

THE GAVEN STREET GAZETTE

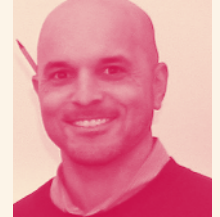
SUMMER 2009

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GAME CHANGERS

by Steve Morris, Head of School



ON JUNE 10TH, the thirty-one graduates of The San Francisco School Class of 2009 crossed the stage to receive their diplomas. Our most recent graduates are off to fifteen different high schools both in San Francisco and throughout the Bay Area. This group of students will not be forgotten as each one of them left a lasting impression on the SFS community during their final graduation ceremony and during their time at the school.

Along with the students, we graduated a group of dedicated, creative and generous parents. These folks epitomize the strong partnership that exists between parents and the school. Parents of the Class of 2009 served on the Board of Trustees and multiple committees, helped to hire several of our faculty and staff, orchestrated website advancements, chaired the auction, and brought the athletics program to a new level at the school...just to name some of their accomplishments! These parents also generously supported the annual fund, school events and the endowment. And they played a significant role in financially supporting the last capital campaign to construct the Middle School Building (which is now named The Terry Edeli Building). It is this incredible commitment and dedication that makes The San Francisco School such a vibrant and financially healthy school today.

In the forty-three year history of the school, we have been fortunate to have a few parents and friends who have truly been *game changers*. By *game changers*, I mean individuals who have dramatically impacted and improved the trajectory of the institution and further allowed us to achieve the mission and purpose of The San Francisco School. In the Class of 2009, we have two graduating

parents who are truly *game changers* in the life of The San Francisco School - Bob Moog and Terry Gamble Boyer. They have been generous in every way and are driven by their incredible passion and desire to make certain that The San Francisco School is and will always be a top-notch educational institution.

You could always see that he had something on his mind and he was going to let you know about it when Bob Moog entered a meeting, classroom, or the front gate of the school. Bob and his wife, Ursula Bendixen, were parents at the school for 16 years. Their daughters, Nina '04, Maia '06, and Lydia '09, all have gone on to attend Lick-Wilmerding High School. Bob is the President of University Games Corporation – a local game making company in San Francisco. In 2002, Bob brought an innovative idea to then Head of School, Terry Edeli. In collaboration with some of the school's middle school students and teachers, he wanted to create board games. Over the years, the partnership produced four games and three books resulting in over 120,000 copies sold worldwide. To this day, the school receives revenue from every game and book sold and these funds go directly to the school's index tuition budget. In total, \$160,000 has been raised for the school and the number continues to grow. Bob and University Games also generously underwrote the costs of building the University Games Adventure Playground, located behind the school. If you have not gone down the slide and into that wonderful space in recent months, you must do so the next time you are on campus. The playground is alive with flora and fauna and it provides a great permanent outdoor space for the students to let their imaginations run wild on a regular basis.

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The **Gaven Street Gazette** is published three times annually by the Development Office of The San Francisco School. We always welcome feedback and story ideas through this email address: cmeade@sfschool.org.

Accreditation and Membership

The San Francisco School is accredited by the California Association of Independent Schools (CAIS) and is a member of the National Association of Independent Schools (NAIS).



SFS FEATURED IN PBS DOCUMENTARY

BASED ON OUR STRONG ENVIRONMENTAL EDUCATION PROGRAM and our integrated curriculum the school was chosen to participate in a documentary focused on the benefits of connecting students to nature. Filmmaker Jonathan Diamond and his crew spent a week on our campus filming our environmental education program in action and interviewing students and staff. The film titled, *When Learning Comes Naturally*, is the fourth part of an educational series that is being produced in association with Sarah Lawrence College. We are pleased to announce that the film has been accepted at the Washington D.C. Film Festival (dcenvironmentalfilmfest.org) and it has been picked up by public broadcasting stations across the country. The film is scheduled to be televised on San Francisco's KQED sometime in October and will be featured in a series of premieres locally, including one at the California Academy of Sciences. For more details, please visit: sarahlawrence.edu/cdi.

WELCOME BACK MOLLY '99 AND NOVA '93

WITH CONVERSATIONS CONDUCTED VIA VIDEO conferencing and long-distance flights from Ecuador where she was teaching, the school interviewed and hired SFS alum, Molly Treadway '99 to be only the second 1st grade teacher in the school's 43 year history. Molly will be taking over from Pamela Myers (see page 4) who was her 1st grade teacher. After SFS Molly went to University High School and then she made her way to Smith College where she earned her BA and MA in Education. Welcome back Molly!

