

# MTS

IN PRINT

SUMMER 2024

CELEBRATING

*the Arts*



You Make MTS, MTS

*Collective Wellness  
& Belonging*

Curation is King:  
The MTS Library





# MTS

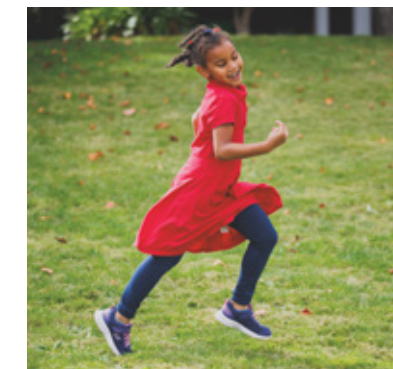
IN PRINT

03

YOU MAKE MTS, MTS!  
Note from Andrew Davis

06

FEATURE  
Collective Wellness & Belonging



14

AROUND CAMPUS  
The MTS Library

16

FEATURE  
Celebrating the Arts



24

FEATURE  
Performing Arts  
Studio Arts  
Music



34

FEATURE  
You Make MTS, MTS!



36

ATHLETICS  
Highlighting our MTS Athletes



# IN THIS ISSUE

40

ALUMNI SPOTLIGHT  
The Bionic Project  
Dana Ross Rogers '91

42

ALUMNI SPOTLIGHT  
Presidio Dev  
Mat Mullen '00

44

BIG NIGHT OUT  
A Roaring Good Time



46

PROFESSIONAL COMMUNITY  
New Faces

48

COMMUNITY  
Class Notes  
Faculty Milestones  
New Babies





# You **MAKE** **MTS, MTS!**

When I think of the Habit of Committed Exploration, I think of our performing and visual arts departments. In this issue – the Arts Issue – we celebrate the extensive influence of the arts on our community. All MTS students explore a wide range of the arts. And when they explore, they are supported in diving deep, not just dabbling. The second feature of this issue highlights the program and the resulting life skills that the arts form in our students. As many alumni have shared with me, their experience on the stage or in the studio were some of the most impactful, regardless of their current profession.

Finally, our school theme this year was “You Make MTS, MTS.” Throughout the year, we looked for moments to celebrate every student and adult in our community, as the magic of MTS relies on the contributions of every member. Those moments, some long-standing traditions and others new, are captured in the following pages as well.

MTS Alumni and Alumni Families, I encourage you to stay in touch with Mount Tamalpais School. Reach out to a fellow classmate. Write a former teacher. Or better yet, please come back to visit. Though you may no longer be on campus, you still make MTS, MTS.

**ANDREW DAVIS**  
Head of School

SCAN to see  
our *Into Action*  
Strategic Plan



## LEARNING IS REVERED, AND EDUCATION IS JOYFUL.

These seven words, our Mission Statement, are our institutional North Star. Each day, we strive to realize this mission, and the following pages document the countless ways we pair top-notch learning with youthful joy. We are a mission-driven organization through and through.

While the mission is our North Star, our *Into Action* Strategic Plan is our game plan for the next five years. This issue of *In Print* dives deep into two of the four “Habits of Excellence” that organize the *Into Action* plan. The Habit of Collective Wellness and Belonging is, in many ways, the foundational Habit of Excellence; if the members of our community do not feel a sense of belonging and well-being, they will not be able to realize the other three Habits of Excellence. Over the past sixteen months, we have executed on several levels to improve the well-being and belonging of many in our community. The first feature article dives deeper into our work to support the Professional Community while also centering the health of our students with our pioneering digital well-being work.



Kudos to our 8th graders for their efforts volunteering at the SF Marin Food Bank outdoor pantries in San Francisco despite the inclement weather.



MTS students riding the SF bus were ready for Teddy Bear Day.



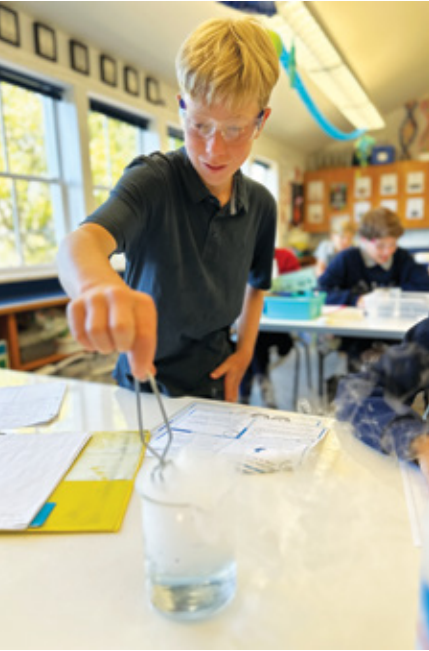
Lower school K-2 students practiced their stick skills during a Field Hockey After the Bell class.



Our talented music students in grades 5-8 put on impressive performances during the winter and spring recitals.



4th graders had a blast in STEM class during this whiffle ball challenge, learning to effectively collaborate and communicate with fellow classmates.



7th grade students explored states of matter (how solid ice sublimates into gaseous carbon dioxide) using dry ice in Toni's science class.

Kindergarten students celebrating Lunar New Year at an all-school gather.



MTS students went viral when one of our 5th graders caught a ground-rule double at the Giants game this year. Photo credit: ESPN



7th graders went on their annual medieval pilgrimages for Marianne's social studies class. The students imparted many trials in their skits regaling their travels as monks, knights, ladies, and workers.

# LIFE @MTS



Take a peek in our classrooms and on our campus.

## @MTSSCHOOL





# A COMMITMENT TO Collective Wellness & Belonging

In 2022, the Mount Tamalpais School Board of Trustees approved a five-year *Into Action* Strategic Plan. Since then, the school has been busy working to prioritize its commitments in order to ensure that it realizes that vision. In the 2023-24 school year, MTS focused on one of the four Habits of Excellence outlined in the strategic plan, “Collective Wellness and Belonging.” In this priority, the school aims to “actively nourish the mental, physical, and emotional needs that allow individuals and the collective to thrive.”

This guiding principle was paramount in two recent major initiatives. The first was a Digital Well-Being initiative, a programmatic through-line for the year that included student and parent education events, as well as a curriculum and technology use audit. The second initiative revolved around the well-being of the MTS professional community. The administration undertook a comprehensive review of the professional community’s overall compensation, benefits, and culture. Additionally, the administrative team revamped the school’s hiring process with the goals of eliminating bias, and attracting and retaining talent.



“WE WILL SHARE LEARNING WITH FAMILIES AND HELP STUDENTS UNDERSTAND HOW PRACTICING TARGETED MATH DIFFERS FROM WATCHING YOUTUBE, AND MAKING A FILM DURING HISTORY CLASS IS DIFFERENT FROM SCROLLING TIKTOK.”

—ANDREW DAVIS

Teaching our students about the digital tools they will need to be successful in the world today and beyond is incredibly important. Just as important, however, is recognizing the challenges and concerns around the overuse and misuse of technology in our youth. In the Spring of 2023, the U.S. Surgeon General issued a Social Media and Youth Mental Health Advisory, formally confirming concerns that many of us already had – that based on current evidence “we cannot conclude social media is sufficiently safe for children and adolescents,” and that we should take immediate steps to mitigate these risks.

