

THE CAREY CONNECTION

VOLUME THIRTEEN | SUMMER 2022



AT THE
INTERSECTION OF
*Traditions &
New Directions*

THE CAREY CONNECTION

VOLUME 13 - SUMMER 2022

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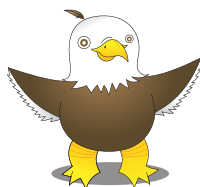
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“This issue of the *Carey Connection* showcases the evolution of our school as we continually integrate the fresh with the familiar.”

— Duncan Lyon, Head of School

letter from the HEAD OF SCHOOL



By the time you read the thirteenth edition of this treasured magazine, Carey's 94th school year will have ended with the 95th soon to begin anew. Such is the lifecycle of schools.

This *Carey Connection* highlights the intersection of traditions

and new directions. The forward-looking themes of diversity, environmental sustainability, and programmatic growth reside in these pages alongside abiding features such as faculty milestones and the fascinating lives of our alumni. Taken together, the magazine showcases the evolution of this fine school as we continually integrate the fresh with the familiar. Here are a few highlights:

Healthy organizations promote successfully from within.

To that end, we are thrilled to see Neely Norris assume the Interim Head of School role next year with Audra Carli taking on Director of Studies duties. Please check out Ms. Carli's article highlighting an exciting new academic leadership structure.

Next year, we will have an even cooler website. For years we heard compliments on the aesthetics and content of our website. It's now time for an upgrade. Check out the article by Resham Bharwani outlining the features of our new website, which we hope will have a similar impact when it debuts next school year.

Little Carey is growing. As many of you know, we recently moved our PK program to 39th / Alameda. Next year, we will welcome 12 three-year-olds onto the site. Ida Gruber and Meagan Vincent author an article outlining the expansion of our early childhood program.

Demand for Carey programming is year-round. Travis Mackin writes enthusiastically about Camp Carey which will be the only program on our campus this summer.

At the most recent Virginia Taylor Spaghetti Dinner, multiple graduates and alumni parents commented proudly on how great the campus looked. To many, the new courtyard and 1st/ 2nd grade building seem simultaneously overdue and as if they have been here for a while. This concept of facilities and programs that feel at once new and familiar fits with the evolutionary theme of this magazine. I hope you will enjoy reading these articles and reflect on the accomplishments of generations of people committed to specializing in elementary education.

For my part, I have enjoyed reading and contributing to eleven *Carey Connections* and look forward to future editions that, like you, will keep me in touch with a school we all admire.

Happy reading.

Sincerely,

Duncan Lyon
Head of School

letter from the

PRESIDENT OF THE BOARD OF TRUSTEES



A few months ago, I was able to attend one of the first community-wide, on-campus events we have had in nearly two years. The energy was electric as parents caught up with each other, introduced themselves to new families that they hadn't yet met in

person, laughed alongside the Carey team with the warmth and comfort of an old friend, and watched from afar as our children enjoyed a magic show. It reminded me how strong these connections are – that the bonds built at Carey are beyond our interactions at school and are truly a network of lifelong relationships based on shared experiences and values.

As Carey continues to evolve, there are several areas of focus I wanted to highlight:

The search for a new Head of School has begun. We will continue to post updates on the Head of School Search section of our website. Neely has been working in lockstep with Duncan as she prepares to take on the Interim Head of School role in July 2022. It has been exciting and assuring to see the team's collaborative culture, innovative thinking, and distributed leadership in action as we enter this time of transition.

We are excited to launch Carey's program for three year olds this fall. Serving families earlier in their educational trajectory is strongly aligned with our mission and our hope is that this program will provide opportunities to connect with more diverse populations in our surrounding community. We are fortunate to have a Little Carey team that is uniquely positioned to create a distinctive experience for our youngest students.



Carey hopes to create an experience for students, parents, faculty, staff, and alumni that reflects a deep commitment to diversity, equity, inclusion and belonging.

As Elaine Cheung discusses in her article, the output of our climate audit and the work of the board's Strategy & DEI committee will come together this year and next with the creation of a clear, measurable implementation plan. I also wanted to highlight the work of our OneCarey team who secured phenomenal speakers and created safe spaces for our parent community to engage in conversations about DEI+B.

Lastly, in considering what comes next for Carey and the long-term model for independent schools, we hope to be innovative and creative. As we begin to lay the foundation for an endowment that is right-sized for our school, we hope that this long-term outlook will help us serve more families regardless of income, decrease our reliance on tuition increases over time, and help us continue to attract and retain the great talent we have at Carey.

Sincerely,

A handwritten signature in black ink, appearing to be 'J Chung'.

Jennifer Chung
President of the Board of Trustees



“The bonds built at Carey are beyond our interactions at school and are truly a network of lifelong relationships based on shared experiences and values.”

— Jennifer Chung, President of the Board of Trustees

PUTTING LEARNING AT THE CENTER

RECENTERING ON
WHAT MATTERS
IN THE 2021-2022
SCHOOL YEAR



BY NEELY NORRIS, INTERIM HEAD OF SCHOOL 22-23

This school year was one where we, more than ever, put learning at the center of all that we did. Doubling down on learning may seem implicit in the operation of a school, but considering learning for all of our constituents means more than simply doing the daily work. Learning that is joyful, meaningful, rooted in research and best practice. Learning that reflects equity and that is accessible to all. Learning that lifts up our community so that we all feel engaged, excited and empowered to continue the work. That has been the magic and industry of the 2021-2022 school year.

JOYFUL LEARNING

After a school year overshadowed by the constantly-looming possibility of having to pivot to remote learning, consistent time on campus this year has opened the door for us to concentrate on teaching joyfully and activating students' curiosity and participation. Educators at Carey always prioritize good teaching practices, but in the 2021-2022 school year we have had the opportunity to redirect our focus to joy by rethinking engagement. Yearlong professional development facilitated both our return to basics and our expression of joy in education by bringing us together in person, something that had been missing since early 2020. We dove into the neurobiology of learning, STEAM skills and mindsets, number sense, and assessment. Our faculty relished the opportunity to learn together and from one another, connected in our endeavor and inspired by the realities of the past two years that have made us appreciate our work all the more.



