

Winter 2019

The Main Line

EDUCATION

guide



Special supplement to

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EDUCATION

Eight things to consider when choosing a high school

Planning ahead for the future often involves having a strong educational foundation upon which a secure and financially rewarding career can be built. While many students and families give ample thought to where they will attend college, taking such an approach to high school can be beneficial as well.

High school is a critical time in a child's life. Many students simply attend their local public high schools, even if that school may not be the best fit for the student. It behooves families to investigate other possibilities they have to ensure teenagers end up in the right academic environment during high school.

Public schools, private/religious institutions and spe-

cialty and vocational schools may have different assets that set them apart. Therefore, students and their parents can look at various factors to determine which school will present them with the right environment and tools for success.

1. Identify needs and wants. Have a frank discussion as a family regarding what the student is looking to get out of the high school experience, as well as which settings help him or her learn the best.

2. Look at programs offered. Schools vary in their offerings. Comprehensive high schools offer a smorgasbord of courses to appeal to as many students as possible. Magnet or specialty schools may have specialized focuses, such as STEM,

communications, business or art.

3. How much college prep is desired? While most schools offer Advanced Placement courses that can translate into college credit, some offer specialty tracks that enable high school students to earn a high school diploma and associate's degree concurrently.

4. Check out campus size. The number of students on campus and teacher-to-student ratio can affect how some students learn. Social kids may like big schools, while an intimate setting may bring others out of their shells.

5. Consider religious affiliations. Many families like a faith-based program, and religious schools often blend faith into their curriculum.

6. Pay attention to finances. Tuition costs can impact which school a student attends.

7. Map the school location. Decisions also can be based on how close a school may be. Long commutes can eat into extracurricular activities or family time.

8. What clubs and activities are offered? School decisions also can be based on the activities that help develop well-rounded students. Athletes may seek schools with strong sports programs, for example.

Students can explore all possibilities in their local areas and beyond when determining where to attend high school.

Article courtesy of MetroCreative



PHOTO COURTESY OF METROCREATIVE

Academics, college preparation, campus size and extracurricular activities all should be considered when choosing a high school.

EDUCATION

How to ease your child's transition to a new school

Being the new kid in school can be a tall order for youngsters. Children who change schools may face a host of challenges that studies suggest can affect both their social and academic development.

In a 2010 study that followed students who entered kindergarten in 1998 through 2007, the Government Accountability Office found that 13 percent of students changed schools four or more times by the end of eighth grade. Such mobility can adversely affect students, as a study of 13,000 students in the city of Chicago found that children who had changed schools four or more times by the sixth grade were roughly a year behind their classmates.

In addition to the toll transferring schools can take on their academic

performance, students also may experience difficulty assimilating into their new schools. Though there's no formula to make such transitions easier, parents can try various strategies to help their kids successfully adjust to new schools.

▪ Speak with children about the transition. Pathways.org, a not-for-profit organization devoted to providing free child development information to parents and health professionals, recommends parents speak with their children about transitioning to a new school. Encourage children to share what excites and worries them about the transition. The way parents discuss transitions can go a long way toward shaping how kids view the change.

▪ Stay true to your routine. Pathways also recom-

mends parents of students who are transitioning to a new school do their best to replicate first day of school routines from years past. Some familiar traditions might help calm kids' concerns about their first day in a new school.

▪ Assimilate into a new community before the school year begins. The education resource Edweek.org notes that the most common causes of students changing schools are residential moves related to parents' jobs or financial instability. Parents on the lookout for a new job or those who may need to relocate for financial reasons may want to delay moving until the current school year has ended. Moving between school years gives families time to acclimate to their new communities.

That means kids will get time to make new friends. Some familiar faces on the first day at a new school can go a long way toward alleviating the fears children may have.

▪ Volunteer at your child's new school. Parental involvement at school can have a profound impact on children. The National Education Association notes that children whose parents are involved at school are more likely to perform academically than students whose parents are uninvolved.

