This edition of the Carey Connection is dedicated to Betty Angell, our school’s beloved administrative assistant, for her nearly four decades of love and service to Carey. Betty has welcomed generations of students to The Carey School with her friendly and welcoming smile, and she has taken pride in watching our children thrive at school and well beyond. Her long-standing presence reflects how Carey continues to embrace its traditions – our foundational values of kindness, respect and personal responsibility – while advancing the educational experience for all students.

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Like any great school, The Carey School lives at the intersection of traditions and new directions. This edition of The Carey Connection highlights the long-standing excellence of our faculty, students, alumni, parents, and the inimitable Betty Angell. This magazine also shows how the school is building on our great traditions to prepare students for educational life that is increasingly interconnected and interdependent.

These pages reflect our communal imperatives, work that is essential to executing the promise of our mission to inspire curious, confident and joyful learners. The contemporary themes of globalism, critical inquiry, curricular integration, inclusivity, and greening are expounded upon alongside abiding topics such as meaningful faculty professional development, mentorship, and the fascinating lives of our alumni. The sixth edition of this magazine showcases the evolution of the school, its adaptability, and Carey’s greatest attribute: celebrating childhood.

At the most recent Virginia Taylor Spaghetti Dinner, multiple alumni commented proudly on how great the campus looked. To many, the new facilities seem simultaneously overdue and as if they had been here for a while. This concept of facilities and program that feel at once new and familiar fits with the evolutionary theme of this magazine. I hope you will enjoy reading these articles and reflect on the accomplishments of generations of people committed to specializing in elementary education.

Sincerely,

Duncan Lyon
Head of School

Faculty, Staff and Administration
Zita Agazzi
Betty Angell
Kathy Angell
Sherry Anoush
Julie Antupit
Andre Benjamin
Mark Bevan
Sharon Bloom
Audra Carli
Cawley Carr
Chris Catanzaro
Liz Considine
Sarah Das
Jennifer de Sousa
Barney Desroches
Dana Dickson
Raymond Difley
Melissa DuBois
Linda Dugoni
Erin Flathers
Marlon Flores
Lisa Fowler
Nathan Geer
Saul Gerry
Dana Goldberg
Shelley Gullo
T Hudick
Taylor Jordan
Jane Kolmodin
Jessica Lawson
Helen Lew
Westy Litz
Duncan Lyon
Karena Martin
Luis Martinez
Carol Miller
Cameron Moredock
Neely Norris
Suzie Quiney
Lauren Rhizor
Veronica Riedel
Juliana Rossi
Amelia Rowland
Kitsana Salyphone
Katie Semien
Juan Sibila
Erika Silk
Jamie Trierweiler
Linda Underwood
Michele Zirelli
At the Virginia Taylor Spaghetti Dinner this year, we celebrated the 37-year career of our beloved school receptionist and registrar, Betty Angell. As I looked around the courtyard at the hundreds of children, parents, grandparents, faculty, alumni families, and friends of the school gathered in her honor — including the Virginia Taylor! — I was overwhelmed by the Carey magic. Steeped in tradition and values, spanning generations, celebrating daily the joys of childhood and community, and deeply committed to providing the very best elementary school experience, The Carey School is thriving.

Carey continues to be a school of choice: Our seats are full, and demand for our program continues to grow each year. Our new and improved spaces, most notably our Early Childhood Education Center, World Language classrooms, and our Hall of Feathers community space, have benefited our program and community tremendously. The administration and faculty’s focus on program quality and the student experience has resulted in Carey being viewed as the standard for elementary education on the Peninsula. The school is financially secure. We run a balanced budget each year and have been able to grow the school’s reserves to give the school flexibility, to adequately insure risk, and to take on important capital projects. We have a lot to be proud of here at Carey.

Each year, the Board of Trustees takes on several strategic projects along with its usual leadership, financial oversight, and planning responsibilities. One such project was the conclusion of the Carey Forward capital campaign. I am happy to report that at the end of 2014, we closed the campaign having raised more than $5,000,000, more than two times the amount raised in our prior campaign and by far the most in the school’s history, with the generous help of Carey parents, grandparents, faculty and administration, alumni and alumni families, friends of the school, and foundations.

Armed with the school’s new 2014 – 2019 strategic plan, It’s Elementary, the board has also pursued several other initiatives this year. The second pillar of our strategic plan challenges us to be the school with the very best elementary school teachers, and the school where the best teachers want to work. As a first step toward this goal, a board subcommittee has undertaken a detailed study of faculty compensation, exploring options to reward the impact that faculty have on delivering the school’s mission and looking to develop innovative, non-salary benefits to meet our faculty’s financial-planning and quality-of-life goals. At the end of its work next fall, this committee intends to propose specific, achievable, and affordable goals around faculty compensation and benefits to ensure Carey will continue to hire, develop, and retain the very best elementary school faculty.
Our plan’s third pillar, Caring for the Carey Community, calls on us to continue to nurture the vibrant, committed, kind, generous, and fun Carey community that defines a family’s experience here. To this end, the board adopted the school’s first Statement of Diversity and Inclusion, and began the work of living these commitments – by more deeply incorporating the values into our program, our hiring, our community events, and our everyday interactions and by marshalling resources in support of those commitments, so that diversity and inclusion aren’t concepts we implement, but rather ideals that define us. We are proud to announce that, going forward, this critical work will be led by the OneCarey Committee, a newly formed cross-constituent committee of parents, trustees, faculty, and administrative leadership.

Finally, the fourth pillar of our strategic vision, Strengthening Our School, calls us to ensure Carey’s long-term sustainability through the responsible stewardship of resources. In furtherance of this goal, our Board Advancement Committee, in partnership with Director of Advancement Lisa Fowler, continued its great work in annual fundraising through The Carey Fund and developed the school’s first Major Gifts program. Through this program, we provide opportunities for donors to align their investment in Carey with particular programmatic or other mission-consistent initiatives that are meaningful to them. We also seek to partner with corporations and foundations to support program initiatives and enrichment opportunities, professional development, and capital or campus improvements. And as we enjoy our enhanced spaces this year, another board committee, in consultation with faculty, parents, and students, has crafted the next phase of the campus vision, a master site plan for improving the outdoor, natural green spaces where our children play and learn.

These are exciting times at The Carey School. Our community of curious, confident, and joyful learners is thriving, and we can be proud of all that we have achieved. We can also look forward to more great work ahead for the benefit of our children and generations of Carey children to come.

Sincerely,

Devon A. Gold
Board of Trustees, President
Simply defined, integrated studies is combining multiple academic subjects to prepare students for a world where they will face dynamic challenges that require novel thinking and consideration of multiple perspectives. If you were to compare it to a fine arts medium, it would be a rich and complex tapestry. It’s more than just individual filaments existing alongside each other – it’s the deliberate weaving together of bright, colorful threads that creates a textured and layered tapestry, something richer and more spectacular than the mere sum of its parts.

At Carey, we identified that integrating learning across content areas, classrooms and even grade levels elevated students’ experiences. We saw the sparks flying when a mere writing activity became a writing experience, one that brought together research conducted throughout many areas of academic pursuit: library studies; environmental issues in science; unfamiliar human perspectives learned in social studies; and language acquisition through reading. Integration provides a common language and common goals, which facilitate not just learning but learning how to learn. The connections achieved through integration of disparate activities deepen learning at this critical stage of development, and they add meaning that makes the learning stick. These learning experiences also prepare students for real-world problem solving they will face beyond their time at The Carey School.

Supporting the elementary learner, integration spans the developmental field: from the pre-kindergartener, who learns through exploration and play throughout the day, all the way to our fifth graders, who learn through critically thinking in collaborative environments, engaging in inquiry that extends and enhances their learning. From our youngest learners to our students ready to head off to middle school, students benefit when faculty work together to develop curriculum, participate in professional development, and manage time and resources in order to do the hard work of creating these experiences.

Jean Piaget, the great developmental psychologist, taught us that students build new knowledge on prior knowledge. We do this at Carey by developing children’s schema about topics, engaging what they already know, and then building on it. Further, we have witnessed that when students can utilize prior knowledge and make connections from learning experience to learning experience, their knowledge base grows even deeper, and they are able to understand at a much higher level. Through integrated learning, students are able to explore the intersection of collaboration, critical thinking, creativity, and real-world application. When content areas come together, the why and how of learning become clearer to students, and they are motivated to engage and take ownership of their learning.

Integration gets students more involved in school, and it enhances motivation, problem-solving skills, content knowledge, and understanding of connections across subjects. Read on for a glimpse of the tapestry on display – integrated studies in action in fifth grade and pre-kindergarten.
This year several fifth grade teachers collaborated to create a rigorous, relevant, and engaging unit with the goal of integrated studies.

Integrated studies helps students to make connections across subject matter. The variety of subjects taught at Carey creates a curriculum with wonderful depth and richness. However, attention must also be given to the connections, the white spaces, and the natural links between and among disciplines if we want our students to contextualize their learning and use it to think creatively. The value of an integrated curriculum is that its sum is larger than its parts, offering a more meaningful, holistic experience for the students, as well as for their teachers.

The challenge of integrated studies is structuring it properly, so as to teach the desired skill sets. The parts need to be carefully woven together to ensure that all the learning goals can be met. “Just because an activity crosses subject-matter lines does not make it worthwhile; it must also accomplish educational goals.”

A goal of the library studies curriculum in fifth grade is to learn how to research intelligently, how to explore and investigate student questions by using specific search terms, and how to select reliable resources. Our science goal begins with inquiry – asking essential (bigger and deeper) questions and learning to follow the scientific process. Homeroom goals are to develop the skills of reading nonfiction, note-taking, synthesizing information, and then determining how to share information persuasively, based on audience and purpose. We all want our students to practice effectively collaborating and communicating with each other.

Our global problem with plastics seemed like an excellent focus, as it is a broad topic that spans media and science, thereby naturally lending itself to cross-curricular study. Both current and relevant, it also provided an opportunity for students to make a connection to our local biome in the Bay Area. Last but not least, it offered an engaging, tangible way for students to feel like they could make a difference. “Virtually every piece of plastic that was ever made still exists in some shape or form.”

The invitation to inquiry involved first building background knowledge to inspire curiosity and engagement in the topic, and to model how to generate meaningful research questions. Each teacher took responsibility for exploring different aspects of the plastics problem with the students. They worked together to clean up after a mock oil spill, learned about the Pacific Gyre, and explored creative ways to reuse plastic. At the end, they came together to generate questions, ultimately sorting and grouping the questions into broad research topics.