Nova Ray '93 had a more conventional interview process before rejoining us at 300 Gaven. Most recently, Nova has been a teacher at Laurel Hill School and has been teaching mixed media art classes at Synergy School. After attending SFS from 3rd through 8th grade, Nova went to Drew High School and then to UC Santa Cruz. Welcome back Nova!

FIRST ANNUAL SFS ATHLETICS BANQUET

ON MAY 21ST THE SCHOOL HOSTED ITS 1ST ANNUAL ATHLETICS BANQUET and it was a huge success. The Flower Mart Café was filled with middle school students and their families to celebrate their year on the courts, tracks and in the field. Nearly 85% of our middle school students participate in at least one sport and many play multiple sports including basketball, volleyball, futsal and cross country.



ENGAGED LEARNERS

by Francisco Hernandez, 5th Grade Teacher



DURING THE FIFTH GRADE YEAR our project time is filled with themed units built around active, hands-on learning. These units are designed to engage students in authentic experiences while developing and reinforcing 5th grade academic skills and content understanding. During the year, the 5th graders explore the themes of Systems, The Lewis and Clark Expedition, The Solar System, and Structures (buildings and bridges). Visitors often mention that our 5th grade classroom resembles a bike shop or construction site more than a traditional classroom.

Although these themes can easily be identified as science, history or math, what we weave into each unit is rich and multidisciplinary. During our study of Lewis and Clark we learn about how rivers evolve through erosion and deposition as we follow their expedition up the Missouri River. The Parthenon looms large in our study of structures and students learn about the social and historical context that made that building possible. Mathematics principles are closely examined in this unit as well when we look closely at the techniques of ancient stone masons and the mathematics of proportion.

It seems almost instinctual to say that experience-based learning makes academics real without much explanation. Yet by following one of the many threads woven into the

fabric of our unit themes we can illustrate the learner's experience. For example, ratios first appeared in our classroom this year during our systems unit. While taking bicycles apart I asked one group to describe what they noticed about the system of chain and gears that connected the pedals and rear wheel. One student answered, "there are many wheels with teeth and the chain catches these when you pedal." Since students had to document the system they were dissecting in detail I asked them how they might describe these gears. "Would you just measure them with a ruler?" I asked them. "Well, you could just count the number of teeth on each gear," one of them said. This led to a discovery that the largest of the pedal gears had exactly four times the number of teeth that the smallest wheel gear had. "What would happen to the rear wheel if you pedal once around with the chain on these gears?"

Using a functioning bike, students could see that with one revolution of the pedal the back wheel would go around four times (we marked both the pedal and the wheel with tape). This is the mechanical advantage of gears. Now that students had participated in this discovery, we could give it a name: gear ratios. And that experience opened up a whole area of possibilities in our study of ratios. It helped us explore the golden ratio

in Greek architecture, ratios in probabilities, the ratio of fat calories to total calories in nutrition labels and many more. Not only are these related ideas but the simple model of the bicycle gear ratios would always give me a way to relate other ratios with the analogy of pedaling a bike.

While it may seem that 5th graders are only having fun with machines and models, these experiences have a direct impact on their motivation to acquire and ability to understand essential academic skills. Students buy-in to the subject matter at a deep level, they have an authentic context for writing, they comprehend non-fiction reading at an expanded level and they see and understand the importance of math through real world applications. After all, a ratio abstractly represented on paper is quite different from one experienced pedaling uphill.

Francisco has taught at The San Francisco School since 2000. Before moving to the 5th grade classroom in 2004, he taught 6th/7th math and science. Outside of school, Francisco is busy with his two kids, three chickens and a local food blog (sflocalfoods.blogspot.com).

MAGICIAN + MATHEMATICIAN = 40 YEARS IN FIRST GRADE

by Doug Goodkin, Music Teacher



THE YEAR IS 1969. It is a time of change, turmoil, despair and hope. Nixon is sworn in, Eisenhower dies and Golda Meir becomes the first woman prime minister of Israel. James Earl Ray and Sirhan Sirhan plead guilty to the assassinations of Martin Luther King and Robert Kennedy. The Stonewall Riots in New York mark the beginning of the gay rights movement, Native Americans seize Alcatraz Island and 250,000 people converge in Washington D.C. to protest the Vietnam War.