In addition, such students are more likely to have good attendance and exhibit stronger social skills than children whose parents do not involve themselves in their children's school. It stands to reason that students transferring



PHOTO COURTESY OF METROCREATIVE

to a new school may benefit from parental involvement even more than other students, as seeing their parents approach a new school with excitement and energy may inspire children to follow suit.

Transitioning to a new school is not easy for many students. But parents can help smooth that transition in various ways.

Article courtesy of MetroCreative

EDUCATION

Friends School Haverford — discover the ‘power of small’

At Friends School Haverford, we are able to exploit the “power of small.” Being a school with an excellent teacher-to-student ratio, we are nimble, which allows us to responsively support every child.

▪ Classroom instruction is highly differentiated and individualized to meet each student’s unique learning needs. Using a workshop model, teachers follow up lesson introductions, facilitating project-based work with individuals, pairs and small groups of students. Students’ strengths are celebrated and challenges are supported.

▪ A rich, student-centered curriculum drives instruction. Having continuity and clarity both within and across grades and disciplines allows us to create meaningful learning experiences for our students.

▪ Diversity and difference of all kinds are celebrated and embraced by the school

community. We believe that growing up with friends who are different than oneself is of immense value.

▪ Learning and the community in which that learning takes place are inextricably entwined. We are a Quaker school. We strive to be, in the Quaker phrase, a community of “Seekers after Truth.” The values, or testimonies, that comprise our mission are Simplicity, Peace, Integrity, Community, Equality and Stewardship of the Earth. We employ Responsive Classroom and Zones of Regulation curricula to create and sustain a schoolwide culture of kindness.

▪ Teachers are lifelong learners who both adopt and develop best practices in education.

▪ Outdoor education and recess are important components of our curriculum. We believe that children need regular opportunities to explore, run,

climb, actively engage with their environment and develop deep relationships with peers. Students spend at least an hour a day outdoors.

▪ Music, art, Spanish, physical education and technology classes meet multiple times per week, rounding out an exquisite school experience.

Guided by Quaker principles since its founding in 1885, Friends School Haverford provides an intellectually rich program to an intentionally diverse school family. We promote academic scholarship, creativity, respect, integrity and self-awareness with a commitment to creating a culture of stewardship and kindness. Friends School Haverford graduates are uniquely prepared to go forth with boldness of intellect and character.



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Malvern Preparatory School is an Augustinian School, Catholic and Independent for young men in grades 6-12.

EDUCATION

Delaware Valley Friends welcomes new therapy dog

DVFS welcomed their newest faculty member in December. Lucy is a 6-month-old labradoodle who has been trained as a therapy dog. Lucy is named after famous Quaker Lucretia Mott, and she is a new member of the counseling staff at DVFS, where her primary duty is to offer comfort and snuggles to students.

Delaware Valley Friends School Building bright futures for students who learn differently

Lower School

GRADES 3-5

Closing the gap in foundational skills at just the right time



Middle School

GRADES 6-8

Rediscovering excitement in learning



Upper School

GRADES 9-12

Preparing for success in college and beyond

ACADEMICS | CHARACTER | COMMUNITY

DVFS is the only area Quaker school dedicated to educating students with learning differences in elementary through high school.

Learn more at www.dvfs.org/admissions
See our video at www.dvfs.org/video

GRADES 3-12

610.640.4150 19 E. Central Ave., Paoli, PA



Lucy has received extensive training through Ultimate Canine located in Indiana. DVFS chose Ultimate Canine for its thorough and intensive training program, which exceeds the AKC (American Kennel Club) requirements. Additionally, Ultimate Canine provided extensive training and certification to four handlers at the school.

Why a therapy dog?

Therapy dogs have been active in school settings for several years and are growing in popularity due to the benefits dogs bring to a community.

They help children learn compassion, empathy, responsibility, respect and self-discipline.

Trained therapy dogs offer comfort and non-judgmental love. Studies prove that even a brief time with a dog can decrease levels of anxiety and increase emotional security.

In her short time on the job, Lucy has visited classrooms, been an attentive listener during lower school reading time, snuggled with students in the counselors' offices, posed for her adorable "pupparazzi" and provided joy to all!

