

OUR JANUARY COMMUNITY QUERY: *How can we reflect and learn from our mistakes?*
– LOWER SCHOOL TASQUE

AMONG FRIENDS



STRONG MINDS.
KIND HEARTS.

FRIENDS ACADEMY MONTHLY E-LETTER | JANUARY 2020 >> WWW.FA.ORG

VIDEO COVER STORY



Mindful Moments

In Early Childhood, the practice of guided group reflection deepens each child's ability to learn and relate to each other.

[Click to watch](#) 

ALSO INSIDE

2020 vision

Head of School Andrea Kelly discusses what's ahead in the new year. [Page 2](#)

Hands-on learning

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From our kitchen to yours

Make your own Flik Dining Mac & Cheese – the perfect comfort food for a cold winter night!
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AMONG FRIENDS



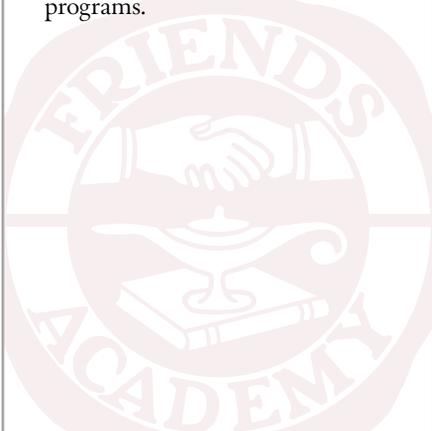
An informational e-newsletter published monthly for Friends Academy parents, grandparents, faculty/staff, trustees, and the Alumni Board.

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Friends Academy admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities available to students at the school. Friends does not discriminate on the basis of race, color, religion, gender, sexual orientation, national or ethnic origin in the administration of its educational policies, admissions policies, financial assistance program, athletic and other school-administered programs.



FROM OUR HEAD OF SCHOOL

I often marvel that each new year, the companies responsible for producing the Elton John-style novelty glasses manage to make them in a way that writes out the year and embeds holes for the eyes so that the wearer can see! This year, 2020 will be a no-brainer for those companies. At long last,



ANDREA KELLY
HEAD OF SCHOOL

they will have two zeros that can serve as perfect eyeholes and can forgo contending with a difficult number like 2017 when one company cut a round hole in the seven. That one felt like a bit of a “cheat.” Beyond purveyors of novelty party goods, many organizations capitalized on the metaphors connected to the idea of perfect 20/20 vision to market their vision statements and strategic plans. Friends Academy did this with its *Vision 20/20: Diversity Strategic Plan*. Written back in 2015 and accepted by the Board of Trustees in the spring of 2016, the plans outlined broad-based and ambitious goals in several areas of Diversity, Equity and Inclusion work. In 2015, Friends Academy’s 2020 vision included the creation of new hiring teams comprised of a diverse group of faculty and staff, anti-bias training for all faculty and staff and curriculum that would both reflect our diverse student body and integrate vital perspectives and lenses into all disciplines

On the last page of our Diversity Strategic Plan there is a section called: Why Now? It reads: “Why This Deserves to be Talked About Now.”

For all of the different populations in our community that are not in the majority (i.e. race, gender, class, sexual orientation, ability, religion, etc.), this conversation is not just happening now. It’s always been a conversation.

The Friends Academy Strategic Plan for Diversity 2015-2020 ventures to encourage us all to think sincerely about the places in this community where each of us has wished another would have afforded us more attention, more consideration, and most importantly genuine understanding.”

I would argue now that a vision for Diversity, Equity and Inclusion is not “deserving” of our attention, it is essential to all that we do. I would argue that this plan is not for those in our community who are “...not in the majority...” it is for the benefit of ALL and those impacted most profoundly and positively will be us in the majority. Research has proven that ALL students demonstrate higher rates of achievement and that all businesses thrive when students and employees learn with and from those of different races, cultures, and ethnicities.

We know our children must be culturally competent to move in this world successfully.

My favorite part of this phrase is the idea of “always.” Rather than reduce our effort to a defined now, we will open our timeline wide to “always.” Our vision now is that we must become a more inclusive community, not only to achieve a statistically-researched outcome that benefits all but more deeply, to achieve an understanding of action that will provide a clearer vision for all.

We see this action come to life through these new internal hiring teams and in our commitment to include candidate finalists of diverse backgrounds in every hiring pool. Very soon, our humanities curriculum will undergo a review that will challenge us to ensure the content we teach addresses history and literary narratives of many voices – those that represent all, not just some.

