Dear Friends:

SFS is celebrating 40 years of Quaker Education this year and I am humbled when I think of the hundreds of children who have benefited from our intimate, multi-sensory approach to working with unique learners. Our founders, Dorothy Flanagan and Sandy Howze, recently stopped by for a visit and we spent almost two hours reminiscing on our school’s humble beginnings. Sandy thought they’d won the lottery when a generous friend donated an electronic typewriter to them. We (and technology) have come a long way and it’s incredible to see the impact that assistive technologies are having on our population.

When Sandy and Dorothy decided to found the very first Quaker school for children with learning disabilities they were driven by the desire to be of service, to meet the needs of a population that the academic community knew very little about. Using the principle of seeing the light in everyone, they were able to make tremendous strides working with children with learning differences.

And true to Quaker form, they shared the Stratford Friends model and their knowledge with colleagues to help establish other schools like Delaware Valley Friends and expand Goshen Friends School’s elementary program. My conversations with Sandy and Dorothy always leave me feeling inspired and in awe of the legacy that has been handed down to me. I am really fortunate to have been gifted a time tested whole child approach for working with our students; a gifted faculty that is deeply committed to our mission and values, and the opportunity to continue to deepen the types of services we provide to our families.

One of our current parents shared with me, “SFS was a life preserver in the midst of a terrible storm.” Thank you Dorothy and Sandy for having the grit to blaze a path that has allowed us to be of service to this family and many other families, and thank you for being a part of our community of learners.

In Friendship,
Jill Dougherty
Head of School

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Stratford Friends School is a leader and a pioneer in the education of children who learn differently. SFS students are intelligent and imaginative, but find it difficult to learn in a conventional classroom setting.

The school’s mission is to empower our students with the skills to be successful learners. The school provides a full multisensory academic curriculum and a small classroom setting. SFS is a school committed to diversity, peacemaking, social justice, and the recognition of the spiritual dimension of life. At Stratford Friends School, children with learning differences discover and celebrate their strengths as students and as individuals.

Stratford Friends School educates elementary and middle school-age students with language-based learning differences through a structured, multisensory program that celebrates students’ strengths, builds self-esteem, and develops self-advocacy. Guided by Quaker principles, the school provides individualized attention and instruction in a safe, intimate, and caring environment.

OUR MISSION

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- A Stratford Friends Parent

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My son, Dan ’91, came to Stratford Friends School around the same time Teacher Richard arrived. He was newly graduated from Swarthmore College, enthusiastic and eager to make a difference.

Our family took to him like fish to water. He was friendly and energetic, and we soon learned, shared many similar interests. Years later, we might Richard for encouraging Dan in pursuits he continues to this day—camping, fishing, canoeing, woodcutting and science.

Twenty-some years later, I was honored to be able to call Richard a trusted colleague. Richard was easy to work with, always keeping his eye on the prize: our students and our school. I was happy to help him gain a grant to PA DEP to establish a rain garden and a native plant garden on our campus.

Richard’s enthusiasm for science—and preserving and protecting natural resources—was contagious, relentless, and unfailing. Years after years, he organized annual campouts and canoeing trips, nature outings, and Family Science Night. A fearless teacher, he addressed not just items in the curriculum, but many other skills such as organization, sharing, and patience. Time spent with Richard was time spent learning, exploring, and having fun.

Richard’s impact on our students and our school are long-lasting and enduring. Thank you, Richard.

Lydia Driscoll

Richard was the best science tr. I ever had.

From: Ben Brown


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Teacher Richard was so amazing because he was patient and was constantly teaching us in new and different ways. If someone didn’t understand the material he would try to explain it differently. There were times where something very hard from one way was distorted. Teacher Richard drew a quick map of the world on an orange and preceded to peel it. Then, he flattened the peel out on a sheet of paper and filled in all the gaps in the land. After the demonstration, everyone understood that the distortion is caused by flattening a globe into a map. Teacher Richard was a fantastic teacher and is an all around great guy. Although I am happy that he is getting to enjoy his retirement, I am still sorry to see him go. One of my proudest achievements after graduation was seeing him. My only hope is that Stratford Friends will be able to find someone as incredible as Teacher Richard to wear his many hats.

