



## A New School

By Richard W. Ackerly, Head of School

In the last three years the enrollment of Children's Day School has grown from 160 students to 180 to 210, and this year, our tenth year as an independent school, we have 247. If you were to plot these points on a graph and draw a line connecting them, you would have a graphic representation of just about every measure of the health of the school—from financial stability to faculty morale to the strength of the community to the quality of the learning activities. This annual report highlights some aspects of this growth.

CDS is building a new school around the simple idea that kids can be trusted. Surrounding this idea is a constellation of other ideas that reflect the experience of good teachers and research about how the brain works and how people learn. Among



these are notions like: each child is unique; all children want to learn; all children want to find their way successfully in the world; and self-expression is essential for the development of self-esteem.

Good educators have known for generations that the best way to maximize



academic achievement is to take the long view—to have academic achievement be a long-term goal, with our short-term focus on the development of the whole organism in the environment.

In many ways the 2004-05 school year was about building a solid foundation for the future, i.e. strengthening the environment in which our students learn and our teachers teach. We worked hard to strengthen all of our CDS teams—from the preschool all the way to the administrative team. We hired four new middle school teachers, allowing us to expand to eighth grade this year. Doug Garfinkel became our first Middle School Head. We sent eight of our teachers to intensive Responsive Classroom and All Kinds of Minds training sessions over the summer. For the first time ever last summer and fall, we translated key communications from school into Spanish, a practice we want to expand in the years to come. This fall we held our first-ever potluck dinner for Spanish-speaking families, teachers and staff. Our PTTA is operating as a strong community-building

## 2005 Pride Parade

CDS families, faculty and staff enthusiastically led the contingent of San Francisco schools marching in the San Francisco Pride Parade on June 26, 2005.



group, and the CDS Board of Trustees has immediately benefited from the wisdom, energy and experience of its new members Atri Chatterjee and Jack Munson.

Focusing on the areas of diversity, economic diversity, community, programmatic excellence, site development and resources, our six strategic planning task forces are also responsible for helping us get to such a great spot for change and growth. With the benefit of input from the entire community, the Strategic Planning Steering Committee developed a process for helping us identify and prioritize our long-term needs. This will be critical as we continue to decide how best to grow and move forward as a school.

As we grow, we continue to encourage a curriculum that includes a close connection with our neighborhood and community. We spent time last year developing a relationship with the Boys & Girls Club, beginning with having students in our after school program visit their facility and ending with using their facility for our PE program, music and drama classes and our seventh and eighth grade humanities classes. In return, we will be sharing our educational practices and plans with the staff of the Boys & Girls Club. This important relationship has allowed us to expand our middle school program and create what we hope will be a long-lasting relationship with our neighbor and community partner.

All of this work has prepared us for today. At the end of November, we submitted our comprehensive self-study document which will support our application to move from provisional status to full CAIS (California Association of Independent Schools) accreditation. We are about to embark on a feasibility study that will guide our next capital campaign, thereby allowing us room to grow, literally. For

the first time ever, we have a thriving and talented eighth grade class of 17 students. The school is full and bustling and, because of the work we have accomplished, we are prepared for tomorrow.

Now ten years old as a non-profit independent school, Children's Day School is evidence of this community's abiding commitment to the education and well-being of our students. Students who have been here for many years have set a tone in their classes which new students absorb because they would rather experience school that way. They take responsibility for their own learning, they are comfortable with who they are and support each other's efforts to define themselves in their environment as unique, valuable individuals. They are kind, respectful and good at working out conflict; they love working, playing with and teaching younger students; they take pride in their environment. And they test well, too—almost two-thirds of our fourth through eighth grade students score within the top ten percent of students nationally and 96% test at or above grade level.

We are a community of educators, young people, parents and friends, all in agreement that we have an opportunity to do the job right and create a school that is a model of creative and excellent practices in education.



### Yes, It's Really Different Here

By Tracy Kirkham, Chair, Board of Trustees

Last year, I had the pleasure of attending the National Association of Independent Schools conference for Heads of School and Board Chairs in Chicago. At breakfast on the last morning, Rick Ackerly turned to me and posed the following question: Are we really providing a unique form of education at Children's Day School? Certainly, he said, we are an excellent school; but are we truly qualitatively different from other excellent independent schools? We agreed that we believe "yes" is the answer to both of those questions, and also that it is valuable from time to time to examine what data we have to support that belief.

I have never been a parent at any other school; most of the children I know are "CDS kids." My observations that they are indeed exceptional—that at no other school, for example, would a temporarily speechless preschooler have been accorded the respect that Tadpole William Chung was given by his CDS schoolmates at the Earth Day assembly last spring—are admittedly colored by the emotions I feel for the children themselves. By the way, if you are unfamiliar with William's story, I urge you to look at the May 5, 2005 issue of the *CDS Weekly*, available on our website.