This commitment to a clearer vision can be seen in our new community events, like our recent Holidays with Friends Faith Exchange at which five local faith leaders – a Rabbi, an Imam, two Pastors, and our Quaker-in-Residence, Jen Cort – spoke on the subject of light and peace, elements of faith that connect all religions. During the evening, Rabbi Jaimee Shalhevet of North Shore Synagogue shared a story from Jewish mysticism in which God inserted sparks of light into vessels and sent them into the world. These vessels, unable to fully contain the sparks, burst into tiny shards scattering sparks of light over the earth where they are now contained in many places. Our job, she suggested, is to find the sparks wherever they may be – in art, in music, in people we love, and in those with whom we disagree. This notion is grounded in our mission as a Friends school where we believe there is a spark of the divine or light in every person. Where we find broken shards in the world, it is our job to put them back together.

Back to our plan. Have we achieved the perfect 2020 Vision? Not yet. When will we know? When every student, employee, adult, child, and visitor feel at home and welcome on our campus. When all feel they belong as much as the next and that their identity is fully accepted and respected. When we all know our spark of light is seen and understood, and when we accept that it is our job to find that spark in others. Can we achieve this perfection? I am unsure, yet also hopeful. But one thing I do know is that we will work toward this vision – always.

My very best,

Andrea Kelly

PARENT COUNCIL

Happy New Year! I hope that you all enjoyed a wonderful holiday and created many new memories with family and friends. The **Auction Kick-Off Breakfast** will take place on Wednesday, January 8, at 8:15 am in the Jackson House. Please join us to help plan a fun evening for all. The Auction will take place on Friday, May 8, at the Garden City Hotel. The parents that are serving as auction chairpersons are Dawn Kallman, Andrea Cilmi, and Liz Kakar. I would like to thank

them for their time and efforts. Please reach out to any of them if you have any questions or ideas.

The Parent Council will host a **Winter Bake Sale** on January 16 and 17 in the Commons. We are looking for donations of nut-free baked goods. There will be an email in the coming weeks with more information.



On Wednesday, January 15, there will be a very informative presentation in the theater. It will include **Academic Planning** for 9th and 10th grade parents at 6 pm and a **College Meeting for Business** for 11th grade parents and students at 7 pm. The evening will provide parents and students information about the academic pathways needed for the college process.

Warm wishes for a great start to the New Year!

Sincerely,

Lisa Sutherland, President

JANUARY HIGHLIGHTS

Weds.	8	Auction Kick-off Meeting – 8:15 am (Jackson House)
Fri.	17	Quaker Practice & Wellness Parent Meeting – 8:15 am (QPCE Conference)
Wed.	22	6th Grade Parent Connections – 8:15 am (Jackson House)
Thurs.	23	Parent Peace Week Meeting for Worship – 2 pm (Meeting House)
Fri.	31	8th Grade/Frost Valley Parent Connections – 8:15 am (Jackson House)

EARLY CHILDHOOD

Kristin Minuto, Director

Early Childhood students spent much of the month of December discussing the various holidays and traditions celebrated during the month by the families in our EC program. Celebrating our unique cultures and traditions is a festive way to teach our students that each family is unique in how



KRISTIN MINUTO

and what they celebrate. Our FA community celebrated this in the broader community with our Holidays with Friends Program. For the culminating experience, EC students participated in the Lower School

Winter Concert where everyone celebrated together unified by music, joy and community.



Upcoming Events!

Tues., Jan. 21-Friday, Jan. 24

All-School Peace Week

FROM THE LOWER SCHOOL

Dot Woo, Lower School Principal | Divisional Assistant: Gail Lucidi, 393-4230

Mistakes as the seeds of reflection

Lower School students were given the challenge: design and create a parade balloon that can be suspended in the air without a person physically holding it. Students used the design process: Think, Plan, Do, Review to complete this challenge.

This activity was inspired by the book *Balloons Over Broadway*, by Melisa Sweet.



Dot Woo

The story focuses on Tony Sarg, a puppeteer who was charged with creating the archetype for the balloons most commonly known as being the focal pieces in the Macy's Day Thanks-

giving Parade. Sarg faced the challenge of creating a marionette that was larger than life, strong enough to handle bad weather and light enough so it could move up and down the streets. Tony drew on what he understood about puppets to design characters that fulfilled the promise.

