



Curriculum Guide 2023-2024

WELCOME!

We offer here a snapshot of Friends School of Portland's academic program. The faculty considers a range of goals and principles as we plan for student learning – what to teach in a changing world, how to foster curiosity and engagement, how to weave reverence for life and joy of learning into the daily rhythm of our classes.

Since schools are by nature dynamic and evolving, the curriculum must be as well. The Program Guide is not intended to be a strict curriculum outline, and in any given year, curricular goals may vary from what is printed here based on school-wide initiatives or faculty modifications. For detailed information on specific concepts and skills taught at each grade level, please refer to the Friends School of Portland Learning Guidelines.

Read on! Your questions and ideas are always welcome.



Nell Sears
Director of Studies

PROGRAM OVERVIEW

One of the larger purposes of Friends School of Portland is to witness to our children and our community that there is a way for all of us to be in society that is based on the transforming power of love. This overview is our attempt to put into words how we envision embodying that ideal as a school, knowing that words often fail to capture the essence of that love and transformation. In the same way that we have faith in the light that shines in each child, we have faith in the depth of our love for each child and for the adventure of learning together.

Community Life

Friends School of Portland respects and celebrates individual gifts, while attending to each person's role in the larger community. We are conscious of the Quaker values of service, simplicity, and peaceful solutions as we plan our curriculum and daily routines. Students learn to shape the rules of their classrooms together and are helped to resolve conflicts in a way that deepens their sense of mutual respect and understanding. Through class meetings and collaboration we introduce the Quaker decision-making process of gaining the sense of the group.

A strong community arises when its members know each other well and truly enjoy being together. We offer a low student-teacher ratio and the chance for students and teachers to really know one another. This stability and closeness build the trust children need to remain open to the world and to enjoy new challenges. It attracts teachers who value their relationships with students and who relish their time in school because they can craft lessons that suit these particular students at this particular time and freely share their passion for learning.

Faculty, staff, and the Board work together in ways that Friends' experience has shown to be successful. The staff meets in silent worship every morning before the children arrive. This is a time of opening to the Inner Light, of seeking the understanding, the wonder, the grounding, and the guidance to joyfully meet that of God in each person each day. The staff makes most decisions in an egalitarian and collaborative way, drawing upon the Quaker practice of hearing from all concerned, taking time to reflect deeply, and seeking unity on important issues. Knowing that spiritual development and professional development are intertwined, we nurture both in order to liberate the love, knowledge, and energy that our students need and deserve from us.

Inquiry- Reflection- Action

Our belief that there is light in each of us leads to the conclusion that we are all natural learners, and we all have something to teach. These beliefs support an active, inquiry-based approach to learning at FSP. In a community of learners, students and teachers alike frame questions, investigate topics and ideas, practice frequent reflection, and connect learning to individual and group action within our communities.

Harmony with our Environment

We believe that love of place leads to an ethic of stewardship, both of our communities and of our earth. In as many ways as we can imagine, we intertwine a love of the outdoors with the learning of school. Students are outside at least twice a day, and our curriculum inquiries often take us out to explore, read, write, play, make models of other

places and times, solve problems, and be generally curious and awestruck. We include studies that take us into the larger environment of the greater Portland area and southern and mid-coast Maine as the children grow.

Reaching Outward

Service to others and to the world is important to Friends. Peer relationships are established within and beyond Friends School, such as reading buddies and connections with other small schools. The school is committed to a rich array of local field trips. Students visit farms, museums, wildlife centers, performances, libraries, parks and markets. Through thoughtful use of curriculum and materials, teachers help students to find mirrors (opportunities to see and understand themselves) and windows (opportunities to see and understand others) and support students to grapple with issues of equity and justice in their communities, both local and global. Service projects within the school and surrounding community are age-appropriate and are often selected by the students and teachers together.

Reaching Inward

The Quaker foundation of Friends School of Portland distinguishes it from other schools in the surrounding community. Quakers believe in that of God in every person and in the practice of silent worship, which we call Meeting for Worship. Once a week, all students and staff, along with visiting family members or others, sit together in silence and wait upon inspiration that may lead to words offered by anyone present. There is no ceremony, no dogma, no creed or sermon, simply an opportunity to become aware of Spirit, if one is so inclined, or to sit quietly. We start with short amounts of time and gradually build to approximately 20 minutes.