EQUITY

Topics like fairness and justice are regulars at Carey in classrooms and playgrounds alike, but this year we focused on formalizing our equity work. Teachers have been advancing their practice as anti-bias, anti-racist educators through a book club during faculty meetings, discussing and then putting into practice topics like “What does ABAR (anti-bias anti-racist) look like if I teach STEAM subjects?” Dedicated time for teachers to explore this work allows us to backwards plan, considering how we introduce concepts and make space for conversations across grade levels in order to set students up for deep, meaningful, critical work in the upper grades. These backward design conversations led us to undertake a yearlong design of our diversity, equity, inclusion and belonging (DEI+B) scope and sequence, empowering teachers to continue the conversation about building DEI+B and ABAR curriculum through the grades. Work like this is Carey at its best - making space for educators to grow and collaborate in service of our students and community.



COMMUNITY CARE

If the recent past has taught us anything, it's that we are stronger together and must cultivate our community in order to strengthen the foundation we all lean on. Putting learning at the center of why we have all chosen Carey as our community has helped us bolster that base. Through parent education events hosted by OneCarey and CSPA meetings on Zoom, we prioritized the well-being and development of our community, even when it was hard. Communities that learn together grow together, and Carey is a place where we continue to grow and reach for our full potential as a community.

LOOKING AHEAD

Whatever the future brings, we are prepared to welcome it as a community built solidly on our mission, which extols our commitment to building curious, confident, joyful learners. As always, our students are at the center of all we do. We will continue to put our learners, and their learning, at the center of what we do. Next year, we will continue the initiatives that challenged us, empowered us, and instilled pride in us: STEAM, DEI+B/ABAR work, and community engagement and education. We also intend to add new areas of focus, including connecting our STEAM work to a specific look at math: how we teach it, what we teach and how we share our learning goals with families. We look forward to sharing this, along with other exciting and meaningful initiatives in the months to come.

*“Look deep into nature and
then you will understand
everything better.”*

—ALBERT EINSTEIN



BY CHRISTYN MARSHALL-RAMIREZ

I am very excited for my new role as Environmental Education Specialist at Carey! As many of you know, many of my personal passions are very closely tied to environmental studies. I have found joy and meaning through spending time in the wilderness, gardening, and exploring sustainable energy. However, this new role goes much deeper than my own personal enjoyment. My universal goal as a teacher has always been to provide students with the quality of education that will inspire the joy of learning which will lead to a lifetime of meaningful exploration, enabling them to become tomorrow's changemakers. In line with that goal, I hope that the environmental studies program at Carey will not only improve the mental health of our students, but also foster a deep connection to nature which will translate into a dedication to stewardship of the Earth. I plan to incorporate design thinking for solving real world problems, develop appreciation of fresh locally grown food and its positive impact on the environment and enrich our DEI+B mission as we consider those who are most impacted by climate change.



Environmental Studies

AT CAREY

IMPROVED MENTAL HEALTH

Carey students will spend more time in nature for improved mental health and opportunities for all learners to feel successful. A few years ago, research emerged that revealed children are suffering from higher levels of mental health issues, and one possible cause was a lack of time in nature. Richard Louv was one of the learning researchers in this area, and coined the term “nature-deficit disorder” in 2005. He found that “nature-deficit disorder contributes to a diminished use of the senses, attention difficulties, conditions of obesity, and higher rates of emotional and physical illnesses.” (Louv, *The Last Child on Earth*) While spending time in nature alone will not solve all mental health issues, I cannot think of a better time to allow our students every opportunity to move toward a healthy mental and emotional state of being.

There are some obvious ways in which mental health can be improved by extended time in nature: increased movement, more opportunities for deep breathing or mindfulness, unstructured play, etc. There are also some unexpected benefits which stem from outdoor activities such as resilience, problem-solving skills, resourcefulness, teamwork, and gratitude. Every type of learner in the classroom benefits from the aforementioned attributes, and outdoor learning may provide a chance for students to shine (or be challenged) in ways not presented in classroom learning. A simple outdoor activity such as going on a hike together might present opportunities for students to work together to solve a problem (such as crossing a stream) or look at something in a new way (such as studying new growth on trees to track rainfall).





“
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STEWARDSHIP OF THE EARTH

Students will connect to the natural world in a meaningful way so that they will be more likely to care for it. As we all know, we are facing a climate crisis that will fall upon our children's shoulders. It is important that children want to do the work of reversing climate change, and are inspired by understanding what is at stake. PK-2nd grade students will have opportunities to visit local open spaces, in order to explore, learn, play, and connect. We are fortunate to live in an area where we can easily access the beauty of the natural world on beaches, in the mountains, local farms, etc.. 3rd-5th grade students will have the opportunity to visit wilderness areas outside the Bay Area such as Marin Headlands, Yosemite, and The Pinnacles in order to be immersed in nature, while learning about aspects of environmental sciences such as (but not limited to) geology, conservation, and watershed.

DESIGN THINKING

Design thinking is a process for solving problems, which prioritizes the human experience. It involves empathizing with humans as one thinks about how to solve certain problems. This is an increasingly important part of our curriculum based on new research in pedagogy. In our Environmental Studies program, students will have opportunities to use design thinking to solve problems which threaten our environment and communities. A few examples might include constructing shelters using only natural resources, making solar-powered ovens, constructing bridges, and creating water filtration systems. We plan to integrate with specialist and homeroom teachers in order to engage in cross-curricular activities and add to our already robust program, with more opportunities for design thinking.



EDIBLE SCHOOLYARD

Garden class has been a Carey favorite among many students! There is something restorative and satisfying when you can make your own salad, tea, or tincture out of plants you have personally harvested. It is our intention to have students continue to engage in meaningful garden activities which foster an appreciation for locally grown food and healthy eating. This will be loosely based on the already established program, Edible Schoolyard. Not only will we be mindfully planting and harvesting food, which will become the freshest and healthiest of snacks, our students will also study the impact on the environment of eating fresh, locally grown food vs. packaged food. Younger students can visit local Farmers Markets and the farms that supply them. Older students can study the carbon footprint of mass produced foods, along with their ingredients and chemical content.



