MEDIA-PROVIDENCE FRIENDS SCHOOL
# DRAGON Tales
SPRING 2016 mpfs.org

MEDIA - PROVIDENCE
Friends School

## STEAM AT MPFS: **Preparing Today's Students for Tomorrow's World**

*Middle School students show off their "dancing ooblek" and knowledge of the science of sound.*

This year, students from preschool through 8th grade at Media-Providence Friends School participated in STEAM Week, an intensive five day cross-curriculum program emphasizing collaboration, resilience, problem solving, and more. MPFS worked with i2, a curriculum company whose mission is to "engage middle school children in the fields of Science, Technology, Engineering and Math (STEM)", to offer this unique program. We also added Art and Music components to further broaden the reach and spark creativity. i2 partners with leading companies in the math, engineering, and science industries to provide innovative courses not seen in traditional middle school education.

Together, i2 and their partners "strive to excite and inspire students about STEM." The partner for this project was MathWorks, a leading creator of programming and engineering software for industry and academia. Students used the software MATLAB throughout the course. MATLAB allows matric manipulations, plotting of functions and data, implementation of algorithms, creations of user interfaces, and interfacing with programs written in other programming languages. It is highly advanced software used by professional engineers, aeronautics programs, and universities across the country. "We had done a bunch of pre-programming in MatLab, which is a very sophisticated piece of software. Aeronautic companies use it to do real work. They use it in space," says MPFS Technology Teacher and Coordinator Teacher Donna Svinis. "Practically every university in the country uses it.

The STEAM program used by MPFS, a pilot school for the program, is called "Bytes and Beats." Over the course of 5 days, students explored the science of sound, as engineers, programmers, musicians, and artists. They learned about sound waves and frequency, built an Arduino board, programed arrays, vectors, and variables, recorded sounds and generated loops, and created a melody using addition and concatenation. "The kids had already learned how to program basic calculations, so then we started aiming more toward making music with it. We used MatLab in a number of ways. Some of it was

STEAM AT MPFS: **Preparing...** | *Continued on page 3*

# LETTER FROM
# The Head of School

Dear Friends,

In this special STEAM issue of Dragon Tale's teachers and students reflect on all they learned during STEAM Week, alumnus Dan Collins tells us how MPFS started him on his path to receive his Ph.D. in Theoretical Math from Princeton University, we find out how Technology Teacher and Coordinator Teacher Donna found her way into the technology field, and much more.

We are still reeling from all the excitement brought by STEAM2, our annual week-long workshop of programming dedicated to science, technology, engineering, art, and math. Activities were organized across grades and everyone was focused on STEAM2. The energy and sense of community generated was palpable. Whether it was a 5th grader solving a problem with an 8th grader or kindergarteners and preschool children painting to Mozart, they were all in the adventure together. It provided exciting opportunities to meet and make new friends, to learn something new about old friends, and to feel the sense of safety that comes with knowing they are all here to learn from one another.

No one knew everything – and that was okay! Some activities required science or math skills, others drew on their understanding of music theory, and others required that students channel their inner artist. Students also had to develop brand new skills. Frequently students had to bring several of these to bear all at once to solve a problem. Age and grade did not dictate expertise or competence. Every student was a leader and every student found him or herself in the position of needing help. Through it all, they had to rely on and support one another to achieve success.

We hope you enjoy this inside look into STEAM programming at MPFS and learn more about how education in these fields impacts our changing world. Be on the lookout, because with growth in STEAM fields growing at three times the rate of non-STEAM fields, what our MPFS students are learning today will affect their future careers – and we can't wait to see all that they accomplish!

Sincerely,

W. Earl Sissell
*Head of School*

*Earl Sissell, Head of School*

preprogrammed by i2Learning. But other than using those functions the kids had to program everything," said T. Donna.

Exactly where students concluded their STEAM journeys depended on the paths they chose to take. "My overall takeaway is that a lot of it was the process," said Daryl Ballough 4th-8th grade science teacher at MPFS. "The problem solving, that resiliency, the working together that the students demonstrated was really amazing."

They experienced the joy and frustration that comes with learning something entirely new, and the thrill and satisfaction of working through challenges and finding solutions. After the completion of the program, 5th – 8th grade students showcased their work to their peers and families at MPFS' annual Math & Science Day. "My favorite part of Math and Science Day were the paintings the middle schoolers made. They painted sound waves and then used conductive paint and this little light so that when you touched the special paint, it would actually play a song," said 3rd grader Natalie. "It was really cool! I had them sort of show me and explain it to me how they did it. I'd never seen anything like that before."

