

FARBER EDUCATIONAL CAMPUS

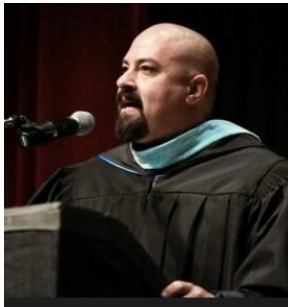
LEARNING UPDATE MAY 2024

(Note: any item **highlighted in green** is a live url or link)



It's time once again for another **Learning Update** from the **Farber Educational Campus**. Be sure to check out the **[Farber Educational Campus Website](#)** for more information. The updates below feature lots of kudos for teachers and students based on outstanding learning. Please check out the information on civic engagement, PBL, SHIFT, CTE, tech integration, student & staff engagement, professional learning, as well as climate and culture.

PRINCIPAL'S PERSPECTIVE



Greetings Farber Family! I am officially on the road traveling between all three schools. It has been amazing to be in classrooms, office spaces and out talking with students. I had an amazing time at the Cambridge Senior Sunset. Students were having a blast having a water balloon fight with students and staff. There is an excited buzz in the air at all three schools around the move to Farber. Be on the lookout for communication from each

school site to their communities over the next couple of weeks.

As you read through all the great things happening in the Farber universe below, please share a few things with your friends and family. Let's get the word out on how amazing our Farber future-ready students are doing. Please feel free to reach out to me about anything Farber related.



Carson Wood
Principal

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CELEBRATIONS



Congratulations to **Cambridge High School Social Science Teacher Robert Vega** for being selected **Teacher of the Year** from **Region 3** of the **California Continuation Education Association**. Mr. Vega was chosen for his instrumental work with the **Men's Alliance**. Additionally, the program was named an **Exemplary Program** from **CCEA**. Mr. Vega is a humble role model who not only leads an exemplary program, but is an outstanding human being as well. Great job Mr. Vega on this well-deserved honor.

Also, kudos to the entire staff at **Cambridge HS** for being a **CCEA Model School**, as well as having the **Exemplary Program** and **Teacher of the Year**.

CIVIC ENGAGEMENT / PROBLEM & PROJECT-BASED LEARNING



Congratulations to the following graduating seniors who are going to receive the **California State Seal of Civic Engagement**. From **Cambridge High School**, here are the students along with their teacher that supported the project work and endorsed their application:

Jahnessa Almaraz (Teacher Dr. Della Caver)
Emily Alvarez-Leon (Teacher Meliza Gonzalez)
Luis Erives (Teacher Peter Fortuna)
Sothyra Luk (Teacher Dr. Della Caver)
John Melendez (Teacher Dr. Della Caver)
Trevon McCloud (Teacher Elva Carlos)

Wa Meng Lee (Teachers Elva Carlos and Peter Fortuna)
Jathan Kou Moua (Teacher Dr. Della Caver)
Mayra Nunez (Teacher Meliza Gonzalez)
Yareli Peralta (Teachers Dr. Della Caver and Meliza Gonzalez)
Ashley Perez (Teacher Meliza Gonzalez)
John Quintanilla IV (Teacher Dr. Della Caver)
Alina Rendon (Teacher Elva Carlos)
Ian Rodriguez (Teacher Dr. Della Caver)
Kevin Rodriguez (Teacher Peter Fortuna)
Yanely Santa Rosa (Teacher Elva Carlos)
Elliot Thao (Teacher Elva Carlos)
Violet Torres (Teacher Meliza Gonzalez)
Luis Vega (Teacher Peter Fortuna)
Yuliet Zepeda (Teacher Meliza Gonzalez)

From **JE Young Academic Center**, they are:

Joseline Alejo (Teacher Jennifer Gross)
Marisol Santacruz (Teacher Fay Opoku-Ababio)
Natalie Vogt (Teacher Fay Opoku-Ababio)

