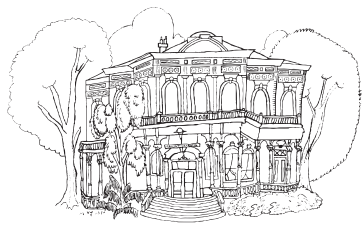


News



Notes

SUMMER 2019

OUR DEAR MARY LOU

by Chris Vale

"One day when it was raining, I looked out my window when the bushes were not so tall. I could see two girls, 6th graders, standing on a log, bare-footed. They were soaking wet and rolling the log along with their feet. I thought, where else could two students in the middle of their school day be out on their own, drenched in the rain, joyfully rolling on a log? It was a most lovely, natural sight. I will miss the day-to-day interactions with staff and children. Walking around the grounds, in and out of the younger classes, being greeted by children... it fills my heart. In this natural environment as a backdrop, how could it not?"

MARY LOU LACINA

As fortune would have it, I met Mary Lou in the kitchen of a mutual friend. There were young wives, small children – very small children, all boys – and adult soccer. (Yes, she played!) I had no idea what this woman with long hair and impeccably ironed overalls would have on my life. Another connection between the two of us surfaced soon after. My sister-in-law leased her flat in San Francisco to a few friends, one of whom was Mary Lou.

That was a summer that would be defined by music (Grateful Dead), travel (Tahoe to Mexico) and lifelong memories of living through the 1960's when tie-dye (an obsession Mary Lou still cultivates) was new. It would be a few years later when I applied to Peninsula school for my child that my relationship with Mary Lou started in earnest.

Mary Lou's journey with Peninsula school began 39 years ago when she enrolled her son, Travis, to be followed two years later by her youngest son, Joe. At



that time, she was looking for a school that would support her sons emotionally while also feeding their very different passions. One son had a great imagination and passion for art and the other for unbridled adventure. Mary Lou told me, "When I visited Peninsula, it resonated both as a school for my children and for me."

Within three years her brilliance as an ambassador for Peninsula School's new families resulted in a half-time job as Enrollment Secretary coupled with a Teaching Assistant position. By 1990, her half-time enrollment job had evolved into a full-time position, accompanied by a name change. Mary Lou Lacina, Admissions Director, was born.

In the true spirit of friendship, Mary Lou coupled a temporary position as the Co-Director of Peninsula School, along with her full-time job as Admissions Director, to shepherd the school through a challenging time. Mary Lou returned permanently to the job she loved the most in 2000, and for the next 19 years, she and her dogs (Nips, then

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PENINSULA'S PROGRAM: WHOLE CHILD, WHOLE SCHOOL

By Jim Benz

IF YOU HAD WALKED INTO TAYLOR'S CLASS breakout room this spring, you would have been immersed in a Northern California kelp forest installation created by his 8- and 9-year-old students. Student-created reproductions of kelp clung to the "holdfasts" on the floor, suspended from the ceiling in what seemed like a violation of gravity to simulate the real ocean plants. Reproductions of other organisms

Similarly, we don't divide our lives into neat segments like slices of a holiday pie. Following John Dewey's philosophy on education, Josephine Duveneck believed that segmenting school subjects would essentially divide a child's experiences into unnaturally discreet parts, repeating the blind men's mistake. Avoiding that pitfall, Josephine guided Peninsula in its earliest years to recognize and honor the whole child experience.

In keeping with Josephine's vision, the kelp forest unit in Taylor's class blended many topics and aspects of a child's experience including art, literacy, math, science, research, collaboration, cooperation and leadership. It began with



Taylor's students conducting a Seafood Watch survey.



Students create information cards to identify flora and fauna of the kelp forest.

that live in kelp ecosystems populated the tight space in and among the kelp like a biotopic tenement. The walls were upholstered with information cards about each type of plant and life form, watercolor paintings, and infographic posters.

This installation was not only creative and informative, but it beautifully illustrated the strength of an integrated curriculum, a keystone of whole child education and a core concept that exemplifies Peninsula School's founding philosophy. What appeared as a fun and simple unit about kelp forests was actually a complex integration of science, art, literacy, research, and math that also required generous doses of social and emotional skills, collaboration, and cooperation.

I'm sure you are familiar with the Indian parable about a group of blind men who came upon an elephant for the first time. Each individual touches a different part of the elephant – tail, trunk, ear, and leg – and as a result, each comes up with their own limited definition of this strange thing based on the one, singular part that they experienced. In John Saxe's English interpretation he writes, "Each was partly in the right, And all were wrong!" In other words, the group didn't consider the whole entity.



Taylor's class creates a kelp forest ecosystem.

a visit to the Monterey Bay Aquarium led by Lower School Science teacher Aaron Tinker and progressed through book/research clubs where students learned independent research skills using non-fiction

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MARY LOU

Continued from page 1

Roxie) happily spent each day meeting and greeting the new families who would become the next generation of Peninsula School's legacy.

