



One School, One Book: A Community Reading Program at MPFS

ONE SCHOOL, ONE BOOK



Preschool students read *The Boy Who Harnessed the Wind* and other stories to begin their unit on weather and wind.

There are certain books that can bring a community together despite age or other differences. Over the last several years, when MPFS faculty come across this type of special book, students across grades read (often age appropriate versions of the same book) and participate in various cross-curriculum activities in conjunction with the themes of that book.

This year, students read *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer. It is the true story of Kamkwamba who grew up in Malawi. During a devastating famine in 2002, and not being able to afford an education, "he embarked on a daring plan to bring his family a set of luxuries that only two percent of Malawians could afford and what the West considers a necessity – electricity and running water." Kamkwamba used old library books to educate himself and collected scraps from junkyards to finally build a windmill on his family's property.

After reading the picture book version of the story, students were able to make connections across subjects

through hands-on projects. Preschool students incorporated what they learned from Kamkwamba's story into their unit on weather and wind. Students also read another book called *Feel the Wind* by Arthur Dorros in conjunction with these projects. They participated in a science experiment where students tested how different objects responded to wind. Students also had the chance to visit the Makerspace where they were tasked with creating new objects from recycled materials just like Kamkwamba did. Finally, preschool teacher Lisa Dainton says that one of the themes she focused on with students this year was collaboration as it applies to being an agent of change, and this tied in with their discussion of *The Boy Who Harnessed the Wind*.

Lower school students also read the picture book version of *The Boy Who Harnessed the Wind* and discussed how the book tied in with the five Quaker testimonies of Stewardship, Peace, Integrity, Community, Equality, and Stewardship. For example, in the book, Kamkwamba cannot afford to attend

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LETTER FROM The Head of School

Dear Friends,

We often hear our alumni describe Media-Providence Friends School as “a wonderful little community.” At our annual reunions, we find out, year after year, that even decades on from their MPFS graduations, classmates are still close friends, keep in touch despite time or distance, and connect on a deep emotional level from this formative era. As a Quaker school, we embrace this idea of being not just a school but also a true *community* of learners, colleagues, and friends.

While those connections made in a tight-knit school like MPFS can be lasting, the true value in learning in a community environment goes beyond the interpersonal. In this issue, we discuss the academic benefits of learning in a safe, welcoming, and diverse community like MPFS. In our feature article, we dive into the One School, One Book programming and learn about the cohesive experience of reading *The Boy Who Harnessed the Wind* as a community and the amazing hands-on projects and service learning that came out of it.

We also discuss the Quaker testimony of Peace, and how it is put into practice in the classroom, curriculum, and programming. Our Philanthropy Spotlight on alumni parent and former trustee, Gene Jarrell, shines a light on how one member of the MPFS community has made a difference and our Development Updates on our Fund the Arts campaign and the Friends Education Equity Collaborative (FEEC) are both examples of individuals coming together for a greater cause.

During a moment in our society when there is a spotlight on our divisions, we hope to shine a light on our “wonderful little community” as an example of both the value in education and creating lifelong learners and as a means to creating young scholars who will go on to be tomorrow’s agents of change.

Sincerely,



W. Earl Sissell
Head of School



Earl Sissell, Head of School and Alumni Parent

Gene Jarrell

A parent of two alumni, a former Clerk of the Board of Trustees, and an attorney who always makes a great case, Eugene F. Jarrell III has combined care for Media-Providence Friends School with his ability to collaborate, communicate, and convince to our great benefit. When Gene took the lead on a renovation and revitalization here, he established his legacy as the driving force behind what became our “new campus” with newly constructed buildings and a host of improvements. Through this work and countless other contributions of time, talent, good counsel, and financial support over more than 15 years, Gene has done this school a tremendous and lasting service.

In October 2016, the Advancement Committee and the Board chose to recognize Gene with the Murry Engle Lauser Cornerstone Award for Outstanding Service to MPFS – and they couldn’t have made a better choice. “Gene inspired others with his positive attitude, his infectious smile, and the way he encourages people,” says Harry Shreckengast, 2013 Cornerstone Award recipient. “He’s a very direct guy when things need to be done, but combines that direct approach with humor and a friendly manner.”

His co-pilot all along the way, Gene’s wife Tracey has played a huge part in all that he has accomplished here and has been an invaluable supporter of the school in her own right. Their partnership as MPFS parents, community builders, and philanthropists is one for the ages.