We would also like to congratulate Cambridge HS students who applied and were chosen to present at the **The Fresno County Youth Showcase on May 7th at the Tower Theater**. They are:

Jonathan Barragen, Jamar Mayberry and Cisko Torres for
“*Substance Abuse Awareness*” (Teacher Ryan Williams)

Oceano Manzano, Isaiah Vargas, Sergio Vasquez Zapata and Luis Vega
for “*Seniors Helping Seniors*” (Teacher Peter Fortuna)

Additionally, Cambridge HS students **Elliot Thao and Ariyah Bell** received an honorable mention for their project “*Water Conservation and Planting Trees*” (Teacher Ryan Williams).

Thanks once again to all of the nine teachers who worked this semester with the **Civic Education Center**. These nine teachers are: **Elva Carlos, Peter Fortuna, Meliza Gonzalez, Jennifer Gross, Fay Opoku, Joel Smith, Chris Valle, Robert Vega and Ryan Williams.**

The **Farber Educational Campus** intends to continue the partnership with the [Civic Education Center](#) next year and will hopefully have even more teachers involved. This won't be the only way to engage in Civic Engagement or PBL. However, if a teacher works with the [Civic Education Center](#), they will receive a personal teacher coach, professional learning opportunities, resources and a stipend. For 2024-2025, these will start in the fall. See more information about the [Civic Engagement Cohort 2024-2025](#).



Cambridge Cyber Security Teacher Peter Fortuna and his **5th Period students** have enjoyed an engaging and worthwhile semester with their **Seniors Helping Seniors Project** with the [Vineyards California Armenian Home](#). The project,

which will continue next year at Farber, is about helping senior citizens with avoiding internet scams, theft and fraud. The students and senior citizens have met weekly rotating between Cambridge High School and the Vineyards California Armenian Home. Mr. Fortuna and his students continue to compile resources for the senior citizens, while also responding to their individual technology needs and learning curves. Once again, this work is made possible by the team at the Vineyards California Armenian Home. This work aligns with several of the **SHIFT** themes including **Humanity, Innovation** and **Technology**. Check out the [Seniors Helping Seniors Feature Story on ABC30](#).



Cambridge English Teacher Dr. Della Caver launched some interesting and powerful projects this semester with her senior English students. One class pursued the topic of **Homelessness** while the others focused on **Mental Health**. Students focused on specific aspects of these complex issues. Dr. Caver and her students reached out to several partners in the community for expertise and support. These included, but were not

limited to the [Fresno Community Health Improvement Partnership](#), [Fresno Housing](#), [Fresno Madera Continuum of Care](#), [NAMI Fresno](#) and the [Poverello House](#),

Dr. Caver instituted several high quality foundational elements of problem and project-based learning. First, as students prepared presentations, they had many **formative** opportunities to improve them by presenting them several times. Dr. Caver also invited partners and guests to the classrooms to hear the presentations and provide **feedback** to the students. Along with the formative opportunities, the elements of **Critique and Revision** are also essential PBL pedagogical pieces. Finally, Dr. Caver also practiced and modeled another essential element of PBL. This is **Public Work**. She also took students' final presentations and had them published and shared on the TVs and Digital Displays throughout the classrooms and offices at Cambridge HS. Naturally, this work fits into several of the **SHIFT** categories such as **Humanity** and **Innovation**. Great examples of high quality project-based learning Dr. Caver.

Check out a few examples of **Dr. Caver's students' presentation slides**:


[Anxiety Project](#)

[Homeless Project](#)

[Mental Health Project](#)

[The Oasis Homelessness Project](#)

Cambridge English Teacher Ryan Williams has been working hard with his students on both civic engagement and project-based learning. One of his areas of focus has been to improve the students' **presentation skills**.