DEI+B

Carey's mission to devote our teaching practices to DEI+B work will be well-represented to Environmental Studies. Students will engage in meaningful DEI+B lessons, discussions, and activities. Some possible examples could include land sovereignty, (we will study the land we are on, giving honor and respect to the first peoples living here while learning from their traditions and balance of using natural resources), multicultural environmental practices and traditions, (we can learn from and honor practices which connect us to the Earth from many different groups, such as pre-colonial food and cultivation and the agricultural contributions of slave families), and urban deserts, (using our DEI+B lense, we can study the lack of availability of fresh produce in low-income neighborhoods, primarily populated by people of color). Combining these topics with design thinking will encourage students to be proactive in creating change in our communities.

These are just some of the benefits of environmental education. I have to also mention that there is value in downtime, being outside and playing. We have an abundance of nature all around us and live such busy lives, so we want to be sure students have a moment to pause, play, explore, and be themselves. I can't wait to share time in nature with our students and see where it takes us.



BY ELAINE CHEUNG

Many events in recent years have highlighted and amplified the importance of Diversity, Equity, Inclusion, and Belonging (DEI+B) efforts in our society. The Carey School has embraced its own role and responsibility to better understand these topics, explore how we're doing, and ultimately develop ideas around what DEI+B means for us, including how we want to define and implement initiatives to better our school and community.

In Spring of 2021 we retained a wonderful, nationally renowned expert on this topic, Dr. Valaida Wise, and began the journey under her guidance. Most of this past school year has been focused on designing and implementing a "Climate Audit" within our extended community. We set out to understand how Carey is doing as it relates to Diversity (quantitative metrics related to race/ethnicity, socioeconomic status, gender,

THE CAREY SCHOOL HAS EMBRACED ITS OWN RESPONSIBILITY TO IMPLEMENT INITIATIVES THAT WILL BETTER OUR SCHOOL AND OUR COMMUNITY.



DR. VALAIDA WISE

family structure, etc.), Inclusion (how do members of our extended community feel about fairness and representation), Equity (do we have adequate resource allocation to reach equal outcomes), and Belonging,

which is the nexus

of Diversity, Equity and Inclusion and optimally results in the feeling of security and being accepted and supported as one's authentic self. What are our strengths? Where do we face challenges and where can we improve? What are our blind spots? The Climate Audit is performed in phases, and includes a review of the school's administrative records, policies and handbooks; conducting focus groups with a wide swath of the extended Carey community; and a community-wide survey. This is an effort that has relied on the support and a tremendous amount of work from the administrative team, OneCarey, and the Board of Trustees. Thank you to all those who have participated and contributed your efforts, viewpoint and voice!

The Board of Trustees is engaged in these efforts through the Strategy & DEI committee. We have partnered with

Dr. Wise and the administrative team through this process, and in parallel, also introduced a set of strategic topics and questions that can help shape the question of what we want DEI+B to mean for our school. One example is that we held a brainstorming session at the end of 2021 which explored the questions of: What should Carey have as its ultimate goals around DEI+B? What if Carey were a completely need-blind school – what would it take? How might Carey become a completely anti-racist school? And, how can Little Carey play a role in shaping the longer term trajectory of our community composition and approach to financial aid?

The work is going well and we expect conclusions from the audit to be completed by this fall, with the results shared with faculty, administration, Board of Trustees, parents and other stakeholder groups, along with key decisions that need to be made. It is also helping us to develop more specific ideas on the candidate profile for our Head of School search.

The effort will continue beyond this year and into next, when a strategic, measurable, [externally facing] implementation plan will be developed. This plan would be an important component of Carey's next 5-year strategic plan. A really exciting element of this work is that it ultimately seeks to maximize the feeling of belonging for the Carey community at large. If we get the principles right for Carey and build a strong implementation plan, we hope to be able to unlock even more potential from the wonderful community we have at Carey for years to come.





BY TRAVIS MACKIN
CAMP CAREY DIRECTOR

I have been working and managing summer camps throughout the Bay for many years. Actually, my first job working with children was as a camp counselor in Hillsborough. So it may surprise some to find out that in my youth I only ever attended camp for one summer. It was the summer right before my 7th grade year of middle school, and the camp was managed by our city's local parks and recreation department. The camp itself was typical for community day-camps of its time. With its main objective being to pack every day with exhausting but fun games, refreshing water balloon fights, and special memories that are so unique and yet ubiquitous to summer camps. Back then, there were only a few camp options available to families in the city I lived in, but my parents picked this particular one because it was operating on the campus I was to attend middle school that upcoming school year.

I think about that camp a lot these days. Especially now as summer camps have exploded in popularity. Carey families, as well as the greater Bay Area communities, have dozens of camp options available to them, all within a few miles of where they live and work. Having choices is a good thing, and even more so when looking for the best camp experience for your children. However, it means summer camps need to be sure of their mission and ensure they are providing high quality programming in order to be successful. When I set out to create Camp Carey last school year, I thought a lot about how to set itself apart from other camp options, while still providing a valuable service to the Carey community.

I decided to think back to the day-camp I had attended and what made it special. After some reflection, I came up with three ideas that seemed most important. The first being the deep connections and friendships I made. The second was I got to familiarize myself with the school before attending, which helped to make the start of the school year a lot less scary. And last, the camp itself had a culture that was vibrant, fun, and well established thanks to its deep roots in the community. With this in mind, my team and I set out to create a summer camp environment that fosters strong bonds and friendships, is a comfortable introduction to The Carey School for new students, and has a camp culture that

Camp Carey fosters strong bonds and friendships, is a comfortable introduction to The Carey School for new students, and has a culture that reflects and reinforces the values that Carey and its community instill in its students during the school year.

reflects and reinforces the values that The Carey School and its community try to instill in its students every day of the school year.

I am thrilled to say I believe we met and often exceeded these expectations during the summer of 2021. This was due in no small part to most of our staff being existing Carey educators. This allowed for returning students to build on existing teacher relationships and for the newcomers to get to know our faculty. The children who were new to Carey were able to start their first weeks of the school year with comfort and confidence thanks to the time getting to familiarize themselves with the school and some of its routines. I was especially excited to observe friendships and bonds being made which carried over into the school year. And I made sure our camp foundation was built on The Carey School's unique and wonderful culture. This was evident in the weekly expectations we set for our campers, the many appearances of our school's mascot Feathers, and our daily lessons that worked to inspire inclusivity and personal responsibility. With one amazing summer already under our belt, I am confident Camp Carey will continue to provide these valuable and fun experiences during the summer of 2022 and beyond.