I imagine how many challenges Sarg must have faced along his journey, how trial and error led to failures and successes. I witnessed the successes and failures of students as they collaborated in mixed-age groups, tackling their design challenge head on. A dragon and football popped more than half-way through through the process, leading to the scrambling of new efforts. An unruly turkey needed more than one handler. A rainbow needed several friends to finish coloring its hues, many hands negotiating the object simultaneously. All of this happened while time passed quickly, encouraging diligence, perseverance and teamwork. Success wasn't only measured by the resulting parade balloons, but how children were able to exchange ideas, compromise, negotiate, argue, apologize, compliment, and congratulate one another throughout the journey. Something became very clear to me: in

JANUARY HIGHLIGHTS

Mon.	6	Classes Resume – 8:05 am
Wed.	8	FA Auction Kick-off Meeting – 8:15 am (Jackson House)
Fri.	10	Inter-School Exchange Chess Tournament – 4-7 pm (Portledge)
Thurs.	16	Lower School Open House – 8:30 am (Lower School Library)
Fri.	17	Quaker Practice & Wellness Parent Meeting – 8:15 am (QPCE Conference)
Sat.	18	Family Community Service: Sandwich Making – 10 am (Commons)
Mon.	20	Martin Luther King Jr. Day – School & Offices Closed
Tues.-Fri.	21-24	All-School Peace Week
Thurs.	23	Parent Peace Week Meeting for Worship – 2 pm (Meeting House) All-School Family Night – 6 pm (Dolan Center)



Lower Schoolers learned lessons in problem-solving by working across grade levels to create parade-style balloons.

order to build something with a group, we must build each other up along the way.

As with any charge and challenge, mistakes occur. Whether ineffective materials are chosen and need to be rethought (construction paper is too heavy for the ears), whether missteps occur during development (somebody's hand accidentally smears the red stripe across the orange stripe) or whether we have to decipher how to respectfully communicate with the personalities in our group ("I want to make a globe, not a unicorn!"), we need mistakes as they are the seeds of reflection. Reflection has the capacity to be the agent of change. Change is the vehicle for growth.

As one who believes deeply in simplic-

ity, patience, integrity, community, equality, and stewardship, I can't help but think of my own, personal narrative, constantly being revised in order to live the substance of Quaker ethos. (I have lost count as to how many times I have needed to reflect as a parent in order to live patience!)

Perhaps, as we take on the "design challenge" that is our everyday walk through living our best lives, we must continue to open ourselves up to the opportunities that allow us to make mistakes. Actively reflecting and taking responsibility for our learning are both personal and public opportunities, the crucial engineering steps to keep the balloon up.

FAMILY NIGHT

THURSDAY, JAN. 23, 2020

6-7:30 PM

FRIENDS ACADEMY DOLAN CENTER

**FA Families are diverse.
Every family has a story.
Every family has a history. Let's celebrate!**

Join us for this annual special Peace Week event, as we celebrate the incredible and rich diversity that all families continue to bring to our community.

From student performances in dance and music to outside cultural offerings, multi-lingual presentations, interactive family activities, and an international potluck, FAmily Night recognizes that the stories of all our families contribute to our larger Friends Academy biography.



FROM THE MIDDLE SCHOOL

Christine Saunders, Middle School Principal | Divisional Assistant: Marian Tobia, 393-4239

“Growing edges” in Middle School

Nearly a decade ago, psychologist Jason Moser offered groundbreaking research on what happens neurologically when we make a mistake. In short, synapses fire and create new neural pathways when the brain senses a



CHRISTINE SAUNDERS

dissonance between known information and new information. We make a mistake, and the brain immediately shows an uptick in electrical activity, whether or not our mistake is conscious (Moser, et al, 2011). Mistakes lead to brain development. Many educational thought-leaders have embraced Moser’s research. Carol Dweck’s research on growth mindset is rooted in similar brain science. Jo Boaler’s work pertaining to mathematical mindsets hinges upon the importance of viewing mistakes as opportunities.

At Friends Academy, I have heard the phrase “growing edges” countless times. We use it in regard to learning new skills, academic, social, personal, or otherwise. Our growing edges reflect the intersections of comfort and discomfort, familiar and unknown, and confident and uncertain. It makes sense that mistakes often flare at these intersections.

In Middle School, mistakes occur often. Student errors nearly always fall across three areas: skill development, shifting friendships and social choices, and self-advocacy. Each area represents uncharted territory for most young teens, which means there are new opportunities to try, fail, learn, and retry. This cycle and the hindsight it provides offers a foundation for maturation and growth.