The stage was now set for more targeted research and inquiry. Working in small groups, students explored their questions, synthesized their research, and designed projects to showcase their findings. At this point, additional connections presented themselves, with even more teachers and staff contributing their skills and time. The students created beautiful sculptures using recycled materials in art class, and the environmental education team joined in with the small-group work.

On Earth Day, the fifth grade students were given the opportunity to share their ecological messages with the Carey community. Their projects included a song, blogs, an infographic, a storybook, a skit, a Scratch game and presentation, a display board, an arcade game, an art project with plastic bottle flowers, and even a “message in a globe.” The fifth graders led an all-school assembly and break-out seminars, inspiring, educating, and persuading the younger students with their messages. Ultimately, the whole community participated toward a common goal and learned more about global environmental issues, truly thinking globally and acting locally.

What began with three separate, subject-specific goals evolved into a connected curriculum, with student-led inquiry at the center. It was a learning process for all the teachers involved, working through the challenges of content and scheduling, problem solving together, and pooling skills and resources. The experience proved to be deeply rewarding for both the students and faculty, creating a sense of community and common purpose that will certainly fuel the desire to refine and enhance our integration work in the years to come.

A special thank you to the following contributing faculty: Sharon Bloom; Jennifer de Sousa; T Hudick; Jessica Lawson; Raymond Difley; Helen Lew; Kathy Angell; Mel DuBois; Saul Gerry; and Juan Sibila.
Kandinsky Reimagined
A Pre-Kindergarten and Art Integration

By Raymond Difley, Art Specialist, and Karena Martin and Katie Semien, Pre-Kindergarten Teachers

As part of The Carey School’s integrated studies focus this year, the pre-kindergarten team and the art team collaborated on a “Circles Painting.” The inspiration for our work came from the purchase of a large white canvas for one of the new walls in our pre-kindergarten classroom. It was an invitation for an art project in the making, which stayed blank for many months as we planned and prepared for the work. As we embarked on this project as an integrated team, we realized how naturally we connected as educators, and the project progressed intuitively. It enhanced our teaching, made us better educators, and was a big part of the pre-kindergarten philosophy.

Early brainstorming included conversations around artwork we have seen and experienced, and how we could connect it to our work in the classroom. Kandinsky’s 1913 “Color Study: Squares with Concentric Circles” painting seemed like a natural choice since we begin each pre-kindergarten year studying colors and shapes.

In our early discussions with the children, we sought to discover what meanings we could take from Kandinsky’s work. We showed the children a few of his paintings, particularly his abstract geometrics, and asked the children questions about what they saw. It was exciting to see the range of interpretations. For example, in a picture of triangles and curves, one student saw a boat in the water, another saw a mountain in the sky, while another saw an animal in the grass. We saw that when students’ imaginations are open to viewing art and life in unbiased ways, they connect with the work emotionally and are able to express their ideas freely. Ultimately we seek these opportunities with the class to provide a foundation for their visual and verbal abilities, and to foster an open or growth mindset.

For the children in the early years, we think of art as a process and not as a product we want children to make. Children may begin work with an idea of what they want a picture to look like, but developmentally, they do not have the skills to represent it exactly as they have seen it. We work with them to value what they can create and to appreciate how their work was made. Mr. Difley supports this in art class by working with the children using different mediums and varying techniques. Each session involves practicing with paints, crayons, pencils, clay, our hands, brushes and other tools.

In the practice leading up to our painting, Mr. Difley worked with the children to help
them understand what it feels like to draw or paint a circle. He worked with large movements of the arms and hands to try to make the circle shape, knowing that it can be challenging for children at this young age. He began with markers, and you could see the children drawing very thin lines, applying light markings and pressure. He then used oil pastels. Immediately, we saw the changes in the drawings, not only because the medium produced a larger and thicker marking, but because the children were gaining in their understanding of circles and how to make them in a concentric pattern.

The next step came on Generations Day. For this part of the project, we had the children work with their special person on paper that was much larger than previously used. They were guided to work together to draw the circles they learned from the Kandinsky painting and to use primary colors. The children were able to see how the bright colors brought the pictures to life and the possibilities that emerge when colors blend, mix, and overlap each other. Making these pictures helped to open up each artist’s mind to think more freely about the variations in color and shape.

Wassily Kandinsky was an influential Russian painter and art theorist whose work pioneered abstract modern art. He emphasized the expressive possibilities of art and how art influences the subconscious. When we listen to music, an image may fill our mind or an emotion may flood our spirit, and this is what Kandinsky sought to achieve with his paintings. Many of his works feature triangles, circles, parallel lines, and varying hues of color. His shapes and imagery, although abstract in nature, are very accessible and evoke a variety of meanings and feelings.

Our next step was to read The Rainbow Book by Kate Ohrt to our class. This story connects colors with feelings, emotions and moods, as Kandinsky showed in his work. One example in the book states, “When I feel red, I am fiery and bold.” Learning to express their emotions through color is an important social-emotional learning activity for children in many grade levels at Carey. Keeping in mind what each color evokes, we wanted to make sure that when we did our final painting on the canvas, we chose colors that were calming while vibrating with positive emotions and energy.

After laying the foundation for our project, we felt the children were ready to try it out on canvas. We taped off the canvas into square sections, mirroring a family quilt project that Mrs. Semien and Mrs. Martin do at the beginning of each year. We wanted the final piece to be individual work that is connected as part of a whole. We worked in small groups, beginning with circles in the middle and working our way to the outside. You can see in the photos how confident and purposeful the children were with the colors they chose and the way they manipulated their sections. There was a huge sense of pride when the children completed the project. They loved looking at their peers' paintings and guessing which student or teacher created in each space. When parents come into the pre-kindergarten room they know it is a Kandinsky-inspired painting, and the children's reactions are priceless. Now they know something about an artist that they can share with others!
Like many 21st century families, we live far from our kin. We don’t get to see grandparents, aunts, nieces and nephews as often as we would like. On a recent trip to visit family, my children were unusually reserved during those first few moments after arrival. My oldest niece kindly chimed in, “You don’t have to be shy with us. We’re family!” Her thoughtful sentiment reminded me of the efforts many of us have invested in at The Carey School over the past few years: We want everyone at Carey to feel comfortable and at home, just like family.

As the 2014-2015 school year draws to a close and I reflect on Carey’s accomplishments around inclusion and community building, I am so appreciative of the many involved, passionate and dedicated members of our community who continue to help make Carey a comfortable, joyful and caring place for our students. Many faculty, staff and families have engaged in opportunities both on campus and off devoted to diversity, equity and inclusion. Notably, the Faculty Diversity and Inclusion (D&I) Committee has implemented wonderful activities for our students by utilizing a Diversity Calendar of Events and by driving education across our community through informative discussions with noted diversity experts. Many of us continue to seek out education for our community on the importance of building strong teamwork, collaboration and cultural sensitivity skills in our students. For example, we brought in a panel of middle school global studies experts to share with us the experiences their students have with multicultural programs.

As we look forward, we would like to continue the great work and focus in a new, more collaborative way. Based on feedback from the community, and in collaboration with Duncan Lyon, the Board of Trustees is creating the OneCarey Committee. The OneCarey Committee is a cross-constituent group of faculty, parents/guardians, administrators, staff and trustees that, in keeping with The Carey School’s mission, will support the vision set forth in our Statement of Diversity and Inclusion. This committee is really an evolution in our structure and will build upon the foundational work the Faculty D&I Committee has contributed over the past few years. This team will work closely together to seek knowledge and educate the Carey community around diversity and inclusion best practices. They will identify, develop and implement programs that build on current and new efforts to nurture an inclusive community. They will work closely with the Head of School and the Board of Trustees to recommend ideas for programs, monitor the strength of inclusiveness at our school, and implement our action plan.

I am excited about the possibilities for this committee! As noted in our Diversity and Inclusion Statement, we want our students to thrive in a changing, diverse and multicultural world. One of the best ways we can support this is by ensuring all students feel they can be themselves at Carey so they are ready to embrace new experiences and are open to ideas. OneCarey is ready to work together and make sure all students feel at home with their Carey family.
Creating a Carey Community of Inclusivity

By Raymond Difley, Art Specialist Teacher, Faculty Diversity and Inclusion Chairperson

This year the Faculty Diversity and Inclusion (D&I) Committee concludes its fourth year. In our first 12 months, we brought in Dr. Steven Jones, nationally recognized as one of America’s top experts on diversity. His focus was on strengthening inclusivity in our faculty, administration and parent community, and developing cultural competency skills, which are critical 21st century skills. Dr. Jones met with the faculty and parents and laid the foundation for the D&I work. He also advised and guided us in creating goals. Dr. Jones’ recommendations were to define diversity at Carey (what do we want it to look like?), have an administrator member on the D&I Committee, develop and practice cultural competency language/skills, and create a diversity and inclusion statement for the school.

In year two, the D&I Committee continued to focus on a diversity and inclusion statement for The Carey School. We researched and gathered data from independent schools nationally and created many iterations of the statement. A final draft was the springboard and guide for the Board of Trustees’ Statement of Diversity and Inclusion, launched in the fall of 2014.

Last year (and this year) the D&I Committee invited in Maya Christina Gonzalez, an artist-innovator with Social and Emotional Learning (SEL), English as a Second Language (ESL), Social Justice, Cultural Capacity and Holistic Learning skills. She presented her “Claiming Face” curriculum. It has four goals: (1) to recognize and assert one’s place/face and inherent belonging in the world; (2) to embrace and celebrate what one’s face expresses, how it reflects one’s life and historical context in relation to ethnicity, gender expression, individuality, selfhood and more; (3) to require and declare in community the birthright to be exactly who one is inside and out; (4) to know one’s self inside and out. She used art as the vehicle with projects for students and teachers in first through fifth grades to explore identity and perceptions of self. Ms. Gonzalez’s work with our students incorporated more tools for teachers to add to their “toolboxes” and use in the classroom.

This year, the D&I Committee brought in Alison Park, who is founder of Blink Consulting, and has helped over 50 schools in the Bay Area and beyond shape their diversity initiatives by offering a fresh perspective and practical tools for school-wide action. A former independent school educator and trustee, Ms. Park was an ideal person to come in and work with our community; her first-hand knowledge of independent schools and their constituents was invaluable. She worked with our faculty in both the fall and spring. Her fall focus was to get the board, faculty and parents engaged
in taking cultural competency skills and awareness to the student/child level, and to get us thinking about the importance of what we say (and don’t say) in daily conversations in school communities. Her spring focus was on “what to say when.” When do we, as adults and educators, interject and lean in to help students with appropriate language and to foster conversations that are culturally, racially and/or gender appropriate? Ms. Park also introduced the concept of a diversity council, which resulted in our forming the OneCarey Committee comprised of board members, administrators, faculty and parents, a first of its kind at Carey.

