

SPECIAL REPORT

FOCUS ON EDUCATION

The region's independent private schools are making changes,
from new leadership to ambitious capital projects

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Community takes precedence

New head of Springside Chestnut Hill Academy on stepping into the role, future growth and capital projects

INTERVIEW BY ISABEL TEHAN

Delvin Dinkins has held just about every role in education: teacher, coach, mentor and “virtually every administrative role you could imagine in public and later independent schools,” he said. On July 1, he added yet another role when he became head of school at Springside Chestnut Hill Academy in the Chestnut Hill neighborhood of Philadelphia.

Prior to joining the K-12 school which serves over 1,000 students, Dinkins served as the assistant head of the Pingry School in Basking Ridge in central New Jersey. Dinkins’ role at Springside marks a return for him to the region, having earned degrees at Swarthmore College and the University of Pennsylvania. He also previously served as head of the upper school at Episcopal Academy in Newtown Square.

Springside Chestnut Hill offers single-sex education for lower and middle school students and a co-educational curriculum for grades 9-12.

The Business Journal spoke with Dinkins about the academy’s entrepreneurial offerings, campus renovations, and his intentions for his first year.

Below are excerpts from the conversation, edited for clarity and length.

What will your first year at Springside Chestnut Hill look like? One way I like to think about my role, especially this first year, is as a listener. I’m going to be listening deeply and trying to understand how the community sees itself as a gem, and really understand what comes to mind when people think of Springside Chestnut Hill. My intention is to listen to our constituent groups and to really appreciate what has come before me. There’s a lot of momentum and a lot of people who are invested in continuing to advance the school’s mission. I want parents to understand that we have



SPRINGSIDE CHESTNUT HILL ACADEMY

a shared understanding of what it means to be a part of a community and what it means to expand the academic and personal potential of their students.

Tell us about the academy’s focus on entrepreneurial programming. Our Center for Entrepreneurial Leadership just finished celebrating 10 years. It’s a program built on having students build an entrepreneurial mindset that enables them to take on challenging ventures that connect their passions with a kind of entrepreneurial mindset, where they’re able to design as well as build on skills that they’re learning. It really begins in our lower school, where students have an opportunity to begin to learn the process for creating and

innovating. Our students learn to be great communicators. They learn to be great collaborators. There is a scope and sequence of essential skills that they’re developing over the course of their time. We want our students to be educated, certainly, in the core academics, but we also want them to be prepared to think in terms of how to seek out and execute on new information.

Any campus updates or capital projects in the works? We’re looking at having a sort of commons that connects the upper school to other parts of the campus. We’re running a capital project for that, which will create a multipurpose community hub on our upper campus. The goal for that is \$6 million. Additionally, for the Performing Arts Center,

we’re looking at a project to try to refurbish and reimagine the center called the “Restore the Rec” campaign. While the interior is flexible and spacious, we really want to inject more into it to make sure it’s able to meet the current and future needs of our student population. That has been a priority these last couple of years and the scope of that project is pretty significant, with a fundraising goal of \$6.85 million. There’s going to be a modular stage system, and we’re looking to upgrade sound and lighting systems. There’ll be expanded dressing rooms, even additional bathrooms, and expansion of seating. ... We’re letting the project unfold knowing that when it’s finished, it’s going to be an amazing space for the enjoyment of our students, our community, our faculty, and alums.

In the past two school years, Springside’s population has grown by 100. Do you have a goal of further increasing the student population? Our school has definitely continued to blossom and we’re in a very healthy situation in terms of our enrollment. We introduced an early childhood program not quite two years ago, and with that program, we’re over 1,200 students. We are at a healthy number, and we continue to receive interest from all over. Our program is certainly magnetizing people to our school at this time, but there’s no interest in getting really big just for the sake of size. Certainly, if there are opportunities in the future to invite more mission-aligned families, we will do that, but right now we are in a very good situation enrollment-wise.

You are one of a number of new heads of school locally. How will the shift to new and younger heads change the independent school landscape? Many of us are new to these roles, but we’re certainly not new to education. I think that many of us will start by asking a lot of questions and really trying to work to build trust at our various institutions. Many of us are working really hard to collaborate with the members of our community and to get to know them. And so I think what you’re going to see is that the heads will be able to think about what it means to be in such a rich community of tradition where innovation is really prioritized and where we’re trying to develop shared goals with the community. I think you may also see a community of new heads formed because many of us, while new to our role, are not necessarily new to the area.

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Taking aim at innovative lessons

New AIM academy head Annette Fallon on the future of the school for students with learning differences

INTERVIEW BY ISABEL TEHAN

AIM Academy has seen a great deal of change in its 17 years, including growing from an initial 24 students to 400 this upcoming school year, a relocation of its campus from Manayunk to Conshohocken, and now a new head of school. Annette Fallon took over that role at the school for students with language-based learning differences on July 1. The college preparatory school's curriculum is designed for students with diagnosed learning disabilities, including dyslexia, dyscalculia (math-related difficulties) and dysgraphia (writing related difficulties), as well as attention-deficit/hyperactivity disorder in grades 1 through 12.

A longtime educator, including for those with learning differences, Fallon joins the college preparatory school after holding roles as a teacher and director of admissions at Baltimore Lab School in Maryland. For Fallon, the move to AIM was a natural progression in her career, given the schools' similar philosophies and missions of serving students with language-based learning differences in an arts-based environment.

The Business Journal spoke with Fallon about her new role, AIM's integrative literacy model, and the changing landscape of education.

Below are excerpts from the conversation, edited for clarity and length.

What excites you about AIM?

I am excited to be in a school and in a community where I'm surrounded by experts – dedicated and passionate experts – who are ready and willing to support our students' journeys by making sure that they have access to research-based curriculum, making sure that they're learning through problem-based real-world experiences, and ensuring that they're career-ready, fearless learners prepared for their futures. It's a really exciting place to be.



AIM ACADEMY

Do you foresee making any curriculum changes? Something that we're really focused on in order to prepare our students for their future is innovative teaching in an environment where we're using cutting-edge technology. We're bringing in robotics, computer programming and artificial intelligence. We have a new director of innovation technology as part of our faculty and staff for this upcoming school year who is collaborating across all of our divisions to make sure that we're bringing in and leveraging technology in a way that helps our students be prepared with those 21st century skills.

What parts of the current curriculum do you want to expand? One of the strengths of AIM that really makes us stand out from other schools in the area is our integrated literacy model. The literacy model underlines AIM's innovative approach to providing effective literacy instruction that is informed by literacy research and aligned to standards for teaching reading. The model is a combination of evidence-based and evidence-informed programs, practices and materials.

Is AIM undertaking any capital projects now? Something I

inherited is our third Redevelopment Assistance Capital Program (RACP) grant from Pennsylvania. In December, AIM received a \$1 million RACP grant from the commonwealth to help fund the construction of a two-story addition to our main campus. As our enrollment has grown, and as the needs of our students have grown, we look towards building the campus of the future and growing our actual footprint. This RACP grant will be used to create an important expansion of our global innovation hub, which will include state-of-the-art science labs, coding labs, space for artificial intelligence, a community gathering space, and also spaces for corporate partners who will work with us to support our future-ready learners and our innovative teachers. We expect construction to start in early 2023.

According to the National Association of Independent Schools, only about one-third of heads of school are women. What does that mean to you? It's really exciting to be a female head of school because the odds are against me as the majority of heads are typically male. I just attended the New Heads Institute through the National Association of Independent Schools, and there were 86 of us from around the country. It seemed a bit more diverse this year in terms of who was taking the next step in their leadership journey and stepping into the role. So I am thrilled to be part of that.

