



Teaching on the San Andreas Fault By Richard W. Ackerly, Head of School

In August, the faculty and staff spent two days together at the Marconi Center on the east shore of Tomales Bay for the purpose of becoming clearer about our collective purpose and the role each of us plays in that exciting mission. It seemed significant to some that we were meeting on the San Andreas Fault. For me, knowing that the trees across the bay to the west were growing on land that had once been part of Southern California challenges my mind. It's hard for me to get my head around that.

Our location kept bringing me back to the truth, i.e. that all of us in California are living on a fault zone. We are trying to hold together the old we want to preserve with the new (some of which we asked for and some of which we didn't). We are navigating between the Scylla and Charybdis of desire and reality. We are constantly trying to harmonize our efforts and the efforts of others. We are working in the tension between what we believe is possible for our children and the behavior that is staring us in the face. Certainly this is true at CDS.

This is a great faculty, an exciting conglomerate of interesting, talented artists, well trained in the art of getting the most out of people. We have taken on the challenge of doing what needs to be done with the vision that the children who come our way will not only love learning today, but will be well on their way to college when they leave us. And not only that, but they will go to college prepared to milk it for all it is worth and emerge ready for life. (There was some talk at the retreat about young people squandering the many opportunities that a college education presents them. It's all very well to get your kid into Harvard,

but what's the point if she isn't ready to rise to the occasion and tackle the myriad new responsibilities of college life with enthusiasm and commitment?)

My daughter the artist/geology major, who still doesn't know what she will do with her life, can tell you that the rocks along a fault line are messy and confused. She knows. She spent last August living and working on the break in the earth's crust that is creating Iceland. Last night over the phone she told me that her first summer out of college was very challenging and that she was still a little scared about the future even though she had just had a successful and enjoyable internship. Basically, she tells me that she does not know what to do with her life. But then she says, "I want to use my gifts in design to help people live in a more harmonious relationship with the natural environment." My, God! She has a mission statement! Struggling amid all the confusion of her new life, she came up with a mission statement. Well, why else would you need a mission statement? It's when you are living on the edge that you discover you need one.

From the visioning meetings held last spring to the upcoming work of strategic planning task forces to preparing our application for full accreditation by the California Association of Independent Schools (CAIS), all of us at CDS are thinking and planning together on the edge. We are refining our mission statement and building a framework that will guide our school through further growth and expansion in the coming years. We are striving to focus on our common priorities without sacrificing variety and breadth of opinion. At the same time, we are preparing a comprehensive self-study document for CAIS

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which will describe and assess all aspects of school life and function. This is a complicated, exciting and rewarding process that demands the participation and contributions of many. And it is hard and sometimes messy.

Living (and planning) on the edge makes me think of Wiley Coyote peering over a tall cliff in an old Road Runner cartoon. I prefer a different kind of edge. I like the places where the ferocious, fluid power of Ocean is confronted by Continental Rock. I like it when a three-year old—hell bent on learning—crosses paths with a teacher passionate about making sure that child becomes more creative and less destructive. I like getting up a little before dawn and being able to look out the window at pigeons on the roof of a Lutheran Church and a hawk perched on the steeple of a Catholic church across the street knowing that one thinks of the other as breakfast.

Having spent two weeks together in the fault zone, the faculty is in a good place right now. We are happy, excited and a little anxious. Sitting at the picnic tables in the yard, we can feel that we are on the edge between a brand new building and a hundred and fifty-year-old school site. Teachers who have been here fourteen years growing up with the school are talking with teachers who bring a wealth of experience from other schools. We are on the edge between the delights of intellectual challenge and the reality of test scores. Whatever our application to CAIS looks like in the end, we enthusiastically embrace the challenge of our mission to prove publicly what we all know to be true: that happy kids make better learners.

Mission Statement

The mission of Children's Day School is to educate children to their full potential by nurturing and challenging them intellectually, physically, socially and morally. We believe that education is an enterprise through which children share in and contribute to the intellectual, cultural, social and moral resources of the larger community. Moreover, we believe children are best able to develop their own powers of thought and understanding through active participation in personally and socially meaningful work.

We are committed to an educational program that is project-based, integrated across academic disciplines and grounded in the practice of social responsibility. Our curriculum is designed to encourage a love of learning and to foster an attitude of caring for self, for others, for ideas, for the natural environment and for the human-made world.

As a community, Children's Day School strives to be compassionate and generous, to value diversity, and to promote justice and respect for all people regardless of age, gender, race, ethnicity, culture, religion, sexual orientation, abilities or family circumstance.