Lucy was introduced to the community during an all-school gathering on Dec. 5, and while the students were very excited to welcome her, they demonstrated great kindness and consideration in not overwhelming Lucy as she was getting used to her new surroundings.

She spent the first couple of days in training with her four handlers: Upper School counselor Beth Gray, Lower School Assistant Director and Lower and Middle School counselor Christy Zawadzka, Lower and Middle School Director Jason Seggern and Director



of Diversity, Equity & Inclusion Nic James.

All of the students have been great about asking permission to pet and in-

teract with her while she is wearing her working harness — and she has quickly become a beloved member of the DVFS family.

EDUCATION

Haverford School, Timothy School share close relationship

The all-boys Haverford School and The Timothy School, which serves children with autism, have enjoyed a close partnership for more than 15 years.

The students exchange letters throughout the year as pen pals and also participate in a one-day school exchange. This fall, students from The Timothy School visited The Haverford School to participate in an art project, visit a music class, play on the sports fields and participate in classroom projects. The Haverford School students will visit The Timothy School this spring.

"This is the best lesson I teach my boys all year — to be accepting of people, to make a friend and to be a friend," said Kate Thorburn, a third-grade teacher at The Haverford School.

Students have developed close bonds through the different activities throughout the year.

Vaughn, a third-grader at The Haverford School, said, "I learned that no matter who it is, no matter how uncomfortable it might be at first, no matter how different somebody is from you ... that doesn't mean you can't have a great time with each other."

"When we visit and write to each other, The Haverford School boys learn that our students are individuals with many skills, and that The Timothy School students can be a lot of fun," said Christine Moran of The Timothy School. "Our students learn that they can interact with typically developing kids and that those kids can be very caring and very kind."



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EDUCATION

Nationally recognized psychologist, author to speak at Woodlynde School

Dr. Frances Sutherland, a nationally recognized psychologist and author from Bryn Mawr, will make executive functions and ADHD/ADD understandable for all of us when she speaks at The Literacy Institute at Woodlynde School on Wednesday, Jan. 30, at 7 p.m..

Dr. Sutherland's book, "From Morning 'Til Night: Perspectives on ADHD and Its Management," will soon be published. Parents, educators, young adults and other professionals will have a clear understanding of what these behavior patterns mean and how a multifaceted plan effects positive, family oriented improvements.

This event is free and open to the public.

Register at www.woodlynde.org/literacyinstitute.



Dr. Frances Sutherland



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Open Houses: The second Tuesday of every month
October - May at 8:45 a.m. | www.woodlynde.org

EDUCATION

Organized lockers keep students on track

School is often a student's home away from home. Spending an average of six hours per day and five days a week, 10 months a year in the classroom or on campus, students may feel as though they spend more time roaming school grounds than they do relaxing at home.

Lockers can be havens for students, giving them a place to store supplies and personal items and meet up with friends each day. Organized lockers may help students handle all of their responsibilities more capably.

Developing organizational habits early on is a worthwhile lesson for students, helping them avoid tardiness and keep their assignments in order.

Students typically keep a number of items in relatively small lockers, which only makes it more chal-

lenging to stay organized. The following tips can help students stay organized this school year.

- Make the most of locker space. Space is limited, but with some additions, lockers can be that much more functional. Insert a removable shelf to double the space available. Metal shelves are preferable, but adjustable plastic ones can be effective if they aren't overloaded.

- Install adhesive hooks on the door or an inside wall of the locker to hang clothing, bags and more. Invest in hooks that can hold a lot of weight.

- Organize books by class. Keep books organized by class schedule so that books can be grabbed quickly during period changes. Put folders and notebooks with the textbooks so that all related items will be together.

- Add some personality. The Container Store suggests adding color and function with magnetic accessories to liven up the space. Dry-erase calendars, pencil/pen containers, a mirror, cubbies for notes and other tools and magnetic picture frames are some ideas.