Our Lower School students also participated in their own STEAM program combining music, visual art, dance, and coding. Students from 1st – 4th grade enjoyed five different workshops in mixed-age groups: Making Music Visual, Movement & Music, Dancing, Coding, and Coding & Creating Music. In addition, our Preschool and Kindergarten students rotated through mixed-age group workshops exploring STEAM themes. These workshops included lessons on music

*Big friends helping little friends operate homemade batteries at the annual MPFS Math & Science Day showcase.*

appreciation of various genres, visual representations of music, creating their own music, and learning how different instruments create rhythms and vibrations.

This was a unique opportunity for students across grades. It intentionally pushed them outside of their comfort zones as they applied their collaboration, problem solving, critical thinking, technology, math, science, music, and art skills to navigate entirely unfamiliar territory. "Students reflected on the experience that they never wanted to give up, even when they were frustrated. It was satisfying for them to sit with that

*Middle school students learn how to use Arduino boards with programming software MATLAB to compose music.*

and work through it. The depth they were able to access with our STEAM programming was huge," said T. Daryl.

The week also highlighted the importance of collaboration and the diversity of skills that each student brings to school. "The collegial feel of STEAM Week is very energizing for the whole school. With everybody working together for a common goal -- it feeds our creativity. It feeds our creativity as teachers and theirs as students," said T. Daryl.

STEAM Week truly demonstrated how important it is to have the freedom to approach teaching and learning in innovative ways. The goals of the programs and activities were clear and intentional: they aligned with the academic and social/emotional skills MPFS students need to master to be successful. Teachers were able to assess what students were learning and could support them in their success. "When (students) were able to delve deeply into their projects and work autonomously, that was when we saw them really become invested. That's empowering. It's motivating, it's addicting. You're all in it when it's your own creation," said T. Daryl. These things happen every day at MPFS but STEAM2 was an opportunity to do it in a new way. By immersing students – particularly middle school students – in an intensive weeklong workshop, teachers were able to give them a unique learning experience that we believe will have a long-term impact.

In the past decade, growth in jobs that require this kind of collaborative, interdisciplinary thinking have been growing at three times the rate of non-STEAM fields. Our current 8th grade class all expressed a newfound joy in learning science in middle school. "I didn't really think I liked science until I came here," 8th grader Eily said. Her classmate Josh agreed saying that it was T. Daryl who really helped focus his interest in science towards engineering, which he hopes to pursue as a career. 8th grader Oronde said that it was the STEAM week experience that solidified for him that he wants to focus on science next year as he enters high school. This kind of education cultivates curious, creative, and capable life-long learners prepared to succeed in whatever field they choose. With yearlong, school-wide STEAM programming, along with our intensive STEAM Week, MPFS students are prepared to solve the problems of today and tomorrow.

**Development Update:**

# Earn Tax Credits and Turn Donation Dimes into Student-Supporting Scholarship Dollars through EITC & OSTC

*Lower school science teacher T. Holly takes 3rd graders into the field to identify and study native rocks and minerals.*

Businesses that donated to Media-Providence Friends School during the 2015 fiscal year via participation in Pennsylvania's Educational Improvement Tax Credit (EITC) and Opportunity Scholarship Tax Credit (OSTC) programs provided need-based scholarship funding to 23% of our students for the 2015-16 school year.

"EITC and OSTC contributions helped make it possible for all of those children to receive an MPFS education – and 100% of our students benefit from the rich diversity of our classrooms and community," says Director of Admissions Francy Strathmann.

Recognized as a national model and the best examples of public-private partnership in Pennsylvania, these tax-credit programs are a win-win proposition for MPFS and participating companies. Both programs provide funding for need-based tuition assistance; OSTC specifically supports low-income students who reside in state-designated low-achieving PA school districts.

Through EITC and OSTC, businesses, partnerships and S-corp shareholders can reduce their state tax liability up to $750,000 and gain a charitable deduction on Federal taxes. Businesses receive tax credits for up to 90% of their gift value directed to MPFS as a designated Scholarship Organization. Hence, it costs a dime to donate a dollar.