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Student Projects

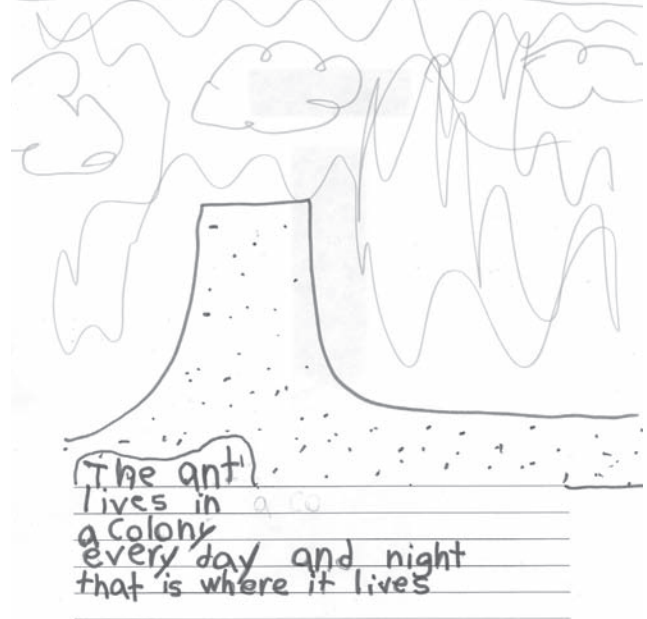
Ants Ants Ants by Miranda

An ant
walks
on a hill
At 12:00
because he wants to.



by Kaitlin

Where The Ant Lives



- ▲ This fall the third grade's investigation of ant colonies in the CDS yard brought together students' interests in nature, poetry and community mapping. Students wrote 5W poems (who, what, why, where and when) about ants, explored and documented regions of the school yard that housed ants and discussed the ants as a microcosm of larger communities at school and throughout San Francisco.



- ◀ As part of the fourth/fifth grade's study of India, students are learning the art of drop spinning using wool shorn from the CDS sheep. Each child personalized a spindle made from a compact disc and dowel. The spinning will continue throughout the year as students explore a variety of techniques and work with locally-available materials.



Left to right: Rick Ackerly, Candy Mabry, Marion Quinones, Jenna Stephens, Aimee Giles, Laurance de Vries

Rick Ackerly joined CDS as *Head of School* in 2002, bringing more than 30 years of distinguished experience in elementary and middle school education. Rick was Head of School at St. Paul's Episcopal School in Oakland for 12 years, leaving in 2000 to become an education consultant. As a consultant, he helped schools realize their goals in the areas of leadership training, strategic planning, diversity training, enhanced communication and team building. Rick earned his B.A. in political science from Williams College and his M.A. in education from Harvard University. He also completed graduate work in applied theology at the Graduate Theological Union in Berkeley and has taken postgraduate courses in curriculum development at Harvard University, the University of Virginia and the University of Massachusetts. Rick is the father of four and grandfather of three. His favorite non-professional activity is building cabins in the woods.

Laurance de Vries, *Business Manager*, was the Finance Director for San Francisco's Magic Theatre and served as the general manager of several top Bay Area restaurants prior to coming to CDS in 2000. Laurance earned his B.A. in philosophy at the University of California at Davis. Laurance has recently been elected President of the Independent Schools Business Officers Association. He and his longtime partner are passionate about their shih-tzus, Asian art, Chinese food and film.

Aimee Giles, *Director of Admission*, enthusiastically returned to CDS in 2002 after four years away. In 1995, Aimee founded the farm and garden program at CDS and spent three years as the Farm and Garden Specialist and Program Development Coordinator. Aimee received her B.A. in biology from Smith College and earned an M.S. from the University of Michigan in natural resources with an emphasis on science and environmental education. Before settling in San Francisco, she studied birds and taught environmental education all over the country—in Idaho outside Yellowstone National Park, in the White Mountains of New Hampshire, in Glacier National Park and in the Sierra Nevada foothills. Aimee likes to spend her free time reading, shopping at local farmers' markets and taking walks in the woods.

Candy Mabry, *Assistant Head of School*, spent 14 years as a head teacher in the CDS preschool. Candy earned her B.A. in music at San Francisco State University and received certificates from City College of San Francisco in early childhood education and early childhood administration. During the 2003-2004 school year, Candy served as the early childhood representative for the California Association of Independent Schools Northern Professional Services Committee. Prior to joining CDS, Candy spent eight years as a head teacher at the Jewish Community Center, Rosenberg Early Childhood Center, in San Francisco. Away from CDS, Candy enjoys a full house with her husband, three children and three dogs.

Marion Quinones, *Director of Development*, served on the CDS Board of Trustees and as President of the Parent-Teacher-Trustee-Administrator Association before joining the administration in June 2004. She earned her bachelor's degree in history and communication from Stanford University and attended law school at UCLA. She practiced law for ten years in San Francisco, and her daughters Laurel (CDS '12) and Sarah (CDS '15) attend CDS. Marion enjoys family time, skiing, soccer and keeping up with "The New Yorker" as much as possible.