Over the summer, we developed events and activities for students and teachers to partake in during the school year, with the creation of a Diversity and Inclusion Calendar of Events. For example, we celebrated International Day of Peace and National Bullying Prevention Month. For “Peace Day,” students made paper cranes and wrote messages of peace on them. Peace crane exchanges with students in Tennessee, Scotland and India were conducted. There was an International Day of Peace assembly, where students took the Peace Pledge and placed cranes throughout the campus and in their own communities. To honor our uniqueness and differences during National Bullying Prevention Month, students and faculty wore mismatched socks on “Misfit Sock Day.” At lunch, students shared what made them special, unique and different.

Purposeful activities, celebrations and projects like these throughout the year model to our students, faculty and community our ongoing commitment to make Carey an inclusive place where our differences are celebrated.

The Faculty D&I Committee also facilitated discussions about race and family structure. One example is reading and analyzing articles such as “What White Children Need to Know About Race.” Articles and discussions in this realm, along with our Martin Luther King, Jr. (MLK Jr.) door displays and “Family is Love” project help to focus our teaching and reflection. Door displays were created by homeroom and specialist classes. The MLK Jr. door displays were of inspirational historical figures that made or continue to make an impact on our lives, people who have fought or continue to fight for all of us to have equal rights. In the “Family is Love” project this year the faculty read books about different family structures with their classes and created classroom door displays as well. The “Family is Love” door displays focused on a variety of children’s books that highlighted, embraced and honored all kinds of families and family structures.

Four years into the D&I work at Carey, we have had measureable achievements, and yet, our efforts are just beginning. This year, the Carey faculty has had the opportunity to gain applicable skills and engage in conversations through professional development training. We are making strides in understanding, practicing and modeling cultural competency language and skills. We look forward to continuing our learning and to practicing what we have learned in alliance with all constituents in the Carey community. Exciting times are ahead as we collaborate through the OneCarey Committee. With strong leadership, dedication and determination, the possibilities are endless.
On Wednesday, May 6, over 50 parents and educators from our surrounding community gathered at Carey for a lively and informative panel discussion on global studies, multiculturalism and diversity in middle school. In an increasingly global world, our children’s ability to connect and collaborate with people from diverse cultural, social and economic backgrounds will be imperative to their success. As an elementary school, we at Carey are particularly interested in how global studies, multicultural awareness and diversity are being addressed at the middle-school level and how Carey’s programmatic efforts in these areas can best prepare our students as they transition to middle school. To enlighten us on these topics, we convened a representative panel from a number of area middle schools where Carey students typically matriculate. Our panelists had many years of experience in their fields, were passionate about imbuing students with a global perspective, and were integral to the global studies programs at their respective institutions.

The following served on the panel:

**Borel Middle School**
Ms. Erin Felix, International Baccalaureate Program Coordinator

**Castilleja School**
Ms. Stacey Kertsman, Director of the Center for Awareness, Compassion and Engagement (ACE)

**Crystal Springs Uplands School**
Ms. Julie Daughty, Middle School History Teacher and Co-Chairperson, Multicultural Leadership Team
Mr. Bill Kwong, Director of Global Initiatives

**Menlo School**
Ms. Angela Birts, Director of Diversity and Inclusion
Mr. Peter Brown, Director of Global Studies

**St. Matthew’s Episcopal Day School**
Mr. Mark McKee, Head of School
Mr. Will Robinson, World Languages Teacher

Damon Richardson, a Carey parent and Director, International Tax Council, at Google, moderated the panel. He facilitated a lively, informative and engaging discussion among the panelists covering various topics including:

- how the middle schools are structuring curricula, programs and experiences to build students’ cultural competency skills and general global awareness
- the strategies being used to teach empathy and understanding of diverse cultural perspectives
- the barriers and challenges schools are encountering within their programs
- the benefits and successes derived from these programs
- how schools address current issues in the media (local, national, global) that may be impacting students
- how elementary schools and parents can prepare students and enable their success in a middle school global studies program

We hope our audience walked away with a better sense of what awaits our children in middle school from a global studies perspective and how we can best prepare them for success. We thank the schools and the panelists for taking the time to participate in this panel and for the work they do every day to help our children become global citizens.
From the Garden

By Helen Lew, Coordinator of Environmental Education and Extended Care

The garden is a place to play, socialize, read, reflect, tinker, make, imagine, plant, care, protect, grow, taste, eat, learn, explore and more.

Entrepreneurship

Students brainstorm ways of sustaining the garden by growing and making things to sell. In the past, we made anti-aphid spray. In the future, we plan to host a farmers market selling seeds, fresh fruits and vegetables, and baked goods featuring items harvested from the garden.

Seed to Table Program

The mainstay of our plants are edibles. Students plant, care for, harvest, taste, cook and eat foods grown in the garden while learning about health and nutrition. Presently, we are growing a pizza and salsa garden. We also have a six-way espalier apple tree, a lemon tree, propagated blueberry bush, artichokes, strawberries, edible flowers, a variety of herbs, squash, peas, beans, tomatoes, corn, lettuce and pumpkins, which we hope to carve in October.

Imaginative Play

Children built forts and a trading post using material that they gathered in and out of the garden.

Students use the mortar and pestle to make paste, dyes, paint and perfume. They are also constantly creating, building and refining structures from the abundance of natural materials available.
Collaboration with Science
Teaming up with the science teachers, we learn more about plants, insects, wildlife, health and nutrition.

Butterfly Garden
Concerned with the plummeting decline of monarch butterflies, we have a dedicated garden of milkweed and other host plants to encourage spring and summer breeding of caterpillars.

Soil Farm
Students create rich soil for the garden with a combination of garden compost (ideally school-made), natural fertilizers and other ingredients, such as mulch and worm compost (made in science or store-bought). We plan to collaborate with science teachers to test the soil for pH balance.

Insect and Animal Observation
We have several bug catchers, butterfly nets and magnifying glasses for children to observe and learn about beneficial and harmful bugs in the garden.

We are a certified Wildlife Habitat Garden because we provide a hospitable environment for birds, bees, butterflies and other wildlife. We have a hummingbird feeder, as well as a resident rufous hummingbird named Twitter, and we will be getting other bird feeders for our garden.

Pay It Forward
We have received the gift of seeds harvested from other school gardens. It is our hope that we can continue the act of giving by harvesting seeds or propagating plants to donate to other schools.

Future items in the garden may include a cistern to capture rainwater, solar panels to provide energy for the shed and a greenhouse made from recycled plastic bottles.

Responsibility
How do you properly honor a legend, a true Angell in our midst? For 37 years, Betty Angell has been the face and the voice of The Carey School. Thousands of children and parents have been changed for the better by knowing her. Days upon days have been made brighter by her presence. Two generations over four decades have been shepherded under her care. Betty’s gifts to our school simply can’t be summarized. She IS Carey – the very best of who we are and all we aspire to be.

Betty is Carey in the way she loves and nurtures. As parents, we began a painful process of letting go when we sent our first child off to elementary school. We simply didn’t believe that anyone could know them, comfort them, or love them quite like we could. And then we came to Carey, and we met Betty. When I asked parents and kids to describe Betty in a word or two, they said, “loving,” “real,” “always cheers me up,” “embracing,” “makes me feel special,” “giving,” “a real-life angel,” “the reason we came to Carey,” and “just like my grandma.” She is all this and more. Greeting every child with that beaming signature smile, lovingly tending each scraped knee, placing an encouraging arm around a nervous student leading the Pledge of Allegiance for the first time, Betty is there when we can’t be, and we know that our children couldn’t be in more loving hands.

Betty is also Carey in the way she knows and honors tradition. She is our walking historian – she knows every child, family, teacher, and staff member who has been a part of this community over the past four decades. She has partnered with and supported four heads of school. She is our best source for accounts and tales of Carey’s past: the infamous “holiday letter” that announced the Carey sisters’ intention to close the school and the parents who rallied to save it; the old red, white, and blue school bus that served as a faculty lounge; the annual all-school field trip to Oakland by airplane. Betty knows Virginia Taylor. She is our connection to Carey’s past and has been the constant through years of growth and change, holding us to the values and tradition on which our school was founded. And who isn’t astounded and inspired by the number and quality of relationships she maintains over the years and distances? Just take a look at Betty’s bulletin board, filled with holiday cards, baby announcements, and photos of Carey families past and present to feel the reach of her impact and her place of honor in Carey’s history.

Betty is also Carey in her joy. We celebrate and cherish the joy of childhood here, and Betty just oozes joy. Has anyone EVER heard Betty utter a cross word or take an unpleasant tone? You can’t help but feel happy in Betty’s presence. From her authentically cheery “Carey School, may I help you,” her unrestrained San Francisco Giants fandom, and her infinitely imaginative and creative Halloween costumes, Betty brings fun and joy to every interaction. And from what I’ve heard, she is the life of the party on her weekend road trips to the Reno casinos with dear friends Joan Donar and John Loeser.

It’s hard for any of us to imagine a Carey without Betty at the front desk or on the other end of the phone. But we are comforted to know that Carey will never truly be without her. Her love and nurturing, her respect for tradition, and her joy are her legacy to our school. They are the school’s enduring values. She is Carey.

Betty, on behalf of Carey parents, past and present, we love you. We thank you. We wish you a long and fun-filled retirement. And we beg you to never be too far from your Carey home.