Giving	Receiving
I noticed that	I appreciate you noticing that
I wondered about	I hadn't thought about that ...
I was confused by	I heard you say that ... confused you.
I suggest that	Based on your suggestion, I will
Have you thought about....	Thank you, what would you do?
You might consider...	I'm not sure what that looks like, tell me more

As Mr. Williams prepared students, he shared a **presentation rubric** prior to having students build their presentations. Together they went over each section of what is needed in order to be successful. As part of their **Civic Engagement Projects**, these components included the following: identifying

local problems, examining relevant policies, creating persuasive proposals, supporting the solution with research/resources, and contacting experts/professionals about the subject and resources. Students grew their presentation skills by starting with small parts of their presentation and then built up to the entire presentation. They started with two minutes and then four minutes, five minutes, seven minutes and 10 minutes.

According to Mr. Williams, he tried to teach students how to do each one of these with a mini-lesson and provide lots of exemplars for them to imitate. He broke lessons down into manageable segments one per day.

“My goal is to get one thing done today, whatever it is,” said Williams. “I don't want crap done; I want quality is what I tell kids. They seem to get it.”

As for the presentations, Williams said each time a student presented they received **feedback** from him and the other students. He said he works to model that feedback is used to improve one's work and that students are assessed on how successfully they implemented the feedback. He wants students to understand that we don't just give feedback because it sounds good, but rather because it's valuable for getting higher quality results.

“What students will notice is that each other's work gets better each time,” said Williams. “For giving feedback, I am nurturing but accountable to what is being said and what needs to get done. Again, feedback is important.”

Earlier this year, **eLearn English Teacher Jessica Herrera** had her students complete a **Personal Project**. The personal project gives students the opportunity to explore an area of personal interest to them and conduct research to learn about it over time. Students are guided through the process of reflecting on their own interests to choose a topic, choosing a product they would like to show for their learning, researching information about their topic and how to create their product and then, finally, writing a reflection essay on the entire process. Check out the [Personal Project from 9th Grader Preston Levesque](#). Currently, Ms. Herrera has reported that Preston is working on his reflective essay for this project. Great job Preston and great job Ms. Herrera for doing outstanding work with your students.



Cambridge Science Teacher Jadrian Ejercito has been implementing all types of new technology in his Biology classes. He discovered [Virtuali-Tee](#) a few years ago during his student teaching. According to Mr. Ejercito, It's a great tool that can be used across most grade levels and introduces students to five of the organ systems found in the human body. California NGSS emphasizes the importance of creating models to represent phenomena well. Using this shirt, students can model organ systems themselves! Additionally, at the NSTA conference, he was able to get his hands on a **Merge Cube** and a free trial with [Merge EDU](#).

Although they primarily offer models for use in science classes, Merge provides historical models and art as well. While one doesn't necessarily need the cube to make the apps work, it creates a more engaging experience when students can "hold" the object they are learning about. MergeEDU provides paper printouts of the cube, but students are able to 3D print them in class.

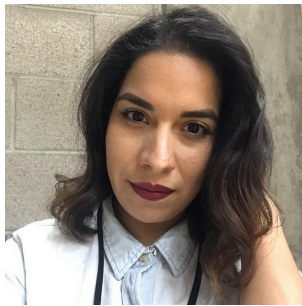
Mr. Ejercito also continues to develop and design the groundwork for the Hydroponics & Vertical Farming in biology and other science classes. As this prepares to move to the new Farber Educational Campus,



other science teachers are being invited to get involved with this unique work. As part of that work, a new community partner named **Daniel Wilson** from [Current Culture H2O](#) is collaborating on this project. He brings a great deal of expertise and experience as one of the local industry leaders in hydroponics. Mr. Wilson has already agreed to donate several hydroponic systems to the **Farber Educational Campus** and is very interested in working with any interested science teachers and their students. Recently, Mr Ejercito's students finished testing the first model of the hydroponic system and now have a **total of four operational units**. For the rest of the quarter, they will be conducting a more formal study on the efficiency of the hydroponics systems for growing food.



