



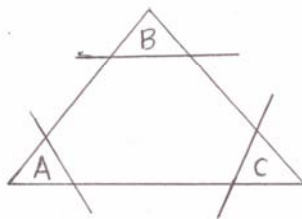
February 17, 2005

# THE CHILDREN'S DAY SCHOOL Weekly

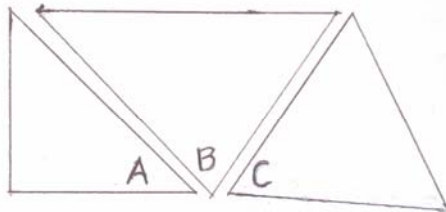
## Words from Rick

### Messing Around

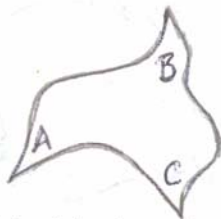
Ms. Paula accused me of messing up her class yesterday. She was referring to the time I visited her class as the kids were studying triangles. On her white board she had drawn figures like this.



The students were in their table groups cutting up pieces of paper. Actually, they were cutting triangles of their own design out of sheets of paper, then cutting the points off the corners of their triangle to see if when they put them together, the angles would total 180 degrees and they would form a straight line.



I heard her say, "Can anyone make a triangle which, when you cut off the angles and add them together, you get something other than a straight line?" One smarty pants was making a triangle that looked something like this:



The student claimed that the angles would add up to be less than 180 degrees.

My alleged offense was that I had asked the student what the definition of a triangle was. He answered that it was a figure with three angles and three sides,

## Hot Dates

Friday, February 18  
10:15-10:30 a.m.

Friday assembly  
Kindergarten presenting

Friday, February 18  
Reenrollment contracts due  
with 10% deposit

Friday, February 18  
Winter camp enrollment  
forms due

Monday, February 21  
President's Day  
No school  
No vacation camp offered

February 22-February 25  
Winter vacation  
No school  
Vacation camp offered

Saturday, March 19  
6:30 p.m.-12:00 a.m.  
Spring Celebration & Auction



## Thank You!

- To all the volunteers who set up and bring doughnuts to Friday Morning Coffee: Adam Feuerstein, Michael Silver, Tanja Beck, Karolina Garrett and Nasrin Naraghi. Also, thank you to Bill Littmann for coffee hosting and doughnut leadership throughout the year.
- To Susan Chastain, Marie Cross, Jennifer Durand, Steve Miller, Georgia McNamara and Elizabeth Seirmarco for helping out with our preschool visit days during the past few weeks.
- To the many generous parents who have donated many goodies to the upcoming auction and to Tina Corse, Emma Donovan and Stephanie Scarpulla for encouraging and organizing all of the fabulous donations.

and he was claiming that what he had done fit that description. (I had to admit this was true.) I suggested he look up triangle in the dictionary. He and another student (by now this trouble-maker had a following) went to the dictionary and sure enough, there was nothing in there about straight lines (three angles and three sides). So I said, "All right then, look up 'sides'."

That of course, was a huge mistake because there is nothing in the dictionary about a side having to be straight. At that point I remembered something I had to do back in my office; I was sure that Amanda and Paula could "straighten" all this out.

Well, Paula reported that in order to straighten it out she had to explain that the definitions in that particular dictionary were not geometric definitions and the geometric definitions are part of a logical system called Euclidian Geometry. She then invited our passionate, iconoclastic rebel to design his own geometric system for homework if he was intent on pursuing the matter.

She made the accusation at a strategic planning task force meeting where we were discussing what we mean by academic excellence. Her point, with which everyone agreed, was that just learning the basic facts, "The sum of the angles of a triangle equal a straight line," is necessary, but by no means a sufficient measure of academic achievement. We all agreed that the list we created of critical factors in producing great writers pointed to principles that should be applied in producing strong mathematicians, also:

- Write a lot, and all the time. [Bring mathematics into everything.]
- Allow re-writing to improve performance. [Keep at it until you get it right.]
- Write things that are meaningful. [What does the answer mean?]
- Increase complexity and variety of types of writing. [There are different ways to solve problems.]
- Write to make a difference. [Use math for a purpose.]
- Share and publish work. [Publicly present different approaches.]
- Write for both self-expression and communication. [What's the story behind the numbers?]
- Older kids teach younger kids.