What are some of your big-picture goals? Something that a lot of independent schools are thinking about is how to further expand our mission and not just serve the students who are in our seats, who can fit in our physical buildings. AIM has been on the forefront of thinking about how to reach students outside of our walls. We train teachers across the globe in our literacy model. It's really exciting to be a part of a school or an organization that is making sure that we're empowering and transforming lives through literacy across the globe and not just within our walls.



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Kathryn Park Cook
Head of School



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Creating equity in education

President of Liguori Academy on the school's first five years, and what's in store for the next five

INTERVIEW BY ISABEL TEHAN

When Michael Marrone, a then Catholic priest and educator, founded Liguori Academy in 2016, the school was ahead of its time, both with an online learning component and an educational model tailored to its demographic. Seeing a need for a different kind of educational offering in the Kensington neighborhood of Philadelphia, Liguori launched with the goal of serving traditionally disadvantaged low-income students. Students from low-income communities are more than four times as likely to fail to complete high school, according to the Office of Disease Prevention and Health Promotion, whereas students who attend small schools and feel engaged in the classroom are more likely to complete their education.

That's where Marrone and Liguori come into play. To date, the academy has graduated 170 students across two programs: a private, four-year high school program and an accelerated learning program that allows older students to return to school and earn their diplomas. It also offers a workforce preparedness cohort and literacy programs in both math and reading.

The Business Journal spoke with Marrone about Liguori Academy's first five operational years, his plans to expand the school's reach in the next five years, and the need for differing education models.

Below are excerpts from the conversation, edited for clarity and length.

Tell us about Liguori's two programs. We have our private academy, which is grades 9 through 12, and there's 100 students in that program. Then we have our accelerated learning program, which is 125 students. In terms of study body household income demographics, we're looking at anywhere between \$30,000 to \$39,000 per family in annual income. They're usually coming from single-parent families. The racial makeup of our school across the board is

literally even across Latino, African-American and white students. Our students who come to us are really great students, they just come from really economically depressed areas. It's mostly the Kensington section of Philadelphia, and these are students who are looking for a different option in education, a different opportunity to be reengaged through our education model.

What does the education model look like? Every student who comes to Liguori is assessed on their reading and math level. Then the teachers take that data and they use that data in their planning in the classroom. They realize that in front of them are 30 kids who are all different levels. We use a program called Edgenuity, which is an online platform that is like an online

textbook where both the students and teachers can log on. They go on, they complete their courses, and the teachers take that data, which helps them to understand and identify where students are struggling the most. Teachers are teaching three days in the classroom with instruction, and then the other two days they are using as enrichment time. They work on small group projects or assessments, work in small groups with kids who may not be mastering the concepts, and they can get all that from the data from this online platform. The teachers are constantly identifying the students who need help the most and the students who can advance themselves and move forward.

How do Liguori Academy's tax credit scholarships work? People

can redirect their Pennsylvania state taxes to a private school and use it for tuition assistance for families who can't afford private school. In our case, 100% of our students are eligible for the tax credit program, called the Educational Improvement Tax Credits, where there's Opportunity Scholarship Tax credits. We go to companies, one example being Blue Cross Blue Shield, and they allocate money to different schools to be used for tuition assistance. Individuals can also participate in the program. We have a good number of individuals, and all together we probably have 96 donors who participate through the tax credit program.

What about grant funding? We receive grants from the Lenfest Foundation, and Philadelphia Works is one of our grantees. We have a contract with them, and it's all for our workforce development program. We have a contract with Philadelphia Youth Network for the same program, and then the rest are smaller, private foundational grants. That has been very, very helpful. Altogether, last year we were close to \$1 million in grants that help us to enrich the academic programs at our school.

Where do students go after Liguori? We are college and career-ready. Every student, in addition to being enrolled in a literacy program in math and reading, is also enrolled in a post-secondary class from their freshman year. In that post-secondary class, they learn social-emotional skills, how to do a resume, and interview skills. From their freshman year, they start to explore options. ... When they're sophomores, juniors, and seniors, they can take a course in a cohort, which is almost like picking a major. We have three cohorts: construction, technology, and the arts. The students pick a cohort and their elective classes are in that cohort. This year, in our senior class, we saw a 50-50 split with half going to college and half going into careers, with some students going to local four-year colleges and others headed to community colleges.

What are your plans for the next five years? Expansion is really the goal. Our hope is that in the next so many years, we can grow the model to another building in an additional neighborhood and scale up our model. We created this model that really works individually to personalize the educational experience for kids. What expansion will look like for our school is adding more students, adding another location, and branching into middle school.



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Consistency key for Girard College

New president of Girard College on teacher recruitment and retention, diversity in the classroom, and Founders Hall renovation

INTERVIEW BY ISABEL TEHAN

After a number of presidents have come and gone from North Philadelphia's Girard College in the past decade, its newest leader, F. Christopher Goins, said he's in it for the long haul. His message to the community is simple, yet clear: "Girard College, I am here, and I am here to stay."

The Greensboro, North Carolina, native's experience in education includes teaching, coaching dance, leading Thrive Chicago, where he built the Obama Foundation's My Brother's Keeper initiative, and serving as a founding principal at the Noble Network of Charter Schools in Chicago. Goins assumed his new role as head of Girard on July 1.

An historic institution, Girard College was founded in 1848 and today serves as a college-preparatory five-day boarding school for 300 students, many of whom come from single-parent families with limited financial resources.

As his first academic year in the role gets underway, the Business Journal spoke with Goins about his goals for Girard, his intention to be the consistent leader the school needs, and the new foundation initiative Girard launched this summer.

Below are excerpts from the conversation, edited for clarity and length.

What are your goals for this first year at Girard? This year is really about my own understanding and learning about Girard. Girard is 174 years old and there are so many independent private schools around the country that have not been able to survive that long. I have committed myself and our leadership to really reconnecting to the mission and the history and the values of Girard College. I've been spending a large portion of my time engaging with alumni and stakeholders on our board, asking things like, "What are the opportunities here?" and "What are they most proud of?"



GIRARD COLLEGE

Those conversations have been very informative and helpful and I'm using them to define and create specific goals for us.

What areas for improvement do you see? Because I'm a lifelong educator and I had the pleasure of starting a high school (Butler Prep School in Chicago) and establishing curriculum, I've been able to see some gaps in our academics, specifically around our high school academics. In the past 10 years, I'm the fourth president, so there has been a lack of consistency. There's a lot of turnover. And with that, every president brings in a new leadership. There's just been a lot of historical knowledge that has been lost. My goal in prioritizing academics is to be a consistent leader at Girard.

How do you plan to create that consistency? I prioritized that through creating signing bonuses for any new teachers. Across the country, we have a shortage of teachers and a lot of teachers are actually leaving the profession because of the demands of being an educator during the Covid-19 pandemic. We want to be at the forefront and be competitive with our counterparts. And so we launched signing bonuses of \$5,000 for teachers. It's a great opportunity for us to zero in on our academics. The second piece of that is we need experienced academic leaders, so I made the decision to hire two principals, one for middle school and one for high school.

In July, the school launched the Fund for Girard College. What is its goal? The Fund for Girard College was organized and created by my predecessor, Dr. Heather Wathington, and it's now come to fruition. It is meant to be a fundraising board as well as a "friend-raising" board. Girard has an initiative to become a campus for the city – and we recognize that we have not done the best job that we can – beyond the walls that surround Girard. The way we become a campus for the city is that we have to build a narrative around the possibilities and the assets and the beauty of Girard College and the impact that we can have. We need friends in order to do that. We need resources in order to do that. ... Our goal is to have initiatives in place by Oct. 1.

What about any capital projects? We're in the midst of a renovation of Founders Hall, which is the original building for Girard College here on campus. We have been putting a significant investment there. It's come from several donations, a lot of targeted fundraising efforts, and then some statewide grants to really support that buildout.