However, as I told Rick in Chicago, I see my reactions to our students mirrored in the reactions of other people, people who are not predisposed to beam proudly at the hubbub of our schoolyard. I related to him a conversation that I had several years ago with the Director of the Purple Crayon, who refused to book my twin daughters' birthday party of 24 three-year-olds until she found out that they were all from Children's Day School. She cited our children's respect for and knowledge of art materials and their ability to listen and follow directions as the basis for her willingness to waive the limit on the number of guests in that age group. I told Rick about the instructor at the 826 Valencia writing lab, who followed me out onto the sidewalk after a reading of original short stories by fourth and fifth graders (now seventh and eighth graders), to say that she had never experienced a group

of students like ours. In addition to their writing skills, humor and creativity, the level of cooperation, assistance and concern for each other's work that they exhibited had, as she put it, totally blown her away.

I had a similar experience again this summer. My three daughters and five other CDS students attended a week-long horse camp together. On the last day of camp, each child took his or her horse through a series of exercises in the main ring narrated by the camp Director. As the first student, one of our eighth graders, started her presentation, the Director began extolling the virtues of Children's Day School. She informed the crowd that our children go to the most "amazing" school, that every child she has met from CDS is "helpful," "positive," "compassionate" and "encouraging to the other kids." They are all, she said, "a pleasure to work with."

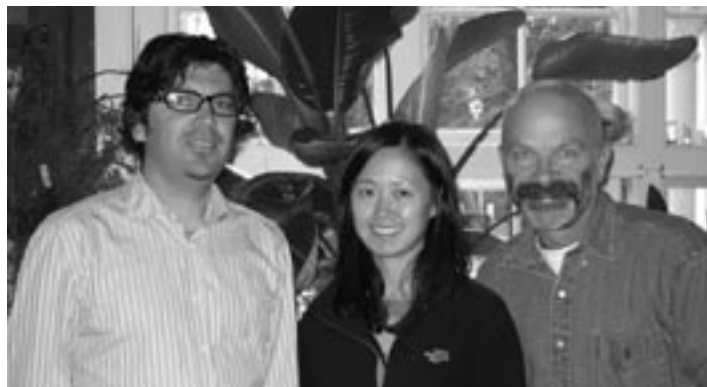
Afterwards, I spoke further to the Director about her comments. She told me that there had been a particularly difficult and disruptive camper at that session, and that the CDS kids had handled the situation better than the adult instructors or the teen counselors. She called the CDS group "incredibly kind and respectful" in their approach to life and their treatment of everyone and everything from the problem camper to the animals, the equipment, the instructors and each other. Then, she added, as if it summed up everything else she'd said, "They're *so easy* to teach." How wonderful to be sending into the world people who are kind and polite, eager to learn and easy to teach.

Children's Day School is the product of the work, love and profound generosity of so many people. As we look back on another year in which we thrived, let each of us find the time to seek out those people—our children, their teachers, Rick and the administration, the support staff, our community of families, the parents and non-parents who serve on our Board, our PTTA and school committees—and say "Thank you; you have done well. Your dedication to this school and its children has made a difference."

## New Faces at CDS



*Kyoko Kimura, Derrek Gerugthy, Elsa Townsend*



*Terry Ashkinos, Melanie Liu, Kirk Bell*

In addition to our many new students, we welcome 15 new teachers and staff members throughout Children's Day School—one preschool teacher, four elementary teachers, three middle school teachers, one librarian and five members of the administrative staff.

**Terry Ashkinos**, *7/8th Grade Humanities Teacher*, was the middle school social studies and journalism teacher at Everett Middle School for six years before joining CDS. Prior to working at Everett, he was an ESL teacher in Los Angeles and Bratislava, Slovakia. He has a B.A. in philosophy and humanities from the University of California, Santa Barbara and an M.A. in philosophy from San Francisco State University, and he has been trained in the Responsive Classroom approach. Terry and his wife have a two-year-old son, and Terry is an occasional writer of fiction as well as a guitar player for the indie rock band Elephone.

**Kirk Bell**, *5/6th Grade Math/Science Teacher*, joins the CDS middle school team with 17 years of teaching experience, largely in Washington State. He also worked for five years in a non-profit organization training teachers and school administrators about diversity and harassment issues. Kirk received his B.S. in land use planning and environmental design from the University of Manitoba. He has a Washington teaching credential from Western Washington University and enjoys hiking, gardening, art, maps and dogs.

**Graham Best**, *IT Coordinator*, joins CDS after volunteering at Flynn Elementary School and working as Chief Engineer at "Hooked on Phonics." He has a B.A. from Princeton University in philosophy and an M.A. from the University of Alaska, Fairbanks in English. He loves to paint, write and illustrate children's books. He is also a champion tree-climber.

**Rebekah Cantor**, *Kindergarten Teacher*, has experience teaching preschool at Phillips Brooks School in Menlo Park, teaching art and English in Chile and Argentina, and teaching art through the International Children's Art Alliance. Rebekah received her

B.A. from Marlboro College in public art and art history and has studied the Mission District murals as a dynamic model for public art-making. She is also bilingual in Spanish. Rebekah's hobbies include photography, traveling, dancing, biking, cooking, backpacking and reading.

**Derrek Gerugthy**, *Outside Preschool Teacher*, joins CDS full time after working as a substitute in the preschool classrooms last year. He received a B.S. in recreation and leisure studies from San Francisco State University and is currently pursuing child development courses. He has experience working in many after school programs and as a dance instructor and hip hop summer camp director. Derrek loves to travel, snorkel, scuba dive and dance.