Speaking of interesting science work, **JE Young Zoology Instructor Jennifer Gross** just completed a lesson with her students involving the dissection of **Crayfish** - representing the **Phylum Arthropoda**. Students examined the external and internal parts of a crayfish, explained the function of essential parts and were able to identify male from female crayfish. They also recently did some **Starfish** dissection. Going forward, they will be comparing this group of animals to their last Phylum - Chordata (animals with backbones). The students are looking forward to more dissection work including fish, frogs and feral pigs.



Cambridge Social Studies and Women's Alliance Teacher Meliza Gonzalez has been working hard with her Women's Alliance team all year long. They were very actively involved in Civic Engagement Projects with topics such as **Safe Dating, Sexual Harassment** and **Teen Pregnancy**. Their projects were presented to administrators from the Fresno Unified Alternative Education Team.

Additionally, they hosted a mini **Career Fair** in conjunction with the **Junior League of Fresno** and went on a field trip to the **Fresno Chaffee Zoo** on April 30th. Finally, they are also attending the **Arte Americas Yolanda M. Lopez Exhibition** on May 16th. Their annual banquet is on May 9th and **Senior Yuliet F. Zepeda** is being honored as the **Aldridge Award** winner.

CAREER TECHNICAL EDUCATION

First of all, check out all of the latest on the **Farber CTE Program** under the **Career Tech Programs** tab on the **Farber Educational Campus** website.



Logistics Instructor Jonathan Hinojosa has been working hard on preparing for the opening of the new **Logistics & Warehouse Management Program** at Farber. Jonathan has already established partnerships with the **Amazon, Central California Food Bank, Fresno Rack & Shelving, Home Depot, Lowe's, Pape**

and **Winco**. More partnerships are to come as Mr. Hinojosa designs tremendous learning and career opportunities for his students. Indeed, part of the partnership with Amazon is preparing students for potential work-based learning and employment opportunities. One of the many amazing aspects of this partnership is students connecting to the [Amazon Career Choice Program](#) that includes **free college tuition** at over **600+ higher education** institutions including local partners such as **CSU Fresno** and **State Center Community College District**. Jonathan and the Farber Team have been working hard to connect with industry partners that will serve on the **Farber Logistics Advisory Board**, as well as serve as **Employment Pathways** for the students. We'd like to say thank you the following partners who have already signed on to be part of the program:



Congratulations to JE Young and Cambridge **Public Services Instructor John Mendoza** and the [Public Services Program](#) for being officially approved to operate a **State and National Emergency Medical Responder Program**. The next steps are to apply for the **EMT Accreditation**. Mr. Mendoza and his Public

Services students continue to work on certifications. Currently, the program is working on a formal student club with the [American Red Cross Central Valley](#). Students that are 18 years old are also participating in ride-alongs with [American Ambulance](#) and [Hope Medical Transport](#). Students are also preparing for a field trip at the end of May with the **Fresno Fire Department** at the **Fresno - Yosemite Airport**. Mr. Mendoza and the team have also been working hard on establishing their industry and community partners. They are:



eLearn Multimedia Teacher Jeff Cook and one of his students - **Senior Jordan Clark** - were recently featured in the **FACES of Fresno Unified Spring 2024**. It's a great feature on the power of alternative learning (virtual learning in this case) and a great tribute to teaching and Jeff Cook as well. In **Mr. Cook's Multimedia Class**, students recently learned about several types of photography. These included still-life, street, landscape and portrait. After they learned about each, the students were asked to choose a style they felt most comfortable capturing and producing ten photos. Students were taught how to edit their photos in **Adobe Lightroom Classic** and how to present their photos. Here are a few examples:

[Caroline Gonzalez \(adobe.com\)](#)

[Lily Fradue \(adobe.com\)](#)

[Kyle Patterson \(adobe.com\)](#)

In **Mr. Cook's Video Production Class**, students just finished creating music videos. The purpose of this assignment was for the students to create a stunning visual video. They were graded on shot types, audio levels, how steady their shots were, and how audio and visuals should reflect the same feel. Here is an example of one of their music videos: **[MVLucy Music Video](#)**.

