



Embracing Difference, Making A Difference

Directors’ Letter: Teacher as Peacemaker

In May of 2018, Pacific Primary’s monthly tradition of Peace Sign-Alongs provided the inspiration for a year-long staff research idea: “Teacher as Peacemaker.” After Prairie Dog Lead Teacher Mahroushka Papazian invited families to bring photos of inspiring and diverse peacemakers to feature on posters at the Sing-Along, Sandpiper Lead Teacher Eric Wilson and Gray Whale Teacher Keiko Shimosaki attached a photo of our staff to the poster-- a powerful reminder of the many different examples of peace leaders for our children. When Belann saw the poster, she knew we had found the focus for the year, and collaborated with Lynn, Coyote Lead Teacher Nadia Jaboneta, and Polar Bear Lead Teacher Brian Silveira to plan around this through June, in preparation for the August 2018 Work Week.

That August, staff took the first step of looking at ways to nurture ourselves as teachers, which included learning about self-care through mindfulness and breathing exercises with presenter and alum parent Kory Keaton. Mindfulness is now practiced



in all classrooms by the children, who learn similar breathing and calming exercises modeled by their teachers.

We also began discussions around the four anti-bias goals, below, and how we would like to talk with children about race. It was decided that this year, teachers would bring up difference in a positive but clear way, and not wait for the children to bring it up. This has included using books, songs, and art. Many of the classrooms created a variety of skin color paints with each child, encouraging children to decide on their own different tones in mixing their own skin color paint that they will be able to use during the year.

Four main points to remember when working with young children in anti-bias work:

1. Look at the children. Help them to see and be confident in themselves and all of their complexity. Skin color is one of these areas. We need to be aware and be supportive of all children, recognizing that this does not happen for all children in society.
2. How do we help children to get along with those who are different than themselves? Can this be found in their looks, behaviors, ideas?
3. When things are unfair, it does not feel good. Ask a 3-year old, “Is that fair?” Most will tell you, because they know what fairness looks like. Adults need to name stereotypes and give accurate language choices. Sometimes children may use the word “weird”. An adult can clarify that what they are describing is different, not necessarily bad. People with all skin colors should work to make things fair.
4. We need to raise children’s awareness of injustices affecting people who are different than themselves and help give them the skills to take action against injustice.

Looking back on this year has been incredibly gratifying. Some of our teachers had to step out of their comfort zone with this project, but shared how meaningful this experience has been to them as educators because they see positive changes in how the children talk about and see difference.

To continue this work, we also found an excellent presenter, Nadiyah Taylor, ECE college instructor and diversity consultant, to give a workshop for the teachers during our professional development period this spring. Nadiyah also gave a presentation on “Exploring Race with Your Child” for our parent community in April. She helped us find ways of keeping discussions developmentally appropriate for young children, and recommends having children learn about people as human beings long before learning about their oppression. Parents and teachers can discuss and present these topics through books and other mediums, using at least three examples of media with positive images and stories.

Although some of this is new for us, we feel that we are better preparing our children for their next school experience. Whether discussing differences, their feelings, or coming up with ideas about how to treat each other with kindness and fairness, the children know that the answer to one of our favorite songs, “What Can One Little Person Do?” is that Pacific Primary’s little people can do a lot to help make the world a better place.

With love,



Belann



Lynn

This newsletter is dedicated to the memory of Kania Twyman, who was diagnosed with a rare form of cancer and passed away on December 21, 2018. Kania graduated from Pacific Primary in 1997, went on to graduate cum laude from Kent State University in Ohio, and interned for Hawaii State Senator Mazie Hirono. She began her graduate studies in the Master’s of Public Policy in Education program at Vanderbilt University. Last year, Kania shared her experience of how Pacific Primary shaped her life and included a donation to our school. We send our deepest sympathy to Kania’s mother, Tanya, and her friends and family.