**Ryan Gordon**, *PM Receptionist*, joins CDS after spending time as a preschool art teacher and childcare provider. Ryan received her B.F.A. from the Emily Carr Institute of Art & Design in Vancouver, Canada. She is a ceramicist and enjoys swimming, cooking and film noir.

**Chris Kaup**, *Kindergarten Extended Program Teacher*, joins CDS full time after working as a substitute teacher in the preschool. He has a B.A. in English from Ohio State University and is working toward a multiple subject teaching credential, pursuing courses at U.C. Berkeley and San Francisco State University. He has experience as a life skills trainer, an advocate for adults with developmental challenges and a substitute teacher in grades K-12. Chris enjoys air hockey and NASCAR.

**Kyoko Kimura**, *Middle School Music Teacher*, came to CDS from Fresno, California where she taught elementary music, choir, an instrumental music program, a recorder ensemble, middle school choir, band and orchestra. She has a master's degree in



*Jonell Molina, Chris Kaup, Rebekah Cantor, Carlene Lim*



*Graham Best, Jen Smith, Rebecca Kroll, Diane Larrabee, Ryan Gordon*

music performance from California State University, Fresno and a bachelor's degree in music education from the University of Washington, Seattle. She is interested in teaching values through songs by using the "Living Value Education Program." Kyoko practices raja yoga meditation daily.

**Rebecca Kroll**, *Assistant Head of School*, joins CDS after completing the graduate level Coro Fellowship in Public Affairs. Previously, she taught fifth grade with Teach for America in Long Beach, CA and also served as the Academic Program Coordinator for the "I Have a Dream Foundation" in San Francisco. She has a B.A. in English literature from the University of Texas, Austin. In her free time she enjoys photography, reading, travel and studying U.S. history.

**Diane Larrabee**, *Admission Assistant*, joins the CDS administrative team after practicing law for 10 years and serving on the Board of Directors for several organizations: Compass Community Services, Laurel Hill Nursery School and, most recently, the Town School for Boys, where she was also the Diversity Chair. She received her B.A. in English literature from UC Berkeley and her J.D. from Hastings College of Law. She has two sons, one in college and one in high school. In her spare time she enjoys cooking and reading.

**Carlene Lim**, *Kindergarten Head Teacher*, comes to CDS from Claire Lilienthal School where she taught students in kindergarten through fourth grade. Carlene has an M.A. in education and a B.A. in communications from the University of California, Santa Barbara, and a CA multi-subject CLAD teaching credential. In her free time she enjoys spending time with her family, playing Scrabble, knitting, reading and traveling.

**Melanie Liu**, *5/6th Grade Humanities Teacher*, comes to CDS from New York where she taught fourth grade at the Little Red School House and fifth and sixth grade humanities at the Calhoun School. She has an M.S. from the Bank Street College of Education and a B.A. from UCLA in political science. In her free time she enjoys traveling, cooking and attending concerts.

**Jonell Molina**, *2nd Grade Extended Program Teacher*, joins CDS after working as a tutor in the America Read program and as a student teacher of ethnic studies at Balboa High School. He has a B.A. in liberal studies from San Francisco State University and has led art and activism workshops in the Bay Area. He is committed to working in the field of youth education and enjoys drawing, painting, reading, poetry/spoken word, weight training and training for his first marathon. He also likes to spend time with family and friends.

**Jen Smith**, *AM Receptionist*, joins the administration after working as a substitute receptionist and vacation and summer camp teacher. Jen received her B.A. in American studies from the University of Maryland and has worked as a camp counselor at the Rock and Roll Summer Camp for girls. She is an artist and a musician and enjoys knitting, sewing, drawing, swimming, guitar playing and book making.

**Elsa Townsend**, *Librarian*, joins CDS after working as head librarian at Sherman Elementary School. Elsa has served on the Board of Directors for Blind San Franciscans and The Welcome Ministry. She has a B.A. in French literature from Goucher College. Elsa enjoys cycling, singing, yoga, knitting and bird watching.

## Message from the PTTA President



### Community Building: Slogan-Free and Fun

By Marianne Evans, PTTA President 2004-06

At the beginning of the 2004–05 school year, somewhat new to the CDS PTTA and both inspired and daunted by the work of my PTTA predecessors, I sat down with fellow officers Adam Feuerstein, Kevin Killen and Amanda Richard and, trying to mask the panic in my voice, exclaimed, “We need a slogan!” I was remembering that in 2002-03 the Kate Moses/Katherine Whitney team reactivated the parent association, gave it the all inclusive name Parent-Teacher-Trustee-Administrator organization and “turned our energy into strength” by inspiring the CDS community to work together to promote a strong community.

I also knew that the following year PTTA president Marion Quinones and her dedicated group of officers, teachers and CDS administrators inspired the rest of us by “communicating academic excellence.” Their year-long efforts spread the word among the parent body of CDS’s rich academic curriculum.