The job of Admissions is one that requires a unique understanding of culture and community along with a special gift for listening and understanding. Mary Lou sees on many levels what brings families to the school as well as what they hope to gain from the Peninsula experience. She has always been able to articulate in the clearest of terms the school's mission, values, and guiding principles that drive and renew the Peninsula community. Her magical abilities are demonstrated when she crafts an understanding for children, families, and community that defines the future of Peninsula in a way that is both congruent with the past and adapted to the present. I have seen her in action so many times. At an initial family visit or an enrollment forum sitting on a platform with peers from other schools, her strength has always been bringing

to life a vision for any child to be respected, listened to and celebrated over his or her years at Peninsula.

You might ask how she evolved to be so wise. Was it on the job experience? Professional development? Practice? Mentors? Colleagues? I would say that the answer to the mystery is lunch. Her insight is honed after years of having lunch with children, sitting on the porch, nesting in the front hall, at the picnic table in the Nurseries, taking up space in the junkyard or the gazebo. Breaking bread with a friend, one learns how to rescue a sandwich from a hungry puppy, revive peanut butter dropped in the dirt, or how to replace a cookie destroyed in a children's game. These are the experiences that makes her "job" a trail of very human experiences that build the unforgettable setting of being a kid at Peninsula School. I asked Mary Lou what she will miss most about Peninsula School, and it came as no surprise when she said the children.

What will we miss about Mary Lou? We will miss her warm, humble way. We will miss her endless dedication to making Spring Fair lunch for the set-up crew on Saturday. We will miss her open door

for anyone who needed her, regardless of her needs, and her uncanny ability to blend families into the fold of the school. We will miss Mary Lou's unique flair for combining just the right outfit for the given event, her attendance at every school function, and for never forgetting anyone's name.

Thank you for all the years of incredible joy and fierce loyalty you have devoted to molding Peninsula school into the vibrant and thriving community it is today, Mary Lou. Your name will be etched in the history of our hearts and, knowing you, probably under the desk in the admissions office. I am humbled to call you my friend.

Dear Peninsula,

I would sing you a song if I could carry a tune. I would dance for you like I did once before with the Merengue Mamas, but that was a few decades ago. I speak to you now because I have truly loved my job. Truly.

Because of you, I am blessed. I am blessed by the working relationships you gave to me, by the wonderful parents and kids that have come in and out of my life, and by the lifelong friendships I have made. I am blessed to have known those who are no longer with us.

I will miss your community. I will miss your values. I will miss the day to day interactions you brought my way, seeing the people who brighten my day. I feel I have grown up with you and alongside my children.

When I met you in the eighties, I had no idea we would part ways in the two-thousand teens. I would offer you more if I could.

I am honored that you openly allowed my dogs to join me each and every day. Just as Roxie is ready to move on from being an "office dog", I am ready to move on.

I cannot repay you for the love, trust, and self-reflection you have given me and so many others, young and old. As I leave today, I ask that you pass on only one thing to those here today and tomorrow: that you be kind to each other.

Oh, and maybe ask Chris to turn up the heat in the Big Building once in a while. Thank you, and I'll see you around.

*Hugs to all,
Mary Lou*



Mary Lou with the Merengue Mamas.

Staff Farewells & Transition

FOND FAREWELL TO ANNIE YOUNG

After teaching from 1998 to 2019, Annie Young is retiring from Peninsula School. It is hard to imagine campus without Annie. Former teacher Graceann Johnson noted that “Much of [the arts] is lost in today’s classrooms. Annie has a flare for the arts and she



Annie Young

brought that to her classroom in spades.” Her passion for the arts and creative energy is cherished.

Perhaps less known about Annie is that prior to teaching she ran both a clothing and a baking company. Travelling the world to acquire vintage clothing and taking midnight wake-up calls for her bakery eventually wore old. It was at that time that Annie heard her call to teach. She pursued her teaching credential and spent time at Ohlone, a progressive public school in Palo Alto. Annie later attended the Spring Fair (“Learning Fair” at the time). As she remembers it, Director Kacy McClure came down the stairs to greet her. When Annie mentioned she was looking for a position, Kacy walked her to the office to fill out an application and she got the job. Open positions were rare at that time. Annie recalls, “For a long time I would say, ‘I’m the new teacher.’”

Annie was new to teaching, but not new to Peninsula. Her roots and connection to the school started when she was 12 years old. Her father Barney Young was the Director from 1966-77, and her mom worked at Peninsula for three years. Believing strongly in parent education and professional development, as her mom and dad did, Annie continued her parents’ legacy by forging professional learning communities on campus. Although Annie didn’t start teaching until 20 years after Barney retired, she remembers her father leaving a loving note in her classroom. “He made you feel important and special and valued.” Annie’s classroom has left hundreds of children feeling the same way.

