This edition of the magazine is dedicated to Bob Simpson and the first Board of Trustees of The Carey School. Under their leadership, Carey grew from a small, for-profit private school to one recognized locally, statewide and nationally for its excellence in education. Additionally, through a process of accreditation, Carey became an independent school. Bob and the board accomplished a very long list of great things for Carey, always guided by the school’s foundational culture, which recognized that Carey is not just a small school, but also a large family.

When the Carey sisters retired in 1989, the enrollment was at 149 students. There were no business, advancement or admissions offices; no parent association and no budget. Accreditation, independent school and professional development for faculty were not found in the lexicon of Carey’s vocabulary.

Carey’s transition to an independent school was made possible only through the efforts and hard work of the board, which through its very tangible commitment, engendered the support of faculty, staff, parents, alumni and the local community. “In those days, the board lived at the school,” says Bob. They inspired in word and action. Budgets were established, water heaters installed, basements cleaned, classrooms painted, fundraising and advancement infrastructures established. No one was untouched by the commitment and generosity of the board. Its tireless efforts contributed immensely to the absolute support of all segments of the community. Everyone working together was the key element in the school’s growth and success. “Indeed,” Bob says, “together, every one of us back in those days, accomplished marvels which could never have been achieved by individuals or groups. It took every member of our school family!”

In hindsight, it cannot be overstated that Carey was saved by everyone working together with the board. This working together is our heritage and inheritance as a school. It is our history. It is simply who we were, who we are and who we will continue to be in the future. Upon reflection, we would never have it otherwise, because all of this is for our children. And, at Carey, the children are always at the heart and center of who we are and all that we do.

For your inspiration and hard work, for your commitment to our children, for the foundation that you have laid, the entire Carey family now wishes to recognize and thank: Larry Atkinson, Jim Coen, Joan Donar, Laurayne Gluck, Rich Goldstein, Judy Leydig, Carol Roper, Bob Simpson, Luis Velasquez, Jim Walker and Kathy Weinstock.

A very special thank you to the following individuals for their dedication and support in this edition of the Carey Connection.

Editor
Marla Levy

Official School Photographer
Veronica Riedel

Other Photographs Taken by
Raymond Difley
Lisa Fowler
Dana Goldberg
Michael Hildreth
Daisy Hsiao

Contributors
Laura Agarwal
Zita Agazzi
Sherry Anoush
Betsy Berman
Roberta Chopra
Liz Considine
Raymond Difley
Linda Dugoni
Lisa Fowler
Maria Frantz
Devon Gold
Dana Goldberg
Annette Goodwine
Tracy Gray-Hair
Daisy Hsiao
Marla Levy
Helen Lew
Duncan Lyon
Karen Martin
Mark Moore
Cameron Moredock
Anne Mullin
Sarah Murphy
Carol Pereira
Ardella Rowland
Katie Semien
Hilary Somorjai
Virginia Taylor
Cathleen Thomas
Linda Underwood

Designer
Eddie Lee, Square Two
Design www.square2.com

Production Manager/ Director of Advancement
Lisa Fowler

Production Assistant/ Advancement Associate
Daisy Hsiao
Like the school that produced it, this edition of the Carey Connection moves in many directions. These articles look back at our past, relate what we are currently undertaking, and indicate some future headings. Taken together, these articles capture the multiple narratives that comprise a school.

Stories abound in these pages. Among them is a feature on Virginia Taylor, whose name is associated with a great Carey tradition, the Virginia Taylor Spaghetti Dinner. The story of our first Board of Trustees calls to mind that our current health stems from deep roots. On the topic of roots, the efforts of our Green and Verdant Team have made the courtyard space a bit more flourishing and are one example among several faculty committees working to improve the school. Articles on the core curriculum and the meaning of respect as one of our core values spotlight the essence of our endeavor. Of course, catching up on the lives of our alumni reminds us of the wonderful paths leading from a Carey foundation.

Our hope is that this magazine will enable you to (re)connect with those qualities and people that make Carey so distinctive. Happy reading.

Sincerely,

Duncan Lyon
Head of School
The Carey School has a long tradition of educating children to become good citizens with an emphasis on a deep sense of community, kindness, respect and personal responsibility. Although the school has changed and adapted over the nearly 85 years it has existed, the institution has never wavered from these attributes.

From the very beginning, this school has been a trendsetter in early education, but one event in particular, truly redefined the school as we know it today. In the mid-1980s, almost 60 years after the school’s founding, when the school was close to shutting its doors, some very dedicated and committed parents stepped up and formed the non-profit corporation that Carey is today and established the first Board of Trustees to manage the school and its finances. They also hired Carey’s first professional head of school and applied for the school’s first CAIS accreditation. This was truly a rebirth of the school. That board not only saved the school, but professionalized the institution and began a process of strategic and financial oversight that allowed it to grow to the premier institution it is today.

Carey has grown from a small home-based preschool to a Pre-K—5 elementary school with an operating budget of around $5 million. In the last 10 years the school has grown its financial reserves from a couple hundred thousand dollars to about $2.5 million. Although this is still small for a school our size, these increases in the reserves are big steps in achieving long-term sustainability for the institution. Carey was only able to make these great strides with the help of some dedicated and committed members of the community.

So what is a QR Code?

Have you seen the little square boxes that look like this on publications?

It is a QR code – a two-dimensional “quick response” code readable by barcode readers and most smartphones. QR codes are commonly used by businesses large and small and when they are scanned with a QR Reader (available as a free app on your smartphone) they often lead to the businesses’ website. This year The Carey School has decided to implement them in this magazine to give you an inside look into all things Carey. If you have a smartphone you have probably seen and used this feature. But for those of you who are new to this, just scan the code with your smartphone or QR reader to see where it takes you on your phone. Point your phone camera at the few images in the magazine and you will be able to capture a more in-depth look at some of the different activities and events on campus.
Successful schools must adapt not only to new pedagogy and teaching methods, but also to changes in their environments. Carey clearly has a long history of doing just that—adapting and improving with the times and taking on any obstacles it encounters. However, one of the greatest attributes of Carey is that, despite the growth and continued professionalism of the school over the years, the school continues to operate within the Carey family spirit. A tradition of academic excellence and good citizenship continue to be emphasized and, even with the growth and professionalism that has ensued, Carey maintains, and is widely known for, its very strong sense of community. Arguably, this is Carey’s greatest accomplishment to date.

The current Board of Trustees is continuing to solidify the strong foundation handed to us by prior boards. As trustees, we are constantly looking for ways to improve the stability of the school by growing the school’s endowment and providing appropriate physical plant to allow the administration and faculty to give our students the best possible elementary school education within the Carey traditional values. Three years ago we launched a Long-Term Sustainability Committee to look at what we need to do to ensure the strength of Carey over the long-term. That committee is concluding its work this year and will provide a basis for a strategic plan that incorporates its findings. In addition, our Finance Committee provides clear and consistent oversight to ensure the financial strength of the institution. We have several other committees that provide valuable insight into other aspects of the strategic direction of the school, including a Transition Committee this year to help the new administration’s first year go smoothly.

Carey has achieved a lot in its 84-year history and is well positioned to continue on its path of excellence in elementary school education. I encourage you to come by and reconnect with your school. It will all seem familiar to you! Despite the new buildings, some new teachers and a new head of school, the Carey spirit, which began back in 1928, is still alive and well on our campus. The children are still smiling, loving learning and developing into wonderful world citizens. We would love to see you come “back home”!

Sincerely,

Carol Pereira
Board of Trustees, Chairperson

Board of Trustees

Executive Committee
Carol Pereira, President
Sarah Murphy, Vice President
Mark Moore, Treasurer
Betsy Berman, Secretary
Maria Frantz, Transition Committee Chair
Devon Gold, Advancement Chair

Nicole Alston
Roberta Chopra
Brian Dowd
Annette Goodwine
Diane Isola
Cissy Lewis
Peter Lim
Sally Screven
Erich Sengelmann
Bill Silver
Henry Sohn
John Somorjai
Bill Thompson
Susanne Vagadori

Ex-Officio
Duncan Lyon, Head of School
Cathleen Thomas, CSPA President
Mornings at The Carey School have a new energy these days. Donning his Carey red sweater and riding his bike to school, new Head of School Duncan Lyon eagerly welcomes students as they race in to start their day. Smiles and giggles abound. Sometimes it is hard to tell who is happier to be here.

Spend a few minutes with Duncan and you instantly get a sense of his approachable and thoughtful nature. He comes to Carey with a wealth of educational experience, implementing pedagogical theory and providing leadership in both elementary and middle school settings. He has his sights set on Carey’s future and is already inspiring positive change in his first year.

Vitality and Appreciation
From the moment he stepped on campus, Duncan quickly endeared himself to students, faculty and parents alike. In fact, our community was one of the first things that attracted him to Carey. “A lot of schools talk about community,” Duncan says, “but Carey really has a fellowship that impressed me. It is a sense of common purpose about how children develop at this wonderful foundational stage. I continue to be drawn to the vitality of the students and the inspiring relationship between them and their teachers. Just this morning I saw two students who were just dropped off hug each other and then, seeing their teacher walking towards school, decide to wait for her and enter all together.”

Duncan continues, saying that over time, “I appreciate the nuances of the many relationships that comprise our strong community, and that knowledge has deepened my respect and admiration of this special place.”

Duncan credits Carey’s outstanding faculty for their tireless efforts to make Carey an exceptional learning environment. “They put in a lot of hidden hours thinking about the individuals in their classes as well as making plans for the whole. My admiration for them is rooted in their ability to convey caring for the individual student while leading the whole group in curricular explorations. Operetta is a good example of this. When I saw it last year, I was struck by the way in which each student could be seen and heard and yet there was a powerful group presence as an ensemble.”

Vision and Leadership
From his many conversations with Carey students and alums, Duncan believes our graduates are a cut above. He describes them as “possessing a combination of grit, gratitude and optimism.” They are “confident, prepared and as self-aware as fifth graders can be.”

Duncan believes Carey does an excellent job in preparing our students, but also recognizes that we need to be mindful of changes in pedagogical practices and our community’s needs. He says, “As I tried to lay out in the State of the School conversation earlier this year, there is so much here that needs to be preserved. We are a reflective bunch, though. I think if we can integrate our curriculum across all grade levels, enrich our math instruction, find appropriate Pre-K—5 technology, and stay focused on having students who are socially and emotionally literate, then we will keep Carey students learning in the most contemporary ways. If we can provide proper facilities and ensure that the faculty is informed by the best research and resources, then we will continue to thrive as one of the great schools in the Bay Area.”
To achieve that vision will require leadership. Duncan describes his leadership model as one that is distributed. “I do not see myself at the top of a typical organizational chart. If I had to graph it, perhaps a Venn Diagram would make the most sense, with me being at the center of a series of overlapping areas of expertise. Much of my job is to manage the information flow from one part of the school to the next while never losing focus on the student experience as the reason for our effort. My hope is to foster a culture of ongoing open dialogue about the best way to nurture student growth during these important developmental years. I think the vibrancy of Carey’s community stems from a feeling of inclusion in the conversation about this common purpose.”