When do you expect that to be finished? Is the previous \$10 million budget still on track? The plan is for that to be completed next year in 2023, right in time for our 175th anniversary. The \$10 million doesn't give us everything we want, so we're still raising money so we can have the type of finishes that we would really love to see in the space. We want to raise an additional probably about \$3 million to \$5 million on top of that.

You are one of a number of new heads of school locally. How will the shift to new and younger heads change the independent school landscape? When people talk about what's possible in leadership, in education, they look to Philadelphia because, due to the majority of the city being people of color, we have a unique opportunity to be a Mecca for education reform. I think with the new leadership and the new energy in the city, we are all very serious about diversifying the teaching force and being intentional about building pipelines for educators of color with a specific focus on male educators of color. I'll give it probably about three to five years, and then we're going to start seeing Philadelphia be a place where no child of color will go 12 years without having a teacher that looks like them.

Frankford Friends School

Building a Better Future for Humankind:

Frankford Friends School is well known for its Project-based Learning curriculum, the only one of its kind in the city of Philadelphia. The curriculum is grounded in the United Nations Sustainable Development Goals, a blueprint for understanding the global challenges faced by people and the planet, such as those related to equality, environmental degradation, stewardship, and peace and justice. Students use inquiry-based processes to foster their curiosity and problem-solving skills, and to gain an appreciation for in-depth investigation of science and humanities-based topics. From the youngest learners in prekindergarten to the eighthgrade leaders, **FFS offers every student a world view in which possibility and opportunity can be found in every challenge.**

Founded in 1833, Frankford Friends School is an independent, coeducational Quaker day school serving 190 students from Prekindergarten to Grade 8. FFS believes that children learn best through purpose and play, amongst a diverse community of teachers and peers where the Light is seen in every individual. "The most important thing we can do for our students is to instill in them a love of learning — a deep curiosity about the world around them and beyond them — along with the skills needed to successfully pursue learning on their own after they have left Frankford Friends for high school," says Kathryn Park Cook, Head of School.

The Project-based Learning Program takes place in the FFS IDEA Lab, a two story hub specially designed for exploration, innovation, and collaboration. There, students and teachers grapple with complex, real-world situations - learning to identify problems, find solutions, and take action - as they become changemakers in their neighborhoods and in the world beyond. Whether doing research in the Mezzanine, designing and manufacturing prototypes using fabrication instruments, machin-



< Third graders investigate the human brain and emotions

ery, or technological tools, or connecting with people and organizations who are working on the same issues that students are exploring in class, FFS students become life-long learners who not only make a personal commitment to improving themselves, but also their communities and the world.

Located just 1 mile from I95, the school attracts students from 31 zip codes in Philadelphia and New Jersey. The School's campus spans two blocks and consists of multiple green spaces, a chicken coop, renovated classroom buildings, a gym and performing space, a new middle school and the Quaker meetinghouse. There, FFS students feel a strong sense of belonging as the School's program is one that respects the cultural identity and integrity of every community member.

"The Frankford Friends community understands that nothing affects the quality of a student's experience more fully than the level to which they feel known, appreciated, and understood," says Kathryn Park Cook. "Having a space where students can find joy in exploring the world around them encourages them towards a life of learning and discovery."



< Students use engineering tools on campus during science study



^ The NEST, one of the many outdoor spaces on campus

Capital projects enhance campus

Malvern Prep's new head of school inherits numerous development projects transforming the school's 103-acre campus

INTERVIEW BY LISA DUKART

After more than a decade at Malvern Preparatory School, Patrick Sillup formally assumed his new role as head of school on July 1. In his 11 years with the Main Line independent Catholic school, Sillup has held numerous roles, first as a math teacher and later as head of the middle school. He subsequently was assistant head of school for academics.

A graduate of Archbishop John Carroll High School, Sillup went on to earn multiple degrees, including a master's at the University of Pennsylvania.

His journey to a career in education didn't take the usual path, with Sillup playing for the now defunct minor league baseball team the Camden Riversharks. He credits his time in baseball with fueling his love of education.

As he prepares for his first academic year at the helm of all-boys Malvern Prep, the Business Journal spoke with Sillup about his goals, capital projects on campus, and what's next for curriculum and the campus master plan.

Below are excerpts from the conversation, edited for clarity and length.

What parallels do you draw between baseball and education?

From a baseball perspective, it's a team-based sport. Yes, there are people that can influence the game in different ways, but the entire team is ultimately going to put their thumbprint on the ability to win or lose. ... The idea or the mindset of understanding that failure happens, but that you can learn and grow from it and move forward and sort of think about the next play, I think that's huge... We're pursuing progress. I think baseball is a perfect example of what progress over perfection means.

Malvern is converting Tolentine Hall – previously general and college counseling, plus classroom space – into a dedicated middle school. What



MALVERN PREP

will that look like? Instead of a classic sort of one hallway down the middle of a corridor with classes on either side, you'll just have the hallway on one side with bigger classrooms overlooking a reimagined quad. That hallway has a pretty generous width, the idea being that classrooms are no longer just four walls. How do we create flexible furniture and flexible learning space where you can push in and out of that classroom? ... It's also going to be connected to our student service center and the Vic Maggitti Pavilion.

The Maggitti Pavilion is being funded by a \$6 million donation from its namesake. What will its focus be? It was identified within the master campus planning that a more formalized college

counseling, student service space would be a real gift to the school. Right now we have 103 acres. And that can be intimidating, much like a college campus. Where do I go when I need this thing? Now, with Vic's generosity, we can say, "Well, you can go to the student service center." That's where your counselor will be. If we're having a visiting college rep, that's where they would be presenting. If you're not feeling great, that's where you'd go to find the nurse. It becomes really a central location.

In June, Malvern Prep received the largest donation in its history – \$20 million from the Howley Foundation. What are the plans for that gift? Nick Howley Jr. was a former chairman of the board. He was the person who really

kickstarted this idea of Malvern having a middle school. And that's where the Howleys – who have worked with schools across the country, who are terribly generous and just have a wonderful way of wanting to see education transform the lives of students who may not otherwise have that opportunity – said, "What would it look like for us to have a formal series of scholarships at Malvern?" Of that, \$14 million is really dedicated to the scholarship aspect of the Howley gift. ... The middle school program is going to bear his name. ... There's another piece of their gift – the remaining \$6 million – that's actually going to be constructing a student experience center and athletic team rooms by our turf fields.

Why student experience and athletics? We have one turf field.

... One of things we said to the Howleys was the middle school experience in its totality, it does not end when classes are over. Kids want to stay and experience sports and activities and intramurals, but right now, spatially, where does that happen? ... Now we can have this space – additional turf is part of that plan – as well as activities that middle schoolers can experience too. Construction is slated to begin in late 2023 or early 2024, with a goal of being complete by the 2025-26 school year.

With changes to campus infrastructure, are you looking to grow the student body? We

feel really good about the way in which our institution is sized right now. ... We're designing with that flexibility in mind. If you're thinking of numbers, and you're saying, "Well, is it to go from 650 to 1,000? Or from 650 to 2,000 kids?" That has not been a conversation we've had. Really, it's about creating space that honors our needs as identified through that campus master plan, knowing that there's flexibility within design.

What about curriculum changes?

We've been in a sort of evolution for 10 years, and what I see is just continuing to cultivate that. ... I think the biggest change that you'll see for us, and it's not within a curriculum guide, is this emerging sort of micro-course concept that we've been piloting for a few years. This coming year, you'll see that happening even more often. Whether it's an alum, it's a parent, it's a community member, and they have an area of expertise, what we're doing is we're creating a period of the day, our community block, where they can actually run that course. As a student, you can sign in and go to that class. That wouldn't be transcribed, but maybe you start on your way towards mastering that concept.