Jenna Stephens, *Extended Program Director*, came to CDS in 2002 from Olympia, Washington where she coordinated a community center program for low-income families. Jenna earned her B.A. in environmental education from Evergreen State College. She has taught field natural history in Alaska, marine science in the Florida Keys and leadership courses for middle school students in Portland, Oregon. Jenna enjoys photography, writing, surfing, hiking with her dog, gardening and soccer.

Preschool Team



Left to right: Inna Kish, Gretchen Ott, Ngoc Tran, Alicia Sheridan, Teresa Calle-Streicker, Margaret Piskitel, Carmen Gerughty, Elena Soto, Rachel Hammerlein, Gloria Argueta

Leaping Lizard Class

Alicia Sheridan has been the *Leaping Lizard Head Teacher* since 2000. Alicia earned her A.A. in early childhood education from City College of San Francisco and joined CDS in 1997. She is certified in the Project Approach. As the mother of two daughters, 11-year-old Jasmin and 1-year-old Mia, she doesn't have much free time!

Teresa Calle-Streicker, *Leaping Lizard Teacher* (see Spanish Department)

Ngoc Tran, *Leaping Lizard Teacher*, came to CDS in 2000 from Head Start, where she worked for five years. Ngoc studied child development and earned her California child development associate teacher permit from City College of San Francisco. She continues to pursue child development coursework and classes in English as a Second Language. Ngoc has two children and, in addition to English, she speaks and writes Vietnamese, Cantonese and Mandarin. She enjoys sewing and is passionate about sharing her culture and learning about other cultures with the CDS community.

Starfish Class

Gretchen Ott, *Starfish Head Teacher*, received her B.A. in child development from California State University, Humboldt. Gretchen has been with CDS since 2000 and is certified in the Project Approach. In her free time, she enjoys San Francisco's music, cultural and outdoor attractions.

Gloria Argueta, *Starfish Teacher* (see Spanish Department)

Elena Soto, *Starfish Teacher* (see Spanish Department)

Tadpole Class

Margaret Piskitel joined CDS in 2004 as *Tadpole Head Teacher* with experience teaching in private schools in and around New York City. She completed her master's degree in early childhood education at Bank Street College of Education and earned her bachelor's degree in English from the University of Washington. Having grown up in Oakland, Margaret is enjoying being back in the Bay Area where the weather is better and the lifestyle is calmer than in New York.

Carmen Gerughty, *Tadpole Teacher* (see Spanish Department)

Inna Kish, *Tadpole Teacher*, came to CDS in 1991 following her immigration from Russia. Inna was born in the Ukraine. After being certified to teach preschool and elementary children, she returned to the university to train to teach Russian. She has also studied child development at City College of San Francisco. Inna enjoys classical music and both classical and modern European literature, and proudly reports that this is her 38th year working with children!

Other Preschool Teachers

Rachel Hammerlein, *Preschool Outside Teacher*, worked as a teacher in several of the CDS summer camps in 2004 before officially joining the faculty in the fall. Rachel has a B.A. from New College of California and has coordinated camp programs at the Santa Cruz Youth Hostel. She has lived in the Mission neighborhood for fourteen years on the same block as CDS.

Kindergarten Team



Left to right: Gladys Miyahira, Mark Wise, Jennifer Weiss, Rob Gillespie

Jennifer Weiss returned to CDS in 2003 as *Kindergarten Head Teacher*. She was a preschool teacher here from 1995 to 1998. Jennifer holds a B.A. in communications and media arts from Antioch College in Yellow Springs, Ohio, along with a master's degree in elementary education from Antioch Graduate School in New England. She is trained in the Responsive Classroom approach. In between her stints at CDS, Jennifer taught first grade in Ithaca, New York.

Mark Wise, *Kindergarten Head Teacher*, joined CDS in 2004, bringing 14 years of teaching experience in preschool through third grade at both public and private schools. He received a B.A. in religion from Centre College, a M.Div. from the Union Theological Seminary in New York and a graduate certification in early childhood and elementary education from Georgia Southern University. Mark's personal interests include Zen meditation, raising orchids and trying new foods.

Gladys Miyahira, *Kindergarten Teacher* (see Spanish Department)

Rob Gillespie, *Kindergarten Extended Program Teacher*, worked for three years with children in Montessori schools and with children with disabilities in San Francisco Unified schools before coming to CDS in 2002. He has completed coursework at City College of San Francisco and two years of training in Waldorf education. His favorite pastimes include playing music, dancing, traveling and bird watching.