“Duncan is a true visionary, a consensus builder and a thoughtful leader,” says Carol Pereira, chair of the Board of Trustees. “He makes time for, and gives his full attention to, anyone who needs to speak with him, no matter how busy he is. He has hit the ground running in his first year as head of school and has already made an impact. He has earned the respect of the entire Carey community (faculty, administration, parents, board and alumni) as a strong, effective leader.”

All in the Family
As both a head of school and parent to a Carey first grader, Duncan holds a unique perspective on the Carey experience. He says that, “Alexandra is thriving at Carey. It seems that her favorite class changes by the day. She enjoys having a strong network of friends (boys and girls), adores her fifth grade buddy and thinks hot lunch is the best thing going in San Mateo County.” He thanks the Carey parent community for welcoming him, his wife Veronica and younger daughter Linnea to the school and says, “They could not be happier.”

As for balancing both roles, Duncan says, “Someone once asked if I have extra motivation by being a parent and a head of school. I told him that I have additional insight being in both roles, but that my motivation to lead a great school is high enough as head of school alone.”

As a native San Franciscan, Duncan is at home on and off campus. When he is not on Carey time, he says: “Nothing beats family time. We like hiking trails in Woodside and the main beach at Half Moon Bay. Of course, San Francisco always beckons. On a personal level, I enjoy exercise in the form of a good basketball game or a long run and reading magazines and books. I am also a big fan of sleep.”

Connecting with Carey’s Legacy
Walking into Duncan’s office you see a collection of memories from his educational journey. He has books from his days teaching high school history. There are also artifacts from Carey’s past. “My favorite is The Carey School Cookbook with recipes from ‘hearts and homes’ of the Carey community.” These objects encourage him to connect with Carey alumni. Duncan says, “My goal is to hear their stories, to find out what has endured from their years at Carey. Not long ago, we received a letter from an alumnus in his sixties who lives in Connecticut. He keeps up with us on our website! That reminded me that this educational experience has long legs and that there is much about our endeavor that is best seen in our graduates long after they leave the nest—or should I say, aerie.”

Duncan acknowledges, “This is the best professional experience of my life, and I am grateful for the chance to serve the school at this time. I hope those reading the Carey Connection whom I have yet to meet or yet to hear their Carey stories will be inspired to reach out.”

Duncan is Carey’s fifth head of school. With his leadership, Carey is entering an exciting new chapter in our school’s cherished history. We are glad he is here.
In her comedy sketch, “Edith Ann,” Lily Tomlin said, “I like a teacher who gives you something to take home to think about besides your homework.” Teachers at The Carey School fit this description as they inspire students to think deeply and develop a love learning that lasts a lifetime. They have their own styles in achieving their classroom ends, but the commonality of cultivating inquisitiveness is shared throughout the faculty.
“For the students, being with their homeroom teacher is like being home.”
Carol Miller – First Grade Teacher

In Pre-K and kindergarten, appropriate developmental education anchors our youngest students. Pre-K teachers, Karena Martin and Katie Semien begin their day on the playground with their students. By starting their day talking with one another, engaging in imaginary play, or negotiating tricycle use, Pre-K students test their growing narrative and navigational skills. At circle time, students sing about plans for the day, engage each other, and describe the weather. Utilizing the Reggio Emilia approach, Mrs. Martin and Mrs. Semien plan activities involving nature and have enhanced their classroom by increasing the volume of new blocks and building materials. Collectively, these teaching approaches draw on the innate curiosity of students and allow them to connect to the world through child-centered play.

The word kindergarten translates literally from German as “children’s garden.” Friedrich Frobel created that term for the “play activity institute” he created as a transition from home to school. Like plants in a garden, his goal was for children to be cared for and nourished in a children’s garden. The kindergarten team (Sarah Das, Kathy Angell, Jennifer Wallen and Veronica Riedel) nurtures students as individuals who are moving outside of themselves and their home life as they make connections between their world at home and school. For this reason, Mrs. Das says, “Communication with parents is key and a constant. We know our students and their families because we greet our students at the car line and we talk with them on the playground. Also, the Heritage Hours and our Mystery Reader projects allow families to share what’s most important to them.” Many educators believe kindergarten is the last year of complete childhood where playing is key to learning through discovery. At Carey, in addition to developing skills in writing, reading, math and social studies, imaginative play is stressed, which prepares students well to apply their skills more independently in the ensuing grades.

Second grade teachers, Audra Carli and Mark Bevan, are team teachers as they plan and execute lessons collaboratively. Ms. Carli and Mr. Bevan are so creative and resourceful that they have designed their own spelling program. The Bevan-Carli spelling program is closely connected to the reading program. The use of high frequency words, word sorts, spelling options, root words, digraphs, chunking words, dictionary

The first grade teachers, Carol Miller and Michele Zirelli, are veteran teachers with over 40 years of teaching experience between them. They know that first graders are proud of their growing abilities to decode words, engage in the word play of onomatopoeia, write in journals, and read a variety of genre types. While assistant teachers, Helen Lew and Andre Benjamin, teach addition, subtraction, and mathematical patterns, they also teach the students to use math skills in real life contexts. To the first grade teaching teams, learning has a magical effect because when former students return to Carey, they reminisce about the fun they had in projects such as making gingerbread houses and rookeries. Said Mrs. Zirelli, “Our students learn how to read, write, and do math in first grade. However, when our former students return, that’s not what they remember. They remember how we made them feel.” Said another way, “For the students, being with their homeroom teacher is like being home,” notes Mrs. Miller.
use and a variety of “think it out” strategies, propel the second graders at Carey to understand the patterns and meaning of words. Second graders use the skills learned collaboratively to read with meaning. Reading groups and book clubs are common ways for students to come together and talk about books and their reading experience. The skills acquired in the book clubs equip second grade students to read and write about themselves as well as conduct research. Some of that social studies research explores the lives and contributions of Laura Secord, Sally Wright, Terry Fox, Bessie Coleman, and Bayard Rustin as people who made a difference in their countries and communities, setting the stage for broader cultural explorations in third grade.

Third grade teachers, Neely Norris, Lindsay Ramsey and Shelley Gullo, the interim teacher, help third grade students complete the leap begun in second grade from learning to read to reading to learn. Third graders use their beginning research abilities to study different regions in the world. Through Skype conversations, interviews, and geographical studies, the third graders learn about the topography, resources, and population of Kenya. Their research leads them to acquire information about the economic conditions of students in various regions. For example, the students conducted a school and sports supplies drive in response to the needs of the Victory Primary School in Kipkelion, Kenya. Carey students sent three full boxes of supplies to assist the learning of students 9,585 miles away from San Mateo. Through selected reading in book clubs, a trip to the Asian Art Museum, and investigative homework assignments, the students delved into the history and growth of Japan. They then tracked the famous Iditarod race, following “mushers” online as they traversed the blistering, blustering winds of Alaska.

Over the course of third grade, math concepts are extended and skills are applied in many different ways. For example, as students track the Iditarod race, math becomes integrated into the theme. Through calculations about distance, probability, and problem solving students become engaged on many levels.

Such global study helps third graders to be adventurous in other scholastic endeavors. Mrs. Gullo notes, “We strive to create an environment where students are willing to take risks in academic endeavors. We want them to try something in which they get it right or wrong. When students make the effort, they experience a win-win situation.”

“I feel so lucky to teach fourth grade,” Anne Mullin muses. “It is a time when wonder, imagination, and critical thinking come together. Fourth grade students are passionate about debating issues in book clubs as they ask probing questions. They come alive when they experience history through field trips, research and hands-on activities.” Several learning-by-doing examples stand out this year. In November, Ms. Rowland and Mrs. Mullin took their students to Coloma for the first-ever fourth grade overnight trip. The students celebrated the culture, music, and folklore of the California Gold Rush as their growing social emotional learning skills were put to the test on the first school trip away from home. They walked in the footsteps of the forty-niners and experienced the effort of surviving away from the comforts of home. In January, the students participated in the California Walk Through. The Walk Through is an engaging and interactive presentation of history through literacy and the arts. In May, the study of immigration culminated in a daylong reenactment of entering Angel Island Station. Through biographies, poetry, writing, mapping skills, fourth graders had many chances to reflect on the process and restrictions of immigrants who came to
Angel Island. As these students found out, the expectations of time management, study skills, and organization increase in fourth grade as students write five-paragraph essays and are challenged by math concepts such as angles, statistics, fractions, decimals, and percentages. Fourth graders become more active and independent as learners, which prepares them well for their final year at Carey.

Fifth grade is the year when students put the cumulative years of teaching into practice. The students are committed to developing a sense of self-advocacy, time management, and organizational skills. Fifth grader Caroline Frantz said, “I feel like I am ready for real world scenarios because of my time at Carey.” It is little wonder why she feels this way. A “self-debate” class teaches students how to argue a viewpoint from both sides. Fifth graders each write their own Fifth Grade Constitution, complete with a preamble. The students design their own board games based on literature from independent reading projects. Pre-algebra, sonnet writing, geography, and current events are some examples of favorite fifth grade topics. By yearend, the fifth grade eagles are ready for real world scenarios in a new nest.

The skills necessary for success in independent schools have been defined as, character, creativity, real-world problem solving, public speaking, teaming, and leadership. These traits are thriving in abundance in our classrooms—homerooms and specialists alike. Yet, it is the homeroom at Carey where the school day begins and teachers always give their students something to take home to think about besides homework.

Calling All Alumni!
We want to hear from you!

Please email Advancement at advancement@careyschool.org
Send us your news!

Stay in touch with your former classmates
Keep up with the latest Carey news.

Alumni parents: if your child is busy studying or traveling, please feel free to email us for them!

Join us on Facebook
There has been a growing focus lately on the preparation of our students for a world that is increasingly interactive and globally connected. In response to this trend, the National Education Association recently outlined the following strategies in curricula that will prepare our students for this ever-changing world: proficiency in foreign languages, international awareness and appreciation of cultural diversity. At The Carey School, we are ahead of the curve as these significant elements are already essential components of our World Language curriculum.

