

NEWS NOTES

PENINSULA SCHOOL
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WARMEST WISHES TO MISHA MERRILL

MISHA HAS RETIRED FROM PENINSULA, and in its resilient way, Peninsula has gathered a number of people to fill the roles she held. People have taken on the positions of Librarian, Program Coordinator, Upper School Choice teacher, Pandemic Coordinator, writer and updater of emergency protocols, and 8th grade camping assistant, among others. They will bring their own flavor and flair to the positions, but there will always be only one Misha.

In my mind's eye, she is at her desk and nearby there is a vase of colorful flowers cut from her own prolific garden. Also nearby is a steaming cup of green tea. At her feet is a Rhodesian Ridgeback, waiting patiently to be taken for a walk. Her close cropped hair is showing silver now, some of it earned from years of shepherding Peninsula students from nursery school into adolescence. She is wearing something soft, flowing, pragmatic and probably blue-hued, maybe with a hint of lavender, not unlike the blooms on her desk. In her hands there might be a card with a



Misha and her dog, Indigo.

child's name at the top, tracking all the books that child has checked out.

But there are so many other images of her as well. There is Misha in jeans lending suggestions as 8th graders prepare sushi for a meal on a camping trip. There is Misha wearing a warm scarf while counting the heads of Peninsula kids outside the Tower of London. And there's Misha with a radio to her ear, helping us all practice how to reunite children and parents after an unthinkable natural disaster. Or, one of my favorites, there is Misha using a couple of her myriad voices to read the parts of the Mad Hatter and White Rabbit at the end of the Tea Choice.

The Upper School Choice "The World of Tea" was Misha's brainchild and I was delighted to be her collaborator. For over 20 years, we took groups of kids through a history

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A LIFE-CHANGING GIFT FOR PENINSULA

By Ryan Helton

EARLY THIS YEAR, I received a phone call from a friend of Peninsula Alumnus Bob Marsh. Bob attended Peninsula from Nursery school in 1946 through his graduation from 8th grade in 1957. Bob's friend Kathleen called to let me know that Bob had recently passed away. She shared with me how much Bob loved Peninsula, that he spoke of his time here often, and that he credited Peninsula with helping him become the person he was. Kathleen went on to share with me that prior to his death, Bob decided that he would leave their family's home in Menlo Park to Peninsula. Bittersweet was the only way to describe my feeling after hanging up the phone and sharing the news. It was certainly difficult to learn of the passing of one of our alums, however to hear of his life well-lived, and his intention to give back, filled our office with a sense of love and warmth.

Like many multi-generational families here at our school, the Marsh Family has had a celebrated history at Peninsula. Though Bob left the school in 1957, his mother Betty remained a strong presence for over 30 years as a fixture in the library. A fresh-faced Misha Merrill arrived on campus in 1990 and remembers Betty Marsh fondly. "She was very sincere, always wanted to be of service, and had a deep love for the school and the classics." Betty made it her mission to mend the broken books in the library for all students to enjoy while sharing her love of mosaic art all around campus. Betty passed away in 1994 after a

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MISHA MERRILL

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of the world, tying together the cultivation, the chemistry, the politics, and the flavors of tea. Misha brought in guest speakers who opened kids’ eyes to cultures and flavors from around the world. One of the most powerful of these was Misha herself, sharing with the students the intricacies of Japanese Tea Ceremony, which she studied for years as part of her Buddhist practice.

In every interaction, Misha sought to meet children where they were, and perhaps to lead them into a deeper or broader awareness of the world around them. Through years of writing those lists of check-outs, and of reading countless books every summer, she could make individual book recommendations that fit each reader to a T. She could challenge them in word games to explore vocabulary through Anagrams and Speed Scrabble. She taught us all so much in so many ways.

Her calligraphy of Peninsula School’s Mission Statement will continue to hang in the Big Building, a testament to some of her many talents and to the person who touched and shaped the school in so many ways. Her legacy remains.

– BARBIE PAULSEN



Up until this past December, I had only ever known Peninsula School as a place where I could always find Misha. She is deeply rooted in this place, from her many years as the Librarian, to her time in the administration. From the iconic Choice classes she taught, to her handwriting on signs and posters that we use across campus, Misha will always be here even when she’s not physically at school.