Given the warning, Head of School Andrew Davis led the school to incorporate an additional priority – focused on digital well-being – into the school’s strategic plan. This priority promises to “**support students and families in developing a productive, intentional, and healthy relationship with technology both on and off campus.**” To realize this, the school launched a Digital Well-Being Initiative for the 2023-24 school year. This work included three components:

- 1. A REVIEW OF OUR TECHNOLOGY USE** on campus to ensure we are using devices and platforms to deepen student learning
- 2. HOME TECHNOLOGY GUIDELINES** to provide families with norms for healthy tech use after school hours
- 3. STUDENT AND FAMILY EDUCATION** about healthy technology use



# Digital Well-Being

## 1. A Review of Technology Use

After emerging from the pandemic and to align with our strategic goals, the school, led by Director of Technology Mike Taverna, began reviewing technology use at MTS. MTS values technology use that is intentional and complements and enhances learning – not simply to default to its availability.

In order to understand how technology is being used in the classroom, Mike surveyed the teaching faculty about their tech use – what platforms are they using, what skills and content are they covering, and how is tech is being used for assessment, practice, or projects? Is technology used for skill development? For content creation? Productivity or communication? After gathering the data, and connecting with teachers one-on-one, Mike will analyze the school’s technology use across grades and evaluate how it’s balanced with other learning tools.



Ultimately, technology is another tool for teachers to use to engage students, deliver content, and introduce students to multiple ways of learning. It can also be a powerful tool for student content creation. At MTS, we strive to reap the best of technology while avoiding the

pitfalls that some technologies can create. Our goal is for our in-school use of technology to mirror our broader work toward developing a healthy, productive, and intentional relationship with technology.

OUR GOAL IS FOR OUR IN-SCHOOL USE OF TECHNOLOGY TO MIRROR OUR BROADER WORK TOWARD DEVELOPING A HEALTHY, PRODUCTIVE, AND INTENTIONAL RELATIONSHIP WITH TECHNOLOGY.

## 2. Home Technology Guidelines

The Home Digital Well-Being Guidelines include age appropriate digital device access, storage, and use recommendations with the aim of providing community norms to help families develop and follow rules that align with other MTS families. The guidelines include best practices and resources for families and encourages families to develop a technology contract for their household.



SCAN to see the complete MTS Technology Guidelines

### BEST PRACTICES

Develop a **family technology contract**

**Discuss technology use** regularly, both positives and negatives

Carve out **tech-free time** with your family

**Model a healthy relationship** with technology in your own use

Know your child’s usernames and passwords and let them know you will **occasionally check their accounts**



3. Student and Family Education



A major component in support of the Digital Well-Being Initiative has been parent and student education around technology use. MTS organized three specific Digital Well-Being Weeks during the school year dedicated to the topic. Each week’s events were organized with experts in the field to speak on different age-appropriate tech topics for parents, students, or both.



**Screenagers**  
Parents and students in grades 3-8 joined together to view and discuss *Screenagers*, a documentary exploring how technology impacts the development of our youth and their relationships with friends and family.



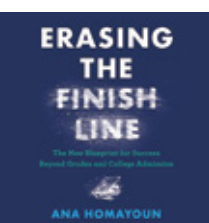
**Screenagers: The Next Chapter**  
Parents viewed *Screenagers: The Next Chapter*, a documentary with a focus on mental health. The film examines the science behind teen’s emotional challenges, the interplay of social media, and what can be done in our schools and homes to help students build crucial skills to navigate stress, anxiety, and depression in our digital age.



**Creating a Family Plan Around Texting, Gaming, Surfing, YouTube, Social Media, and More**  
MTS parents of students in grades K-3 joined Lori Getz – mother, educator, internet safety expert, and founder of Cyber Educational Consultants – for a presentation on Zoom. Lori emphasized the importance of setting guidelines with our children early to get healthy habits ingrained from a young age.

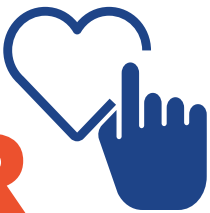


**My Digital Tat2**  
My Digital Tat2 is a nonprofit organization that addresses how to build healthy habits, critical thinking, and thoughtful online behavior. They presented to students in grades 3-5, and discussed the power of words and the ways online forums can be both positive and negative.



**Erasing the Finish Line: Helping Children Thrive in an Always-On Digital World**  
MTS hosted speaker Ana Homayoun, an author, consultant, and counselor, who specializes in strategies for junior high and high school students. She spoke to middle school students and parents about the key qualities that lead to successful life outcomes, which are highlighted in her recent book.

TECH CORNER



58

Average times per day that individuals check their phone



95%

Young people ages 13-17 report using a social media platform

Number of people using the internet globally  
5.35 BILLION



Electromagnetic radiation from cell phones can have detrimental effects on your sleep

3<sup>H</sup> 15<sup>M</sup>

Average time people spend on their phones each day



1 BILLION

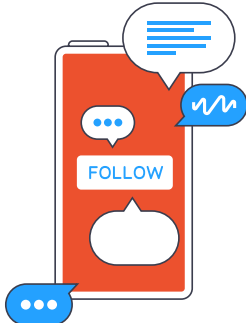
Number of people using TikTok

A growing number of mobile gaming apps users are moms

Facebook is still the most used social media app



Number of people using YouTube  
2.5 BILLION



2/3

Number of teenagers using social media EVERY DAY; one third report using social media “almost constantly”





# HEALTH & WELLNESS IN OUR *Professional Community*

**OUR GREATEST ASSET AT  
MTS IS THE PROFESSIONAL  
COMMUNITY.**

Throughout the strategic planning process in the 2021-22 school year, the importance of our teachers and professional staff was the most common theme. We want to ensure we are recruiting and retaining outstanding educators throughout their careers. The resulting *Into Action* Strategic Plan includes the strategic commitment to “evaluate our compensation and professional development plans to promote the health and well-being of our professional community as individuals and role models to our students.”

Compensation and professional development were an immediate focus as we started implementing the *Into Action* plan in the 2022-23 school year. Andrew Davis, Head of School, led a task force with Joelle Dodge, Director of Finance and Operations, and Jack Chou, member of the Board of Trustees. They leveraged the experience and expertise of Three-Point Consulting to lead a thorough benchmarking review and need-finding process. Through that process, the team learned that while MTS was a leader in employee-dependent healthcare, we were either on par with our competitors or lagging behind on a number of elements of total compensation. Three-Point also conducted a survey of all ProComm members and led focus group interviews to learn more about the employee experience, the impact of the current benefits, and desires for the future.

With the strategic goal of ensuring that compensation promotes the health and well-being of our professional community, multiple groups were involved in designing the future of total compensation. Three-Point met multiple times with a ProComm committee. They also led a generative session with the Board of Trustees. We wanted to ensure the future of compensation was both competitive and meeting the needs of our talented professional community.

The work we did in the 2022-23 school year allowed the Board of Trustees to approve a new compensation philosophy and a multi-year target for total compensation. Our compensation work is now guided by a belief that, “Mount Tamalpais School is committed to the wellness and belonging of our Professional Community. To that end we aspire to offer a total compensation plan that honors our employees as leaders in their field throughout their career.” We have also set goals for salary, retirement, healthcare, and other forms of compensation that

we have started implementing as enrollment and philanthropic support allow.