At Carey, learning a second language is not dependent upon having a textbook, but rather the constant reinforcement of the language through various activities. Students are taught the more traditional aspects of language acquisition such as vocabulary, spelling and grammar; but the main focus is the acquisition of oral language proficiency. For example, students may be asked to answer questions one-on-one with the teacher to discuss a familiar topic, engage in a peer interview or play an interactive game. Our desire is to inspire confidence in our students to express original thoughts in the target language. One overarching goal of the program is to build the cognitive skills necessary to acquire any language. Thus, our fifth grade students graduate from Carey with a firm foundation in a second language and are able to successfully apply these same skills to the continued study of French, Spanish, or a new language at the middle school level. There is no doubt that the acquisition of a second language enables students...
to build the cognitive aptitude necessary to facilitate learning a third and fourth language, but there are additional benefits too.

From Pre-K through fifth grade, students learn about both Spanish-speaking and Francophone countries around the globe. The pre-kindergartners learn how to say the colors of the flag in the target language while the fifth graders discuss the motivations for colonization of Africa and South America. At each grade level the students learn geography coupled with the history and evolution of language and culture throughout our world. Ask a fourth grade French student what the highest point in Québec is, or a third grade Spanish student to name the location of prominent volcanoes in South America, and you will receive an accurate response in the target language!

Our language program is designed to help students understand the wide variety of distinct cultures within the French and Spanish speaking world. Here in California there is a wonderful influence from the Mexican-American community. Occasionally, however, students may overgeneralize and assume that certain cultural customs, music or food native to Mexico are representative of the culture of all Spanish-speaking countries. We work hard to provide students the opportunity to study many different Central and South American countries as well as Spain. Students in second grade, for example, understand that Cinco de Mayo is celebrated in some parts of Mexico, and that it is not celebrated at all in Argentina or in other countries. The geographical and cultural significance of Spanish and French are taught within a linguistic context, and the students benefit by expanding their knowledge of the globe while building proficiency in a second language.

The linguistics are the mechanics through which we expand our global view and acquire a deeper sensibility toward other cultures. The syntax itself guides us to think differently when we speak, and forces us to communicate through the eyes and ears of another culture. As teachers of a world language, our greatest motivation is the desire for our students to gain an appreciation and an open mind for diverse cultures. This acceptance of diverse cultural norms is key towards establishing greater communication, understanding cultural values and promoting empathy among cultures. Each class period our world language teachers expose the students to differences in culture. This can be as subtle as using the proper formal greetings, to playing an ancient Aztec game. For example, Señorita Zita’s first and second grade Spanish classes listen to storybooks loaded with cultural references. The classes analyze in depth the illustrations and stories of both books using “The Culture Tree,” a method developed by Renée Sawazaki, in which students look at the elements of visible and invisible culture. Mme. Considine’s third graders become familiar with the French vendors at the local farmer’s market as they try out their newly acquired expressions and vocabulary to purchase French pastries. Sra. Linda’s third grade students study how the climate of a region affects the housing, food, and clothing of its inhabitants.

Our World Language Week brings all that is special about Hispanic and Francophone culture together as the entire Carey community spends three days celebrating music, dance, art and food. Thanks to generous grants from the CSPA, the children have been able to enjoy concerts from Charlotte Diamond, Chaskinakui Andes Music, Colibrí, Aztec Dancers, African Dance and Drum, and even a French opera singer. They have painted in the style of Matisse and Miró, and learned to make French crepes, Salvadoran pupusas, and Cuban-style plantains under the tutelage of our wonderful Carey chef and alumni parent, Stephanie Lucas. The busy week ends with a culminating luncheon generously organized by our parent community, celebrating the importance of culture and community in a festive atmosphere.

At Carey, the world language teachers work diligently to closely align the curriculum in both languages so that the students experience similar contexts, goals and expectations. Dr. Ellen Bialystok, a professor of Psychology at York University in Toronto, has studied the effects of bilingualism in children and their effects on cognitive development. “Empirical evidence suggests that bilingualism in children is associated with increased meta-cognitive skills and superior divergent thinking ability (a type of cognitive flexibility), as well as with better performance on some perceptual tasks.” For the students at Carey, we are thrilled that they have the opportunity to flex their brain muscles acquiring a second language, but are equally excited that they will be prepared to go out into the world with a heightened appreciation and empathy for the multitude of cultural behaviors and patterns which weave together our global experience.
The Mary T. Carey Faculty Summer Research Grant is awarded to teachers each summer for research related to classroom practice. Faculty may use the grant for course work, to attend a workshop, or for independent research related to best practices in elementary education. Last summer Amelia Rowland, Anne Mullin, Karena Martin and Katie Semien were awarded this grant.
History Comes Alive!

Last August, Amelia Rowland and Anne Mullin dedicated their time to researching and developing a cross-curricular fourth grade social studies program with a particular focus on the mission project. Annually, fourth graders across the state of California research and discover the role the 21 California missions played in history. As part of the grant, the two Carey teachers analyzed and reevaluated the relevance of the project and made the decision to reduce its size and give students more choice in presenting their findings on their mission research. This adjustment allowed for more time to expand the units on Native American studies and immigration in particular. To this end, they gathered materials, planned activities, sequenced units of study, developed ideas for coordination with specialist teachers, and explored options for field trips. One result of their efforts was implementing an overnight field trip to Coloma Outdoor School, in which students engaged in hands-on, living-history activities that brought alive the Gold Rush era.

Separately, Ms. Rowland investigated and began the process of creating a wiki for her fourth grade students. Created as an interactive website where students and teachers can add and modify content, and respond to one another, a wiki can also be an efficient way to communicate with parents and students about current projects, assignments and homework. It is one more way to provide a safe environment for twenty-first century learners in fourth grade to integrate technology into classroom activities and homework.

Valuing Early Childhood Education

Last June, Karena Martin and Katie Semien spent three days at Asilomar Conference Grounds in Pacific Grove, California attending the seventh North American Reggio Emilia Alliance (NA-REA) summer conference, where they participated in "Dialogues for Quality in Education Valuing Early Childhood." There were three components to the conference that collectively provided insight and understanding into the way the Reggio programs operate. Each morning began with lectures from two Italian educators centered on the philosophy and values of the Reggio schools. The afternoons consisted of tours of two early childhood schools that have been designed to reflect the local community by incorporating photos from the area and items from the surrounding natural environment. One day was dedicated to an exhibit at the John Steinbeck Museum, which documented the projects that the children in the Reggio Emilia Schools have created.

The highlight of the week included participation in a project inspired by an "Atelierista," whose role in the Reggio Approach is to support children in using art as a medium for the symbolic representation of their curiosities and discoveries. The project entailed working collaboratively with fellow workshop attendees to consider the architecture of nature as well as the formal architectural structures of Asilomar. This experience was challenging for the adults as the directions were minimal and the materials limited. As a result, it provided a look into how children learn, think, explore and interact with each other. Mrs. Semien and Mrs. Martin returned to Carey and looked for ways to bring their understanding of the Reggio experience into the classroom. They began by making changes in the classroom to make it feel both warm and inviting. They painted the walls, added blinds to the windows and included natural colors on the bulletin boards to make the classroom seem more like an extension of the outdoors. They reorganized and opened up the classroom space to include elements from nature that invite children to explore and discover new things.

Mrs. Semien and Mrs. Martin look forward to bringing in new ideas each year from the Reggio philosophy that further stimulate the children’s natural curiosity.
Faculty at Work
By Tracy Gray-Hair

In fall 2011, The Carey School faculty decided how they would like to use faculty-meeting time. This year, the faculty identified several areas of focus: diversity, math, making the school more green and verdant, technology, and literature week. Below are summaries of the strong work completed this year by the committees, whose efforts represent the high quality of collaboration we have come to know from our faculty.

Diversity Committee
Raymond Difley, Jamie Trierweiler, Karena Martin, Andre Benjamin and Mark Bevan

School and is identifying how this important topic aligns with our mission. In the fall, they met with board member Maria Frantz, whose work on the Diversity Subcommittee of the Long Term Sustainability Committee resulted in a compilation of diversity plans from other independent schools. These plans provide useful outlines for ongoing diversity work at Carey.

On January 9, 2012, faculty members who serve on the Diversity Committee attended a talk at the Katherine Delmar Burke School entitled, “Ensuring Success in the 21st Century: Cultural Competency as a Key Factor,” which was led by Dr. Steven Jones. Dr. Jones is a national speaker, trainer and consultant in the areas of strategic change management, leadership, multicultural education, conflict resolution, effective mentoring, and self-esteem. He is one of America’s leading experts regarding diversity and has plans to work with Carey during the 2012-2013 school year to help our children develop the cultural competency skills that will allow them to be successful global citizens.

Math Committee
Neely Norris, Audra Carl, Katie Semien, Amelia Rowland and Tracy Gray-Hair

In May 2012, the Diversity Committee facilitated a faculty meeting where we shared the National Association of Independent School’s “Timeline for a Multicultural School.” In our meeting, the faculty identified where we see ourselves on the timeline and the results of this faculty meeting will help us identify how we can move forward to become as inclusive a school as we can be.

Each year the faculty explores a curricular area for in-depth exploration. This year a faculty committee was formed to evaluate the areas in which our math program currently has strength and can be improved. A survey of core teachers and subsequent grade level discussions led the committee to conduct several full faculty meetings on the topics of math scope and sequence, the merits of the Everyday Math spiral curriculum and differentiation. These meetings produced a recommendation that we hire a math specialist who would work in partnership with the faculty to define the math curriculum, support classroom teachers, provide direct instruction and enrichment, conduct student assessment and strategize with teachers about meeting the range of student needs. The committee aims to continue its work in the 2012-2013 school year to further articulate the goals of the math program at Carey and the steps necessary to make it even better.
The Green and Verdant Committee brainstormed ideas on how to keep, sustain and make Carey greener and visually pleasing. We are working toward reducing landfill and educating students about composting and recycling by ordering two DeepStream Design Recycle bins for the patio. As a result of our purchase, 200 trees were planted in Haiti in the name of Carey. Through the generosity of the Zero Waste Program, we added compost bins to every classroom with a sink and to the art room. We’ve also added recycle bins for every office, the kitchen, the art room, the science room, the daycare room and both playgrounds.

The committee embarked on various projects for making a greener campus. The new mini-greenhouse has been placed outside the multi-purpose room where students planted seeds and are maintaining the plants daily. As the plants grow, the students transfer the seedlings to our garden. Native California drought-tolerant plants live in planter boxes by the science room and the circle area. Planters and plants have been ordered for a sensorial garden for the kindergarten classes. In the near future, we will order plants for planter boxes and the circle area, a work bench, sitting benches and gorilla hair for the patio area.

We are coordinating a parent workday to engage parents to remove old plants and plant new ones. We hope to work with gardeners to re-pipe sprinklers to drip irrigation on our campus. Our last project for the 2011-2012 school year is to identify an appropriate trellis for the sandbox area and have it installed by summer.