While I always enjoyed going to hear stories as a lower schooler, it was in Upper School that my love for the library and Misha grew exponentially. I went to Library for Activities on my first day of 5th grade ready to learn Anagrams, and I don’t think I ever really left. I spent as many afternoons as I could playing word games and enjoying weekly Tea Days. While I loved playing Anagrams and Speed Scrabble, it was Misha I wanted to spend my afternoons conversing, joking, and laughing with.

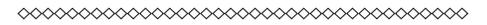
Misha has many talents – Zen master, teacher, librarian, expert out-loud reader, gardener, and artist, to name a few – but I’d argue her best one was joyously dominating every game of Anagrams or Speed Scrabble while still making the library the most warm, welcoming, fun place for so many kids. While

there was never an emphasis on winning, if one finished their personal Scrabble board first, or ended Anagrams with a longer word than Misha, they knew they had earned that victory. As a kid, I just enjoyed those afternoons full of laughter, fun, and word games, while feeling in my element at the library. I now realize, however, that Misha’s enthusiasm for playing these games with us cleverly served to expand my vocabulary through Scrabble tiles (and a few mid-game dictionary perusals).

Last summer, at our Admin retreat, Mary asked each of us to speak with a partner in the room about who our favorite teacher was growing up. I had the joy of being partnered with Misha and getting to tell her that she had been mine. She always made me feel seen and cared for, and has been an incredible teacher, colleague, and friend throughout my life. We got lunch together recently, and she told me about how she had subbed for Margot a few weeks prior, and even after many years out of the library, reading to kids was still her happy place. I’m sure

I speak for more than just myself when I say thank you, Misha, for making the library my happy place too.

– MILLY SIEGEL, CLASS OF 2008



During my time at Peninsula Misha did many things, and I must say that my favorite was her role as a librarian. Curling up on a pillow in the library and listening to her read felt like one of the most relaxing things in the world. She chose the perfect books for our class and was spectacular at reading aloud. Ask anyone who had her as a teacher, and one of the first things they’ll point out is her “voices”. I put “voices” in air quotes because it’s not just characters Misha is great at imitating; she can mimic the sound of something heavy falling down the stairs or an airplane taking off just as well. It was always a lot of fun to hear a story she told.

Misha’s personality also made her stand out among the Peninsula School staff. Even when she moved out of the library she continued to pour her generosity, love, support, and wisdom into the students. Several times a week I would visit her desk for a hug and to talk, where she was always willing to share an anecdote and be a source of humor and comfort. I have loved to read and especially to write all my life, and I’ll forever be grateful to Misha for encouraging that and reading my works. After helping countless students learn about the world and themselves, I hope she can truly enjoy this well-deserved rest. Lots of love, Misha!

– TRISTAN FOX HUI, CLASS OF 2020



Misha in the library.



Misha in her role as Peninsula’s trusted Pandemic Coordinator.

A LIFE-CHANGING GIFT

Continued from page 1

short illness and is still remembered at Peninsula fondly and with deep love. Bob was involved with Peninsula on and off throughout his life. Most recently, in 2016, he spearheaded a project for the auction where bricks from the Memorial Church at Stanford were auctioned off to benefit the school. Bob also rekindled his mother's love of mosaics by bringing mosaic art supplies to the kids at Peninsula.

After my phone call with Kathleen, our team went into action. Understanding Bob and Betty's wishes, we felt we had a duty to make sure this gift was brought to bear for the school with the utmost respect and love with which it was given. We reached out to trusted alumni parents Michael Polentz and Darin Donovan, who immediately began to walk us through the many twists and turns of the estate process. Michael (parent of Keagan '15) and Darin (parent of Ava '09 and Nikki '21) are both accomplished lawyers in real estate and family planning and have been stalwart friends of Peninsula. They volunteered their time and helped the Development/Business teams and the Board of Directors navigate through the ins and outs of estates.

Once we formally assumed possession of the property, the Board decided to sell the house with the proceeds benefiting our current and future strategic work at the school. As we looked to sell the home, fate intervened once more in the form of new parent Jess Pressman (parent of Jack in Colleen's Class). Jess is an accomplished real estate professional in the Menlo Park area and with her assistance, we acquired an excellent realtor and engaged in the process of the sale.



Misha Merrill with Betty Marsh's memorial, including a mosaic made by Betty.

