



**THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA**  
**Office of Charter Schools**  
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**CHARTER REVIEW COMMITTEE**  
**FINAL SUMMARY OF FINDINGS**  
**September, 2008**

**The Community Green**

Attached are the final findings from the district Charter Review Committee (CRC) related to the application of The Community Green. School Board action is scheduled for September 16, 2008.

**The following timeline has been used in the receipt and review of this application:**

<b>June 11, 2008</b>	<b>Orientation session for all new charter applicants</b>
<b>August 1, 2008</b>	<b>Application received from The Community Green</b>
<b>August 8, 2008</b>	<b>Applicant presentation to CRC (taped)</b>
<b>August 15, 2008</b>	<b>Initial CRC review response shared with applicant</b>
<b>August 26, 2008</b>	<b>School Board workshop (applicant did not attend)</b>
<b>September 3, 2008</b>	<b>Final revisions to the application received by the district</b>
<b>September 4, 2008</b>	<b>Materials reviewed by the CRC</b>
<b>September 11, 2008</b>	<b>Materials reviewed by the CRC</b>

The CRC determined at the initial review of the application that none of the standards were completely met, 5 were partially met and one standard was not applicable (the applicant states that they do not use an Educational Service Provider). Upon review of the revisions and supplemental materials submitted by the applicant, the CRC has determined that none of the standards have been completely met and 6 have been partially met. The applicant has met all deadlines related to the application process.

The Board has received a copy of the initial application and initial CRC review. The attached documents are additional responses reviewed by the committee. Summary comments from the Charter Review Committee are found in blue ink in each of the sections. Those comments reflect a review of all supplemental material submitted by the applicant.

**THE COMMUNITY GREEN**  
**Florida Charter School Application Evaluation Instrument**  
**Final Evaluation and Summary Comments**

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

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**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

**General comments:**

The Charter Review Committee believes that this application proposes an innovative school and educational philosophy but lacks specificity in most areas. The application has a great deal of theoretical discussion with a lack of practical detail to help the committee understand how the school would operate. The Committee feels that the applicant has met none of the 19 standards completely, has met 5 partially, has not met 13 and has one standard that is not applicable. The reviewers have given significant feedback to the applicant in the form of suggestions, comments and questions to guide any revisions that the applicant may choose to make.

It is recommended that the applicant provide significantly more detail and clarification in most areas of the document.

**Final General comments:**

**The Charter Review Committee has thoroughly reviewed all supplemental materials submitted by the applicant. The Committee feels that the applicant has met none of the standards completely and has partially met 6 standards. One standard is not applicable.**

## I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

### **1. Mission, Guiding Principles and Purpose**

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### **Statutory References:**

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>
Mission is concise and well-stated. Idea for the school is a good one.	
<b>Concerns and Additional Questions</b>	<b>Reference</b>
Adam Putnam’s letter does not endorse 4-H as an educational program around which to build a school or curriculum. Rather, he endorses 4_H as a youth development program, which it is.	
Describe a “domain”. Why are some grade levels in bold print? Explain. Define a “democracy-based design”. The table listing students per class in year one, should list grades 4-7 as that is your grade target. How will you meet the class size requirement if there are 29 students per grade?	
The rest of the proposal does not flesh out how the mission would be accomplished. Therefore, the mission statement does not make sense to me.	It is impossible to reference anything in this proposal because the courtesy of numbering the pages of the document was not extended to the reader.

Although the idea is great, the plan does not clearly delineate the framework of how they will design the school in implementing educational services.	
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**Charter Review Committee final comments:**

**The applicant does not provide sufficient information to determine if they have a set of priorities that are meaningful, manageable and measurable and focused on improving student outcomes.**

**2. Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

**Statutory Reference(s):**

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

**Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- A manageable plan tied to enrollment projections that will allow the school to meet its constitutional class size obligations.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>
It appears that the aspiration of The Community Green Charter School is to provide educational services to all students, including ESE, Gifted, and those students having a 504 Plan.	