As a result of the work of the Green and Verdant Committee, and our students, we are pleased that Carey received a Gold Award in recognition of our exemplary garden from the San Mateo Food Alliance Program. Congratulations to everyone!

The Technology Committee tasked itself with three goals:

1) Address technology equity around the campus. Certain classrooms and teaching spaces don’t have access to the same forms of assistive technology. The Tech Committee, working in conjunction with the director of technology and the technology coordinator, helped devise a plan to address tech equity. In the short term, the inclusion of one additional powerful iMac workstation in each classroom will provide students an immediate resource for quick research, as well as the ability to integrate such tasks as video editing and presentation preparation right into the classroom environment. In an effort to move more technology into the classroom, Carey is exploring the use of Google ChromeBooks in the upper elementary grades and Apple iPads in a shared setting for the lower elementary
grades. Pilot units are in the process of being purchased for this purpose, and more substantial additions to this fleet will be acquired during the summer of 2012.

2) Formation of a three-year technology budget with a cycle purchasing plan. The formation of a three-year budget will allow for the cycling of new technology into the classrooms, as well as maintaining current collections of equipment. In any given year, once the school has an operational level of equipment, the planned "refresh and renewal" of current resources will be maintained by this annual cycle purchase.

3) Align the technology teaching and use standards against the International Society for Technology in Education’s National Education Standards (ISTE NES) for administrators, teachers and students. Currently, most technology teaching occurs in the computer lab. As technology begins to make in-roads into other classroom environments, it is important that Carey addresses how and with what expectations this new technology will be used. This spring, the director of technology and technology coordinator will work together to ensure that Carey is well situated in this regard and will use the norms provided by the ISTE to help achieve this alignment.

**Literature Week Committee**

Linda Underwood, Sharon Bloom, Lindsay Ramsay, Anne Mullin, Michele Zirelli and Carol Miller

During Literature Week, we sponsored a book drive of new and gently used books that were donated to the San Francisco Children’s Book Project. During the three days of Literature Week, specialist teachers, members of the administrative team and all staff members read to each class. Wacky-Wednesday, inspired by the similarly titled Dr. Seuss book, was a day when everyone dressed in wacky ways: clothing was worn inside out, mismatched, and backwards.

At the assembly, the fourth grade led the Dr. Seuss pledge and Carol Miller read Dr. Seuss's first book, “To Think I Saw it on Mulberry Street.” Thursday was Grinchy Green Thursday and everyone wore green. Michele Zirelli and Andre Benjamin read the children’s classic, “Green Eggs and Ham.” Mr. Benjamin, for one, had a difficult time keeping a straight face as he read! Friday was D.E.A.R. (Drop Everything and Read) day and Dr. Seuss’s birthday. Everyone wore red and white clothing and Cat in the Hat hats. The assembly was a dialogue about Dr. Seuss’s birthday and everyone sang a song about him. Sharon Bloom and Craig Coraggio read “The Cat in the Hat.” The fifth grade students performed “The Sneetches,” with Andy Giles and Kate Folsom as narrators. Jaime Barrillas, our chef from Epicurean, prepared a Dr. Seuss luncheon. The menu included green eggs and ham, frankfurters and marshmallows ala “The Sneetches,” truffle fruit from “The Lorax,” and Dr. Seuss cupcakes. Though the menu and the week’s theme changes each year, Literature Week is a much-loved Carey tradition.
The summer camp experience unveiled the reality that Carey students care deeply about their surroundings, their belongings and each other. And, thus, it is this value of respect that one cannot teach, per se. Rather, it is engrained in the school’s culture and modeled by students as well as adults.

At Carey, teaching and modeling respect for humanity and property begins during the pre-kindergarten years and continues beyond graduation. One of my favorite stories to tell prospective parents and guardians on admission tours is about our buddy program. Older and younger students not only share the physical plant but also interact on a formal basis every day. Teachers design activities in which buddy classes engage with one another. Older students serve and remove lunch for the younger children as well as sponge the lunch tables afterwards. Our students take pride in fulfilling these responsibilities and look forward to their next opportunity to see and help the other children. It is these values and programs that make Carey a special school.

When campus filled with summer noise and activity last summer there was much anticipation. The Carey kids were fabulous ambassadors not only for their school but also for their school’s core values.

Ms. Franklin would be proud. Respect is alive and well at One Carey School Lane.
A Secret Sauce from the Heart
By Virginia Taylor

During a break at a quarterly conference for financial advisors, a fellow conference participant asked me, “Are you the Virginia Taylor from The Carey School’s Virginia Taylor’s Spaghetti Dinner?” I’m sure he thought it was a long shot. With a fairly common name, at a business meeting, certainly appearing old enough to have college-aged children, what were the chances I was that Virginia Taylor?

Back in the early 1990s, I started a spaghetti feed at my children’s elementary school, I told my new friend, Curtis Chen, as I grew a few inches taller. What a surprise when the school decided, several years later, to name the event in my honor.

I learned of The Carey School from my dear friend, Sandi Nichols, whose oldest son attended. Upon first meeting Bob Simpson, then head of school, I was struck by his kindness, wisdom and candor, and knew that Carey was the place for our children. It soon became the place for me, launching my long career as a school volunteer. Attending my very first Carey School Parents Association meeting, I sheepishly stepped forward to take on the undesirable Carnival Food job for the school’s annual Halloween Careyfest: a three-day carnival and haunted-house fundraiser held on school grounds. The job entailed developing, organizing and running the food booth for hundreds of kids and parents, and I found myself spending many late nights in the school’s kitchen, popping popcorn for hundreds of popcorn balls and making batch after batch of cookie dough for oversized cookies. I learned how to work a soda fountain, organized the help, shopped for food and manned the booth throughout the weekend. The job, as backbreaking as it was, suited me; I went on to do it for three years. That final year, it rained the entire carnival weekend, and three days of work netted us a mere $5,000.

Back in the early 1990s, this fundraising business was new for Carey. The Carey sisters, Mary T. Carey and Clare Carey Willard, had retired from the day-to-day operations of the school, and a group of determined and visionary parents formed a Board of Trustees and hired Bob Simpson as the school’s first headmaster. Together, Bob, the board and the broader parent community set Carey on a course to become an accredited, professional, nonprofit independent school. Tuition needed to be increased, the discount for multiple children was discontinued, annual giving was instituted and the CSPA was established to raise funds to keep the doors open.

When Sandi and I became president and vice president of the CSPA, we knew there had to be an easier way to raise money. Drawing on the experience of other area schools, we devised a plan for a walkathon fundraiser where the kids were directly involved in raising money, followed by a smaller
carnival and lunch, all in a one-day format. Breaking with the much-loved three-day Halloween carnival tradition was not easy. Yet after our inaugural walkathon netted $60,000 in a single day, the community embraced the format and a new tradition was born. Sandi continued to chair the walkathon portion of the event until her youngest child graduated from Carey. After leaving the school, Carey wanted to honor Sandi’s commitment by naming the event the Sandi Nichols Walkathon, but she gratefully declined. “It takes a community to create that event, not just me,” Sandi explained. I was not so humble with Virginia Taylor’s Spaghetti Dinner.

My passion, long before my days as carnival food booth coordinator, was always in cooking. I found numerous ways to put my passion to work raising money for Carey, offering themed dinners and cooking classes when Carey began its tradition of an annual auction fundraiser. Still thinking of ways to make money for the school, I recommended doing an annual spaghetti feed for the entire community. I figured we could add another $6,000 to $7,000 to the coffers while building great community spirit. The CSPA liked the idea but wanted to offer it as a community-wide thank you. The spaghetti feed was born, and it was my baby to run.

Our menu consisted of an antipasto plate placed in the middle of the serving line to keep the crowds happy as they waited for their spaghetti. Along with the spaghetti, we served a mixed salad with kidney and garbanzo beans, cucumbers and tomatoes with Hidden Valley Ranch dressing that we made with the little packets of powder, mayonnaise and buttermilk. To keep the kids happy, we also made plain spaghetti with butter and cream and homemade garlic bread topped with grated Parmesan Reggiano. We prepped all of the food at my house the day before the event, with four-person morning and afternoon shifts of volunteers. They worked at prepping salad, frying Italian sausage, chopping basil and oregano, slicing mushrooms, pitting olives, dicing onions, mincing garlic, chopping sundried tomatoes and opening cans. By 4:00 p.m. we had three five-gallon pots of sauce ready to simmer for hours on the Carey kitchen stove.

The day of our event, I got up early and boiled and oiled twenty pounds of pasta and placed it in extra large plastic bags. No need for a facial after that. A group of volunteers at school would work on the bread, the antipasto plates and quart after quart of dressing. Getting the sauce on the stove early was important. It took close to two hours to bring the sauce to a simmer, then another few hours of cooking to meld the flavors. I always added fresh basil at the end for a fresh blast of zing. Betty Angell, the beloved face of Carey, came in at 5:00 to take her place of honor on a stool on the left-hand side of the serving window.

After Betty arrived, always with that twinkle in her eye and smile on her face, I brought the water to a boil, dumped a pound or so of pasta in a makeshift strainer basket and boiled the pasta for a minute or so to heat the noodles. After straining the pasta, leaving a bit of the starchy water clinging to add body to the finished dish, I would add sauce, toss and dump it into the “red sauce” chafing dish. I did the same with the butter noodles. Periodically, Betty would yell out, “More red sauce!” and I would jump into action, dumping another pound or so of pasta in that starchy water. It was hot, hectic and a heck of a lot of fun.

Today, I know the number of dinner guests has more than doubled, and I hear they still use my sauce recipe. I’m not sure how they pull it off, or whether they boil the pasta or make the bread, but something tells me Betty still serves the pasta.

Last fall, Carey called to ask me if I would make four quarts of the Virginia Taylor Spaghetti Sauce to give as a parting gift to the team of auditors visiting the school to conduct its accreditation. I was honored. I immediately agreed to make the sauce, thrilled to be connected to such a wonderful tradition, and one the school deemed worthy of sharing with these important visitors. I remember once telling Bob Simpson that I must have done something right in a past life to be blessed with such unbelievable children. To my observation, he said, “The apple does not fall far from the tree.” I now know that Carey has to be one of the main branches of that tree.

This article is excerpted from Virginia’s food blog, “Taylor-Made Menus: Living Well Through Feeding Others.” For the complete article, photos, and spaghetti sauce recipe, visit http://www.taylormademenus.com/menus/the-virginia-taylor-spaghetti-feed/
So Happy Together: Fostering Meaningful Connections at Carey

By Cathleen Thomas, Carey School Parent Association President

Carey is certainly a happy place. We have all felt the energy and joy that radiate throughout our campus, and we pride ourselves on our strong community. Healthy, strong relationships are essential to our happiness and well-being, even helping us in times of stress and adversity. So how does Carey foster and nurture the relationships that shape our vibrant community?