This tribute was adapted from a May 8, 2015, spaghetti dinner speech honoring Betty Angell.
The Angell Wing

This year, The Carey School unveiled The Angell Wing to honor Betty Angell for her years of love and dedication to the school, thanks to numerous alumni, alumni parents, and faculty who showed their support. Gifts of $250 or more will be listed on a plaque that will be permanently displayed in The Angell Wing. Contributors at this level to date include:

The Agarwal Family  The Diekroeger Family  The Israelski Family  The Mayer Family
The Alston Family  The Dood Family  The Johnson Family  The Medina Family
The Apple and Fars Family  The Eardi Family  The Kaplan and Gorelik Family  The Meneguzzi and Isola Family
The Aron Family  The Evans Family  The Kapoor and Alexander Family  The Moore Family
The Bateman and Kim Family  The Fang Family  The Katsis Family  The Nichols Family
The Beattie Family  The Ferdows Family  The Kowalski Family  The Nightingale and Blake Family
The Benjamin Family  The Finney Family  The Lacy and Thomas Family  The Nissenberg Family
The Berman Family  The Fossum Family  The Lakshman and Bignoli Family  The Norris and Reynolds Family
The Brorsen Family  The Ford Family  The Langner and Schafer Family  The Owen Family
The Carris Family  The Frauen Family  The Lawrence Family  The Paterson Family
The Chang Family  The Franz Family  The Lev Family  The Pavla Family
The Chen and Lui Family  The Fujimoto and Suzaki Family  The Levy Family  The Pereira Family
The Chopra Family  The Gardner Family  The Lew Family  The Phillips Family
The Chung and Lee Family  The Gold Family  The Lewis Family  The Powers Family
The Cook Family  The Goldberg Family  The Long and Lee Family  The Resfeld Family
The Corley Family  The Goodwin Family  The Lu Family  The Renert Family
The Correa Tedesco and Agazzi Family  The Griggi Family  The Leoch Family  The Richardson Family
The Cotton Family  The Hoffman Family  The Lu and Tse Family  The Riedel Family
The Crocker Family  The Holmes Family  The Lyon and Agosta Family  The Rohde Family
The Cruz Family  The Idema Family  The Martin Family  The Rosenblum and Springer Family
The Della Maggiora Family  The Irving Family  The Mayer Family  The A. Saberi Family

For those alumni, alumni parents, and faculty who still wish to honor Betty in this way and be listed on a plaque that will be permanently displayed in The Angell Wing, this opportunity will remain open until September 30, 2015. If interested please make your donation payable to The Carey School and send it to The Carey School, One Carey School Lane, San Mateo, CA 94403 or email Advancement at advancement@careyschool.org.
Merriam-Webster defines a mentor as "someone who teaches or gives help and advice to a less-experienced person" or "a trusted counselor or guide."

I am fortunate to have had many mentors in my life: the faculty in my high school English department; athletic coaches; heads of school with whom I have worked over the span of my 15-year career in independent schools; and select relatives. Each has guided and counseled me along my life journey, and believed in my ability and stretched my capacity for success, both personally and professionally. The value is, as homemade signs at some sporting events display, "priceless!"

This same mentorship I have benefitted from is a significant part of my work and focus at Carey. Diversity, inclusion, and transition are important aspects of a new family’s experience as well as measures of our success as a caring school community. Students joining Carey in pre-kindergarten or kindergarten are new to a full-day program, teaching specialists, and a vast campus. They benefit from our buddy program in which students and adults help them navigate transitions and establish routines. A child coming into our upper grades (first through fifth) is often new to independent schools and benefits from Carey veterans acclimating him or her to the school culture and environment.

During the past seven years, I have learned first-hand that ours is a welcoming community; that is, we congregate together, learn together, eat together, laugh together, volunteer together, bi-ped together, celebrate together, and care for one another. Thus, it is in this spirit that when the time comes at the end of each school year to welcome a new group of students, parents, and guardians, our community reaches out to offer smiles, time, and energy. Carey families cannot wait to integrate new faces into our life cycle and share the magic. Our Carey School Parents Association (CSPA) Mentor Committee has been a fabulous and hospitable group of parents/guardians that has planned and implemented our new family/mentor family program, including the most anticipated event of the year: our Viva La Carey welcome party, traditionally held on Cinco de Mayo, or May 5th.

Viva La Carey is one of my favorite events of the admission season. It is the first time our new parents and guardians visit campus after officially enrolling their child(ren) at Carey, and brings together mentor and mentee families. It is celebratory, high-spirited, and fun. Everyone who attends is there because he or she loves The Carey School and wishes to share this enthusiasm with others. It is the first time our new families can feel celebrated and welcomed after being admitted. It is a true display of inclusion and integration.

Perhaps the aspect I value most about the CSPA Mentor Committee and Viva La Carey is their cyclical nature. New families, after being mentored in their first year, have the opportunity to mentor another family and return the favor. They quickly become trusted guides and counselors to those who are less experienced. ¡Viva La Carey!
2014-2015 Professional Development Highlights

The following is a partial listing of The Carey School’s professional development for the 2014-2015 school year:

- Association of Bay Area Development Officers (ABADO) Workshop
- Amazon Conference
- Association of Technology Leaders in Independent Schools National Conference
- Bay Area Independent School Librarians (BASIL) Winter Meeting
- Bay Area Teacher Development Collaborative (BATDC): Cultures of Thinking
- BATDC: Experienced Administrators - Leading by Design
- BATDC: Women Rising - Honing Leadership Skills
- California Association of Independent Schools (CAIS) Annual Conference
- California Music Educators Association Winter Conference
- Center for Advanced Research on Language Acquisition (CARLA) Workshop: Improving Language Learning
- CARLA Workshop: Using Technology in Second Language Teaching
- Center for Childhood Creativity: Creativity and the Brain Workshop
- Chapman University: Beneath the Surface – Soil Carbon Cycling
- Choral Conference
- Fundations Workshop
- Green California Schools and Colleges Summit and Exposition
- Harvard Graduate School of Education: Project Zero Classroom
- Head’s Dialogue Group
- Independent School Management: Advancement Academy
- Independent Schools Business Officers Association of California Annual Conference
- Institute for Social and Emotional Learning Workshop
- International Dyslexia Association Annual Conference
- Librarian Summer Camp
- Lindamood Bell: Visualizing and Verbalizing
- Master Gardeners of San Mateo and San Francisco: History of Foods and Culture
- National Association for the Education of Young Children (NAEYC) Annual Conference
- National Association of Independent Schools (NAIS) Annual Conference
- National Business Officers Association (NBOA) Annual Conference
- National Science Teachers Association (NSTA) Annual Conference on Science Education
- Parents Education Network: Understanding Your Dyslexic Learner
- Paxton Gate: Insect Spreading Class
- People of Color in Independent Schools (POCIS) Adult Conference
- POCIS Equity and Justice Leaders Roundtable
- Pollinate Farm and Garden: City Chickens 101
- Private Schools with Public Purpose Conference
- San Francisco Major Gifts Fundraising Summit
- San Mateo Arboretum Society: Garden Tour
- Santa Fe Leadership Design
- Superflex and Friends Take on Social Emotional Learning (SEL) and the Common Core Standards
- Teach 21: Lego Robotics
- Teach 21: Programming with Scratch
- Teach Liminal Workshop
- The Teachers College Reading and Writing Project (TCRWP): Mini-Institute
- University of California Davis: Master Gardeners of San Mateo & San Francisco Counties

Women Rising

By Audra Carli, Second Grade Teacher

Over the last year I had the pleasure of participating in Women Rising, offered by the Bay Area Teacher Development Collaborative. Women from schools throughout the Bay Area met regularly to talk about leadership and gender in independent schools. The group was diverse in age and race, and included teachers, administrators, counselors, and specialists.

Women Rising gave each of us an opportunity to explore leadership and work on personal goals. We discussed a wide range of relevant topics including giving critiques and feedback, enacting school change from different positions of leadership, taking on the necessary role of tempered radical, and practicing mindfulness. My favorite session was a workshop given by consulting firm Stand and Deliver where we sharpened our public speaking skills and learned new techniques to enhance presentations. It was easily one of the best professional development days I have ever had. Women Rising gave me space and support to grow personally and professionally, and I really valued the chance to learn from and collaborate with female colleagues.
Throughout the school year I had the opportunity to participate in several workshops offered by the University of California Continuing Education (UCCE) Master Gardeners of San Mateo and San Francisco. I first learned of the master gardener workshops three years ago when I went to accept the gold award for school gardens given by the San Mateo Food System Alliance. UC Davis’ agricultural and environmental science program is ranked #1 in the world; professors from the UC Davis agricultural department partner to educate and support the master gardeners and their program. Workshops included seed saving, growing our common core, history of food and culture, and the spring garden.

We networked with other garden advocates, environmental educators, science teachers and parent volunteers. While school gardens are fairly new in public and private schools, the UC master gardeners were experienced and offered a wealth of practical knowledge. For example, we learned about fava beans – how they grow, their different stages of growth, and how to dissect the beans and seeds to find the “embryos” or bean within a bean. We learned that fava beans are a “cover crop” that add nutrients to the soil and enrich it for future planting. Not to mention that they have leaves and beans to munch on, and attract beneficial bees to the garden.

At Carey we have Ceanothus, a California native plant, used as soap by the Native Americans. Carey students take a little water and the blue flowers, then rub them in their palms to create gritty suds. Remembering the name of the plant is fun and easy: Ceanothus, pronounced “See, I know this.” It amazes parents that children easily remember the Latin name of this plant.

This kind of practical information allows for the acquisition of other practical experience at Carey: Children learn how to weed the garden, dig out the entire plant, discourage weed growth or find other uses for these plants – many parts are edible and some parts of weeds can be used to make dyes.

Cooking takes place in most UCCE workshops and sessions end with recipes, cooking demonstrations and offerings of cooked items from the garden. This includes seeds harvested from a weed, buckwheat pancakes, wild dandelion greens salad, stir-fried thistle and more.

These workshops have taught me curriculum-related material such as migration of foods and cultures, basic botany, distinguishing between beneficial and harmful insects, crop rotations and companion planting. The students also benefited as I was able to pass along ideas, facts and information to enhance their learning. Being more confident and knowledgeable about plants and gardening aided their learning as well. I know that if I do not know an answer to one of their questions, I have the resources to find out.

In one workshop I learned the best practices for saving and replanting saved seeds. During the past year we have received hundreds of seeds from other school gardeners, and it is my hope that we can save seeds from the Carey garden and continue the tradition of passing seeds to others.

Being involved with the UC Master Gardener workshops, I am inspired to become a master gardener myself and plan to enroll in the training program in January 2016.
This year we had the pleasure of attending a five-part conference on “Designing for Deep Thinking” by Ron Ritchhart and Project Zero. We were eager to collaborate with a small group of colleagues throughout the conference, which focused on introducing methods and strategies to use in the classroom to promote the visibility of students’ thinking. We were curious how this concept could help make a more global impact on the way our Carey students think and explore inside the classroom. We learned to question students’ thinking, by asking our students elaborating questions such as, “What makes you say that?” rather than focusing on one “right” answer. We also learned strategies to help students investigate and question their own thinking. One such activity was to discuss topics with the framework of “I used to think…now I think,” which develops students’ understanding of how their knowledge base can change and grow. The workshop also left us with many “thinking routines” to utilize in our classrooms. These exercises can be used to access different thinking processes or skills, depending on how you want the students to explore the topic.

