

Syrian Families, Refugees in Jordan: QUAKER TESTIMONIES IN ACTION

As a Friends school, MPFS tries to involve the community in events that spark conversations about how we as individuals can affect change in the world around us. This fall, MPFS welcomed Carol Shearon, a textile artist, photographer, grandmother, and member of Gwynedd Friends Meeting, for a presentation and conversation titled *Syrian Families, Refugees in Jordan*. Students from grade four and up attended with their families as well as outside members of the community for this special event.

To begin the program, Drew Smith, the Executive Director

of Friends Council on Education, spoke on the ways in which Friends schools in particular, with the teachings of Quaker testimonies (once called "disciplines"), educate children to be active global citizens. "We hope that you develop hearts and minds that you discipline to think about the world in particular ways. We hope that you are curious, we hope that you are compassionate, and we hope that you



Photo by Carol Shearon of a Syrian girl born in a refugee camp in Jordan

are seeking truth throughout your life," Smith said. He went on to say that Shearon is a good exemplar of the way Quaker faith turns into action.

Shearon believes educating her own community about the crisis, particularly students, will make room for empathy and understanding that will lead to real change. She began by speaking about her work with the UN High Commission on Refugees (UNHCR) and her visits to refugee camps. Through her work, she has had the opportunity to meet Syrian families living in refugee camps in Jordan and see the ways in which UN initiatives support them. The presentation focused on

understanding the Syrian refugee crisis, who refugee families are, and what we as individuals can do to help. "It's so easy to think you can't make a difference, that one person can't do anything," says Shearon.

"But if you work from the perspective that what you are doing is trying to make a small difference in something that is important to you, what you find is that instead of diminishing your energy it actually gives you energy."

In her presentation, Shearon described Syrian refugees as "middle class world citizens" who have now been displaced from their homes. There are 65.5 million forcibly displaced people in the world today and, as Shearon points out, the number is not getting any smaller. In 2016, the UN reported that 13.5 million of the 22 million people living in

This special issue includes our 2016-17 Annual Report of Giving



MPFS students with presenter Carol Shearon at community event Syrian Families, Refugees in Jordan

Syria were in need of aid. She went on to explain how the UN prioritizes who to help in such a massive crisis covering the vertiginous process and challenges encountered by the sheer volume of Syrian people needing assistance.

SYRIAN FAMILIES... | Continued on page 3

Dear Friends,

Several times each year, we host programs open to the community that align with Quaker values spark conversations among our students and broaden their experience in the world. In November, we were lucky to have Gwendydd Friends Meeting member Carol Shearon speak with our community about the Syrian refugee crisis and what we as individuals can do help. This presentation folds in nicely with this issue's Dragon Tales theme of Integrity. (You can read more about what this testimony means and how it is incorporated into the curriculum at MPFS in our Testimony Spotlight.)

The overarching message of the *Syrian Families, Refugees in Jordan* presentation was that though we may often feel helpless when faced with a problem as massive as the refugee crisis, there are ways in which we can help that are practical and follow the "think globally, act locally ethos" that we hold dear here at MPFS. Carol felt a "leading" to help Syrian refugees, which led her to visit a refugee camp in Jordan, and then to bring her experiences back to our community. In speaking to students in my Quakerism classes after the program, it was obvious that her caring, passion, and commitment for the families she met, and all of those who are displaced due to the war, had a profound impact. We hope that everyone who attended the program walked away from the event similarly energized to champion whatever cause it is they are passionate about. You can learn more about presenter Carol Shearon and the wonderful event in our feature article.

As a community, we rely on the integrity of individuals to help make the community stronger. We are thankful to have parents, alumni, and friends of the school who have contributed so much to support the MPFS community and who you can read about in our Development section. Additionally, in this issue you will find our Annual Report of Giving listing the generous donors in 2016-2017 who we thank for continuing to think of MPFS as a worthy recipient of your gifts.