Gene and Tracey’s daughter Olivia joined MPFS as a Pre-K 3 student in 2000 and their son Will started Pre-K 3 in 2003. Gene joined the Board of Trustees in 2002 and clerked the Property Committee for a number of years before becoming Clerk of the Board in 2010. Gene always had a great interest in and vision for the MPFS campus and understood the power of curb appeal. And he didn’t just advise or supervise; he got in there and worked at every fall and spring clean-up.

Most of the actual construction for the campus renovation took place in 2005, but there was a tremendous amount of work leading up to that point – and Gene was there every step of the way, clearing paths and laying a solid foundation. “I really don’t think it would have happened without him,” says Harry. “When others had doubts, Gene reassured them. When plans went awry, Gene navigated us back on course.... [And] having his legal background and expertise was instrumental.”

“If it weren’t for his leadership... during the large project in 2004-05, there would be no computer lab/library, no redone “Little Building”, no new 1st and 2nd grade classroom building, and no enclosed courtyard,” says Lynn Oberfield, who was Head of School at the time.

As a parent here, it was paramount for Gene to give back to the school and to the people – especially the teachers – who were so committed to educating and caring for Olivia and Will. “Gene kept at it because his children were having a wonderful experience at MPFS and because he liked us,” Lynn says. After Will graduated and Gene came off the Board in 2014, Gene is still giving.

Notable philanthropists, Gene and Tracey have been consistently generous donors to MPFS since 2002 by way of gifts to the Annual Fund, Special Projects, and Capital Campaigns – including matching



Former Clerk of the Board of Trustees and Alumni Parent Gene Jarrell (right) with Harry Shreckengast, alumni parent, former trustee and Clerk of the Board, and past Cornerstone honoree, at the annual 2017 Cornerstone Award Ceremony.

gifts from Tracey’s employer, Verizon – as well as through catalog advertisements, donations to, and participation in our Spring Auction. Gene and Tracey are also members of our 1876 Society. “Our involvement with MPFS has been nothing short of life changing for our family,” says Tracey. “We’re grateful for this community, teachers and administration.”

The **Murry Engle Lauser Cornerstone Award** for Outstanding Service to Media-Providence Friends School 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 as well as the MPFS community, and both financial and volunteer support of the school. The first Cornerstone recognition was given in 1986 to Murry Engle Lauser, a member of Providence Meeting and former MPFS Head of School (1968-1976). Although Murry passed away in 2006, she continues to sustain MPFS through a gift annuity that enabled the creation of the Murry Engle Lauser Endowment Fund for Financial Aid.

Development Update: Funding the Arts at MPFS

This spring, we launched an initiative in support of the Arts at MPFS to fund items, supplies, and technologies to enrich the cross-curricular, experiential arts education that students receive here. We are excited to report that we exceeded our \$23,555 goal through our dual fundraising effort: an online GiveCampus campaign and our paddle raise at the Spring Auction. Full funding for our entire wish list for art (a Smartboard, easels, kiln furniture, and display panels), music (listening centers, speakers, microphone cables, and a mixer), dramatic arts (a microphone system, equalizer, speakers, and soundboard), technology in art (Google Expedition kits and headphones), our Makerspace (sensor kits, e-sewing kits, and inventor's kits refill packs), and a few additional arts items to be determined by our teachers will benefit all of our students.

We are grateful to all who raised their paddles and/or who made a gift via GiveCampus as well as to those who encouraged others' support as campaign advocates and conduits. The online campaign – our first – generated more than \$14,000 from donors in 11 states. Donors included parents, alumni, teachers and staff, trustees, and friends of MPFS. Auction attendees contributed the rest during a fun and



8th Grade Parents pose for a photo at the annual MPFS Spring Auction

fruitful paddle raise. Besides our Annual Fund campaign, the Auction is the only other major fundraiser we conduct annually. The Auction is also a great friend raiser, a night for members of our community to come out and enjoy the company of one another. Fundraising success is essential to maintaining and expanding the quality and breadth of our programming. For funding the Arts at MPFS, we thank:

Sherrill Adams
Donna Allen
Hadeel & Aymen Alrez
Anonymous (2)
Laurie Arnold
Philip Bartocci
Jean A. Boardman
Brittany & Timothy Bowen
Cathy Brady
David & Margaret Camp
Ginny Christensen
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Heather Dembling
Nancy DeMis & Bruce Turetsky
Nino DeProphetis
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Sherry Dougherty
Susan Elliott-Johnson &
Christopher Johnson
William & Karen Evans
GE Foundation Matching Gifts Program
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Greg Gephart & Michal Hall