One of the ways in which we are working to ensure meeting or exceeding these goals is the establishment of the ProComm Decade Fund, which is incorporated in the current MTS capital campaign. The fund - named decade as it will be spent down over ten years - will be invested short term and spent down in a more rapid fashion than a traditional endowment, thereby making a bigger impact sooner.

Our professional community, teachers and staff, have always been and will be the lifeblood of the school. MTS will only be successful if the teachers and staff are also supported in ways that go beyond just their salaries. The school is committed to ensure that the entire community is able to perform at its best in a healthy, collaborative, and sustainable environment for years to come.







# Curation is King

The MTS Library Program

The MTS Library is integral to the MTS student experience. Lisa Levin, the school librarian who manages the book collection, also creates a robust reading program for K-6 students and offers resources to the entire MTS community. Lisa collaborates with teachers, curating and connecting the book collection to the curriculum and world events. She ensures the library has a wide diversity of books with different themes and sends weekly emails to the MTS community with book-reading recommendations. Lisa meets with lower school students weekly, understands their reading interests and levels, and guides them through genres and appropriate book selections.

## Stinson the Reading Dog



Stinson is an Australian Labradoodle who works with MTS students in the library three times a week. He is two years old, and he is trained as a facility dog to work with students, providing support and love to aid in making reading comfortable and fun for everyone. When students are nervous about reading, they can read aloud to the dog. The experience of reading to a dog versus a classroom of peers helps take away a student's anxiety. Stinson is also trained in deep pressure therapy, which is akin to providing a weighted blanket for students.



## Annual Bookmark Contest

Every year, Lisa Levin hosts an annual MTS Bookmark Contest centered around the school's theme for the year. Students are invited to submit bookmark artwork and professional community members judge the submissions and nominate winners within grade levels. This year, students submitted bookmark designs connected to the school theme, "You Make MTS, MTS." The winners have their designs printed into bookmarks that are then used in the library for the school year.

## Mock Newbery Contest

The Newbery Medal is awarded annually by the American Library Association to the most distinguished American children's book published the previous year. Lisa Levin organizes a "Mock Newbery" contest at MTS every year for students in fourth through seventh grade. Students are invited to read the books nominated for the real awards and vote on their favorite. This optional opportunity exposes students to quality literature and incentivizes them to read the books to participate in the contest. At the end of the contest, students compare their favorite choices to the Newbery Medals awarded. The contest culminates in ice cream party celebrations and book discussions. This year, as a school, students voted *Parachute Kids* as the best book of 2023.

## Author Visits

Every year Lisa Levin invites authors to visit the school and talk about their books, storytelling, and the writing process. Author visits are thoughtfully curated to correspond with themes that connect with the curriculum. This year, we had four amazing authors visit campus.



### Jennifer Choldenko

*Dogtown*

When Chance, a real dog, and Metal Head, a robot dog, embark on an adventure to find their forever homes, there is danger, cheese sandwiches, a charging station, and some unexpected kindnesses along the way.

Bay Area author Choldenko is best known for her *Tales from Alcatraz* series.

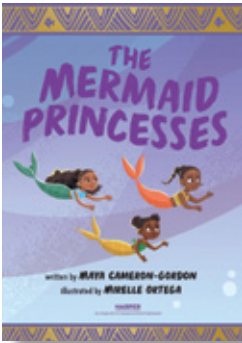


### Victoria Piontek

*Better with Butter*

A girl with an anxiety disorder finds an unlikely friend – and emotional support animal – in the form of an adorable fainting goat.

Victoria talked to students about what it means to be a writer, how she finds inspiration and develops her stories, and what it takes to publish a book. (It turns out owning a goat when she grew up in Maine was a great source of inspiration!)



### Maya Cameron-Gordon

*The Mermaid Princess*

A mermaid ignores the sea god's warning and saves the daughter of a ship's captain from the stormy ocean. When the captain needs her help again, the mermaid faces a difficult choice.

Author Maya Cameron-Gordon visited our classrooms in Grades K-3. Maya was inspired to publish a book that represented characters that black students could identify with.



### Rachel Ignotofsky

*What's Inside a Flower*

Budding backyard scientists can start exploring their world with this stunning introduction to these flowery show-stoppers--from seeds to roots to blooms. Learning how flowers grow gives kids beautiful building blocks of science and inquiry.

New York Times bestselling author illustrator Rachel Ignotofsky has written and illustrated many non-fiction books, including her most recent book, *What's Inside a Bird's Nest*.

## Curated Book Lists

One of the library's most valuable resources is the Book Lists section on the school library website located within the MTS website parent portal. Lisa has compiled extensive book lists based on different topics including fantasy, beginning chapter books, neurodiversity, social-emotional learning, Black history, summer reading lists, and more!





The arts program at Mount Tamalpais School has been a long-standing tradition that continues to be an essential and valuable part of the school and the student experience. The emphasis and strength of the performing arts, music, and visual arts continue to play a leading role in the school's Mission – "Where Learning is Revered, and Education is Joyful," especially in the Habit of Committed Exploration – seeking out new experiences and working past initial challenges to broaden and enrich one's life through the pursuit of learning – in the *Into Action* Strategic Plan. MTS students are challenged to engage in these different areas starting in kindergarten and continuing every year through eighth grade, allowing them to explore the arts in depth.

## CELEBRATING *the Arts*







# TEACHERS AS *Mentors*

One significant advantage of the co-curricular arts program is that the teachers follow students through all their years at the school. As a result, the teachers know the students well. They witness our students go through challenges and successes over time, enabling them to foster students’ potential and develop belief in their ability to overcome obstacles through shared experiences. As such, MTS teachers become more like mentors, coaching students through different phases of their development with an ability to envision what’s achievable and provide invaluable support.

Because MTS arts teachers know the students so well, they gain an understanding of how each student learns best and can anticipate needs and plan projects around areas in which the students may have a particular passion. For example, the performing arts team works with students starting in kindergarten, so they already know them well by the time they reach the fourth and fifth grades. This helps

them select the best play to suit the group’s strengths, cast students in ideal roles that will draw out talent, and ensure every student feels successful. In the music department, the music teachers develop a sense of each student’s skills and can encourage them to play a specific instrument or get ideas about what songs they might like to perform at a recital.



# SCAFFOLDING THE CURRICULUM

In addition to mentoring, the arts departments scaffold the curriculum in a way that carefully and strategically builds on concepts from one year to the next. Arts faculty create a framework of foundational knowledge and then gradually build on it over the years as the students gain more skills. In the music department, students are first introduced to a foundational, creative, playful approach to music based on improvisation and movement. In later years, they build skills for pitch association, note reading, and for an introduction to instruments and techniques, they start with simpler instruments and move on to more difficult ones. Students begin with xylophones and learn about how to play a melody with a beat at the same time. Later, they play boomwhackers, learning to identify notes on the staff through color coding. Next, students begin reading music and playing the recorder. Eventually, they are introduced to stringed and horn instruments, drumming, ukulele, and composition writing. In Middle School, students start learning scales, major/minor keys, sight reading, and music theory. In progressions such as these, similarly developed in the performing and studio arts curriculum, teachers continue with the same topics but in more and more depth each year.



“So much of the play is about the process. It’s not just about the performance, but everything leading up to it.”