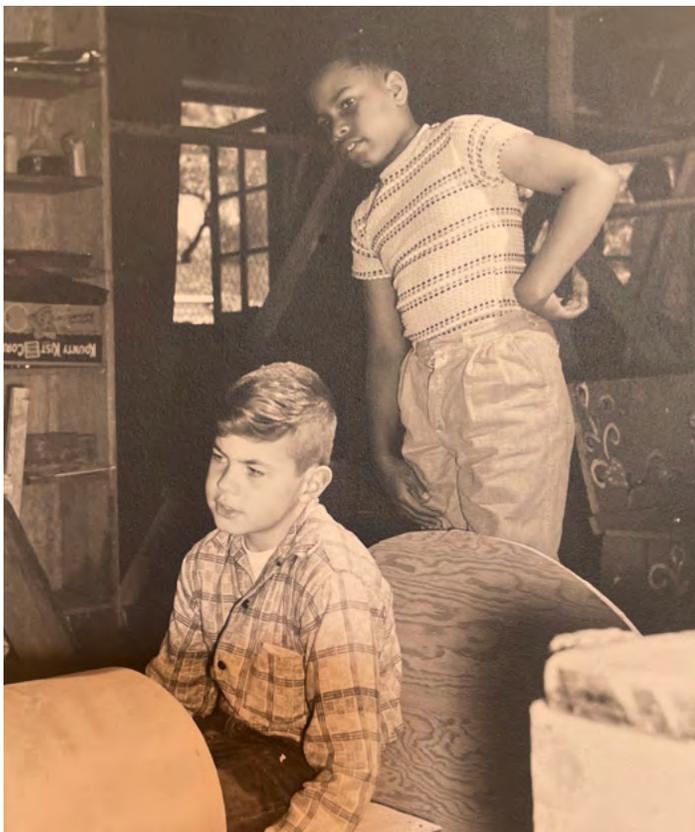
The sale of the Marsh Property was finalized in March, with a total of roughly \$3.9 million to benefit Peninsula School, representing the single largest gift we have ever received – a record that had just been set in February 2021. Simply put, we could not have been more pleased that the sale of the property came together in such an organic and team-oriented way to help in honoring Bob and Betty's gift to the school. It was truly the Peninsula magic at work.

The school is beyond grateful and honored to follow Betty and Bob's wish of using the funds to impact the entire Peninsula community today and for years to come. With Development Committee and Finance Committee input, the Board approved a "use of funds" proposal for the nearly \$3.9 million which includes:

- **\$3M toward our future capital campaign** to implement sections of our strategic plan specifically focused on physical campus upgrades – which will have a direct programmatic impact on our students – and to launch an endowment for the flexible tuition program. This gift allows us to begin the campaign with a healthy foundation for success.
- **\$500K allocated to the school's operating reserves.** This allows us to move out of some pandemic era deficits that we had expected to see for the next couple of years.
- **\$400K allocated to staff recruitment and retention initiatives** which include our staff wellness fund.

Over the coming months, you will hear more about the work that has already happened toward meeting our strategic priorities as well as ways that you can get involved in preparing for the capital campaign. As we near the end of our first century, I am confident that this incredible community will launch into the next 100 years stronger and more stable than ever before. Together, we will continue to nurture a space where children thrive and develop their full promise as confident contributors to the world. I am excited to be on this journey with you all.

We could not be more thankful to Bob and to Betty, or to the many volunteers that helped to bring this incredible gift to fruition. This gift has already inspired other alum families to reach out and have conversations regarding their future plans. If you would like to have a conversation about our current strategic planning work, discuss giving at Peninsula, or have any questions about the Marsh gift, I encourage you to reach out to me at ryan.h@peninsulaschool.org.



Bob Marsh (left) and classmate Billy White, 1955.

FAREWELL TO LORI WAINEN LINBERG

AFTER THIRTY YEARS spent in our Nursery and Kindergarten classes, we say a warm farewell to Lori Wainen Linberg.

Lori's background suited her well for Peninsula. Aside from her education with children, she spent time abroad at the University of Urbino. While in Italy, she did an independent study and spent time at the Reggio Emilia school, where she experienced their use of independence, engagement and creativity through their environment. "They emphasized art in the world around them," Lori recalled. "Peninsula offers the amazing beauty of their campus, and if you look at the art the children create, it often expresses Peninsula School's enchanting environment."

Lori knew of Peninsula through former teacher Ira Sandperl, and began working in Summer School in 1990. In 1993, Lori came on as an assistant teacher in Josie's kindergarten class in the mornings, and Dottie & Winston's in the afternoons. In 1997, she became a head teacher in Nursery Blue with Margie, and after Margie retired a few years later, she worked alongside Stacey Zonka. When Jan retired from Nursery Green, Lori moved classrooms and worked as head teacher with Chyerl and Charmaine until Lori's recent departure.