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Kelly & Nat Graham
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Holly & Donn Guthrie
Bruce & Prudence Haines
The Hanson Family
Kevin Hardy & Elizabeth Sheldon
Robert & Ann Hays
Susannah Henderson & Ryan Dunne
Patrick Egan & Tracy Hicks
Holly & Richard Hoffmann
Herschel D. Horn
Deborah & Rick Irwin
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Janice Kirkwood & Philip Peterson
Sharon Kukawski
Allyson & Jeffrey Lehrman
Ina Li & Michael Kostal
Michelle & Robert Lindenmuth
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Nancy & Don Nicely
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Chrissy Pearson
Jacob Kleinman Phillips
PNC Matching Gifts
Heidi Rupert Poliafico
Justine & Michael Polster
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Les & Elsie Schafer
Austin W. Schoenkopf
Asia Scott
Dana & Kevin Severance
Christopher Shuster &
Kathleen McCullough
Lisa Slager
Parker Snowe & Leslie Friedman
Earl Sissell & Sonia Stamm
Cabrina & Nicholas Stanek
Francy & Fred Strathmann
Christine & Ben Suplick
Meagan & Tony Watkins
Carl Weis



#FundtheArts Campaign! Students pose with beloved mascot Dazzle Dragon at the annual fall Pizza Pumpkin Night gathering

Collaborate With Us

Media-Providence Friends School is one of the founding members of The Friends Education Equity Collaborative* (FEEC), organized by staff and volunteers of ten small Quaker elementary schools in the greater Philadelphia region, and chaired by Jeff Markovitz and John Gilliland. **The purpose of the Collaborative is to foster the growth of Quaker Education by providing funding that makes a Quaker education accessible for more families. This financial aid funding is generated by individuals who participate in a tax credit program through FEEC. A qualified participant donates to the Collaborative and receives tax credits for 90 percent of that donation.**

In 2016, we formed a Special Purpose Entity (LLC) to take advantage of the changes in the Pennsylvania Education Improvement Tax Credit (EITC) and the Opportunity Scholarship Tax Credit (OSTC) programs. On December 7, MPFS and nine additional Quaker elementary schools were awarded \$750,000 of Pennsylvania tax credits in the EITC program. The Collaborative funded \$634,000 for 2016-17 and \$634,000 for 2017-18 to be shared among FEEC member schools. This June, FEEC was awarded an additional \$400,000 in tax credits and in just a few weeks we were fully subscribed. Many thanks to all 72 donors, including the initial participants from our MPFS community: Donn and Holly Guthrie, Linvilla Orchards, Jeffrey and Allyson Lehrman, and Phyllis and Manley Mincer of Dental Arts on the Square.

Looking forward, we will apply for more tax credits with two new LLCs. In addition to receiving a 90 percent credit for your donation, you may also qualify for a federal deduction for the donation. To see if you qualify, please contact **Cynthia McGoff** at cmcgoff@fox.mpfs.org or 610-565-1960. Read more at www.mpfs.org in the Support section of our website.

**Plymouth Meeting Friends School, Friends School Haverford, Goshen Friends School, Lansdowne Friends School, Media-Providence Friends School, Frankford Friends School, The Quaker School at Horsham, Stratford Friends School, United Friends School, West Chester Friends School*

school so he visits the library, stocked with outdated texts, to study various subjects to help him in his efforts. In line with the Quaker testimony of Service, students collected and donated books to Books for Africa (BFA) a non-profit organization that aims to “end the book famine in Africa” by distributing books to African students of all ages.

4th & 5th graders used the book as a jumping off point for their bi-weekly Literature Circle. Students also discussed the book in conjunction with their research on Leaders. Questions such as “Was William a leader?” and “What makes a good leader?” helped spark lively conversations between students. These focused, in-depth discussions are the foundation for a lifelong love of reading and learning.

In middle school, students discussed the book in humanities, science, and art class and were able to make cross-curricular connections through hands-on projects in all three subjects. In humanities, students worked on journal writing focusing on perspective.

“We were reading (the book) during election season. I wanted them to really consider different POVs. There were so many contrasting positions so this theme of understanding different perspectives pervaded our conversations throughout the fall. It’s good for them to be challenged, in the classroom, to consider someone else’s view,” says Middle School Humanities Teacher and 8th Grade Advisor Teacher Christy Chang.