We hope during this season of giving that you continue to "think globally, act locally" – whatever that may mean to you. And we would love to hear what you and your family are doing in your communities to let your lives speak. If you have a story to share, please consider emailing us at info@fox.mpfs.org and you could be featured in upcoming promotion for MPFS!

In Friendship,



W. Earl Sissell
Head of School

LETTER FROM The Head of School



Earl Sissell, Head of School

WELCOME OUR NEW TRUSTEE: Ngozi Atanmo

When Ngozi Atanmo and her son Austin moved to the Philadelphia area in 2015, Ngozi sought a school that would be “a safe place for [Austin] to grow and develop both personally and academically as a young black man.” Austin entered MPFS as a 6th grader and will graduate 8th grade in June as a member of the Class of 2018.



Here, Ngozi found what she was seeking. “When I visited the school, I was impressed with the small classroom sizes and the overall welcoming and accommodating community,” she says. “I had not heard of Friends schools prior to moving to the area, but every person I spoke with spoke very highly of a Friends school education and I wanted my son to experience that.” She has enjoyed watching Austin, who she describes as having been “pretty shy at first” and a reluctant public speaker, break out of his shell and grow more comfortable and confident during his time at MPFS.

They moved to Pennsylvania from Ohio, where Ngozi had lived since age 13. Ngozi spent her early childhood in Nigeria with her Nigerian father and American mother until her family moved back to the United States and settled in Akron, OH, her mother’s hometown. Ngozi earned a pair of Bachelor’s Degrees (in Organizational Development and Change as well as Marketing) and her MBA from the University of Toledo. She spent six months out of state in Washington, DC, as an intern at the Environmental Protection Agency.

She began her career in the Management Training program at Enterprise Rent-A-Car and then in an account manager role where she managed a rental account for a medium-sized insurance company. For the last 11 years, Ngozi has worked in the Federal Reserve System, first at the Federal Reserve Bank of Cleveland and now at the Federal Reserve Bank of Philadelphia. She is currently a project manager in the End User Services division at the Philadelphia Federal Reserve Bank, responsible for managing large IT projects and programs for the Fed.

In addition to her work, Ngozi enjoys traveling and spending time with her family, and particularly likes combining the two, such as on a “very exciting” trip to Spain last year. She likes to try out new restaurants and cuisines, and seeks out time for beach vacations. At Austin’s previous school, she served as treasurer of the PTA Board. She was also on the Board of Akron’s Freedom House for Women, which she says provides “housing and educational opportunities for homeless women and those trying to get back on their feet.”

As an MPFS parent, Ngozi has felt supported and engaged. She has appreciated the flexibility to be “as involved as I could be,” the community feel, and the warmth and willingness of other parents to share their experiences and opinions. “When it comes to the student body, I love the diversity,” she adds. “I would like to see that reflected even more in our faculty.”

As a new Trustee, she looks forward to having the opportunity to weigh in on such relevant issues, share her perspectives, “... positively influence some the decisions made at the Board level that impact our community ... and perhaps offer alternate and diverse viewpoints on decisions that impact our school.”

SYRIAN FAMILIES... | Continued from cover

Students were encouraged to empathize with the refugee families and see similarities between the refugee families and their own families. She showed photos of refugee families she became acquainted with and students got a feel for their daily lives in the refugee camp. It was clear to our students that these children looked as if they could be in their own classroom and not any different from them. Shearon went on to give students a virtual tour of homes inside a refugee camp. Students learned how families collected water to cook and wash, and how they heat water with a propane tank, and cook with a single burner on the floor of their shelter. Shearon had students brainstorm other obstacles families in refugee camps might face which got students thinking about the everyday comforts they may take for granted.

To close, Shearon had these powerful words to share, “Even though the refugees aren’t on the front page anymore, they haven’t gone away. And they certainly haven’t gone home.” Here she emphasized the importance of keeping those in need in mind especially once they aren’t splashed across the front page.

