram. Joel and Rachel Laliberte welcomed Remy Laliberte Bronstein in October.

Elsa Hoffman '06 recently served as a guest teacher in the Upper School, teaching a woodworking class. View Elsa's work at www.elsahoffman.com.

Sarah Plonski '06 has a new position in marketing and sales with WildLawn.

Lauren Berry '07 and her husband, Sean O'Brien, welcomed their first child, Enzo River, on September 9. Lauren is an early childhood teacher/mentor at the Boulder Journey School in Boulder (a Reggio-Emilia inspired program) and an instructor for online classes at the University of Colorado at Denver. She lives 8 minutes from her sister Paige '04 and family.

Sarah Booker '07 is a finalist for the National Book Award in Translated Literature for her translation of Mónica Ojeda's *JAWBONE* (published with Coffee House Press). Also, her translation of Gabriela Ponce's *BLOOD RED* was published by Restless Books in October.

Holland Raucher '08 served as the assistant coach for the Upper School Boys and Girls Soccer teams from 2013 to 2016. She is currently living in Durham and is a third-year physical therapy student. She works at Upright Athlete, a physical therapy clinic off of Garrett Road, and will graduate from Duke University with a doctorate in physical therapy in May 2023.

Lateef Mitchell '09 and wife Miryea Mitchell welcomed their first child, Romel Lateef Mitchell, in November.

ALUMNI NEWS







Pictured above:

Andrew Meriwether ’10 and Larkin Johnson

Samantha Garlock ’11

Julia Zoltners ’11 and Buddy Singletary

Ryan Walker Page ’09 was featured in the June issue of *Dance Magazine*. Ryan graduated with his masters in psychotherapy in December and is also featured in the upcoming short film *The Best Day Of Our Lives*.

Betsy Bertram’s ’10 is the writer and producer of the film Captain Scott B and the Great Adventure, available in the online PBS NC digital library or in the app.

Sarah Cheshire ’10 accepted a full-time faculty position at the University of Alabama.

Andrew Meriwether ’10 married Larkin Johnson on October 1.

Samantha Garlock ’11 married Jessi Mirick on October 23, 2022.

Daniel Jubelirer ’11 accepted a position as chief of staff at Contest Every Race and Rural Power Lab, a project of Movement Labs.

Christopher Stevens-Brown ’11 started new job at Constellation Digital Partners, LLC.

Julia Zoltners ’11 married Buddy Singletary in Hillsborough on November 11.

Kyle Gouchoe-Hanas ’12 completed her MSW at UNC-CH and is working with Corrie Bauer-Fitzsimons ’96 at her psychotherapy practice in Durham.

Sam Sockwell ’12 married Hope Peterson on September 17. Sam is a PharmD candidate at the High Point Fred Wilson School of Pharmacy, and will graduate as Dr. Peterson-Sockwell in May 2024.

Emma Paul ’13 started a new position as victim services program manager at the North Carolina Innocence Inquiry Commission.

Michelle Polinger ’13 is a broker/realtor at Keller Williams Realty United in Chapel Hill.

Jordan Sanders ’14 owns and operates his own food truck, City Roll, which can be found on Instagram @cityroll919.

Sarah Bellavia ’15 married Corrie Innes on July 16 in Central Park, NYC.

Knox Engler ’15 has a new band, Pajama Day. You can find their music on YouTube.

Cecily Gruener ’15 is working as a mentor for Solstice East in Weaverville, NC.

Ifedayo Ajasa ’16 started a new position as a solution analyst at Deloitte.

Daniel Brubaker Johnson ’16 started a new position as associate project manager of third party construction at Blue Ridge Power.

Draven Ward ’16 married Cameron Jones on October 22.

Molly Bahr ’17 is interning at the Guppy Project in Trinidad, engaged in research related to evolutionary ecology.

Maggie Fairey ’17 has moved to New York City and enrolled at the Eugene Lang College of Liberal Arts at The New School.

ALUMNI NEWS

Liam Searles-Bohs '17 was named Ultiworld's Annual College Player of the Year.

Morgan Bellavia '18 began a master of science degree in management at the University of Edinburgh last fall.

Todd Neville '18 started a position as client relations manager at the KeyArx Group.

Ben Westlund '18 accepted a position as a NC FIT research and program support specialist with the UNC Department of Family Medicine. The North Carolina Formerly Incarcerated Transition (NC FIT) Program, works to connect formerly incarcerated individuals who suffer from chronic disease, mental illness, and substance use disorders with appropriate healthcare services and other reentry resources.

Kei Yamagishi '18 plays as a member of the varsity baseball team at Queens University of Charlotte while working on his BA in business administration.

Sarah Kornberg '18 started a job at Neurodiversity Empowerment Services as clinical coordinator.