As a culminating project in humanities, students wrote letters to the author. They had to include how they personally connected to the book, what they learned from his life, and what could be applied to their own life. As well as what lessons they can apply to their own personal challenges. It was very exciting to receive a response to their letters from the author himself who was very impressed with what they were able to build themselves!

Teacher Daryl Ballough, 4th-8th Grade Science Teacher, had students design and create their own windmills. There were sections of the book that focused on the science and technology behind Kamkwamba’s creations. Students learned about direct and alternating currents, circuits, generators, voltmeters, and more.

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TESTIMONY SPOTLIGHT: Peace

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 Fall 2016 issue for our spotlight on *Simplicity*.

The Quaker testimony of Peace is perhaps the most pervasive of the five SPICES. Quakers seek to eliminate conflicts that lead to violence and war; however, this testimony infiltrates many aspects of Quaker education from personal practice, to curriculum and programming, and interpersonal skills.

Holly Hoffmann, Lower School Science Teacher and Language Arts Support says that Meeting for Worship is perhaps our students' first experience with trying to make that connection but it certainly doesn't end inside the meeting room. "From

a young age, in teaching these tools about peace, they're learning the meta-cognitive connection between brain and body. They are thinking of themselves as learners and they understand our brains learn best when we feel peaceful." It is this kind of intentional teaching of peace and mindfulness that prepares students to deal with stress both inside and outside of the classroom that will carry them through a lifetime of academic success.

Part of the joy of a Quaker education is learning in a safe, welcoming, and diverse community. "They are

able to recognize that what I need may be different from what my friend next to me needs in terms of teacher support. We're a community – we're not learning one on one – which is a very important POV and tool to have for academia and the real world going forward,"

T. Holly says. The importance of a safe space in school goes beyond social-emotional well being, but creates a successful learning environment where students can take risks, ask questions, and problem solve.

"As Quakers and as a Quaker school we do learn and model and teach about wanting to come to peace in ourselves and in the world," says T. Holly. She goes on to say that peace in the classroom can be as simple as teaching students to respect each other's ideas and to listen to each other. Certain classrooms have "peace

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Lower school students paint rocks used to construct a Peace Walk Labyrinth for International Day of Peace

kits” which are non-disruptive objects, such as a seashell or small puzzle that a student can quietly sit with to help them refocus when needed.

Teachers across grades work with students on mindfulness and will often use meditative practices such as deep breathing to help focus or refocus students before a lesson or when the energy in the classroom is heightened. “This gives the students a lot of agency to help them control their own focus. It’s putting the onus on the student. That’s a big difference between MPFS-ers and non-MPFS-ers. They have a real sense of self and they take on the responsibility of their own learning style,” T. Holly says.

Beyond mindfulness, peace is also weaved throughout academic curriculum at MPFS. For example, the social studies theme across grades for the 2016-17 school year focused on the Civil Rights Movement in the United States. Students learned the history of the movement, how it is still relevant today, and discussed the differences between rights, civil rights, and basic human rights. Our 3rd – 5th graders in particular focused on wage peace as it relates to Fair Trade practices.

T. Holly saw students were able to make connections between the peaceful protests of the Civil Rights Movement and current events unfolding today. “What we’re talking about is this idea that we’re not going to accept what doesn’t feel right because it’s going against people’s rights or someone’s not being heard or being mistreated. Yet we’re going to respond to that in a communicative, peaceful, nonviolent way.” From the skills taught at MPFS, our students value communicating and listening as a means of creating impactful change.

The testimony of peace plays a role in many facets of Quaker education. With the practice of Meeting for Worship, to mindfulness in the classroom, and navigating issues of social justice, MPFS students are given the tools needed for success in academia and in the world. To learn more about Friends education and Quaker values, visit the About MPFS tab at mpfs.org/about-mpfs.

“They really had to use their engineering and design skills,” T. Daryl says. Once students were able to design and test their windmills, they were tasked with using the windmills to make enough energy to power LED lights and a soundboard that played the tune of “It’s a Small World.” “By that point, the students could figure out if there wasn’t enough voltage, the song would play slow and sluggish. But if they got too much (voltage), it sounded like Alvin & the Chipmunks – really high and fast. So when they finally got it just right, it was really cool to see,” says T. Daryl.