A true highlight of her professional life was when Annie and her husband James pursued their master’s degrees together. They spent time interviewing educators and researchers about Progressive Education. “They would bring to the staff meetings what they learned,” Graceann remembers. “It was a stimulating time, and opened us up to the outside world and more people also learned about us.”

Annie adores the six- and seven-year-old age group and notes, “it’s one of the last opportunities to connect with parents,” and why



Annie with her 2019 Madhatters.

she always had lots of parents on field trips. She honored this stage of development where children are gaining independence. Hers was the first class where students take themselves to Activities from the start of the school year. There is an underlying theme of trust and responsibility. “They are all really different but they look out for one another – respecting each other. I tried to instill that value throughout the year,” Annie reflected.

Annie’s signature annual Mad Hatters Tea Party applied these values in the classroom. All of the children work together to make performances of music, dance and magic happen. They learn about counting and money, pacing and appreciating each other, and performative skills, to name a few. “It’s really a group effort,” and often the first performance these students take part in. She added, “What I really hope for is that kids benefit academically and that they have a strong foundation for loving learning, openness to try new things, and that there are lots of possibilities for them.” We hope the same for Annie as she explores new possibilities in the future!

WE LOVE YOU ELIZABETH FEW



Elizabeth Few

“When I arrived at school each day, as I stepped onto the grounds and saw the familiar old trees, I would immediately find myself relaxing. The grounds were an extension of my classroom, these lovely natural spaces that belong to the kids to explore, where they can race about or play quieter games in hidden spaces, or create structures in surprising spots. As I reached my classroom, my reaction to the kids’ arrival always seemed fresh to me. Seeing their familiar faces and feeling their energy and enthusiasm for the new day would immediately pull up my own energy and sense of anticipation.”

ELIZABETH

Elizabeth Few began her journey at Peninsula School in 1999 when her son, Ashton, was enrolled in Nursery Blue. She started as an Assistant Teacher for Susannah Jackson in 2002 and then spent half a year in the classroom with Florrie Forrest. In 2004, she became the Head Teacher in that class of six and seven year-olds.

Teaching at Peninsula encouraged Elizabeth to discover the line between play and structured academic learning, and she took every opportunity to play a part in every learning process. Her mentoring experience with master teacher Florrie Forrest was influential. She shares, “I was drawn to Florrie’s spirit of fun in teaching. I remember one day when she suddenly, without explanation, formed a follow-the-leader snaking line with all the kids zipping along behind her singing together at full volume. That image, and the exhilarated mood of it, stayed with me.”



Elizabeth Few with students.

One of the highlights of the year in Elizabeth’s class was Creature Land. She and the children transformed the classroom into a magical space. They dreamed, designed, and built mystical creatures before planning and painting their habitats. Some students wrote stories about them, poems, and illustrations. It coalesced into a magical world, unrecognizable as a former classroom. The kids, working together, performed guided tours that were at times thoroughly prepared and at others, spontaneous. Whatever each kid chose to explore, it was a world imagined, designed, and created by the children.

Due to illness, Elizabeth took a leave from teaching in the spring of 2017. She decided recently to retire from Peninsula. She has been a beacon of kind and compassionate teaching for two decades, as well as a source of wisdom for her fellow teachers. She will be deeply missed by us all.

(Elizabeth is proud to report her son and alumnus, Ashton, went on to Harvard to double major in Biology and the History of Science. He is currently working on his PhD there doing a joint degree in Law and the History of Science. He hopes to pursue an interest in environmental law and policy.)

NEW ADVENTURES FOR MELANIE CARVALHO

Melanie Carvalho remembers the first time she pulled onto campus. She knew Peninsula School was for her. She recounts, “tears welled up in my eyes... I always wanted to work in a one-room schoolhouse.” Peninsula provided the educational environment that would help support that dream.

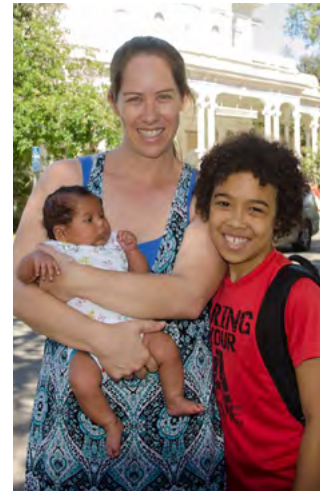
In her first few weeks, Melanie recalls, “I felt so welcomed and supported.” Mel loved the ability to work across campus, to get to know all the kids and staff. During her tenure at Peninsula, Mel held roles of Summer Program Teacher, Upper School Swing Teacher, Math Teacher, and primarily Seventh Grade Teacher. Working with the nursery and five-and-six year olds in the summer program made her more appreciative of the competencies of the seventh graders and aware of the growth students make across their years at Peninsula. Beyond the classroom, Mel served on our Teaching and Learning Task Force, later chairing the Teaching and Learning Committee.