Building the Carey community begins even before families officially enroll. During the application process, prospective parents have the opportunity to meet current parents and ask questions about the Carey experience. These potential families learn from veteran parents, getting a deeper sense for what our community has to offer and how they can contribute. Upon enrollment, the CSPA Mentor Committee matches new families with current families, creating vital links for information and support. We then celebrate these new members of our community at a mentoring “welcome” event each spring and at a new family orientation session in the summer. Through these events, the newest members of our community are able to begin their Carey years with personal connections to ease their transition and integrate them fully into the Carey family.

The family-to-family connections don’t end with mentoring relationships. The CSPA works hard to ensure families continue to make connections both within their grades and across grade levels, in forums large and small. On the opening days of school, the CSPA executive team sponsors “welcome back” coffees, casual opportunities to reconnect after the long summer break and soothe any first day anxiety for our newest parents. Additionally, the Community Events team of the CSPA regularly sponsors off-campus family events, ranging from evenings to weekends away. This year, the Community Events team hosted a Carey Mamas and Papas singing event, a pizza and bowling evening, a ski trip to Lake Tahoe and a Memorial Day weekend adventure to Safari West. In each class, dedicated room parents also help promote social connections, from holiday get-togethers and moms’ nights out to family picnics and dads’ events. They also provide an important sounding board for questions and concerns. In the spring, families gather together at the annual Virginia Taylor Spaghetti Dinner (for more information, see page 18). This special Carey tradition honors all of our families and provides an opportunity to relax with friends old and new.

Beyond fostering connections between the parents at Carey, we also promote the bonds between our families and Carey’s outstanding faculty and staff. At Back to School Night in the fall, parents begin building the important relationship with their children’s teachers by hearing the curricular road map and classroom expectations for the year. Parent-teacher conferences also help facilitate the dialogue between parents and teachers to ensure a successful year for all. Throughout the year at CSPA meetings, our faculty and staff share their learnings with parents. Highlights from CSPA meetings this year included an innovative technology presentation by Cameron Moredock, our Director of Technology, and a recap of how trends in “blended learning” are being applied in our classrooms by teachers Neely Norris (third grade) and Amelia Rowland (fourth grade). In these group settings, parents have the opportunity to learn about the inspiring work and insights of our faculty and staff, providing touch points for greater communication.

To further deepen the home-school connection, Duncan Lyon delivered the State of the School address to the parent community, sharing his reflections on his first six months at Carey and his vision for the coming years. A dynamic question-and-answer session followed Duncan’s remarks, reflecting the passion and engagement of our vibrant community. Also new this year, Carey initiated a series of grade-level discussions with parents. These evenings,
led by Duncan and Tracy Gray-Hair, focused on the developmental milestones of our students and how parents and faculty can work together to support our children. These conversations further facilitated dialogue between parents and also between parents and the administration to promote a culture of understanding and respect. In the spring, the annual Celebration of Learning enabled parents and faculty to reflect on the year’s accomplishments, providing an opportunity for our entire community to share the successes and show appreciation for the hard work done throughout the year.

Carey also builds relationships with our neighbors, connecting our families and students to the world beyond our campus. This year, the Caring at Carey committee sponsored events that engaged families in meaningful service work in our community. In December, a group led by music teacher Linda Underwood sang at an assisted living center, brightening the holidays for all involved, and in January, our families spent an afternoon at the San Francisco Food Bank. These volunteer events, along with many others, provide connections for families who share an interest in an important cause. Finally, the CSPA completed its annual holiday cookie drive thanks to the generosity of our families who baked hundreds of treats. This simple gesture of delivering cookies to our neighbors on La Salle and Alameda shows our appreciation for their patience during pick-up and drop-off and fosters ongoing communication and mutual goodwill.

In addition to promoting bonds between parents and our community, Carey also fosters student-to-student connections. In the summer before children even begin at Carey, veteran parents often schedule play dates to help new children get to know each other. Perhaps the most visible and loved tradition, the buddy program at Carey connects children in the lower grades with mentors in the upper grades. Additionally, fourth graders have the opportunity to model responsibility in their roles as lunch helpers. Fifth graders also demonstrate their creativity, expertise and leadership by teaching After School Adventure classes. Finally, Carey fourth and fifth grade basketball teams provide yet more opportunities for student interaction outside the classroom.

Of course, no conversation about Carey’s joyful community would be complete without a discussion of Walkfest and Auction. These school-wide events serve the dual purposes of building connections and also raising funds that support the school. Quite simply, they put the “fun” in fundraising! This year’s Walkfest Spirit

Days featured a rapping Duncan and deafening C-A-R-E-Y cheers by students, parents, faculty and staff. At Walkfest in October, we watched classmates walk hand-in-hand, parents and faculty run laps together, and grandparents relax in a “grand stand.” In March, our auction put the spotlight (literally!) on our community, making every attendee who walked the red carpet feel truly special and appreciated. With a record turnout, exciting bidding and a crowded dance floor, the auction exemplified everything that makes our community strong.

Not surprisingly, Carey community bonds are tough to break. Carey maintains our alumni connections through middle school nights, holiday service programs and reunions. Happily, we are always part of the Carey family!

---

**Carey School Parent Association (CSPA)**

**Executive Committee**

- President: Cathleen Thomas
- Co-Vice-Presidents: Laura Agarwal and Susan Faris
- Treasurer: Maria Gorelik
- Secretary: Robbie Fang

**Committee Chairpersons**

- Auction: Julie Lev
- Walkfest: Vanessa Lo and Leslie Gold
- Caring at Carey/Community Services: Helen Carris, Andrea Irvin and Katie Raab
- Community Events: Bob Lahl, Lydia Alexander, Roberta Chopra and Laurie Kowalski
- Enrichment Days Liaisons: Ida Gruber and Sandy Moore

**Supplies Coordinator:** Lisa Pearlman

**Escrip:** Warrick Taylor

**Faculty Appreciation:** Kim Bottoms, Patty Macy and Claire Thompson

**Library Liaison:** Sally Mouzon and Beth Springer

**Mentoring Program:** Leslie Kramer, Dorothy French and Binna Kim

**Parent Education:** Heidi Cotton

**Pumpkin Patch:** Melissa Ansari, Jennifer Nissenberg and Angela Rohde

**Spaghetti Dinner:** Meaghan Schaefer, Lexi Slavet, Julie Gregory and Amy Obana

**Volunteer Tracking:** Fiona Taylor

**Art Week:** Charles Forrester and Jenny Risk

---

**Room Parents**

<table>
<thead>
<tr>
<th>Room</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>Roz Benjamin, Sandy Moore, Sunita Parbhu</td>
</tr>
<tr>
<td>Kindergarten D</td>
<td>Leslie Kramer, Melissa Ansari, Tami Lahl</td>
</tr>
<tr>
<td>Kindergarten W</td>
<td>Andrea Irvin, Binna Kim, Dorothy French</td>
</tr>
<tr>
<td>First Grade M</td>
<td>Amy Gartner, Lexi Slavet, Maria Gorelik</td>
</tr>
<tr>
<td>First Grade Z</td>
<td>Jen Idema, Kristy Cowan, Amanda Minami</td>
</tr>
<tr>
<td>Second Grade B</td>
<td>Claudia Renert, Julie Gregory, Susie Hodges</td>
</tr>
<tr>
<td>Second Grade C</td>
<td>Jenny Risk, Meaghan Schaefer, Patty Macy</td>
</tr>
<tr>
<td>Third Grade N</td>
<td>Leslie Green, Robbie Fang, Stacey Fung</td>
</tr>
<tr>
<td>Third Grade R</td>
<td>Ida Gruber, Maxine Tse, Regina Lewis</td>
</tr>
<tr>
<td>Fourth Grade M</td>
<td>Jean Barbagelata, Hilary Somorjai, Lorena Ferdows</td>
</tr>
<tr>
<td>Fourth Grade R</td>
<td>Erin Crocker, Jasmine LeDuff, Taryn Sutton</td>
</tr>
<tr>
<td>Fifth Grade B</td>
<td>Devon Gold, Maria Frantz, Wendy Liau, Janae Corley</td>
</tr>
<tr>
<td>Fifth Grade C</td>
<td>Fan Zhang, Lydia Alexander, Michelle Koskella</td>
</tr>
</tbody>
</table>
Get Engaged!

Ask anyone connected to The Carey School what makes it so special, and you’re bound to hear the word “community” at or near the top of the list. Community isn’t built by accident. Rather, it is cultivated and nurtured through relationship-building, shared commitment and vision to an institution’s purpose and active engagement and support.

A hallmark of the Carey experience — for students, families, faculty and staff alike — is enthusiastic engagement. Year after year, The Carey School provides countless opportunities for its current community members to engage, including the Carey School Parents Association’s extensive network of committees, classroom programs and special events, community social and service events, parent education nights and beyond. Recognizing, however, that our rich community extends beyond the campus gates to many who are removed from Carey by either time or distance, we have embarked on a purposeful mission to ensure opportunities for engagement with our extended community. Through increased communication, events to rebuild connections and an extension of long-standing Carey traditions, we are excited to be engaging such important community constituents as grandparents, alumni and alumni families, former faculty and former members of the Board of Trustees.

This past fall, we invited former chairpersons of the Board of Trustees back to campus to meet our new Head of School Duncan Lyon. These special guests, whose tenures on the board date back to 1989, enjoyed a longstanding Carey tradition by visiting the Halloween pumpkin patch, had lunch with current members of the board, and shared their Carey histories by highlighting challenges, accomplishments and special memories. In January 2012, all former members of the Board of Trustees and other special friends were invited to a wine and cheese party at the home of current Board Chair Carol Pereira. At this special event, former Carey colleagues reconnected, met current members of the board and participated in an exercise to support the creation of a visual history wall for the school.

The highlight of the year for Carey alumni was the June 2011 All Alumni and Alumni Family Street Fair Reunion honoring retiring fourth grade teacher, Joan Donar. More than 250 alumni and alumni family members returned to celebrate Joan’s 39 years of dedication to the school. Carrying that energy and momentum into this school year, many alumni turned out for the beloved fall tradition Walkfest. Our alumni celebrated a Very Carey Holiday by volunteering at the San Francisco Food Bank, followed by a bus and walking tour of San Francisco holiday hotspots. This spring, the school continued its tradition of Middle School Alumni Night, where recent sixth grade alumni return to share their middle school experiences with our current fifth grade, as well as our alumni Annual Fund phone-a-thon. Rounding out a full year of alumni fun, the school ended the year with the Virginia Taylor Spaghetti Dinner and Café du Carey All Alumni and Alumni Family Reunion.