Familiar Faces, *New Roles*

BY AUDRA CARLI, INTERIM DIRECTOR OF STUDIES 22-23



AUDRA CARLI



JESSICA LAWSON



MELISSA CARBONI

The upcoming school year at Carey will bring excitement and some transitions. As always, our program focus is on ensuring our students become curious, confident, and joyful learners. We will be looking at what good teaching and learning looks like in that context. To deepen the work for next year and achieve success with our initiatives, we're expanding our program leadership to include two new roles that will support the Director of Studies: Faculty Development Coordinator and Curriculum Coordinator.

In my new role as Interim Director of Studies, my main priority will be to direct and advance the program. I'll do that through teacher evaluation and guidance, leading curriculum initiatives and supporting faculty and students on a day-to-day basis. I'll also manage the program budget, and represent the program when working with other Administrative departments. I'll be the primary lead on communication with parents. Next spring, I'll be working on hiring with our Interim Head of School, Neely Norris.

We're thrilled to have Jessica Lawson, one of our current 5th grade teachers, move to a new role as Faculty Development Coordinator. Jessica has deep knowledge and experience in coaching and pedagogy. She has been coordinating our faculty peer coaching program and co-leading the assistant teachers for several years. We are especially excited that Jessica will be designing and implementing a new faculty coaching program. New

teachers and faculty will work closely with Jessica on using best practices, designing curriculum, and understanding Carey's commitment to SEL and DEI+B. Through regular coaching, we will ensure that new teachers create a dynamic and seamless experience for students, and are well-trained in strong pedagogical practice and curriculum design. The coaching program aims to increase teacher retention and diversify our staff.

Melissa Carboni, who currently serves as one of our learning specialists and was previously our Student Support Coordinator, will move into the role of Curriculum Coordinator. She will lead several curriculum initiatives next year: continuing our work on a system of assessment, building STEAM skills, reviewing our pedagogical practices and student skill acquisition with math, and looking closely at the science of reading. Melissa will engage faculty and work with me to design professional development in those areas.

The themes running through all of next year's program work include investing in faculty, fostering close collaboration among teachers, and inspiring creativity. With that in mind, professional development will center on bringing together curriculum, instruction, and innovation. We believe all of these efforts will lead to a dynamic and enriching year for our students at Carey.



New Website Launching NOW

BY RESHAM BHARWANI
DIRECTOR OF DEVELOPMENT & COMMUNICATIONS

A website is one of the most effective tools a school has to improve communication, engage current and prospective parents, market its strengths, and build a solid reputation within its community. And while Carey had a functioning website, we knew it had room for improvement and needed to be up with the times. What were we looking for? A dynamic and user-friendly website with vibrant imagery and up to date content. We quickly assembled a small (but mighty) team of three: Robert Miles, Director of Technology and Facilities, Ida Gruber, Director of Admission and Financial Aid and myself, Director of Development and Communications and set out to explore what possibilities were out there.

Last summer, we began exploring different vendors, looking at countless school websites and determining what our “must haves” were. We met with five vendors and after multiple pros and cons sessions, settled on FinalSite, an established and reputable company who are leaders in showcasing school stories with their award-winning and accessible website designs. The timeline? Nine months to the new website launching. Our small team now needed backup. We enlisted the help of Audra Carli, Melissa Carboni, Nate Geer, Juan Sibila, and Veronica Riedel. We now had a Website Committee ready to tackle this large and exciting project. As the core team worked on the look and feel of the website, the rest of the committee began working on reviewing and creating content, capturing new imagery and determining the best user experience.

After months of effort and the support of our incredible team at FinalSite, we are proud to be launching Carey’s new website, complete with a brand refresh. Our mission now comes to life with fresh content, vibrant imagery, interactive videos and our users have access to the information they need at their fingertips. Carey’s story is a special one and we hope this new website tells it well and helps spread the magic of Carey to our local community and beyond.



Scan
to visit
our new
website!

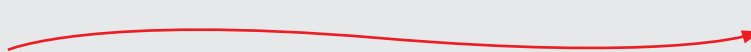
ALUMNI HIGHLIGHT

Former Carey alumni (2019) graduating middle school at Sacred Heart Schools Atherton (2022).

From left to right: William Espinosa, Saurav Shroff, Rocco Vitale, Alex Osterloh, Reese Taylor, Sadie Hubbard.



Then



Now



WELCOMING OUR FIRST 3's CLASS





by Meagan Vincent and Ida Gruber

In 1928, Mary and James T. Carey opened a preschool for their daughters and other children in their community. They believed that their children needed an environment where they could learn in the way that they, as educators, knew was best—through play. Starting school is the beginning of a young person discovering their independence and place in the larger world around them—be it a small class of 12, or an entire society. This fall, we will open our new three's program. This step further reinforces our founding and current belief, *Where you are educated first matters most.*

With the above tenets in mind, our current strategic plan included the goal of expanding Carey preschool offerings. We have welcomed our first official PK class at the Carey Preschool, affectionately referred to as *Little Carey*, located at the newly renovated preschool building of the Transfiguration Episcopal Church in San Mateo.

Deciding to open a preschool on a separate campus serves our community in many ways. Inviting families to join us for an 8-year journey provides a longer and more supportive onramp to young families who may not have initially envisioned an independent school education for their children. Embedded in the strategic plan of creating the preschool was the hope that providing an intimate setting for our youngest students *and their caregivers* may provide a supportive bridge to the larger community and excitement about the full Carey experience. Ultimately, it is our mission to be an inclusive community that is reflective of the diverse surrounding community we are a part of. This includes bolstering our outreach efforts to attract more families of color and finding ways to draw in more families who would benefit from our robust financial aid program. We are looking forward to partnering with community based organizations on the Peninsula to better reach all Peninsula families to share our mission and values so that they may consider joining the Carey family.