We began to toss around ideas and I felt quite lost as to where to start. Thanks to the hard work and dedication of members of the entire CDS community, we had a new library and science center last fall to support the strong academic curriculum. Our farm and garden and the entire CDS campus looked better than ever, and the majority of CDS families were volunteering at the school in a variety of different ways. It wasn’t obvious to me how the PTTA should best focus its energies.

Armed with our blank slate, we started asking teachers, administrators and parents what they wanted to see from the PTTA. Universally we heard about CDS as a welcoming community, where all adults, as well as the children, feel that

they belong. At our monthly all-community meetings we started testing versions of this theme in the form of questions. We asked ourselves and each other if we were doing everything we could to ensure we were reaching out to all parents, and to ensure parents who wanted to be involved were given the opportunity.

Throughout this process, new and returning parent leaders emerged and took action. Parents from each of the classes, led by the classroom liaisons, built community by making sure our teachers felt supported, setting up wonderful monthly breakfasts for our faculty and putting on an amazing faculty holiday party and end-of-year lunch. The Friday coffees, led by Bill Littmann, were better-attended than ever. Our auction co-chairs Stephanie Scarpulla and Emma Donovan expertly organized an event that was both a terrific community-building adult party and fundraiser. And Laura Pliska started the community building committee, a group of dedicated volunteers that puts into practice the things we had discussed and ensures that we stay on the right track. Their first task, rallying current parents to identify and greet new parents at the Country Fair, was a great success, as was the Fair itself.

Looking back, I realize that in order for us to find our mission we needn’t have gone any further than the CDS website and the Family Handbook, which clearly state that the sole purpose of the PTTA is to strengthen our community. But at CDS the journey is often as important as the end result, and I’m grateful we had the opportunity to take the journey to re-discover the purpose of the PTTA with an amazing group of CDS families.

### PTTA Officers

Marianne Evans  
Adam Feuerstein  
Kevin Killen  
Amanda Richard

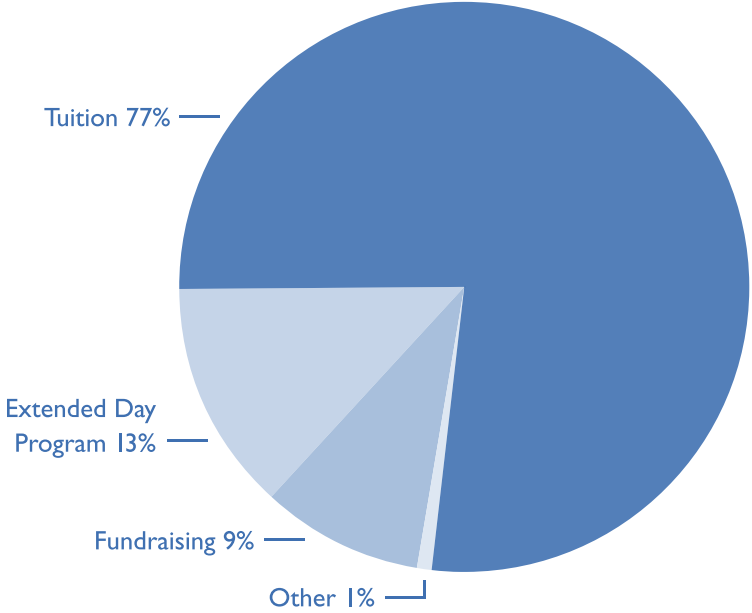
### Classroom Liaisons

Ray Baxter  
Kate Becker  
Patti Cazzato  
Patrice Costello  
Kathleen Cologne  
Marie Cross  
Geddes Fielder  
Sam Hunt

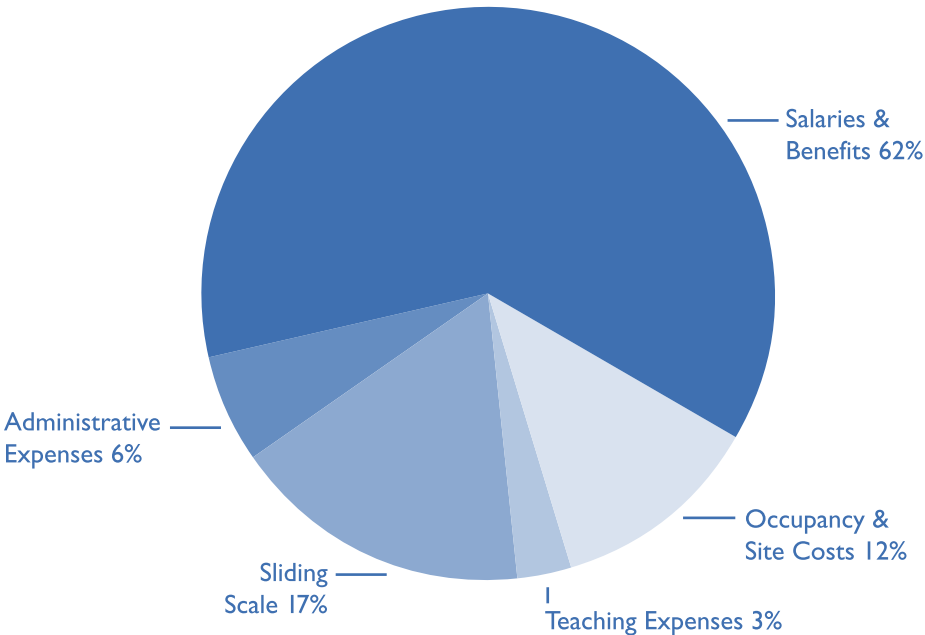
Dharam Khalsa  
Aisha La Marque  
Wini McMichael  
Georgia McNamara  
Jennifer Pickerrell  
Laura Pliska  
Andrea Reynolds