With a passion for storytelling, Lori was able to teach children the value of imagination in stories. She used to hear kids say, "You can't tell a story without a book!" and she would reply "You can! All the pictures are in your head." Lori threw herself into her storytelling, with wonderful different silly voices and emotion, often creating stories around experiences that came up in the classroom, and even doing birthday stories for each child on their special day. Her emphasis on spoken stories helped students learn how to use their imagination, tell their own tales, and even write their first books. Through stories, one can help children use their words, express feelings and work through social emotional issues, as well as be a catalyst in enjoying future learning. In her earliest years at Peninsula, Lori worked with Josie to create class plays for their students to engage with stories in a new way. When she moved to Nursery, she spent time telling stories to the children with Stacey, who, as a professional dancer, would do creative dances the children could do alongside. She remembers lots of love and laughter during those times, and cherishes those memories with Stacey as some of her favorites from her time teaching.

In addition to her time in the Nursery and Kindergarten classrooms, Lori made an impact as the first morning Childcare teacher. She would tell parents to bring their kids to school and not worry about breakfast, and with help from her son Ian, they would make all sorts of food with the children, from French Toast to eggs, and everything in between. She was passionate about doing cooking projects with her Nursery class as well, including hands on recipes like homemade pasta (which was a hit with kids, as it was like play dough!).

Lori was a teacher as well as an incredibly active volunteer during her time at Peninsula. She would tell stories at the Learning Fair, help run the dessert table, teach basket weaving (which she did during school as well!), and much more.

Per Lori, "I really loved working with children. I absolutely loved their openness. I cherished being a part of their journey in the joy of learning and the philosophy of 'all play is learning'. In *Quest (Five)* written by Josephine Duvencuck, she quotes Rabintranath Tagore, who states, 'he who opens the bud does it so simply'. I'm grateful for the love shared and gently opening so many roses over the years together. I loved my years teaching at Peninsula and all the amazing committed staff, teachers, community and the deep care everybody had."

Thank you Lori, for your many years of love and commitment to teaching and learning from our youngest kids.



Lori sharing her love for stories with students in Nursery Green.

She used to hear kids say, "You can't tell a story without a book!" and she would reply "You can! All the pictures are in your head."



Lori teaching basket weaving.

4TH GRADE DESIGN CHALLENGE: BUILDING A TREEHOUSE & OUR COMMUNITY

By Betty Achinstein & the 4th Grade class

A DESIGN CHALLENGE

This year, our 4th graders began with a design challenge in the midst of COVID: *How can we design an outdoor space for learning and playing together?* As a progressive educator, I'm always searching for ways to promote inquiry and community. Throughout the year, we have deepened our understanding of *inquiry within our community* through our design challenge. Students have engaged in questioning, research, and critical thinking while designing a space where all belong, and we've also had enormous fun together on our beautiful campus.

BEGINNING BRAINSTORMS

With the design challenge in mind, students began to explore our space, brainstorm, and sketch with partners. We examined some key questions around purposes, values, space, decision-making processes, resources, and feasibility. The class initially identified an interest in creating a hut for learning together. We invited an inventor of an innovative 18 foot dome tent, whose partner met with us to discuss outdoor design, and showed the original prototypes. She then helped us build a dome, which now provides a beautiful spot for class meetings and connecting. This gave us a vision of the possible – from design to build.

PROTOTYPES AND PROPOSAL

We began learning about **Design Thinking** from Science Aaron, examining the steps and parallels to scientific thinking: empathize (research needs), define (needs & problem), ideate (generate ideas), prototype (possible solutions), test (try out solutions), implement, and adjust. After the initial steps identifying and defining needs and problems, students developed three ideas to explore: a garden, a treehouse, and an office for our dog, Saki. The groups prototyped models of each using cardboard, paper, scissors, and glue guns, then presented their ideas to each other. After careful consideration and deliberation, the class landed on a treehouse design.

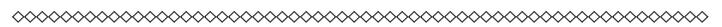
We invited Bailey, our Facilities & Grounds Manager, to discuss honoring the tree, the importance of planning, and the decisions to include in the design process. Students talked about their hopes, values, and design ideas as we moved through the steps. We explored a 3D computer generated modeler, discussed size and design features, measured out a possible footprint, identified entry and exit routes, learned



A happy 4th Grade Class in their new treehouse!

how to develop a budget, updated a model and sketches, and drafted a proposal to administrators.