<b>Concerns and Additional Questions</b>	<b>Reference</b>
The location of the school is apparently wide open. In light of that, how are they able to project the population of the school?	
“The applicants will not target certain populations” – which populations? What does this mean?	
It would be helpful if additional information was available regarding the, “Domains.” Within this section, there does not appear to be a plan illustrating how the class size amendment will be met.	
The table listing students per class in year one, should list grades 4-7 as that is your grade target. How will you meet the class size requirement if there are 29 students per grade?	

There are no geographical limits placed on target student population. The budget presented does not reflect enough to provide transportation for everyone. The “Domains” referred to are not defined. ESE mild, moderate and severe are welcome at the school but the budget does not provide funds to service them appropriately under the law. The grid showing number of students per grade level (29) does not make sense given the state requirements to divide students into groups of 18 or 22 depending on grade level. Planning to split grades is not sound educational practice.	
There is no clear indication of which target population of students they are trying to recruit or which area of the county they are covering.	

**Charter Review Committee final comments:**

**The application does not clearly define the school’s target population and it is not complete in its description of how the school would be able to meet the constitutional class size obligations.**

**3. Educational Program Design**

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

**Statutory Reference(s):**

s. 1002.33(7)(a)(2)

**Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>
The proposed project-based curriculum is exciting.	

Concerns and Additional Questions	Reference
I agree with the questions raised at the workshop—a sample schedule that indicates how this might practically work in a school day is really important. They need to demonstrate how they will translate the theories into practice.	
Need to show how the school would plan: meeting class requirements of a 90 minute uninterrupted reading block , 150 minute PE requirement, meeting middle school requirements for successful completion of 12 core courses, CTE, ePEP plan and career development, and explo plan.	
<p>The budget does not coincide with the chart that shows the school’s population from year one to five. Also, the budget does not appear to support the, “one on one instruction with a low student/staff ratio.”</p> <p>Will certified teachers be utilized to provide all instruction to students?</p> <p>A clear and correlated path between the school’s mission and response to how it will serve ESE, ELL, and 504 students (all included in the school’s population) does not appear to be present. Will teachers be trained and ready to implement such items as Marzano, CRISS, and Kagan strategies?</p>	
<p><b>-The “developmental approach for children with disabilities’ should be more specific. How will their needs be met?</b></p> <p><b>-Provide more detail as to how “choice and responsibility and consequences associated with choice” lead to improved educational performance.</b></p>	
Small groups and one to one instruction are not supported in the budget. The narrative does not explain how this would be achieved.	
The entire document is “what” the founding members think they want people to be aware of in the changing world. It does not provide a clear vision of how they will align their advocacy to delivering educational services to students. The document provides a lot of theory and philosophical views without practical action plans based upon educational standards. It lacks connectiveness, structure and accountability.	

**Charter Review Committee final comments:**

**The application does not show evidence that the educational program is clear and coherent, and is based upon effective, researched-based educational practices, teaching methods and high standards for student learning. The application does not effectively tie together the school’s mission and the target population.**

Likewise, the application does not provide evidence that the school’s proposed approach will lead to improved student performance in any student population. The application does not address how specific learning gains will be related to required course completions at any level.

**4. Curriculum Plan**

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

**Statutory Reference(s):**

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference
The 90 minutes of uninterrupted reading time is stated.	