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An Ivy League first

Wharton School at University of Pennsylvania launching six-week certification program in the metaverse this fall

BY RYAN MULLIGAN

The University of Pennsylvania's Wharton School will be the first Ivy League business school to launch a certification in the metaverse when it rolls out a new program this fall.

"Business in the Metaverse Economy" is a six-week program at Wharton developed in collaboration with Prysm Group, a firm specializing in the economics of blockchain, digital assets and the metaverse. It will be asynchronous and online, with the cost of enrollment set at \$4,500. The first iteration of the program will run from Sept. 12 to Nov. 6.



PRYSM GROUP AND THE WHARTON SCHOOL

The Wharton Metaverse Course is set to begin on Sept. 12.

Designed for professionals in the business and technology industries, the program will touch on the economics of the metaverse and how individuals and businesses can leverage it as it continues to

develop. Kevin Werbach, the program's academic director, said that as the metaverse continues to garner widespread attention, there's a void of credible, professional education on the topic.

"This is something that people are hearing about a lot – it's on the cover of Time Magazine – but there's still lots of confusion, skepticism if this is something real," said Werbach, who is also a professor at Wharton.

Considered the digital realm of the future, incorporating technologies like augmented and virtual reality, the concept of the metaverse is difficult to pin down. In fact, Werbach said each of the key faculty members in the program will give their own definition to kick off the course. Bloomberg projects the metaverse market to grow to \$800 billion by 2024 and Citigroup estimates it could be as large as \$13 trillion by 2030.

The curriculum includes cryptocurrencies, NFTs and blockchain in addition to augmented and virtual reality. It will include lectures from industry leaders, case studies and "firsthand use of metaverse technology" touching on strategies within the metaverse from marketing to consumer experience.

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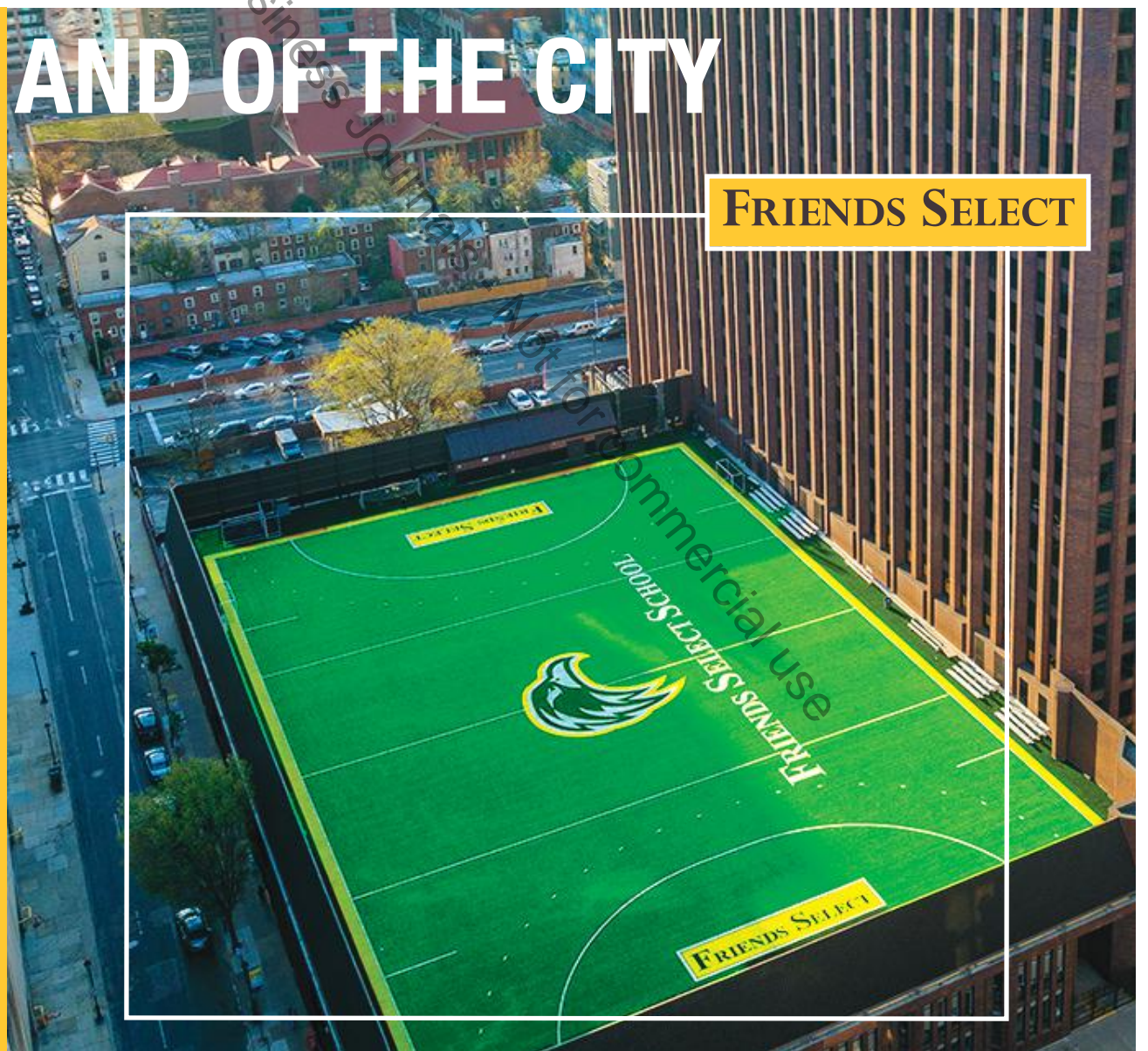
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Reflecting on a 50-year legacy

After five decades at Stockton University, President Harvey Kesselman looks to usher in another chapter of expansion

BY RACHEL RAVINA

Stockton University President Harvey Kesselman still has much to do before his retirement next June.

As he begins the final year of a career that has already spanned a half century at Stockton, capital projects are high on Kesselman's list of priorities — with continued expansion of the school's Atlantic City campus right at the top.

Kesselman, 71, is focused on advancing the second phase of the satellite campus toward its expected completion in fall 2023 while making preparations for development of Phase 3.

Stockton, which has its main campus in Galloway, New Jersey, opened the 65,000-square-foot Atlantic City campus at 3711 Atlantic Ave. through a public-private partnership with the Atlantic City Development Corporation (AC Devco) in 2018. The location features a 553-bed residence hall and the John F. Scarpa Academic Center, which has 14 classrooms, computer labs, office space, a cafeteria, and an event room.

The \$69.3 million second phase, which topped off in July, will add a 135,000-square-foot residential complex with 416 beds and additional residential support space. The project's third phase calls for a mixed-use complex with commercial, residential and retail space that will span between 350,000 and 500,000 square feet on more than 2 acres of an existing surface parking lot owned by AC Devco. Phase 3 is still in the planning stages.

On Stockton's main campus, Kesselman said he'd like to make progress expanding the university's Sports Center, with plans for the addition of 25,000 square feet for fitness, wellness and office spaces. Still in the design phase, university officials anticipate construction will begin later this year and be completed in late spring of 2024. The \$25 million cost will be funded through the university's capital budget.

The school's new \$1.75 million Multicultural Center is also



STOCKTON UNIVERSITY

expected to open this fall. The new 4,100-square-foot facility will include a spacious entryway, living room, multipurpose space, and courtyard.

The university's ongoing expansion will be a significant part of Kesselman's legacy at Stockton, particularly his steady hand during "a very difficult transition" when he became president in 2015.

"We had an Atlantic City expansion plan that went awry, and I was responsible for helping us navigate through that," he said.