A team of students wrote, rehearsed, and presented our Treehouse Proposal to our school administrators – complete with two versions of a budget, sketches, and 3D model – and answered challenging questions. Here's what we shared:



TREEHOUSE PROPOSAL: OPENING SECTION

We, the kids of Betty's Class, want to make our school the best place it can be. We propose to design and build a treehouse in our backyard that can be used by the school. This proposal is part of our design challenge about: How we can collaborate to create a place for learning and playing together. We propose to design and build a 12 by 12 foot treehouse in the oak tree in our backyard. We are working closely with Science Aaron and Bailey on the design, safety, budget, and how to build it. We are asking for your support!

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Why this project reflects Peninsula values:

- We believe that we should play
- We value our environment and treat it with care
- We work as a class to make decisions.

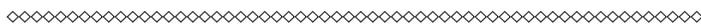
Why this project is doable:

- We are working with Bailey, who has built treehouses, and Aaron who supports our design process
- We will mainly use recycled materials. The only costs would be the materials that we would need that we don't already have
- All of our class and our families are offering to work on the treehouse
- We want to protect the tree as it grows
- We propose to build this treehouse in the spring.

How this project is safe:

- We will build railings and walls (to protect us and neighbor's privacy)
- We will be using good quality materials
- The treehouse is designed not to be very tall, so it is accessible for all
- Our class will take care of the treehouse to make sure it's clean and safe.

We hope you can support this proposal.



We also presented our proposal and design to other lower school classes, inviting their feedback on expectations and norms for safety and inclusion in the future treehouse. The administration got back to us within a week to let us know of their support and next steps.



Students present their prototype to administrators.

BUILDING & BEING GRATEFUL

On Friday March 4th, we began building! In order to secure a level base, we used a rubber pipe and water to help to determine where to place the bolts. We hugged and gave gratitude to our beautiful live oak tree, thanking it for offering this opportunity for so much joy, and promising to take care of it.

The first stage of work began with drilling in bolts and the base, which Bailey and Oscar lovingly took on. Then our entire class worked together with them to build and raise the walls, nail them into the base, and build a railing using redwood pieces from the tree that was removed



Students lifting the frame to be placed on the treehouse.

While the project began with a challenge, we learned so much more than just designing a treehouse. We learned about building our community in unusual times.

in Loli's yard. We celebrated our treehouse by taking the whole class up to give gratitude. While the project began with a challenge, we learned so much more than just designing a treehouse. We learned about building our community in unusual times. We invite you to come explore the new treehouse in our backyard.

Thank you to all the trees on our beautiful campus, to the amazing 4th grade students and our teaching team, Science Aaron, Facilities team, Administrative Team, Brooke for materials, Judy for inspiration and the dome, and all the class families for hard work, resources, and encouragement. Thank you to all in our community who have been a tremendous support and for those who have generously donated supplies, labor, encouragement, and love.



Facilities Technician Oscar Moran helps two students drill holes.

PERFECTLY PENINSULA: THE LEGEND OF MRS. COLEMAN

By the Students of the Perfectly Peninsula Choice (with help from the Development & Communications Office)

The Choice program at Peninsula is running strong after decades of opportunities, and this year was no exception. With offerings like Cast Acrylic Printmaking, Improv, Knitting, and Podcasting we have been keeping our 5th-8th graders hopping with a multitude of adventurous choices! We wanted to take this opportunity to highlight a special Choice, and share some of the information gleaned by the students from within.

From January 18th to February 3rd, four students embarked on an exciting journey with the Development Office to learn more about Peninsula, celebrating the history and alumni of Peninsula School. During this Choice we prepared alumni care packages, looked into the archives, and picked a topic for a deep dive to report out to you, our loyal News Notes readers. The topic chosen: The Legend of Mrs. Coleman! Here's what the students had to say:

As many of you know, the Big Building was originally built in the late 19th century and called the Coleman Mansion. A wedding present to his soon-to-be bride, James Coleman's family purchased the property, and had a 22-room mansion built for around \$100,000. A huge sum of money in those days! As many of us know, Carmelita Coleman never came to live in the mansion because of her untimely passing in June of 1885. Since then, stories of seeing Mrs. Coleman's spirit have been woven into the fabric of Peninsula, but here's what we really wanted to know...