Pat Rose  
Will Scelzo  
Kara Schleunes  
Mary Beth Towery  
Katherine Whitney  
David Wilson  
Lydia Yaffe

Income



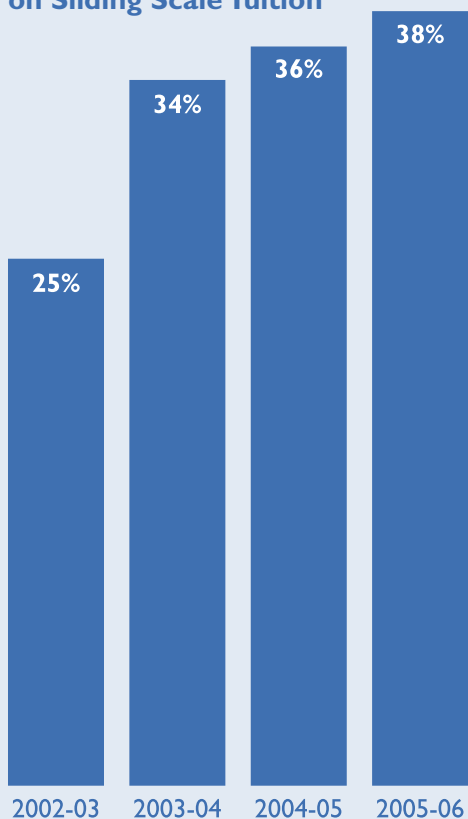
Expenses



## Annual Fund

The Children's Day School community is deeply grateful to all those who contributed to the 2004–05 Annual Fund. The campaign raised \$335,217 for operating expenses including sliding scale tuition, faculty professional development and middle school expansion. The Development Office has made every effort to be accurate in compiling gifts received between July 1, 2004 and June 30, 2005. If you note any error, we apologize and request you notify the Development Office.

### Percent of Student Body on Sliding Scale Tuition



#### Parents

Anonymous  
 Susan Alexander  
 Judith Allen  
 Kyle Andrew & Richard Baker  
 Sue Barnett & Jason Winshell  
 Jo Biel & Steve Clark  
 Nadya Bratt  
 Merrill Buice & Jonathan Hubbard  
 Patricia Buse-Ruppert & Siegfried Ruppert  
 Susan & John Carlson  
 Patti Cazzato  
 A. Ray Cendana & G. Cory Warren  
 Susan Chastain  
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 Kathleen Cologne & Mario Di Grande  
 Danielle Conrad & Hemant Shah  
 Betsy & Chuck Cordes  
 Tina & Kevin Corse  
 Sanlin & Greg Cory  
 Patrice Costello & Adam Feuerstein  
 Marie & Scott Cross  
 Martha Davis  
 Krisanthi Desby & M.R. Rangaswami  
 Emma & Steve Donovan  
 Bruce Ducheneaux  
 Jennifer Durand & Steven Miller  
 Laura Dyball  
 Leslie & Howard Edelman  
 Lisa Eltinge & Jonathan Burton  
 Marianne Evans & Bill Veiga  
 Charlyn & Patrick Everett  
 Mary & Tom Fernald  
 Geddes Fielder  
 Melanie Fife & Sandra Cook  
 Kate Flynn & Joe Becker  
 Laura Fontana & Andrew Northrop  
 Kate Fritz & Bill Littmann  
 Anne Funsten  
 Tacy & Bill Gaede  
 The Garcia Family  
 The Garfinkel/Shibata Family  
 Karen & Priamos Georgiades  
 Jacob Glickman  
 Linda Glover & Ray Baxter  
 Maria-Eugenia Gomez & Gerardo Flores  
 William Gravitt  
*in memory of Caridad Gravitt*  
 Mark Green  
 Jeanneth & Francisco Gutierrez  
 Kim Hammond & Joel Cook  
 Gretchen Hanley & Jason Perkins  
 Ed Haslam  
 Jackie Haslam  
 Robert Hauser  
 Cathy Hazlewood & Peter Kusnierczyk  
*in memory of Mary Phelan Hazlewood*  
 Amy Hecht & Michael Fine  
 Eliza Hemenway  
 Kristin Henry & Nicholas Chapin  
 Cristina & Rafael Hernandez  
 Stephanie Holdenried & Shawn Conly  
 Carolyn Allison Holland & Ryan Holland  
 Diana & Sam Hunt  
 Sonia Islas & Rigoberto Martinez  
*in honor of the SMART program*  
 Suzanne & Joseph Jachinowski  
 Artaga Jackson & Terrance Sims  
 Sheila & Jesis Jariwala  
 Deborah & David Jasso  
 Amy & Shohei Kaneko  
 Suzanne Katanic  
 Karen Kennard & Peter Phaal  
*in memory of Janet Phaal*  
 Laura Ketterer & Stanley Barnett  
 Dharam & Japji Khalsa  
 Tracy Kirkham & Josef Cooper  
 Malka Kopell & Bill Glenn  
 John Kraus  
 Michelle Kriebel & Ted Arleo  
 Aisha La Marque & Alfred Morffet  
 Constance & Michael Laflamme  
 Neena & Niraj Lama  
 Hilary Lamar  
 Vanessa, Stephen & Edan Lambright  
 Tina Sau Lai Leung & Jerry Liang  
 Karen Levesque & Matt Schwartz  
 Debra & Jeffrey Levin  
 Pamela & Paul Lorence  
 Jenny Lu  
 Rosemarie MacGuinness & Philip Bellber  
 Regina Marler & Melissa DuBose  
 Beth Mazie & Jerel Glassman  
 Robin McClarren  
 The McFadden Family  
 Kevin McKinnon  
 Wini McMichael  
 Georgia McNamara & Kevin Muerle  
 Mylene & Nerius Mercado  
 Susan Millhouse  
 Hae-Lim Minus  
 Lisa & Louis Morello  
 Kate Moses & Gary Kamiya  
 Ila & Amit Motawala  
 Nasrin & Fred Naraghi  
 Chitra Nayak & Dipendra Nigam  
 Amanda Newstetter & Donna DeMatteo  
 Barbara Nicol & Paul Robinson  
 Sally Nielsen & Dan Keller  
 Becca Nitzan & William Quick  
 Ethel Nogal & Joel Alvarez  
 Gill Noh & Justin Chung  
 Gregory Noto  
 Lisa Palmer & Bill Lewis  
 David Peterson  
 Theresa Petry & Cristal Rivera-Mitchel  
 Jennifer & Bob Pickerrell  
 Laura Pliska & Jeremy Bloch  
 Darcy Provo  
 Marion & Ben Quinones  
 Karen Randig & Zachary Fisher  
 Carolina Reyes-Ouk & Hul Paul Ouk  
 Andrea & Jim Reynolds  
 Amanda & Brian Richard  
 Nina Robin & Gary Kaplan  
 John Roddy & Leslie Lundgren  
 Marilyn Rogers & Kevin Killen  
 Pat Rose  
 Andre Ross  
 Stephanie Scarpulla  
 Kara Schleunes & Michael Sdao  
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 Kathryn Selleck & Barton Sparagon