# FOURTH & FIFTH GRADE PLAY

One of the performing arts program's most well-known, cherished, and visible components is the fourth and fifth grade play. This long-term musical project starts at the beginning of the school year and culminates with the show in early December. It requires the students to collaborate, persevere through challenges, and gain experience with the process of refinement over time. Performing Arts Director Lindsay Bercovitch comments that the MTS value that most resonates with her is “Celebrate the Journey.” Students learn how to audition, attend weekly rehearsals, perform with an orchestra, and learn about lighting and sound through body mics. There is no “instant gratification” in this type of production – it’s a long-term project that requires commitment, patience, and dedication.



## CONFIDENCE & SKILLS-BUILDING

Talk to anyone at MTS, and they will share that the arts program builds confidence in students. Some of the most essential life skills involve public speaking and presentation. Classroom speeches become interviews and boardroom presentations. The experience of performing in a play, scene study, or recital builds stage presence – an ability to speak clearly, convey an idea, connect with fellow performers on stage, or act in front of a crowd.

During middle school drama classes, students practice making eye contact in warm-ups. Given today’s screen-based world, practicing eye contact is more critical than ever. Students need to learn how to connect with others, which continues to be important as students interact with adults at school or work, form new social circles with peers, or join teams and clubs in high school and beyond.

A point of pride at MTS has always been the high production level in all the arts. Students gain a greater appreciation for the arts when they see performances at such a high level. When they watch students in grades above them perform or create beautiful artwork, they are inspired and motivated to do it themselves and believe it’s possible. When students collaborate in group performances, they all rise to a higher level. Teachers set high expectations; the students meet them and sometimes go beyond. The goal is not to put pressure on students but to understand what quality is for both individual students and what students can do together. Students perform in the musical with a professional orchestra, for example, or their artwork is displayed in an exhibition viewed by the entire community on Grandparents and Special Friends Day.

“The arts develop social-emotional learning. In performing arts, students learn to name and act out specific emotions, tap into their feelings, explore characters, and collaborate and improvise with other students.”

In studio art, students learn about the motivations behind artists’ work and how specific techniques can conjure particular feelings. In music, students learn about the nuance of a musical phrase or what the overall effect of a musical piece might be trying to get across. These skills will serve students in their relationships, feed academic connections, and deepen their understanding and richness of the human experience.



## Discovery & ARTS APPRECIATION

The in-depth exposure to the arts at MTS is an essential component in providing opportunities for students to excel outside of traditional academics. During these critical developmental years, students are more open to trying new things, and it’s during this period that the opportunity exists to hook a student on an instrument, dance, or drawing.

Many students discover a passion for the arts through their time at MTS. It’s impressive, for example, how many middle school students participate in the optional spring

play, and we hear consistently from alumni about their positive experiences participating in performing arts.

In music, students learn about different musical eras and the key musicians who made up the eras. Yunjin Kim, Music Director, says students respond when introduced to fun facts about these musicians when they can connect to their personal lives from these historical periods. They love learning how Mozart had a rivalry with his sister, who was also profoundly musical. Similarly, in studio art, students learn about local East Bay subcultures and graffiti-inspired practicing artist Alicia McCarthy to make colorful, intricate weave paintings. These moments and aspects of education create a deeper meaning and richer experience moving through life.

“Providing real-life examples inspires students to go deeper into the arts.”





## ENRICHMENT

During Middle School, students take two enrichment elective periods in the arts each trimester, in which sixth, seventh, and eighth graders take elective classes together. These offerings include cabaret, scene study, subtractive sculpture, woodworking, guitar, and digital photography. The added value of mixing the grades in these enrichment classes broadens the community. Given the size of the school, mixed-age electives allow students to connect with peers from other grades and perform together at the end of the trimester. The culminating Fall and Spring Concerts – where many students and family members attend, cheer, and support the performers – are moments when joyful education and creativity are celebrated in the MTS community.



# Every Kid IS AN “ARTS” KID

**“Performing arts at MTS is special, and the teachers are beyond talented. The experience of getting up on stage at such a young age is incredibly valuable. I know I was able to get up there because of the support from the teachers. They made me feel special and that I could do anything! That's an amazing thing, and I hope current students get to experience what I did.”**

—GILLIAN (GIGI) ALPER '12

The arts are integral to the Mount Tamalpais School program and experience. Perhaps this is most evident in how “cool” it is to be in a play or a recital. As Lindsay Bercovitch puts it, “There are no “art” kids or “sporty” kids—it’s just MTS kids.” These co-curricular classes strengthen the community through collaboration, performances, and exhibitions. They build life-long skills essential to the student's growth and development. They ignite passion and create a foundation for students to move beyond just reading music to creative expression. Finally, the arts are a key component for a deeper appreciation of the arts and the world they explore and reflect. While the arts program will continue to evolve and grow, it will always remain a priority and fundamental building block in the well-rounded education of the MTS student.





# The Wizard of Oz

This year, the 4th and 5th graders performed a fabulous rendition of *The Wizard of Oz*. Many children and adults have fond memories of viewing the classic 1939 film production of L. Frank Baum's story. In the MTS rendition this year, the MTS community delighted in the favorite songs "Over the Rainbow," "If I Only Had a Brain/Heart/the Nerve," and "We're Off to See the Wizard," as well as enjoying some differences from the movie, including the jitterbugs, dancing ghosts, and a witches' tea party.





## IT TAKES A VILLAGE

Every year, the 4th/5th grade play requires a full community effort to produce. From the support of the professional community – in their flexibility, patience, and extra time backstage and behind the scenes at the rehearsals – and from the parents and guardians, who dedicate hours organizing and fitting costumes, finding props, and helping with hair and makeup for the performances – we couldn’t put on a successful production without you.

This popular play drew a number of alumni to the audience who fondly remember performing in *The Wizard of Oz* during their years at MTS. We loved seeing all the Dorothys and Mayors together!



# “There’s no place like *home*.”



## A NOTE FROM THE DIRECTORS

This year, our theme is "You Make MTS, MTS." In *The Wizard of Oz*, Dorothy and her friends search for something inside themselves. For Dorothy, it is her sense of home and belonging. For her friends, it is special qualities in their character that they feel they are lacking compassion, courage, and intelligence. They realize that being who they are is enough and that anything is achievable when you believe in yourself. We are always discovering new things inside ourselves, and sometimes, it just takes the friendship and support of the people around us to find them. Here at MTS, this is what we want our kids to understand...that every piece of who they are makes the world a special place because we make MTS, MTS.

### DIRECTORS

Lindsay Bercovitch & Trevor Marcom

### MUSICAL DIRECTOR

Yunjin Kim



# THE VOICE BEHIND ANDY FROM TOY STORY

## JOHN MORRIS '99

John Morris began his voiceover acting career as a six-year-old, signing with an agent shortly after taking an acting workshop called *Kids on Camera* in San Francisco. When there was an open call for “Andy” the following year, the agent called about the audition and recommended bringing a favorite toy. John wanted to bring his dozens of X-Men figures, and his mom encouraged him to pick just one. He told her he needed to bring all of them so he could play with them together, which was memorable to the Pixar creative team.

John was seven years old when he started recording “Andy’s” voice for Pixar’s *Toy Story* and eleven years old when the movie finally came out in 1995.

*Toy Story* was groundbreaking at the time because it was the first fully computer-generated animated movie. John recounts how “completely surreal and satisfying” it was to finally see the movie when it was released. “I was floored by the entire experience. I also felt honored and grateful (and still do).”