What have kids heard about the ghost?

Reports of the ghost have been happening for decades. One Perfectly Peninsula student's Grandpa who was active at the school even remembers having his own run-in with our friendly apparition. Students have reported seeing a green figure or perhaps someone wearing green in the halls of the Big Building. Teachers and students interviewed have had a variety of experiences, some claiming to have seen her, others claiming to feel her presence. An alumni and current Peninsula staff member remembers hearing about Mrs. Coleman as a legend from

before she can remember, but has never seen her (though, she does claim that her sibling had a glimpse). Longtime staff member Misha Merrill has never seen our resident ghost, but claims to have felt a warm and welcoming presence at times. Other folks have had incidents where inexplicable things have happened in the Big Building, with no apparent cause.

Why would she want to "haunt" Peninsula School?

When asked why she would want to stay at Peninsula School, students had several takes. Perhaps it is because she always wanted to see the amazing home built, but never had the opportunity. Maybe, she is still unsettled. Reports of her passing were hazy and filled with inconsistencies, and many believe there was some kind of cover-up associated with her death.

But, the prevailing sentiment was that she enjoys being around children, and wants to see what is happening at her house-turned-school. Students one and all agreed that she would be proud of what was happening on the school grounds, and would most likely appreciate what the school has become.

What do we know for sure?

We know that we will never solve this mystery, but that it has and continues to fascinate the whole Peninsula Community. Written in books, told year after year, shared from student to student, Mrs. Coleman has become as intertwined with Peninsula history as the rope swing or the twisty slide. So many folks have occupied the land that Peninsula School currently sits on, and we, as stewards, should hold each of them with respect and understanding.

You may try to catch a glimpse of this famous ghost (a little hint, she's only been seen at night!). If you do, you'd be one of the many ghosthunters who have come to Peninsula over the years. What we have come to understand as a group is that there is no way to explain it, but there is a great joy in the tradition of Mrs. Coleman that is felt throughout the generations of Peninsula.



Students in the Perfectly Peninsula Choice assembling care packages for the Class of 2017.



Each care package had a jar of Authentic Peninsula Dirt.



COMMUNITY CONNECTIONS

By Sara Katz

MY CONNECTIONS WITH PENINSULA go back to when I was 15 and became best friends at Paly High with Janie Storey, who with her sister and brothers had gone from first nursery through eighth grade at Peninsula, and whose mother had been the school psychologist there. Janie's fond and lively stories about her happy childhood at Peninsula were such a contrast to my experiences at public school in Palo Alto that I decided to adopt her memories for my own. She introduced me to fellow alumni Steve Shaw and Doug Dunn, from whom I learned even more Peninsula lore. I became close friends with the Shaw family, basically adopting Billie and Zack (and Zack's mother Anna) as surrogate family who helped me develop and deepen my values.

My brother Brian was able to attend Peninsula briefly, and while he was there I came to know his teacher Ira Sandperl. Through Ira and the work I did with him in the Peace Center and the American Friends Service Committee, I became friends with Joan Baez – who had also had a connection with Peninsula School, having lived there when her parents were school caretakers while her father was in graduate school at Stanford and she went to Paly with Janie's older sister, Tibby.

When I went to Stanford, my desire to have the Peninsula experience for myself led me to apprentice with Billie in the Crafts Shed (which later moved to the Big Building), and I also worked a bit with Isadore Friedman in the woodshop. As part of my Communications major I made a little film about Peninsula – this was when Barney Young was Head of School. When I met my future husband, a folk-singer named Jerry Garcia, Peninsula School was one of the things we had in common at first. He knew Isadore and had played folk music there at some point earlier in his teens.

Later, our daughter Heather went to Peninsula, and I got to work as the summer school crafts teacher there. Jerry's band, New Riders of the Purple Sage, performed at Peninsula for a scholarship fundraiser. Florrie Forrester was Heather's teacher. Florrie, Gail Buschini, Tina Anderson, and I all joined Chloe Scott's dance group Dymaxion, which continues to this day. Before the pandemic, Dymaxion practiced in the Play Space every Friday after school for a number of years. This tells you a bit about my interwoven history with Peninsula School. It holds a very dear place in my heart.

