

CLOSE FRIENDS

In celebration of...

35-years

of Progressive Quaker Education!

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OUR MISSION

Drawing on a rich tradition of Quaker values and practices, Princeton Friends School is committed to creating a diverse, vibrant learning community in which young people engage their natural curiosity; discover and express their individual voices and gifts; acquire intellectual, physical, artistic, and life skills; and develop a sense of responsibility for themselves and others. Princeton Friends both prepares students for the world that is and models possibilities for the society that these young people will one day help to create.

Every effort has been made to present the information in this publication as accurately as possible. If you notice any errors, omissions, or misrepresentations, please contact advancement@princetonfriends.org.

^{*}Member of the Strategic Plan Task Force

MESSAGE FROM HEAD OF SCHOOL



Dear Friends,

As we celebrate 35 years of Princeton Friends, I relish the many stories of the school's beginnings. In 1985, a group of visionaries gathered. They were captivated by the notion of creating an innovative, non-conventional school in Princeton. In that very first meeting, they conceived of the broad purposes of the school and sketched out a mission focused on ideals.

The school should be concerned with quality of education.

- There should be a careful balance between competitiveness and individual attention to "that of God" in every child. Each child should be encouraged to develop whatever potential exists, whether he or she is highly talented or not.
- The child's awareness of himself/herself as a spiritual being should be fostered.
- There should be a careful balance between nurturing and stimulation in the teaching.
- There should be fostered between the teachers and students a spirit of cooperation and collaboration.

 Age distinctions and questions of authority should be downplayed as much as possible.
- The school should stress the value of simplicity insofar as possible. (Minutes, Friends School Committee, Princeton Monthly Meeting, 4/23/85)

After two years of meetings lasting well into the night, and countless hours of research, planning, and fundraising, Princeton Friends School was born. In September of 1987, one full-time and two part-time teachers welcomed 17 children in grades 1-8 into the First Day School of Princeton Monthly Meeting. Today, it extends from Beginning School to grade 8 and serves 25 faculty, 71 families, and 106 students.

A legacy that began as Jane's and Nancy's and Pete's and Richard's and Gale's, alongside so many others, is now yours. Yes, yours, and your children's, your grandchildren's, and your future grandchildren's. Each of us has had the privilege over time of witnessing the power of this amazing journey. The school continues to nurture the individual and carry the original vision and mission forward. As you walk through the pages of this annual report, you will see that we have much to celebrate. We've only just begun.

Onward!

Melissa Carroll

nelisia Caurell

IN CELEBRATION OF THE CLASS OF 2022



"At my former school, interactions with other students felt shallow, brusque, and awkward, but here, we have had time to experience each other's true selves."

HENRY GILPIN

"This school encourages a kind and accepting environment, and has a tight-knit community to support me. I would soon come to realize how important that community would become."

KAITLIN LAWLOR



"Nowadays, I think of things as more of long-term goals rather than short-term achievements."

MARIANA LEE

"One day, I was watching people play soccer, and I did not know if I should try joining or not. I soon built enough courage to play with them. I think I learned something very important that day. It's to try new things."

JAXON MATCHAM



"I'm definitely going to continue with theater next year. And although I know high school is going to be amazing, I'm going to miss this school."

ELIANA OZVATH

"The community aspect of Settling In is very important to me. It is a place where one person might strike the hearts of a hundred by just standing up and speaking." KAI FURNISS





"I believe that everybody has some sort of effect on everybody else. People can leave marks on each other's lives. I think these years have been the best times of my life so far."

NATE ZINN

DEPARTING REMARKS



"Throughout my years at PFS, I have discovered a love of history and social justice. I have found a love of musical theater and have learned how to act and sing."

MAGGIE SOLOMON-SCHELLER

"I joined cross-country and always ran too fast, leading me to immediately get tired. But I kept pushing myself to go farther. Now I love running!" ZACHARY WHITE





"As much as I'm going to miss this community, I know that it has prepared me for almost everything that's on the path ahead."

NICHOLAS SARGEANT

"I'm passing the torch... this is a new adventure!" ONA FOX





"All the teachers at PFS have impacted my life in different ways. I would like to thank them for changing my life so significantly. They have changed the way I work, and the way I view the problems presented to me." JAK KIRKENIR

"This school has provided me with a lot of fond memories."



DEREK WITTENBURG



"A teacher gave me a map book. It absolutely fascinated me. This really kickstarted my love for geography."

MATTHEW FINKELSTEIN



As you have chosen love, we have gifted you with love. Every moment this year has taught us about love. This community loves you - your teachers, your friends, your families. As we prepare to send you off with, 'puddles under our umbrellas,' holding you tight and kissing your cheeks, we know and you know, you will experience hard things. We aren't wishing you good luck, because it isn't luck you leave with. It is love.

You are ready and able to do beautiful things. You are self-advocates. You are academically prepared. You have learned how to peacefully resolve conflict. You are resilient. You know the power of your voice. You are ready. As you leave this Friendly place, choose love.

-MELISSA CARROLL
Head of School

A TRIBUTE TO MILES









Miles was a Princeton Friends School student who loved nature, science and technology. He had an adventurous spirit and modeled kindness and compassion for others. He had an insatiable curiosity about the world. The Science Room and Miles Project were designed to inspire others to carry on the hope and promise Miles embodied as he lived each day.