This year, Carey continued to explore avenues to connect our students with their grandparents in meaningful ways in order to...
Our Beloved Clare

On Saturday, April 28, 2012, Clare Carey Willard passed away after a long illness.

Clare Carey Willard and her sister, Mary Therese Carey, graduated from The Carey School, which their parents founded, and later returned to it as teachers. Eventually, they assumed the role of co-heads of the school until 1989 when they retired to private life. Since then, Clare stayed in touch with Carey in numerous ways, returning for events like Founders Day, Fifth Grade Graduation, and Clare Carey Willard Art Days.

Faculty members and alumni recall Clare’s spirit and style. “Clare was a trend setter,” said Michele Zirelli. “She was a true visionary and a fashionista. She wore toe rings before they were even in style!” Jaime Trierweiler noted that, “Clare loved the children and was a huge promoter of the arts. She loved to tell wild stories to the children.” One alumna described how Clare’s “generosity extended to families in need” and her insistence that the students sing loud and proud during Operetta.

Clare Carey Willard will be missed by the entire Carey community, which she helped foster during her long association with the school she dearly loved.

In her final yearbook message in 1989, Clare wrote, “Be courageous and be brave and in my heart you’ll always stay forever young.”
1950s
Kristi Spence is proud of having three generations of Carey alumni. Her favorite memory of Carey is being in the Operetta in 1945.

1963
Zach Coney won the Small Landscape Award in 2009. His favorite memories of Carey are riding the school bus, being sent to the principal’s (Claire and Mary T’s) office, as well as helping on the CSPA board at its inception.

1982
Molly McCahan is a freelance writer and global travel junkie with a serious passion for developing countries. In 2007 she and her husband put their careers on hold, ditched the American Dream, and set out for 14 months around the world in search of something bigger and bolder. They definitely found it, and were so bitten by the travel bug that they’ve been saving like mad for another big adventure. They leave again this June for an estimated 18-month backpacking journey through much of Asia.

Having explored 32 countries on five continents thus far, Molly turned her wanderlust into a worthwhile endeavor back in the States, creating her own engaging travel seminars and slide shows at various locations, including REI stores around the San Francisco Bay Area and the San Francisco Public Library. Her informative events have been met with wide acclaim, and she enjoys empowering others to turn their wildest dreams into real-life journeys.

In her most recent full-time job, she worked for 3.5 years as the Publicity Manager for Sierra Club Outings, the adventure travel arm of the renowned non-profit conservation giant.

A communications professional with 20 years of experience in a variety of creative industries, Molly’s also a 20-year San Francisco resident, as well as a native of the Bay Area (born and raised in San Mateo).

Tom Saberi is proud of having a son who is a first grader at Carey. He is currently working as a litigation attorney and coaching youth sports. His favorite memories of Carey are his close friends, many Operettas and the great education he got.

1983
Roslyn Benjamin was appointed Assistant Head at Live Oak School in San Francisco. Her favorite memory of Carey is ice cream Friday.

1991
Claire Coney is in her ninth year of teaching in the Belmont Redwood Shores School District. Her favorite memories of Carey are making stone soup with Mrs. Ainsworth, Garfield with Ms. Donar, and recycling with Mrs. Patterson.

1994
Zachary Coney has completed his fourth year of working for Apple Inc. in operations finance. His favorite memories of Carey are Operetta, Careyfest, and blue jean day.

1998
Randee Autrand graduated from University of Puget Sound in 2009. She just moved back to Tacoma, Washington to explore her career options. Her favorite memories of Carey are Operetta, wearing crazy costumes and singing.

2000
Allegra Aron graduated Brown University in 2011. Her favorite memory of Carey is Careyfest. Allegra spent the last year working as an intern at Trinity in Dublin, Ireland and is looking forward to entering the PhD program in chemistry at UC Berkeley.

2004
Zoe Aron has successfully completed her freshman year at Brown University and this past year joined Brown’s women’s water polo team. Zoe sends hellos to all her Carey teachers. Her favorite memory of Carey is Careyfest.

Bergren Antell is the captain of Burlingame varsity water polo team. He is also in the Peninsula Youth Orchestra as the principle oboe. His favorite memory of Carey is Careyfest.

Christian Gehrke was the first recipient of Stuart Hall High School’s James Rowcliffe Kessler Award. His favorite memories of Carey are Careyfest and the fourth grade mission project with Ms. Donar.

Wing-See Leung 1991
Wing-See Leung is passionate about doing things that create real value in people's lives, especially children, and inspiring others to do so. Wing-See graduated from The Carey School in 1991 in an eighth grade class of seven students. She firmly believes in making a difference in people’s lives, whether it’s something as small as brightening someone’s day or as impactful as solving complex social problems.

Wing-See is the chief executive officer of a non-profit organization called Prevent Blindness Northern California. The organization provides vision screenings and connects people to vision care. The organization serves pre-schoolers, adults and seniors throughout Northern California.

Wing-See remembers Carey to be a foundational educational experience. English was her favorite class, and while she found it very challenging, she enjoyed its structured environment. She credits Carey with providing her with an exceptional skill in diagramming sentences and grammar. Wing-See claims that even today, she is known as “hawk eye” when reviewing or editing text written by her staff.

Following Carey, Wing-See attended St. Ignatius College Preparatory and went onto Stanford University where she earned a BA in psychology. Her graduate work included a masters in business administration from Columbia Business School and a masters in social work from the Columbia School of Social Work.

By Annette Goodwine
Adnan Hito is going to college. His favorite memory of Carey is his classmates.

Gabe Hoffman has completed 10th grade. His favorite memory of Carey is that he was the only student technology competitor to advance to the second round. He will be going to Rensselaer Polytechnic Institute.

2005
Shannon Lacy is the cofounder of Antihuman Trafficking Club. Next year, she is going to Gonzaga University to run track and cross-country. She is also majoring in nursing. In her free time she volunteered at Pal Care and Sunrise. Her favorite memory of Carey is Careyfest.

Dylan Mayer played back-to-back CCS baseball championships, started as middle linebacker of the Menlo Football team, and was male athlete of the year (Menlo juniors). He is also relieved he didn’t die of E. Coli the summer of 2010; he was in the hospital for 15 days.

2006
Jordan Fowler is a junior at Castilleja School and this year served on the Green Team, emceed/hosted a screening of Miss Representation, and co-chaired the Junior/Senior Banquet. She also had the opportunity to travel with her class to China, exposing her to more international travel and a wonderful country. Additionally, she continues to work as a print model for numerous companies and host Eco-Company, beginning to film her and the show’s 4th season for FOX. Finally, last year she won the title of “Miss National American Miss California Teen 2011” and has dedicated her reign to numerous community service organizations while encouraging others to get involved in giving back to their community.

Alexandra Loh played varsity tennis, had her artwork was commissioned and performed in a fine arts festival this last year. Her favorite memories of Carey are Operetta, Spaghetti Dinner, and all the wonderful people, many of whom she’s still in touch with today. Grace is enjoying junior year at Crystal where she runs cross-country and track, is co-president of the Outdoor Club and is an Ambassador.

John Stayner’s favorite memories of Carey are of kickball, Mr. Simpson dressing up like a chicken, Operetta and Careyfest. John is a junior at Crystal. He runs cross-country and track and still fences.

Chloee Weiner was the junior class president (co-president with alumna Alexandra Loh) this past year and has been elected student body VP of Activities for the 2012-2013 school year. Her favorite memory of Carey is mummifying fish in Miss T’s science class.

2007
Nadine Geller is happy to have survived freshman year and enjoys art. Her favorite memories of Carey are of Antihuman Trafficking Club. Next year, she is going to Gonzaga University to run track and cross-country. She is also majoring in nursing. In her free time she volunteered at Pal Care and Sunrise. Her favorite memory of Carey is Careyfest.

Kimmie Pavela was MVP in varsity track and treasurer of the Diversity Club. Next year, she is going to Gonzaga University to run track and cross-country. She is also majoring in nursing. In her free time she volunteered at Pal Care and Sunrise. Her favorite memory of Carey is Careyfest.

By Mark Moore
Toffie (Feakins) Kopczynski 1990

“Carey was a nice place to spend my day,” Toffie began. “I remember having really good friends and really enjoying my classes. The teachers were great.” As we all know, part of the happy fabric of our Carey life is Betty Angell in the office. The same was true back in the 1980s when Toffie attended! She volunteered, “And of course I remember Mrs. Angell in the office. My mom always used to say that was the best name for her.”

Some of Toffie’s favorite moments at Carey were creating the art projects and writing book reports in third grade. Outside the classroom “the Operetta stands out! We felt so special doing it. Getting all dressed up and having people watch you is such a special experience for young children.” She appreciates that the tradition of Operetta is still being continued to this day.

Some of Toffie’s not-so-favorite Carey memories include time spent on the “Red Bench” outside the head of school’s office where kids had to sit and await their fate if they had done something wrong. “It even had a sign on it that said, ‘You are benched courtesy of the Class of 1976’ or something like that,” laughed Toffie.

In addition to lots of fun memories, Carey gave Toffie an excellent foundation on which to continue her academic success. She shared, “I left feeling very prepared for Crystal Springs.” After Crystal Toffie attended Princeton and Harvard Law School. She now practices law and lives in Woodside with her husband and two children. Now that she is back in California Toffie hopes to attend some Carey Alumni events and get reacquainted with old friends.

By Laura Agarwal

are Mrs. Bloom’s and Ms. Donar’s classes as well as Mrs. Roper and Mr. Cleary.

Daniel Griggi just completed the ninth grade and was in a production of Footloose. His favorite memories of Carey are Operetta, outdoor ed, playing the recorder memories of Carey are Operetta, and is on the varsity swim team. His favorite memory of Carey is lunch.

Laura Hagenah enjoys playing volleyball. She recently finished working on a charity show. Her favorite memory of Carey is outdoor ed.

Thad Lampson has been skiing, snowboarding, and skateboarding. His favorite memory of Carey is Careyfest.

Andrea Lim studies the piano, applied for the Chopin National Scholarship, and recently presented to her school’s AP music theory class about music history. She received a history award in ninth grade. Her favorite memories are Careyfest and Operetta.

Nickie Pereira was on the water polo and robotics team. She also peer tutors classmates when she can. Her favorite memory of Carey is outdoor ed.

Matti Thurston was the WISCR Award winner for ninth grade, math and science Pinewood Award winner, and won a silver medal in the National Spanish exam. He is also quite proud of getting a 4.0 GPA for four years straight. His favorite memories of Carey are the computer classes, walking to Taco Bell, and the fourth grade gold rush.

2008

Rustin Baradar graduated eighth grade with high honors. His favorite memories of Carey are Careyfest and the Pumpkin Patch.