Newsletter Committee
Pacific Primary Sun is an annual newsletter written and produced by current parents at Pacific Primary, under the guidance of the school’s directors. We are deeply grateful to the following parents and staff for their hard work and contribution to the newsletter:

Writers: Alison Hawkes Bak, Sarah Garlinghouse, Lizzy Gilbert, Leon Sultan, Daniel Tursi
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Co-chairs: Sue Schultes and Aileen Tat

Creating Creation

by Dan Tursi

While dropping off my son Yaseen in the Sandpiper classroom on a cold spring day last year, I peeked through the yard window and noticed a delivery box on the cement play area, and wondered what it contained: a spaceship or some equally fantastic thing? The reality was even more impressive—raw materials to help construct an outdoor expressive arts area, thus facilitating an infinite amount of spaceships or any other whimsical invention imaginable to a preschool mind. This was my introduction to the Yellow Sun School’s latest endeavor—the Creation Station!

Elyse Jacobs, founder of what became Pacific Primary’s Expressive Arts program, has been championing the use of art-making under a child’s own authority to creatively address developmental issues at Pacific Primary for over three decades, bringing her own childhood memory of painting with her mother to inspire her practice: “During that time [painting together] it was easier to communicate challenging conversations. Hands busy, mind open.”

Daniel Gill and his predecessors continued in Elyse’s tradition, and with the advocacy of YSS Director Lynn Turner, have extended these practices to the outdoor environment, culminating in the addition of the Creation Station. Lynn has “always felt that art should be offered outside as well as indoors” to accommodate active, outdoor sensibilities, and to never miss a development opportunity. The Station’s physical setup has evolved with many teachers’ input, from a simple table and easel, to a pop-up canopy-protected area with open-ended materials, to a permanent gazebo-covered wooden deck over the concrete, with waterproof wooden storage sheds, which fully define and dedicate the area for all manner of art play.

Daniel focuses on the diverse “stories” children tell through art and expression, and incorporates their individualized telling-processes as a means to explore challenge: “Children sometimes act out scary themes, like fires, monsters, or storms. They find ways of feeling powerful (defeating the monster,

extinguishing the fire, or surviving the storm) without using violence. Other times, they work through their challenges by projecting them onto a puppet...In these imaginative scenarios, children become active participants in their environment. They practice affecting change on their world and the joys and challenges which accompany that freedom.”

Today, Daniel works with children in the Creation Station often, and other teachers will take small groups there to do art or project work. Lynn emphasizes that the construction of this beautiful, thoughtfully designed environment, partially funded by Pacific Primary’s capital improvements budget, would not have been possible without the cost-saving, active participation of parents like Tim Caraher, Lucas Saugen, and many others. Lynn and I hope we all take the time to notice the purposeful small spaces that encourage our children to express themselves—be they an imaginary spaceship, an empty box, or a renovated art area!



We Ask Pacific Primary Children

compiled by Leon Sultan

“We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we cannot often foresee.” -Marian Wright Edelman

How Do We Embrace Difference?

“My friend Maceo has different skin color than me but we are still friends.”
- Enzo de la Peña, Prairie Dog

“Love people no matter what color their skin is. I use my words and I remind people to think about their friends who look different.”
- Eggy Ahn-Robertson, Coyote

“It’s a good thing. Like we are one each person.”
- Fiona Young, Panda

“Our skin colors are not the same.”
- Addie McLaughlin, Panda

“Some people are peach, some people are chocolate brown, some people are like tan. You can mix color and see everyone has different skin. And different color is nice and pretty.”
- Fiona Ebong, Panda

“We are all different because we have different melanin. My skin is darker than Nadia’s. It’s because I have more melanin. Melanin is something in your skin. I am so glad we are not aliens, then we would all be the same and that would be boring!”
- Adrian Hardisty, Coyote



What Does It Mean To Make A Difference?