The average cost of a new house in the US is \$15,000, average income \$8,500, average monthly rent \$135 and stamps cost six cents.

This is what you'll find in the headlines of yesteryear. But for most of us, the most significant news is never reported in the newspaper. Take this item:

In the Fall of 1969, a young teacher named Pamela Myers walks through the doors of 300 Gaven Street and starts teaching at The San Francisco School.

And because of that, the lives of countless children would never be the same.

And nobody, Pamela included, could guess that she would come back year after year and not only set the record for longevity at The San Francisco School, but shape so much of the identity and values of the community we are, have been and are still becoming.

Pamela was not the first teacher at the school, which had been around for three years. But she and her co-teacher Diana were the first teachers in the elementary program, teaching a combined 1st and 2nd grade. Four years later, Diana left and Pamela hired

a new co-teacher named Terry Edeli. They taught for four years before Terry went on to become Head of The San Francisco School. Then it was Pamela and Janet for a while, then Pamela and Wendy, finally, Pamela and Marcia. All of this in an elementary school with no walls, just India bedspreads and then temporary walls and finally real walls that allowed us to separate out 1st grade and put 2nd and 3rd, 4th and 5th together. And so Pamela became THE 1st grade teacher and that's how we've known her all these years.

"First" is a moment of mythological proportions. The first meal, first word, first steps, first bike ride, first kiss — it is the time when all is fresh and new and bursting with possibility and sets you off on a trail that will happily be worn to a sense of mastery, but also vulnerable to routine and even boredom. So we look back with a sigh to that "first moment" and give it a special drawer in the cupboard of memory.

And thus, 1st grade. The beginning of a long enterprise that lasts some 12 to 20 years. For many kids today, and certainly those who passed through our exemplary preschool program at The San Francisco School, first is not exactly first.

And yet, it does represent a big change for the children at the SFS. They move from one part of the building to another, follow a schedule with something called subjects — reading time, math time and so on and two recesses and no, you can't go out and play whenever you want. They change from being the oldest in the preschool to the youngest in the elementary, go to singing time every

day, have music, art and PE twice a week and sometimes have something called homework. And as the 1st graders talk to the kids over the preschool fence, you can feel both their pride in being part of the "big kids club" and a touch of wistfulness when watching their old classmates get squirted with the hose. They are firmly on the road to adulthood.

First grade is like the opening notes to a grand symphonic work. You need a master conductor to bring all the parts together harmoniously, initiate the children into the glories of print, the magic of math, the marvels of culture, the wonders of science, in child-size bites just right for the six-year old appetite. You need someone who knows how to keep children's wide-eyed wonder intact while teaching them the discipline of rigorous technique and habits of investigation. You need someone with a young person's energy, a mother's loving sternness and a grandmother's wisdom, who has kept her own sense of enchantment intact and her own pleasure in discovery alive through the years. You need someone who is part mathematician and part magician. Most importantly, you need someone who knows how to pull loose teeth! In short, you need someone like Pamela Myers.

How lucky we are that we have had her. Not just for ten or twenty or thirty years, but for forty glorious orbits around the sun. The Pirates may have changed to Elves, the ditto sheets to computer printouts, the social studies moved from one part of the globe to the other, but at the heart of the matter, the sheltering tree of Pamela's teaching bears fruit as delicious now — indeed, probably more so — as it was forty years ago.

During those four decades, Pamela kept lit the flame of social change that burned so brightly in 1969, worked to "Give Peace a Chance" in her own way. Inside of school, she made learning as fun as Sesame Street, but many times more real and effective. Outside of school, she continued to lend her voice to various social causes, involved in the Nuclear Freeze Movement, walking in the Gay Rights Parade, demonstrating against the Iraq War and remembering Martin Luther King each year in our school ceremony. But her most serious contribution to the vision of the late 60's has been to put feet under the wings of our naïve hopes with the hard work of changing the world one child at a time.

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TE QUEREMOS DEBORAH by Maggie Weis, Assistant Head of School, Lower School

DEBORAH COHEN has been packing up her room, not just for the summer, but permanently. She's retiring from teaching Spanish at The San Francisco School and as she departs, it's not only her classroom she's leaving. She's vacating the Activity Room where she has taught belly dancing to adventurous middle schoolers. Deborah is leaving behind a language program that extends into the world beyond 300 Gaven Street such as the 5th Grade SomArts program in which a theme is woven around Spanish and an art project; the 5th grade penpals program with The Mission Education Center's Newcomer School; the 4th grade families Dia de los Muertos procession complete with a hot chocolate celebration at her home; and, of course, the 8th grade trip to Michoacan, Mexico.