OTHER LEARNING NEWS



In addition to their Civic Engagement Project work centered around the **Clothing Closet**, Cambridge leadership students recently hosted **Senior Sunset** on April 25th and also volunteered to facilitate the water stations at the **Rotary Chocolicious**

Run on April 27th. As part of the **Clothing Closet**, they collected all types of clothes and goods that will be repurposed for students for a variety of needs. Indeed, several students have made appointments in May for professional attire.

In the **Leadership Class** at **JE Young**, **Teacher Jennifer Gross** and her students focused a great deal of energy recently around **Earth Day**. Students chose a variety of activities including creating a bird feeder out of plastic water bottles and making planters out of water bottles and soda cans. Leadership students brought their own recyclables and crafted them. They are artfully displayed outside the portables as examples of how to reuse plastics and aluminum. The students also continue to campaign for students to drop off their recyclables in the blue bins in teachers' classrooms and are volunteering during lunch to teach students how to make these items.



The Farber Library is already under the capable direction of **Teacher Librarian Tim Graveline**. Mr. Graveline is excited about the new Farber Library and all of the support he's planning on providing to both students and staff.

"I'm looking forward to partnering with our staff with lesson planning, in the sense of ensuring that our students are receiving high-quality texts via our databases and even physical texts in the library," said Graveline.

He said that the library also has a classroom where one can **co-teach** along with Mr. Graveline. “One such lesson is about the need to learn how to validate sources is a huge issue and one I’m looking forward to helping our students understand,” said Graveline. “I’m also excited that we’re going to push for more reading joy with Sora.” He said he plans to continue to promote and invest in [Sora](#) (with student and staff suggestions) and hopefully make Farber one of the top three Sora schools in the district.



Mr. Graveline said he has many plans for the future Farber Library. He sees the library as the **hub of school culture**. He’s already setting up systems where students can **submit artwork** and **quotes** to be **displayed**, as well as make **book suggestions**. Additionally, he is working on spaces for students to build and create in the tradition of a **Makerspace** model of **3D printing** or **Legos**. “I’m looking forward to working with and getting to know all of you as we work to positively impact our students’ lives,” said Graveline. Finally, Mr. Graveline is already setting up his [Farber Library Website](#) as a digital hub for all things library including the forms for book suggestions and staff feedback.



JE Young Parenting Program Instructor Esther Ortega has been busy this semester. Her students have been participating in a program offered through community partner [Focus Forward](#) called

[Bright Futures](#). **The Nurturing Parenting Program** is a 10-week evidence-based and research-based program that included discussions on treating and preventing reoccurrence of child abuse and neglect. This 10-week session was tailored to the JEY teen parents specifically because they were assessed at the beginning to determine which of the 30 trauma-informed lessons would best support and educate these teen parents. From the information gathered from the students, the lessons were then given to the students. At the end of the sessions, they were reassessed and given a certificate of completion. Additionally, **Nurse Terri Reichert** gave a presentation on different types of illness that can affect infants and how to determine the level of urgency.

JE Young Teacher Shaun Brown was very enthusiastic about how students at JE Young approached their recent **CAASPP Assessments**. “They are taking their time and truly giving these assessments their best shot,” said Brown. “We are very proud of their effort.”