Jennifer Selvin & Eric Guthertz  
*in honor of Elena Soto*

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Charlotte, David & Jackson Simmons

Tina Smith & Ynze Bijl

Paula Solorio

Darya Soto & Kieran Branch

Catherine & Ron Starr

Gayle Tsern Strang & Gary Strang

Alexandra Strashnaya & Dmitry Khomikh

Ann Stuhldreher & Timothy Wirth

Kim Tennis

Marilyn Tepper & Bob Curley  
*in memory of Solomon Tepper*

Liz Terbolizard

The Timken Family

The Towery Family

Laurie & Christopher van Loben Sels

Wini von Ehrenburg & Don Zirulnik  
*in memory of Winifred Rose Dougherty*

Robin Wander

Yulin Wang-Saussy & Haun Saussy

Katherine Whitney & Farhad Farzaneh

Cindy & David Wilson

Melanie & David Wise

Ellen & Edwin Woo

Bill Wurz

Kristen Wurz

The Yaffe Family

Marla Zemanek

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Rick Ackerly & Victoria Podesta

Sanlin & Greg Cory

Marilyn Tepper & Bob Curley  
*in memory of Solomon Tepper*

Rick England

Marianne Evans & Bill Veiga

Bill & Tacy Gaede

Tracy Kirkham & Josef Cooper

Kit Land & Roy Poczik

Kate Moses & Gary Kamiya

James Rucker & Heidi Hess

Matthew Schwartz & Karen Levesque

Ann Squires

Gayle Tsern Strang & Gary Strang

**Faculty/Staff**

Rick Ackerly

Annilie Alexander

Carrie Birgbauer

Amanda Coggin

Josh Connor

Misty A. Cummings

Mary DeNardo

Laurance de Vries & Joshua Chen

Geddes Fielder

The Garfinkel/Shibata Family

Michael Gast

Lauren Gersick

Aimee Giles & Joe Hesse

Rob Gillespie

Katherine Hines

Candy Mabry

Robyn Moss

Brittany Musler

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Karen Slovak

Madora Soutter

Charlie Stephens

Eric Subido

Sara Switzman

Jennifer Holbrook Weiss

**Grandparents**

Helen Axel

Joe Arleo

Suzanne & Storrs Bigelow  
*in honor of Luke and Henry Fernald*

Arthur Everett

Gail & Andy Feuerstein  
*in honor of Chloe & Graeme Feuerstein*

Rose Marie & Charles Fontana

Ilse & Bill Gaede

Suzanne Hess & Gene Moss

Sarah & Andrew Ingersoll

Ted Larsen  
*in honor of Aidan Everett*

Po Fong Liang & Peter Liang

Paula & William Merwin

Dr. Elizabeth A. Mulvihill & Mr. Ray Lopez

Marian & Bob Nielsen  
*in honor of Cara Keller*

David Nitzan

Roberta & Ricardo Quinones

Carolyn Raffo

Lillian Strang

Starr Taber

Judy & John Talbert  
*in honor of Vida Sharp*

John F. Tsern

Dorothy Walker

Anne & Jeremy Whitney  
*in honor of Kian and Leyla Farzaneh*

Frances & Monroe Woollard

Rena Zeffner

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Liz & Skip Coggin

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Sara M. & John J. Hendrickson