When Deborah began teaching at SFS, she was the only Spanish teacher on campus and one of her earliest and most vital legacies was to locate the camp in Mexico that is the culminating experience for 8th grade Spanish. Sally Haskell taught 7th and 8th grade humanities when Deborah incorporated this trip and she recalls, "I think of Deborah as someone dedicated to showing the kids a love for the language and her wonder of the world. I specifically remember her starting the Mexico trip. The experience was a true gift to those kids. It opened their eyes to the world beyond the hotels and tourist world that some of them knew. It inspired real questions." Sixth Grade Humanities teacher Erika Liedtke echoes Sally's sentiments and adds, "Deborah wanted students to see and experience everything on that trip, even when we had flown on the red-eye into Moralia and were riding the bus to the camp. As the sun was coming up, her eyes would be bright and staring out the window at life in the Mexican countryside. She'd want the students to see the same thing. Their eyes would be closed, but she would always get a few to look with her and they would spy the early morning gems of people starting their days."

Deborah's own love of language started with her early exposure hearing her grandparents speak Polish, Russian, and Yiddish. She studied French and Spanish in secondary school, and continued studying and speaking both languages throughout her life. Deborah considers language as one of the doorways through which people become curious and passionate regarding cultural differences. Deborah notes, "You can't judge a culture



by the values of your own culture. You have to keep an open mind about what the circumstances are that created those differences. It's a political issue." That is one reason why Deborah developed the 5th grade penpals program with Newcomer School. This relationship with children in undocumented families has helped raise our students' sensitivity to the delicate issues surrounding immigration.

This exposure Deborah provides to other cultures reflects her own love of travel and the learning it generates. She has visited Europe and Latin America, lived in Central America, visited Mexico annually, and spent summers at her home in France. Her husband, Alain, is also retiring this year from teaching at Lycee Francais, and they plan to travel extensively starting with Asia and South America.

While Deborah is naturally excited about the future, after many years at SFS she feels bittersweet about this change. Deborah notes "The San Francisco School is not an easy place to leave. It couldn't and shouldn't be any other way. How lucky I am to have been part of it for the past 19 years." Key to her appreciation is that experiential learning

is honored at SFS. Deborah has also enjoyed so many opportunities to collaborate with her colleagues.

Deborah knows she's leaving a "caring and compassionate community with the sense of a village." She says, "This school teaches human beings, not just subjects."

Deborah's advice for the SFS community is to continue to encourage hard work and to recognize that commitment to excellence really pays off." She recommends we all reflect on and practice the simple statement posted in Laura's 3rd grade classroom, "In Effort There is Joy".

Deborah's own efforts as a teacher have been stellar but there is another side to Deborah. She just loves to have fun! Incoming preschool teacher Nova Ray '93 says, "I remember her big heart, open mind, and contagious laughter!" Laughter did abound with Deborah around and one of my own favorite memories of Deborah is from the Halloween when the staff all dressed up as middle school students. Deborah stood by the bungalow clad in sagging pants, an oversized flannel shirt and ruffled hair clutching a skateboard to her side. She grinned and giggled with glee.

Game Changers

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This year a small number of families were significantly impacted by the recession to the point that they had to consider pulling their children out of the school—arguably when the kids needed the stability of SFS the most. It was Terry Gamble Boyer whom I first approached to brainstorm ways to keep these families at our school, and she became the initial donor in what we now call the Community Fund. Terry and her husband Peter Boyer were parents at our school from 1994 -2009. During the past 15 years, their son Chapin and daughter Anna both attended the school and now attend Urban High School. Terry was a relentless volunteer. In addition to serving as the President of the Board between the years 2001-2004, she participated on various hiring committees and was the co-chair of the recent Head of School search process. Beyond her incredible commitment of time, Terry, Peter and their families have generously donated nearly

\$1,000,000; providing opportunities and support for the indexed tuition program, the endowment, the installation of solar panels and capital expansion. "Our whole family truly loved The San Francisco School and the incredible education – both inside and outside the classroom- that our children received" said Terry in a recent conversation. "To be successful, schools need all of their constituencies to invest in them with whatever resources they have. We are fortunate to be in a position to financially assist the school and it has been an honor supporting such an amazing place as The San Francisco School."