Katie Chu was the winner of the French award. Her favorite memory of Carey is the California Walk Through.

Armand Dubois is attending Serra High School and has finished another hockey season. His favorite memory of Carey is all the faculty and staff.

Miles Fowler is a freshman at Menlo School and spends his free time either on the basketball court—playing on both the school and AAU teams—or on stage performing in both Spring Awakening and Taming of the Shrew. Additionally, Miles sings in the choir and had the opportunity to go with Menlo’s Knight School to Italy to sing in the cathedrals and explore the country. He thoroughly enjoyed the experience, especially the sites, culture and cuisine.

Elizabeth Lacy had an undefeated soccer season during her last year of middle school. Her favorite memory of Carey is the California Walk Through.

Chris Louie made it to the playoffs WOGL-S4. His favorite memory of Carey is lunch.

Thomas John Mudge recently graduated eighth grade. His favorite memory of Carey is his first day there.

Maddie Vagadori is enjoying high school at Crystal Springs Uplands School. She plays varsity soccer and is on the varsity swim team. Her favorite memories of Carey are the Spaghetti Dinner and Careyfest.

Cameron Zarringhalam graduated the eighth grade with honors. He also received a certificate for highest effort in French and was on the tennis team. His favorite memories of Carey are Operetta and the spaghetti dinner.
“The Libby Sisters” has quite a ring to it, and all three Carey grads are incredible in their interests, pursuits, and current jobs. The Carey School had an impact on each of them and they all noticed the commitment to fostering individuality and the focus on relationships and community.

Elizabeth Libby joined her two sisters at Carey in the middle of her fourth grade year and joined Ms. Donar’s class. She graduated from Carey and went on to Castilleja for middle school and high school. She studied at Stanford where she majored in physics and graduated in 2005. After Stanford, Elizabeth continued her love of physics (her parents are both physicists) and received her PhD in physics from the University of Pennsylvania. Currently Elizabeth is pursuing a postdoc at Columbia Medical Center in NYC in bacterial cell biology.

Although Elizabeth was only at Carey for a short time, her fondest memories include Operetta and the Friday sales of It’s It ice cream for 50 cents.

“My individuality was nurtured at Carey. Those beginning years are crucial; you learn the difference between right and wrong. Carey provides a strong moral foundation.”

Samantha Libby started Carey in Pre-K and graduated in 1998. She continued her middle school and high school education at Castilleja as well. Upon graduating, she went on to the Tisch School of the Arts at NYU in the Dramatic Writing program. When asked about how she chose that particular area of focus, she commented that “you don’t choose it; it chooses you.” During high school, she was able to take creative writing classes at Stanford.

Samantha has always had a commitment to service and moved to Hanoi Vietnam after graduating and worked at a contemporary art gallery supporting contemporary artists. She also briefly taught kindergarten.

Alexandra Libby followed her sisters to Castilleja where she was active in the tutoring club and the Robotics Team. Alex was the leader of the animation side of the robotics team and entered the team in two of the animation competitions. She also achieved a black belt in Tae Kwon Do.

Alex just graduated from Harvard this June with a degree in neurobiology. She will be starting a job working in a lab at Mass General Hospital as a research assistant doing brain imaging with MRI and possibly MEG. In this particular lab, she will be studying the neural correlates of carpal tunnel syndrome, nausea and chronic pain. While at Harvard, she most enjoyed writing her thesis about atypical brain development on 6-month old babies. During college she illustrated for The Crimson’s arts section. Her art can be viewed at www.alexandra-libby.com

Alex has vivid memories from Carey: from the vast collection of books in the library, to the then-new playground with several different slides. Alex remembers trying all of them. She particularly remembers Mrs. Bloom in fifth grade, the ‘math’ cards in third grade and learning to read a bit later than her peers.

During the walkathon, Alex pushed herself to walk/run the most laps and looked forward to the carnival after the walkathon, especially the Duck Pond game.

“The best thing about Carey was the people in my class. It was a great community with wonderful people. I will always remember it as a very supportive community. It was here I learned the value of respect and empathy.”

By Hilary Somorjai
2009
Isaac Heller is finishing eighth grade at the Wornick Jewish Day School in Foster City, where his favorite subject is math. He also goes to the High School Math Circle at Stanford. He took first place in eighth grade material science at the San Mateo County Science Fair last winter. Next year he will be going to Carlmont High, and is looking forward to reuniting with some of his Carey classmates. His favorite memory of Carey is Operetta.

Emma Kaufman recently had her bat mitzvah. Her favorite memories of Carey are the many friends she made.

Ian Lampson has been playing soccer and going to the ski park. His favorite memory of Carey is Careyfest.

Sam Levy is excited to be finishing eighth grade at Keys School and is looking forward to high school. One of his favorite Carey memories is buying new shoes on Sunday so he could walk around the circle in kindergarten and sing the “New Shoes” song.

William Loh was on the baseball team, received honors for playing the trumpet, performed in the winter music concert, and was in eighth grade math last year. His favorite memory of Carey is Operetta.

Malcolm McClellan is on the Earthquake Academy team. His favorite memories of Carey are all the Operettas.

Lauren Scampavia is doing ballet and playing tennis when she is not studying. Her favorite memory of Carey is her friends.

Julia Shray went to a ski team school academy in Tahoe. Her favorite memories of Carey are Careyfest and Operetta.

Bella Solorzano is excited about finishing the seventh grade and winning the varsity basketball championship. Her favorite memories of Carey are Operetta with the moving cars and Careyfest.

Joseph Waterbury’s favorite memory of Carey is Operetta.

Justin Wei played in the state ODP soccer. His favorite memories of Carey are the turf field, the mission and balloon projects, and the California Walkthrough.

2010
Megan Beattie is enjoying seventh grade at Live Oak School in San Francisco. She continues to sing and act and is looking forward to summer camp at San Francisco’s New Conservatory Theater Center.

Julia Bounds won the 3000 meter national champion title at the USA Track & Field Junior Olympics in Wichita, Kansas. She followed that with a second-place finish at the Cross Country National Championship in Orlando, Florida, losing by ½ a second over a 3000 meter course. She was ranked #2 in the United States for 12 and 13 year-old cross-country runners by YouthOne.com and is currently ranked in the top 10 for 13 and 14 year-old 3000 meter runners. Julia continues to excel at Woodside Priory where she has been on the student council for the past two years and participates in cross country, volleyball, basketball, softball, soccer and track and field. Julia can also do ballet and sing the “New Shoes” song.

Man-Kit Leung 1990

Whether it was listening to the written work of other students or learning how to play baseball, basketball and football on the playground, Man-Kit Leung has many fond memories of time spent at The Carey School. Attending through middle school and graduating in 1990, Man-Kit went onto to attend St. Ignatius College Preparatory in San Francisco for high school. From there, he earned his bachelor of arts, summa cum laude, in biochemical sciences from Harvard University and decided to pursue a medical career. Man-Kit attended UCSF School of Medicine and completed his internship and residency at Stanford University Medical Center.

Today, Man-Kit is an otolaryngologist, a head and neck surgeon in private practice in San Francisco. Academically, he is an adjunct clinical instructor at Stanford University School of Medicine Department of Otolaryngology—Head and Neck Surgery. Man-Kit also serves as Fellow of the American Academy of Otolaryngic Allergy and Fellow of the American Academy of Otolaryngology—Head and Neck Surgery.

Committed to his community, Man-Kit is passionate about improving medical care to underserved populations. As a multilingual surgeon fluent in Cantonese, Man-Kit focuses his practice to assist the Asian immigrant population in San Francisco’s Chinatown.

Man-Kit attended Carey with his sister, Wing See Leung, and keeps up with alumni friends through Facebook.

By Annette Goodwine

Phoebe Doell just finished the sixth grade. Her favorite memory of Carey is Operetta and bake sales.

Patrick (PJ) Frantz toured Cuba with the Ragazzi Boys Chorus and performed in many middle school “night clubs” with his band Aftermath. He also performed in Menlo’s productions of Hairspray, Alice in Wonderland and West Side Story. He enjoys playing water polo and guitar. He looks forward to returning to Carey this June for his sister Caroline’s graduation.

Benjamin Gardner joined the track team this year.
When Tom Saberi was a student at The Carey School, the entire school took a field trip to Fairyland in Oakland. Via plane. Yes, you read that correctly. The entire school took a field trip on a plane. Specifically, the plane ride was from San Jose airport to Oakland airport and back, with a trip to Fairyland in between. Makes the current first grade field trip to Palo Alto Junior Museum seem a little pale by comparison.

And Tom Saberi should know. His son Josiah is currently a first grader at Carey. “It’s a great fit for Josiah,” Tom says. “The education was top notch when I was there and it’s even better now.”

Tom Saberi enrolled at Carey as a kindergarten student in the fall of 1973. He spent his elementary and middle school years as a Carey eagle before matriculating down the street to Serra High School. “I’ve spent a lot of time in that neighborhood,” Tom laughs. “And I’m still there now!”

Beloved and well-known teachers such as Carol Roper and Joan Donar helped to influence the person Tom has become today. “It was a great school,” Tom recalls. “It was a good size. We built relationships with our classmates and all of the teachers were strong. They expected a lot from us and taught us important study skills.” These study skills and a foundation of strong academics prepared Tom well for high school as well as college at U.C. Berkeley and law school in San Francisco. Now a civil litigator living in San Mateo, Tom recalls his time at Carey fondly. “My memories of Carey are even better than those from high school,” he says. In fact, a few of Tom’s Carey classmates recently reunited for their 30th reunion for Alumni Day on Sunday, June 3, 2012.

Thinking back on his days at Carey, Tom remembers participating in activities and experiencing traditions that still exist today. “Mrs. (Carey) Willard was the drama teacher,” he explains. “She was the one who started the Operetta tradition.” Today, Tom enjoys the Operetta as an audience member, seeing his son on the stage that Tom himself once occupied. Tom also recalls Carey having one of the first computer labs in the area. “I think it was 1981,” he says. “I was in seventh grade and Carey invested in Apple computers for our classroom.” Though the school did not have an official “computer lab” back then, the students learned from their own classroom teacher and began to get comfortable on the machines. “I think it was well before some of the other schools had computers,” Tom recalls.

Today, Tom spends much of his free time with his family, coaching his kids’ little league baseball and AYSO soccer teams. Being an involved parent is important to Tom, and he feels this quality is reflected strongly in Carey’s core values. “The biggest difference between Carey then and now is in the level of parent involvement. Carey is more of a community than it was back then and it makes the school a better place.”

Carey is lucky to have alumni like Tom Saberi involved in our school today. When alumni send their children to Carey, it continues an important educational tradition that began 84 years ago. That tradition is the foundation of the remarkable institution Carey is today, and we have people like Tom Saberi to thank for being an integral part of Carey’s rich history as well as its bright future.