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Maureen & Mark Sanders

Vendela Vida & Dave Eggers

**Foundations**

Fleishhacker Foundation

Genentech Foundation  
for Biomedical Sciences

Gordon and Betty Moore Foundation

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May and Stanley Smith Charitable Trust

**Corporations**

Ackerman Volvo

A Clean Well-Lighted Place for Books

Cisco Systems

Community Thrift

Gap Inc.

eScrip Inc.

Hewlett Packard

JP Morgan Chase

Juniper Networks

SchoolPop

Target

Wells Fargo

## Ways of Giving

### ★ Cash

Gifts of cash, payable by check or credit card, are available to the school for immediate use and are tax-deductible for the donor.

### ★ Appreciated Stocks and Securities

Gifts of appreciated stocks and securities can be tax-deductible for the donor and may provide the donor with an exemption on capital gains tax on the stock's appreciation. Please contact the Development Office if you are interested in transferring stock.

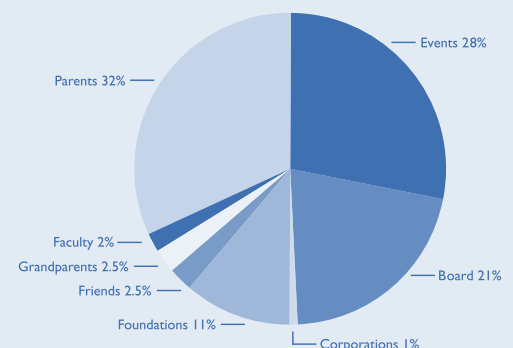
### ★ Matching Gifts

Companies will often match gifts to CDS. If your employer offers a matching program, your donation can be greatly increased.

### ★ Planned Gifts

Please contact the Development Office to find out more about remembering CDS in your estate.

## Donations by Constituency



## Spring Celebration & Auction

We extend our gratitude and thanks to the following individuals and businesses for their support of the 2005 Children's Day School Spring Celebration & Auction, held on March 19, 2005.

### Supporting Businesses

A Clean Well-Lighted  
Place for Books  
Accent on Flowers  
Alpha Rabbit  
AcroSports  
A Girl and Her Dog  
Antenna Group Inc.  
The Ark Toys  
Bambino's Ristorante  
Barb's Haircuts  
Bay Area Discovery Museum  
Bernal Yoga  
Best Western Truckee Tahoe Inn  
Biordi  
Bi-Rite Market  
Bluebird Collection  
Brucher Winery  
Café for All Seasons  
Camp Edventure More  
Cantrell Portrait Design  
Cha Am Thai Restaurant  
Cha Cha Cha  
Chronicle Books  
Coggin Photography  
Cole Hardware  
Cole Valley Pets  
Cover to Cover Booksellers  
Curves-Parkside  
CVC, Inc.  
Delfina Restaurant  
DonSueMar  
Eatwell Farm  
Electric Architects Inc.  
Electronic Arts  
Ellie Herman Studios  
Far East National Bank  
Four Corners Safaris  
The Four Seasons Hotel,  
Las Vegas  
Fresca  
Frog Hollow Farms  
Gap Inc.  
Gaylord India Restaurant  
Globe Consultants  
Golden Gate Park Golf Course  
Gump's  
Handlery Union Square Hotel  
Hapkido USA  
Hilton Garden Inn, Scottsdale

Hotel Griffon  
Hot Headz Hair Salon  
ImagiKnit  
In-N-Out Burger  
Isa's Salon and Spa  
Jennifer Barry Design  
Jesse Leake Photography  
Jungle Red Salon  
M. Ketterer and Associates  
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Kirkwood Mountain Resort  
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## Teacher Support Initiative

Parents, grandparents, trustees, friends and families donated more than \$20,000 to the Children's Day School Teacher Support Initiative between May and August 2005. Proceeds from the Initiative allowed CDS to send eight teachers to Responsive Classroom and All Kinds of Minds training workshops during the summer and supported the addition of a second music teacher to our faculty. We gratefully acknowledge donors for their generous support of our outstanding teachers.



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Please visit us at  
[www.cds-sf.org](http://www.cds-sf.org)

## Marilyn Tepper-Curley Memorial

Children's Day School lost a cherished member of our community in April 2005. We are honored to memorialize Marilyn Tepper-Curley, mother of fifth grader Eddie Curley and wife of former Board Chair Bob Curley, with the Marilyn Tepper-Curley Memorial Fund. Donations are being used to support professional development opportunities for Children's Day School teachers. A special lemon tree planted during a ceremony last June in the CDS yard keeps Marilyn in our thoughts and hearts.