-- Kyle Simkins

It is hard to think that Teacher Richard retired from SFHS. I remember that he always had many class pictures in his room. At the time, I thought there were more, but I also realize that they were pictures. I am surprised he always had many class pictures because many of his students still lives forever.

From: Matt Caswell


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From: Matt Caswell

Richa...
THE VALUE OF A QUAKER EDUCATION

All Friends schools seek to create an academic environment which nurtures the spirit of each person and promotes optimal scholastic growth. At Stratford Friends School, this mission is realized every day, in every part of our school. Building upon the Quaker value that there is that of God in every person, we all work together to create a community which reflects our values.

Leading with the philosophy that there is Light in everyone, we apply a whole child approach to working with our students. We plan our lessons to support the gifts and talents of each unique learner and balance classroom experiences that develop individual skills with group learning, recognizing that the insights of every individual contribute to a rich collective understanding. As one of my students sums it up, “Teachers don’t go too fast and you are encouraged to get help from other students, and to give them help when you can.”

At Stratford Friends we are a community, and our role as educators is not limited to time spent in the classroom. Teachers’ caring presence at lunch, and recess, and bus time as well as in classroom instruction allow us the opportunity to model and teach the skills of interaction based on our understanding that people can grow in goodness. Helping children negotiate the playground, and the self-management necessary for success at school, are important parts of our work. Children’s social and emotional development are as much the realm of the teacher as academic skills. It is this multi-disciplinary approach, coupled with our multi-sensory approach to education that really helps students who have struggled, achieve personal and academic success. One unique learner observes, “Teachers have time to give you whatever help you need.”

For some of our students, the “outside world” can move at a startling pace. At Stratford Friends, we have nothing but time – time where we connect with others in our classrooms and across the grades for work, service and for play. Time for our younger students to be nurtured by the kindness and helping hands of our older ones. Time, at the start of every day, to sit in meeting for worship, where our community strengthens our bond as equal partners in the growth of each child entrusted to our care.

“In our school, no one makes fun of you and it is OK to be different, because everyone is different.”

– A Stratford Friends Student

40 years ago, Dorothy Flanagan & Sandy Howze founded Stratford Friends School with just four students in a church on Stratford Avenue.

Outreach workshops begin for teachers, parents and professionals outside the SFS community.

• “What it feels like to have a learning difference.”
• “Learning Differences in Your Classroom”
• “Multisensory Mathematics”
• “Math and Language”
• “Early Identification of Children with Learning Disabilities”
• “Orton-Gillingham Reading Program”
• “Multisensory Reading Program”
• “Multisensory Teaching Techniques in Math, Reading, and Science”

1976-77

The First Friends School for children with learning differences incorporates as Stratford Friends School.

1976

Sandy and Dorothy sought and received advice and seed money from the Committee on Education and Friends Committee on Education, and sponsorship by Chester Quarterly Meeting of the Religious Society of Friends. They also secured rental space in the Methodist Church in Lansdowne.

Stratford Friends School opens in the United Methodist Church on Stratford Avenue with four students. Dorothy and Sandy begin to develop multisensory curriculum in all subjects.

1961

The Evening Bulletin

Co-Founder Sandy Howze

Co-Founder Dorothy Flanagan

1979

Stratford Friends School moves to 84 North Lansdowne Avenue with 21 students.

1975-76

It was a great first year. The first Friends school for children with learning differences incorporates as Stratford Friends School.

1976

STRATFORD FRIENDS SCHOOL | ANNUAL REPORT 2016
Heroes Program begins. The Heroes Program brings to the school successful adults with learning disabilities to share their school and life experiences with the students.

Orton-Gillingham reading program begins.

We win! Our bid of $378,000.00 for the Llanerch Elementary School building in Havertown is accepted.

Stratford Friends School moves to 5 Llandillo Road, Havertown. Dorothy, Sandy and the School Committee decide to grow gradually. We start the year with forty-three students in the new building. We rent space to a copy products company and Congregation Mishkan Shalom.

The After School Reading Program for non-SFS students begins.

The Summer School and Summer Camp programs begin.

Stratford Friends School becomes the first Philadelphia area school for children with learning differences to enroll five year olds. The Primary Class opens.

Extended Day Program begins.

The Summer School and Summer Camp programs begin.

The After School Reading Program for non-SFS students begins.

The Summer School and Summer Camp programs begin.