It is her hope that her presentation will mobilize families to take up whatever cause ignites their passion, be it the refugee crisis or any other issue they can make a connection with. She feels strongly about the impact activism can have within one’s own community or family. “There is such power in a community of people coming together with a joint concern. Working to develop a worthy project within a community – a Meeting, school, family, or neighborhood – enlivens that community and strengthens it,” says Shearon.

MPFS is grateful to have had the opportunity to learn about this project and hope it inspires action throughout our community. If you would like to watch a video of the event, please visit our Photo/Video Gallery at mpfs.org/photo-gallery and click the Video tab.

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Continued on page 7

2017 CORNERSTONE AWARD RECIPIENT: George S. Forsythe '45

An alumnus, former Trustee of the school, and 1876 Society Member, as well as a birthright member of Media Monthly Meeting, George is Media-Providence Friends School's stalwart steward, consummate craftsman, and quietest Quaker caretaker. In October 2017, the MPFS Board of Trustees and our Advancement Committee honored

oiled meeting room benches, our well-pruned and groomed grounds, and the podium used at graduation and many school events.

Everything that George creates, repairs, and makes possible preserves and bolsters the School's history, function, and integrity. Yet, he acts with no fuss or fanfare, seeking as little attention

deployment to Korea coincided with a cease fire, so he spent 15 months training and doing maneuvers in Japan before returning to and completing his service at Camp Lejeune in North Carolina. He headed back to and graduated from Earlham.

Always handy, George built for himself a reputation as a master craftsman. He took a 300-year-old house with no plumbing or electricity that had stood vacant for many years and rebuilt it into his home with wife Carole and then their two children. He worked in construction for himself, for a general contractor, and was with the Paul Restall Company for the last 14 years of his career.

George joined the MPFS Board of Trustees in 2005 and served a full 12-year term. Carole tells us that George was thrilled to be on our Board. "His family's life was centered on the Meeting and this is like a second home to him," she says. Now, she's thrilled for and very proud of her husband as a Cornerstone Award recipient.

George and Carole have supported the School financially year after year, decade after decade. They give generously to the annual MPFS Fund and helped fund our major campus and building renovation back in 2005. Their consistent philanthropy makes a statement, yet as is typical, George prefers understatement, simply saying that they "just do what they can" to help.

Among many other MPFS events, George has been glad to attend 8th grade graduation each year, where he enjoys seeing how the School influenced and impacted our students along the way. "Education counts, that's why this school counts," George says. "It lays the foundation for these kids to move on with confidence, and that's why I care."



George Forsythe pictured with daughter Donna and wife Carole

George with the Murry Engle Lauser Cornerstone Award for Outstanding Service to the School.

The Cornerstone Award, first given in 1986 to former Head of School Murry Engle Lauser, is bestowed upon individuals who exhibit an ongoing interest and commitment to the school. This includes a commitment to Quaker philosophies of education, involvement within Friends Meetings and organizations and the MPFS community, and both financial and volunteer support of the school.

George's care for MPFS is everywhere, tangible, and often crafted out of wood. We find it in the tools and work table he donated to our Maker-space, the cabinet he constructed to store our iPads and Chromebooks, the carefully crafted wood items he donates to the Spring Auction, the school and testimony signs he made for outdoor display, the properly maintained and

as possible. Quaker founder George Fox said of himself: "I was plain, and would have all things done plainly; for I did not seek any outward advantage to myself." Plainly, we can say the same about our George.

George started attending Media Friends 80 years ago at age four, following his older brothers Garrett and Jim, and attended through 4th grade, the School's highest grade at the time. Their mother Emma worked at the school, and the family lived right in Media Borough. His family's Quaker legacy dates back centuries. "My parents and grandparents would be very pleased to know that my brothers and I have been honored, and they deserve it more than we did," George has said.