John went on to voice “Andy” in the subsequent sequels. (*Toy Story 5* is in development, and Andy’s character has yet to be confirmed.) In the meantime, John has been involved with many other voice-acting projects, including “Santa Boy” and additional voices in *The Nightmare Before Christmas*. He has also been cast in a new series, which is top secret for now, but we look forward to hearing about it soon.

The emphasis on the arts and enrichment was something that John always appreciated at MTS. In fact, he returned to the school this winter to teach an enrichment class called “Introduction to Voiceover & Podcasting.” We have loved having John back on campus again to share his knowledge of voice acting with our students. John’s advice for our current students? “Discover what you are passionate about and pursue it wholeheartedly!”



## Maggie Burke Speech Tournament

### STUDENTS WIN 17 MEDALS!

Every year, MTS students participate in the prestigious and highly competitive Margie Burke Speech Tournament. This all-day public speaking competition, hosted at Ross School, is the largest county-wide speech tournament for middle school students in Marin. It was started in 1982 as a memorial to Margie Burke, a Ross School parent of two boys who was highly dedicated to education and community service. Each year, as many as 150 students participate. The competition includes four categories: dramatic interpretation, impromptu, original prose and poetry, and persuasive speaking.

Long-time MTS performing arts teacher and speech coach Deb Marcom offers an After the Bell class in public speaking. The class culminates in the Margie Burke Speech Tournament in the Spring. Students meet on Wednesdays every week after school to prepare, and the tournament preparation builds confidence in the participants.

This year was the 40th Anniversary of the Margie Burke Speech Tournament with 12 Marin County schools participating, over 70 judges, and 142 speakers. Eleven MTS speech students competed in the annual April tournament, and they were awarded a total of 17 medals in three categories: dramatic interpretation, impromptu speaking, and original prose & poetry. In addition, two of our students were also awarded trophies for overall Grand Champions.

“It’s incredible to see the growth the students make over the course of the year and the amazing confidence that they gain through the process. Many of the students who take this elective are not naturally comfortable with public speaking, and it’s really through the training and hard work they put in that they are able to achieve this kind of result.”

—DEB MARCOM  
PERFORMING ARTS TEACHER  
SPEECH COACH





## TRANSCENDING *Nature*

### The Artistic Expression of Pablo Picasso

The sixth graders created engaging compositions inspired by the cubist artist Pablo Picasso. Departing from conventional artistic norms, Picasso championed the idea that art should transcend the mere replication of nature, advocating instead for the reduction of objects to their fundamental geometric shapes and forms. This concept served as the cornerstone for the students' exploration as they explored Picasso's revolutionary approach to artistic expression. Using colored pencils on paper, students used Picasso's techniques and learned skills to create cubist compositions of stringed instruments. In this process, sixth graders studied how Picasso portrayed things not as they appear to the eye but instead as they appear to the mind. They learned to depict objects from multiple angles and viewpoints and reconstruct them into dynamic, abstract compositions.





# PERFORMING *Together* Graduation Song K-3rd Grade

Each year, music teacher Lilianna Parker selects a song to showcase the beautiful voices of our youngest community members. This year, they learned a song called, "Encourage One Another" by Mark Burrows. Students in kindergarten through third grade learned some sign language to help express the words while they sang in two parts. The second and third graders also showcased their musical development by performing on boomwhackers and recorders. During the school year, these students have learned how to read music, memorize songs on their instruments, and perform as an ensemble. Graduation is the culminating performance for their musical efforts throughout the year.



# *Protest* THROUGH SONG

## Protest Music Project Middle School

Middle school music teacher, Yunjin Kim, introduced the seventh grade class to World Music and ethnomusicology this year. Throughout the course, students delved into various aspects and purposes of music, with a particular focus on the characteristics and context of protest music across different countries and eras. They explored diverse genres such as Calypso from the 19th-20th century, the social and political commentary inherent in Reggae, and the role of music in the Civil Rights Movement of the 1950s and 1960s. Additionally, they examined the emergence of Anti-War music, Hip Hop, and Rap. A highlight of the curriculum was the study of a satirical poem and song by Gil Scott-Heron from the 1970s, titled "The Revolution Will Not be Televised," in which he recited lyrics over jazz-funk bass and drum with a flute accompaniment. As a creative project, seventh graders were tasked with writing their own protest lyrics and recording themselves reciting the lyrics with the same background music as Gil Scott-Heron using a soundtrap platform.



*Everybody has problems  
Personal problems  
But the world shares a few problems  
Few big problems  
There's climate change  
while we throw paper planes  
There's homophobia  
While we learn about Mongolia  
There's unhoused people  
While we pet a beagle  
You need to look at the bigger picture!*

*There's trash everywhere  
While you fix your hair  
Cause Black lives matter  
But we make cookie batter  
There's Asian hate  
While you're running late  
You need to look at the bigger picture!*

—Excerpt Lyrics by Kenadie Thistle

Listen to the  
recording of 6th  
grader Kenadie  
Thistle reciting her  
protest poem





# You MAKE MTS, MTS!



**Dan Sharp**  
*The Peace Corps*

In November 2023, Dan Sharp, Cece and Elle Sharp’s grandfather, visited the 6th and 8th grade classes to talk about the Peace Corps, which he was instrumental in establishing. He had many impressive stories, from working with JFK’s government to write the founding policy of the Peace Corp, to training the first volunteer groups. He shared anecdotes and life lessons with students about being ready for opportunities, traveling to other countries, and learning to speak other languages.

**Aline Copp**  
*Field Hockey*

Aline Copp, mother of Ella Copp in Kindergarten, started the co-ed Field Hockey Club for grades K-2 to participate in after school as part of the After the Bell program. Aline is the Golden Gate Rippers Field Hockey Director and a 5X-MCAL Champion Redwood High School Varsity Field Hockey Coach. During the class, students learned the fundamentals of field hockey and enjoyed fun games and scrimmages as an introduction to the sport.



In the spirit of our 2023-24 school theme, we reached out to our community to find “community experts,” inviting them to come onto campus and share their expertise with us as a way to complement curriculum with real world experience.



**Jeff Horowitz**  
*Architecture*

Jeff Horowitz, grandfather of 1st and 3rd graders Ozzy and Teddy Luce, visited the 1st grade class to talk about architecture and what it means to be an architect. In connection with the work the first graders were doing on a unit in geometry, he discussed different types of shapes and led the students through an activity to draw 3-D boxes using graph paper.

**Tricia Wright**  
*Toy Design*

In second grade, students in STEM learn about the engineering design process. In order to explore the process, they design and build board games. San Francisco product designer and friend of an MTS parent, Tricia Wright, visited the 2nd grade class to talk about toy design and the ways she uses the exact same design process – Think, Make, Try, and Redesign, when designing and making a toy. She showed the class how she used the process to design a bath bomb with a cool surprise figure inside, as well as a dog toy that was bendy but still durable. She also talked about failure and the growth mindset and how crucial that is to the design process. It was so powerful to see that the work our teachers do at MTS can be applied to the real world.



**Stephen Allison and Michaela Cassidy**  
*Antarctica*

A major project in the first grade math curriculum is a virtual adventure to Antarctica where they embark on a “trip” as research scientists to study penguins. The thematic unit centers around measurement: finding the height and weight of different types of penguins, feeling how cold various weather temperatures feel, recording daily air temperatures in Antarctica, and comparing it to other places in the world. To complement their studies, the class enjoyed two visits from family members who came to talk about their very real world travels to the South Pole.