“It makes me happy when I make someone happy”
- Maisie Choi, Gray Whale

“Include people. I let everybody play with me. If my friend is sad I can make her a picture.”
- Kira Young, Panda

“Change the world. Clean up trash, share with people, give people food. Make the world the better. Be nice.”
- Liam Stewart, Panda

“You just play together and play nice with everybody”
- Ella Steen, Gray Whale

“Well I can’t really think of something I did to make a difference recently but today I did explain about the backdrop for the Polar Bear play to Edison so that he could be in the play, too.”
- Zachary Baden, Polar Bear

“I was kind and saved Zachary a place in line this morning.”
- Edison Zmrhal, Polar Bear

“To make a difference with kindness and give people a hug when they are sad.”
- Arjun Patel, Gray Whale



A Founding Family Shows School’s Roots Have Lasted Over 40 Years

by Alison Hawkes Bak

Among the people who make up the heart and soul of Pacific Primary are the founding families who lifted the school off the ground in 1974. As two of those founding parents, Kris and Owen O’Donnell have had a continuous and dedicated presence over the many years since the school’s conception, and have been instrumental in making Pacific Primary what it is today.

The San Francisco real-estate market was quite a bit different in the early 1970s when the O’Donnells and the other founding families searched the city for a spot to place what they were then imagining would be a pre-K to 3rd grade school. After considering a number of appropriate sites, including a promising spot in Pacific Heights, the founders settled on 1500 Grove Street. Formerly a free, mental health clinic, the building was in large part chosen because the neighborhood would allow the school to meet its mission to be as diverse as the city. The founders kept the name “Pacific.”

These founding families so believed in the school’s potential that they cosigned a bank loan to purchase the building, and in those early years sometimes passed the hat to pay salaries.

Recognizing the need to provide families with reliable financial support, Kris O’Donnell leveraged her expertise in finance and was key to creating a tuition endowment fund with other board members

in 1997. The Roxie Jones Memorial Tuition Assistance Endowment, as it is now called, allows the school to meet its goal of economic diversity, this year supporting 27% of families at Pacific Primary.

Meanwhile, Pacific Primary’s expansion into the Orange Sun School can be attributed in no small part to Owen O’Donnell’s passion for the school. The board at the time was concerned about taking on debt and wondered if it was just “magic” that made Pacific Primary so special. Would it be possible to replicate in another building across the street? Owen made an impassioned plea to the board about mustering the courage to take on this opportunity. “We risked our homes so that you could send your children here,” he said. “You are not being asked to take that risk but now it is your time to make this happen for a new generation of families.” The board agreed to go forward with the plan to open the new site, and this year the OSS is celebrating its 10th anniversary. And, yes, the “magic” did, in fact, make it to the new site.

You can still see the O’Donnells around the school today. After years working in finance, Kris followed her passion for teaching and volunteers weekly with the Penguins, the youngest classroom at the OSS, while also serving as a substitute teacher for both sites.

The continuity of the O’Donnells’ presence and support for more than 40 years underscores that Pacific Primary remains rooted in its founding mission.

Alumni News

compiled by Alison Hawkes Bak

Alum Wins Case for Gender Pay Equity

Jessica Stender, a 1984 Pacific Primary graduate, is an attorney who last year helped score a major victory for women in the workplace. She filed arguments for the women’s rights group Equal Rights Advocate, contending that employers should not be able to set salaries based on what a worker earned at a previous job. The Ninth Circuit Court of Appeals in San Francisco ruled in favor, potentially knocking away one more barrier for equal pay for women.



Alum Builds Platform to Support Sexual Assault Survivors

Jess Ladd, a 1991 Pacific Primary graduate, created an online reporting system for sexual assault survivors in college campuses called Project Callisto. By giving survivors options to take action in documenting and reporting their experience, Ladd aims to lift the veil of silence that often accompanies sexual assault and build a world where sexual assault is rare and survivors are supported. As the CEO, Ladd accepted a \$1.25 million social entrepreneurship award from the Skoll Foundation.



Now We’re in Middle School, But We Are Still Pacific Primary!

A group of alumni who are now in middle school still get together in an annual tradition that dates back to their first camping trip together as Pacific Primary students. Eight years ago, Rainbow Dolphin dad John Street reserved a group camping spot in the Presidio and invited the entire Rainbow Dolphin class to join his family. Since then, though many of the kids are now at different middle schools, the families reconnect in the woods for three days a year, some flying in from as far away as Idaho. Chris Miles, a mom of three Pacific Primary alumni and a former board member, says of the trips, “I think we are all hoping that it will never end, for our kids and for our kids’ kids.”