After one semester at Earlham College, George found that he was to be drafted as he hadn't applied for student deferment. He decided to enlist in the Marines and served for three years. His

HONORING THE MEMORY OF Garrett Forsythe

In May, we lost a dear member of our school and Meeting communities, Garrett Forsythe. While we feel his absence, he lives on in stories, memories, and meaningful contributions. His personal and family legacy at MPFS and in Media Meeting is one of the many ways in which Garrett let his life speak.

Garrett was a true historian for the school and the Meeting and delighted in sharing about events occurring over 70 years. "I always enjoyed seeing Garrett come to the school office," says Margaret Camp, clerk of Media Meeting, who also worked in the MPFS office from 1981 to 2007. "For him, 125 W. Third St. was 'home' on any day of the week." He was just as curious about recent developments in the life of the school, particularly technology implementation for students. A former research and product development engineer for DuPont, and a holder of multiple patents, Garrett was a lifelong learner.

Garrett also lived out his faith in MPFS through his work on school and Meeting relations. "Garrett was proud to say that he was a 'birthright member' of Media Friends Meeting and he cherished his childhood years as a student attending Media Friends School in the 1930s," says Margaret. "The school held a special place in his heart all his life. In recent times, when the school came up as a topic in Meeting discussions, Garrett readily and empathetically reminded Friends of the importance of the school for the Meeting."

George Forsythe, Garrett's brother, recalls Garrett's passion for flight, remembering his brother building model airplanes and his plan to become a pilot. Garrett enrolled in the Navy V-12 college training program, and studied mechanical engineering while training as a naval officer. He served in the Korean War, where he flew more



(Pictured left to right) Brothers Garret, Jim, & George Forsythe

than 65 missions off of aircraft carriers. While a seemingly unusual choice for a Quaker, it was Garrett's leading and he never shied away from following his own path.

Fred Keffer, former MPFS business manager, fondly remembers Garrett sharing his "Flying Quaker Navy Pilot" stories when they met to discuss Meeting and school responsibilities. Fred recalls those stories as being much more entertaining than figuring out shared expenses!

In addition to being an alumnus, former Trustee, and Media Meeting member, Garrett received the 1991 Cornerstone Award with his wife Susan. For over four decades, Garrett and Susan contributed to the school, supporting the annual MPFS Fund and capital campaigns, to ensure that MPFS and the Meeting were well cared for and funded.

As we honor the memory of our beloved Friend Garrett – and hold his memory and his lovely wife Susan in the Light – let's also consider how we let our own lives speak.

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Allyson and Jeffery Lehrman
Linnville Orchards

**deceased*

MPFS COMMUNITY PARTNERSHIP AWARD: Friends Education Equity Collaborative

At the Cornerstone Award Breakfast, we also presented the first MPFS Community Partnership Award to the Friends Education Equity Collaborative for its exemplary leadership in partnership with our school. As a scholarship organization that provides funding to make a transformative Friends education accessible to the broadest base of students and families, the Collaborative fosters the growth of Quaker education while building community among Friends schools. MPFS is a founding member of the Collaborative, which raises funds through the Educational Improvement Tax Credit (EITC) and Opportunity Scholarship Tax Credit (OSTC) programs.

Friends Collaborative Co-chairs Jeff Markovitz and John Gilliland along with member Ralph Henninger accepted

the award on behalf of the organization. "This was quite an ambitious goal of working together to lift up the most vulnerable while empowering the shared mission among the schools," Jeff says. He notes that by working with a broad collation of schools and individuals, the Collaborative's purpose and path have been slowly revealed to them each step of the way. "[The] largest reveal was that together we can achieve so much more than we could ever accomplish by ourselves," he says. "Our original goal of providing some additional marginal funding to our small schools was not our purpose—our purpose is to ensure economic diversity in the enrollment of all schools and to nurture and bolster the health and vitality of our Friends school community."