Pensylvania Association of Private Academic Schools evaluates Stratford Friends School and grants accreditation.

Stratford Friends School, Orton Dyslexia Society and Pennsylvania State University collaborate to offer a masters level reading course at the Pennsylvania State University Great Valley campus. In conjunction, a follow-up Practicum is instituted at SFS summer school.

Ted & Josef using multi-sensory tools Benjy & Jamey working with wood

Lydia & Dan Driscoll Jamey, David and Richard David returns as a Hero

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Teacher Elsie uses the Orton-Gillingham method to instruct students Danielle, Nicole, Bobby and Lauren in reading.

Jenny, circa 1981

Jenny returns as a Hero, 1990

Sandra Howze and Dorothy Flanagan are announced winners of the 1999 Sunny Days Awards by Sesame Street Parents Magazine. The award is part of a program designed to spread the word about exciting and innovative techniques in early-childhood education and to recognize the visionaries behind them.

SFS becomes an affiliate of the Academic Language Therapy Association as a Teacher Training Center and is certified to prepare teachers for the national examination for Academic Language Therapists.

Capital Campaign with a goal of $1.5 million kicks off.

Capital Campaign wraps up with a total of $1.3 million, having exceeded its goal.

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Co-founders and directors of Stratford Friends School, Dorothy Flanagan and Sandra House, are given the Janet L. Hoopes Award by the Board of Directors of the Philadelphia Branch of the International Dyslexia Association. This award is presented to an individual in the Greater Philadelphia area who has made a significant contribution to the education of people with learning differences.

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SFS Teacher Training Center is accredited by the International Multisensory Structured Language Education Council to confer certifications as Language Teacher, Instructor of Teaching, and Language Therapist.

Stratford Friends School is awarded PECO’s Green Power award for excellence in educating children about solar energy.

Stratford Friends School is named the “Top Special Needs School” in the region by Philadelphia Magazine.

Stratford Friends School added our tech lab.

Stratford Friends School added two new classrooms.

Jill Dougherty assumes leadership and becomes Head of School.

Jill Dougherty and Dorothy Flanagan were at the helm when my son Ben entered Stratford in 1997. Within less than a year, the multi-sensory teaching approach and supportive environment grounded in Quaker values that are the hallmarks of a Stratford Friends education, transformed Ben from a non-reader into a reader and did wonders for his self-esteem. My family will always be grateful to Dorothy and Sandy for changing the trajectory of Ben’s life.

Dorothy’s and Sandy’s visionary approach to educating children with learning disabilities lives on in Stratford Friends today. As was true for her predecessor Tim Madigan, our current Head of School, Jill Dougherty, is committed to sustaining the legacy of Stratford’s co-founders, while at the same time enhancing the curriculum and expanding services to ensure that Stratford remains at the forefront of educating elementary and middle school-aged students with learning differences.

With all best wishes,

Madge Rothenberg (Parent of Ben Brodfuehrer ’01)
Clerk, Board of Trustees

Dear Friends,

I have had the privilege of being part of the Stratford Friends community for twenty years; first as a parent, then through committee work, and now as a board member. Over the years, I have had many rewarding experiences, including the opportunity to know and work with all four Heads of School. Co-founders Sandy Howze and Dorothy Flanagan were at the helm when my son Ben entered Stratford in 1997. Within less than a year, the multi-sensory teaching approach and supportive environment grounded in Quaker values that are the hallmarks of a Stratford Friends education, transformed Ben from a non-reader into a reader and did wonders for his self-esteem. My family will always be grateful to Dorothy and Sandy for changing the trajectory of Ben’s life.

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Clerk, Board of Trustees

STRATFORD FRIENDS SCHOOL | ANNUAL REPORT 2016

11
Our sincerest thanks to all our donors.

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- William C. & Laura Buck
- Josh Pub-Children’s Foundation, Inc.
- Shirley A. Rosov
- John & Sarah Schmidt

Head’s Circle ($1,500 – $4,999)
- Peter Brudofuehrer
- Madge Rothenberg
- Lisa & Gary Stein

SFS Parents’ Association

Heroes’ Circle ($1,000 – $2,499)
- William & Nancy Rosso
- Deborah T. & Larry E. Simpson
- Edward & Lydia Driscoll
- Sandra Howze
- Diane Lewis
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Gifts in honor of:
- Frank Casper
- Tristan Hoyt
- Robert Kriss
- Paul Ryan
- Robbie Starokonick