*A middle school student gives a demonstration to her younger peers about windmills and wind turbines during their cross-curricular science project based on *The Boy Who Harnessed the Wind**

In art class, middle school students worked with Teacher Karen Carbutt to create a kinetic sculpture installation. Using limited materials – rice paper, string, wicker reed, and white glue – students created moveable, three-dimensional, wind-powered sculptures. Before creating their own, students studied the design elements and technology of wind turbines as well as the work of contemporary artists such as Theo Jansen’s *Strandbeests*, who creates sculptures that move with the wind and walk across the beach giving the appearance of living creatures. “I think they really embraced the idea of it and made the connection between that and the book. I didn’t even mention that connection but they were able to talk about it. I like to have them make those connections on their own first,” says T. Karen.

From art and design to science and engineering to writing and politics, faculty helped students relate to Kamkwamba’s story on multiple levels. Students were able to connect to the material in a deeper way through cross-curricular conversations and projects. From the engineering skills needed to construct a working windmill to calling back to the Quaker testimonies, or SPICES, as a basis for the social-emotional perspective, One School, One Book allows students to shine in a collaborative academic environment.

The MPFS Class of 2017



(Back Row, Left to Right) Tom Pepper, Jake Greenlaw-Scully, Reece Gaboriault, Jay Kostal, Chris Green, Casper Hoffmann, Lucas Lindenmuth

(Front Row, Left to Right) Aiden McLean, Margot Sissell, Sherisse Peterson, Julia Coffman, Natalie Dodds, Jack Schlegel

Our newest alumni, the Class of 2017, graduated on Friday, June 9th. Congratulations to Aiden, Casper, Chris, Jack, Jake, Jay, Julia, Lucas, Margot, Natalie, Reece, Sherisse, and Tom! Together, our 13 graduates enjoyed a total of 89 years as MPFS students and among them are three “lifers” who started here in Pre-K 3. They have bonded in the classroom and out in the world over the years, notably during their nine-day 8th grade class trip to Costa Rica this spring. As they prepared for graduation and delivered their speeches during a memorable morning ceremony and Meeting for Worship, these young teens shared stories and thoughts about their time here while also looking forward. Here are some of their meaningful musings, in their own words.

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I'd like to thank...

"...my parents, who have not only consistently made an effort to make sure I get an excellent education, but have loved and supported me through everything I do. ... I'm so glad [they] decided to enroll me here, and I'm so thankful to the MPFS community for embracing me."

"...all of my teachers for the experiences and challenges they provided for me here to account for my love of math, science, and the arts."

"...my parents for caring ... being there whenever I needed help over the years ... sending me to a unique school such as this one ... always showing up to my games to show support, shaping me into the person I am today, and just being amazing parents."

"...all the teachers for always giving me a challenge so that I [could] learn and be prepared for the things I will learn in high school."

"...my classmates. We did it! ... Thank you guys for listening to me and for being there throughout the years."

My MPFS:

"Education here is really rich and you get to learn a lot. What I've learned at this school will help carry me through life."

"MPFS has provided me with a unique educational experience that combines conventional learning with making a difference in the world."

"I will always remember MPFS as a great place, not just for learning, but for amazing experiences."

"I have learned so much [at MPFS] about myself and what it means to be a good, honest person living by the SPICES."

"I'm proud and I feel lucky to be in a school where I can consider everyone in my class to be my friend."

"Above all, I'll remember the trips [especially to Echo Hill Outdoor School, Bear Creek, and Costa Rica]."

"I'm really proud of the person I've become, even if I don't always admit it. ... The sense of individuality and self-confidence that you get at MPFS is unique and also very special."

"I have learned many important things at MPFS, but the most important thing I have learned is to be myself always, because that's the best thing you can do."

"I think the experience I got here is different than I would have had at any other school. The teachers are so available and the kids get to know each other so well. I'm glad I've been able to have that."

High school and beyond:

Among the high schools that our graduates have chosen or are considering are Penncrest, Friends' Central School, Neumann Goretti, Great Valley, Delaware County Christian School, and Lindenwold.

"As I transition into high school, I am sure that everything I have learned at MPFS will be of great use to me."

"I'm excited to go to a bigger school, but I am so glad I had my school foundation here at MPFS. This school is really one of a kind."

Looking further into the future, the members of the Class of 2017 have plenty of career speculations and aspirations, foreseeing themselves and their classmates as teachers and educators, scientists (biologist, theoretical physicist, astrophysicist), mathematicians, explorers and archeologists, CEOs and business professionals (currency trader, commercial real estate rentals), engineers and designers (telecommunications satellite, video game sound effects), athletes and sports professionals (runner, swimmer, sports commentating/broadcasting/management), and music professionals.