COMMUNITY PARTNERSHIP AWARD... | Continued on page 11

PLANNED GIVING: The 1876 Society

We were glad to recognize during our Cornerstone event the members of our planned giving community, the 1876 Society, who support MPFS through bequests, charitable gift annuities, trusts and other planned giving arrangements. This support is vital to the School's work and future. The 1876 Society, named after the year Friends was founded, recognizes those in our community who have included the MPFS in their estate plans. Head of School Earl Sissell expressed our gratitude:

Members of the 1876 Society, because of you and those before you, students at MPFS grow in a nurturing environment, informed by Quaker testimonies, filled with both academic vigor and rich opportunities for character development. Your support helps advance an experiential curriculum that prepares children with essential academic skills necessary to succeed in a changing world.

Your commitment supports the school's dedication to creating a community of lifelong learners who embrace and



respect diversity in all its forms. You help make possible innovative programming that fuels students' curiosity and passion and teaches them that they are members of a global community. It also makes this uniquely transformative education possible for students who would not otherwise have the opportunity to attend our school.

Through your decision to make a planned gift, you ensure the longevity of MPFS – and for this we thank you.

1876 SOCIETY MEMBERS

Alice Trimble Pennell Allen*
Donna Noonan Allen
Anonymous
Sam & Barbara Rose Caldwell
David & Margaret Camp
Katherine & William Camp*
Ginny Christensen
Nancy C. DeMis & Bruce Turetsky
Nancy Fitts Donaldson '37
Geraldine Donovan
John & Deborah Ehleiter
Jessica & Gifford Eldredge
Marian D. Elkinton*

Wayne* & June Evans
George S. Forsythe '45
Susan K. Garrison
Bancroft "Bink" Haviland*
Bruce E. Hunt
Patricia D. Hunt
Eugene F. & Tracey Jarrell
Joan Baker Krehnbrink '68
Murry Engle Lauser*
Cynthia McGoff
Phyllis and Manley Mincer
Emily Myers
Paul Ness

Lynn and William Oberfield
Ken & Donna Park
Wayne Peischl & Greta Hudak
Mary and William D. Ravdin*
Paul and Mary Ann Restall*
William K. Scull
Harry & Susan Shreckengast
Earl Sissell
Doris E. Tirado
James Tyson Carson
Louise Wells*
William T. and Ann Windsor*
Althea & Douglas Whyte*

*Deceased

TESTIMONY SPOTLIGHT: Integrity

Over the next five issues of *Dragon Tales*, we will be spotlighting a different Quaker testimony (also known as the SPICES), and with help from faculty, staff, and students, we'll explore how each testimony is put into practice at MPFS and how families can instill these values at home! Look back at the Spring 2017 issue for our spotlight on **Peace**.

At its root, the Quaker testimony of Integrity is defined as consistency in word and in deed. According to the American Friends Service Committee, "... (the testimony of Integrity) means speaking the truth to all, including people in positions of power. Friends do not take oaths when appearing in a court of law, rejecting the idea that there is one standard of truth for daily living and another for the court." However, there is more to this testimony than simply to speak your truth.

Teacher Lisa Dainton, preschool teacher at MPFS, says that for her, the testimony means to speak your truth even if it is hard or uncomfortable in the moment. "The trick is to figure out how to speak your truth but frame it in a helpful way," says T. Lisa. When it comes to intentional teaching of the testimony of integrity, T. Lisa says that in her preschool classroom, she leads by example. That means being open and honest with students. T. Lisa says she does not shy away from being truthful with her young students, even when the truth is complex. For example, when students walk to the Food Bank with their partner class to drop off donations she says, "...there is a certain amount of honesty there. Some people don't have enough money or enough food. That is eye opening and maybe a little scary to the kids. We try to frame it under the umbrella of 'this is how we all try to help each other.'"