University officials initially acquired the former Showboat Casino for \$18 million in 2014 and expected to transform the casino into its new Atlantic City campus, but the property had a deed restriction that upended Stockton's plan. The university ultimately sold the property to Philadelphia real estate developer Bart Blatstein for \$23 million in 2016 and formed a partnership with AC Devco for what would become Stockton University Atlantic City.

Reflecting on his time at Stockton, Kesselman said it is his longevity that stands out.

"There are many things that determine a legacy, but I guess it's 50 years of commitment to an institution of higher education,"



STOCKTON UNIVERSITY

Stockton University President Harvey Kesselman. Above: An aerial rendering of Phase 2.

Kesselman said.

The Mays Landing resident entered then-Stockton State College's inaugural class in 1971. After receiving his bachelor's degree, Kesselman obtained his master's and doctorate degrees from Rowan and Widener universities, respectively.

Returning to Stockton to teach, he spent his educational career rising through the ranks, serving as provost and executive vice president, interim vice president for administration and finance, vice president for student affairs, and dean of the school of education before assuming the top leadership role in April 2015.

"I had never even imagined that as a possibility," Kesselman said of

leading Stockton. "When you enter an institution, you don't necessarily believe that you're going to become its president."

Kesselman, just the fifth president in the university's history, spotlighted several accomplishments throughout his tenure at Stockton, which include gaining additional state funding and accreditation from the Middle States Commission on Higher Education.

"I've always understood that it's a privilege to work on a college or university campus as the president ... because colleges and universities rarely go out of business," Kesselman said. "They're here forever, and your role is to take the baton that's handed to you, and then advance the institution until the next one."

He made it a priority of his presidency to build the school's relationship with the state. Kesselman said he and Stockton University leadership engaged with legislators, many from northern New Jersey, asking them to campus to build a sense of goodwill when requesting funds.

"I wanted them to ... see what we're doing, and the moment they came and they saw the kinds of things that were happening at Stockton — both at Galloway and Atlantic City — then they had a much better understanding of where the money was going and why it was a good investment," Kesselman said.

Stockton has seen funding from the New Jersey Legislature increase in recent years. The university received \$18.4 million in state appropriated funds in fiscal year 2018. For fiscal year 2023, the state budget has allocated \$39.4 million.

Kesselman prides himself on increasing participation from students across the region and offering educational opportunities to high school students. Enrollment at Stockton has grown from 1,000 students in the early 1970s to nearly 8,400 undergraduate students taking classes last fall.

With less than a year until Kesselman steps down, the soon-to-be president emeritus said teaching may be an option for his next chapter. The board of trustees will soon begin conducting a nationwide search for his replacement.

Kesselman stressed that the university's next leader should maintain a "commitment to students" and "continue to make the Stockton degree more valuable each and every day," as he offered words of wisdom to his successor.

"Love Stockton with all your heart and soul. That would be my biggest [piece of advice]," he said. "Love the place that you work at with all your heart and soul, and this is really important: My motto has always been 'students first, and vision and mission follow.' Always make decisions in the best interest of the students, and they will be the right decisions."



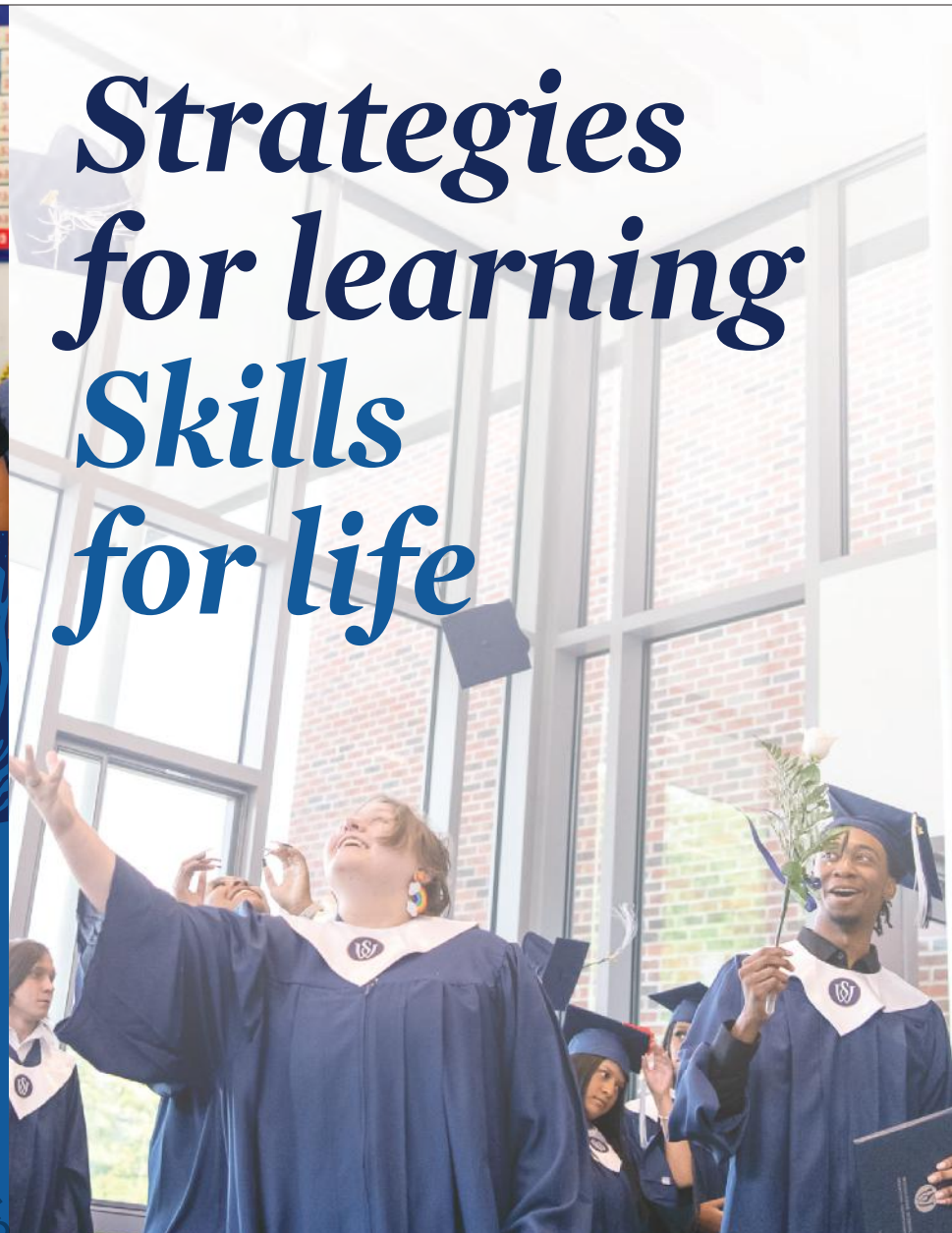
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INDEPENDENT PRIVATE SCHOOLS (PART 1 OF 2)