Gifts in memory of:
- Wilton & Ruth Dangler
- Barbara Krick
- David Krick
- William & Sarah Saunders
- Mary Sawyer
- Richard & Lee Schwartz

<Denotes 5 years of giving>

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Spotlight on Speech & Language Program

Stratford Friends provides its students with the unique opportunity of receiving therapy across academic and social settings. The philosophy of the speech and language program is to integrate speech and language support wherever students face communication demands, and that is most likely to happen anywhere throughout their school day. Students are expected to use their communication skills in the classroom to participate in discussions and answer questions. They use their speaking skills during oral presentations, whole school programs and during Meeting for Worship to name a few. Students also use their oral communication skills when undertaking a variety of leadership roles. Many of our students with language-based learning differences, can find communicating and expressing themselves in writing, but do well in all of these speaking situations because of the support they receive by all of the staff who are trained in facilitating and enhancing language comprehension and good oral communication skills.

The integration of speech and language services across settings is derived from evidenced-based practice and helps the therapist to work more efficiently and effectively with both staff and students. Research supports integration of speech and language support across school settings as it promotes the following:

• Maximization of strategies to support the students and help teachers to encourage use of strategies all day to make a lasting impact.
• Generalization – When intervention is provided using classroom content in the student’s natural setting, and consistent strategies are carried over throughout the day, our students are more engaged and they’ve learned when they really need them, not just in the therapy room.
• The creation of building blocks for rapport and community with teachers and students alike. The SLP is seen as an integral part of each student’s day and receiving speech and language support is viewed as natural instruction throughout the school day.
• Most importantly, service integration initiates change in our students in the everyday settings, rather than the incremental change that is only seen in the therapy room. (Clapsaddle, K., The ASHA Leader, August 2013 v18, 26-27)

While the speech language pathologist works with students using the “push in” classroom based model and along with the school’s psychologist in the STEPS program where collaboration on social pragmatic language lessons occur, many children are also seen individually and during small group “pull out” sessions comprised generally of no more than 2-3 students.

Providing speech and language services to students in these various settings allows 55% students to receive therapy a minimum of 2-3 times per week and maximizes their communication abilities and potential.

Barbara Coaxum
Speech-Language Pathologist

FINANCES AT A GLANCE

INCOME

• Tuition
• Auxiliary Programs
• Contributions
• Gifts of appreciated stock
• Cash or check
• Charitable trusts
• Charitable gift annuities & charitable trusts
• Matching gifts from your employer
• Life insurance policy; name Stratford Friends in your will
• Gifts online at www.stratfordfriends.org
• Participate in the PA EITC Program
• Request Join the 1976 Society when you name Stratford Friends in your will
• Make a United Way Pledge, Southeastern PA #4795
• For more information, call 610-355-9580 or visit www.stratfordfriends.org.

WAYS TO GIVE TO STRATFORD FRIENDS

EXPENSES

• Academic Programs
• General Programs
• Administrative & Advancement
• Financial Aid
• Benefits
• Grants
• Special Events

1% - Academic Programs
15% - General Programs
15% - Administrative & Advancement
11% - Financial Aid
12% - Benefits
1% - Grants
0.2% - Special Events

12% - Administrative & Advancement
11% - Financial Aid
12% - Benefits
1% - Grants
0.2% - Special Events

91.8% - Tuition
4% - Auxiliary Programs
1% - Contributions
1% - Gifts of appreciated stock
0.2% - Special Events

15% - General Programs
12% - Benefits
12% - Grants
0.2% - Special Events

• Life insurance policy; name Stratford Friends in your will
• Gifts online at www.stratfordfriends.org
• Charitable trusts
• Charitable gift annuities & charitable trusts
• Matching gifts from your employer
• Life insurance policy; name Stratford Friends in the beneficiary.
• Participate in the PA EITC Program
• For more information, call 610-355-9580 or visit www.stratfordfriends.org.

Stratford Friends School does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, age, mental or physical disability, or handicap in its education programs or activities. Stratford Friends School is accredited by the PA Association of Independent Schools.
“Children are the world’s most valuable resource and its best hope for the future.”

— John F. Kennedy