Silence and reflection are carried into other parts of the school experience as well. Students regularly take time to reflect on what they are learning, a practice supported by research and our own experience as beneficial to happier hearts and lasting learning. When normal everyday conflicts arise, we practice becoming still enough to hear all points of view and to remember the Inner Light in each person as a way of helping students resolve issues with dignity and growing awareness of self and others.

Multi-Age Classes

With the exception of Kindergarten, we group children in multi-age classes. We offer Preschool (3's and 4's), Kindergarten, Grade 1-2, Grade 3-4, Grade 5-6, and Grade 7-8.

Multi-age grouping benefits children by offering a family-like atmosphere where labeling by grade, age, or skill level is de-emphasized. It is natural that each student is at a different place from others in one or more aspects – as they are in single grade classes. What's different and liberating is that we expect them to be. Whole group, small group, and individualized instruction all fit into this setting. Social studies and science content follows a two-year rotation. Many common starting points of study are open-ended, allowing students a chance to progress to different degrees as appropriate. If feasible, children with similar skill levels will work together while their common needs are being addressed. Multi-age classes also offer a range of leadership opportunities for all children.

A Typical Day

The school day begins with a morning circle or advisory meeting where we greet each other, settle in for several minutes of silence to prepare body, mind, and spirit to receive the learning the day will bring, preview the day, share news, and perhaps a song or activity. Work times follow different schedules in different classes. In preschool and Kindergarten, outdoor exploration takes students outside rain or shine. With older students, outdoor play happens midmorning and midday. Specials teachers offer their expertise in Spanish, music, art, and physical education. Outreach projects and visitors are woven into the day. At the end of the day, each student takes care of some part of the room or materials and classes may gather once again to reflect on the day.

CURRICULUM GUIDE

Friends School of Portland believes that education is holistic and seamless. As much as possible, we take an interdisciplinary approach to learning. Each year, classes take up an investigation of an overarching “essential question” which they explore from multiple angles. Within the broad strokes of the curriculum framework, teachers try to incorporate student interests as a way of nurturing curious and motivated learners. We design and choose learning experiences and materials that respect developmental stages. We offer a multi-sensory, hands-on, inquiry-based approach to learning and create opportunities for whole group, small group, and individual instruction. We set high expectations for students and faculty, incorporating research-based practice and integrating Quaker values. Within our cross-curricular approach, teachers attend to the core academic skills that are essential for students to acquire and facilitate opportunities for each child to draw on and share their inner light.

English Language Arts

Our goal is to help children become confident, flexible, and thoughtful human beings who listen, speak, read and write well. Students find themselves immersed in a language-rich environment. In preschool and Kindergarten we focus heavily on oral language development and literacy readiness skills. Songs, chants, poetry, dramatic play, informational books, and stories combine with art, movement, and music to engage the whole child. Throughout the grades, students develop reading and writing skills- both by exploring the structure of language and by engaging in rich and relevant literary experiences.

Small groups of students and individuals receive regular reading lessons to ensure that decoding and/or comprehension skills are progressing. Students listen to, read, and discuss literature and nonfiction in groups to develop critical thinking, and they independently read books of their own choosing each day. Handwriting and spelling are practiced regularly, and a writing workshop approach gives students the chance to compose, to give and receive feedback, and to revise and publish a wide variety of pieces. By grade 3, all students engage in research, writing and oral presentation. In the upper grades, students practice note-taking and outlining as ways to organize, understand, and learn from their reading, and to plan and organize their writing. Plays, interviews, panel discussions, and poetry are some of the creative ways students may assimilate and present what’s being learned.

Mathematics

Though we may call it “Number Patterns” or “Weather Graphing” or “Designing Playgrounds,” we are studying mathematics. We want children to enjoy math, to see it in everyday life and to feel confident thinking and expressing themselves mathematically. The major mathematical areas of number, data, and space comprise the bulk of our math teaching. This includes number sense and operations, measurement, data analysis, geometry, and patterns and the math of change, which provide foundations for algebra. As a natural part of their everyday mathematics work, students engage in multi-sensory math activities, explore problems in depth, develop a variety of problem-solving strategies, use models and diagrams, explain their math reasoning, develop fluency, and work in a variety of group and individual settings. Teachers use the Illustrative Mathematics curriculum as the backbone of math instruction.