In the classroom, the testimony of integrity is woven into many collaborative and research-based assignments. Third grade teacher Shannon Hohl conducts a lesson on argumentation with her students and she finds honesty and integrity to be integral to this challenge assignment. "They have to maintain the integrity of the argument. They can't just interject with their personal thoughts or opinions they really have to do it based on facts and evidence and support that," says T. Shannon. "They work really hard to use facts and evidence to support that claim." T. Shannon finds that after this unit, her students are more mature in both the way they present themselves and how they tackle future assignments.

From an academic standpoint, the testimony of integrity plays a large role in lessons around proper research



Students work together to cook casseroles for Media Monthly Meeting who will serve meals at the Life Center of Eastern Delaware County

habits. Starting in fifth grade and continuing throughout middle school, students are instructed in citation and plagiarism. For Teacher Donna Svinis, technology teacher, believes students must start developing good habits with citations in preparing students for high school and beyond. "It can be easy to lose track of what's your idea and someone else's when your doing a lot of Internet research," says T. Donna. She covers the idea of copyright, intellectual property, and of course, basic rules for citing a source from print to digital.

In the Makerspace, a classroom dedicated to encouraging students to create using high-tech and low-tech tools, students learn the delicate balance of collaboration and citing sources when necessary. "There's a creative aspect to this idea of giving credit and being honest," says T. Donna. "When you put an idea out and then get more minds on it, the ideas that come out of that are limitless. Things can develop so much farther."

Beyond "consistency in word and deed," the testimony of Integrity is one that seamlessly weaves its way throughout the ethos and community spirit of Media-Providence Friends School. Though seemingly abstract in nature, it is intentionally taught in the classroom to students of all ages. As with all of the foundational lessons learned at MPFS, this testimony serves our students both academically as well emotionally and paves the way for bright, healthy futures. To learn more about Friends education and Quaker values, visit the About MPFS tab at mpfs.org/about-mpfs.

MEET Teacher Shirley Wright Kamara

We are very pleased to feature Teacher Shirley Wright Kamara in this issue. Though she is not one for the spotlight, she is a steadfast and valued member of the MPFS teaching community and we thank her for sharing her words with us. Read on to learn more about T. Shirley's journey at MPFS:

How long have you been teaching at MPFS?

Since 1989!

Where did you teach before joining the MPFS community?

I've worked with the Child Guidance Clinic and the Pennsylvania Department of Education. I have taught in public and private schools from preschool through college ages. Each group has a unique set of joys and challenges.

Why did you choose teaching as a profession?

I wanted to make an impact on the world, on my community. I felt I could do that as a teacher.

Why did you choose MPFS as a teacher?

I was initially introduced to MPFS when I was looking for schools for my son. I was drawn to the community feeling. I thought it would be a nice "village" to raise my child in. As a Friend, teaching, and being able to be an educator in a Friends school lets my life speak in a positive way as I embrace the SPICES and seek the Light in every child. I am excited to teach where we are able to urge students to seek joy each day and to celebrate our community and each other.

What do you find unique about teaching at MPFS compared to other schools?

I especially love having mixed aged activities and groups. I love being able to fine-tune and tailor lessons to meet the needs of the students who are right in front of me and engage students with multi-sensory activities. I am able to do deep, intimate work with children. I see the transformation kids go through from September to June. There's a real maturity there and they become so reflective and resilient. I think that they are empowered to go out and change the world.

What do think are MPFS' greatest strengths?

At MPFS we are able to nurture the whole child. I get to partner with parents who are 100 percent vested in their



child's education. I appreciate the opportunities to teach academics using cutting edge techniques.

What would you want parents to know about what goes on inside the classroom every day at MPFS?

We are able to help students find answers to satisfy their wonderings, become more metacognitive about their personal learning styles, push through challenging tasks, evaluate and reflect on choices they make, put values into action, learn resiliency and become self-efficacious as we consider and apply current valid scientific research.

What strikes you most about MPFS students?