RANKED BY 2021-2022 SCHOOL YEAR ENROLLMENT

	Name / Prior (*new or not ranked) / URL	Address / Phone	2021-2022 school year enrollment	Grades served	Tuition range	School's head executive
1	The Episcopal Academy ① episcopalacademy.org	1785 Bishop White Dr. Newtown Square, PA 19073 484-424-1400	1,293	PreK-12	\$23,700–\$39,900	Thomas Locke tlocke@episcopalacademy.org
2	Germantown Academy ② germantownacademy.net	340 Morris Rd. Fort Washington, PA 19034 215-646-3300	1,207	PreK-12	\$23,760–\$37,680	Rich Schellhas
3	Springside Chestnut Hill Academy ③ sch.org	500 W. Willow Grove Ave. Philadelphia, PA 19118 215-247-4700	1,190	Early Childhood-12	\$25,000–\$44,000	Delvin Dinkins
4	Germantown Friends School ⑤ germantownfriends.org	31 W. Coulter St. Philadelphia, PA 19144 215-951-2300	1,129	Early Childhood-12	\$24,000–\$41,500	Dana Weeks
5	La Salle College High School ④ lschs.org	8605 Cheltenham Ave. Wyndmoor, PA 19038 215-233-2911	1,091	9-12	\$25,550	Brother James Butler butlerj@lschs.org
6	William Penn Charter School ⑥ penncharter.com	3000 W. School House Ln. Philadelphia, PA 19144 215-844-3460	988	PreK-12	\$25,250–\$41,975	Darryl Ford
7	The Haverford School ⑦ haverford.org	450 Lancaster Ave. Haverford, PA 19004 610-642-3020	960	PreK-12	\$24,990–\$42,600	Tyler Casertano
8	Salesianum School ⑧ salesianum.org	1801 N. Broom St. Wilmington, DE 19802 302-654-2495	900	9-12	\$18,300	Thomas Kardish
9	St. Joseph's Preparatory School ⑨ sjprep.org	1733 W. Girard Ave. Philadelphia, PA 19130 215-978-1950	876	9-12	\$25,100	John Marinacci jmarinacci@sjprep.org
10	Delaware County Christian School * dccs.org	462 Malin Rd. Newtown Square, PA 19073 610-353-6522	800	PreK-12	\$7,216–\$19,283	Dan Steinfield
11	The Shipley School ⑩ shipleyschool.org	814 Yarrow St. Bryn Mawr, PA 19010 610-525-4300	785	PreK-12	\$25,170–\$41,975	Michael Turner mturner@shipleyschool.org
12	Friends' Central School ⑪ friendscentral.org	1101 City Ave. Wynnewood, PA 19096 610-649-7440	769	Nursery-12	\$22,000–\$44,000	Beth Johnson
13	Westtown School ⑫ westtown.edu	975 Westtown Rd. West Chester, PA 19382 610-399-0123	694	PreK-12	\$16,500–\$66,000	Chris Benbow chris.benbow@westtown.edu
14	Moorestown Friends School ⑬ mfriends.org	110 E. Main St. Moorestown, NJ 08057 856-235-2900	636	Preschool-12	\$10,400–\$34,500	Julia de la Torre
15	Malvern Preparatory School * malvernprep.org	418 S. Warren Ave. Malvern, PA 19355 484-595-1100	632	6-12	\$32,450–\$38,585	Patrick Sillup
16	Abington Friends School ⑯ abingtonfriends.net	575 Washington Ln. Jenkintown, PA 19046 215-886-4350	600	PreK-12	\$22,000–\$41,000	Rich Nourie
17	Friends Select School * friends-select.org	17th and Benjamin Franklin Pkwy. Philadelphia, PA 19103 215-561-5900	598	PreK-12	\$27,250–\$44,000	Michael Gary
18	The Baldwin School ⑮ baldwinschool.org	701 Montgomery Ave. Bryn Mawr, PA 19010 610-525-2700	580	PreK-12	\$22,800–\$40,900	Marisa Porges mporges@baldwinschool.org
19	Academy of Notre Dame de Namur ⑰ ndapa.org	560 Sproul Rd. Villanova, PA 19085 610-687-0650	553	6-12	\$22,775–\$28,900	Laura Hotchkiss lhotchkiss@ndapa.org
20	Cristo Rey Philadelphia High School ⑱ cristoreyphiladelphia.org	1717 W. Allegheny Ave. Philadelphia, PA 19132 215-219-3943	536	9-12	\$17,500	Tom Shoemaker
21	Archmere Academy ⑲ archmereacademy.com	3600 Philadelphia Pike Claymont, DE 19703 302-798-6632	514	9-12	\$30,900	Michael Marinelli
22	Mount Saint Joseph Academy ⑳ msjacad.org	120 W. Wissahickon Ave. Flourtown, PA 19031 215-233-3177	462	9-12	\$22,400	Charlene Diorka
23	The King's Christian School ㉓ tkcs.org	5 Carnegie Plz. Cherry Hill, NJ 08003 856-489-6720	444	K-12	\$9,300–\$11,200	Craig Beatty cbeatty@tkcs.org Jessica Sharp jsharp@tkcs.org
24	Gwynedd Mercy Academy High School ㉔ gmahs.org	1345 Sumneytown Pike Gwynedd Valley, PA 19437 215-646-8815	441	9-12	\$21,950–\$22,425	Denise Corkery Marbach dmarbach@gmahs.org
25	Holy Ghost Preparatory School ㉕ holyghostprep.org	2429 Bristol Pike Bensalem, PA 19020 215-639-0811	420	9-12	\$24,600	Gregory Geruson

CLOSER LOOK

25,042

2021-2022 total student enrollment among the listed schools

ABOUT THE LIST
Information was obtained from school representatives. Information on The List was supplied by individual schools through questionnaires and could not be independently verified by the Philadelphia Business Journal. Business Journal research was also used to compile the list. In case of ties, schools are listed alphabetically.

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INDEPENDENT PRIVATE SCHOOLS (PART 2 OF 2)