For educators, skill development is typically the most natural area in which we can assist our students. When students fail to “meet expectations” with course material,

JANUARY HIGHLIGHTS

Mon.	6	Classes Resume – 8:05 am
Wed.	8	FA Auction Kick-off Meeting – 8:15 am (Jackson House)
Fri.	10	Inter-School Exchange Chess Tournament – 4-7 pm (Portledge)
Tues.	14	MS/US Admissions Open House – 8:30 am
Fri.	17	Quaker Practice & Wellness Parent Meeting – 8:15 am (QPCE Conference Room)
Sat.	18	Family Community Service: Sandwich Making – 10 am (Commons)
Mon.	20	Martin Luther King Jr. Day – School & Offices Closed
Tues.-Fri.	21-24	All-School Peace Week
Wed.	22	6th Grade Parent Connections – 8:15 am (Jackson House)
Thurs.	23	Parent Peace Week Meeting for Worship – 2 pm (Meeting House) All-School FAMily Night – 6 pm (Dolan Center)
Fri.	24	Middle & Upper School Hunger Awareness Day
Fri.	31	8th Grade/Frost Valley Parent Connections – 8:15 am (Jackson House)

we offer opportunities for revision and re-takes. We offer alternative explanations. We offer extra help. We hope that experiencing material in different ways will solidify understanding. We recognize that when done well, the process of learning incorporates practice, fluency and mastery, in addition to accuracy.

At Friends Academy, nearly all classes

incorporate some sort of error analysis into the process of revision. Mistakes are “expected, respected, inspected, and corrected.” In middle school math classes, students are asked to complete error analyses before being given approval to retake an assessment. Reflection is the first crucial step in the retake process. Students reflect upon the type(s) of errors made (procedural, con-



Middle School students performed in chorus, band and orchestra at the Winter Concert in December.

ceptual, etc), and then they consider how to prevent similar errors in the future. In English and history classes, students reflect on how to hone purpose, audience, evidence, and craft throughout their revision process, as much as they do on writing mechanics.

Shifting friendships and interests present other opportunities to learn by trial and error. In her bestseller *Untangled*, psychologist Lisa Damour remarks repeatedly on how “messy” pre-adolescence can become. Most of the mess stems from teenagers’ still-emerging toolbox of social strategies. Students who have been “best friends” throughout their elementary school years find themselves at a loss when social circles and individual interests suddenly shift. Some middle schoolers push away from those long-standing relationships with unkindness, sarcasm, or what reads to the recipient as indifference. Abject meanness is rarely the intent; rather, students haven’t yet developed the skills required to smoothly end relationships. Navigating social landscapes is not an innate skill. Practice comes from experience, and in Middle School gaining that experience can be categorically uncomfortable. It is important that we give space for students to practice and develop socio-emotionally, as we do with academic endeavors.

Self-advocacy is perhaps the biggest growing edge of all. It is an imperative skill in and of itself, and it also has the capacity to impact how we approach school, relationships, and all else. Self-advocacy with friends, family, teachers and others, requires thoughtful observation of what’s

happening, analysis of why, reflection about desired shifts or outcomes, and planning for change. Each stage (observation, analysis, reflection, and planning) plays a

those mistakes afford enormous growth opportunities. Too often we assume that a pre-adolescent who has never before experienced a serious friendship struggle will



significant role in helping students effectively self-advocate. Sometimes the entire process takes nanoseconds, as described in Malcolm Gladwell’s *Blink*. Other times, it takes months or longer. Regardless of duration, it’s no coincidence that we emphasize those same skills of observation, analysis, reflection, and planning throughout our entire curriculum.

In our seventh-grade science room, Ms. Leonhardt has a bulletin board dedicated to FAIL (First Attempt in Learning). Middle School is full of first attempts. Many of those attempts will end in mistakes, and

innately know how to end a social relationship in an amiable and gracious way, that a student who has never before needed extra help will be able to effectively solicit it in a moment of brand-new academic need, or that a student who has enjoyed academic comfort for years will know how to transparently share a first-time “poor” grade with parents.

As we kick off 2020, I wish you a New Year filled with new opportunities, including mistakes that lead to new knowledge and growth. I also wish you abundant light and joy.