I get excited when alums visit and share how MPFS has impacted their lives in diverse ways. It is very satisfying when students remember in detail a project, trip, or storytelling session. I marvel at how critical thinking and exposure to multiple perspectives at MPFS has led to, and continue to lead, students to make choices that have an impact.

What are some of the ways you prepare students for the next level in their education?

To be critical thinkers and problem solvers. It helps kids to pause and be mindful in their thinking. I ask kids not to think of their first answer but to think of their best answer,

TEACHER SHIRLEY... | Continued on page 11

Thanking Media Monthly Meeting, Providence Monthly Meeting, Parker Snowe and the members of the School Committee, Earl Sissell, Cynthia McGoff, and the MPFS school community – and giving a special thanks to Drew Smith of Friends Council on Education and the FCE Board for their tireless and unwavering support – John addressed the room on behalf of the Collaborative:

This award is not about us. It is about the member schools, their Heads of School, and their Trustees, including MPFS. We are all working together as a group to foster the growth of Quaker education by providing much needed scholarship funding. To date, we have raised a little over \$2,000,000 with 15 participating schools receiving \$1,033,833 in the 2016-17 academic year and guaranteeing the same amount in the 2017-18 academic year.

[Our] efforts began about five years ago when 10 small Quaker schools first met to understand each school's ability to raise funds for their schools. Those present quickly determined that we could best support our schools through a collaborative effort rather than working individually. Today we have about 20 Quaker schools participating, including Quaker elementary schools and K-12 schools.

Collaboration has led to measurable success and has created significant economic efficiencies as the cost of the effort is distributed across participating schools. More importantly, we are able to offer participating schools additional tools in support of their EITC and OSTC efforts. We know the program can be complicated, so we have assembled knowledgeable professionals who understand the intricacies of the program enabling all schools to leverage



(Pictured left to right) Earl Sissell, John Gilliland, Jeff Markovitz, Ralph Henninger, Parker Snowe

increased expertise through these professionals.

Recently, the Friends Collaborative has applied for additional funding in the current Pennsylvania State budget cycle and we are optimistic that we will be approved soon. Hopefully, many of your friends and associates can join this remarkable effort.

Quaker education, and the lessons it teaches, have never been more important in our world, and we believe that the work of the Friends Collaborative is crucial for the future health of our communities.

Thank You! We are honored to receive this award on behalf of all our member schools.

Find out more about the Friends Education Equity Collaborative and how you can support these efforts by contacting MPFS Director of Development Cynthia McGoff (610-565-1960 x106; cmcgoff@fox.mpfs.org) and at <https://www.mpfs.org/feec> on our website.

TEACHER SHIRLEY... | Continued from page 10

to think from many perspectives, to come up with different answers. And to always be open to change as they learn new information. We evaluate and reflect at the end of our lesson to make all types of connections using all the tools we have.

What stands out to you about the staff at MPFS?

There is a collective wisdom among the teaching staff that is a tremendous resource for me. Although I have multiple college degrees and continue to take postgraduate courses and workshops, I learn something new, stimulating, rewarding and wonderful from the students I teach and encounter at MPFS daily. I never feel like I am in this alone. I feel like I am connected to everybody else here.

What are some of your hobbies or interests outside of teaching?

I enjoy taking walks and playing with my rescue dog, Duchi Dash. I volunteer with Food Security Organizations. I work with adult literacy programs. I practice mindfulness.

"Are you following along?"



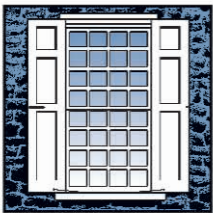
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Friends School

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Media, PA 19063

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PAID
Media, PA
Permit No. 842

IMPORTANT DATES:

Winterfest
February 2

**Parent/Teacher/Alumni vs. Students
Basketball Game**
February 23

Spring Admissions Open House,
February 9 & March 16

Spring Auction
April 20

610.565.1960
mpfs.org



Students swing into action on the first day
of school for another wonderful year at MPFS!