THEN & NOW





Construction of the Schoolhouse 1997



Original Playground



Beginning School Then





Schoolhouse & West House 2022



Now



Beginning School Now





As part of the outdoor education initiative, students assisted in the construction of a greenhouse adjacent to the school garden. The greenhouse was funded in part through a grant from Quaker Earthcare Witness.



In honor of Miles Brackin, a beloved former student, the science classroom was renovated over the summer. Through electrical infrastructure improvements, the installation of technological hardware, and updated furniture and cabinetry, the room is now able to support coding and robotics arts electives and after-school programs.



The art room was recently refreshed with a new interactive display and flexible furniture to allow for interdisciplinary multimedia teaching and learning.



During the 2021-2022 school year, the play court shed was transformed into the Science Workshop. The workshop serves to support environmental stewardship and enhance the outdoor educational program.

- CHARTING OUR COURSE

When Princeton Friends School (PFS) unveiled its Strategic Plan for 2019-2024, no one could foresee the challenges ahead – most notably, new school leadership and a multiyear COVID pandemic that has altered the educational landscape. Big changes bring fresh opportunities to assess the school's long-term goals so in 2021-2022, the School Committee undertook a retooling of the school's strategic vision for 2022–2025.

Strategic plans are high-level maps that show the destinations an institution wants to reach. Where the magic happens is during the process of plan adoption, when the community, led by the administration, engages in the tactical work of forging the precise routes and timelines to reach those destinations.

Recognizing the school's rich history and devoted community, those involved in the retooling positioned the strategy for growth and evolution while staying true to core values, balancing the challenges of the current climate in a very competitive market. The resulting revision energizes us to confidently work toward a bright future.

This plan was the result of a comprehensive process led by Alison Sommers-Sayre, Clerk of the School Committee, who managed the in-depth work of the Strategic Plan Task Force to synthesize data, including the results of student, parent, and faculty surveys; extended notes from the prior plan; input from the full board of trustees; and other highly relevant sources.

As PFS begins navigating toward these destinations—our shared goals—we invite you to reach out with questions and to get involved in this exciting journey.



STRATEGIC PLAN

I: Celebrate Who We Are

Accentuate our heritage, distinctive culture, and values.

- Stay true to our Quaker roots and core values with a focus on diversity and environmental stewardship.
- Ensure that our curriculum, pedagogy, and model for progressive education align with these values.
- Proudly communicate our strengths and unique identity.

II: Community First

Foster a vibrant, inclusive community of students, faculty, staff, and families.

- Nurture student well-being and personal growth in a studentcentered culture.
- Support faculty's professional growth and engagement in a culture of enthusiastic teaching and learning.
- Ensure opportunities for all in our community to come together, feel welcome, and be heard.

III: Grow While Remaining Grounded

Innovate and remain agile with a focus on financial sustainability.

- Ensure financial sustainability with optimized enrollment and a robust philanthropic program.
- Expand our visibility to reach more potential constituent families.
- Maintain and modernize our tools, facilities, and infrastructure with a focus on priority areas.



On these pages, we celebrate the generous donors who made gifts to Princeton Friends School during fiscal year 2022 from July 1, 2021 through June 30, 2022. Your gift ensures we can continue to provide an impactful, challenging, and progressive Quaker education. Thank you!

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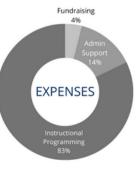
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By Nancy Wilson

What is it about James that calls up our powerful remembering and our deep gratitude as he finally chooses retirement? So, so much!

James came to Princeton Friends in the fall of 1991—the beginning of year 5 for our fledgling little progressive school. By then, his vision of a Quaker kindergarten program was already firm in its insistence upon deep respect for the children's agency, learning through play, and kindness. In spite of their ages, the children were not to be thought of as "cute" or "little kids," nor picked up or sat upon a knee or treated like large toddlers. These were growing, learning people with distinct personhoods whose burgeoning sets of physical, intellectual, and social skills needed to be taken seriously and handled with all the respect and importance of the older children in the school. Yet, there was a loving gentleness in James's way with the children and a profound understanding of how kindness and listening and Quaker Light, along with predictable routines, could allow children to grow in their own ways, at their own paces. And they loved and trusted him completely, as did their parents.

Ask any person who was part of the Beginning School what they remember, and a flood of memories, large and small, come rushing in—cubbies and mats, Charlotte's Web, always having a door holder, remembering any absent person at the lunch table, learning the sign language alphabet beneath the posters of Dr. King and "Kindness is our daily gift," and singing, "As We Leave This Friendly Place" at the end of every day. James also welcomed art and music into his program from the start. There were always projects that both created community and allowed each child to discover their own creativity—birthday books and gingerbread houses, woven headbands and painted angels. It was magical and perfect every time.

Thank you, James Robinson, for your extraordinary vision and practice—irreplaceable and integral gifts to PFS! We wish you a wonderful retirement of green New England woods and "peace like a river."

We thank the following teachers for their years of service to PFS!



Tracy Patton, 2006-2021



Bota Temirbayeva, 2006-2021



Dave Gibson, 2003-2021

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1985-1987

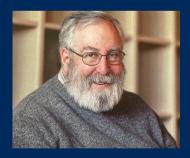
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