It is always difficult to say farewell to students and their families and this class is no exception. It is filled with extraordinary people, including Bob and Terry, who have given so much to SFS over the years. It is the generosity and innovative spirit of all parents and friends of the school that will help pave the way for future generations of SFS graduates.

In a recent conversation with Bob, as we were reflecting on his time at the school, he stated: "A great aspect about the SF School community is that everyone finds a way to contribute. I am looking forward to seeing how the next generation finds new and creative ways to enlarge the culture of philanthropy at the school. It will be critical to the school's future that this baton is picked up by others."

Because of the work we do and the incredible community that is The San Francisco School, I am confident that people will continue to change the game and fill the roles that Terry Gamble Boyer, Bob Moog and all the graduating parents generously played during their many years at the school. Congratulations to the students and families in the Class of 2009 and thank you for all you have done during your time at The San Francisco School.

Magician + Mathematician

(continued from page 4)



Endowed with an unwavering faith in the hidden possibilities of each child she has taught, Pamela has done her part to make the world just a bit better than she found it.

Working steadfastly through some 360 months, one thousand weeks, 7,000 school days and around 50,000 classes with close to one thousand children, she has made her indelible mark on The San Francisco School, refreshed the world by sending forth students delighted in the adventure of learning, fascinated by the science of dinosaurs and enchanted by the magic of elves. And her

tracks are not only visible in the children she has taught, but also the teachers who have taught around her, serving as formal and informal mentor to just about all elementary teachers who have passed through the school and influencing others beyond the school gates as well.

If, mythologically-speaking, first is a big deal, so is last. I felt Pamela noting and savoring all the lasts this year — her last Halloween, her last Winter Holiday Sing, her last tears at the Martin Luther King celebration, her last delight in the dinosaur bone hunt, her last

Mud-Pie. How can this be? Well, the time comes for us all and she carefully chose her moment to step out of the classroom. All we can do is honor that and give her the send-off she deserves. Of course, it will necessarily be too small — there are not enough hours to enumerate her contributions nor enough words to sufficiently capture her genius. She will continue to be present in so many ways in the years to come and I imagine we will be present in her heart as well as she moves on to new ventures. Pamela Myers, you are admired, loved and blessed — thank you for all the years.

ALUMNI PROFILE / Interview with Andres '05 and Elena Fuentes-Afflick

by Charlie Meade, Director of Development

I RECENTLY HAD A CHANCE TO CATCH UP WITH ANDRES FUENTES-AFFLICK AND HIS MOM, ELENA, TO TALK ABOUT THEIR MEMORIES OF SFS. ANDRES COMPLETED HIS 11 YEARS AT THE SAN FRANCISCO SCHOOL IN 2005 AND RECENTLY GRADUATED FROM LICK-WILMERDING HIGH SCHOOL WHERE HE WAS NAMED THE SCHOLAR-ATHLETE OF THE YEAR. HIS YOUNGER BROTHER, TOMAS, GRADUATED FROM SFS IN 2007. BOTH OF ANDRES' PARENTS WERE VERY INVOLVED AT SFS. PETER SERVED A TERM AS BOARD PRESIDENT AND ELENA HAS BEEN A BOARD MEMBER, CHAIRED THE DEVELOPMENT COMMITTEE AND SERVED MOST RECENTLY ON THE HEAD OF SCHOOL SEARCH COMMITTEE.



You spent many years as a student at SFS. What relationships stand out to you? **Andres Fuentes-Afflick (AFA):** The relationships between my teachers and me felt incredibly personalized. More specifically, my relations with the music teachers was wonderful... without the SFS music program my time at Lick-Wilmerding High School would not have been the same. They gave me the confidence to sing and learn new instruments. Actually, I just got back from playing saxophone with our band at a lunchtime concert at the San Francisco General Hospital cafeteria.

I was at The San Francisco School as long as possible, from 3 years old through 8th grade. Susie Korn stands out to me – even though she tells a story of how I was not very receptive to her when I was 3 and a new preschooler. Laura Burges also sticks out in my mind. She has an ability to personalize every relationship she has.

As a parent watching your child grow up in the SFS community, tell me about one or two of your fondest memories. **Elena Fuentes-Afflick (EFA):** I have so many wonderful memories! My all-time favorite is watching my newly-minted four year old walk around the sun in the South preschool on his birthday. I watch the video and it still brings me to tears.