First, Stephen Allison, first grader Xuān’s father, came to talk about the time he went as a scientist to live in Antarctica for several months to study how fish survive in the cold water temperatures there. He explained that while the South Pole has the coldest ocean temperature in the world, there is an abundance of life living in the water.

First graders also enjoyed a class visit from Georgia Hower’s great aunt and uncle, Michaela Cassidy and Terry Whitney, who traveled to Antarctica as tourists. Students learned about the many animals that live in the South Pole and were amazed to learn that the wingspan of the albatross is incredibly long at 9-11 feet! They also enjoyed trying on the thick jackets that were needed for South Pole travels, as well as coloring pictures of some of the animals that live there.



## Extraordinary Women in Our Community



In March, the school celebrated Women’s History Month with presentations from an impressive array of women experts from our community. We were honored by the extraordinary women who gave their time to the day.

Lower school students were inspired by the women leading STEAM rotations, which included activities focused on architecture, bioengineering, biotech venture capitalism, chemistry, interior design, physics, and software engineering.

Middle school students heard from a panel of women who shared the triumphs and tribulations of their careers in fields such as constitutional law, clothing design, sociology, and writing.

The event celebrated women’s progress in various fields and gave students a glimpse into what could be possible in their future lives.





# We are proud of our MTS athletes!



Above: The 6th grade basketball team won the championship in an exciting nail-biter final game.

Righth: Coach and parent Pete Karlen hugs son Oscar in celebration after the win.



6th grader Eloise Scott protects the ball.



Above: The 8th grade volleyball team gets revved up with coach Kassie Gomez during a game.

Left: 8th grader Milo McMillan serves up the ball.



8th grader Justus Kabir brings the ball down the court.



Right: Coach Josue Camacho poses with his 8th grade basketball team.

Below: 5th grader Sebi Fals looks for an opening.



3rd grader Eben Sykes winning the 50 meter dash.



Far Left: Middle school students with coach Grace Crowell at a cross-country race.



Left: 3rd grader Ellery Chou competing in the softball throw.

Below: 5th grader George Hueser airborne competing in the long jump.



Middle: 3rd graders Zack Rich and Wales Davison show off first-place ribbons they won in the 400 meter relay during a lower school Track & Field meet in May.



Left: Congratulations to our 4th grade athletes who won their championship basketball game!



# FOSTERING INCLUSION THROUGH EDUCATION, STORY & SPORT

BIONIC PROJECT  
Dana Ross Rogers '91



On September 26, 2023, Dana Ross Rogers '91 returned to the MTS campus with her colleagues from the Bionic Project, Nico Calabria and Jovan Booker. Dana is the Executive Director of the Bionic Project, a non-profit organization that raises awareness about physical disability through education, story, and sport. She has spent her career working in education, inclusive environments, and supporting adaptive athletes, beginning with working as an Adaptive Ski Instructor in Telluride in her 20's.

The Bionic Project was a natural segue for Dana, who spent 20 years teaching 4th grade and middle school, most recently at Shady Hill School in Cambridge, MA. The project began with the Bionic 5K & Mile Races in Boston to raise awareness about people with physical disabilities. Will Borden, founder of the Bionic Project and a teacher at Shady Hill School, was an athlete before he was in a car accident that led to the need for a prosthetic leg. He wanted both adaptive and able-bodied athletes in the running community to run together.

Dana and Will piloted a new program last spring, offering schools a full day of interactive sessions, including

assemblies, small group classroom work, and adaptive sports clinics. The program is designed to give students and educators the opportunity for interaction and conversation to gain familiarity with disability and adaptive technology.

The Bionic Project school programs have become enormously successful. Dana works with Nico and Jovan, both adaptive athletes, traveling to over 30 schools every year to highlight disability, inclusion, allyship, and accessibility. They have now expanded beyond Boston to the Bay Area and Denver/Boulder.

It's understandable that the program has grown as quickly as it has, given the charisma and enthusiasm of Nico and Jovan. They are members of the American Amputee Soccer Team and have played in multiple Amputee Soccer World Cups on the International stage. They talk with students about life with a disability and discuss the differences they share as amputees – Jovan wears a prosthetic leg and Nico uses crutches. They lead smaller grade-level sessions in the classroom and also get the kids out on the field, playing soccer and teaching them how to use crutches. The sessions are aimed at building empathy, dismantling

## ALUMNI PROFILE



Top: Second graders test their skills with crutches.  
Bottom: Scott Summit, MTS Parent, Founder of Ethereal Matter

people, and you will become more interesting yourself." Dana attended Brown University for her undergraduate degree and received a Master's in Education from Harvard. She currently lives in Boston with her partner, Will, a daughter, Caroline, who is a freshman in high school, and her son, Fletcher, who is currently a 6th grader.

We can't wait for the next Bionic Project visit to MTS! And, stay tuned to participate in the 3rd Annual Bionic Race at Crissy Field in San Francisco in the Fall.



disability bias, and understanding the importance of connecting with someone first before asking personal questions about their disability.

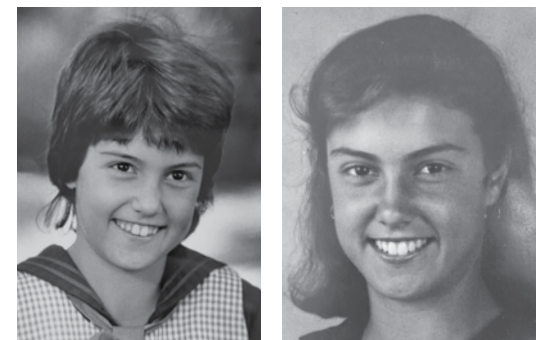
The group partners with prosthetics labs at MIT, the Harvard Bio Design Lab, and the Department of Orthopedic Surgery at UCSF. When the Bionic Project was headed to MTS,

the administration connected the organization with Scott Summit, parent of MTS 6th grader Dashiell. Scott is an expert on prosthetic design and the founder of Ethereal Matter, Inc. The Bionic Project invited Scott to participate as one of the speakers the day they came to MTS, and he presented his work to 4th-6th graders.

Dana speaks fondly of her years at MTS. She loved the musicals and found the teachers so personable, remembering Nancy Tracy, Eric Kielich, and Cathy Angelou from her days here. Her advice for our current MTS students? "Try lots of things—anything intriguing, anything you're curious about—just try it. You will meet interesting

**"I have always been focused on creating accessible, welcoming spaces for children, and sharing Bionic's message of inclusion at schools is a dream."**

### From The MTS Archive



Left to right: Dana in 3rd grade; 8th grade



# ENTREPRENEURSHIP, PHILANTHROPY & TECHNOLOGY

## PRESIDIO DEV Mat Mullen '00

It might be a stretch, but some could say that Mat Mullen’s career in technology started back at Mount Tamalpais School, with Dave Baker as his first computer teacher. Years later, in 2016, Mat helped then-new Head of School Andrew Davis build a new and improved MTS website to aid in marketing the school to prospective families. At the time, Mat was working at Slack, a young company that grew, later went public, and was then sold to Salesforce.

After riding that wave and then navigating lock-down and COVID-19 protocols, Mat decided to launch his own company, Presidio Dev, which builds branded e-commerce sites on Shopify as well as custom apps and themes. Some of the brands they support include Bobbie, SKIMS, Billabong, and local Bay Area coffee brand Equator. Two of their earliest clients were Sightglass and Credo Beauty in San Francisco.