Concerns and Additional Questions	Reference
<p>The application discusses that after-school programs such as 4-H would be an extended part of the learning time. A better discussion should include how it would work. If these activities are co-curricular, are the after-school programs mandatory? How are transportation needs met considering this kind of schedule?</p> <p>The Community/Schools Partnership for the Arts, (C/SPA), an advisory committee to the superintendent makes recommendations regarding arts education based on national standards. <b>While not mandatory,</b> C?SPA recommends 45 minutes of art each week and 45 minutes of music each week for elementary students taught by certified, qualified arts teachers in sequential courses. They do not show time in the schedule, a staffing model or budget that would support these recommendations. Is this something that the school might consider?</p>	
<p>How will you provide Response to Intervention for all students, intensive reading interventions for all grades including highly qualified teachers for Intensive Reading Intervention classes? How will you progress monitor your students? Alignment of objectives to current SSS –</p>	

<p>your math programs correlate to the old ones. Need further clarification on a typical day and how you will meet all the state mandates of A++ legislature as well as SB1908. Please indicate how the Fine Arts will be exposed to the students and how will assure that the standards have been met?</p>	
<p><b>-Provide an example of a daily or weekly schedule.</b></p> <p><b>-Reading is described as a primary focus, however, a curriculum and a set of strategies for below level students in grades K-5 is not described from an instructional standpoint. In the presentation, the members described a more proficient student reading with a less proficient one. This does not provide the specialized <i>instruction</i> these students need.</b></p> <p><b>-Since the school chooses not to participate in the district’s K-12 Comprehensive Reading Plan, please contact the District reading specialist immediately as to the requirements for writing your own plan or view the criteria at <a href="https://app1.fldoe.org/Reading_Plans/Examples/rbrpg_memo.pdf">https://app1.fldoe.org/Reading_Plans/Examples/rbrpg_memo.pdf</a> Include in this charter school application an acknowledgement of the major areas of the reading plan requirements and briefly address them.</b></p> <p><b>-Please clarify which grades of below level students will use Read 180 as a reading program. The program is not appropriate, nor written, for K-3.</b></p> <p><b>-The budget does not reflect the cost of a Read 180 purchase.</b></p> <p><b>-What criteria will be used to determine the “choice of resources including the comprehensive core reading program and the comprehensive intervention reading program” that “will be made by the teacher and student”? It is stated in the application that Harcourt Storytown will be used K-5 and Reading Street will be used above grade 6. What other choices are being considered?</b></p> <p><b>-How will the instructional needs of below level, FCAT level 1 and 2, middle and high school reading students be met?</b></p> <p><b>-How will the effectiveness of the Math and Science curriculum be evaluated? Please state.</b></p> <p><b>-A budget for Math and Science programs is not reflected.</b></p> <p><b>-For Physical Education, acknowledge the state statute requiring 150 minutes of PE per week.</b></p>	
<p>The school’s plan for addressing the core academics of reading/language arts, math, science and social studies is missing. There is no framework and no detail for addressing state mandated reading remediation for grades 6, 7, and 8. There is no student schedule provided to show how this mandate would be adhered to.</p>	
<p>If the school is going to opt out of participating, it would be helpful if the reading plan that will be utilized within this school was shown in depth, with all of the required components.</p>	



<p>What about students who are considered Tier II and III? How will their needs for additional reading time beyond the 90 minutes be met?</p> <p>If the choice of resources regarding the CCRP and CIRP is made collaboratively between the teacher and student, it may provide purpose to illustrate how this will be done. For example, will the choices be made from a predetermined menu?</p> <p>The language choice under Sunshine State Standards in regards to a student who has been found to be exceptional needs to be changed. First, does exceptional indicate that a student has been determined to be eligible for ESE services? If so, then the following sentence needs to explicitly dictate how the needs of the ESE population are met?</p> <p>The budget proposed does not appear to support the curriculum overview.</p> <p>It would be helpful to illustrate additional math instructional techniques and materials that students will use. The current illustration appears to be pencil and paper tasks only, which, alone, is not an effective instructional practice.</p> <p>According to state statute, students are required to participate in 150 minutes of physical education each week. This should be reflected under the, "Physical Education" portion of the Curriculum Plan.</p> <p>The art curriculum is very vague. If additional information could be provided, it would be helpful.</p>	
<p>Explicitly define what staff development opportunities will be provided.</p> <p>The progression plan for students is unclear and requires specific information to meet state statutes.</p>	