What SFS lessons did you take with you to Lick-Wilmerding and how did they serve you? **AFA:** Two things come to mind. First, I felt like SFS gave me the ability to approach a new situation aggressively – and it allowed me to have the confidence to jump into unfamiliar situations. For example, I got involved in the Black Student Union (BSU) at Lick and I have been the co-president of the BSU for the past two years. Secondly, SFS gave me the perseverance and courage to seek assistance and find help when needed.

Ultimately, I had to work hard both at SFS and at Lick and I feel comfortable taking on the challenges of college. SFS encouraged and taught me to stretch myself and I feel like I am doing that – acting upon opportunities is something I got from The San Francisco School.

Tell me a little bit about your time at Lick. How was it adapting to high school after 11 years at SFS? **AFA:** I came to Lick with a few good SFS friends, especially Daniel Watson '05 and Ned Devereux '05, but it was easy to branch out. I really liked the environment at SFS, but Lick-Wilmerding has felt like a slow release into the 'real world'. Ultimately, I am not sure there would have been any place better than SFS to grow up.

What advice do you have for current SFS parents who may be anxious about their children being socially and academically prepared for high school and beyond? **EFA:** The curriculum at SFS prepares children for the academic and social skills needed for high school. I have seen many children attend different schools and they were well prepared. It is true that our expectations are higher for children than they were for us, but the SFS curriculum is excellent. Kids have to work harder in high school than middle school, but that's not a criticism of middle school!

Did you feel academically prepared for high school? **AFA:** SFS prepared me very well academically. Freshman year I was able to play 3 sports and manage my academics. History was the toughest transition because of the analytical writing that was required but I am not sure I would have had the ability to truly do analytical writing prior to high school. I am fortunate that both my parents and SFS pushed me to succeed academically.

Elena, you and your husband Peter were both very much involved in volunteer efforts at the school. What kept you involved and how did it support your role as parents in the school? **EFA:** Peter and I were eager to be involved in the school and we had many opportunities to participate. It requires an investment of time and energy but the collaborative spirit and wonderful people kept us going! It was a wonderful opportunity to get to know the faculty and staff as well as other parents. Truly a win-win situation!

If you were to think of the most important lesson, value, or skill that your children learned while students at SFS what would it be and why? How have you seen that serve them at the next level? **EFA:** The most important skill that my children learned at SFS was self-confidence. Through a myriad of experiences over the years, my kids learned that they were smart, capable, and resourceful, and they have applied this perspective in so many ways. In high school people have asked why my kids are so comfortable singing or speaking in front of large crowds, and I have always believed that the singing, speaking, and performances at SFS were fundamental to their sense of self.

What are your plans for next year? What are you most looking forward to? **AFA:** I recently made the decision to attend Yale University. I was deciding between Yale and Princeton and went to visit recently and really liked both, but felt that Yale was the better fit for me. They have an "Ethics, Politics & Economics" Program that I am very interested in. I am looking forward to getting involved at Yale and will probably do some singing and club sports. It will be a completely different culture and I am looking forward to leaving California for a bit – it will be a great chance to expand my horizons.

The
San Francisco School



300 Gaven Street
San Francisco, CA 94134
Tel 415.239.5065
Fax 415.239.4833
www.sfschool.org



MISSION STATEMENT

The San Francisco School cultivates and celebrates the intellectual, imaginative and humanitarian promise of each student in a community that practices mutual respect, embraces diversity and inspires a passion for learning.

OVERVIEW OF SCHOOL

Founded in 1966, The San Francisco School is a Pre-K through eighth independent, coeducational day school. The school is an established, vibrant educational community with a multicultural enrollment of 270 students, an experienced and dedicated faculty, and supportive and involved parents. The preschool program centers on the ideas of Maria Montessori. The elementary and middle school program reflects the ideals of a progressive, student-centered approach. The school also includes an extended care program, parent education opportunities, and summer recreational activities. Suitably characterized by a parent as "an urban school with a village atmosphere," the school embraces San Francisco's ethnic, cultural, and economic diversity. Our progressive approach to education encourages children to develop self-reliance, solid academic skills, integrity, and a sense of social values. The school is respected for our strong academics, our vibrant community, our personal attention to students, and our dynamic arts program. Our students graduate academically prepared, inquisitive, compassionate, and eager for the challenges ahead.

IN MAY, THE CLASS OF 2009 PERFORMED "MIDSUMMER NIGHTS DREAM" AT THE BRAVA THEATRE IN THE MISSION DISTRICT.