First Grade Team



Left to right: Madora Soutter, Carrie Birgbauer, Nicola Valentino, Sara Switzman

Carrie Birgbauer, *First Grade Head Teacher*, came to CDS in 2002. She previously taught both elementary and middle school. She earned her B.A. in religion at Trinity College and her M.A. in educational technology at the University of San Francisco with a multiple-subject Cross-Cultural Language and Academic Development (CLAD) credential. Carrie is certified in the Project Approach and has been trained in the Responsive Classroom approach. Carrie is also training to become a yoga teacher, and she enjoys snowboarding, tennis, swimming, painting and collage.

Madora Soutter, *First Grade Head Teacher*, taught first grade at The Sidney Silverstein Little Sparrow School in New York City before joining the CDS faculty in 2004. While completing her master's degree in elementary education at Lehman College in the Bronx, Madora was honored as a New York City Teaching Fellow. She majored in history as an undergraduate at Yale University and in her free time enjoys running and eating sweets, but not at the same time.

Nicola Valentino, *First Grade Teacher*, had more than a decade of experience working with children when she came to CDS in 2001. After receiving her B.A. in international relations from Hawaii Pacific University, Nicola worked as a media planner in New York City at McCann Worldwide Advertising. She has studied child development at City College of San Francisco and is certified in the Project Approach. Nicola enjoys learning foreign languages and traveling and hopes to be a published author some day.

Sara Switzman, *First Grade Extended Program Teacher*, served as a "KidCoach" with Future Possibilities, a non-profit organization providing life skills coaching programs to children ages seven to 12, before coming to CDS in 2004. She earned bachelor's degrees from the University of Toronto and the University of Guelph and received her elementary teaching license from the Ontario College of Teachers. Sara speaks French and has traveled extensively through Europe, North Africa, Australia and New Zealand. She loves to swim, play cards and bake goodies from around the world.



Second Grade Team



Left to right: Michael Gast, Brittany Musler, Robyn Moss

Brittany Musler, *Second Grade Head Teacher*, joined CDS in 2001. She received her B.S. in art education as well as her teaching credential from the State University of New York at New Paltz, and is trained in the Responsive Classroom. She has more than a decade of teaching experience, including six years teaching art to preschool through middle school-aged children. Brittany also worked as a youth counselor at the YMCA Tenderloin Teen Center, where she focused on issues of sexual health, gang membership and life skills. Brittany is an active artist, dancer, cook, animal lover and traveler.

Robyn Moss, *Second Grade Teacher*, joined CDS in 2003. She has a B.S. in public relations from Boston University, a multiple-subject Cross-Cultural Language and Academic Development (CLAD) credential from San Francisco State University and has been trained in the Responsive Classroom approach. Prior to coming to CDS, Robyn spent two years participating in the Town School for Boys New Teacher Institute. Robyn has run in (and completed!) two marathons and two Olympic distance triathlons. She is currently training for the Ironman triathlon.

Michael Gast, *Second Grade Extended Program Teacher*, received his B.A. from Vassar College after graduating from The Urban School of San Francisco. He taught summer school for three years at Aim High and for the last two years at Synergy School. He is currently organizing an anti-racism education and training program for white high school students called Y-STEP. Prior to coming to CDS in 2003, Michael worked as an environmental justice educator in local public middle and high schools. He loves to dance, garden, sing, bicycle, cook and organize.

Third Grade Team



Left to right: Katherine Hines, Josh Connor

Katherine Hines, *Third Grade Head Teacher*, joined CDS in 2004. Prior to joining CDS, Katherine spent four years teaching fourth grade at Echo Horizon School in Los Angeles. She obtained her master's degree in education at the University of New Haven and her bachelor's degree in human communication studies at Howard University. Katherine, who grew up in a farming community in Sonoma County, is enjoying her return to Northern California and spending time with family and friends.

Josh Connor, *Third Grade Classroom & Extended Program Teacher*, came to CDS in 2002 with six years of experience working with children in individual and group settings. He served on the board of the National Coalition of Alternative Community Schools and has a particular interest in social-learning and conflict resolution for children. Josh has worked on various social justice issues and is excited to share these experiences with young people. He is currently working toward his bachelor's degree at New College of California. In his free time, Josh enjoys cooking, gardening and hiking.

Fourth/Fifth Grade Team



Left to right: Amanda Perla, Paula Symonds, Eric Subido

Paula Symonds, *4th/5th Grade Head Teacher*, received her B.A. in bacteriology from the University of California at Davis. Paula holds a lifetime multi-subject teaching credential and is trained in the Responsive Classroom approach. She has been an elementary school teacher since 1975 and joined the CDS faculty in 2000. Paula is a frequent speaker at meetings and workshops hosted by the California Kindergarten Association, California Mathematics Council and the National Council of Teachers of Mathematics. She is the creator of a nationally-recognized mathematics program for students in grades K-2, *Box It or Bag It Mathematics*, which has been adopted by the State of California. She has also written five other books about math for teachers. In her free time, Paula enjoys camping and horseback riding.