In preschool and Kindergarten, children are offered many foundational experiences with the math concepts of number, quantity, measurement and geometry, and patterns and classification.

Science

We use the land and its resources as a jumping-off point for much of our science curriculum! Inspiration, excitement, awe, curiosity, and feeling connected to nature are key goals. Students practice the processes that scientists use – observation, measurement, investigation, experimentation, and communication – and experience the sometimes unpredictable dynamics of scientific study. We are close to the coast, woods, fields and urban areas for other hands-on investigations in life science, earth science, and physical science. In preschool and Kindergarten, most science investigations arise from the children’s interests, and in all grade levels teachers draw from a variety of resources.

Social Studies

Our essential questions, which arise from the Quaker values, give focus to our studies each year. Children are taught an appreciation of the many ways in which people all over the world and throughout history have related to each other and to the part of the earth they inhabit. Beginning with inquiries into the classroom and our local communities, the subject matter expands as children grow, to include the entire world and its history. Children learn to appreciate differences, understand their own identities, and use their voices to live the values of stewardship, community, and equality within the context of history and current events. The earliest grades learn the social rules that allow harmonious sharing of space and resources. Systems of governments and current events are part of the study in the upper grades. Field trips, visitors, and the arts supplement and enrich each study. And of course, library, research, reading, writing, and presentation skills are incorporated. Teachers develop the social studies curriculum using a variety of resources, including the outdoors – even when studying ancient civilizations from other continents. Social

science processes and habits of mind are emphasized over specific content, allowing for emergent learning when appropriate.

Spanish

Being able to communicate in another language can enrich learning and expand cultural and intellectual awareness. Students spend regular blocks with our Spanish teacher, becoming familiar with the language through songs, games, and simple phrases. Spanish classes provide a safe environment where students experience what it is like to learn words, form sentences, and converse in Spanish. Students also explore the cultures of Spanish-speaking countries. As students develop their skills, they engage with more complex language, reading, and writing. When building on previous years of Spanish, most graduating 8th graders will be prepared to enter a Level 2 Spanish course in high school.

Art

All students take classes with our art teacher, creating in an art studio setting. Materials and techniques, print-making, drawing, painting, mixed-media, ceramics, and three-dimensional forms are taught and practiced to develop each young artist's personal ideas and processes. Building an appreciation for other artists' work and their lives, past and present, is woven into the program. Studying the work of diverse artists immerses children in different ways of seeing the world and representing it. Children explore art as a form of expression: self expression, social commentary, and activism.

Music

In the younger grades, music is a part of every day, from greeting to leaving. More formal introduction of music experience includes learning the skills to sight-sing and to play the ukulele. All students participate in group singing, from chants and simple songs, to rounds and harmonies, and middle school students deepen their understanding of the elements of music and music literacy. The history of music is taught in the upper grades. Music is recognized as a powerful way to communicate emotion, understand our world, and celebrate. An optional chorus is offered for older students.

Stewardship/Physical Education

All students take Stewardship/Physical Education classes several times each week. Though traditional goals of Physical Education are included, the course emphasizes stewardship: stewardship of our physical bodies through skill development, play, and exercise; stewardship of our classroom communities through cooperation, fairness, and celebration of our strengths; stewardship of our environment through environmental education, trailwork, and/or citizen science projects. Students explore the connections among taking care of their bodies/themselves, their communities, and their world.

Social Emotional Curriculum

We begin from the understanding that social-emotional growth is the essential foundation for all other growth. Thus, social emotional learning is the bedrock of all of our curricula and is integrated throughout the day. Daily morning and afternoon meetings in each grade allow for additional dedicated time and space for these topics in the context of a supportive classroom community. Together, students and teachers explore questions such as the following: *How do we treat one another? How do we want our classroom community to feel? Who am I? How are we the same and different from one another? How do I maintain a growth mindset? How do I manage conflict? How do I advocate for myself and others? How do I navigate friendships and romantic relationships? How do I set boundaries?* Through these classroom times, as well as during our dedicated "Love Week," students in all grades explore developmentally appropriate topics around relationships and sexuality.