During this year’s staff luncheon all of the head upper school teachers – Marcella, Christy, Monica, Jeff, and Damien – stood together in a loving tribute sharing how they felt so supported by Mel. She was a mentor, a community-builder, and a friend. Damien shared these parting words:

“I know that Mel saw much potential in me, and with confidence, offered the opportunity to grow myself as a teacher... Her trust in me to hold and inspire our students through my own passion of art history and studio practice is one of the most robust and influential experiences I have had within the craft of teaching.”

After college, and prior to her time at Peninsula, Mel worked in a charter school in East Palo Alto. She also served in the Peace Corps in Cape Verde, West Africa, where she met her husband Tovy. When she applied to the Peace Corps she told them she would “go anywhere if it is near the beach!”

Mel is leaving Peninsula after 14 years to pursue entrepreneurial endeavors. Her openness to possibility, deep love of the ocean, and extended family are all pulling her journey back to the beaches of Southern California. She will remember the wonderful sense of community at Peninsula and hopes the tides will deliver her back to our door, perhaps for Spring Fair.



Mel Carvalho with her children.

MATH NIGHT

MATHEMATICAL PROBLEM-SOLVING WITH PENINSULA PARENTS

by Kathryn Hopkins

ON APRIL 4TH, parents, guardians, and staff joined together for an evening of hands-on mathematical problem-solving. This third event in POP's Community Education series was led by five teachers – Rasha, Toni, Taylor, Betty and Monica – with the planning support of Peninsula math consultant Jaine Kopp. Throughout the night, teachers discussed mathematical problem-solving principles and guided parents through math problems at various stations reflecting Rasha's through 8th grade classes.

The community was able to experience what math is like for students across multiple age groups, and parents were asked to engage in a problem together in small groups – as their children do – and to share back with the larger group the various strategies used to achieve an answer. The conversation revolved around how the program at Peninsula fosters mathematical mindsets and the ways teachers support children. It was an engaging evening for all involved!

Here are some key problem-solving principles teachers employ throughout the program:

1. **Everyone can learn math.** We challenge the belief that a child's intelligence is more or less fixed and that you can do

math or you can't. Instead, we focus on developing a mathematical growth mindset, appreciating that all students can do math at high levels.

2. **Mistakes and persistence are valuable.** Mistakes cause our brains to make connections and grow, and thus struggle and challenge are integral to our learning. Students are encouraged

to embrace mistakes and discuss them with each other as a way to prompt thinking. We focus on supporting our students to persist through challenging mathematical work.

3. **Problems can be solved creatively through a variety of strategies.** We promote creativity in math classrooms, providing opportunities for posing important problems, being curious, collaborating and talking with other students, utilizing a variety of methods and tools, developing multiple representations, and explaining our mathematical reasoning.

4. **Problem-solving involves a community of mathematical learners.** We seek collaboration and communication to deepen mathematical understanding. We facilitate conversations about problems so students can discuss reasoning, ask questions, present ideas, critique reasoning, and build new knowledge together. Listening to diverse strategies and seeing solutions in more than one way allows students to make greater connections and deepen learning.



Parents work together as Betty Achinstein simulates math learning at Peninsula.

ALUMNI UPDATES

Tully Wiedman '58

Retired after 42 years practicing emergency medicine. Jacqueline and I (married 51 years) have relocated from our 50 acre horse ranch in Solano County to a much more manageable place in Aromas, CA. Last horse found a new home last year...mixed emotions about that given our 40 years of raising and showing horses in a variety of disciplines. Our two daughters are travelers with work in Korea (both), Japan, India, US. One granddaughter is a junior in college (semester abroad in Lithuania now) and the other is a junior in HS.



Tully Wiedman

Mayetta Steier '10

I moved to Philadelphia in August 2018 to study ceramics at Tyler School of Art for one school year. Now the program is over and I am working at an urban farm. We grow tomatoes, peppers, and lots of salad mix that we sell to restaurants in Philadelphia. Peninsula taught me that getting dirty is fun and cool. I remember my mom would grade me on how dirty I got when I would get home from my days at Peninsula. I still think getting my hands dirty is what I need to make me happy.



Mayetta Steier

I am so happy that I had Eliza teach me how to throw on the wheel when I was in 5th grade. I think about how lucky I am to have learned about clay at such a young age. I am still making lots of ceramic art! I am growing food and keeping my hands in the Earth.

Diane Frishman '66

I left Peninsula School (not by choice) half-way through fourth grade (taught by Hannah at the time), so that must have been in 1961, but my brothers, Danny and David Frishman, both went to Peninsula through 8th grade. I'm semi-retired now (married, three wonderful grown-up children). I worked for the United Nations as a translator for 32 years, first in Chile and then in Switzerland. Now I go back to work on short-term contracts in Switzerland (Geneva) several times a year and work from my home in Washington State as a freelance translator for the rest of the time. I am forever grateful to my parents (my mom, Betty Frishman, worked in the office to help pay our tuition) for having sent me to Peninsula. It started me out in life with a love of learning and enough confidence to not be afraid to think for myself. Those attributes have stayed with me all these years and have helped to make my life a happy one.