Amanda Perla, *4th/5th Grade Teacher*, came to CDS in 2002 with several years of teaching experience. She received her B.A. in sociology and gender studies from Middlebury College. While living in Vermont and the British Virgin Islands, Amanda led anti-oppression workshop trainings for youth, participated in community education projects on domestic violence and sexual assault and helped run a day camp focused on recycling. She has taught swimming for ten years to children of all ages and enjoys photography, cooking and set design for stage productions.

Eric Subido, *4th-7th Grade Extended Program Teacher*
(see Middle School Team)

Middle School Team



Left to right: Andre Perry, Doug Garfinkel, Eric Subido

Andre Perry, *Sixth Grade Homeroom & Middle School Humanities Teacher*, joined CDS in 2001. He received his B.A. in English from Princeton University and began his teaching career as a language arts and mathematics summer school teacher at St. Albans School in Washington, D.C. He is trained in the Responsive Classroom approach. Andre is an active musician and writer in San Francisco. He has taught writing seminars in the enrichment program at CDS and at 826 Valencia, a writing center for children ages eight to 18.

Doug Garfinkel, *Seventh Grade Homeroom & Middle School Math/Science Teacher*, earned his B.A. in political science from UCLA and his M.B.A. in public and private management from Yale School of Management. Prior to going into teaching, Doug was a partner at Accenture, a global consulting and professional services company where he worked with major corporations on information technology strategy. While earning his multiple-subject Cross-Cultural Language and Academic Development (CLAD) credential, Doug taught in two schools in the East Bay. He is trained in the Responsive Classroom approach. His personal interests include family time, cooking, piano playing, reading, hiking and traveling. Doug came to CDS in 2003, and his children Aaron (CDS '06) and Miriam (CDS '12) joined him in 2004.

Eric Subido, *4th-7th Grade Extended Program Teacher*, worked in the East Palo Alto School District as a tutor for a sixth grade class of at-risk boys prior to joining CDS in 2004. He has also worked for Mad Science, a company that offers after-school science enrichment classes. Eric has an A.A. degree from City College and is enrolled at San Francisco State University in their child and adolescent development program.



Left to right: Emilie Rohrbach, Misty Cummings, Consuelo Aparicio-Cercos, Elizabeth McClellan, Jim Flanigan, Karen Slovak

Consuelo Aparicio-Cercos, *Spanish Teacher*
(see Spanish Department.)

Misty Cummings, *Environmental Education Resource Teacher*, has been an environmental educator for the past eight years, most recently working as the Conservation Education Coordinator for San Francisco Unified School District's Environmental Science Center at Fort Funston. She grew up on a non-profit farm in Ohio with a garden, chickens, rabbits and horses and has a B.A. in environmental studies from Hiram College and an M.A. in women's studies from Ohio State University.

Jim Flanigan, *Athletic Director & Physical Education Teacher*, joined CDS in 1999 with more than 30 years experience coaching basketball and volleyball at elementary, middle and high schools. He enrolled in the University of San Francisco's exercise and sports science program at age 50 and earned his B.A. in three years. Jim served two years in Vietnam on the U.S.S. Alamo and spent over two decades working for Brinks Inc. and Crown Zellerbach Corp. He enjoys all sports activities, especially golf, softball and basketball.

Elizabeth McClellan, *Art Teacher*, has been teaching at CDS since 1991. She has been a guest artist at the Museum of Crafts and Folk Art at Fort Mason, as well as a guest artist in ceramics for the children's workshop at the Anderson Art Ranch. She received her B.F.A. from the University of California at Davis. She is the illustrator of a children's book, *The 60 Second Birthday*, to be published by Chronicle Books in 2005, and is an accomplished Etch A Sketch artist with artwork in several private collections including the Ohio Art offices in New York.

Emilie Rohrbach, *Music & Middle School Drama Teacher*, has a B.A. in theatre with a minor in faith, peace and justice studies from Boston College. She is a certified Level II teacher in the Orff Schulwerk method, an approach that combines holistic, hands-on methods in music and movement and celebrates and cultivates what comes naturally to children. She came to CDS in 2003 with four years of experience teaching music and movement. She enjoys traveling and being active outdoors and has spent recent summers studying Spanish in Antigua and Guatemala and meditating in Thailand.