Technology

We take a moderate stance with the use of computers, video, and electronic media. Prior to 3rd grade, we limit technology. In the 3rd-4th program, students are introduced to occasional simple word processing and closely guided Internet research. In 5th-6th grade, students regularly use word processing for writing. Internet research also continues and students are taught to evaluate sources for reliability and usefulness. By 7th-8th grade, almost all language arts assignments are typed, and students often use the Internet for research and Google Classroom for assignment management. Students and staff together have written and agreed upon the Technology Guidelines in the Community Handbook. As the forms and uses of technology change, the way we incorporate these tools will likely evolve.

ASSESSMENT AND REPORTING

Assessment: Assessment takes many forms, and we use a variety of different types of data to determine a child's strengths and areas for growth. There is continuous observation of children – how they interact, how confident they are, how they approach different kinds of tasks, how they learn different kinds of things. These observations inform our teaching in the moment and as we plan ahead.

Assessment also happens when teachers look at student performance on class assignments. As children's drawing becomes writing and their writing matures, written samples of all kinds are valuable ways to notice growth. Listening to children read, discuss, explain and interact with peers also informs teachers.

We use one-on-one running records in both reading and math to gather formative assessment and design instruction that is directly related to students' individual needs.

Quizzes, tests, and major projects are another category of assessments. When teachers want to gauge the learning of skills or content that they have recently taught students, they may ask for a spelling test, a math quiz, a demonstration, an essay, or other traditional forms of assessment. There may be other end-of-unit projects that are less traditional, such as drama, oral presentations, art, diagrams and posters, or group presentations. Students practice self-assessment in many forms as well.

Finally, we also use some relatively formal standardized tests sparingly to evaluate our program and to track student learning over time.

Reporting: We share our observations with parents and students in a variety of ways. Daily drop-off and pick-up times are moments when small bits of information can be shared. Phone calls and email are other common tools. We try to stay on top of new developments promptly.

We meet in conferences with parents at least twice during the year. Parents or teachers may, and often do, request a conference at any other time. Some of the time, students join the conference and may lead it, showing their work and sharing their sense of progress and goals. Formal written reports are made available electronically to parents three times a year.

Preschool

What does it mean to be part of a group?

The preschool class is a joyful place for the children to grow in an atmosphere of love and acceptance. Quakers believe that each person has a divine seed, or Inner Light. For that reason, Quaker education is a process where both student and teacher are learning together. All children bring their unique way of learning into the world, to be nurtured and celebrated.

The three- and four-year-olds are masters of imitation. Children carefully observe other humans, especially adults, to learn how to behave. For this reason, teachers endeavor always to model the highest level of integrity, wonder, service, enthusiasm, and respect. These children are natural learners with a built-in urge for exploration and experimentation. The two hours of free play, one inside and one outside, provide time for the rich interaction with the environment that the growing brain needs in order to create meaningful learning. Teachers observe the children's play and provide resources and join in the enthusiasm so that groups and individuals are able to follow their own learning journeys. Curiosity and questions are encouraged from everybody, and the search for answers is a mutual adventure.

The preschool class is often a child's first experience with being in a group other than the family. While we recognize that each child is unique we also emphasize the joy of creating a community by helping children see ways that each contributes to the whole. We have communal snacks each day, provided by families in turn. We encourage each other to show appreciation, helpfulness, cooperation, and flexibility.

Natural materials and simple, lovely surroundings create a safe, comfortable and aesthetically pleasing environment for learning. If children's brains are to be ready for abstract reading and math tasks, they must first have plenty of chances to develop their imagination and problem solving skills through play. For children of this age, play is the way that they learn. Significant learning experiences outside are directly correlated to greater interest in all learning, and in improved performance in all academic areas.

Visible to the teachers, but seamlessly woven into the children's experience, are activities and conversations that extend learning in language and literacy, mathematical thinking, scientific and social inquiry, art, music, and physical development. Teachers carefully observe and plan, leaving ample room for spontaneity. Preschool students attend music, art, and physical education classes.

Kindergarten

How do we care for ourselves, each other, and the world?

The Kindergarten is a lively bridge between the preschool and first grade. Five-year-olds are awakening to the world around them with exuberance, humor, strong emotions and opinions, and the urge to express themselves by talking, moving, drawing, writing, counting, and playing – sometimes all at once! It is an exciting time to be alive. Because the world includes other people, a significant amount of time and attention is devoted to helping children communicate with others. Seeing the Light in ourselves and others is modeled and practiced. Safety, kindness, and friendship are cornerstones of our work together. We listen and model language the children can use to express their needs with respect for self and others, and we help children listen to each other.