**Mat Mullen's entrepreneurial spirit led him to open an international business with more than 100 employees worldwide.**



Mat with his family.

Presidio Dev is thriving and currently has approximately 100 employees worldwide. Their team is remote and mostly based in central Ukraine (Cherkasy) and eastern Bulgaria (Varna). As one might imagine, there has been a lot of downstream impact since the beginning of the Ukraine war over two years ago. They have tried to continue to build a company culture, but that has been a real challenge without being able to meet in-person. Instead, they have worked to support their employees everywhere, but especially in Ukraine, navigating challenging situations.

The company has helped some team members leave Ukraine with their families and move to places like Germany, Spain, and Portugal. For their team in Ukraine who can’t leave, they’ve imported Starlink internet

connections and generators to help provide electricity. Many brands Presidio Dev has worked with over the years have also joined in to help and provide donations and work opportunities for the family members impacted by the war.

Mat has always enjoyed helping people and being entrepreneurial. He says that what motivates him most in his career is “working with really interesting and smart people across brands—from very small brands to large ones—some that are new and ones that have been around for a long time. I also get exposure to other entrepreneurs.”

Switching gears from the present to the past, Mat looks back on his days at MTS with fondness. He came to the school in 2nd grade, remembers the gym being built, loved being in the middle school musical, *Oklahoma!*, and had fun being in school with his younger brother Nick, MTS class of 2004.

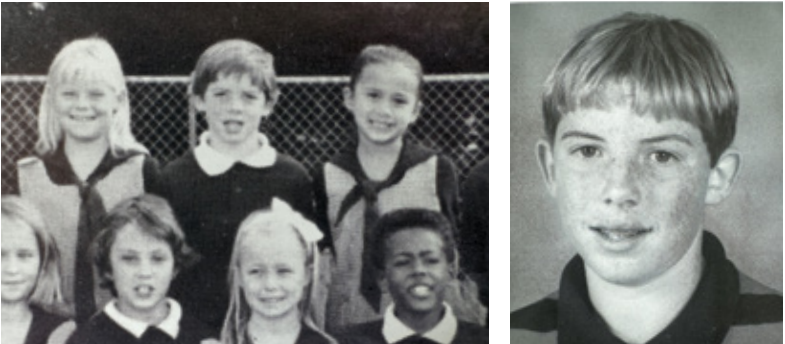
Mat stays in touch with many MTS alumni, and in the small world department, he shares an office with a current MTS parent. He and his wife, Madeline, live in Sycamore Park in Mill Valley with their kids Marlowe (age 6) and Maclane (age 4). You can catch Mat on the trails of Marin on his mountain bike.

## ALUMNI PROFILE



Mat (second from right) with Presidio Dev colleagues.

### From The MTS Archive



Left to right: Matt with his 2nd grade class; 8th grade





THE 3RD ANNUAL BIG NIGHT OUT WAS TRULY UNFORGETTABLE!

Over 200 members of the MTS community gathered at The Palace Theater in the historic Chinatown neighborhood of San Francisco on March 23rd. The evening at the Speakeasy was buzzing with unique entertainment, featuring a lively casino, mesmerizing aerialist performances, and our very own "Deep Field" band performance by esteemed Professional Community members Tyler Bewley, Isaac Jacobs-Gomes, and Trevor Marcom '98. It was a joy to have these and other MTS Professional Community members join us for the fun.

A heartfelt thank you to the event co-chairs, Brianne Koch, Melissa McClatchy, Lauren Maciariello, and Michelle Young, for making this night a resounding success.



BIG NIGHT OUT  
— A ROARING GOOD TIME —





# NEW FACES

## First Impressions from their First Year at MTS

**LORI BONN** ▶  
Full Time  
Substitute  
Teacher

“The biggest surprise for me this year at MTS is seeing the depth of the diverse expertise and talent of the staff and teachers.”



**JENN BAKER**  
Associate Advancement Director

“One thing at MTS that has impressed me, is the joy and participation of watching every grade contribute to Gathers. I love watching each student in almost every grade have an opportunity to contribute to the various themes.”



▲ **GRACE CROWELL**  
4th Grade Homeroom  
2nd & 4th Grade Math Teacher

“At the end of each day, there is always something new to celebrate. Whether witnessing a student make a new friend at recess, seeing a student solve a problem that “made no sense” the day before, or learning about coworkers’ professional accomplishments, there is never a day that goes by that is boring. The work keeps me laughing, smiling, and feeling connected to the best parts of humanity even on the hardest days.”

**KASSY GOMEZ**  
5th Grade Homeroom and Humanities Teacher

“I love having a small class size that allows me to fully get to know each scholar both on a personal and academic level. It also allows for scholars to get to know each other and really embrace their journey through school.”



**YUNJIN KIM**  
Performing Arts Teacher

“I have been impressed with the willingness of the students to learn a new style of teaching and the different repertoire that I’m introducing to them. I love hearing the kids singing when they leave the classroom.”



▲ **ZAHRA NADEEM**  
1st Grade Homeroom and  
Humanities Teacher

“What has surprised me about teaching at MTS is how tightly-knit students are across all grade levels. Observing first graders play with their seventh grade buddy bears and witnessing middle school students interact with such kindness and care towards the lower school kiddos has been incredibly heartwarming!”



▲ **ALMA DELEON**  
Aftercare Assistant

“One thing that has surprised me working at MTS is the way teachers interact with their students. They really work on having a good student-teacher relationship. Everyone at this campus is very supportive and friendly.”



# CLASS NOTES

## 1985



**Kate Kelso Novak** writes, “Greetings from New Orleans! I am an Educational Therapist and have a private practice, NOLA Learning Support and Consulting with my husband, Todd, who I met in prep school in New England. This year we will be celebrating 30 years of marriage and we have two children, ages 21 and 24. Our son currently lives in San Francisco and our daughter is about to graduate from Tulane University in May. I have Kate Mecca to thank for my first teaching job at MTS, where I worked with Blythe assisting her with art classes. That was 25 years ago! Time flies! Thanks to Nancy Tracy for the study skills class when I was at MTS, that was the most important class of my entire education. Nancy also gave me many rides to school where we listened to "The Harder They Come" soundtrack on cassette. Roots Reggae was also an important education!”

## 1988

**Paul Walker** sent this note: “Greetings fellow alumni! Rayanne & I are busy chasing two boys around the house (Asher, almost 4; Soren, almost 2) and I'm still working for WineBid in Napa (going on 22 years!) - living in Marin and riding mountain bikes whenever I have a free minute. Wanting to get back into playing music more often as well (who wants to start an MTS alumni band??).”

## 1991



**Kiyash Monsef’s** debut novel, *Once There Was*, was published last year by Simon and Schuster Books for Young Readers. It was a *New York Times* bestseller, and a finalist for the William Morris Award, given out by the American Library Association, which recognizes debut young adult authors. There's a sequel coming next year, too!

**Amy Andersen** is living in Silicon Valley with her husband, nine-year old third grade son, and two rescue dogs. She just celebrated her 20th year as Silicon Valley’s “Cupid,” the Founder/CEO of Linx Dating – an offline, boutique dating and social network that has been matching high caliber, marriage-minded global professionals since its inception. Amy enjoys keeping in touch with MTS friends including **Jacki Stocker, Alissa Moore Kempton, Alexis Lynch, Sarah Needleman Alba,** and **Dana Ross Rogers,** and looks forward to their annual getaways, most recently in Charleston, SC in 2022.