By asking students more open-ended questions and having them elaborate on their answers, the focus is shifting from the product to the learning process as a whole. This year, we have started to introduce thinking routines to our students, helping them think, reflect, and connect prior knowledge to new knowledge. During these routines, students are asked to reflect on what formed their thinking and then evaluate those thoughts. This encourages students to move away from a linear question-and-response model to a more cyclical interaction with their own thinking. The teacher is there as a facilitator to help students uncover their own knowledge and explore ideas. Students hypothesize, investigate, and adjust their hypotheses to change their way of thinking. Moving forward, we hope to continue these routines and begin introducing specific language to the students so they may be able to label their own thinking. Students’ metacognition will grow as they develop an awareness of the specific types of thinking required for certain learning tasks. The eventual goal would be for students to be able to utilize a variety of thinking strategies independently when problem solving or tackling larger projects.

As we continue to partner with the other faculty members involved in this professional development, we hope to continue the conversation around how to implement visible thinking throughout the Carey community. With thinking routines and strategies, students can gain ownership over their learning and teachers will see a shift in the way they view the classroom learning experience.

Recognizing the Value of Advanced Education

Congratulations to our faculty who earned their graduate degrees…

Taylor Jordan, first grade associate teacher, and Erin Flathers, third grade assistant, graduated from the Bay Area Teacher Training Institute (BATTI) program, which partners with University of the Pacific. They both received Masters of Arts degrees with a concentration in elementary curriculum and instruction, along with their California teaching credentials.

Zita Agazzi, pre-kindergarten through second grade Spanish teacher, recently celebrated receiving her Master of Arts in education with a concentration in curriculum and instruction, from Notre Dame de Namur University (NDNU). She was selected by a committee of NDNU faculty and staff to be the graduate commencement speaker and was honored with the Outstanding Thesis Award. Her thesis is titled, “Using English Language in Foreign Language Instruction.”
Ask students, parents and alumni what their favorite Carey School memory is and you get answers like “Walkfest,” “Pumpkin Patch,” “Virginia Taylor Spaghetti Dinner,” and “Auction.” The Carey School Parent Association (CSPA) organizes these school traditions each year, along with many more. We have 20 committees and 40 room parents, and throughout the year our volunteers commit thousands of hours of time to support community building, fundraising and classroom activities. Traditions are important, but this year we wanted to highlight two new CSPA efforts that have made a huge difference on our campus and for our community.

Celebrating Carey’s Parent Community
By Jean Chiang, CSPA President

Caring at Carey’s Partnership with Walkfest

This year Caring at Carey (CAC) partnered with the Walkfest Committee to bring added purpose to Walkfest by incorporating service learning. This was an effort to support the school’s mission to nurture kindness, respect and personal responsibility and build student awareness of self, as well as the world beyond. A portion of the 2014 Walkfest funds were allocated for service learning opportunities as part of this effort.

CAC focused on green spaces and gardens for this year’s service learning projects. They organized a series of activities and events to create a service-learning arc for students, engaging them in discussions around responsible citizenship, community development and social change. The projects included a garden project at Carey, school day activities in the fall and a garden project at Roosevelt Elementary School in Redwood City.

For the project at Roosevelt Elementary School, CAC worked with Rebuilding Together, a non-profit organization that brings volunteers together with a home, school or facility in need of repairs or enhancements to improve health, safety, and well-being. Approximately 80 kids and parents from the Carey community participated in the garden and green spaces project, as well as about 20 kids and parents from Roosevelt. The volunteers accomplished a lot! We painted a wall mural, a labyrinth and stepping stones. We built tables and benches for use in the garden and built a chalkboard for the side of the garden shed. We hung information signs around the garden, including ones that correlated to the plant markers made by Carey students at Walkfest, and installed new number signs for the planters. We removed overgrown ivy to make room for a composter and removed old, dead plants to allow for planting new flowers, native plants and an apple tree. Most of all, we worked together to improve this school in our community. Roosevelt was thrilled that their garden and surrounding spaces were made more functional, and therefore beneficial, for the kids!
Extended Care Room Parent Program

The role of the Extended Care Room Parents was revived this year to foster relationships among the families and faculty involved with the Extended Care program. The efforts of Carey parents serving under the leadership of Helen Lew (Coordinator of Extended Care), really helped to create another “community within the Carey community.” Extended Care now has its own section in the Eagle’s Eye that the room parents write. Another example of their community-building efforts is potluck dinners with activities such as parents vs. children kickball and a karaoke/talent show. The potlucks have been very successful with attendances averaging 50-60 people. Extended Care also holds monthly events such as sunscreen education, worm experiments, an arcade project and therapy-dog visits. Not surprisingly, the Extended Care families are thrilled and agree it has been a great year for the program. The CSPA looks forward to continuing to build on these efforts as Extended Care Room Parents are here to stay.

Carey School Parent Association

**Executive Committee**
- **President:** Jean Chiang
- **Co-Vice Presidents:**
  - Allison Keenan and Julie Lee
- **Treasurer:** Catherine Nelson Young
- **Secretary:** Lexi Slavet

**Committee Chairpersons**
- **Art Liaison:** Charlie Forrester and Tami Lahl
- **Auction:** Tom Brehme and Brian Vermeulen
- **Bi-Ped Club:** Veronica Agosta and Binna Kim
- **Camp Fair:** Leslie Kramer, Stacy Fung and Nkia Richardson
- **Caring at Carey:** Amy Day, Caroline Hughes and Amy Schwartz
- **Common Ground:** Heidi Cotton
- **Community Events:** Kirti Dewan, Caroline Hughes and Christina O’Neill
- **CSPA Supply Closet:** Danielle Kling and Amy Vinther
- **Enrichment Days Liaisons:** Angela Espinosa, Lindsay Folk and Nicole Lenihan

**Extended Care Room Parents:**
- Simona Jankowski, Angie Kim and Melissa Selcher
- **Faculty and Staff Appreciation:**
  - Heather Melvin and Emma McCulloch
- **GOLD:** Cawley Carr and Amanda Reed
- **Health and Wellness:** Julene Montgomery and Catherine Nelson Young
- **Library Liaison/Book Swap:** Melissa Saberi
- **Mentoring Program:**
  - Bridget Kenevan and Lily Ng
- **Partner Merchant Fundraising:**
  - Fiona Taylor, Warrick Taylor and Maxine Tse
- **PE Clothing Swap:** Heather Wolfe
- **Pumpkin Patch:** Helen Carris, Andrea Irvin and Patty Macy
- **Virginia Taylor Spaghetti Dinner:** Mia Locsin, Maria Gorelik and Sunita Parbhoo

**Supplies Coordinator:**
- Danielle Kling and Amy Vinther

**Volunteer Portal:** Vanessa Lo

**Walkfest:** Julie Gregory, Amanda Minami Chao, Letizia Pileggi and Leslie Shirasu

**Room Parents**
- **Pre-Kindergarten:** Lindsay Folk, Andrea Irvin, Kim Pepper
- **Kindergarten G:** Resham Bharwani, Karina Dykes, Mark Hammitt
- **Kindergarten D:** Alice Akahoshi, Kelly Markson, Emma McCulloch
- **First Grade M:** Linda Gardner, Suzanne Gibbs, Katrina Sitter
- **First Grade Z:** Heidi Chang, DeeDee Fisher, Melissa Saberi
- **Second Grade B:** Julie Ford, Janel Lehman, Vanessa Lo
- **Second Grade C:** Sandy Moore, Azita Oghilidos, Meaghan Schaefer, Amy Vinther
- **Third Grade G:** Cecile Chang, Phoebe Ho, Leslie Kramer
- **Third Grade R:** Laura Agarwal, Betsy Berman, Robbie Fang, Taryn Sutton
- **Fourth Grade L:** Veronica Agosta, Erin Crocker, Sarah Murphy
- **Fourth Grade R:** Julie Gregory, John Paul Ho, Carolyn Luedtke
- **Fifth Grade B:** Patty Macy, Meaghan Schaefer, Cathleen Thomas
- **Fifth Grade L:**
Life-Long Friendships

From top to bottom:

Artwork by K. Bateman

K. Mayer, N. Mayer, M. Fowler, and A. Katsis enjoying good times at their recent graduation from Menlo School

J. Kapoor producing her apparel

K. Bateman, S. Campbell and U. Labouisse enjoying frozen yogurt together

E. Lewis, R. Green, H. Isaacson having fun at Castilleja School
Chris Chang grew up in the San Mateo and Hillsborough areas, graduating from The Carey School in the summer of 2002. He moved on to Crocker for middle school, followed by Serra for high school. At Serra, Chris stood out as a three-sport athlete in football, basketball and crew. Incidentally, Serra was only one of two area high schools that had rowing as a varsity sport at that time. Yet it would be rowing that attracted the attention of college coaches.

As a standout rower at Serra, Chris was actively recruited for crew at the US Naval Academy in Annapolis, Maryland. This is no small feat: “NAVY” has one of the oldest and most respected crew teams in the nation. For Chris, attending one of the US military academies for college was “an amazing and unique experience.”

He graduated in 2013. In our interview it was quite clear that Chris is an unbelievably kind person. But don’t mistake his kindness for weakness; Chris is one tough Marine officer, due to be promoted to First Lieutenant next month!

Chris has fond memories of Carey. He noted that it was a fun place to attend elementary school with lots of positive energy overall. He also cited how much he learned and how wonderful the academic program was. He made a large number of close friends with whom he stayed connected through middle school and high school. His favorite memories of Carey is learning to play sports from Jamie Trierweiler.

Chris is now back on the left coast, stationed in San Diego. He looks forward to reconnecting with some hometown friends and Carey alums. Thanks, Chris, for all that you do!
Elizabeth Lacy likes to see how fast she can go and pass everyone’s expectations along the way! A senior at Menlo School, Lizzie placed 10th in the Footlocker National Cross Country meet in December, breaking a few course records. She continued with her success this season during track as she set new school records in the longer-distance events. Lizzie has always had an interest in athletics. She said, “I’ve done many different sports in my youth, including being a black belt in Korean martial arts and doing soccer, basketball, lacrosse – you name it.”

In the fall, Lizzie will be attending Amherst College and was recruited for the cross-country team. Lizzie started at Menlo School in sixth grade and began running cross country her freshman year. She joined the track team the spring of her senior year. Lizzie shared, “I love the thrill of running, and seeing how far I can push myself has led to much of my success. There are many challenges to being a runner, and they vary from person to person. But for me, the most difficult part of running is how disciplined you must be to perform your best. You can’t miss practices because every day is vital to keeping in shape, and I’ve gotten really into nutrition and eating things that are only going to make me healthier and a better athlete.”

Always having goals in mind, Lizzie is thinking of studying economics and environmental science, maybe focusing on environmental policy in her future. She concludes, “I’m passionate about the environment as well as athletics and also just the study of health/healthy living.” The Carey School can be proud that Lizzie Lacy is an enthusiastic life-long learner with many miles to run in her future.

