



# Intellect + Imagination



San Francisco Day School



*“Welcome! We are eager for you to explore San Francisco Day School, and we are looking forward to getting to know your child and family. SF Day was founded as a school that understands and embraces the uniqueness of every child. Our goal and role is to help every child discover their passions, pursue their interests, and develop their gifts and talents. We do so in a community that is caring, nurturing, and supportive. We believe in the partnership between families and school, knowing that environment enables children to thrive.”*

— Dr. Mike Walker, Head of School



# We delight in the discovery

At San Francisco Day School, we believe that when intellect and imagination are intertwined, students delight in the discovery of connection: in their academic and creative pursuits, in their relationships, and in all that they experience here. Every day, we help our students emerge as flexible, resourceful learners. Because when we do, our students light up with the call and capacity to take on the complexities of their day and of a diverse world.

# We believe everything is connected

At SF Day, we build and seek connections throughout all of our curriculum. It is by design that—in all our teachers do—the creative enhances the academic and the academic enhances the creative. When students exercise their intellectual and imaginative muscles together, they grow into resourceful learners who think systematically, are adept at change, and appreciate difference. They become precisely who we need them to be to solve the problems of tomorrow.

Here are just a few of the many ways our teachers bring together intellect and imagination for our students.

## Lessons from Our City

Second-grade students wrap up their year with the culminating CityScope project that intentionally brings together everything they've learned in math, science, social studies, research, writing, technology, and of course, our city of San Francisco. Collaborating in teams, they design and build models of San Francisco landmarks, create 3D maps, craft marketing materials to aid in tourism, and chronicle the city (and the grade's) process as city historians. Their presentations demonstrate that their hard work in planning a city can lead to rewarding outcomes.





# We are SF Day

## **Our Community**

We believe that our actions as individuals and as a school should always be guided by our shared values. So we dedicate time and resources to year-round service learning projects that enable our students to explore issues in our community, build relationships, and learn how they can make a difference.

## **Our Students**

We believe that education works best when students' hearts are in the work and that everyone has the capacity to learn through perseverance and sustained effort. So we take the time to get to know each and every child as a unique learner, and our teachers design a curriculum that works best for their students.

## **Our Families**

We believe that our students and families thrive when they feel known and supported. So we create opportunities to partner and connect with families to celebrate the learning of every student.



San Francisco Day School

# We grow together

"ALL DIVERSITY, WHETHER SOCIO-ECONOMIC, CULTURAL, ETHNIC, OR OTHERWISE, CONTRIBUTES TO PERSPECTIVE, DIALOGUE & LEARNING. I WANT MY CHILD TO BE EXPOSED TO AS MANY VIEWPOINTS AS POSSIBLE."