## 1995



**Julian Quasha** and his wife, Kara, live in the Inner Richmond with their two sons, Calvin (5) and Jude (4), along with their two hairless cats, Billie (5) and Simone (3). Julian works at Wells Fargo Advisors in wealth management and Kara works at Charles Thomas Salon as a colorist. Julian shared that he and Perry Hammond remain close friends. Perry is living in Portland and works for Lane United, a semi-professional soccer team, as the general manager.

## 2001



**Rebecca Haskell** is living in Oakland, CA and has been there for nine years. She married her husband, Mike, two years ago. Seven months ago Rebecca gave birth to a daughter, Yara, and a few months later they adopted a black pit bull terrier, Zoe. Rebecca has had her own consulting practice for the past eight years, Just Design Consulting, where they help social justice organizations confidently deliver on their mission and vision through strategic operational support and innovative program design. They promote accessibility, inclusion, and equity of diverse voices in every step of the design and decision making process. She is currently working with clients such as the Oakland Education Fund and Alameda County Community Food Bank.



Rebecca shares that she recently got together with **Sami Feld '02** and has seen **Beatrice Thornton '01** in Oakland as well.

## 2002



**Daniel Gardner** is Associate Director of Engineering at Trim at OneMain Financial. He and his wife live in Atlanta and had their first child, Luna, last April. They also have an English bulldog named Milo.

## 2014

**Christian Carson** is living in Cambridge, MA and is a first year law student at Harvard Law School.

## 2017

**Merrit O'Keefe** is currently a junior Theatre Education major at Emerson College in Boston. She is studying to be a theatre teacher, and will be starting student teaching hours in the Fall of 2025. Then, in the Spring of 2025, she will be attending the Emerson Los Angeles program where she will find an internship in teaching theatre.

## 2018

**Halle Hanna** is attending Amherst and is a two-sport athlete there. She sent in the following note, “Ever since I was nine, I’ve been a soccer and track student-athlete. Being able to continue competing in two sports that I love, while attending a high-academic school, has been an incredibly rewarding experience. Besides developing my physical attributes in track and soccer, Amherst athletics promotes strong leadership, communication, and collaboration skills in all of their student-athletes. My first year adapting to hard school work, on top of being in-season all year, was very challenging. With time and practice, however, I’ve achieved success in both departments.

This past fall, on a team of 28 talented girls, I sent the pass that ultimately led

to our victory against Wesleyan in the NESCAC semifinals. We went on to win the next game, once again reasserting our position as the top women’s soccer team in the NESCAC league. For the second year in a row, we qualified for the NCAA Division III tournament and advanced to the ‘Sweet Sixteen.’ As a sophomore, I scored three goals and earned the most points per minute played on the team.

More recently, I ran the second leg on the 4x200 meter relay at the New England Division III Indoor Championships, scoring eighth at the meet and earning All-New England Honors. I also earned NESCAC All-Academic Honors, which is given to sophomores, juniors, and seniors that have maintained a 3.5 GPA or higher and have made significant contributions to their current team.”

## 2019

**Isabel Adam** will be attending Swarthmore College in the Fall and was recruited to join the volleyball team.

## 2020

**Grayson Michael** relocated to Nashville, TN over 5 years ago. Grayson was the Cowardly Lion in the 2017 *Wizard of Oz* and enjoyed basketball with buddies during break. Today, Grayson plays Varsity tennis and is excited to tour colleges in anticipation of the next chapter.

## 2023



**Keo Robinson** and **Aggie Robinson** visited in March on a day off from Marin Academy.



We enjoyed seeing **Katarina Fieser** visiting in December from University High School.



**Graydon Garden** is finishing his first year of high school at The Bay School. He reports that he’s happy to

have made a lot of friends, and he’s working on some writing and building projects.



**Giselle Michael** relocated to Nashville with her family (Grayson 2020). She is performing in Varsity dance and enjoying high school.



TELL US WHAT YOU'RE UP TO!

Email [alumni@mttam.org](mailto:alumni@mttam.org) or visit [mttam.org/alumni](http://mttam.org/alumni)



# MILESTONES

Thank you to our passionate and dedicated professional community!

## 5 YEARS



**MEAGAN ANDREWS**  
Head of Lower School



**TONI BRAND**  
Science Teacher



**VIVIAN DAI**  
Mandarin Teacher



**ROBIN DAVIS**  
Math Teacher



**MELODIE DEL RIO**  
School Counselor



**GEORGE VEH**  
Accounting and Facilities

## 25 YEARS



**LINDSAY BERCOVITCH**  
Performing Arts Director



**DEB MARCOM**  
Performing Arts Teacher

## 30 YEARS



**DAVE BAKER**  
Math Teacher

## 35 YEARS

# NEW BABIES

Welcome to the MTS community!



**LOLA JAMES STONE**  
Born February 20, 2024  
*Laura Stone, 7th Grade Humanities Teacher*



**FYNN HUSTON THISTLE**  
Born March 21, 2024  
*Kaitlyn Huston, Learning Specialist and DJ Thistle, Math Teacher*



**PATRICK (PATE) VINCIN GUERCIO**  
Born March 28, 2024  
*Rachael Guercio, 2nd Grade Humanities Teacher*



“In the Garden,” a collaborative art exhibition of colored pencil drawings created by students in grades K-8 for Grandparents and Special Friends Day. The scaffolded curriculum included everything from ladybugs created by kindergarten students to watering cans with William Morris-inspired floral backgrounds drawn by 8th grade students.

# MTS

IN PRINT

MTS in Print is published by the Communications Department.

EDITORIAL TEAM  
Heather Brubaker  
Andrew Davis  
Nancy Kehoe

DESIGN  
Maura Feingold, Wednesday Seven

PHOTOGRAPHY  
Heather Brubaker  
Simon Cheshire  
Andrew Davis  
Gina Logan (Big Night Out)  
Brian Wedge Photography  
Hardy Wilson (Bionic Project)

PRINTING  
JASK Digital Print & Copy Solutions

WE WANT TO HEAR FROM YOU!  
Please send comments to Heather Brubaker, Director of Communications, hbrubaker@mttam.org or Mount Tamalpais School Communications, 100 Harvard Avenue, Mill Valley, CA 94941. For more information, please visit mttam.org.

INTERESTED IN APPLYING?  
Contact Amy Pearson, Director of Admissions, apearson@mttam.org.

WE LOVE TO HEAR FROM ALUMNI!  
Please stay in touch through alumni@mttam.org or visit mttam.org/mts-alumni.

INTERESTED IN MAKING A GIFT?  
Please contact Nancy Kehoe, Advancement Director, nkehoe@mttam.org, 415.272.4618

JOIN IN  
facebook.com/mounttamschool  
instagram.com/mtsschool  
linkedin.com/school/mount-tamalpais-school





MOUNT TAMALPAIS SCHOOL

100 Harvard Avenue  
Mill Valley, CA 94941

ADDRESS SERVICE REQUESTED

PRSRT STD  
U.S. POSTAGE  
PAID  
SAN FRANCISCO, CA  
PERMIT NO. 11751

# CONGRATULATIONS

## to the graduating class of 2024!