**New this year:** For contributions that are directed to MPFS as a Pre-Kindergarten Scholarship Organization, a business may receive a tax credit equal to 100 percent of the first $10,000 contributed and up to 90 percent of the remaining amount contributed up to a maximum credit of $200,000 annually.

**EITC/OSTC** gifts from the following companies will offset financial aid expenses for the 2016-17 school year that normally would come from our operating budget. We are most grateful to these donors:

- BHC Holdings
- Bryn Mawr Trust Company
- DNB First
- Iron Workers Bank
- Phelan Hallinan Diamond & Jones
- Philadelphia Insurance Companies
- Philip Rosenau Company
- Republic Bank
- UGI Energy Services
- Universal Health Services
- Utica National Insurance Group

**TAXATION FOR PARTICIPATION:**

Businesses subject to any of these taxes can apply!

- Personal Income Tax
- Capital Stock/Foreign Franchise Tax
- Corporate Net Income Tax
- Bank Shares Tax
- Title Insurance & Trust Company Shares Tax
- Insurance Premium Tax (excluding surplus lines, unauthorized, domestic/foreign marine)
- Mutual Thrift Tax
- Malt Beverage Tax
- Retaliatory Fees under section 212 of the Insurance Company Law of 1921

"I am pleased to be able to utilize the Pennsylvania EITC program to support Media-Providence Friends School, declares Larry Phelan of Phelan Hallinan Diamond & Jones, PLLC, a Philadelphia-based law firm. "MPFS is a small independent school with a diverse student population that focuses on academics and values-based education, as well as

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# Raising Paddles, Raising the Bar for Science

When our community came out for the MPFS Spring Auction in April, attendees enjoyed a fantastic evening of fun and fundraising. They were also treated to time with our remarkable science teachers, T. Daryl and T. Holly, who were on hand to show and tell all about Science at MPFS. After lively silent bidding and games, the event culminated with a paddle raise to support science education here, which raised more than $20,000 to fund:

- a school-wide STEAM immersion week in 2016-17
- traveling/visiting science programs for our Pre-K and KDG students
- a large-format LED display for interactive learning in the lower school science room
- handheld digital microscope cameras for lower school science
- additional microscopes with WiFi and digital cameras for middle school science
- an STC Energy, Machines, and Motion kit for middle school science
- mini farm box table gardens

From preschool through 8th grade, MPFS students receive an experiential, inquiry-based, cross-curricular science education and develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. They graduate well prepared

*4th & 5th Grade students dissect sheep brain as part of their brain science unit. Students study brain anatomy with a special guest teacher, a neuroscience and biology professor at LaSalle University.*

for further education and careers in the rapidly growing and evolving STEM (science, technology, engineering, and mathematics) field. It's worth noting that, over the past decade, growth in STEM jobs has reportedly been three times as fast as growth in non-STEM jobs.

But even beyond providing "STEM readiness," MPFS science education cultivates curious, creative, and capable lifelong learners prepared to succeed in their fields of choice. The items and experiences funded at the Spring Auction will boost the academically challenging and character-building science curriculum MPFS offers in our nurturing classrooms and out in the world around them.

We are grateful for and touched by our community's enthusiastic philanthropy. On behalf of our school, our amazing science and classroom teachers, and our students – the ultimate benefactors here – we thank all of our Auction attendees who contributed in so many ways and the following paddle raise donors (including current and former parents, faculty/staff, Trustees, alumni, and Meeting members) for their thoughtful generosity:

Donna Allen
Hadeel & Aymen Alrez
Anonymous Matching Grant Donor
Michael Campbell & Susan Garrison
Angela DiMaria & Matthew Lane
Shirley Dodson & Rich Ailes
Susan Elliott-Johnson
Amy Francis & George Derk
Dawn Greenlaw & Shawn Scully
Donn & Holly Guthrie
Ericha Guzzetti & David Thomas
Philitsa & James Hanson
Susannah Henderson & Ryan Dunne
Holly & Richard Hoffmann
Bruce Hunt
Nancy & Fred Keffer
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Ina Li & Michael Kostal
Michelle & Robert Lindenmuth
Cynthia & Brian McGoff
Hoa & Philip McLean
Lynn & Bill Oberfield
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Chris Shuster & Kathleen McCullough
Earl Sissell & Sonia Stamm
Parker Snowe & Leslie Friedman
Cabrina & Nicholas Stanek
Francy & Fred Strathmann
Christine & Ben Suplick
Meagan & Tony Watkins
Kelly & Ansa Yiadom

# The MPFS Class of 2016

*The 2016 8th grade graduating class.*

Congratulations to our newest alumni, the Class of 2016! We celebrate our 8th grade graduates' years here, are glad to have provided them with the excellent foundation of an MPFS education, and look forward to their continued success in high school and beyond. Pictured (from left): **Oronde Green**, Delaware County Christian School; **Eily Stetler,** The Philadelphia High School for Creative & Performing Arts (CAPA); **Terreshia Haynes**, Woodlynde School; and **Josh Blair**, Garnet Valley High School.