FROM THE UPPER SCHOOL

Mark Schoeffel, Upper School Principal | Divisional Assistant: Maddie Clark, 393-4215

Immersive problem-solving as a learning tool

The other day, I was remembering with one of my colleagues the moments that were most important to me when I was growing up. While I can say that there were lots of fond memories of triumphs and celebrations, both alone



MARK SCHOEFFEL

and with family and friends, there were also periods of isolation, frustration, and fear, and also a fair number of mistakes made and noticed. In our brief conversation, my

colleague and I were reflecting on the value of having a mirror held up to our mistakes, and our facing them. In these moments, which were sometimes painful, we both agreed we had learned something valuable, and later in life, with some distance, they have become touchstones for us, crucial turning points for learning and course correction.

While I did not share at the time the moments that came to mind from my past, I can say without reservation here that these were moments when adults stepped up in various ways and held me accountable. It was not easy for the adults to take this on. In fact, in not one of the cases I can recall was the adult obligated or told to have the conversation with me. In almost all cases, these were educators who realized that if they did not have the conversation, almost always an awkward one to have, that I would not learn from the mistakes and would make them, or worse ones, again, at cost. Some people, these days, avoid these

JANUARY HIGHLIGHTS		
Mon.	6	Classes Resume – 8:05 am
Wed.	8	FA Auction Kick-Off Meeting – 8:15 am (Jackson House)
Thurs.	9	10th Grade YSOP Trip to NYC – Leaving 2 pm
Tues.	14	MS/US Admissions Open House – 8:30 am
Wed.	15	Grades 9 & 10 Future Planning Night – 6 pm (Theater) 11th Grade College Meeting for Business – 7-8:45 pm (Theater)
Fri.	17	Quaker Practice & Wellness Parent Meeting – 8:15 am (QPCE Conference Room) Semester 1 Ends
Sat.	18	Family Community Service: Sandwich Making – 10 am
Mon.	20	Martin Luther King Jr. Day – School & Offices Closed
Tues.-Fri	21-24	All-School Peace Week
Thurs.	23	Parent Peace Week Meeting for Worship – 2 pm (Meeting House) All-School FAMily Night – 6 pm (Dolan Center)
Fri.	24	Middle & Upper School Hunger Awareness Day
Thurs.	30	Quaker Youth Leadership Conference

conversations; some institutions even avoid confronting people or having difficult conversations. But I would venture to say that difficult conversations, taken on in the right spirit and done in the right manner, are the gateways to real growth.