Sarah Koch and Anthony Koh-Bell have been in school together for 20 years straight-- from Pacific Primary through 4 graduations, including their graduation from Middlebury College in February 2019.



Cecily Brown, 1995 Pacific Primary graduate and daughter of wonderful neighbor and alum parent Charlotte Brinsont Brown, is marrying Michael James Nordin on Memorial Day weekend, 2019.

Orange Sun School Celebrates 10 Years!

by Sarah Garlinghouse

This school year the Orange Sun School celebrates 10 years as part of the Pacific Primary community. For most current families, our school has always occupied the North and South corner of Grove and Baker, and few remember the extraordinary tale of how the newest building came to be. This 10-year anniversary provides us with a wonderful opportunity to revisit the story of the Orange Sun School and to especially thank all those who were involved in its creation.

The Orange Sun School started as a dream that became part of a strategic plan that, remarkably, quickly turned into a reality. As Pacific Primary entered into the new millennium, many began to ask if it was possible to replicate the vibrant and successful community of the Yellow Sun School so that even more students could experience the magic. Founded in 1974, Pacific Primary served as a model for early childhood education in San Francisco and applications were on the rise. More and more families, including alums, wanted to send their children to the school, and waitlists became longer and longer. If accessibility was to remain a part of the mission of the school, Pacific Primary would have to expand.

In late 2004, the Board formed a task force led by former parent



Fif Ghobadian to search for sites for a new school, but the neighborhood offered few possibilities. Then, in early August 2005, neighbor Bobby Niers called Director Belann Giarretto to let her know that the Hicks Temple - a Pentecostal church directly across the street from Pacific Primary – was going to be put up for sale. In the face of strong interest from potential developers, Belann and members of the Board met with Reverend Hicks and secured an agreement to buy the building. Reverend Hicks wanted the property to be used to support children and turned down a higher bid to accept Pacific Primary’s offer. Board President Molly Dwyer was on vacation at a remote lake in Canada when Fif called to tell her what was happening. Molly remembers having to wade out into

freezing-cold, waist high water to find a cell-phone signal strong enough to hear Fif announce, “We can buy the building, but we have to act now!”

From that point on, Belann and the Board faced enormous challenges in securing a bank loan, raising the funds for a down payment, planning a capital campaign, and most importantly – making sure that none of this would threaten Pacific Primary’s current program or economic stability. Former Board President Dave Lahar joined Molly, Fif, Belann, and several parents on a Steering Committee that worked diligently throughout 2005-2006 to address the many challenges.

Under Dave and Fif’s leadership, the Board selected architectural firm Tom Eliot Fisch to design the



building and general contractor Plant Construction to build it. Seasoned teachers, including Brian Silveira and Mahroushka Papazian were asked to participate in the design process to help create classrooms that would inspire wonder and compliment their pedagogy. The permit approval process went more smoothly than anticipated, in large part because the Board’s outreach and communication led many neighbors to support the school’s purpose. On October 1, 2007 the bulldozers moved in, much to the delight of the 80 students watching from across the street.

As the building began to take shape, Program Facilitator Laura Galvin and Belann began to review resumes, interview job applicants, and contact friends in the early childhood education community to find outstanding teachers. Hiring

the best teachers who believed in the mission of the school was easily the most critical piece in ensuring that Pacific Primary upheld its tradition of excellence and remain true to its core values. Panda Lead Teacher Kelly Fox, OSS Music Teacher Kevin Gerzevitz and YSS Director Lynn Turner were among the talented faculty who joined in the new school’s inaugural year. Wish them well as they, too, are celebrating their 10-year anniversary at Pacific Primary, along with OSS chef Amy Fernandez, Sandpiper teacher Hanna Alemayehu, Pedagogical Leader Nadia Jaboneta, and Gray Whale Lead Teacher Anna Vongvixay!