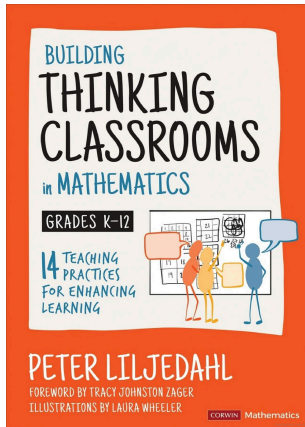
Additionally, Mr. Brown was also excited about some recent work his students did in his **Men’s Alliance** Class. As part of their study and growth related to the skill of **Empathy**, Mr. Brown had his students interview staff members of their choice who are 40 years of age or older. He wanted students to learn about unique perspectives their interviewee had about a particular event in their lives. Below are a few excerpts from what some of the students wrote:

After interviewing **Mary Miles** in **Food Services**, **Student Alberto Castellanos** wrote the following: “Through my interview, I noticed the hard times she went through. I related to her struggles and how she overcame them to be this amazing person. Mary took her life and turned it around like me. I think this interview will bring me and Mary closer together to understanding and relating with each other.”

Student David Rebollero interviewed three staff members - **CTE Public Services Instructor John Mendoza, Vice Principal Rhonda Day and Campus Assistant Felicia Garcia**. David wrote the following: “The main things that I took out of this activity were to realize you are who you hang out with, that you should never take people in your life for granted and in looking for a partner to choose someone who will stay with you no matter what.

Student Dominick Navarro interviewed **Vice Principal Rhonda Day**. “As humans we often forget to pause our busy lives and get to know the people around us,” said Dominick. “I interviewed Mrs. Day and I am amazed at how much I learned in a matter of minutes.” Finally, Dominick concluded that he really understood Mrs. Day and had some shared experiences. “As I am heading towards career decisions and senior year, I have felt great empathy on getting to understand someone else’s views.”

PROFESSIONAL LEARNING



The March 4th Buyback Day included workshops and professional learning sessions in **Math, Science, Civic Engagement, Edgenuity** and **Literacy**. The day included teachers from Cambridge, eLearn and JE Young. Math teachers continued to work with **Ed Campos** and **Building Thinking Classrooms in Mathematics**. Science teachers worked with **Joe Marquez** regarding high quality technology integration and student engagement in **Science**. **30 teachers from ELA and Social Science** attended the **Civic Engagement Workshop** that

featured **21 community partners**. Feedback from the Civic Engagement Workshop from both teachers and community partners can be seen [Here](#). Indeed, **Cambridge High School English Teacher Kara Marquez** said it was one of the best professional development experiences she has had in years. Check out this [Short Video](#) about the Civic Engagement Workshop.

In addition to the teacher feedback and quotes on the Civic Engagement Workshop, here are some from the sessions from the March 4th Buyback:

“In our Science workshop, Joe Marquez did an amazing job demonstrating how AI can be used in the classroom. While it's understandably daunting to hear about and see in action, I believe AI can be an invaluable resource to both students and educators. At the very least, teachers should be made aware of the possibilities this technology presents and this session did just that and more.” - **Jadrian Ejercito, Science Teacher Cambridge HS**

“There were many great resources and strategies that were shared with us in the Math Workshop facilitated by Ed Campos that we could apply to our classrooms and with our lessons. Some were modeled and others we were given time to explore.” - **KongMia D. Her, J.E. Young Academic Center**

“In our Science Workshop, I was overwhelmed and overjoyed to see how many innovative options there are for our classrooms moving forward at Farber. I cannot wait to start testing out some of the things I learned including having students transition from a hard copy interactive notebook to a digital one.” - **Jennifer Gross, Science Teacher JE Young**

*“The artificial intelligence tools presented can really help to enhance science instruction.” - **Christopher Valles, Science Teacher at Cambridge HS***

Cambridge Science Teachers Jadrian Ejercito and **Christopher Valles** recently attended the [National Science Teaching Association Conference](#) in Denver. “I found the conference to be very engaging and it provided numerous resources that I believe will work in the classroom. I attended a workshop that will help students with project-based learning,” said Chris. “The main focus was to provide lessons which incorporate activities to explore one's identity, commonalities and differences, and causes and consequences of injustices to raise awareness of social and environmental issues at local, regional and global scales.” Additionally, **Mr. Valles** continues to pursue continuing education in the area of project-based learning. Most recently, he registered with LaVerne University for their Education Course [EDUC_719L Project-Based Learning](#).