Karen Slovak, *Art Teacher*, studied at the School of Visual Arts in Manhattan and earned her B.F.A. from the State University of New York at Purchase. Her teaching experience includes working for the Guggenheim Museum's Learning Through Art Program which places artists into New York public schools. She has also taught camps in mixed media and ceramics at the Bay Area Discovery Museum, worked as an art therapy volunteer at California Pacific Medical Center and installed exhibitions in the galleries of Yerba Buena Center for the Arts. She has been trained in the Responsive Classroom approach and enjoys designing one-of-a-kind shoulder bags and painting. Karen joined the CDS community in 2000.

Spanish Department



Left to right: Gladys Miyahira, Consuelo Aparicio-Cercos, Carmen Gerughy, Teresa Calle-Streicker, Gloria Argueta, Elena Soto

Consuelo Aparicio-Cercos, *Spanish Specialist*, came to CDS in 2001 with a decade of international teaching experience. She was born and educated in Spain, where she earned her M.A. in fine arts from Polytechnic University in Valencia and her Spanish Teacher Credential (C.A.P.). Consuelo began her dance studies at the age of four and has a bachelor's degree in classical ballet and a master's degree in Spanish dance. A professional dancer and artist, she is the Artistic Director of her own dance and music company, Andanza Spanish Arts, and she organizes art, dance and Spanish programs for Union Española of California and Mission Cultural Center for Latino Arts in San Francisco.

Gloria Argueta, *Spanish & Starfish Teacher*, joined CDS in 2000 with over a decade of experience teaching preschool children. A native of El Salvador, she received her A.A. degree in child development and a certificate in child development administration from City College of San Francisco. She is certified in the Project Approach and is passionate about teaching young children leadership and cooperation skills. She enjoys playing piano and accordion and sewing clothing for her daughters.

Teresa Calle-Streicker, *Spanish & Leaping Lizard Teacher*, has been at CDS since 1998 and is certified in the Project Approach. She earned her A.A. in child development from City College of San Francisco and is active with CARES, an advocacy group representing San Francisco schoolteachers. Teresa is originally from Columbia, where she worked as an attorney before coming to the United States. She writes fiction and enjoys experiencing different places and cultures with her teenage daughter.

Carmen Gerughy, *Spanish & Tadpole Teacher*, came to the U.S. from Mexico in 1973. In Mexico, she ran her family's restaurant and trained as a teacher. After her move to California, she taught Spanish to junior high school students. She joined the CDS community in 1998 and has studied child development at City College of San Francisco. She has more than 30 years of experience working with children of all ages. Carmen has three children and one grandchild and enjoys dancing and writing poetry and stories for children.

Gladys Miyahira, *Spanish & Kindergarten Teacher*, has taught preschool since 1990 and has been at CDS since 1998. Gladys studied child development at City College of San Francisco. While living in her native Peru, she took art classes in several mediums. When she finishes her day at CDS, she does the bookkeeping at Mi Lindo Peru on Mission Street, a restaurant owned by her family. Gladys regularly takes education classes in the evening and enjoys using her art background to make balloon and flower arrangements and piñatas.

Elena Soto, *Spanish & Starfish Teacher*, came to CDS in 1999. A native of Guatemala, Elena taught preschool and second grade for more than a decade in Guatemala City. She is certified in the Project Approach. Her personal interests include dance, sports and travel, and she is passionate about teaching children in her class to speak Spanish. She has three children, eight grandchildren and one adorable great-granddaughter.



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www.cds-sf.org

Support Staff



Left to right: Jake Fishman, Lauren Gersick, Amanda Coggin, Rose Haas, Marco Austin. Not pictured: Mary DeNardo

Marco Austin, *Bookkeeper*, joined CDS in 2004 after twelve years in finance. Marco earned his B.S. in accounting from the University of Phoenix and, as part of a career transition into the field of psychotherapy, has completed an M.A. in clinical psychology from the California Institute of Integral Studies. Marco enjoys reading, listening to music, attending theater and symphony performances, and traveling.

Amanda Coggin, *Assistant to the Head/Technology Associate*, earned her B.A. in journalism from Indiana University and holds a certificate in Teaching English as a Foreign Language (TEFL). Before joining CDS in 2002, Amanda traveled alone for a year throughout Southeast Asia and taught kindergarten-aged children in Bangkok, Thailand. Amanda's passions are writing personal essays and travel photography, and she is currently working on a book project to join the two.

Mary DeNardo, *Administrative Assistant*, re-joined CDS in 2004 after working part-time in the Development Office and spending two summers teaching in the CDS summer camp. She is a writer and teacher who is currently finishing an M.F.A. in creative writing at San Francisco State University. She received a B.S. in human and community development at the University of Illinois. Mary is a co-founder of the Teaching Collective, an organization whose purpose is to advance the study of creative writing through the practice of creative teaching. She loves knitting, yoga and reading fiction.