At one point there were as many construction workers as kids in the area. Teachers used the construction as an opportunity for creativity and learning. The Coyotes drew “blueprints” of their

classroom, and the entire school enjoyed a construction day: p tubes were placed in the sand area to mimic the large, crane-like cement machines that fascinated the students, and all ages participated in construction play. And, because our community loves a challenge, the school decided to give the Yellow Sun campus a major face lift during the summer, as well!

In September of 2008, 155 students walked into two schools, doubling the sight and sound of children and educators in the halls. Familiarity and tradition blended with fresh insights and perspectives to create a revitalized synergy. Field trips across the street fostered new friendships and a broader sense of community. And today we continue to benefit from the expanded resources two beautiful school buildings provide.



Highlights from the Teachers’ Summer Workweek

by Lizzy Gilbert

Every August, Pacific Primary teachers spend the week before a new school year begins, reflecting, planning, and learning. It’s an opportunity for professional development, with guest speakers and presenters invited to facilitate discussion and share expertise, and a time to share space with each other before the children arrive. It’s also a time to discuss the themes that the teachers will think about throughout the year.

At the workweek last August, Pacific Primary teachers continued their discussion about the role of teacher as peacemaker. When I asked Sandpiper Teacher Tiffany Taylor why she thought this idea resonates with the Pacific Primary community, she replied, “children are curious, and adults are curious in this political climate, about the ways in which each of us can be a peacemaker. I think it’s important that the kids see that the people we all look up to as heroes-- like Dr. Martin Luther King, Jr. and Rosa Parks-- are everyday people just like their teachers, and that each of us is capable of being a hero or a peacemaker when we act with love.” They also talked about how the teachers see themselves as agents of peace during a time of heightened anxiety and intolerance. “We discussed the

work that we do everyday with the children to make the world a better place: welcoming difference, seeing problems as solvable, being a good friend and standing up when things are unfair,” says Belann.

Another highlight of the week were the discussions about identity, diversity and inclusion. A panel of current and former Pacific Primary parents spoke about their children’s experiences at school, and a panel of teachers shared about how their identities and experiences have shaped them. The teachers talked about the importance of being proactive about discussing our differences, rather than waiting for the children to bring up the topic themselves. “These topics can be difficult to navigate at times, however, thinking critically about stereotypes and discrimination now will support the children in their future by enhancing their openness to multiple perspectives, helping them develop a strong sense of self, and nurturing the growth of caring connections with others,” says Rainbow Dolphin teacher Soara DeLouvre.

Now that spring is here, planning for this year’s workweek will begin soon.

Financial Snapshot

Like everything at Pacific Primary, our school’s finances are a reflection of our mission and values. Not only do we embrace difference, the differences among our families and staff make us the strong community that we are. As we raise the change-makers of the future, the board continues to work alongside the school’s stellar leadership team to ensure that every dollar budgeted and spent upholds and advances these values.

Pacific Primary was founded to provide working families with an enriched, diverse, inclusive, high quality learning experience for their children, and to provide families with enough coverage to make the juggle of parenting while working full-time possible. In the 45 years since Pacific Primary’s founding, San Francisco has become one of the most expensive cities in the country, making it even more challenging for working families to remain in the city and raise their children. With this changing landscape, this priority is even more important.