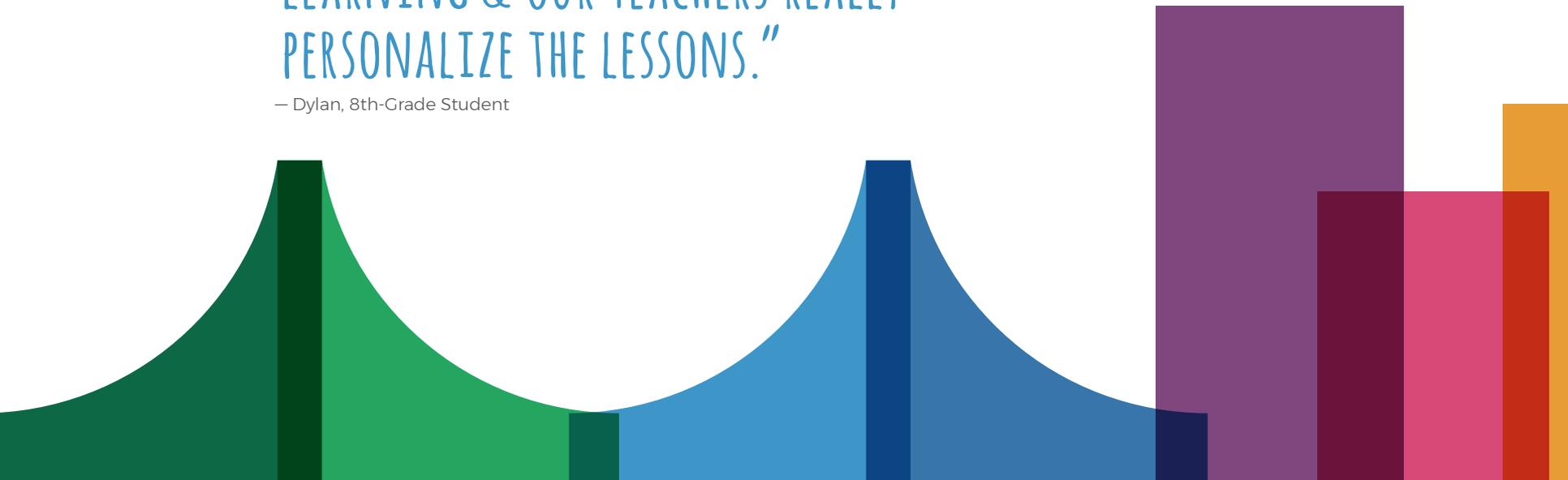
— SF Day Parent, Survey Respondent

"EVERYONE HAS DIFFERENT STYLES OF LEARNING & OUR TEACHERS REALLY PERSONALIZE THE LESSONS."

— Dylan, 8th-Grade Student

"SEEING SO MANY SF DAY TEACHERS & ADMINISTRATORS AT THE PEOPLE OF COLOR CONFERENCE WHERE THEY HOSTED A POPULAR WORKSHOP GREATLY REAFFIRMED HOW HARD THE SCHOOL STRIVES TO NOT ONLY CREATE A DIVERSE COMMUNITY, BUT TO ACTIVELY TEACH US ALL HOW TO LEARN WITH, ENGAGE WITH & FULLY IMMERSE OURSELVES IN THESE IMPORTANT DISCUSSIONS."

— Zefania Preza, Parents Association Diversity & Inclusion Chair



“WITH UNIVERSAL DESIGN FOR  
LEARNING, WE EMPOWER STUDENTS  
TO KNOW HOW THEY LEARN BEST.”

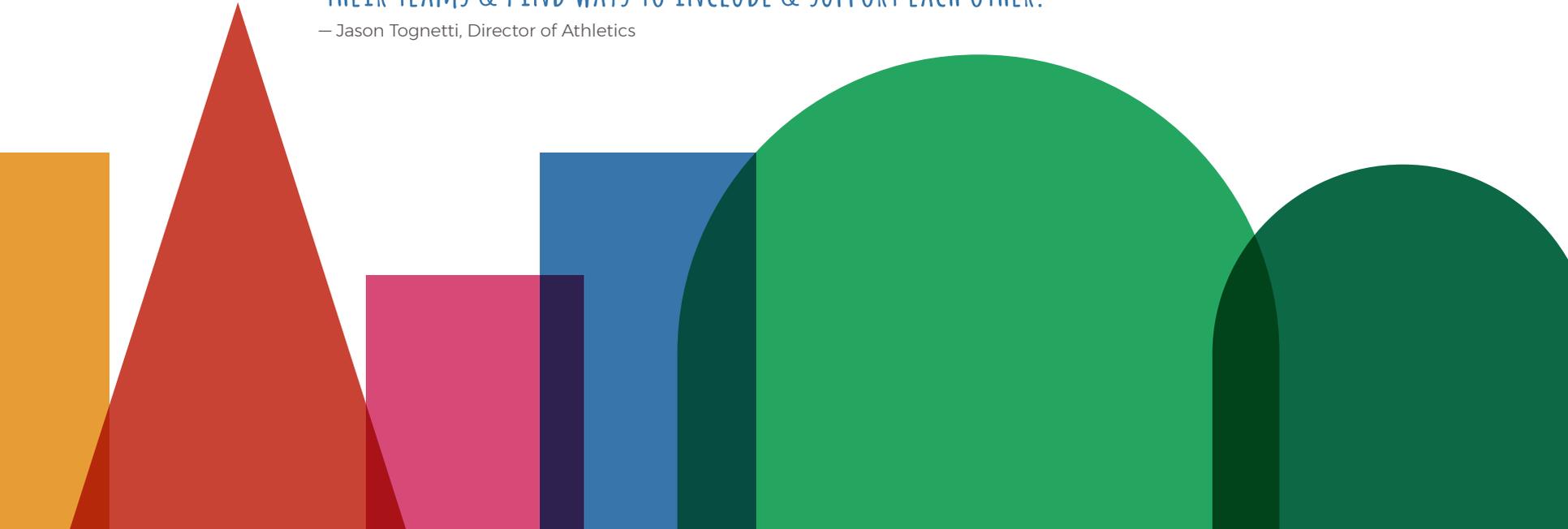
— Cathy Aragon, Universal Design for Learning Coach