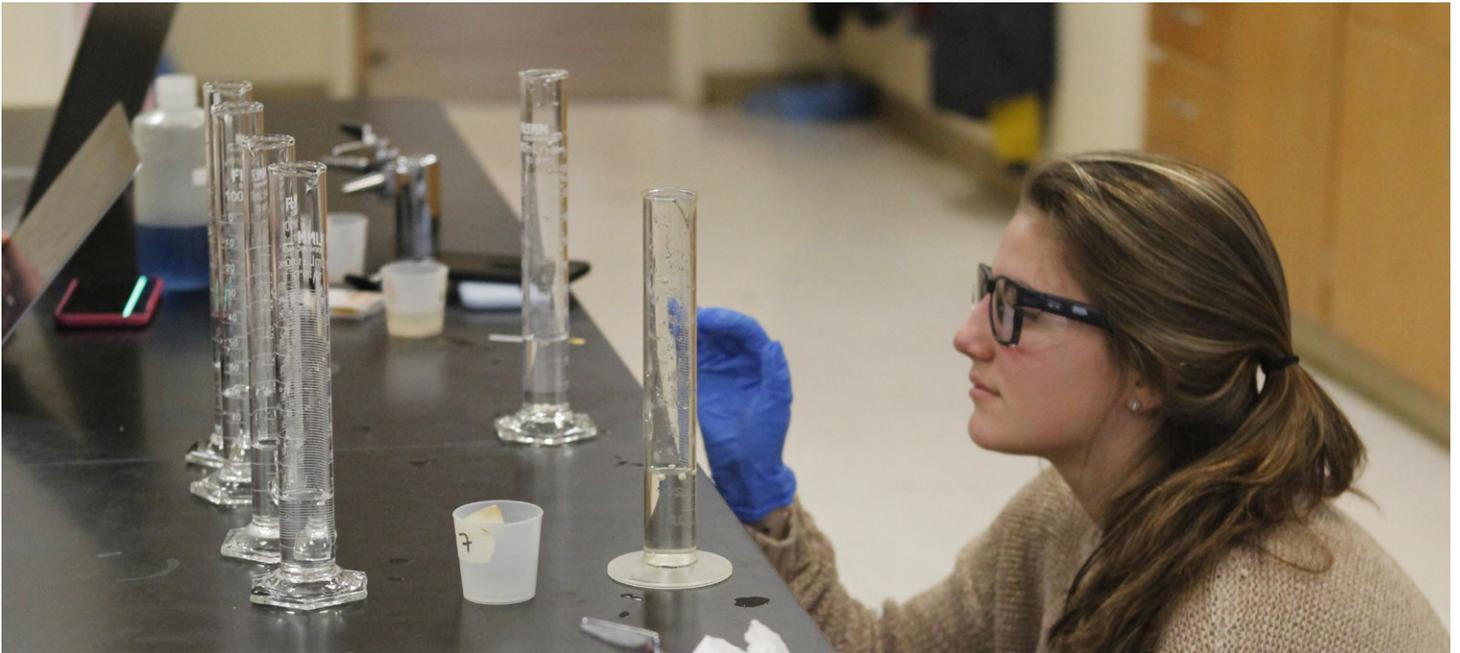
These days, we love to talk about the

value of failure, of mistakes and learning from them. I, for one, believe in giving people, especially young people, time and room to make mistakes, discover or see them, and learn from them. But we also have to realize that there are various levels of mistake, and some can be hard

to learn from if they involve consequences that feel absolute and final. And some mistakes are so costly to others that they cannot always be fixed. All the more reason to catch the smaller ones early on.

I will share two brief examples of learning moments when I was younger. In math class one time, one of my teachers found me talking while he was working to explain something to the group. I was not paying attention and also distracting





the person next to me. He let me know in a rather public and blunt way that I was not respecting others by my behavior. While I bitterly resented him for that in the moment, his words stayed with me. He was not mean in the way he spoke with me, and while his asking me to stop was public, he was also right. He spoke to me afterward to let me know that it was not personal, and though I might have felt it was, it was actually because he cared about me. He felt I was not taking myself or the math class seriously, and he wanted me to believe I could do and be better. He took the time to follow through and have the hard conversation.

I also did not end up getting an honor for my senior year, one I had worked ever so hard to achieve over the course of my high school time. What made it harder was a fellow student who had spent little or no time doing the same work was chosen over me. I was stunned and could not understand what I had done or not done to be in that position. When it was announced that I was not chosen for

the position, I remember sitting there, head down, just taking it in. I could not explain it. My advisor then approached me, sensing I was dismayed, and asked about my feelings. After listening to my frustration and sadness, instead of just consoling me or telling me it would all work out, he gave me his honest view of why he thought I might not have received the honor and responsibility of this particular

find me, be with me, listen to me, and not necessarily placate me or just tell me what I wanted to hear. He told me what he thought I needed to hear, and said he would be there to talk if I needed to in the coming days.

I won't go into how these two meetings shaped me, but in some ways, they really did. When you are young, those moments matter. Most of all what I remember from

them is that I would not have learned from my mistakes if caring adults did not have the courage and wisdom to sit with me and do the hard work of trying to help me see things from a perspective other than my own. They helped me see some mistakes I was not willing or even able to see. And while at the time, it did not feel great, those moments made me better. We can't



leadership position at this moment in time. I remember just resenting him for what he said, and did not say to me, but again, his words that stayed with me, and he had chosen them carefully. He did not need to say them to me; it would have been easier not to say them. But he took the time to

always learn from our mistakes if we can't see them. Good teachers can be mirrors for us to see the better angels of our nature. Saint Exupery is right; "What is essential is invisible to the eye."

QUAKER PRACTICE THROUGH COMMUNITY ENGAGEMENT

Quaker Practice ≈ Diversity, Equity & Inclusion ≈ Service Learning & Community Engagement ≈ Health & Wellness

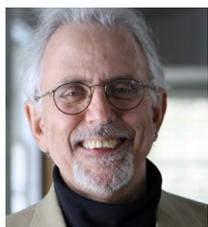
Bringing the Quaker SPICES to life

We often cite the SPICES (Simplicity, Peace, Integrity, Community, Equity, Service, Stewardship) when asked what Quakerism

QUAKERS-IN-RESIDENCE



JEN CORT



JOHN SCARDINA

means. Recently, I had the privilege of teaching students about Quakerism and we talked about how each of the “SPICES” can show up in the smallest of ways. As a guest at Holidays with Friends, I shared a story which I now share with you as an opportunity for your child and you to look for the small ways in which the SPICES present themselves.