We all agreed that there are some things that simply have to be learned, skills that need practice, practice and more practice and that rote learning has an important role in education. Most of all, we have to remember that the purpose of everything is to increase enthusiasm for learning and maximize brain development.

After the meeting Paula said she was just kidding; I can mess up her class anytime. I'm glad, because I think there is another necessary ingredient for sustained growth in academic performance that carries a person through college and beyond, and that is PLAYFULNESS. I see too many students clobbered in seventh grade by the fear of grades and of not getting into high school. I see too many high school and college students wasting their education because somewhere along the way they lost their love of learning. I am happy to report that Paula's students continue to playfully learn about triangles.

## The Dirt

### Protect Our New Flowers

In the next few weeks look for the slow arrival of the iris, daffodils and leucojum that Gayle and Gary Strang planted in the fall. They will be coming up in the natural areas that are planted in the parking lot by the gate and near the palm trees. Please help try to protect them as they are coming up so that we can all appreciate them when they are in bloom.

## From the Office

### Parent Education Opportunity

Parents, please note the following opportunity to hear parent educator Sheri Glucoft Wong speak about child development:

*The Changing Role of Parents as Children Grow*  
Live Oak School  
Thursday, February 17, 7-9 p.m.

Sheri Glucoft Wong, a renowned family therapist, school consultant and parent educator, will be at Live Oak School to speak about the milestones of child development and how shifts in parents' roles can support children's growth. The evening will offer very practical information that parents can put to use and will provide parents with a forum to raise specific questions they have about their own children.

If you are interested in attending please RSVP to Virginia Paik at 861-2371 x231 or [Virginia\\_Paik@liveoaksf.org](mailto:Virginia_Paik@liveoaksf.org).

## From the Board

### A Birthday Salute to Rick

This week, Rick Ackerly is celebrating his 60<sup>th</sup> birthday. As a tribute, I'd like to share some of the thoughts that appeared in my introduction to the Board of Trustees' evaluation of Rick's first two years as Head of School at CDS. Some of our newer families may not be aware that Rick was originally engaged on a two-year interim basis following the unexpected mid-year decision of his predecessor, Sandra Luna, not to return for the 2002-2003 school year. The idea was that Rick would keep the school running while a year-long search was conducted for permanent leadership. However, within a few months of his arrival, the Board got his permission to remove the "interim" from his title, and the rest, as they say, is history.

When I began drafting an evaluation at the end of Rick's first year at CDS, I wrote the following: "I find the task of evaluating Rick Ackerly's performance in his first year at CDS a little akin to contemplating the finer points of a life jacket while still floating at sea. That we are alive and well just about sums it up." Now, the days when our survival was on the line seem like a distant and distorted memory. CDS is way beyond simply alive and well. We are thriving and growing at an exceptional rate, and I am

more convinced than ever that we have in Rick a superb Head of School and the right person for the job of leading CDS into the future.

Rick has the respect and confidence of the faculty, whose peer assessments gave him high marks for listening, supporting teachers and making people feel that their concerns are taken seriously. Many commented that he provides them with the freedom to create and makes them feel more coached and mentored than "supervised." One of the teachers wrote, "You have showed joy and interest in both the children and in what we teachers are doing. You have made the school feel calm and pleasant and fun-a nice place to be. I feel relaxed despite the schedule I set for myself because of the atmosphere of the school. You are an easy person to argue with and discuss with and have differences of opinions with. I always feel heard."

UCLA Basketball Coach John Wooden writes in his children's book, *Inch and Miles, The Journey to Success*, "What you learn after you know it all is what counts." Rick is remarkably open to learning and willing to admit candidly and open-mindedly when he does not do something as well as he would have liked. He is eager for feedback and advice on how to improve his response to a similar situation in the future. These qualities are perhaps his greatest strengths, and they are now among CDS's greatest assets.

In addition, Rick is a national presence in independent

## Go Bulldogs!

### Basketball Scores

February 14, CDS vs. San Francisco School  
Girls: SFS 15, CDS 5

February 14, CDS vs. Lycee Francais  
Boys: LF 30, CDS 27

February 15, CDS vs. CAIS  
Boys: CDS 43, CAIS 10

### Basketball Calendar

Thursday, February 17, 3:30 and 4:30 p.m.  
Boys at Synergy school gym  
Girls at Synergy school, outside

\*These are the last games of the season. Make sure to come out and support the Bulldogs as they complete a terrific basketball season!

education. Heads of other schools are interested in what he has to say and what he is doing. He is the reason that CDS was chosen to participate in NAIS's project to adapt the Balanced Scorecard to school evaluation. At the CAIS and NAIS conferences that I have attended with him, he is a walking advertisement for the success of "The CDS Way." People are always intrigued by someone who loves his or her job, but more importantly, the heads of other schools know what it means for Rick to say that he's being given the opportunity to do education as it should be done. This gives us a tremendous opportunity to position CDS on the regional and national stages. Our strategic planning focus sessions last year clearly illuminated the dream, shared by all of our constituencies, to be a beacon to the world of education. I believe that that is exactly where we are headed under Rick's stewardship.