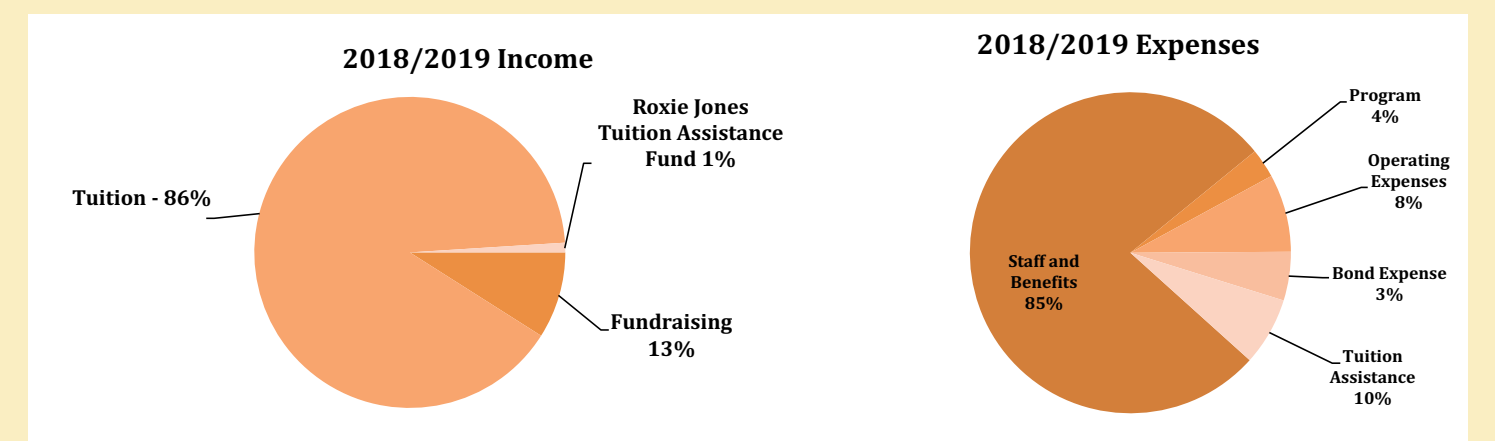
Each year, the board judiciously works to accomplish two very important commitments: (1) maintaining competitive salaries for our outstanding staff and (2) minimizing increases to tuition and increasing tuition assistance, so that Pacific Primary continues to be a realistic choice for working families. We balance these commitments while setting realistic fundraising goals that we can meet. That said, much of our success depends on contributions from our families. Each of you helps our school run—from the many hours spent volunteering to monetary donations, the school relies on your generous contributions to operate successfully. Fundraising efforts like our annual Fund for All campaign, the auction, and Fund for the Future, make it possible for us to continue to serve a diverse group of families and embody the best of what San Francisco can be.

The financial position of the school is very strong. Our frugal operating model will continue to serve us well as we anticipate possible economic instability on the horizon. Through ups and downs in the economy, Pacific Primary has operated successfully and judiciously, meeting all of our financial obligations and maintaining our wonderful school. That said, we continue to rely on each member of our community to contribute whatever you can—your time, your skills, your donations.

We welcome any questions or thoughts about our finances.

Please direct any inquiries to: board@pacificprimary.org, or to Finance Director Amie Haiz.

Anu Cairo and Katie Skoog, Board Co-Presidents



The Different Ways We Say Goodbye

by Lizzy Gilbert

Love sent through the intercom...I love you, daddy.
Fingers clasped through an open window...Have a great day, baby.
Four kisses and two hugs, in this order: Kiss, kiss, hug. Kiss, kiss, hug.
A special book, read again and again in a cozy chair.
Sharing “breakfast” together at the Panda Cafe.

The ways that parents at Pacific Primary say goodbye to their children every morning are as unique as the children themselves. Some children arrive at school ready for action, prepared to pick up right where they left off the day before. Others need more time, a quiet corner and the space to become reacquainted with their classroom, teachers, and friends. Pacific Primary teachers are equipped to meet each child where they are, and support them as they process goodbyes in their own way.

“I think of goodbyes just how I do anything else with the children in my class. We accommodate different learning styles and temperaments as well as different ways children process goodbyes,” says Orange Sun School teacher Mahroushka Papazian. As trust is built throughout the year, teachers are able to observe what is working and learn how they can best support the children to say goodbye. “In the Panda room we sometimes call them ‘good- goodbyes,’” says teacher Kelly Fox. This empowers the children and assures them that we know they are capable of handling goodbyes. It’s also helpful when parents demonstrate, through their words and actions, that they have confidence in their child’s ability to process a goodbye. If a parent is having a hard time saying goodbye, most likely the child will have a hard time too.

Mornings with young kids can be hectic, and some days are more challenging than others. I, for one, appreciate that our teachers recognize that goodbyes feel a little different to each of us, depending on the day, the season, our mood. I appreciate that parents are welcome in the classrooms for as long as we can stay. And I appreciate that there’s no right way or wrong way to say goodbye at Pacific Primary; once hands have been washed, the rest is up to the kids.