- Keep on top of trash. Routinely clean out the locker if things become unruly. Tucking a small waste pail in the bottom of the locker can be handy for taming garbage. Otherwise, periodically clean your locker during after-school hours, emptying it of old assignments and taking clothes home for laundering.

Keeping an organized locker can help students thrive in the classroom.

*Article courtesy of
MetroCreative*



PHOTO COURTESY OF METROCREATIVE

EDUCATION

Kimberton Waldorf School expands pre-K program



Kimberton Waldorf School has experienced unprecedented growth across the entire school but particularly in the area of parent-child classes and the pre-K programs (called the Rosebud Garden), requiring the school to look at ways to accommodate enrollment.

"Parents are looking for more play-based education instead of high-pressure academics at an early age," says Tammi Stein, enrollment specialist.

This certainly seems to be the case with over 60 new enrollments from parent-child through 12th grade just this year.

Rosebud Garden is held in an 1845 farmhouse and maintains a warm, home-like environment, allowing children to be immersed in

a comforting and soothing daily routine of play and imitation of chores. Children are invited to explore and assist with tidying, cooking, baking and plenty of time outdoors. Recent research has shown that play-based education that embodies a plethora of activities integrated in the school day encourages school readiness, builds academic capacities and creates a lifelong love of learning.

The loving, natural environment has attracted so many new families the school was faced with the problem of how to extend this experience to more people.

The school's board, working with the Governing Team and teachers, developed a vision and worked



tirelessly to find the resources to make the vision a reality.

Renovations are underway and are expected to be completed in late spring.

Kimberton Waldorf School is currently accept-

ing applications for its parent-child and preschool classes for the 2019-2020 school year. You are invited to attend an open house event or schedule a tour.

Visit kimberton.org for more information.

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OPEN HOUSE FEB. 2*

OPEN HOUSE Grades K-12 | 11 am - 1 pm
Kindergarten Discovery Day | 9 am - 10 am
5th and 6th Grade Scholarship Exam | 8:45 am

Register Online: www.SHAbrynmaur.org | *snow date feb. 9

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EDUCATION

Managing stress, preparing students for learning at Media-Providence Friends School

Imagine, you are visiting seventh-grade science at Media-Providence Friends School with Teacher Daryl ... physics! The word itself could cause one's heart to race.

At MPFS, seventh-graders are transitioning from their previous classes, chatting, sharpening pencils, rummaging through backpacks.

T. Daryl cues a student, "Remember, you're our Learning to Breathe person today; get ready to start."

The child dims the lights, sits on a stool at the front of the room, closes his eyes and says, "Breathe in: peace."

The class inhales.

"Breathe out: calm."

The whole class and T. Daryl exhale.

"Breathe in: focus.

Breathe out: science.

Breathe in: strength.

Breathe out: pride."

This may seem like an odd way to begin a science class; however, this kind of exercise is scientifically proven to prepare the brain for learning!

Current research shows how controlled breathing affects levels of the "stress hormone" noradrenaline. This two-minute opening activity sets the stage for a relaxed and alert brain to soak in science learning.

Though they may have entered stressed about a math test, students have the opportunity to begin their physics lab with a more focused and alert brain.

Stress is part of our everyday lives, at all stages of development.

Harvard University's Center of the Developing Child outlines three levels of stress. Not all stress is bad. Learning to manage stress is a skill to practice — a muscle we need to exercise — to become resilient learners.

How do we help our children build these skills?

At MPFS, teachers work on these skills intention-



Elementary school students participate in a yoga and meditation class to encourage mindfulness and healthy habits.



Media-Providence
Friends School



Summer Friends Camp: June 17th-August 16th

Spring Open House Date: March 16th at 9am

RSVP Today at mpfs.org/rsvp

Age 3-Grade 8 • 125 W 3rd St • 610-565-1960 • mpfs.org

ally. On any given day, you find teachers implementing brain breaks, moments of mindful eating and deep breathing activities.

At MPFS, we want to help our students manage stress and become kinder, happier and more compassionate people.