So, Happy 60<sup>th</sup>, Rick. The best is yet to come.

—Tracy Kirkham, Board Chair

## Events

### Spring Celebration & Auction

This year's celebration and auction will include a new live auction raffle! This is an exciting opportunity to win the live auction item of your choice. Details are as follows:

- Only 100 tickets at \$100 each will be sold.
- The winner will be drawn just before the live auction begins.
- The winner chooses the live auction item of their choice as their prize and that item will be pulled from the auction.
- You can choose that trip to sunny Puerto Vallarta or romantic Vermont or have the class quilt of your choice!

Buy your tickets from Rose at the front desk starting Monday, February 28 and try to beat the 1 in 100 odds!

If you have questions please ask Rose at x10 or Lisa Eltinge at 648-4374 or [lisaeltinge@aol.com](mailto:lisaeltinge@aol.com).

## Extended Program News

### Holy Family Day Home

Our trips to Holy Family Day Home have been going

very well. Our student readers and their preschool buddies are learning quite a bit. This week we held a debriefing session about how it has been going and what improvements could be made, over hot chocolate at Café Macondo. The students provided great feedback and we're all set to resume our Tuesday afternoon visits after February vacation camp.

## Upcoming Field Trips

On February 18, from 3:30-6 p.m. the 4<sup>th</sup>-7<sup>th</sup> graders will be going on a field trip to the Jackson Street Gallery at San Francisco University High School to view an amazing photo exhibit entitled, *Through the Eyes of Children*. The work for this exhibit originated in 2000, when children at the Imbabazi Orphanage in Rwanda were given box cameras to document their lives. The photos were put up on the orphanage walls and later featured in an exhibit at the US Embassy in Kigali, the Rwandan capitol.

Volunteer drivers are much needed for this event so that we can utilize our valuable time viewing the exhibit.

## February Vacation Camp

Sign up for February vacation camp today. Spaces are still open for preschool, elementary and middle school students. The last day to register is this Friday, February 18.

## PTTA Corner

### Friday Morning Coffee

Come join other parents for coffee and doughnuts in the yard after Friday drop-off, 8:30-9 a.m. This is your chance to meet other families, have a few minutes of grown-up conversation and grab sustenance and caffeine before you start your day.

In addition, we need volunteers on occasion to help set up and bring doughnuts. Please sign up on the sheet posted on the bulletin board. Nothing gets the kids out of bed in the morning like the knowledge that they will stop off for doughnuts during the drive to school!

### PTTA Questions or Ideas?

Contact Marianne Evans, PTTA President, at (415) 648-1731 or [goevansgo@yahoo.com](mailto:goevansgo@yahoo.com).

## Hola Familias de CDS

Hola Familias!

Kindergarten students are learning new words such as *la flor*, the flower.

1<sup>st</sup> graders are using action words such as *correr*, to run.

2<sup>nd</sup> graders are learning to give and receive commands such as *toma la pluma*, take the pen. They are using total physical response techniques and are completing activity sheets using 'ar' verbs such as *jugar*, to play.

The 3<sup>rd</sup> graders are completing small books using verbs and activities such as *jugar ajedrez*, to play chess.

The 4/5<sup>th</sup> graders are learning how to use present tense verbs. They will be moving toward oral activities using dialogue and presentations to contextualize the verbs presented.

The 6<sup>th</sup> and 7<sup>th</sup> graders are completing biographies of each other using the preterite/imperfect and present tenses and will present their partner to the class in an oral activity.

*La frase de la semana.*

The phrase of the week comes from the 2<sup>nd</sup> grade.

*No lo quebras.* Don't break it.

— Spanish Department

## Upcoming Dates

**Wednesday, March 9**

7-9 p.m.

Parent education night

**Monday, March 14**

Professional day

No school

No extended program

**March 28-April 1**

Spring vacation

No school

Spring vacation camp offered

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