One important class focus is helping children develop a sense of place through immersion in nature and in the communities of which we are a part. Kindergarteners spend Thursdays and Fridays in our outdoor classroom in the woods on our property. In and around our wood stove-heated, canvas-walled tent, they hike, play, explore, and reflect on the natural world and their place in it. Spending time in a natural setting leads to richly extended and often imaginative units of study that involve asking and recording questions, finding resources to look up information, using art to represent what is being learned, experimenting, and conversing. The reverence and excitement generated builds a sense of stewardship that we hope lasts a lifetime.

Role-play, fantasy, and creativity are alive and well, both inside and out. When children use a large log in the woods as their own horse or boat, they help their minds develop in wonderful ways. Inside, props, puppets, and art materials are available for children to stretch imaginatively. Storytelling arises and writing is suddenly contagious. Since the best preparation for children's continued school success is meeting them at their current stage of development, academic learning is embedded in the projects, activities, and play that emerge from student interest. Teachers gradually introduce new learning from all the disciplines of school – language and literacy, math, science, social studies, art, music, and movement – in a developmentally appropriate way. Teachers carefully observe students for signals that they are each ready to be nudged forward while offering a program that is enriching and motivating. Kindergarten students attend art, music, Spanish, and physical education classes each week.

Grades 1-2

Year 1: How do choices we make affect our community?

Year 2: How do individuals contribute to their communities?

In first and second grades, exploration, group activities and active learning continue to be vital parts of the routine. In addition, students begin to engage in increasingly complex academic work. More formal literacy and numeracy instruction begins, as students build on a strong foundation in number sense and language awareness from their early childhood experience.

Teachers continue to emphasize personal and social development within a classroom and school community, supporting students as they negotiate friendships, sharing, and working in groups. Through class meetings, activities, and curriculum, students explore Quaker values of community, equality, simplicity, integrity, peace, and stewardship.

Through outdoor explorations and science studies, students maintain a connection to the natural world and continue to explore their place in it. They engage in service projects and activities that help them to take care of their earth and their community. With two recesses each day, students continue to engage in the “work” of imaginative and cooperative play.

Each small first-second grade class has a lead teacher and an assistant teacher. This team-teaching model allows for differentiation and individualization as children grow into fluent readers, writers, and mathematicians. Through the use of rich literature, real-life problems, games, and engaging writing work, teachers guide students in their acquisition of critical concepts, skills, and habits.

Six- and seven-year olds thrive on routine and learning through play. Simple daily routines, math games, and science explorations help children to explore ideas and gain skills. As students mature, they are introduced to longer writing pieces, integrated projects, and small homework assignments. Social studies and science activities emphasize inquiry, questioning, and shared construction of knowledge. Through projects, plays, or experiments, students explore the essential question and the Quaker values.

In art and in music, students work toward proficiency in using color and form, reading rhythm and simple notes, singing, pitch-matching, and movement, and experimenting with and caring for art materials and musical instruments. In physical education, we emphasize cooperation, teamwork, gross motor development, stamina, and love of movement.

Grades 3-4

Year 1: What is the power of a story?

Year 2: How do we shape our environments? How do our environments shape us?

What adventuresome souls these students are! Fluent reading and writing and mastery of basic number sense means that third- and fourth-graders are ready to wade into complex, multi-disciplinary projects while they continue to build foundational skills. Their days include field studies and field trips, experiments, plays, art, and much outdoor time. Third and fourth graders often participate in an overnight trip at some point during the year. Using language to manage conflict, balancing competition with teamwork, self-advocacy, and perspective-taking are important social-emotional emphases.

Students continue working on fluency and mechanics in reading, writing, and math, and they begin to practice those skills in context-- writing plays and essays, solving multi-step open-ended math problems using all four operations, engaging in group-work, and preparing oral and artistic presentations are all a central part of the 3-4 experience. Students begin working with both cursive and with typing, word processing, and simple internet research. These students have their first experience with limited weekly homework assignments, affording them experience managing simple deadlines and establishing homework routines.