I have so many happy memories of Peninsula – edging around the outside of the building, climbing on the fallen tree outside of the kindergarten room, knitting squares for a quilt, climbing all those lovely trees, Greek folk dances, weaving, lovely Woody (my teacher in kindergarten and then again in second grade) and so much more. True treasures.



Diane Frishman

WHOLE CHILD, WHOLE SCHOOL

Continued from page 2

resources and into watercolor paintings where students used algae samples to paint with, and they used both traditional art materials and found materials to create a reproduction of the organism that they researched. Finally, as a class they worked collaboratively to install the reproductions of kelp and the myriad organisms that live in the kelp ecosystem and generated information cards on the organisms.

Parents and guardians, unsurprisingly, expect schools to educate children in academic topics. When asked, they also express that they want their children to grow up to be good people with strong life skills – to think critically, to have a social conscience, to act with compassion and empathy, and to make good life choices. Ultimately, they want their children to be well-rounded and whole.

Integrated, whole-child units like the kelp forest unit have strong measurable benefits in critical thinking, increased engagement in learning, and executive functioning. But there are also significant benefits that can't be measured as easily, such as intrinsic motivation, increased curiosity, a flourishing imagination, and, as educational philosopher Nel Noddings writes, happiness.

Taylor's unit, like most lesson units at Peninsula, cultivated these "soft" yet essential life skills as well. For example, while they were visiting the aquarium, they learned about sustainable seafood and picked up the Seafood Watch cards that the aquarium distributes, resulting in an unplanned opportunity for impassioned activism back at school.

Inspired by depleted and endangered fisheries illustrated on the cards, students sought to spread information to our community that making good seafood choices when shopping or eating out is important to sustaining healthy ocean ecosystems. Curious to learn more about what our community already knew about sustainable seafood, the students decided to conduct a survey. Taylor cleverly incorporated a bit of a lesson on the importance of survey size and suggested that they survey 100 adults at school (a good sample size and that also made it easier to teach percentages!). The students tabulated the survey results and used fraction and percentage math skills to create posters with pie charts which were displayed in the kelp forest installation as additional important information for visitors.

As was articulated in the strategic plan last year, "Peninsula's definition of 'program' includes the entirety of the child's school experience" which naturally encompasses academics and social and emotional learning. But beyond that, the "entirety" of our program not only includes aspects of a child's experience at Peninsula such as unstructured time, the buildings and campus grounds, choices, camping, the arts, physical activities, class meetings, relationships with other students and adults, community engagement and much, much more, but it embraces them as essential interdependent components.

At Peninsula, the child, the program, and each child's journey from Nursery to 8th grade are all thought of holistically. Every part of the child's experience and journey that is thoughtfully interconnected helps kids construct more complex, nuanced, and personal knowledge and meaning, develops social and emotional skills, and provides students with opportunities and the skills to confidently contribute to the world.

PENINSULA SCHOOL, A CULTURE OF PHILANTHROPY

By Ryan Helton

WHEN I FIRST JOINED PENINSULA'S STAFF in November of 2018, one thing became immediately clear: Peninsula has a strong community. Like any community, we have our own traditions, beliefs, and values. I am fortunate to be steeped in an essential aspect of our community – our culture of philanthropy. But what does a “culture of philanthropy” really mean?

Peninsula's culture of philanthropy has been shaped by many decades of social responsibility, well before a Development Office was even conceived of. As Director of Development, one of my chief goals is to better understand the evolution of Peninsula's culture of philanthropy, helping us to shape this precious piece of our community looking toward our centennial in 2025 and beyond. Philanthropy at Peninsula can't be seen as a destination to reach, but rather a great journey that we are all on together, which began nearly a century ago.



Spring Fair Bakery Booth.

WHAT MAKES UP PENINSULA'S CULTURE OF PHILANTHROPY?

There are many paths development offices can take in building a healthy culture of philanthropy. To best articulate Peninsula's path toward a culture of philanthropy, it's best to first elaborate on the following principles for healthy school development: practicing inclusivity, providing transparency, encouraging collaboration, and celebrating success.

Practicing Inclusivity

In the world of fundraising, there is a common perception that only those of great financial means are worthy of time and attention. While this method does provide short-term results for some schools and non-profits, those that are building a successful culture of philanthropy will find this method lacking. Only by understanding that every person has value – that all contribute differently but we all benefit equally – will we begin to move past the erroneous idea that those with the most means matter the most. A thriving culture of philanthropy gives each member of the community a variety of opportunities to bring their time, treasure, and talent to bear for their institution.