The Carey Preschool will continue to follow the *emergent curriculum approach*, letting the children's inquiries drive their own learning and in the 3's classroom these inquiries



***Where you
are educated first
matters most.***

are addressed through authentic, teacher-facilitated and child-directed free play. Homeroom teachers will thoughtfully design open-ended play experiences that introduce students to new knowledge and emergent academic skills. We will continue to place high importance on Social Emotional Learning (SEL), as we know that a strong social and emotional foundation informs how a student engages in school. Our SEL curriculum will support our 3-year-old students as they begin to enter the cooperative play space—learning how to negotiate, share their interests (and their toys) and work together with peers. Additionally, we will have a dedicated preschool specialist teacher on our faculty, who will design a STEAM based curriculum, integrating emergent themes from each homeroom into hands-on multidisciplinary lessons—forming a strong base for more in depth specialist learning in Kindergarten-Grade 5.

Enrolling curious and joyful learners for the 2022-2023 school year at Little Carey has been a practice in determination, hard work and creativity. Even with the pandemic requiring us to meet prospective students and caregivers through video, we are confident that we are welcoming mission-aligned families who believe in our same value of where you are educated first matters most. The trust between school and prospective families has made opening a preschool program for 3-year-olds possible. We already see our children's interests coming alive in the classrooms and on the playground at the Carey Preschool and are delighted as we imagine the energy and joy that the 12 new preschoolers and 3 new teachers will bring with them.

Welcome

First Impressions from their First Year at Carey

The Dwight Family

Deciding to transfer to The Carey School in the middle of our kids' elementary school years was a true fork-in-the-road moment for our whole family. Unable to set foot on campus, we took multiple family bike rides past the school and peered through the green fence on Alameda, imagining what enriching school experiences lay ahead for Connor and Lily as 4th and 2nd graders. The kids were especially excited about the big red slide, the turf field, and Feathers. As parents, we were looking forward to hands-on learning experiences, unique opportunities to learn new and exciting subjects in a smaller setting, and to meeting the Carey community we had heard so much about.

As the start of the school year approached, Connor and Lily were a bit nervous, but the warm welcome began even before the first week. We met our wonderful mentor family, received letters and zoom invites from teachers, and even other



members of the Carey community reached out to say hello and introduce themselves. We felt the warmth of the Carey family immediately, and it truly put everyone at ease.

As the school year began, the kids came home bubbling with excitement and eager to share their experiences each day at school.

They enjoyed learning and performing French songs, building scribble robots in science, making automata in the Thinkering Lab, playing the ukelele, lapping the track at WalkFest, and the Carey Olympics in P.E. The fun doesn't stop at the end of the school day because Connor and Lily often ask to attend Extended Care and be picked up as late as possible. Through it all, Carey has helped bring the joy back into our children's lives after a difficult first year of the pandemic. We feel incredibly grateful to be part of the Carey community and look forward to all the Carey magic in the years to come.



Kevin, Hillary, Emma, Connor and Lily Dwight

The Barnes Family

Sometime before our son, Matthias, turned five, a friend sat me down over lunch and smoothed out her spreadsheet of Bay Area schools (literal or figurative, I no longer recall). She was a Carey Parent, an evangelist, who convinced me in 30 minutes over pulled pork sliders and frisee salad, that The Carey School was the right choice for our family. The curriculum? Solid. The teachers? Exceptional. Administration? Wonderful. The kids? Friendly and kind. The community? Welcoming and down to earth. We barely believed it but were hopeful, and amidst the fatigue of house hunting, mask wearing, quarantining and being full time, full time, we submitted an application.

One year in, our expectations have been unreservedly surpassed. Matthias, our playful pocket-rocket with a penchant for the prehistoric (and gummy worms) has had all great things to say about school. He talks about his teachers with love and reverence, he talks about his friends, like he's known them forever, he sings songs in Spanish and French and comes home, his backpack laden with projects and schoolwork. Most importantly, he is curious about the world and its people. He is excited to listen and then share and teach. His younger sister, who just turned 3, is chuffed to begin "Scarey School" in the fall.

I recall a weekend when we congregated with other Carey families at a local high school to watch our Kindergarten boys play flag football. Marching onto the field with their oversized jerseys and waistbands festooned with flags, the boys played admirably (though, lost to a team that looked suspiciously to be first graders). I was reminded of this "welcoming and down to earth" Carey community of parents and teachers who are all in it together, on campus and off campus. Raising young children in this time and place can be challenging and isolating.



Parker, Evelyn, Matthias and Adelaide Barnes

Having a community who encourages each other, can commiserate, laugh and walk alongside us and who is invested in our childrens' collective growth, has really set this school experience apart for us.

Entering elementary school was not just a transition for Matthias, it was a transition for our whole family, and we have been so grateful to the people who are The Carey School for making it so positive.

FACULTY MILESTONES

5 YEARS

DANIEL CHANIN Fifth Grade Teacher

Written by Mimi Jones

My son Caiden had the honor of having Mr. Chanin as his 5th grade teacher last year. Despite the school year starting off in the thick of the COVID-19 pandemic, with many unknowns ahead, Mr. Chanin provided a safe, calming, fun and encouraging space for his students to learn and thrive. The fifth grade year is a pivotal time for students who are navigating the middle school application process while simultaneously reconciling the transition of leaving Carey, a place they have called home for half their lives and Mr. Chanin is their anchor and guide during this momentous period.



We are thankful that Caiden had Daniel as his teacher because he really understood who Caiden was and encouraged him to push himself out of his comfort zone. In Caiden's words he said "Mr. Chanin was always kind to me and taught me how to be more assertive and advocate for myself. I think I'm more confident in middle school because of the guidance I got from him."

Mr. Chanin is an inspiring, empathic teacher who truly understands and cares about his students. This is evident in the way parents and his students speak of him.

A few of his former students shared their thoughts on Mr. Chanin:

"I remember the first day of 5th grade and even though it was on Zoom, Mr. Chanin was super enthusiastic and he made the day really fun! I appreciate that he did everything he could to make a challenging year exciting. Thank you for being a great role model, Mr. Chanin!"

"He is a unique teacher that is really good at finding his students' strengths and weaknesses to help them out." Thank you, Daniel, for believing in our students and lifting them up to reach their potential. It's educators like you that are truly inspirational and we are so fortunate to have you as a role model at Carey. Congratulations on your 5 year anniversary!