K. Folsom being honored at her graduation

Ethan Labouisse attends Crystal Springs Uplands School, and a fun fact is that he recently won a Call of Duty tournament. His favorite memory of Carey is painting the mural on the wall behind the science rooms because it’s permanent.

2012

Jordan Corley graduated from Synapse School this year and is headed to Hillsdale High School in the fall. He has been actively involved with Pied Piper Players community theater group and just appeared in his fifth play, Mary Poppins, as the character Admiral Bloom.

Kate Folsom recently graduated from Girls’ Middle School.

Caroline Frantz recently graduated from Menlo Middle School. This last year, she loved participating in the arts, playing in the steel pan band and acting in plays/musicals. Outside of school, she loves taking dance classes and in her free time, babysitting. Her favorite memory of Carey is Outdoor Education, where she spent quality time with her friends and says it was “an AMAZING bonding experience.”

J. Gold, E. Thompson, E. Zhang, C. Frantz, and L. Richart enjoying their middle school graduation at Menlo School
Melinda Ma, class of 2012 and a current eighth grader at Keys middle school, is happy to reflect upon her years at Carey. Melinda fondly remembers playing with friends, expressing herself creatively in art class and enjoying spaghetti dinner, a time-honored Carey tradition.

Two special ladies stand out for Melinda: Joan Donar and Betty Angell. Ms. Donar taught fourth grade, and Melinda remembers a warm and wonderful classroom decorated with funny pictures of Garfield the Cat, Ms. Donar’s favorite cartoon character. Throughout the classroom, a collection of costumed Garfield stuffed animals set a fun-loving vibe. In a fitting tribute to Ms. Donar’s last year at Carey, each student chose one of the stuffed Garfield animals to take home at year’s end; that special Garfield serves as a dear reminder for Melinda of her inspirational teacher.

When Melinda learned of Betty Angell’s imminent retirement, she was full of praise for a woman who has deeply touched the entire Carey community. Melinda fondly remembers Betty’s kind and helpful manner, always there to lend a hand, calling home when Melinda forgot something or patching up a boo-boo with a Band-Aid and smile. “Like her last name, she was definitely an angel to me and my family since we’ve known her as a family friend for so long. My family wishes her the best for her retirement years and for the rest of her life.”

Today Melinda is a busy and curious young lady with deep interests and passions in the classroom and beyond. At Keys, her favorite subject is science, where she spends time studying animals and how to care for them. She is keenly interested in the emotional benefits animals have on the human spirit, and she has her sights set on becoming a veterinarian one day. Melinda is also greatly fulfilled by art and music. She says, “Music is my air; I can’t live without it or ever get enough.” She studies piano and enjoys listening to different kinds of music. In her spare time, she loves to draw and doodle, and hopes to learn to oil paint soon. Melinda greatly values a healthy lifestyle and the positive impact it has on her mood and school studies. She plays tennis regularly and enjoys whipping up delicious and healthy food.

Next year, Melinda is off to Aragon High School where she will no doubt develop new bonds and continue to pursue her passions in science, music and art. As she builds on the foundation of curiosity and a love of learning from her years at Carey, Melinda is destined for great things in the years ahead.
Jordan Fowler embodies the old proverb that encourages constant motion. In her 20 short years, she has accomplished more than many do in a lifetime. With a combination of hard work, determination, passion and boundless energy, Jordan is well on her way to fulfilling her professional dream of using design for social change. Already looking ahead to when and where to attend graduate school, she is taking the right steps to make sure her dream becomes a reality. Never one to sit idly by, Jordan approaches all her responsibilities with thoughtful gusto and asks herself how she can make anything she works on better. Her leadership makes a tremendous impact on the many people she represents both on her college campus and her community at large.

Currently Jordan is a junior at USC majoring in Media Arts and Practice at USC’s School of Cinematic Arts and minoring in Web Technologies and Applications at the Viterbi School of Engineering. Jordan’s journey to realizing technology would play an important role in her life began many years ago as a student at Carey. Technology with Mr. Desroches was her favorite class. She remembers how he taught fundamental, important skills to the students. “I’m in college now, but there are still students who don’t know how to type. I remember Mr. Desroches teaching me to sit up straight in my chair and type correctly. And we had fun doing creative projects culminating in the creation of our own website. To this day, everyone says I’m the fastest typist they know,” Jordan exclaims proudly.

Memories from both inside and outside the classroom are endless. Ms. Carli was a favorite teacher. “I always thought she was so cool,” Jordan recalls. “If I were older, I would totally want her to be a friend. She was the perfect balance of being a teacher, but also a friend when you needed her.” Jordan also remembers Ms. Donar getting mad at her for wearing a short skirt, studying penguins with Mrs. Zirelli, and going through the middle school admissions process with Mrs. Bloom. Jordan remembers that “the idea of the upper playground became very important and being old enough to play up there was so memorable.” And of course what memory of Carey is complete without a Mrs. Angell moment? Jordan remembers the fun of hanging out and chatting with Mrs. Angell after delivering the Pledge of Allegiance, even to the point of needing to be called back into the classroom by Ms. Donar.

Jordan feels Carey prepared her well for the next phase of her life and even beyond. “Academically and socially I felt very prepared,” she says. In addition, being fully engaged in the student experience – and inspiring others to do the same – is a trait that Jordan says was developed through her independent school experience. Currently a Peer Leadership Consultant for the Office of Campus Activities at USC, Jordan serves as a liaison and resource to leaders of nearly 900 student organizations. In this capacity, she fosters positive growth and development of her peers. Even the Carey buddy program set Jordan on a path. During the school year she participates in the USC Best Buddies program, spending time with children with special needs who attend a school near the USC campus. Jordan always finds time to give back to those in need in her community.

In addition to the important soft skills she gained during her pre-college days, Jordan credits the discipline she
learned in elementary school for getting her into the top cinema school in the country. With five years’ work experience as a host on an environmental television show, she entered USC with the intention of being a broadcast journalist, but soon realized that it wasn’t being in front of the camera that mattered most to her. It was giving others a chance for their voice to be heard and making a difference. She is determined to combine her interest in technology and her passion to help others to create social change. “Growing up in Silicon Valley, I was exposed to all types of technology and thoroughly enjoyed each and every time I had the opportunity to be creative and to use it to enhance my projects. That, combined with my passion to help others, made my educational pursuits an easy decision.”

When not working on her academics and serving those in her community, Jordan is busy working on activism and social change. She now serves as the vice president of USC's student government. Her many accomplishments provided the foundation of a platform that resonated with the student body. In fact, she and her running-mate – the first winning all-female ticket in Pac-12 history – captured 65 percent of the student vote. In this role, Jordan has implemented a partnership with Uber, created a happy hour at a restaurant on campus that was too expensive for many, advocated for and planned water-bottle filling stations on campus, helped advance a bike-share program, and created disability and accessibility advocacy programs on campus that included the first-of-many wheelchair basketball games.

This summer Jordan feels like she is taking it easy with only a few exciting activities on her calendar! She is continuing her work as an emcee and choreographer for a girls leadership organization, attending a leadership conference in Washington, D.C., with other student government leaders from across the county, supporting girls and women with disabilities at Miss Amazing, and somehow still finds time to have a few acting/hosting gigs lined up. She admits, “I actually like things being busy and hectic. Having a list of things to do is fulfilling for me. I can’t imagine life any other way.”

Two aspects of Jordan’s personality that don’t get conveyed when one sees her long list of accomplishments, awards and accolades are her humility and sense of fun. Jordan loves to indulge in the L.A. restaurant scene. Sushi is a favorite, but she also loves shaved ice with strawberries, chocolate and granola. She also enjoys kick-boxing and spending time with friends and family.
Claire Phibbs will be a senior this fall at the Menlo School. Nearing the end of her secondary school education, Claire looks back fondly and appreciatively on her time at The Carey School as helping her feel more comfortable in leadership roles, taking risks, and developing her love of performing arts and community service.

“Carey taught me a lot about being self-sufficient and an independent thinker. This was especially true in fifth grade.” She recalls how the younger Carey kids looked up to the fifth graders as the de facto school leaders. “It made us all aware of the importance to model good behavior and kindness,” she says. “Younger buddies were a really important part of Carey for me – it was nice to mentor them and be the person they sought advice from.”

These days, Claire continues to mentor by tutoring elementary and middle school students. “You can really make a big impact on kids this age and give them a love for learning,” she says. “Because I’m a young mentor, they can relate to me really well.” This summer Claire will continue teaching children as a volunteer at the Marine Science Institute.

Claire’s favorite class was art with Mr. D. “I realized I really loved creating sculpture and clay art at Carey, in addition to painting.” Being able to have the same specialists across all years at Carey “helped build a very close relationship with them so that I felt comfortable taking risks.”

A fifth grade highlight for Claire was painting part of the Operetta set as well as getting her first solo! “I loved to sing, but my previous comfort zone was to do it in groups. Ms. Linda giving me the opportunity to sing solo helped me get over my stage fright.” Because of that early experience, Claire has felt confident singing solos freshman and sophomore years at her school’s spring concerts.

While at Carey, Claire took her love of music a step further and sang with the Peninsula Girls Chorus of Burlingame, later learning guitar on the side. When choir didn’t fit into the junior year schedule, Claire and half a dozen other Menlo students took the lead to form a smaller choral group practicing a few mornings a week. “That way, I’m still able to do what I enjoy and participate in some of the concerts at school,” she says.

This past year Claire decided to participate in the National Association of Independent Schools (NAIS) student-section of the People of Color Conference (PoCC) in an effort to gain more knowledge about this critical topic. She and two other Carey students, Harrison Plate and Janet Chavez, shared their newfound knowledge with the Menlo eighth graders – again mentoring like they used to at Carey.

It’s clear that the warm and close-knit Carey community Claire was part of has served her well. It has allowed her to ‘pay-it-forward’ through volunteerism and participation in student-led diversity efforts at Menlo School. It has also helped her love of music and singing to blossom from the seeds planted early on at The Carey School.
When John Levy attended Carey, there was only one class per grade. But aside from that, his experience and the memories he has make Carey sound exactly like the Carey we know now.

John attended Carey from pre-K through fifth grade and graduated in 1994. He has tons of great memories from his Carey years! One of his favorite is that of “Friday Fun Day” in Mrs. Zirelli’s first grade class. He says, “Every Friday we started the day with a spelling quiz, and then the rest of the day was fun activities. There was always such a sigh of relief after the quiz knowing that the rest of the day was going to be enjoyable!” John also loved sports day. He loved competition, being outside and of course getting ribbons. Sports day was pure joy for him, but he says it also taught him a lot about how to be a good person. He remembers teachers (and his parents) reminding me not to gloat or be rude, and conversely, he learned how to be a good loser by not getting too upset when he lost.