I remember when I heard the term ‘Friends of the Truth’ and thought this sounded lofty and couldn’t see how it would work. But then I met Andrew. Andrew was a sweet little boy whose dad died when Andrew was in the 3rd grade. Andrew was small for his age and always wore a large baseball cap, so if you wanted to look into his beautiful brown eyes, you had to crouch down to see under the brim of his hat. While quiet, Andrew was an observer of all life around him. When Andrew was in the 5th grade, our Head of School decided to retire, and a position description was published. Andrew decided to apply for the job and set about asking other 5th graders (the youngest middle school grade at our Quaker school) what they wanted in a Head of School. They offered many suggestions including the light hearted “ice cream at lunch” but also made hiring suggestions for more

teachers of color, schedule changes like shorter days, characteristics like being a good listener, cheering on students (our Head of School attended everything he could), and being kind.

I was the counselor, so solving problems was in my job description and soon after Andrew began his interviewing he arrived in my office, list in hand, and asked me to solve the problem of submitting his resume for consideration.

Together we found out how candidates were asked to submit resumes (in those days, it took a couple of calls) and got to work. I called the Human Resources office and we

wrote up Andrew’s vision statement. The current Head of School, Earl Harrison heard about Andrew’s candidacy and invited us to interview with him.

So one day, Andrew, dressed in a fine shirt, nice pants, and his baseball hat, with resume in hand, and I headed up to the Head of School’s office. We sat across from Earl who asked Andrew to share his skills, which included his ability to listen, to gather ideas, and to make others feel heard. Andrew shared the suggestions of his classmate and commented which ideas he thought were fanciful (ice cream every day) and which were essential (being a good listener).

Earl listened, took notes, and paused for a bit before asking Andrew if there was anything else important for a Head of School, to which Andrew responded, “Yes, to relax, and to be in the moment.” Earl loudly declared, “Yes! I was always too busy in class and my teacher used to ask



me to relax and I never got it until I learned a relaxation technique.” He then asked, “Do you want to see?” Andrew immediately said, “Yes! I have been learning them too.” Earl moved a chair out of the way and laid down his 6-foot+ self upon the floor. He put one hand on his chest and another on his stomach and began breathing deeply. Andrew, looked at him and then with mouth agape looked at me whispering, “That’s just like we do it!” Hearing this,

Earl invited Andrew to lay down next to him and to explain his process. Andrew led Earl through the breathing exercise. When we were all seated in our chairs, Earl shared with Andrew that he would make a fine Head of School and will no doubt lead the world to a better place but that this wasn’t his time for Head of School.

He then reached to the very top of his tall shelves and took down a shell and gave it to Andrew saying that the shell has been a reminder for him to be in the moment and he would like Andrew to have it.

As we headed to middle school, Andrew carrying his shell, me carrying his notes, we both carried the lessons of the moment. Earl listening to Andrew across their ages is equity, the shell was simplicity, being in that moment together was community, their honesty was integrity, the breathing exercise represented peace and our process represented continuing revelation, the Quaker belief that the truth continues to reveal itself to us.

Best,
Jen Cort
Quaker-in-Residence

FROM OUR KITCHEN TO YOURS



Flik Macaroni & Cheese

Ingredients:

2 quart Milk, Whole	1 tbsp Salt, Kosher
3 ounce Flour, All Purpose	1 tbsp Spice, Pepper, Black, Ground
3 ounce Butter, Unsalted	6 ounce Breadcrumbs, Panko, Japanese
1 pint Cream, Whipping, Heavy, Fresh	6 ounce Cheese, Cheddar, Mild, Pre-Shredded, Feathered
1 pound Cheese, Cheddar, Mild, Pre-Shredded, Feathered	6 ounce Butter, Unsalted
6 ounce Cheese, American, Sharp, Loaf, Cubed, 1/4"	2 pound Pasta, Macaroni, Elbow, Dry
1 tsp Mustard, Dijon	12 spray (1 sec/spray) Oil, Cooking Spray

Preparation:

1. Make roux: melt butter, add flour and bind. Cook out over medium heat for about 5 minutes, stirring often. Meanwhile, heat milk and heavy cream. Slowly add liquid to the roux, whisking to avoid lumps.

2. Bring to a slow simmer, and fold in cheeses, mustard, salt, pepper and warmed cream. Do not bring to full boil. Hold sauce hot until ready to use.