When Jerry and I married in 1963, Billie wove us a lovely lap throw as a wedding gift. It's still in very good shape, except for a small cigarette burn from Jerry smoking while practicing his banjo and sitting on the chair that had the throw on it. I cannot use the throw because I've developed an allergy to wool in my old age. I wanted to find a good home for this treasure. In thinking about how intrinsically this weaving is connected to Peninsula School, and how much someone connected with Peninsula might appreciate its history, I was able to donate it to this year's Raffle.

Thank you, Sara, for sharing your connections and your treasured throw with Peninsula! We are pleased to say that it went to someone who will cherish it deeply. If you have a story you'd like to share about the connections you've made through the Peninsula School Community, please reach out to Milly at communications@peninsulaschool.org.

THE RETURN OF THE SPRING FAIR

TO THE PENINSULA SCHOOL COMMUNITY, the first Sunday in May is synonymous with the Spring Fair. Due to the pandemic, we've had to miss festivities on campus in both 2020 and 2021. This year, however, we were determined to welcome our community back on campus, and we are delighted to say that on Sunday, May 1st, we had over 1200 members of our community with extended family and friends join us.

With lots of effort from two extremely dedicated co-coordinators, Joanna Smiley and Nina Greenblatt, parents and caregivers, staff, a generous mentor in alum parent and former Spring Fair coordinator Ellen Wilkinson, and weeks of planning, the day came together seamlessly. Some highlights include exciting and delicious new food booths, like Ceviche and Afro-Latin, as well as long standing Fair favorites, like Strawberry Shortcake!

The 2022 Spring Fair was a day filled with crafts, live music, great food, a flash mob, and so much JOY! Many people noted that, despite the three year hiatus, it truly felt like the Fair, and everyone was so happy to be there. We saw decades of alumni reuniting with their classmates, and even a graduate from the class of 1940 came to enjoy the day. To all of those who made the journey from near and far to celebrate with us, we can't thank you enough! And to those who volunteered their time and talents, be it coordinating the entire event, making hundreds of plates of delicious food for fair goers, painting faces, or donating books for our wonderful Book Booth, thank you!

It was so incredible to have our entire community together again, and we can't wait to see you all next year on Sunday, May 7th!



Peninsula School is pleased to present our

2020-2021 ANNUAL REPORT

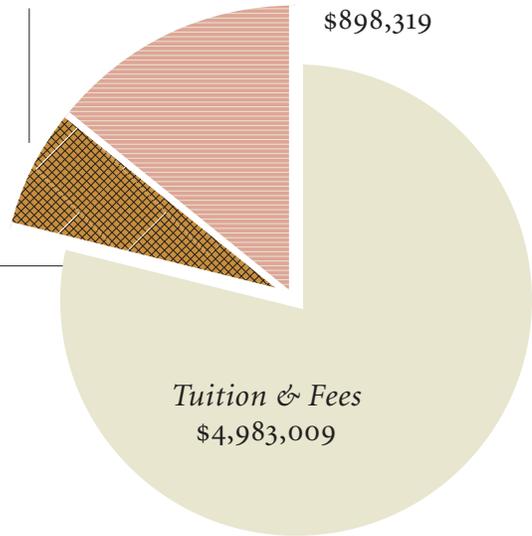
Peninsula School's operating revenue for the fiscal year 2020-2021 was \$6,331,429 compared to \$5,953,974 in the 2019-2020 school year.

2020-21 REVENUE

TUITION & FEES	\$4,983,009	79%
AGC & GIFTS	\$450,101	7%
AUXILIARY PROG, EVENTS & OTHER	\$898,319	14%
TOTAL	\$6,331,429	

AGC & Gifts
\$450,101

Auxiliary Prog,
Events & Other
\$898,319



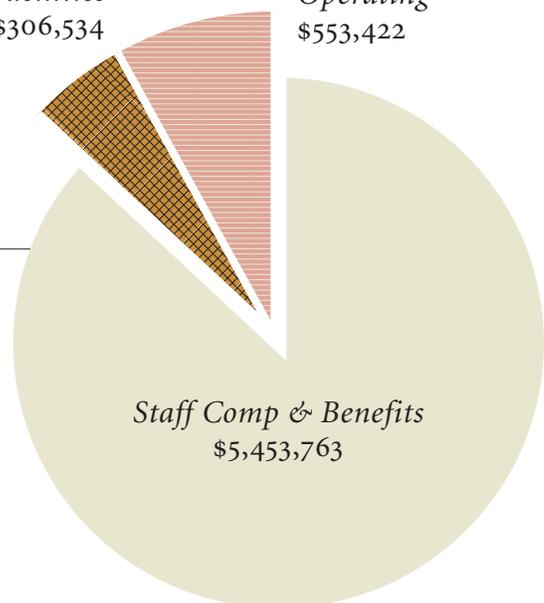
Expenses for the 2020-2021 school year totaled \$6,313,719, compared to \$6,106,179 for the prior year.