“IF WE AS ADULTS MODEL COURAGEOUS CONVERSATIONS, WE ARE  
SETTING THE TONE FOR OUR STUDENTS TO DO THE SAME. THROUGH  
PROFESSIONAL DEVELOPMENT, SPEAKERS & WORKING WITH OUR  
SAN FRANCISCO EQUITY LEADERS GROUP, WE ARE CONSTANTLY  
ENGAGED IN REFLECTION & ACTION TO PROVIDE A RESPONSIVE &  
EQUITABLE LEARNING ENVIRONMENT FOR ALL OUR STUDENTS.”

— Loren Moyé & Betsy Brody, Co-Directors of Diversity & Inclusion

“WE BELIEVE IN SUPPORTING ATHLETES OF ALL ABILITY LEVELS. OUR COACHES  
ENCOURAGE EACH STUDENT TO WORK HARD & PROVIDE THE TOOLS TO HELP THEM  
REACH THEIR HIGHEST POTENTIAL. AS STUDENTS IMPROVE, THEY CONTRIBUTE TO  
THEIR TEAMS & FIND WAYS TO INCLUDE & SUPPORT EACH OTHER.”

— Jason Tognetti, Director of Athletics



# We take care of ourselves and each other

## Responsive Classrooms

Our kindergarten classrooms and curriculum both cultivate the emotional lives of children as they learn about, navigate, and enjoy their new social world. From kindergarten to fourth grade, cooperation, assertiveness, empathy, and self control help students build relationships while developing a sense of responsibility for themselves and their community. Our teachers help students continue to deepen and evolve these skills as they grow older, learning and practicing restorative justice in upper school.

## Self-Advocacy and Responsibility

Early on, students develop skills like reading, writing, organization, and time management to begin serving as their own advocates. They are taught to invest in their own learning and ask questions for deeper understanding. Students are encouraged to “convince themselves, convince a friend, and convince a skeptic.”



## Real-Life Curriculum

In upper school, students are assigned a job based on their personal interests. Then, they work backwards to learn what it will take—education, training, costs—to get there. Through the project, they learn about society's needs and gain respect for the adults in their lives—parents, teachers, and school staff—who are working hard to help them reach their goals.

## Mentors and Role Models

Pairing students with buddies across grade levels fosters a deep connection among our community members. Eighth graders are especially eager to model positive behavior and nurture their kindergarten buddies, as they were once cared for when they were young. Our fifth graders assemble and send care packages to their former buddies for college. Maintaining these relationships creates lasting memories across multiple generations of SF Day students.





We hope  
you'll join us

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Learn more: [sfday.org/admission](https://www.sfday.org/admission)