Letter From The Board Presidents

Who do we want to be? Our values will guide us as we navigate future challenges and participate in community life. The theme for this newsletter is “Embracing Difference, Making a Difference.” At this point in our history, the differences between us are perhaps our biggest assets. And equally important is learning how to connect across those differences and engage others with multiple perspectives to advance our collective well-being.

Connecting across differences is as important as connecting through shared experiences. Empathy is born out of understanding someone else’s experiences, by imagining what it would feel like to walk in his or her shoes. This common understanding provides a solid foundation for stepping into uncharted territory, by reaching across differences to appreciate a perspective or life experience that is unfamiliar. It is these differences that teach us the most about one another and about ourselves. On the flip side, without divergent thinking and experiences, our perspectives risk becoming insular.

Stepping into Pacific Primary, it is easy to feel hopeful about our future, even in the midst of concerning news cycles. In every part of our school, with real-time coaching from our amazing teachers, children are practicing the very skills that will allow them to work with others and make a difference in our community—these skills include empathy, problem solving, and honoring diverse perspectives and experiences. Equipped with these tangible skills, our children will be able to navigate a multitude of diverse settings and collaborate with others with different world views.

This year, teachers led an effort called “Teachers as Peacemakers,” to engage students in developmentally appropriate learning about race and difference. The effort, courageously launched by our staff, also engaged the whole community. The staff, parents, and our board have participated in conversations about racism—sometimes uncomfortable and always productive. We’ve taken risks together to honor and learn from our many differences.

At the same time, the school is reinforcing a message that kids can act now to help others and make a difference. With acts of kindness and small neighborhood projects, they can use their own power to help others and solve problems. Hearts posted in the Sunroom document some children’s efforts and there are so many more moments, undocumented, that can be witnessed inside our school and beyond its walls. Our children are learning how to care about others and how to embrace those who are different from themselves, leading with love.

We are grateful to every member of this special community. Thank you for contributing your unique perspectives and experiences, and participating in our shared journey of embracing difference and making a difference.

In community,
Anu Cairo and Katie Skoog



Anu Cairo



Katie Skoog

Pacific Primary

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Pacific Primary 2018-2019 Teachers & Staff

Executive & OSS Director: Belann Giarretto | **YSS Director:** Lynn Turner

Finance Director: Amie Haiz | **Business Manager:** Shannon Rice | **Bookkeeper:** Susan Comstock

Penguins: Saeda Fuller (lead), Joseph Powell, Evelyn Cobb | **Prairie Dogs:** Mahroushka Papazian (lead), Lisa Koester, Sarah Cleary, Angelina Silva | **Pandas:** Kelly Fox (lead), Alyssa Chazen-Richards, Haruka Yamaguchi | **Polar Bears:** Brian Silveira (lead/program coordinator), Sabine Scherer, Michelle Murano

Sandpipers: Eric Wilson (lead), Hanna Alemayehu, Tiffany Taylor | **Gray Whales:** Anna Vongvixay (lead), Keiko Shimozaki, Kathie Behlen, Lizbet Rosario Baños | **Rainbow Dolphins:** Lucia Johnson (lead), Soara DeLouvre, Randy Johnson | **Coyotes:** Nadia Jaboneta (lead), Riley Graham, Darby Hillyard

Music and Movement: Kevin Gerzevitz (oss), Kate Offer (yss) | **Expressive Arts:** Elyse Jacobs (oss), Daniel Gill (yss) | **Support/Sunroom Teacher:** Sean O'Connor (oss), Ben Tursi (yss), Mario Carranza (yss), Jonathan Gregg (yss) | **Sunroom Coordinator:** Sabrina Brewer (oss) | **Afternoon Supervisor/Support Teacher:** Kristen Baggerly (oss), Natalie Karet (yss) | **Alternate Teachers:** Aimee Scorza, Cameron Shaw, Sarah Watkins | **Chef:** Amy Fernandez (oss), Mahogany Corley (yss) | **Parking Coordinator:** Doug Diboll