VAL TORRES Operations Manager Written by Stine Jewett

Like most families at Carey, our first introduction to Val was in her official role as Carey's Operations Manager, always ready to help parents out with questions, and kind reminders of when various forms were due, and as the friendly face when stopping by the front office.

Val is always so organized, has the answers to your questions, and if not, will help you get to the right person. She's friendly, caring and always ready to help everyone at Carey - faculty, administration, parents and most importantly the kids!



But how I know Val the best, is in her capacity as Carey's unofficial school nurse. Right before starting 3rd grade our oldest child Anna, was diagnosed with type 1 diabetes. I still remember emailing Neely from the hospital inquiring if anyone at Carey would be able to help Anna at school, and the very same day Neely responded "I am certain that our Operations Manager and unofficial school nurse, Valerie, would be happy to help Anna". And boy did she ever!

To say Val has gone above and beyond caring for Anna at school is an understatement. She learned how to do insulin injections, read blood sugars and even went to nurses training at our endocrinologist office in Santa Clara. All this she handled with her usual cool, calm and like it was no big deal, self, because to her of course she'll do anything to support the kids at Carey.

Well it was a very big deal to us, from the early scary days of a new diagnosis until 3 years later when Anna graduated, Val was always there for us. Our family will never forget the difference she made in our lives. Thank you Val for being there not just for us, but for all of us at Carey!

10 YEARS

NEELY NORRIS

Assistant Head of School Interim Head of School 22-23

Written by Heidi Chang

As a prospective Carey family in 2012, we were impressed by the vision and mission of the school. Our tour included a short visit to a third grade classroom, where we observed an enthusiastic teacher with her students. The colorful and engaging classroom environment, created for an inspiring and motivating backdrop for learning. The warm chatter among students and this teacher and with those of us observing made the moment feel welcoming. You couldn't help but want to participate in the activity of the moment. I left that day thinking two things (1) we would be so fortunate to have the chance to send our daughter to The Carey School, and (2) to the degree it might be possible, I'd like to make a request for this particular 3rd grade teacher in the future.



This 3rd grade teacher was Neely Norris. While neither of my girls had her as a classroom teacher (b/c she moved away from the classroom), they, and the broader school community have greatly benefited from this "teacher" whose classroom is the full school campus. Through her hard work, dedication, passion and teamwork, every pocket of Carey School has grown to move that much closer to realizing its vision and mission. With each challenge and project, whether designing new programs in collaboration with teachers, developing new professional learning opportunities, or partnering with parents on student activities and events for other parents, Neely takes each on with a can-do attitude and her humanity. The Carey School is a reflection of its community members, and I am grateful that Neely is a part of it. Through her work, she is helping to create an environment for us all to inspire curious, confident, and joyful learners in an inclusive, diverse community where we feel a sense of belonging. Neely, congratulations on your 10 years of incredible contribution and service to Carey School!

ERIKA SILK

Executive Assistant and Pandemic Coordinator

Written by Suzanne LaVigne Gibbs

The beginning of Erika's decade at Carey had her quietly working behind the scenes, keeping things running efficiently without any fanfare. She supported Duncan and the board and probably a million other constituents in ways most of us never even saw. She was someone whose work impacted us all without us even knowing.

And then: the pandemic!

Erika put on her cape and tapped into her superpowers! She stepped into the role of student support at a time when it was critically needed. She forged connections with our kids and helped them through the challenges of distance learning and hybrid learning and frustration learning and tearful learning... making the kids laugh, building up their confidence, and bringing out smiles when they needed it the most. You could hear the parents' sighs of relief knowing their kids had her support during the day.



As if that wasn't enough, she also took on the role of Covid coordinator and helped us all steer through the ever-changing protocols in a world that suddenly had a lot of rules and no rules at the same time. She dug into the world of masks and testing and transmission rates and helped figure out a path forward.

I have a few quotes from parents to share:

"Erika is so easy to work with, calm and highly capable. Which hats doesn't she wear? I've been immensely impressed with the direct work she does helping kids who need a bit of a boost not to mention helping parents navigate."

"I can say that Erika was such a huge help to us during remote learning through her role in SST. She is so inviting, friendly and capable for all students and parents."

Thank you for 10 years, here's to many more!

15 YEARS

MEL DUBOIS Science Teacher

Written by Jonathan Tripp

We met Ms. Mel even before we were officially part of the Carey community at a prospective parent's event, but in talking to her for just a few minutes we knew that all of the students that have the good fortune of passing through her classroom were in excellent hands. Even during that initial brief discussion, it was evident that Ms. Mel was a dedicated and enthusiastic teacher who was passionate about exciting young minds as to the beauty of science and helping them explore and understand the world around them.

Now a few years down the line, we have the full benefit of perspective and our initial impressions could not have been more accurate. Ms. Mel, the enthusiasm for science that we see that you have bestowed upon all of your students is truly remarkable. Simply put, they love the time that they get to spend with you in the science lab and the lasting impression that you leave on each and every one of them is something that they will cherish forever more. Encouraging these young minds to ask questions, helping them design experiments to test their hypotheses, reinforcing to them that it is OK to make mistakes, helping them develop the skills to make observations of what is in front of them and finally stressing the importance of accurately documenting their experimentation is a truly stunning list of accomplishments that your students will thank you for no matter where life takes them.

By my rough calculation you have had over 600 students come through your classroom in the last 15 years and on behalf of each and every one of them and their parents or caregivers I wanted to say thank you. Thank you for your enthusiasm, thank you for your dedication, thank you for your passion, but most of all thank you for always getting your students to ask "why" just one more time.

The Carey community is so lucky to have you as one of their science teachers. While I am looking forward to hearing about all of the student's lives you touch in many more years to come I am really looking forward to the day when I ask the question to a young scientist why they went into STEM and they respond "because of Ms. Mel!" On behalf of everyone



in the Carey community past, present and future thank you for all that you have done to enrich the lives of all of us. Congratulations on your 15 years of incredible service to Carey!

VERONICA RIEDEL Pre-Kindergarten Teacher

Written by Natasha Salins

Our family had the pleasure of having Mrs. Riedel as a teacher not once but twice, Nathan in first grade and Chloe in pre-kindergarten. Mrs. Riedel is more than a teacher; over the course of the last seven years, she has become a trusted friend. It is not often that you find someone who makes a difference in your child's life, we were blessed with Mrs. Riedel who has made a huge impact on both of our children.