Jake Fishman, *Site Manager*, joined CDS in 2000 to help maintain the school's one-acre grounds. He is a licensed building contractor with a B.F.A. in painting and sculpture from San Francisco Art Institute. When he's not caring for CDS facilities, Jake enjoys sailing, painting and crafting original stained glass artwork.

Lauren Gersick, *Admission and Development Assistant*, served as the kindergarten extended program teacher at CDS in 2003 before joining the administrative team in 2004. She attended The Urban School of San Francisco before earning her B.A. at Sarah Lawrence College. Prior to coming to CDS, Lauren worked with the Bay Area School Reform Collaborative and taught summer school at Town School for Boys for two years. In her free time, Lauren enjoys yoga, tennis, writing fiction and working crossword puzzles.

Rose Haas, *Receptionist*, joined the staff at CDS in 2004 after having volunteered in the CDS preschool during the 2003-04 school year. She earned her B.A. in liberal studies with a concentration in the creative arts at San Francisco State University. When not at CDS, Rose enjoys dance, yoga and art.

Calendar of Events

October 14	Parent Education Night
November 24	Grandparents and Special Friends Day
December 1	Book Fair
December 17	Winter Performance

New Preschool Campus

Ta-da! The hard work, generosity and patience of many has paid off and our preschool classes have settled into their new home.

Delivery ▶



◀ Prep

Today ▶



Board of Trustees

Tracy Kirkham, *Chair*, is a lawyer specializing in business litigation, with an emphasis on complex multiparty cases and class actions. She and her husband Josef Cooper are partners in the San Francisco firm Cooper & Kirkham, P.C. Her eldest daughter Gillian (CDS '06) started preschool at CDS in 1994 at the age of two. Daughters Sydney (CDS '12) and Greer (CDS '12) joined their sister at CDS in 2000. Along with her husband, Tracy was instrumental in converting CDS from a privately-owned preschool to a non-profit elementary school. In 2001, she negotiated and documented the purchase of the school site from the Sisters of Notre Dame de Namur. In her free time, Tracy enjoys photography, skiing and scuba diving.

Matt Schwartz, *Vice Chair*, is Executive Director of the California Housing Partnership, a nonprofit organization that assists nonprofit and government housing agencies with creating and preserving affordable housing. Matt grew up in Manhattan and graduated from the Manhattan Country School, which inspired him to become involved with CDS. He majored in history at Stanford University and spent several years working in community development in Indonesia. He earned his master's degree in public policy from the John F. Kennedy School of Government at Harvard University before returning to the Bay Area. Matt's son Luke (CDS '11) has attended CDS since 1999.

Bill Gaede, *Treasurer*, is a partner with the law firm Cooley Godward LLP, where he specializes in biotechnology litigation. Bill spent his early years in Seattle, Washington D.C. and New York and came to the West Coast in 1980 to attend Pitzer College in Claremont, California, where he received a B.A. in English. Bill attended law school at Hastings College of the Law in San Francisco and is the father of fifth-grader Nick (CDS '08) and third-grader Margaux (CDS '10).

Sanlin Cory, *Secretary*, has worked as a secretary for more than 30 years—for a governor, several senators, an international sports celebrity, and in various disciplines in private industry. She grew up in a small town south of Atlanta, Georgia, and studied child

development and early childhood education at Florida State University. She moved to San Francisco in 1985 and played a key role in establishing CDS as a non-profit elementary school. Sanlin has one son, Haden (CDS '06), who began attending CDS in 1994. Sanlin serves as Secretary on the Board of Directors of the San Francisco Little League. Her interests include gardening and cooking and her life centers around Haden's enthusiasm for sports and Greg's passion for classic cars, sailing and skiing.

Suzanne Ahern Abbey is the Head of Lower School at St. Paul's Episcopal School in Oakland and served on the St. Paul's Board of Trustees for four years. Prior to assuming her current role at St. Paul's, Suzanne taught second grade and served as the school librarian. She received her B.A. in sociology from Washington College, her teaching credential from U.C. Berkeley and her master's degree in school administration from St. Mary's College. She has served on both CAIS and Western Association of Schools and Colleges accreditation teams. Suzanne enjoys traveling to Spanish-speaking countries, hiking and spending time with her husband Jim and daughter Heather, who attends the University of Oregon.

Rick Ackerly, *Head of School* (see Administration)

Rick England has served as Director of Finance and Operations for Lick-Wilmerding High School since 1993. He has three decades of experience as an independent school business officer in boarding, K-12 and K-8 schools and has served as a faculty member for the NAIS Institute for Finance and Administration. He was President of the NAIS Business Officers Association before moving from Washington to California to work at San Francisco Day School. Rick graduated from Idaho State University with a B.A. in business management and served in the U.S. Navy. He has two daughters and two grandchildren, and his interests include tennis, hiking, travel and building tree houses and decks.