*An important value that has been instilled in me is respect. Respect for others, respect for myself and respect for my education.*

– Josh Blair

*In the past two years I feel I have achieved many things and have learned more about people and myself. Thanks to my teachers I have grown in my learning and maturity.*

– Eily Stetler

*The values and principles of this Quaker community have shaped me, and along with these, I feel have not only learned academic skills but social skills as well.*

– Terreshia Haynes

*Middle school has helped me in many ways to prepare for what's to come. My love for math has continued to grow, as I have grown here in this school.*

– Oronde Green

ALUMNI SPOTLIGHT:

# Deep Down the Math Path

Part of the magic of math, muses Dan Collins, is that a problem may have "one right answer, but many different ways to get there." Dan's enthusiasm for and engagement with out-of-the box, open-ended, and flexible thinking – exactly what we foster at MPFS – have helped propel him toward outstanding achievement in the field of mathematics.

The recent recipient of a Ph.D. in Theoretical Math from Princeton University, "Dr. Dan" is taking on the study of abstract mathematics in which he explores and tackles questions to which there might be not just one but many, zero, unproven, or unknown solutions – all toward a deeper understanding of the subject. He is both a nimble problem-solver and a contemplative conceptualizer, and his continued success is the sum of his talent, work, and mindset.

Dan entered MPFS as a 5th grader and graduated 8th grade in 2002. "I came from a public elementary school and went on to a public high school, both of which were much larger [than MPFS]," he says. Dan's parents Alan and Beth Collins report that they "were impressed with the nurturing environment of the MPFS middle school with its small class size and individualized attention." "His years there enabled him to enter Haverford High School with the academic foundation and confidence to succeed," they say.

"Being at MPFS really helped me come into my own," Dan says. "As a result, I think I was better able to figure out what I liked and what I wanted to get involved with in high school, and I had the confidence to go after and do those things." He was a four-year member of Haverford's Robotics Club, and became one of the team leaders. Dan always had an interest in math, science, and computers. "By middle school, I could envision myself going on to a career in math or science research, even though I didn't know my exact path forward," he says.

After high school, Dan attended Cornell University. "When I started, I was still deciding between Math and Physics as a major," he says. "But those first college math classes that introduced theoretical math – where I had to be creative rather than just work with a bunch of formulas – really clicked with me."

He continued to demonstrate his math-leticism at Princeton toward his doctorate. Dan wants a career as a professor and currently holds a post-doctoral position at Cornell. In the fall, he'll be moving to Canada for another post-doctoral position at the University of British Columbia. "I hope to keep doing research and keep teaching," he says. Dan counts among his hobbies puzzle-solving, writing, reading, and sewing. And even his extracurricular activities have an arithmetic influence, he says wryly. "Math is actually quite useful in sewing 3D items, such as stuffed animals, to figure out how to form two-dimensional fabric into a three-dimensional shape," he says.

*"Dr. Dan," class of 2002, during his thesis defense at Princeton University.*

Dan's professional specialty is number theory, which is the study of whole (natural) numbers and the relationships between and among different types of numbers. He gives the example of trying to find whether a complex equation has solutions that are integers. Fermat's Last Theorem is just the beginning for Dan.

"There are a lot of questions in math to which we don't know the answer, or that we seem to know, but can't really solve," he says. "Ultimately, I'd like to answer some of those questions."

# Ann and Bill Windsor

## Hats Off to Dear Friends

For years, our youngest students would thrill to the sight of the "The Hat Lady" and "The Man with the Yellow Hat" on campus, knowing they were in for a story-time treat. And for many decades, all at MPFS enjoyed and benefited from the presence, kindnesses, and contributions of this very special couple, Ann and Bill Windsor.