John says when he looks back on his years at Carey, he can now appreciate how great the teachers were. “They all had their strong and unique personalities but with a common thread of enthusiasm, engagement and love for their students. I left Carey eager to learn, and ‘Carey’ on (pun intended) that enthusiasm for learning today.” He also believes that the greatest impact his teachers had on him was instilling a great sense of self-confidence, kindness and curiosity. To this day he is comfortable speaking in front of large crowds, voicing his opinion even if it isn’t popular, and is able to lead – all traits developed and nurtured while at Carey.

John has very fond memories of Betty Angell and bets she remembers him! “You can’t put on that many Band-Aids and forget a person; a Band-Aid is a bond for life! Betty was everyone’s ‘mom away from mom.’ She was so kind and caring. When I was at Carey, almost the entire playground was hard and rough cement. I loved running and playing touch football with my class, and I probably scraped my knee or elbow at least every other day. Betty always knew how to make me feel better – so much so that I forgot about my ouchy and went right back to playing. She made sure everything ran smoothly not just for the teachers, staff and parents, but for us students too.”

John works at Franklin Templeton in San Mateo as a VP Portfolio Manager/Director of Research and manages a team of eight analysts and associates that analyze and recommend mutual funds for retail and institutional accounts. He is also happy and lucky on the homefront: married with two children, a daughter who is three and son who is one. John and his wife have their hands full but love nothing more than playing in the backyard with their kids.

Middle School where he played the tenor saxophone, ran cross country, played tennis and worked on the drama crew. Callum is also a competitive ski racer and finished in the top 10 this year in the U.S. Ski and Snowboard Association (USSA) Far West championships. He is thankful to the teachers at Carey for teaching him how to enjoy reading because he understands the importance of being a good reader.

2013

Quincy Alston currently attends Nueva Middle School where he enjoys playing for the varsity soccer team and learning Japanese. This year he thoroughly enjoyed being a member of the crew for the school’s production of Brigadoon. He created a financial portfolio and is diligently following his “investments.”

Nicolas Bignoli-Lakshman currently attends Keys School where he enjoys acting and recently performed in The Music Man and Rescuing Persephone. Additionally, he enjoys playing a variety of sports and the guitar.

Ellen Chung attends Jordan Middle School where she made the honor roll and is proud to be in the highest math lane. She enjoys fashion designing, sewing and swimming. Her favorite memories of Carey are hanging out with her friends and learning with the wonderful teachers.

Sofia Cruz attends Odyssey and recently enjoyed performing in a Shakespeare play. She enjoys playing basketball and doing gymnastics.

Drew Dowd attends Sacred Heart School where he enjoys participating in chorus and playing sports, recently receiving the Four Sports Award.
Awards. His favorite memories of Carey are the Operetta, Halloween parade, and Walk-a-thon.

Alexana Dubois is enjoying attending Castilleja School. Her favorite Carey memory is Outdoor Education.

Bijan Ferdows attends Menlo Middle School where he plays soccer, basketball, football and lacrosse. His claim to fame at Carey was running the most laps at the Walk-a-thon in the fifth grade.

Ethan Gardner attends Burlingame Intermediate School where he is an athlete playing ultimate Frisbee, baseball and football. One fun fact about Ethan is that he can do a front flip on the trampoline. His favorite memory of Carey is going to the Vans breakfast because it was really fun. “There was good food and we had a ton of laughs.”

Alec Israelski attends Woodside Priory where he is actively involved in the creative arts, playing the saxophone and acting in Macbeth and Murder on the Island to name a few. Additionally, he enjoys a variety of sports – playing flag football, soccer, lacrosse and tennis. This spring he was awarded MVP for the Priory Tennis Team! His favorite memory of Carey is rest time in kindergarten. Alec stays in touch with many Carey alumni and cherishes the friendships created. He looks forward to hanging at the Walk-a-thon and spaghetti dinner!

Jadan Richardson attends Menlo School where he enjoys playing lacrosse, basketball and football. His favorite memory of Carey is Operetta.

Ellie Chang attends Woodside Priory where she loves playing sports. Her favorite memory of Carey is finding her best friend, Raven Medina.

Benjamin Antupit attends Crystal Springs Uplands School where he enjoys coding, math and instruments. His favorite memories of Carey are of the homework and his friends.

Miles Cheng attends Woodside Priory where he enjoys swimming. He also enjoys flying kites and playing soccer. His favorite Carey memories are Outdoor Education and math.

Justin Corley attends Woodside Priory with his fellow Carey grads Miles Cheng, Thomas Screven, Ellie Chang and Isa Kowalski. His favorite Carey memories are the lunchtime football games, Operetta, spaghetti dinner, the school overnights and pesterig Mr. D. Justin is still playing rugby and dancing in his free time.

Owen Cotton attends St. Matthew’s Episcopal Day School where he loves playing sports. His favorite memories of Carey are graduation because he remembers being excited to move on to new opportunities, as well as his accomplishments and great memories from The Carey School.

Ally Eandi attends Crystal Springs Uplands School where she enjoys playing softball, singing and acting. This year she enjoyed playing the role of Tinkerbell in the school.
Full STEAM Ahead with Nickie Pereira

By Devon Gold

Nickie Pereira was a new sixth grader at Castilleja School in the fall of 2007 when I ran into her on the sidelines of her younger brother’s soccer game. I asked her how middle school was going, and in her gracious, engaged, “there’s no one else I’d rather be talking to” way, she answered, “Oh, it’s so much fun. I love it!” I then asked her if classes were hard, and she laughed a little, saying, “Oh, gosh, not really! I probably shouldn’t say that, but I just feel so prepared, thanks to Mrs. Bloom and my Carey experience. So far, it’s kind of easy.”

But “easy” isn’t what Nickie ever looks for in an experience, and Castilleja and her life beyond haven’t disappointed. Having just completed her freshman year at Yale University (where she’s pursuing a Bachelor of Science in quantum-level physics), Nickie reflects with fondness and gratitude on the formative years she spent at Carey and Castilleja, where opportunities in STEAM courses and activities, and incredibly supportive people, ignited and fueled her current passions. Vibrant and curious communities with supportive teachers and mentors who instilled an insatiable love of learning: Nickie feels fortunate that her educational journey began and continues in extraordinary schools that have inspired her.

A self-described “shy and reserved” middle schooler, Nickie knew she should take advantage of every opportunity to grow. So Nickie ran for student government and served as secretary and treasurer. She shared her developing passion for academics by serving as a peer tutor, and she competed on the water polo, basketball and swim teams. In high school, Nickie hit her stride. “Castilleja is just so good at what they do: educating girls,” says Nickie, and everyone there “really supported me and made me see value in myself.”

In high school, Nickie delved deeper into science opportunities, both inside and outside the classroom. Beyond taking advanced science courses, Nickie engaged deeply with the robotics team, serving as build lead and then team captain. She led the effort to build a 120-pound robot from scratch and headed up the team’s business end, raising up to $55,000 each year through sponsorship presentations and conference speaking engagements. Nickie also took her STEAM passion beyond her community, helping initiate Casti’s partnership with Shanghai No. 3 Girls School in China and forming the first all-girls robotics team in China. And closer to home, Nickie and her robotics teammates ran Science Saturday, a science outreach program for underserved girls in East Palo Alto.

As engaged and passionate as Nickie is about science, she is equally committed to a balanced life. Throughout high school, she competed on the water polo and swim teams, and coached in the middle school. She wrote and cartooned for Counterpoint, Casti’s school newspaper, and served as a peer tutor, teaching assistant and admissions speaker. An art student from the age of seven, she also continued to nurture her love and talent in the visual arts, helping to redesign and then teach the Advanced Drawing and Painting curriculum. Integrating her science and technology skills with her artistic passion, she developed a program to incorporate computer-aided design (CAD) with the art curriculum and instructed fellow students in laser cutting as part of Casti’s STEAM initiatives. For this work, she was honored with the Visual Art Award her senior year.

But what excites Nickie now about her life at Yale is “the vibrant and vivacious community – both academic and social” that is her college home. Surrounded by “people who really care about everything they do;” her passion for learning, discovering and serving has been fueled even further. As she pursues her degree in physics, she aspires to a life in academia, with a goal of graduate school and, ultimately, a research professorship at a university. “I’m a student at heart, and I want to spend the rest of my life trying to learn more about what I love,” Nickie says. And she’s gotten a jump-start on that goal, currently conducting grant-funded research in neutrino oscillation: “We’re search[ing] for proof of the existence of the sterile neutrino – a neutrino that interacts exclusively by gravity, an understanding of the behavioral differences between neutrinos and antineutrinos (or even whether or not they are the same particle!), and ultimately, how the Big Bang created so much matter without antimatter counterparts to annihilate each other and create energy.” (Remember, Nickie doesn’t do “easy.”)

When Nickie isn’t researching, she continues to share her passion with others, helping redesign Yale’s Girls Science Initiative to bring hands-on science learning to underserved girls in the community. She also finds time to compete in intramural sports for her residential college.

To what does Nickie attribute her drive and curiosity? For Nickie, it’s a “who” not a “what.” She says, “In all honesty, I think we’re all products of those around us. I was very lucky to be placed near people who helped me grow, were personally invested in my success, and made personal sacrifices to help me see my own potential.” At the top of the list of those important people? Nickie’s parents. “My parents are definitely my biggest influences. My dad is brilliant, and I’ve always aspired to know and understand as much as he does . . . My mom is the person I look up to most. I hope that one day I’ll be half as good a person as she is. She is the single most caring, organized and generally inspiring person I know.” Beyond her parents, Nickie says she is indebted to teachers that have changed her life, including Carey’s Michele Zirelli, Joan Donar and Sharon Bloom, and Casti’s Christina Nawas, Joseph Mitchell and Doris Mourad. As Nickie puts it, “My teachers are some of my closest mentors because they helped me grow up.”

As Nickie looks ahead, she also looks back with fondness on her formative days at Carey. Being a fourth and fifth grade buddy, learning critical research and writing skills through the research paper process, developing public speaking skills in those “stand and deliver” moments, and just “being really excited to come to school every day” are defining memories for her. And all these years later, it’s that same excitement for school, discovery and learning that fuels her. Full STEAM ahead, Nickie!
The Athlete’s Edge with a Carey Edge
By Kim Pepper

Anthony Gilbert is the owner and founder of The Athlete’s Edge, a sports medicine practice based in San Mateo, California. I have worked with Anthony over the years to help with some of my sports injuries. Just recently, I was in his office for my lower back/hip, and he asked me where my kids go to school. Much to my surprise, I learned that Anthony is a Carey graduate from 1973 when Carey had one class per grade, including a middle school. He quickly began to describe a school with many similarities to today but also some real differences.