By Betsy Berman
Ethan Labouisse won a trophy for finishing first in a chess tournament. He is proud of graduating Carey and of Operetta. His favorite memory of Carey is math packets with Ms. Donar.

Hannah Lampson’s favorite memory of Carey is Ms. Donar’s fourth grade class.

Sophie Lawrence loved every minute she spent at Carey. Some of her favorite memories are time spent with friends and her teachers. Sophie often brings up “isms” a teacher used. She is still a Carey student at heart.

Francesca Mejia’s favorite memories of Carey are outdoor ed in fifth grade, Friday fun days in first grade, and missions in fourth grade.

Ryan Murphy’s favorite memories of Carey are the bake sales in fifth grade.

Brynn Shaffer’s favorite memories of Carey are Operetta (every aspect of it), graduation (which she was excited and sad about) and just being a student at Carey.

Alexandra (Ally) Stein is a nationally ranked Scrabble player. She just got back from her second national tournament in Orlando, Florida. She is currently ranked 55th; you’d be surprised at how many kids play competitive Scrabble. Competitive Scrabble is different from other more casual games. In addition to the cognitive challenges of Scrabble, players engage their imagination and work on being able to coordinate and communicate clearly with teammates. In competitive Scrabble they play in teams of two. Alexandra’s partner is Chris Fellowes, a classmate from Carey; they make a good team and try their best to play well. Competitive youth Scrabble, which is for fourth through eighth graders, is very fun and interesting and has helped her expand her vocabulary.

Ethan Miller spends his free time playing baseball and just finished his first year at Ralston Middle School. His favorite memory of Carey is the pumpkin patch, Careyfest and his buddies.

Brendan Semien has won all of his swimming events for two years in a row. His favorite memories of Carey are Operetta, the trip to Vans and outdoor ed.

Ben Somorjai won the Hank Harris Little Leaguer of the Year from Hillsborough Little League. He was also the catcher for the All Star Team, which won the District 52 All Star Tournament this past summer. In addition, Ben plays percussion in the Symphonic Band at Crocker Middle School. His favorite memories of Carey are Operetta and Pauline Murray Sports Day.

Annalise Wang’s favorite memories of Carey are the bake sales and Operetta.

Sophie White had a successful volleyball and basketball season. Her favorite memory of Carey is Literature Week.

Ashley Zhang likes to paint and won second place in the state for the National French contest in 2011. Her favorite memory of Carey is outdoor ed.

2011
Katie Apple is proud of graduating from The Carey School. Her favorite memory of Carey is Mrs. Roper.

Caroline Berube was very proud of the performance given at the Operetta. Her favorite memory of Carey is having a pet in the first grade.

David Cook enjoyed being in the Operetta. He is also very proud of a painting he recently finished. His favorite memory of Carey is going to Vans.

Christopher Fellowes participated in the National Scrabble Championship in Orlando, FL.

Josh Goodwine is attending Crystal Springs Uplands School and loving it. He has played on all of the sixth grade athletic teams: flag football, basketball, soccer and baseball. Last summer, Josh had the honor of playing on the Hillsborough Little League 11 year-old All Star team. At Crystal, one of Josh’s favorite subjects is, not surprisingly, science, since he was awarded a special recognition award at the San Mateo County Science Fair in his fifth grade year at Carey.

James Kaplan’s favorite memory of Carey is eating rainbow jello in kindergarten.

Parsa Khosravi was awarded the Atkins Award exemplifying the mission of Carey during his six years there. His favorite memories of Carey are the Vans breakfast and Operetta.

High School in Redwood City as a freshman. His biggest passions are online gaming and video editing. He completed sixth grade with straight A’s and participated in many sports teams as well as drama last year. His favorite memory of Carey is Operetta.

Michelle Ficcaiglia 1988

Michelle Greenberg Ficcaiglia graduated from The Carey School in 1988. After graduating, Michelle attended Menlo School. She is an alumna of Claremont McKenna, graduating with a BS in psychology. Michelle earned her PhD from University of California at Berkeley in Special Education. She is currently the Clinical Director of the Autism Program at Easter Seals. Michelle credits Carey for a strong educational foundation that fostered her self-confidence.

Michelle has a long history with Carey. She enrolled in the school in third grade after her parents moved her from a public school. Michelle’s parents wanted her at a school committed to community and kindness. Now, Michelle wants the same for her daughter, who is in kindergarten at Carey. When Michelle dropped off her daughter at the school, she found herself reliving warm memories of her own eighth grade class!

Michelle’s fondest memory is practicing for Operetta. Carey students would walk to Serra to practice, just as they do now. Michelle’s parents attended Carey’s Generations Day. They walked through the same halls with their grandchild as they once did with Michelle. They found a school still dedicated to the values they cherished.

Michelle looks forward to attending future alumni events and reconnecting with long lost friends.

By Roberta Chopra
**Jessia Hoffman 2004**

Jessia Hoffman, currently a freshman at Stanford University, credits The Carey School with “giving me the foundation for my higher learning.” Jessia is extremely active at Stanford: she sings in Mixed Company, the oldest coed a cappella group on campus, and is a member of the Stanford Improvers, the school’s improv team. In addition she is involved with the Jewish community through Hillel. Academically, she is thinking about pursuing English, feminist studies or drama but has until the end of sophomore year to decide.

Jessia has maintained a love of the arts since participating in many of the performances at Carey including her favorite, Operetta. “Miss Linda first instilled in me my love of performing and singing.” Many of her beloved Carey teachers attended Jessia’s performances during middle school and high school.

After graduating from Carey, Jessia attended Brandeis Hillel Day School in San Francisco for middle school and then went on to Aragon High School in San Mateo. Jessia was fortunate to go to high school with another Carey alum, Melody Ma, who is currently at UCLA and continues to be a close friend.

Jessia was last at Carey celebrating Miss Donar’s retirement and commented on the warm and nurturing environment at Carey. She still holds Carey close to her heart: “I truly love that school and everyone in it.”

In addition to her love of the arts, Jessia has a passion for social action and will be spending her summer working at Jewish Family and Children’s Services.

*By Hilary Somorjai*

---

**Samantha (Feakins) Daly 1996**

When asked to sum up her Carey experience in one sentence Sam shared, “I remember the teachers the most.” Now an Assistant Professor at the University of Michigan in the departments of Mechanical Engineering and Materials Science and Engineering, Sam discovered her love of math and science at Carey. This passion was encouraged and nurtured by Ms. Donar, Sam’s fourth grade teacher. “I remember her kindness and selflessness in getting extra worksheets for me because I wanted more. She would let me sit outside the classroom and work on them. She found a way to truly exhibit differentiated learning.” Sam continued, “In my opinion, the span between second and fifth grade is very important in shaping how kids do later in school. Ms. Donar made a difference in where my course charted off to.”

But it wasn’t just hard work all the time for Sam! Other special Carey moments include making Christmas trees out of Reader’s Digest books in third grade and California Missions out of plaster of paris in fourth grade. When not in the classroom, Sam remembers bouncing balls off the 20-foot x 10-foot x 4-foot wooden flag smack dab in the middle of the upper playground! “I also remember Sports Day,” she recounted. “We would open the gate on the lower playground and do laps around the red track at Serra. I remember literally almost dying on the home stretch!”

Sam found a way to keep up her stamina because after Carey she attended both Crystal Springs (where Carey’s previous head of school, Eric Temple, taught her English) and Phillips Exeter Academy in New Hampshire. She stayed in New Hampshire for college, attending Dartmouth and later returned to California for her PhD in mechanical engineering from CalTech. When not working, Sam enjoys spending time with her one-year old daughter, running, reading and barrel-racing horses!

Sam treasures her time spent at Carey. “The Carey School shaped who I am as a person who sees the world in a positive and happy light.” Having spent her life taking ample advantage of opportunities to learn, Sam encourages other girls to do the same. Her advice? “Raise your hand. Be engaged in the classroom and don’t feel like you have to be absolutely sure that you have the right answer. Jump in. Don’t be afraid to be wrong.”

*By Laura Agarwal*
Many thanks to all of The Carey School faculty, students, families and special friends who make Carey such an incredible school! Every effort has been made to present accurate information in this magazine. Please contact Carey’s Advancement Office if you know of any discrepancies or errors at advancement@careyschool.org or (650)345-3410.

2011 Middle School Acceptances

Castilleja School
Crystal Springs Uplands School
Burlingame Intermediate School
Girls Middle School
Head Royce School
Hillcrest
Julia Morgan
Keys School
Kings Academy
Live Oak School
Menlo School
Nueva
Odyssey
Ralston Middle School
Ronald Wornick
Sacred Heart
St Matthews Episcopal
San Francisco School
Seacrest
Terra Linda
Woodside Priory

* Bold indicates multiple acceptances/attendees
Class of 2004
Colleges/Universities Attended

Boston University
Brown University
Evergreen State College
Georgetown University
George Washington University
Hamilton University
Massachusetts Institute of Technology
Ohio Wesley University
Rensselaer Polytechnic Institute
Santa Clara University
Sonoma State University
Stanford University
University of California, Davis
University of California, Los Angeles
University of California, San Francisco
University of Southern California (USC)
Williams College
Yale University

*Bold Indicates multiple graduates attending

Mission Statement
The mission of The Carey School is to inspire in our students a life-long love of learning in the pursuit of excellence within a diverse community that nurtures a deep sense of kindness, respect for others and personal responsibility.

Commitments
To offer a challenging core educational program based on the academic fundamentals of reading, language arts and math.

To provide all students with an enriched and balanced education through special studies in music, art, Spanish, French, science, technology, physical education and library studies.

To promote the values of kindness, integrity, tolerance and respect for people.

To create an environment where childhood is celebrated and students are enthusiastic about learning.

To respect and celebrate the diversity of people that enriches both our strong Carey community and society at large.

Join us in the Annual Fund and be counted.

Support the areas of Carey that are most meaningful to you: Faculty Support, Tuition Assistance, Endowment, Academic Program, or Unrestricted (whatever The Carey School needs most).

For those who have given, thank you. For those who are still considering a donation please know that every donor, every gift, every dollar counts.

Donate online by going to:
www.careyschool.org/development/online-giving/

To access the most current Annual Report please go to
www.careyschool.com/development/financials/

The Carey Connection is published annually for students and their families, alumni, alumni parents, faculty, staff, administration, and friends of The Carey School.

Addresses and changes should be mailed to:
Advancement Office
The Carey School
One Carey School Lane
San Mateo, CA 94403

Phone: (650)345-3410
Fax: (650)345-2528
Email: advancement@careyschool.org
Miles of Smiles

Save the date

Carey Walkfest • October 7, 2012