Providing Transparency

When people trust you, they are willing to invest in you. It's that simple. By consistently providing our Peninsula community with accurate reporting and a detailed picture of where their dollars and hard work are going, we are able to help develop a sense of trust. Using strategic communications, educational resources, expert consultants, and hard-working volunteers, we work to ensure that all community members

are aware of our development efforts and progress. We do this not only to prove we are trustworthy, but to make sure that you continue to be a part of the rich stories that hold Peninsula's broader community together. Furthermore, we want our flourishing culture of philanthropy to be easy to navigate. If there are any questions or concerns about where dollars and sweat are spent, please ask.

Encouraging Collaboration

Building collaboration starts with listening to the voices that we represent. We empower those voices to speak up and assert their vision for a stronger community. There are so many ways that each member of our community can contribute in the spirit of teamwork. It can look like working a food booth during an event, stretching to give a gift to the annual fund, volunteering at a classroom event, mentoring a new family or teacher, or simply sharing your Peninsula story. The goal of the Development Office at Peninsula is to be a place where we can empower our community members to spread their own story and share their gifts, helping other community members by cultivating and stewarding important relationships that will help to carry this institution through the next 100 years. When we collaborate effectively to channel all of our unique efforts into a coordinated force, very little can stand in our way.

Celebrating Success

It is important to celebrate our accomplishments and say thank you to our community in the process. We say thank you on a large scale with appreciation events, and do things on a personal level with each of

our volunteers and donors. Development wants to recognize and strengthen the relationships between the various groups that help to make our community function. Whether it's your time, treasure, or talent, we attempt to make sure that everyone sees and feels that their contribution is personal, observed, and appreciated. We hope all can enjoy the fruits of our shared labors.

While not a core principle for effective philanthropy, we want to establish that our culture of philanthropy does not exclude our most important reason for being – our students. By reaching out to classes to talk about philanthropy, making our office available to consult on classroom fundraising and outreach projects, and sparking compelling discussions about how responsible citizens steward and give back, we empower our students with important life skills. We want our students to understand that giving back is an important part of this world, especially giving to those who have given to us.

HOW CAN WE SUPPORT PENINSULA?

The three “T”s of development often referred to by professionals are time, treasure, and talent. By providing opportunities to volunteer (time), avenues for giving gifts (treasure), and direct asks for services that can be shared within the community (talent), the Development Office helps to shepherd our community toward our philanthropic goals. Some of you have an abundance of one and some of you may have the trifecta, but each community member participates in their own way. Each time you share any of the three T's with us, we are grateful.

Volunteer Your Time to a School Event

The Development office assists our friends in (Parents of Peninsula) POP in presenting three annual events that are both fund-and-friend-raisers. The Craft Fair in December, and the Auction and Fair in the spring, are fun, community-led events. They provide great ways to give back your time, while also enjoying the fellowship of the Peninsula Community.

Participate in a Giving Effort

Our most important giving effort is our Annual Giving Campaign (AGC). The AGC currently raises an estimated \$430K annually. This is an unrestricted fund that supports the basic operations of Peninsula such as tuition assistance for families, competitive salaries and benefits for staff, as well as preservation and maintenance of our beautiful grounds. We ask that every member of our community – from staff and current parents to PALs and alumni – give some “treasure” to the AGC at whatever amount you are able. This affords us monetary support and shows that your family is committed to helping



Johnathan Longcore '59 with his mom and former Art Teacher, Betty Ann Schneider at the Spring Fair.

others achieve a progressive education. Our AGC efforts are focused almost entirely in the month of November. We hope that this year when the time comes, you'll consider a gift of support!

We offer opportunities to give through our endowment as well, which is a collection of funds begun by parents in the 1970s. Endowments allow schools to invest your gift, drawing from the interest and income from that investment to support financial assistance for families as well as teacher recruitment and retention. We also offer planned giving opportunities for those community members who

want to leave a bequest to Peninsula's legacy. The Duveneck Legacy Society, our planned giving group, is a unique cadre of Peninsula community members who have made giving to Peninsula a part of their legacy. If you are interested in learning more or supporting these foundational efforts, please don't hesitate to contact us for a conversation at Development@peninsulaschool.org.

Offer Your Talent

“EVERYBODY IS A GENIUS.” – ALBERT EINSTEIN

Every person within our community excels at something special, and we here in Development are driven to help put our aces in their places. Much of the work of the Development Office is knowing what skills are available within our community that can be leveraged at what moment. We do this by seeking out individuals with special skills to tackle unique projects as they arise. These folks volunteer their skill sets in areas like the Board and related committees, design and print work, special projects like the Peninsula Archives, and long term planning efforts like the strategic plan and the centennial. If you're interested in offering a specific service or skill, please reach out and we can put you in touch with the right person or team.

What is a culture of philanthropy? It means that we are a community of people committed to sharing and supporting relevant stories to enhance each other's well-being as we work together in raising future generations of students. It means we are an engaged community steeped in philanthropic values with a palpable living force, rather than a

piggy bank to raid every now and then. Stewarded correctly, a thriving culture of philanthropy is powerful, self-sustaining, and enables new possibilities.