I remember Nathan's screening playdate at Carey like it was yesterday. He was just 3 years old and when I checked on him from a window in the hall of feathers, I saw him having an intense conversation with Mrs. Riedel on the playground. She still reflects fondly on meeting him at that time and says that he reminded her so much of her son, Lukas. Nathan was so excited to see Mrs. Riedel when he joined Carey, always looking for her cheerful face on the playground and greeting her with a big hug. He was even more delighted to be in her first-grade class. To this day she is still one of his favorite teachers.

Chloe grew up visiting her brother at Carey and she too made an instant connection with Mrs. Riedel; we were over the moon when we learned that she had joined the lower

school. Mrs. Riedel made Chloe's transition to Carey seamless, she demonstrates patience and kindness to every student. She takes her time to get to know each student as an individual, reaching every child and finding out how to help them excel in their own way.

The kids really miss seeing Mrs.

Riedel on campus now that she is

at Little Carey, however, we do keep in touch with her outside of school and got to know her family as well.

Veronica is truly an asset to the Carey School and the entire parent community. We are lucky to have her and would be honored if she continued at Carey for another 15 years.



LIZ CONSIDINE

French Teacher; Fifth Grade Teacher 22-23

Written by Katrina Sitter

It is my pleasure to congratulate Liz Considine on her 15th year at Carey! Both of my children have been so lucky to be part of her classes. Declan was first to experience Liz's welcoming and supportive classroom and always enjoyed the fun and interactive learning environment. When it came time for Nate to make his world language selection, he could see what his brother had been up to and insisted that he also take French. (And this was before Nate knew that Mme Considine was spending a year in Bern, Switzerland, origin of his beloved Bernese Mountain Dogs. That just solidified her awesomeness!) Liz was particularly helpful to Nate during 3rd grade when he was finding life in general to be a bit hard. We are grateful for the extra time she spent with him to make sure he was feeling confident about his skills and helping to get him back on track.



During the teaching minefield that was remote learning, Liz really stepped up her game. We parents got a peek into the French classroom and were so impressed by Liz's enthusiasm and commitment to offering engaging activities and connecting with each student. She had them playing games, singing, and laughing during what was a very challenging time for everyone. But what stood out most was her patience. I overheard so many complaints during those days -- from "I can't find my snowman packet!" and "The link isn't working!" to "My dog is snoring!" -- Liz stayed calm, kind, and supportive throughout it all. I can only imagine what happened when the camera turned off at the end of the day, but when that camera was on, Mme Considine was on.

I asked a few of the 5th grade French students for some of their thoughts about Mme Considine:

- She's hardworking...and she helps kids become hardworking.
- She makes you feel comfortable in class.
- She's helpful.
- She has us play fun games like Pamplemousse.
- After a long day of school, French always makes me excited to work!

- She's supportive of us when we are struggling.
- She's overall a great teacher.

So thank you, Liz, for your 15 years of kindness, commitment, and patience. Félicitations!

JENNIFER DE SOUSA

Librarian

Written by Teri Handelman

This will be our families 7th (and final) year at Carey and for both of my children, Jennifer's name has consistently been a favorite.

Both Jack and Spencer marvel at the quality of books she chooses to read aloud and how she can do all the voices and keep the story alive for the class. They're both convinced she's read every book for their age group and can figure out a perfect match for a child who's looking to engage in a story that will peak their interest and connect with them. They want me to also convey that her lessons are very interesting. My children are not the type who get in the car and process their entire day with me, I often have to pry it out, but when it came to Jennifer's lessons, that was usually something they volunteered up front. So thank you for allowing us to address important issues with our children after you've taught it at school.

Many people in our society overlook the value of a solid library program and a librarian who is easily accessible but so much of what they learn in life is rooted in reading: building a better vocabulary, learning empathy through characters, understanding how other people live.



So thank you Jennifer, for being such a bedrock for our children as they navigated elementary school at Carey. Fifteen years is a milestone and you should feel proud of all you've accomplished.

Thank You Duncan

FOR 11 YEARS AS HEAD OF SCHOOL

By Sunita Parbhu

Ask anyone - parent, faculty, staff, student, or alum - they'll say Duncan has been integral to The Carey School. It's my honor to share some of the things we treasure about Duncan.

We treasure Duncan's talent and expertise in the art and science of educating young children. Duncan is an educator on the cutting edge. Like the entrepreneurial CEO of a startup, every year Duncan has brought innovative thinking to our school.

We also treasure Duncan's remarkable ability to build teams. Duncan recognized something very important: that Carey is a collective, stronger than the sum of its parts. From the board to the admin and the faculty, Duncan's ability to build teams has helped our little school punch way above its weight.

We treasure Duncan's leadership in building the institution of The Carey School. Duncan has provided Carey with forward and strategic thinking. When we've been faced with the choice between playing it safe or going big, he pushed us to make the bold choice. When it came to the buildings and grounds, Duncan led us through the bolder of the options. He ushered in important DEI+B work and established OneCarey.

Despite all of that serious work of running a school, Duncan has his feet on the street. Duncan connects with every kid. He chats with kids at lunch and recess. I've seen him dance with the kids at Spaghetti Dinner.

Our kids might not know specifically what Duncan does! But they know he has been in charge of helping everyone to deliver an education that has them racing into school each day. Carey is the place where they belong, make friends, and grow in multiple dimensions.

Words cannot express the gratitude of Carey kids for what Duncan and The Carey School have provided. On behalf of the Carey community, thank you Duncan and congratulations.





“Thank you for creating a caring school community where **CURIOSITY, JOY** and a sense of belonging fill the air.

“Thank you for all you have done for your faculty and staff and for bringing Carey to its **CURRENT GREATNESS!**

“I have been so grateful for your **CALM PRESENCE, STEADY LEADERSHIP,** and **DEDICATION** to putting students first.



“Under your leadership, Carey has become a model of **INCLUSIVITY, THOUGHTFULNESS,** creativity and care.



“You embody so much of the Carey spirit and have been a **TRUE LEADER** and **ROLE MODEL** for our children. We are incredibly grateful for all you have contributed to this community.