This is the premise of Susan Kaiser Greenland's book, "The Mindful Child." Below are some tips Greenland shares:

- Before a known stressful event, complete a relaxation routine;
- Exercise as a family (walk around the block, ride bikes, throw a frisbee);
- Provide outlets for strong feelings (everything

from journaling to physical activity).

While we know that stress is here to stay, we want our parents to feel confident knowing MPFS is developing healthy habits for purposeful lives. Consider ways to manage your stress and model for your children, and in doing so, take a moment to breathe.

RESOURCES:

- "The Shyness Workbook for Teens," Bernardo J. Carducci and Teesue H. Fields
- "What To Do When You're Scared and Worried: A Guide for Kids," James J. Crist
- "The Mentor's Guide to Promoting Resiliency,"

Horatio Sanchez

Media-Providence Friends School is a Quaker day school for students age 3 through grade eight, located in Media, P., providing a challenging academic program infused with values. Community involvement and service play an integral part in curriculum, connecting MPFS students with the larger world. MPFS is now enrolling for the 2018-19 school year. To learn more, visit www.mpfs.org or contact Angela DiMaria, assistant head of school and director of admissions and academic program, at 610-565-1960 ext. 104 to schedule a personal tour.

EDUCATION

Sacred Heart Academy loves science

Students at Sacred Heart Academy (SHA) love science!

It's not surprising since a science lesson can call for rubber boots for stomping through the campus wetlands or for wading in the nearby Ithan Creek, taking water samples. Studying the law of physics is a "ball" when your physics teacher climbs a ladder to hang a bowling ball from the ceiling for a class activity.

No matter the age, no matter the teacher, science is a well-loved and engaging course at SHA.

Recently the fourth-grade science class welcomed Dr. Leader from the Department of Anthropology at the University of

Pennsylvania. Leader's presentation was on how primitive man designed tools from rocks to gather food. Leader's hands-on presentation demonstrated prehistoric tool-making techniques from rocks. One student was selected to wear a cave woman costume and work with chipping a rock to create a pointy head to be used as a primitive knife.

The Upper School Girls in Medicine Club recently observed a cholecystectomy at Lankenau Hospital. Last spring, the Girls in Medicine Club presented at the 14th annual Annenberg High School Science Symposium on the development, application and ethics of CRISPR-cas9, a gene-edit-

ing technology developed from bacteria, winning an award for the best creative piece.

Physics and Astronomy Professor Dr. Gordon Richards from Drexel University came to talk with middle school students on the subject of the moon and the earth and brought his special telescope for students to safely observe the sun.

The sky's the limit for the enthusiastic team of science teachers and students at SHA.

Learn more at the Feb. 2 open house from 11 a.m. to 1 p.m. Fifth- and sixth-grade scholarship exams at 8:45 a.m. Kindergarten Discovery Day at 9 a.m.

www.SHAbrynmaur.org.



HANDS ON, MINDS ON

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EDUCATION

Westtown School to host second annual Winter Fest



Cold, winter days can get long and lazy. This February, Westtown School will provide the perfect opportunity to exercise your little one's mind, body and creativity in a one-stop morning adventure.

Westtown teachers and community volunteers will lead families through an active morning that is sure to send everyone home for a long winter's nap.

On Saturday, Feb. 9, Westtown School will host the second annual Winter Fest from 9:30 to 11:30 a.m. This event for children ages 3 to 7 is free and open to the public. Pre-registration is a must and is required for admission, as this event will fill to capacity.

Attending families will enjoy an interactive, fun morning for the mind and body exploring the arts and sciences in the Westtown School Athletic Center. Young guests are invited to try yoga and mindfulness, make their own snow, run an obstacle course, design



and create a natural bird feeder and much more!

"During Winter Fest last year, Westtown's Athletic Center buzzed with the energy of little ones, parents, grandparents and friends instead of the squeaks of sneakers and the whistles of referees," says Ellen Songle, Westtown's director of parent engagement. "As families walked between floors, it was energizing to see children playing with Cubetots, building supports for

the marshmallow design challenge, learning about birds in their native habitat, stretching their bodies and minds in the dance studio and exploring all of the other activities."