3. Melt butter. Combine panko crumbs, butter, and shredded cheddar. Set aside until ready for use.

4. Cook macaroni until al dente. Drain well. Fold in hot cheese sauce

Top macaroni and cheese with breadcrumb topping. Bake macaroni and cheese in a 350F degree oven until golden brown, approximately 15 minutes.

Portion Size: 1/2 cup Makes 32 Portions



ADMISSIONS

It has been a busy fall season for Admissions and we appreciate the help and support of our faculty, staff, and parents. You all play a meaningful role in welcoming new families to Friends. We love to hear our parent and student tour guides talking about their experiences and the depth of their connections with our teachers and coaches.

Many of your children have hosted our visiting applicants and you should be proud as parents to know what positive feedback we get.

Please continue to spread the word about our program!

Coming up in January are our winter Open Houses:

Middle & Upper School Open House

January 14, 8:30 a.m.

Lower School Open House

January 16, 8:30 a.m.

And as always we have our Walk-In-Wednesdays at 9 am for those that want a tour and wish to drop in.

We wish you a peaceful, restful holiday season and thank you all with heartfelt gratitude.

Warmly,
Team Admissions
Nina, Liz and Joanna

FRIENDS ACADEMY

OPEN HOUSES



TUESDAY, JANUARY 14TH

UPPER AND MIDDLE SCHOOL GRADES 6-12

THURSDAY, JANUARY 16TH

LOWER SCHOOL AGE 3 - GRADE 5

PLEASE JOIN US FROM 8:30 TO 10:00 AM

KINDLY RSVP AT 516-393-4244 OR FA.ORG/ADMISSIONS



STRONG MINDS.
KIND HEARTS.



FRIENDS ACADEMY

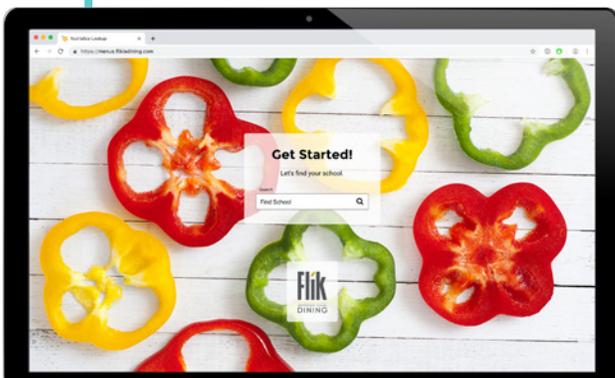
Awesome new menu website + Awesome new mobile app

Awesome new school year!

You can easily view your school menu each day. Our innovative and interactive site and mobile app make our school menus more convenient, informative and transparent than ever before!

Improvements include the ability to:

- Instantly translate to 50+ languages
- Highlight special dietary preferences, like vegan, vegetarian and gluten friendly items
- Incorporate Flik's sustainability icons, including Local, Sustainable Seafood, and Organic to showcase these specialties
- Access menus from desktop, mobile, and/or Amazon Alexa
- Improve customer experience with instant comment cards to managers from web or mobile app



Search for
FlikSDining on
Google Play
or the App Store



Or see our school menus at:

friendsacademy.flikisdining.com



To see what we are doing,
follow us on social media!



CELEBRATING AND PROMOTING *Peace* AT FRIENDS ACADEMY

Lama Tenzin visits

January 13-17

Friends Academy will be hosting the Venerable Lama Tenzin Yignyen, an ordained Buddhist monk and visiting professor of Tibetan Buddhist studies at Hobart and Williams Smith Colleges. The week will begin with an All-School Gathering for Peace on Monday, Jan. 13, where student speakers will lead the community in an opportunity to welcome Lama Tenzin and celebrate his gifts. Throughout the week, Lama Tenzin will be creating a Tibetan sand mandala in the Atrium. He will offer times to visit with students and staff as well as an opportunity for meditation with parents.



Peace Week

January 20-24

A Friends Academy tradition, Peace Week includes All-School and divisional programming focusing on bringing peace to our world. This year, the week will center around our school-year theme of Integrity. Each day's events will focus around a certain area – Wellness, Quaker Practice, Equity & Inclusion and Service & Hunger Awareness. Programming will include community groups, Meeting for Worship, music from Teacher John, and the week's cornerstone event, Family Night, on Thursday, Jan. 23.