Jaylen Harrell '20 is interning with Inside Carolina in video production. His job responsibilities include filming and editing post-game press conferences, player interviews, and practices. He is also responsible for sending his video coverage to CBS Sports and posting on the Inside Carolina YouTube page.

Daniel Sorscher '20 moved to Sarasota, FL, where he is working at MarineMax.

Chaitan Wong '21 spent the summer volunteering at the Hospice Home in Raleigh.

Zach Jimerson '22 is currently at UNC and working at our Chapel Hill Early School as a work study assistant.

GROUP ALUMNI NEWS

Jess Shell '97, **Jasmine Powell '04**, and **Aubrey Griffith-Zill '05** are part of new dance company, Hillsborough Independent Dance Artists (HIDA).

In Ultimate news, the 2022 USA Ultimate Pro Championships were in Raleigh last November. Representing the Raleigh team, Ring of Fire, were **Henry Fisher '14**, **Matt Gouchoe-Hanas '14**, **Dillon Lanier '16**, **Sol Yanuck '14**, and **Liam Searles-Bohs '17**. Additionally, playing in the Mixed (co-ed) Division were **Calvin Trisolini '13** on Philadelphia's mixed (coed) team, AMP, and **Tristan Green '09** on Raleigh's mixed team, Toro. Congrats to Ring of Fire and AMP for making it to the semifinals, and to Toro for making it to the quarterfinals.

Class of 2022 alums **Phillip Brown**, **Zari Emerson**, **Croft Holt**, and **Holland LaGarde**, along with current student **Jake Seashore**, recently dropped their first EP, *Field Recordings*, under the name "A Patchwork."

STAFF AND ALUM FAMILY NEWS

In former staff news, **Asiya Gusa** accepted an offer for a tenure-track faculty position at Duke University. She will be an assistant professor in the Molecular Genetics and Microbiology department beginning in May of 2023.

Former staff member **Toni Williamson** worked with Beacon Press, Robin DiAngelo, and Ali Michael to adapt the book *White Fragility* for young adults.

Lower and Middle School Music Teacher **Joanna Sisk-Purvis** has published her first novel, *The Watcher*, with Evolve Publishing. It is part one of the "Trekana" trilogy of other-world, young adult, sci-fi/fantasy adventures.

Alum Parent **Jackie MacLeod** had an exhibition up at the Horace Williams House last fall.

Alum Parent **Elizabeth Woodman** has launched a new podcast, *27 Views*, dedicated to exploring the South through writers and stories.

Ultimate Coach and CFS Alum Parent **Augie Kreivenas** married Robyn Woodlea (also an Ultimate coach!) in November.

Middle School teacher **Henry Walker** has written a book about his mother and Alzheimer's, *The Maze and Her Path: My Mother and Alzheimer's, A Book of Verse,* published on Audible.

IN MEMORY

Lisa Price '76, a member of one of our earliest graduating classes, died June 23 from complications of pancreatic cancer at the Carol Woods Health Center.

Our sympathy goes out to **Frances Houck '83**, **Maggie Fairey '17**, and **Annie Fairey '20** on the loss of their mother/grandmother, Ann A. Hamner. Ann passed away on November 19.

Condolences to **Daria Sanford '87** and **Kate Sanford '92** on the passing of their father, David H. Sanford, on September 1.

Our sympathy goes out to **Less Lincoln '88**, whose mother, Lucy Alma Cook Lincoln, passed away on October 8.

Thank you to **Vijay Doshi '91** for relaying the sad news that **David Allen '91** passed from this world on April 15.

Our sympathies are also with **Lateef Mitchell '09** and his family as they mourn the loss of his father, Freddie Mitchell, who died on September 13.

Condolences also go out to **Jenny Gadd '91** who lost her father, Stephen Lloyd Martin, to cancer on November 2.

In connection with this year's Remembrance Ceremony last November, we received word of the passing of several other members of our community that we would like to note:

Randy Ward '86 died in February 2004. Many thanks to **Vaughn Jett '84** for sharing the news.

Vaughn also shared that he had heard that **Tommy Hutchins '84** had died in February 2004.

Barrack Oguge '03 died in May 2019. We were notified by his sister, **Nereah Otienoh '05**.

Former Upper School Head **Jim Curley** passed in 2016. Many thanks to his son **Dave Curley '82** for sharing this information.

Former staff member **Eugenia "Genie" Delamotte** passed away in February 2005. Thank you to **Satsuki "Sunshine" Scoville '90** for sharing.

ALUMNI, SHARE YOUR UPDATES!

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

cfsnc.org/alumnotes



Liam Searles-Bohs '17, named Ultiworld's Annual College Player of the Year. Photo credit: Brian Whittier '79.

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