*The Windsor Family at the annual MPFS Cornerstone Breakfast.*

With playful hats atop their heads and hearts on their sleeves, Ann and Bill were our dear friends, good stewards, and role models. When Ann received the MPFS Service Award in 2013, both of them underscored their devotion to this school – and to each other – through words that left listeners joyful and inspired.

And when they passed away within several months of each other (Bill in September 2014 and Ann in January 2015), the couple continued on as benefactors. The school recorded many contributions to our Financial Aid Fund in memory of Ann and Bill. In September 2015, we received their legacy Annual Fund gift of $25,000.

That incredibly wonderful gift was endorsed enthusiastically by the couple's children: Bill, Judy, and David. "My parents loved the school's gentle, consistent guidance and Quaker approach to education, along with the encouragement for the love of learning that MPFS fostered," Judy says. "They thought it was important to support the school via their physical

*Continued on next page*

presence, as well as financially – to write a check, plus to do much more. It gave them so much pleasure and purpose."

The Windsors' relationship with MPFS started back in the 1970s when David attended MPFS, and they quickly fell in love with the school and the care their son received here. Shortly thereafter, Ann began working in the front office, first at the lower school and then at our high school. During this time, Bill and Ann joined Providence Meeting, appreciating the Quaker philosophies they first encountered at MPFS.

Ann was a vibrant and vocal volunteer who enjoyed spending time with students while helping with school events, activities, and class trips. Those here in the 2000s likely remember her most vividly as "the hat lady" who read to our Pre-K students and introduced them to iconic characters in children's literature, often while dressed in character.

"For example, she would come in as 'Mrs. Piggle Wiggle' wearing a hat and carrying a big red bag, or she would bring Bill as 'Fisherman Bill,'" says Merril Dutton, former Pre-K 3 teacher, fellow Meeting member, and good friend.

Merril recalls Ann bringing Curious George stories to life with dolls, clothes, and props that she and Judy made over the years. "To celebrate Curious George's birthday, she brought in Bill dressed up as 'The Man with the Yellow Hat'. The students were convinced that Bill was the real 'Man' in the real hat!"

Ann didn't just read to the kids; she really listened and ensured that they felt heard. "A child told Ann that her hat would be really special if it had a fairy on it," Merril says. "Well, next week there was a fairy on the hat, which made the child so happy that she had to share the news with her little sister. The following year, the younger sibling couldn't wait to see the fairy herself."

Ann and Bill loved their interactions with the faculty and staff here, as well as getting those spontaneous smiles and hugs from children and adults alike, according to Judy.

"My parents dearly loved the teachers and staff here and their dedication to what seemed to be a calling rather than just a job, and they wanted to support that," she says. "They also hoped that whatever money they could give over the years would help support scholarship funds for kids in need, support salaries, and sustain a diverse population—which is one of the best things about the school."

"I was personally grateful to Ann for helping to make the beginning of my children's journey here at MPFS a very special time," says Cynthia McGoff, MPFS Director of Development and parent of two current students. "And all of us at MPFS will always be grateful for Ann and Bill's consistent support of the school. We felt their concern and commitment for the well-being of MPFS in every way."

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**DEVELOPMENT UPDATE** | *Continued from page 4*

community service and citizenship. There is a strong need for financial aid to maintain this diversity, teach 21st century skills, and offer STEM education.

"Moreover, MPFS and like-minded small schools take a holistic approach to a child's education in an environment where each child is really known," he continues. "Outside funding is an important fundamental to allow MPFS to continue to thrive among much larger schools that have significantly greater financial resources."

In the 2016 fiscal year, corporations collectively contributed $105,300 toward our Financial Aid Fund through EITC and OSTC (see inset box). In 2016-17, more than one-third of our student body will qualify for tuition assistance through these programs and our projected eligibility for funding via OSTC alone is $272,000. With additional donor participation moving forward into fiscal year 2017, we can augment support for MPFS students in need.

We encourage businesses authorized to operate in Pennsylvania who are subject to one or more of the listed taxes to apply online by July 1st through the DCED's online Single Application System (https://www.esa.dced.state.pa.us/Login.aspx). Or, please contact Director of Development Cynthia McGoff (610.565.1960 x106, cmcgoff@fox.mpfs.org) and direct her to the proper inquiry channel at your employer. "[It's] a straightforward application process that enables us to implement our firm's philanthropic education goals," Larry Phelan attests. "I hope to be able to participate for many years."