Don't miss this opportunity to get out of the house and have fun!

To register, visit www.westtown.edu/winter.

Questions? Email community@westtown.edu.



WESTTOWN SCHOOL



Join Us for Winter Fest

**Saturday,
February 9th**

A morning of art, science, reading, and fun for 3 - 7 year olds.

Registration required:
westtown.edu/winter



EDUCATION

Academy of Notre Dame de Namur named Apple Distinguished School

The Academy of Notre Dame de Namur has been recognized as an Apple Distinguished School for 2018 to 2021 for continuous innovation in learning, teaching and the school environment.

Apple Distinguished Schools are centers of innovation, leadership and educational excellence that use Apple products to inspire creativity, collaboration and critical thinking.

"With our five-year strategic vision, Our

Time to Inspire, the academy committed to providing our students with a dynamic, state-of-the-art learning environment that will prepare them to succeed in an ever-evolving, information-based and highly technological society," said Dr. Judith Dwyer, Notre Dame's president. "I am grateful to our board of trustees for offering their full support for our technology initiatives, to our faculty who embraced the integration of new technolo-

gies throughout our curriculum and to the team of faculty, staff and students who participated in the application process. We are pleased to receive this recognition as an Apple Distinguished School."

Tyler Gaspich is the academy's director of academic technologies and served as the project leader for the year-long Apple Distinguished School application process.

"Through preparation and submission of an interactive e-book, we demonstrated the innovative ways technology is used at Notre Dame to provide teachers and faculty with a decentralized, borderless learning experience," Gaspich said.

"During the 2016 and 2017 academic years, we introduced a one-to-one MacBook initiative, which provided every teacher and student with

a MacBook Air," Gaspich said. "Faculty and students have the technological tools needed to foster and encourage innovation across the curriculum — from participating in global classroom activities with our sister schools around the world to the use collaborative software to on-demand world language learning through our DiLL software."

"Notre Dame has a long tradition of teach-

ing excellence," Dwyer said. "With this recognition as an Apple Distinguished School, we shall continue to infuse our curriculum with new programming for creative and collaborative learning."

Entrance exams for middle school applicants will be held on Saturday, Jan. 26, and practice exams for interested middle and high school students will be offered on March 2.



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Anita Bradley, Director

Mary Kay Bowden, Assistant Director

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Registration for Kindergarten and First Grade Students New to T/E 2019

Registration for kindergarten and first grade students new to T/E School District will take place in each elementary school according to attendance areas. Information regarding school attendance areas may be obtained by calling the Transportation Department at 610/240-1680.

Children are eligible to attend kindergarten if they have reached the age of five years on or before September 1. Children who have reached the age of six years on or before September 1 will normally be enrolled in first grade.

Official birth certificate with raised seal, verification of immunizations for diphtheria-tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B and

varicella, or verification that the child has had chicken pox, along with 2 proofs of residency are required in order to complete registration.

Registration will be 9:15 to 11:45 a.m. and 1:00 to 3:00 p.m. on these dates:

Beaumont:

February 11-12, 2019 (Phone: 610/240-1400)

Devon:

February 6-7, 2019 (Phone: 610/240-1450)

Hillside:

January 28-29, 2019 (Phone: 610/240-1500)

New Eagle:

January 31-February 1, 2019 (Phone: 610/240-1550)

Valley Forge:

January 30-31, 2019 (Phone: 610/240-1600)

Tredyffrin/Easttown School District, 940 West Valley Road, Suite 1700, Wayne, PA 19087



FRIENDS' CENTRAL SCHOOL



UPPER SCHOOL OPEN HOUSE

Saturday, March 2 • 12-2 pm

For prospective students in grades 9-11
1101 City Avenue, Wynnewood

- Get an inside look at the Friends' Central Upper School experience!
- Hear from our Head of School and Upper School Principal
- Talk with FCS faculty and students
- Meet FCS coaches
- Tour our 26-acre City Avenue campus
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