2020-21 EXPENSES

STAFF COMP & BENEFITS	\$5,453,763	86%
FACILITIES	\$306,534	5%
OPERATING	\$553,422	9%
TOTAL	\$6,313,719	

Facilities
\$306,534

Operating
\$553,422



STATEMENT OF FINANCIAL POSITION

June 30, 2021

ASSETS		LIABILITIES AND NET ASSETS	
Cash and cash equivalents	\$ 2,691,176	Liabilities	
Tuition and fees receivable – net	3,064,296	Accounts payable and accrued expenses	\$ 41,920
Pledges receivable	1,219,241	Accrued payroll and related liabilities	230,731
Investments	9,461,136	Deferred tuition	5,508,342
Prepaid expenses and other assets	87,101	Charitable remainder trust liability	59,854
Charitable remainder trust	160,298	Forgivable loan – PPP	939,000
Property and equipment – net	<u>1,913,144</u>	Total liabilities	<u>6,779,847</u>
Total assets	<u>\$ 18,596,392</u>	Net Assets	
		Net assets without donor restrictions	
		Undesignated	3,399,535
		Board-designated for special projects	62,221
			<u>3,461,756</u>
		Net assets with donor restrictions	<u>8,354,789</u>
		Total net assets	<u>11,816,545</u>
		Total liabilities and net assets	<u>\$ 18,596,392</u>

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2021

REVENUES AND SUPPORT	Without Donor Restrictions	With Donor Restrictions	Total
Tuition and fees	\$ 5,892,353	\$ -	\$ 5,892,353
Tuition assistance	(762,360)	-	(762,360)
Tuition and fees – net	<u>5,129,993</u>	<u>-</u>	<u>5,129,993</u>
Contributions	<u>450,101</u>	<u>1,570,728</u>	<u>2,020,829</u>
Other			
Investment income (loss) - net	(657)	1,445,991	1,445,334
Change in value of charitable remainder trust	-	18,649	18,649
Loan forgiveness income - PPP	964,800	-	964,800
Other Income	28,000	-	28,000
Total other revenues and support	<u>992,143</u>	<u>1,464,640</u>	<u>2,456,783</u>
Net assets released from restriction	276,270	(276,270)	-
Total revenue and support	<u>6,848,507</u>	<u>2,759,098</u>	<u>9,607,605</u>
EXPENSES			
Program services	4,773,235	-	4,773,235
Management and general	1,534,942	-	1,534,942
Fundraising	314,507	-	314,507
Total expenses	<u>6,622,684</u>	<u>-</u>	<u>6,622,684</u>
CHANGE IN NET ASSETS	<u>225,823</u>	<u>2,759,098</u>	<u>2,984,921</u>
Net assets – beginning of year	<u>3,235,933</u>	<u>5,595,691</u>	<u>8,831,624</u>
Net assets – end of year	<u>\$ 3,461,756</u>	<u>\$ 8,354,789</u>	<u>\$ 11,816,545</u>

A full set of 2020-2021 financial statements is available on request from the school's Director of Finance, Beth Lee.

ROCKING ON

AMONG THE MANY THINGS WE'VE MISSED during the pandemic, a live Peninsula School Rock Concert was one of them! In the meantime, we've spent the past three years enjoying a virtual version of this treasured event, thanks to a heavily coordinated effort from multiple people.

Many of our students had participated for the last three years, but due to the timing had never performed in a live Rock Concert before.

No one seemed fazed by this, and we were treated to hit after hit from our 4th-8th graders. The whole school came out for the day on Friday to hear music from a plethora of genres. We heard renditions spanning from the Beatles to Metallica to Carrie Underwood; there was a little something for everyone.

Thank you to John Fuller for inspiring and teaching our students the fun of playing music, as well as the thrill of performing live!



Thank You for Your Generosity

We extend our heartfelt thanks to so many generous donors who gave to Peninsula School during the 2021-22 school year – current parents and parents of alumni, board and staff members, alumni, grandparents, friends, former staff, community partners and employer matching programs. Together you help us carry on our rich tradition of progressive education that creates 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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