RANKED BY 2021-2022 SCHOOL YEAR ENROLLMENT

	Name / Prior (*new or not ranked) / URL	Address / Phone	2021-2022 school year enrollment	Grades served	Tuition range	School's head executive
26	Villa Maria Academy High School 26 vmahs.org	370 Central Ave. Malvern, PA 19355 610-644-2551	402	9-12	\$14,700	Regina Ryan srryan@vmahs.org
27	AIM Academy 27 aimpa.org	1200 River Rd. Conshohocken, PA 19428 215-483-2461	395	1-12	\$37,297–\$41,742	Annette Fallon afallon@aimpa.org Patricia Roberts proberts@aimpa.org Nancy Blair nblair@aimpa.org
28	Gwynedd-Mercy Academy Elementary 28 gmaelem.org	816 Norristown Rd. Spring House, PA 19077 215-646-4916	380	PreK-8	\$12,165–\$15,240	Anne Knapke
29	French International School of Philadelphia 29 frenchschoolphila.org	150 N. Highland Ave. Bala Cynwyd, PA 19004 610-667-1284	330	PreK-8	\$21,550–\$29,050	Kathleen Kotchick
30	Perelman Jewish Day School 30 pjds.org	49 Haverford Rd. Wynnewood, PA 19096 610-658-2518	327	PreK-5	\$18,975–\$29,300	Mitchell Daar mdaar@pjds.org
31	Devon Preparatory School 31 devonprep.com	363 N. Valley Forge Rd. Devon, PA 19333 610-688-7337	310	6-12	\$25,600–\$28,600	Rev. Francisco Aisa faisa@devonprep.com
31	Philadelphia-Montgomery Christian Academy 31 phil-mont.com	35 Hillcrest Ave. Erdenheim, PA 19038 215-233-0782	310	PreK-12	\$9,000–\$12,000	Glenn Dolton gdolton@phil-mont.com Susan Liegel suzyliegel@phil-mont.com
33	The Christian Academy 33 tca-pa.org	4301 Chandler Dr. Brookhaven, PA 19015 610-872-5100	304	PreK-12	\$7,500–\$12,100	Tracey Pritchard tpritchard@tca-pa.org
34	Newtown Friends School 34 newtownfriends.org	1450 Newtown-Langhorne Rd. Newtown, PA 18940 215-968-2225	297	PreK-8	\$18,675–\$25,655	Dana Harrison
35	Girard College 35 girardcollege.edu	2101 S. College Ave. Philadelphia, PA 19121 215-787-2600	289	1-12	\$0	Chris Goins James Turner
36	Solebury School 36 solebury.org	6832 Phillips Mill Rd. New Hope, PA 18938 215-862-5261	240	9-12	\$45,180–\$66,920	Tom Wilschutz twilschutz@solebury.org
37	Woodlynde School 37 woodlynde.org	445 Upper Gulph Rd. Strafford, PA 19087 610-687-9660	235	K-12	\$29,000–\$41,950	Amy Clemons
38	Gladwyne Montessori 38 gladwyne.org	920 Youngsford Rd. Gladwyne, PA 19035 610-649-1761	231	Nursery-6	\$22,000–\$27,000	Hadley Ruggles hruggles@gladwyne.org
39	Liguori Academy 39 liguoriacademy.org/	2343 East Tucker St. Philadelphia, PA 19125 267-571-1952	225	9 - 12	\$18,500–\$20,000	Michael Marrone mmarrone@liguoriacademy.org
40	Delaware Valley Friends School 40 dvfriends.org	19 E. Central Ave. Paoli, PA 19301 610-640-4150	223	1-12	\$34,475–\$43,400	Kirk Smothers kirk.smothers@dvfriends.org
41	Sacred Heart Academy Bryn Mawr 41 shabrynmawr.org	480 S. Bryn Mawr Ave. Bryn Mawr, PA 19010 610-527-3915	200	K-12	\$8,500–\$22,620	Carla MacMullen
42	Benchmark School 42 benchmarkschool.org	2107 N. Providence Rd. Media, PA 19063 610-565-3741	180	1-8	\$41,995–\$44,095	Chris Hancock chrishancock@benchmarkschool.com
42	Frankford Friends School 42 frankfordfriends.org	1500 Orthodox St. Philadelphia, PA 19124 215-533-5368	180	PreK-8	\$14,300–\$15,250	Kathryn Cook
44	Buckingham Friends School 44 bfs.org	5684 York Rd. Lahaska, PA 18931 215-794-7491	170	K-8	\$23,672	Paul Lindenmaier
45	Friends School Mullica Hill 45 Friendsmh.org	15 High St. Mullica Hill, NJ 08062 856-478-2908	165	PreK-8	\$18,400–\$21,400	Matthew Bradley
46	The School in Rose Valley 46 theschoolinrosevalley.org	20 School Ln. Rose Valley, PA 19063 610-566-1088	156	Preschool-6	\$5,500–\$23,500	Rod Stanton
47	Community Partnership School 47 cpsphilly.org	3033 W. Glenwood Ave. Philadelphia, PA 19121 215-235-0461	106	PreK-5	\$200–\$16,000	Eric Jones e.jones@cpsphilly.org
48	The Montessori School 48 themontessorischool.us	1701 Jarrettown Rd. Dresher, PA 19025 215-542-0740	100	PreK-6	\$15,800–\$19,300	Jonathan Alden jalden@themontessorischool.us
49	Lansdowne Friends School 49 lansdownefriendsschool.org	110 N. Lansdowne Ave. Lansdowne, PA 19050 610-623-2548	97	PreK-6	\$13,800–\$17,250	Eric Mayer
50	The Crefeld School 50 crefeld.org	8836 Crefeld St. Philadelphia, PA 19118 215-242-5545	92	7-12	\$35,606–\$40,830	George Zeleznik gzeleznik@crefeld.org

NOTES: NA - not available; NEW - New to the list; WND - Would not disclose

CLOSER LOOK

\$0 - \$66,920

Tuition range among the listed schools

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THE LIST

Enhancing spaces

Philadelphia-area private schools undertake major campus improvements

As schools continue to vie for students, a number of local independent and private education institutions have undertaken capital projects to enhance or expand their infrastructure. Throughout Greater Philadelphia, investments are being funneled into numerous projects ranging from academics to college counseling, with many focusing on athletic facilities. Holy Ghost Preparatory School in Bensalem is planning to upgrade its track and soccer field. The planned improvements include a turf field, new lights and bleacher seating. Fundraising for the project is underway and groundbreaking is expected to take place next spring. Similarly, Montgomery County all-boys school La Salle College High School is planning to transform its

Lower Bartley Field into a dual-use soccer and baseball facility. At Germantown Academy in Fort Washington, the focus is on a sprawling new 25,000-square-foot health and wellness center, scheduled for completion by next August. The center will feature a 6,000-square-foot fitness center for middle and upper school students, plus two large spaces for health and wellness activities like meditation, yoga and dance. The school has already raised over \$9 million of its \$10 million goal for the center and shortened the timetable on fundraising and build out, according to Head of School Richard Schellhas. Large-scale development is also underway at St. Joseph's Preparatory School, which is in the midst of completing a \$25 million renovation project, broken

into two phases at its Philadelphia campus. The first phase will convert the old library into the Hawley Learning Commons, which includes lab space for engineering, virtual reality, digital design and robotics. Phase 1 will be completed in October of this year, with Phase 2 expected to begin in the spring. In addition to classroom and faculty office renovations, the school is looking to refurbish all athletic facilities including its indoor track, weight room, locker room and field house floor, according to President John Marinacci. We asked administrators at independent private schools around the region what capital projects they have planned or recently completed. Below are some of their responses, edited for clarity and length. — Todd Romero

The Haverford School recently purchased a 43-acre parcel of land on South Roberts Road in Radnor Township. The land, which features a mansion, several smaller structures, and playing fields, doubles Haverford's acreage. The land is located less than three miles away from the school's campus on Lancaster Avenue in Haverford. While the campus doesn't have a determined use yet, the property serves as an opportunity to offer additional programming that supplements and expands our existing campus.

SARAH GARLING, director of marketing and communications, The Haverford School

In addition to extensive renovations and updating of the student commons and the college counseling and robotics suites, the school is preparing to turf the Lower Bartley Field into a soccer and baseball dual use facility. The final approvals have just been received for the construction of a new academic facility to house the David Program, the school's signature program for students who learn differently.

JAMES L. BUTLER, president, La Salle College High School

We are currently renovating a 12,000-square-foot church from 1883 to be our new middle school and gym. The gym will be used for performing arts and performances and will later include a 40-foot rock climbing wall. The middle school will contain classrooms, a student lounge, and outdoor space.

KATHRYN PARK COOK, head of school, Frankford Friends



A rendering of the new health and wellness center planned at Germantown Academy

We are in the first stage of our multi-phase capital campaign which includes the construction of a new state-of-the-art gym, the creation of a connector between the gym and arts building, and the construction of a new science building.

DEIRDRE SNYDER, communications coordinator, Buckingham Friends School

After the success of our recent \$12 million campus expansion, Woodlynde School has a slate of projects on the horizon. This summer, thanks to the support of families past and present, we're transforming a decommissioned dark room into a new ceramics studio for our middle and upper school students. The project is just one of many being undertaken. ... Last year, for instance, we unveiled a new media room and launched new cinematography electives and extracurriculars along with it. In that same vein, we've received some initial philanthropic investments to support the creation of a dynamic makerspace at Woodlynde. If all goes to plan, that new space, for everything from coding to woodworking, will be online by the start of the 2024-25 school year.

CHRISTOPHER KRAMARIC, assistant head of school for external affairs, Woodlynde School

Thanks to the generosity of our donors to the Vision 2020 campaign, Holy Ghost Prep made tremendous strides in upgrading our facilities by constructing the Holt Center, a 27,000-square-foot performing arts, athletic, and activity space, and also transforming the northeast wing of Cornwells Hall into a STEM Tower with state-of-the-art biology, chemistry and physics labs. The next capital project will be replacing our current grass soccer field and track with a brand-new turf field and a new track – with new bleachers and lights. We are raising money for the new field project now and expect to break ground in the spring of 2023.