A culture of philanthropy can only thrive with your participation of time, resources, and talents. We hope that you'll take part in our work to help to shape the footprint of Peninsula for the next century and beyond. If you're eager to connect, the Development Office is always happy to hear your thoughts. Stay tuned for more ways to engage!



Andy and Mikel at the Auction.

IN MEMORIAM

Tina Anderson

Tina Anderson worked at Peninsula School for 29 years as a music teacher, an assistant, a parent, a bandleader, and a deeply engaged community member. She was well loved by her colleagues and scores of children who were touched by her music. Tina began working at Peninsula in 1983 as Roger Ganas's 4th grade assistant and later became Florrie Forrest's assistant in the class for six and seven year-olds. She was renowned for her skill in calligraphy and produced many signs for school events, driveway announcements, and important occasions. She left a legacy of fine and immaculate calligraphy signs in addition to a very magical tradition: on a surprise fall day kids, parents, and staff come to school to find a path of golden leaves winding in spirals, through trees around the big



Tina Anderson

field. Tina became affectionately known as "the ginko fairy" and cared for many native plants gracing the driveway, front corner, and signpost areas. She was a contributor to the greening of the campus and served on the Buildings and Grounds committee.

Tina was perhaps best known as Lower School Music Teacher, a position she held from 1999 to 2012. She played her guitar with Nursery and Kindergarten children and led the chorus. Tina brought movement, rhythm instruments, and percussion to her classroom, and to her performances as part of the 'Front Porch Band.' She and her husband Craig were members of the band and played throughout the community. She touched so many lives over the years. Tina suffered from Lewy Body Dementia the last few years of her life and passed away on January 31st, 2019 after a

loving goodbye with family and close friends. We send our love to her husband Craig and their two children, Molly and Devon, both Peninsula alumni. She will remain forever in our hearts.

Tom Forrest

Dr. Thomas Forrest passed away on February 2, 2019 in his home surrounded by family. Tom was deeply devoted to the Peninsula community and his passing leaves a hole in the hearts of all who knew him. He was a master storyteller and touched many lives of Peninsula students. A local pediatrician by profession, and husband to Florrie, a long-time staff member at Peninsula, Tom shared his passion for Native American folklore and the environment with kindergarten students. For decades he instilled in them an appreciation for the natural world and Native American people. As the Palo Alto Daily News notes, "Tom always acted on his beliefs: nurturing children, animals, trees, and the environment. He rode his bicycle or walked to work, judiciously watered his fruit trees and vegetable gardens, and worked for world peace. He was a lifelong volunteer, helping to restore creek beds, organizing Earth Day activities with kindergartners, walking and talking with whoever needed a hand. Tom was a storyteller and teacher, artist, writer, wood worker and cook. He loved birdsong and spider webs in early morning meadows. He packed wonderful picnics for beach trips. He kept bees, raised chickens, grafted fruit trees."

Many remember fondly the beautiful Earth Day celebrations Tom helped to assemble with children dressed as butterflies, illuminating campus and drawing much needed attention to the beauty and awe of the natural world.

The Forrest family have been devoted to Peninsula for years. Florrie served in several roles including Head Teacher, Archivist, and Assistant Teacher. Their son Andy (class of 1975) has been our auctioneer for over 25 years. We send Florrie and her children Alison, Kenny, and Andy our love. We keep them and Tom's grandchildren in our thoughts.

Beyond his work at Stanford, and volunteer efforts at Peninsula, Tom co-founded Resources for Infant Educators (RIE) with Magda Gerber in 1978. RIE sought to improve the quality of infant care as well as the education of caregivers. Their goal was to advocate for the respect and experiences of newborns. Tom and Magda saw children as active participants in their upbringing. RIE was later adopted by Early Head Start programs.

Donations to his name may be sent to Xerces Society (for Monarch preservation), Population Media Center in Burlington, VT, or to Peninsula School.

Reference From Palo Alto online
<https://paldailypost.com/2019/02/27/thomas-forrest-m-d/>



Tom Forrest

Wendy Kasle '69

Alumna Wendy Kasle passed away February 23, 2019. She is greatly missed by her family and all those who knew her, including the many children she cared for in Childcare. A tribute from Wendy's loving sisters, Judy & Lisa, brother-in-law, Tom, nephews, and nieces follows:

It is with much sadness that we announce the loss of our sweet sister, Wendy. She graduated from Peninsula School in 1969 and went to Woodside High School, then received her Associate degree from Cañada College. She had a long career working in various childcare programs in the Menlo Park, Palo Alto, and Los Altos areas. Wendy never lost her childlike wonder in the simple pleasures of life. She loved coming back to Craft Fairs and Spring Fairs and felt such comfort within and from the community. Being with her family, and especially with her eight grand nieces and nephews, brought Wendy so much happiness. She delighted in all the holidays and celebrations of birthdays with family and friends who she adored. During the last years of her life, she became a valued substitute childcare teacher at Peninsula, where the children loved her. She



Wendy Kasle

had endless patience for reading stories to children who needed a lap to sit on or some quiet time at the end of a long day. We miss her every day.