Marianne Evans, *President, CDS Parent-Teacher-Trustee-Administrator Association (PTTA)*, graduated from Santa Clara University with a degree in English in 1989. She then moved to Tainan, Taiwan where she taught English to kindergarteners, pre-teens and adults. In 1993 she took a job in the San Francisco office of Babcock & Brown, an international investment bank, where she worked for 10 years in various contract and transaction management positions. Marianne and her family enjoy boating, waterskiing, hiking and spending time with friends and their large extended families. Marianne's daughter Tess (CDS '13) is a kindergartener at CDS.

Kit Land grew up in Ann Arbor, Michigan and graduated from the University of Michigan with a B.A. in sociology and a teacher certification. She taught preschool and kindergarten in Ann Arbor before moving to Oakland, California in 1975. Kit spent several years in real estate and also ran a successful catering business. In the mid-1980's Kit returned to education, teaching first grade at St. Paul's Episcopal School in Oakland. During her years with St. Paul's, Kit also worked as Director of Admission and Director of Development. Kit and her husband enjoy sailing aboard their boat, Moonshadow, and visiting their vacation home in Mexico.

Kate Moses is a sixth-generation San Franciscan and has been a parent at CDS since 1999. After graduating from University of the Pacific, Kate worked as an editor of fiction and poetry at Berkeley's North Point Press, as Literary Director of Intersection for the Arts and as a senior editor and contributing writer at Salon. She is co-editor of the American Book Award-winning anthology, *Mothers Who Think: Tales of Real-Life Parenthood*. Her second book, *Wintering*, is a novel about poet Sylvia Plath's last months. Kate is at work on her second novel and a sequel to *Mothers Who Think* to be published in 2005. During the 2002-03 school year, she served as president of the CDS PTTA. Kate's son, Zachary, attends The Urban School of San Francisco, and her daughter, Celeste (CDS '10), is in the third grade at CDS.

James Rucker is Grassroots Mobilization Director for MoveOn PAC, the political action committee affiliated with the international electronic advocacy organization MoveOn.org. At MoveOn PAC, James promotes grassroots support of the PAC's efforts to create a federal government that is more accountable

to individuals and more progressive in its values. Prior to joining MoveOn PAC, James founded Imana, a San Francisco company providing enterprise learning software for businesses. He also served as a strategy and technology consultant. James earned a B.S. in symbolic systems from Stanford University. He has a strong interest in education, specifically in reform and school-building efforts that address issues of equity and service to traditionally underserved communities. He serves on the Board of Directors of Downtown College Preparatory, a charter high school in San Jose.

Ann Squires is president of The Squires Company, Inc., which provides development consulting services to arts organizations, schools and other nonprofits. She has more than 20 years of experience in development and has headed development programs for organizations including the Asian Art Museum and St. Paul's School. Ann received her bachelor's degree from Lycoming College in Pennsylvania and her master's degree in divinity from Pacific School of Religion in Berkeley. She is a devoted East Bay sports fan, mother and grandmother.

Dr. Robert Curley (Inactive), Chair of the Board 1998–2002, is an Associate Professor of Education on leave from the University of San Francisco. He received his Ph.D. in education with an emphasis in psychology from Stanford University. He has served as Chair of the Teacher Education Department and Director of Teacher Education at the University of San Francisco and Director of the TEAMS/AmeriCorps project (Teacher Education for the Advancement of a Multicultural Society). His son Eddie (CDS '09) is in the 4th grade at CDS.

Gayle Tsern Strang (Inactive), is an architect specializing in the design of small cultural institutions. Gayle helped design the headquarters of the San Francisco Food Bank, the expanded Bay Area Discovery Museum, the American Center for Wine, Food and the Arts in Napa and the San Francisco campus of California College of the Arts. She received her B.A. from U.C. Berkeley and her M.A. in architecture from Columbia University. She is a Fellow of the American Association of University Women and has been part of the CDS community since 2000. Gayle's interests include her family, chamber music and swimming. Her daughter Carlyn (CDS '14) attends preschool at CDS.

Highlights of the Faculty and Staff Retreat



In late August the faculty and staff gathered at the Marconi Conference Center on Tomales Bay for team-building and to plan goals together for the year. Highlights of this two-day event were:

- Sharing techniques for effective listening and questioning in the classroom and beyond;
- Dinner table story-telling about funny moments with CDS faculty, staff, and students; and
- Learning conflict resolution techniques using the Responsive Classroom approach.

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