BILL DOHERTY, director of communications, Holy Ghost Preparatory School

Friends Select's new upper school STEAM (science, technology, engineering, art, and math) building, at the newly purchased 1520 Race St., and recently transformed Parkway Building, reflect the school's commitments to excellence in teaching and learning, its community, and the city of Philadelphia, which Friends Select has called home for centuries. With the Advance Friends Select: Transformation Campaign, the school has created physical spaces that embody its Quaker values, providing the financial underpinning that ensures Friends Select can continue building a diverse, inclusive, and nurturing community for generations to come.

ZACK PELTA-HELLER, communication specialist, Friends Select School

CONTINUED ON PAGE 36



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CONTINUED FROM PAGE 34

St. Joseph's Prep is in the midst of a \$25 million renovation project that will transform its Villiger Hall, one of the two academic buildings on campus. Phase one, which is happening now and will be completed in October, focuses on the main areas of Villiger Hall. Phase two, which will begin next spring, will completely renovate the classrooms on the first and second floor of Villiger Hall to ensure that faculty and students have all that they need to match current learning and teaching styles.

JOHN MARINACCI, president, St. Joseph's Preparatory School



BENCHMARK SCHOOL

In tandem with a new strategic plan, Benchmark School has initiated a campus master plan that expresses a new vision for the campus and will ensure the school is positioned to support the next generation of students. ... Funds are being raised to support the playground project at this time, including \$300,000 raised at the 50th Anniversary Gala on May 14, 2022, along with a generous dedicated gift of \$500,000 from an anonymous donor. The playground is targeted for completion in 2023.

ALYCE CALLISON, director of marketing and communications, Benchmark School

Rendering of a new playground being developed at Benchmark School

Center School launched a capital campaign recently and successfully raised funds needed to build a faculty lounge. This space is being designed as a place for faculty and staff to regroup and relax. In addition, as part of the strategic plan launched in 2021, Center School is undertaking some major site work and building renovations. This includes reimagining their makerspace to increase 21st century technology skills as well as creating small group areas to provide intensive instruction.

HEIDI C. MOZZILLO, director of marketing and communications, Center School

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THE LIST

Curricular reboot

Independent schools embrace new partnerships and changing approaches to education

As education continues to evolve, local private schools are adapting and updating their curriculum and partnerships. Some of those changes include a focus on social-emotional learning, or SEL, while others are focused on better preparing their students for college, careers, and the world at large.

Frankford Friends School in Philadelphia has taken a unique approach to addressing curriculum, with the school recently adopting a project-based learning program built upon the United Nations 17 sustainable development goals. That means coursework is rooted in areas such as sustainability, ethics, diversity, social justice and peace, according to Head of School Kathryn Park Cook. Cook noted Frankford Friends is the only school in Philadelphia to use such a framework. The curricular approach focuses on helping "students finding a purpose for their learning and investigating it in different ways than people giving them information from a textbook," Cook said.

To prepare students for higher education, Holy Ghost Preparatory School in Bensalem has established partnerships that may give students

an edge when applying to or entering college. The school's new partnership with Duquesne University allows students to take dual-credit courses, earning up to 30 college credits, as well as gain full access to Duquesne's library. Broadening world views, its Spiritan Immersion Program gives students the opportunity to travel during their studies. Last semester that included trips to New York and West Virginia, while international locales like Spain, Ireland, Peru and Portugal are on tap for 2023.

Equally important to broadening academics outside the classroom is how they're approached inside it. To that end, some schools are refining their approach to social-emotional learning, which focuses on how students "develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions," according to the Collaborative for Academic, Social and Emotional Learning.

The Center School in Abington is adding two positions to address those needs – a guidance counselor and an emotional coach. "The reason for

the expansion was to really be able to help students develop and become more in tune with themselves," said Heidi Mozzillo, the school's director of marketing and communications. Center School, which serves grades 1 to 8, will also be taking steps to integrate SEL into its core curriculum.

Similarly, the Woodlynde School in Strafford has added two new hires by way of a social emotional learning specialist and a clinical educational psychologist. "Woodlynde has always taken the view that you can't reach and teach a student who learns differently by only understanding their learning difference. A learning difference is just one part of the whole, and it often meaningfully shapes a child's social and emotional growth," said Christopher Kramaric, assistant head of school for external affairs. Woodlynde offers kindergarten through grade 12 programming for students with learning differences.

We asked administrators at independent schools throughout the region what curricular and programming changes they're making. Below are some of their responses, edited for clarity and length.

– Todd Romero

While the entire school undertakes diversity, equity, and inclusion programming, the middle school is reformatting their approach next year, with the year divided into semesters. The first semester will focus on Native Americans and their experiences, with collaborative programming scheduled with the upper and lower schools. The second part of the year will focus on refugees and their experiences. Both semesters will have books, presentations, speakers, and cross-curricular activities to support these topics.

SARAH GARLING, director of marketing and communications, The Haverford School

During the 2022-23 academic year, La Salle will launch the concentrations option for students, designed to facilitate the secondary school to major to profession transition. This program, which involves students deciding to follow a select program of courses in addition to their regular liberal arts and science core will also involve internship experiences and a capstone seminar. The concentrations program will debut three pathways in the first year: international business; technology professional; and engineering and robotics; with the promise of an equal number of programs being developed for the 2023-24 school year.

JAMES L. BUTLER, president, La Salle College High School

Woodlynde has always taken the view that you can't reach and teach a student who learns differently by only understanding their learning difference. A learning difference is just one part of the whole, and it often meaningfully shapes a child's social and emotional growth. With that in mind, and given the challenges school poses for some students in a post-Covid world, we've made some big investments in social-emotional learning and mental health for the 2022-23 school year. A social-emotional learning (SEL) specialist and clinical educational psychologist will join our staff this September, a welcome addition to our robust SEL curriculum and team of counselors.

CHRISTOPHER KRAMARIC, assistant head of school for external affairs, Woodlynde School

Our students' wellness, social development, time for independent work, and opportunities for growth outside the classroom were essential factors in designing our new student-centered schedule, called "Monarchs in Motion." "Monarchs in Motion" is a student-centered and modernized approach to the traditional academic schedule. Transitioning away from traditional or block schedules, the students now partake in a research-based format that provides them

with progressive academic, social, and interest opportunities. After a successful and well-received introductory year 2021-22, "Monarchs in Motion" schedule will be in full effect this fall.

JESSICA FLETCHER, communications specialist, Gwynedd Mercy Academy High School

Friends Select continues to enhance its partnerships with local arts and cultural organizations, science institutes, universities, social service agencies, businesses, and government. While lower school students learn about neighborhood life in South Philly's 9th Street Market, middle school students learn about food deserts and urban farming at Urban Creators, and upper school students serve on Philadelphia's Harriet Tubman Statue Advisory Committee and have a front-row seat to how lab-based discoveries become new medicines, thanks to experts at Penn Medicine's Institute for Translational Medicine and Therapeutics. Friends Select is also continuing its commitment to becoming an antiracist school through professional development trainings for faculty and staff, as well as deliberate efforts to shape its curriculum – and its community – to include a range of perspectives and life experiences.

ZACK PELTA-HELLER, communication specialist, Friends Select School

Last summer, our IDEA Lab was built. We utilize the framework of the UN Sustainable Development Goals to create a global citizenship curriculum that is based on sustainability, ethics, diversity, social justice, and peace. This initiative has made an enormous impact on student motivation, engagement, and achievement. Equally important, every member of the faculty is a partner in the design and ideation of the school's signature method.

KATHRYN PARK COOK, head of school, Frankford Friends

Center School has enhanced its social-emotional curriculum and created a social-emotional office. This office will include their guidance counselor and a newly created position of social-emotional coach. Together, these positions will support students to develop positive learning relationships and self-confidence and maintain a positive school climate. This will also include strategic planning and mentoring with faculty and staff to integrate SEL into core instruction, promote pro-social behavior support, and support behavioral intervention processes.

HEIDI C. MOZZILLO, director of marketing and communications, Center School

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