"Someone in our class is going to discover something new — I don't know what, but it will be important."



2nd grade students with children's book illustrator and writer Lisa Brown

MEET

Teacher Christy Chang, Middle School Humanities Teacher and 8th Grade Advisor

Teacher Christy Chang has been with MPFS for two years teaching Middle School Humanities. She is a passionate, sincere, and collaborative faculty member who emphasizes students finding their voice at MPFS. We are very proud to announce that she is the recipient of a Fulbright Scholarship to study in Thailand this summer. We are so pleased to learn more about T. Christy and share her knowledge and experience with you here:

What are your interests or hobbies outside of work?

One thing that is really important to me is being able to live a life of faith and so besides being a teacher what ultimately grounds me is my faith in God. That's something that I've experienced to be something very deep and meaningful to me ever since I was very young.

Where did you go to college?

I went to UVA in Charlottesville for undergrad and grad school. I double majored in Spanish and English and minored in religious studies. Then I have a masters degree in English Education.

Where did you work before coming to MPFS?

I taught at a school called Young Scholars Charter School near Temple Hospital in Philadelphia.

Why did you choose teaching as a profession?

My family moved to Mexico when I was in middle school, so I went to an international school. One of the older high school students invited me to this place called the Brickyard. It's a place on the outskirts of our town called Chihuahua; there is a community of 30 or 40 families that come from indigenous tribes in the mountains of northern Mexico for work. They made bricks and sold them. But they had no money to build their homes except with cardboard and tin. They were looked down on. The government didn't provide a way for their children to get to school.

So, I became involved with this small team of people – doctors, nurses, teachers – who taught these little workshops. I was able to teach these little kids how to read. I



ended up going every Friday for years. Even after I went to college, I would return during breaks. It was such a huge part of my life and it really opened my eyes to the resilience of children when it comes to learning. They would come barefoot and when they were sick and they would bring their little siblings when they could barely walk. It was really powerful to see how literacy was valued and not accessible for everyone.

Why did you choose to teach at MPFS?

One thing I loved about this school is it is actually diverse. Whereas other schools said they were diverse but I didn't

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really feel it or see it when I visited classrooms. So I felt really trustful of how MPFS actively seeks to be diverse, and not just with ethnicity but in all ways; particularly as a safe place to openly express their beliefs and share about their backgrounds. This is just a really good place where we are always working towards that goal.

What do you think are MPFS' greatest strengths as a school?

No one is stingy about their time or effort. Also, it's not a competitive atmosphere, which of course boosts a sense of community. There is a sense of environmental stewardship which is something I had previously taken lightly. I really love the emphasis on empathy in both the curriculum and general programming.

What strikes you most about the community and its students?

Our students have a resiliency and a willingness to change that I think is so special. I think that one thing that I haven't seen elsewhere is the kids really feel like they can express who they are in all their eccentricities. I think its indicative of them feeling safe and valued here. Especially with teachers and peers – they just seem comfortable.

How are you are preparing students for the next level in their education?

I definitely want them to think big picture. The big picture for me is that they are growing as thinkers in order to

better this world. In order to do that they need to develop those thoughts and they need ways to communicate their thoughts. They need to be more familiar with the mistakes that history makes. All of these things we weave together — so that their voice is stronger.

Have you participated in any professional development this year?

The summer before this year, I was at Amherst College and I studied with the National Endowment for the Humanities. It was an amazing experience. I worked with a wonderful professor named Austin Sarat. He is the leading expert on justice in the U.S. Legal System. We talked about the death penalty and what it means to bring justice into that situation. Throughout the school year I took a course on East Asia with UPENN with the Center for East Asian Studies. It is also through the National Consortium for Teaching About Asia. I hope to focus on East Asia next year with my students.

Also, (the day of this interview!) I found out that I received a Fulbright Scholarship. It's for teaching about Thailand. Basically, participants will visit all these different cities in Thailand, government offices, palaces, school, museums, temples they'll meet with community members, policy members and academicians, and work on curriculum projects. It's very exciting!



Students identify & tag trees at Glen Providence Park during STEAM Week.

"Are you following along?"



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twitter.com/mpfs



Friends School

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IMPORTANT DATES:

Annual Swim Party,
August 28

**New Middle School Student
Orientation,** August 31

First Day of School, September 6

Back to School Night, September 28

Fall Admissions Open House,
October 20 & November 10

610.565.1960
mpfs.org



Middle school students hit the final mark of "Friend
Like Me" from the spring musical **Aladdin Jr.**