Service Learning with Staff.....thanks to the following Cambridge, JE Young, ERC and CTE staff members who recently volunteered to go through the **Central California Food Bank Volunteer Training**. They are:

Francisco ‘Paco’ Arciniega (CTE), **Elva Carlos** (Cambridge), **Meliza Gonzales** (Cambridge), **Jennifer Gross** (JE Young), **Jonathan Hinojosa** (Farber), **Nancy Madrigal Urone** (ERC), **John Mendoza** (Cambridge and JE Young), **Gail Neufeld** (JE Young), **Michael Niehoff** (Farber), **James Obermire** (Farber CTE Coordinator), **Esther Ortega** (JE Young) and **Kevin Vang** (ERC).



These staff members volunteered to learn more about the operations of the **Central California Food Bank** and also participated in a volunteer session fulfilling food orders as part of the **Elementary Backpack Program**. All of the team agreed that the **Central California Food Bank** provides an amazing service to the valley through partnerships with volunteers and community support. During this recent volunteer opportunity, the Farber community was able to work side by side with other volunteer groups and perform a service that helped community friends and families. In a short time, the team was able to **fill over 950 orders**, which guarantees families can continue to grow - helping out with the mission to stomp out Valley hunger.

“It was very rewarding and inspirational to be able to help others and know that your contribution is making a difference,” said **James Obermire, Farber CTE Coordinator**. “Through SHIFT and the vision of Farber, our students will continue to build a sustainable pathway of food and humanitarian aid through innovation and technology. The partnership between Farber Logistics and the Central CA Food Bank really symbolizes the Valley supporting the Valley.”

Cambridge - and soon to be Farber - Campus Culture Director Elva Carlos said the volunteer session was an eye-opening experience. “This really demonstrated to me the importance of having volunteers to help assist the packing of food for students in our district,” said Carlos. “I was also impressed by the quality of the food items the food bank receives.”

Logistics Instructor Jonathan Hinojosa said, “It’s one thing to see and know about the food inaccessibility problem, but it’s yet another thing to be a part of the answer to that problem.”

ERC Team Member Kevin Vang said, “It was a good feeling to volunteer for a great organization that provides food to our central valley community.”

CLIMATE & CULTURE

The Climate & Culture Teams from **Cambridge, eLearn** and **JE Young** came together recently for a joint Farber planning day. They were guided by culture and climate specialists Virginia and Amy. Their goal was to come up with recommendations to present to administrators and staff for Farber in the following Tier 1 areas which fall under the purview of the CCT team: *common area expectations, dress code, cell phone policy, how students can earn incentives or points, how to intentionally teach and model SEL skills (ranked #1 by students as most important), how to build relationships, schoolwide community building, and welcoming new students*. Data was used from a survey taken by a number of students as a baseline for ideas. A staff survey will be coming soon which will allow all staff members to give input on these topics.

eLearn 6th Grade Teacher and Climate & Culture Team Member Tabitha Fynaut said that the first joint CCT meeting as a unified school was definitely a success. "We have an extraordinary group of educators coming together for the good of the students and families we serve. Collectively, we engaged in meaningful work in order to establish Tier 1 planning for the opening of Farber Educational Campus," said Fynaut. "The collaboration and like-mindedness from each of the prospective schools was inspirational and reassuring. I left our time together looking forward to when we are all able to merge under one roof to do the work of leading students towards their specialized path of success."

COMMUNITY PARTNERS

As the Farber community continues to connect to civic engagement, project-based learning and community collaborations, there is now a published **Farber Non Profit Partner Directory**. Our community partners are essential to our core values. The directory has over 100+ non profit partners and we have over 40 that have already signed on as permanent Friends of Farber.