Anthony went to Carey from sixth to eighth grade and described it as “small, intimate, like a family.” Miss Carey and Mrs. Willard were in charge of the school. He describes them as having a large presence. “Mrs. Willard especially had a large personality. I always got along with them and didn’t remember getting in much mischief there.” Some of Anthony’s favorite memories were Sports Day at Serra High School, Ski Week at Squaw Valley, and Ping-Pong on the patio at lunch! He remembers Operetta in sixth grade. The play was Me and My Shadow, and he wore a black tux, tights, and top hat and had a fluorescent cane. Anthony’s favorite class was history in seventh grade with Mr. Nau. “He was a great presenter and would always keep our attention.” In eighth grade, he enjoyed math with Mr. Fillian. Anthony shares, “He explained the work in an easy-to-understand way, and with only eight students in the eighth grade class, we had plenty of individualized attention.” One field trip that is hard to imagine today featured weekends in the Sierra mountains with the custodian. Anthony explains, “It was his grandfather’s cabin, and he would take three or four of us in his old panel wagon. We would shoot .22 rifles, fix fences and learn cooking over the fire. His cabin had no electricity or running water.”

Anthony has not been back on campus but would like to come see all the changes.

Always passionate about health and fitness, Anthony focuses on healing from a holistic direction with real organic food, correct exercise and little or no medications. Anthony works with both professional and amateur athletes, including Olympic athletes, triathletes, football players, baseball players, bodybuilders and dancers. He also works with fitness enthusiasts and “corporate athletes” (anyone who has chronic pain that affects them at work or home) in order to help them regain the quality of life compromised by overuse injuries. Nationally certified in therapeutic massage and bodywork, Anthony is a member of the American Massage Therapy Association. He is a graduate of the Sports Massage Training Institute and has extensive training in active release techniques (ART), Swedish massage, deep tissue integration and neuromuscular therapy. Anthony is one of the few therapists in the country certified to teach the ART method and is one of only four ART instructors in the Bay Area.

Having been an athlete all of his life, Anthony regularly participates in numerous adventure sports, including ultra cycling events, such as centuries and double centuries, Randonneuring (unsupported long-distance rides from 200 to 1200 kilometers for up to four days/night), and marathons. He also enjoys cycle touring, white-water rafting, camping and fire-walking. These events have taken him to destinations such as France, Spain, Honduras, Mexico and Canada. If you happen to meet Anthony, let him know your Carey connection. He would be more than happy to share more stories!

musical. Her favorite Carey memories are Operetta and bake sales.

Ryan Fang attends Menlo School where he likes robotics, science and playing football and water polo. His favorite Carey memories are learning about Japan in the third grade and the teachers because they were all so kind.

Aidan Fujimoto attends Live Oak School where he loves PE. He also enjoys drawing, painting and working with clay. His favorite Carey memory is playing at recess.

Mack Ford attends Menlo School where she loves drama and playing soccer. Her favorite Carey memory is the bake sale.

Rachel Green attends Castilleja School where she likes to swim and hang out with her friends. Her favorite Carey memory is graduation.

Lucy Hickmott attends The Girls’ Middle School where she enjoys music and playing softball. She also likes to draw, read and write.
Alumni attending different schools enjoy taking the train together

Her favorite Carey memories are the fourth grade immigration simulation and a fifth grade sleepover.

Grace Holmes attends Nueva School where she enjoys the academics and working in the garden. One fun fact about Grace is that she has 16 chickens, a mouse, a leopard frog and a ball python. Her favorite Carey memory is running an After School Adventures class with her friends because it taught her a lot about leadership and friendship.

Jackie Irvin attends Sacred Heart School where she enjoys competing on the swim, basketball, water polo and volleyball teams, as well as performing in the middle school musical.

Hope Isaacson attends Castilleja School where she enjoys dancing and water polo. Her favorite Carey memories are Saratoga Springs and all of the amazing teachers.

Elise Jaremko attends The Girls’ Middle School where she enjoys art and woodshop. She loves cats, dragons and books. Her favorite Carey class was art because it was fun.

Izaiha Johnson attends Ralston Middle School where he enjoys playing basketball. His favorite Carey memories are Coloma and Outdoor Education because they were fun.

Ari Kapoor currently attends Keys School where he enjoys playing basketball, football and soccer. His favorite Carey memories are when he ran an After School Adventures class teaching kids how to program on Scratch, and hanging out with all his classmates during and after school.

Daniel Kogan attends Ralston Middle School where he enjoys PE. His favorite Carey memories are when he went to Coloma and Outdoor Education because those adventures were fun.

Isabella Kowalski attends Woodside Priory where she enjoys softball, running Candy Runs and the food. Her favorite Carey memory is her first Walkfest where she walked with Aidan, Rachel and Amelia.

Uma Labouisse attends Crocker Middle School where she enjoys her art and English classes. In her free time she is a competitive gymnast. Her favorite memories of Carey are celebrating birthdays and bake sales.

Annika Langner attends Abbott Middle School where she loves lunch because she gets to hang out with her friends. Her favorite extracurricular activity is swimming.

Allie Lev attends Crocker Middle School where she loves science, intramurals and student government. Her favorite memories of Carey are the buddy program and Outdoor Education.

Joseph Lev attends Crocker Middle School where he enjoys his social studies class. He enjoys playing soccer and baseball. His favorite Carey memory is the entire fifth grade experience because it truly prepared him for middle school.

Ella Lewis loves attending Castilleja School where she enjoys dance, soccer and hanging out with her friends. Her favorite Carey memories are Operetta, her teachers and friends.

Lance Liong attends Tierra Linda where he loves playing sports, particularly soccer. His favorite memories of Carey are his friends, kickball games and Outdoor Education.

Ethan Lo attends Crystal Springs Uplands School and enjoys playing basketball and tennis. He is thankful to The Carey School for the education and preparation he had to be successful now in middle school with his favorite memory being Outdoor Ed.

Christopher Luey attends St. Matthew’s Episcopal Day School where he enjoys science and drama. His favorite memory of Carey is learning about pi.

Natalie Martin attends Notre Dame School Belmont where she enjoys volleyball and cheerleading. Her cheer team recently won nationals. Her favorite memory of Carey is Walkfest.

Raven Medina attends Live Oak School where she enjoys reading and basketball. Her favorite memories of Carey are hanging out with her best friend, Ellie Chang, and Outdoor Education.

Joe Moore attends Crystal Springs Uplands School where he enjoys learning from his teachers and playing sports. His favorite sports include basketball and football. His favorite memories of Carey are Coloma, Outdoor Education and graduation because they were fun.

Aidan Pereira attends Crystal Springs Uplands School and is enjoying playing hockey and Ping-Pong. His favorite memory of Carey is Outdoor Education.

Thomas Screven attends Woodside Priory where he enjoys playing sports. His favorite memory of Carey is graduation.

William Sengelmann attends Keys School where he enjoys playing basketball. His favorite Carey memory is his first day of school because he remembers looking forward to all of the new adventures.
Congratulations to the Class of 2015 Graduates!

C. Coral
A. Gandhi
T. Gold
Z. Gregory
J. Ho
C. Hodges
B. Howard-Sarin

S. Neil Ahuja
C. Bottoms
C. Coral
L. Coughlin
C. Cowan
S. Cowell
J. Ferdows
E. Folsom
T. Frantz
A. Gandhi
T. Gold
Z. Gregory
J. Ho
C. Hodges
B. Howard-Sarin
Congratulations to the Class of 2015 Graduates!

K. Israelski  M. Julian-Kwong  A. Kao  G. Keyhani  K. Kohn

A. Kwok  L. Lee  O. Li  K. Luedtke  P. Macy

C. Mader-Clark  S. Massoudi  M. Montgomery  B. Moon  J. Nasser

L. Renert  R. Schaefer  O. Semien  M. Sloat  N. St. Pierre

J. Taylor  C. Thomas  M. Waldrop
Calling All Alumni!

We would love to hear what all of you have been up to. We’ve recently introduced a convenient online way for alumni to keep us updated. Please consider contacting us today at: www.careyschool.org/alumni/keep-us-updated/
2014 Middle School Acceptances

Abbott Middle School
Castilleja School
Cathedral School for Boys
Crocker Middle School
Crystal Springs Uplands School
Head-Royce School
Immaculate Heart of Mary School
Keys School
Live Oak School
Menlo School
Odyssey School
Ralston Middle School
Sacred Heart Schools
San Francisco Day School
St. Matthew’s Episcopal Day School
Synapse School
Tierra Linda Middle School
The Girls’ Middle School
The Harker School
The Nueva School
The Peninsula School
Woodside Priory School

Class of 2007
Colleges/Universities Attended

Cal Poly San Luis Obispo
College of San Mateo
Cornell University
Emerson College
Montana State University
New York University (NYU)
Northeastern University
Oberlin College
Sierra College
Stanford University
Tulane University
University of California, Berkeley
University of California, Santa Barbara
University of California, Los Angeles
University of Chicago
University of Michigan
Washington University in St. Louis
Yale University

*Bold indicates multiple graduates attending

Mission Statement
Specializing in elementary education, The Carey School inspires curious, confident and joyful learners and celebrates childhood in an inclusive, diverse community that nurtures kindness, respect and personal responsibility.

To fulfill our mission, we commit to:

- Educate each child through an academically challenging and balanced pre-kindergarten to fifth grade educational curriculum based on the fundamentals of reading, language arts, and math.
- Advance our curriculum with integrated studies in science, music, art, world languages, technology, library studies, physical education and other enrichment programs.
- Enable students to reach their fullest potential by providing a developmentally appropriate curriculum that nurtures cognitive, creative, social-emotional and physical growth.
- Sustain a culture of teaching excellence through passionate faculty, curriculum reviews, collaboration and professional development.
- Partner with families to maintain our inclusive community and build student awareness of self as well as the world beyond.
- Graduate enthusiastic, life-long learners who are prepared with the skills for a successful educational journey.

Accuracy Statement
Many thanks to all of The Carey School faculty, staff, administration, families, alumni and special friends who make Carey such an incredible school. Every effort has been made to present accurate information in this magazine. Please let Carey’s Advancement Office know of any errors by emailing us at advancement@careyschool.org or by phone at (650) 345-3410.
Save the Date

Walkfest 2015
Sunday, October 11, 2015

Building Community
One Step at a Time