# MEET Teacher Donna Svinis, Technology Teacher and Technology Coordinator

Teacher Donna Svinis began teaching at Media-Providence Friends School this past fall and we have been continually blown away by the energy and excitement she has brought to our students. T. Donna serves as both our Technology Teacher and Technology Coordinator. A true Renaissance woman, she has melded her love of art and technology to bring new creativity to the computer lab. It was the Quaker school philosophy that drew T. Donna to MPFS after teaching at Wilmington Friends where she was first introduced to Quaker education.

T. Donna was born in Rochester, NY and lived in California as a teenager before graduating high school early (at 16!) She first attended a music school in upstate New York as a classical guitar performance major. After a year and half, T. Donna found that music performance wasn't for her and she enrolled in the military. During her time in the military, T. Donna accumulated college credits and began working with computers, sparking her interest in technology. "This was when not everybody had a computer in their house, it was new then – and I was stationed in a place that I had to learn how to do word processing and spreadsheets. So I got into computers kind of from the ground up as a user because I was supporting the commanders." After her time in the military, T. Donna lived in Seattle and attended the University of Washington where she studied computer science and music, and continued working in the tech field.

"I just started getting jobs because tech was starting to be really big. I would build the machines or support the users, help desk kind of jobs. Just different places building different skills, I just kind of accumulated knowledge from being a user," says T. Donna. She also worked as a massage therapist, a white water rafter, and more as she put herself through college. She got her first degree in art when she was 40 year old – "with something like 5,000 credits" she laughs – and then shortly after that she got her master's degree in Education from Lesley University in Boston.

"I'm really interested in tech from mostly an artistic standpoint," says T. Donna, who has a glass studio in her

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home and also enjoys metal work and stone carving. T. Donna says that preparing for this year's STEAM Week was a very creative form of professional development. She says she had to really teach herself a lot of the work involved in the program and learned along with the students. "I like discovering things with people. I'm a lifetime learner. I learn things every day. I teach myself things every day," says T. Donna. "I like teaching because it's really fun to introduce somebody to something new that they are just discovering for the first time. Teaching is the profession that allows you to do that in the most creative way."

After teaching in public schools, T. Donna quickly realized something was missing. "Having to teach to the common core and testing, I think, is a real detriment to the students, to creativity and flexibility in the classroom." What she's found truly benefits students at MPFS and in Quaker education is small class size, the flexibility to teach technology creatively in a quickly-changing world, and a collaborative community of lifelong learners. "I've found that this community is very thoughtful and kind toward each other. All of the students are kind and friendly. The teachers are dedicated. They put the needs of the community and the needs of the students first and foremost." T. Donna was also struck by how teachers and students see themselves as members of a global community. "We're not this little isolated school. (Teachers) reach out and think about the bigger picture. They raise kids that are thoughtful that way too."

Looking ahead, T. Donna hopes to bring even more creative, cross-curriculum projects to the tech lab next year. "The most important thing I can do is to teach students how to teach themselves. Because things are changing so fast -- especially with tech -- so fast that what we are using today in my class will be old news by the time they hit high school. So, if they are willing to jump in and figure it out, I feel like that's the most important thing I can teach them. To help them learn how to learn and how to teach themselves because to be successful, they are going to have to do that for the rest of their lives."

At home in Newark, DE, T. Donna spends her free time creating in her studio. "I like things that are hot that you can manipulate. It's very empowering to bend or cut a big piece of steel!" T. Donna and Chuck, her husband of nine years, love working together on their garden and other outdoor projects. "My husband is a wood worker and I've dabbled in pretty much every medium there is, so between the two of us we can pretty much make anything," says. T. Donna. And she's not kidding! Together, T. Donna and her husband have built trellises, decks, light-up patios and fountains made from recycled bottles, a fish pond, and even a small creek that runs through their yard attracting over 35 species of birds.

We are so proud to have T. Donna as part of the community here at MPFS and we can't wait to see what she has in store for our students in the lab next year!

*Kindergarteners perform two plays based on books they read in class: The Day the Crayons Quit and The Day the Crayons Came Home.*

## "Are you following along?"

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## IMPORTANT DATES:

**Kindergarten Meet & Greet**, August 31

**First Day of School**, September 7

**Back to School Night**, September 22

mpfs.org

*Students create handprint bouquets for their families to celebrate Mother's Day!*