*Bob Curley, Scott Tepper, Eddie Curley and Frieda Tepper with the Marilyn Tepper-Curley lemon tree, June 7, 2005*

- |                              |                                   |                                |
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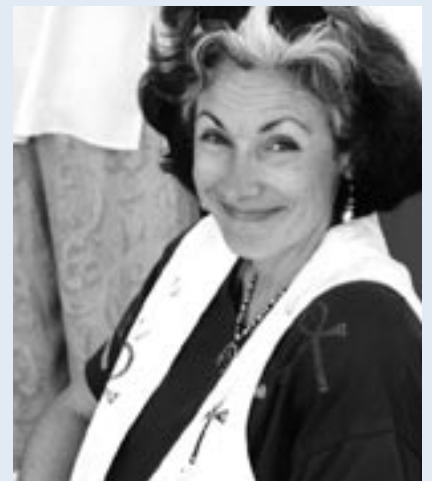
*Fifth grader Eddie Curley*



*Marilyn Tepper-Curley lemon tree*



*Marilyn Tepper-Curley*





### The New Mission Statement

Throughout the 2004–05 school year, the Children’s Day School Strategic Planning Steering Committee led the school in its efforts to better define our shared core values and vision for the future. Based on input from the entire CDS community, the Board of Trustees approved a new statement of mission, program and values in October 2005.

#### Mission Statement

Children’s Day School recognizes that every child is born with unique gifts. Our mission is to develop each student’s genius by providing an inspiring environment where challenging academics are inseparable from social, artistic and physical experiences, and where children of all backgrounds feel safe to be themselves, become avid learners and strive to make a difference in the lives of others.

#### Our Program

Our educational program encourages curiosity, exploration, cooperation, risk-taking and a love of learning. It is integrated across academic disciplines and incorporates a project-based approach in which our students develop academic skills through inquiry and collaboration. Each day, teams of gifted teachers guide our

children to find the fun in every new task and to excel academically as they take increasing responsibility for their education and their future. Our students develop a sense of caring for self, for others, for the community and for the world as they become creative thinkers, skilled mathematicians, accomplished artists, strong writers and rigorous researchers. They graduate confident in their strengths, unafraid to struggle and prepared for the challenges and opportunities that await them.

#### Our Values

The Children’s Day School community nourishes and celebrates diversity, promotes justice and respect for all people, and aspires to act always with integrity, compassion and generosity.





The PTTA hosted an all-school welcome picnic in Golden Gate Park on September 17, 2005

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 Gloria Argueta, *Preschool Teacher*  
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*First Grade Head Teacher*  
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*Preschool Teacher*  
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*Second Grade Afternoon Teacher &  
 PE Assistant*

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*Kindergarten Afternoon Teacher*  
 Christopher Gonzalez-Crane,  
*Sixth/Seventh Grade Afternoon Teacher*  
 Ellie Graham, *Third Grade Teacher*  
 Rachael Hammerlein,  
*Preschool Outside Teacher*  
 Katherine Hines,  
*Third Grade Head Teacher*  
 John Hooker, *Kindergarten Teacher*  
 Inna Kish, *Preschool Teacher*  
 Elizabeth McClellan, *Art Teacher*  
 Gladys Miyahira,  
*Kindergarten Spanish Teacher*  
 Robyn Moss, *Second Grade Teacher*

Brittany Musler,  
*Second Grade Head Teacher*  
 Gretchen Ott, *Preschool Head Teacher*  
 Amanda Perla,  
*Fourth/Fifth Grade Teacher*  
 Andre Perry,  
*Middle School Humanities Teacher*  
 Margaret Piskitel,  
*Preschool Head Teacher*  
 Mollie Ring,  
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 Emilie Rohrbach,  
*Music & Drama Teacher*  
 Alicia Sheridan, *Preschool Head Teacher*  
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 Madora Soutter, *First Grade Teacher*  
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 Sara Switzman, *First Grade Teacher*  
 Paula Symonds,  
*Fourth/Fifth Grade Head Teacher*  
 Ngoc Tran, *Preschool Teacher*  
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Children's Day School gratefully acknowledges the members of its 2005–06 Board of Trustees for their dedication to and support of the school community.

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#### **Children's Day School Quarterly, Winter 2006**

Editors: Marion Quinones, Aimee Giles

Design: pH7inc.com



#### **Macbeth**

On the evenings of April 21 and 22, 2005, CDS seventh graders, in a culmination of their year-long study of Shakespeare that began with a trip to Ashland, Oregon in October, performed scenes from *Macbeth*. In a play entitled *As I Descended: A Scene Study of Macbeth*, instead of having a few select students take on lead roles, the students chose to do a scene study. With a total of seven scenes, six Macbeths and three Lady Macbeths, each actor had the chance to experience the demands and rewards of a lead role, including the challenge of breaking apart and rebuilding a complex character in order to truly understand his or her motivations.

#### **Memberships and Affiliations**

- ★ CAIS: California Association of Independent Schools (provisional member)
- ★ NAIS: National Association of Independent Schools (provisional member)



333 Dolores Street  
San Francisco, CA 94110