“You have made a great difference in the lives of students and families, and for that we are **FOREVER GRATEFUL.**



A Day at Carey



Follow along
@thecareyschool



PATRICK MACY

Carey Class of 2015

The Carey School holds a special place in my heart.

From recess football, to spaghetti dinners, to Saratoga Springs, Carey has provided me with so many memories, friends, and foundational skills that I will have for the rest of my life. As I finish up my final high school year next door to Carey, at Serra High School, and look ahead to college, the lessons I learned at Carey are what stick out to me.

From a very young age, I learned how to treat people with respect, to try new things, to work with different types of people, and proper manners. As I looked for a middle school and high school I looked for similar values and ideals that Carey had which led me to attend St. Matthew's Episcopal and Serra High School. During my time at Serra, I tried multiple new things that I had never done previously. Some of these included writing for the newspaper, water polo, and tackle football.

One skill that I developed at Carey at a young age was communication. For example, speaking at kindergarten and fifth-grade graduation and class presentations. At Serra, I further developed these skills by being an Admissions Ambassador. As an Admissions Ambassador, I gave multiple speeches to prospective parents and students about my time at Serra. At these events, I also talked individually with these

“Carey has provided me with memories, friends, and foundational skills that I will have for the rest of my life.”

parents and students sharing my perspective with them. Through holding this position, I improved my public speaking and communication skills.

I have also played baseball all four years at Serra. Baseball has been a passion of mine since T-Ball. I have developed leadership skills as the catcher of the team and have met lifelong friends throughout the four years. The game of baseball and my coaches have also taught me a lot of life lessons and helped me develop into a young man.

Through the Mission and Brotherhood Program at Serra, I helped ease the transition for incoming freshmen at Serra. I led multiple advisory sessions and was



assigned a small group of freshmen to mentor during their first year at Serra. I have also participated in multiple retreats during my four years. These retreats allowed me to take a step back for a couple of days from all the distractions of my busy life and learn more about myself.

When it comes to friendship I have kept in contact with multiple people from Carey including one of my best friends I met in Kindergarten that I attended both middle and high school with.

As I look ahead to the next chapter of my life in college, at The University of Iowa, I will look back and lean on the skills and experiences I learned starting all the way back to my time at Carey to be successful in the future.

DEVON TUSSING- ADKINSON

Carey Class of 2019



If someone told me that half of middle school would be behind a screen, I would have thought you were crazy.

I still remember 5th grade like it was yesterday, but really it was three years ago—that still surprises me. I have many vivid memories of Carey, like thinking leprechauns were

untying our shoes and tripping us in first grade. In 6th and 7th grade, I made a lot of predictions about what would happen throughout middle school. None of them played out like I thought they would. The only one that was correct was that I knew middle school would go by fast.

My experience in the pandemic was weird and strange but I made the best of it by trying a lot of new things and rediscovering old passions. Thanks to the shutdown, I got back into skateboarding and learned how to kickflip. Once we got back to campus, I was able to try two new sports and performed in four plays during 7th and 8th grade. I have always really liked acting and performing. Recently, I started learning how to play the guitar and I have learned a couple songs. The past three years have made me realize how much I really love to learn new things. My biggest passion, however, continues to be running. If it weren't for Ms. Trierweiler's timed miles, I wouldn't have discovered my talent and love for competitive running.



As I transition into high school next year, I realize how much Carey prepared me for middle school and beyond. In 5th grade, when we were preparing for the move to middle school, we learned the importance of self-advocacy. At a young age, Carey was teaching us about social justice issues and civil disobedience. I think that because of the background in those topics before

“I am proud to say that I went to The Carey School. I think that Carey gave me experiences that shaped my perception of the world.”

moving into middle school I was better prepared than most of my classmates. Carey gave me a lot of confidence. I am not hesitant to ask for help or ask for a challenge in my classes. One time in first grade, I asked for harder material in a reading and grammar class. That moment has stuck with me because I always try to ask for a challenge when I can.

High School has always seemed like a long time away but now that it's here, I appreciate my time at Carey and middle school even more.

Congratulations

Carey Class of 2022



Sammy Ahn



Lila Atali



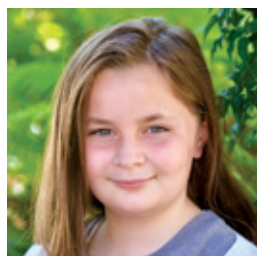
Ava Budman



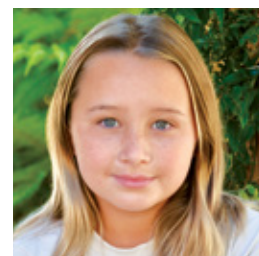
Oscar Chung



Izayah Coleman



Ella Cox



Xia de la Garza



Max Feng



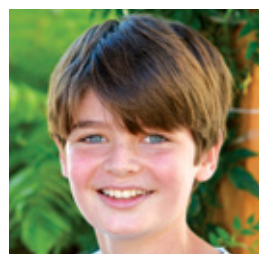
Stella Fisher



Eli Gibbs



Griffin Goldfarb



Spee Handelman



Audrey Hwang



Kailee Ishida



Zoe Jampol



Luca Kapoor



Adam Kim



Pierce Kinney



Stella Kwok



Sierra Lema



Alison Li



Eleanor Liu



Maya Low



Lili Manna



Graham Melvin



Max Melvin



Alexa Nedzi



Riley Nicoletti



Sachin Nukala



Nathan Radovich



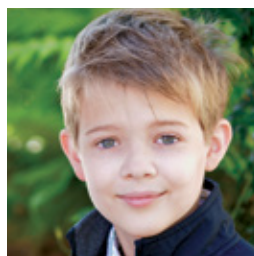
Leo Ramirez-Marshall



Sofia Rossman



Nathan Salins



Nate Sitter



Olivia Ting



Caden Tse



Ben Way



Malia Ying



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A New Tradition

The Class of 2021
began the tradition of
a Class Gift to the
Faculty Endowment Fund.

Thank you Class of
2022 for continuing the
tradition with your gift
to the newly named,
Duncan Lyon Faculty
Endowment Fund to
support our amazing
faculty and staff.