Brian Knox '01

Brian passed away this past winter after being in a month-long coma, the result of a severe seizure. He attended Peninsula from Kindergarten (in Dottie and Winston's) through 8th grade. Brian is remembered lovingly by both his classmates and former teachers.

Herschel Gist '71

Herschel Mills Gist passed away on Thursday March 7th, 2019 after being diagnosed with cancer in early 2018. He attended Peninsula for only his 8th grade year, graduating in 1971. Although his time at Peninsula was short, his sister, Barbara, says he has fond memories of the school.

Margie Rauch

On April 28th Margie Rauch passed away suddenly at the age of 78, after having a stroke. Margie taught in Nursery Blue from 1971-2001, many of those years alongside Mary Lou Moses. Her connections to the community were numerous. Her four children with her husband, Herb, all attended Peninsula: Marta, '75, Eric '79, Evan '80 and Loren '81, as well as two of her grandchildren, Tysa '05 and Gavin '07. Margie is remembered for her kindness, warmth, and love of children and nature, and was deeply respected and loved by her fellow colleagues and numerous students. Her family invites former students, colleagues and friends to share memories on her memorial page: <https://www.tributes.com/margierauch>

Mary Lou Moses

Mary Lou Moses, former long-time Nursery teacher and beloved member of the Peninsula community, died at the age of 89 on April 19, 2019. For three decades, Mary Lou nurtured and cared for scores of Peninsula's youngest students. In addition to being a teacher, she was the mother of four Peninsula alumnus: Franklin Coale '68, Kenneth Coale '69, David Coale '71, and Matthew Coale '71. Mary Lou had a "lifelong dedication to learning, fairness, social justice, the children she has taught, and the planet they will inherit..." and was a cherished teacher, colleague, and friend to many.

7TH GRADE STUDENTS TAKE ACTION TO PAINT THE HANDBALL COURT

THE TOPIC OF MURAL ART was on everyone's mind last year when our refinished handball court made its debut on our Little Field. The rectangular grey wall beckoned an invitation to students and staff alike: wash me in color! Before the handball court could meet its inevitable fate of paintbrushes and paint-covered fingers, a question remained. How do we allocate limited mural space across the current student body?

It was our 7th grade (soon-to-be 8th grade) students who set out to solve this challenge. According to their teacher, Mel Carvalho, the class created a plan for a new mural that involved all Peninsula students in ways that were developmentally appropriate and engaging. They presented their proposal at an all-staff meeting for approval in March of 2019. This proposal focused on making mural art at Peninsula a temporary endeavor. By the request of the class, this mural – featuring a beautiful tree and handprints of all Peninsula School students and staff – will be painted



Students collaborate on the painting of the handball court.

over in two years by another class. This is the collective wish of creators.

Our students set an intriguing example for how we can utilize limited space so each class can design and execute their own artistic inspiration. This approach grants new opportunity for creativity, school-wide collaboration, and community building among students.

Do you have an idea or opinion about how to create space for new students to leave their mural mark while preserving the artworks and memories of prior generations? Please write Peninsula School to share your thoughts at NewsNotes@peninsulaschool.org.

Thank You for Your Generous Support of Peninsula School

We extend our heartfelt thanks to the generous donors who gave to Peninsula School this past school year: current parents and parents of alumni, board and staff members, alumni, grandparents, friends, former staff, community partners and employer matching programs. You help us carry on our rich tradition of progressive education. Together we create a joyous place for our students to learn and grow, climb trees and stomp in puddles, all supported by our fabulous teaching staff.

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POEMS FROM BETTY'S CLASS

*I like to read out loud to children, and sitting on the shelves.
Seeing all the teachers teach, makes me want to teach as well.
Drop, drop.
Drip, drip, drip.
The leaking ceiling just won't stop.
It bounces off my cover,
And makes my page soaking wet.
All I ever hear,
Is drip, drop off the ceiling.
As all the children get to play,
Out in the warm sunshine.*

BY ALIDA

*If I were a book,
What would my looks be?
I would be a fine book.
I would not be a mere look-see.
If I were a book,
I shan't be a bore.
I would be exciting,
And not very poor.
If I were a book,
I would be the fun one.
I wouldn't be a slow book,
I would be at a run.
If I were a book,
I would be adventurous.
I wouldn't be a quiet book.*

BY HUDSON

*I think of pages turning.
I think of endless words and writing.
The life of a book is long and silent.
While sitting on a shelf.
I think of the darkness on the counter.
While laying on my back.
I think of the joy of my pages
Turning and I hunger for a chance to read.
The life of a book is long and silent, while
Sitting on the counter.
I think of the times when there was no TV.
I think of the times when I
Was read relentlessly.
The life of a book is too silent to bear,
While sitting on a shelf.*

BY LENNA

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