In art class, students are working toward increasing choice and independence with more complex materials and techniques, culminating in open-studio days. Students make connections between mentor artwork and their own work, and they begin to reflect on and critique their work. Students continue to work on notes, rhythm, reading, and musicianship through singing and beginning study of the ukulele during music class.

Third and fourth graders begin their study of Spanish with games, cultural studies, songs, and vocabulary work. In stewardship/physical education, students develop skills, strength, and stamina. Teamwork, cooperation, leadership, and the ability to enjoy losing as well as winning are key emphases.

Grades 5-6

Year 1: What does it mean to be an American? What does it mean to be a living thing?

Year 2: What are the factors that lead to change?

Competent, engaged, and reaching ever wider into the world, 5th and 6th graders continue to develop independence, ownership of their learning, and sense of self.

In math, students solidify, extend, and put to use their understanding of basic operations, integers, fractions, measurement, and basic geometry. A key emphasis is engaging with complex math problems that call upon mathematical thinking, computation, and flexible problem-solving.

Through authentic reading and writing activities, often integrated with social studies or current topics, students hone skills of oral and written communication. Students write for a variety of purposes and focus on clarity, concession, mechanics, and evidence. Students read across many genres with a focus on comprehension and analysis. Fostering joyful and lifelong reading is central in 5th/6th grades.

In science, process is emphasized: students work on formulating testable questions, gathering experimental data, and drawing and communicating evidence-based conclusions. Students' Spanish language study becomes more intensive, with classes both in small- and whole-group settings to allow for exploration of new skills and vocabulary, opportunities to practice speaking, and engaging projects. In the art studio, students demonstrate independent and individual artistic behaviors, practice increasingly complex techniques, and work cooperatively in a studio setting.

The music experience in fifth-eighth grade weaves the study of theory, music history, and ethnomusicology opportunities for composition, ensemble work, and performance. In stewardship and physical education, fifth and sixth graders work on improved coordination by practicing more advanced skills and movements, demonstrating fair play and positive attitude, and developing leadership skills. The Advisory program emphasizes leadership, stewardship, and community building, and it protects time for important group conversations around interpersonal, health, and other issues and questions that arise for young adolescents. 5th-8th graders choose three electives each year, focused on topics from newspaper to Latin to activist art.

Grades 7-8

Year 1 What is truth?

Year 2 What is identity?

In their final stretch, students hone their leadership skills through the Quaker practices of meeting for business, developing shared belief, creating space for caring and creativity, and serving others. These students are our school leaders, closing Meeting for Worship, mentoring our youngest students, and often planning and leading whole-school activities.

Students stretch their growing abstract thinking abilities in the study of pre-algebra (seventh grade) and Algebra I (eighth grade), analytical reading and writing, independent projects, scientific reasoning, and intensive study of Spanish. These students engage extensively with the world, its history, and their place in it. They focus on deep and well-reasoned thinking and communication; generating questions and claims, reasoning from evidence, and revising their thinking in the face of new understanding. Through projects connected to community engagement, they practice advocacy in their communities. Throughout the curriculum, students ask and discuss questions around justice, power, peace, stewardship, truth, conflict, identity, and equity, and sustainability.

Seventh and eighth graders experience having different teachers for different subjects and managing different courses: math, humanities, science, Spanish, and specials classes. Note-taking, study skills, and time-management are emphasized. Though we continue to use technology sparingly, we do introduce technology that students will encounter in high school, such as GoogleDocs, Google Classroom, presentation applications, and research.

The music experience in fifth-eighth grade weaves the study of theory, music history, and ethnomusicology opportunities for composition, ensemble work, and performance. In art, students explore increasingly sophisticated techniques through projects designed to emphasize personal exploration and playfulness. In stewardship/ physical education, students hone their skills around leadership, negotiation, and fair play. The Advisory program emphasizes self-advocacy, leadership, stewardship, and community building, and it protects time for important group conversations around interpersonal, health, and other issues and questions that arise for young adolescents. 5th-8th graders choose three electives each year, focused on topics from newspaper to Latin to activist art.

Seventh and Eighth graders culminate their FSP experience with several rights of passage: the 7th-8th grade play is an annual tradition enjoyed by the whole community. Students take a trip in the spring focused on either environmental justice or social justice. Exit projects and exhibitions allow students to demonstrate their learning, growth, and readiness to take the next step in their journeys.

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