**Charter Review Committee final comments:**

**The application does not provide a clear and coherent framework for teaching and learning. There is no indication that the curriculum is researched based and it lacks clarity in terms of how the mission, educational philosophy and instructional approaches are integrated. There is no indication as to how students will achieve Sunshine State Standards and receive a year's worth of learning each year. There is no indication that the school has considered graduation requirements. The application does not describe a research-based reading curriculum. It does not describe differentiated strategies for students reading at grade level or higher nor does it describe a separate curriculum and strategies for students who are reading below grade level. The application does not clearly**

**identify how the school would adequately address core academic requirements.**

**5. Student Performance, Assessment and Evaluation**

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

**Statutory Reference(s):**

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

**Evaluation Criteria:**

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>
The goals & objectives are appropriate. The types of assessments proposed are varied and appropriate. The use of portfolios in addition to the other standardized tests will provide for a comprehensive assessment program. The school goals adequately address both high standards and learning gains.	

<b>Concerns and Additional Questions</b>	<b>Reference</b>
Student progression policy is missing. A statement to the effect the pupil progression is more “fluid” than in a traditional school is not explained.. Please provide explicit details of this plan.	
<ul style="list-style-type: none"> <li>▪ . Since prior year FCAT SSS data may not be available in year one, the applicant needs to consider setting different targets for Year 1 versus Years 2 -4. Given that the state discontinued the FCAT NRT program (SAT-10) and the district has discontinued the grade 1 SAT-10, the applicant may wish to re-consider using a pre-post NRT method to evaluate the program’s success. The RAE staff is available to</li> </ul>	

<p>discuss other measurement methods and/or to provide assistance in setting measurable goals for year 1.</p>	
<ul style="list-style-type: none"> <li>▪ The graduation requirements are not addressed. The progression plan appendix referenced was not included in the appendices.</li> <li>▪ For the criteria “Evidence that data will inform decisions about adjustments to the educational program”. -- This section should be focused on how results will be used by teachers to target instruction.</li> <li>▪ For the Criteria “Plans for sharing student performance information that will keep students and parents well informed of academic progress”. Partially addressed – mention is made that data will be shared with parents “at each of the four review session” - a more in-depth explanation is needed as to what this entails.</li> <li>▪</li> </ul>	
<p>The organization of the material dealing with assessment makes it difficult for the reader to discern if the criteria are addressed or if the standards are met. For example, the textbook style narrative on the types of assessments (page 11?) is not necessary and its placement in the document is confusing. Another example: the assessments described under the reading plan are not reference later in section 5 (where assessment is discussed). Various sections and paragraphs cover the same information. Some information is addressed in great detail (like types of assessments) and other information is sketchy or vague (such as how assessment data will inform instruction). I believe this can easily be remedied by re-organizing sections, deleting unnecessary text, and elaborating on the essential areas that need to be addressed.</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	

**Charter Review committee final comments:**

**The application does not demonstrate how the school would implement promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next and for graduation.**

**6. Exceptional Students**

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(16)(a)(3)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of exceptional students.
- Demonstrated a commitment to serving the full range of needs of exceptional students.
- Sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of exceptional students.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>

<b>Concerns and Additional Questions</b>	<b>Reference</b>
<p>If ESE students are to, “be served in a consultative model inclusion setting with the general population of the school,” how can it be ensured that all of the requirements as dictated on the IEP will be met?</p> <p>Also, the school needs to not only, “determine the effectiveness in meeting the needs of ESE students through the use of teacher developed assessments, publisher developed assessments, statewide assessment data, pre and post test data, and parent survey information,” but, most importantly, according to the goals and objectives as outlined in the IEP. This needs to be reported to the parents quarterly.</p>	
<p>The overall programming is unclear in how the specific needs of students will be met as the overall curriculum does not provide structure/framework for students with disabilities to receive the direct instruction that is required. The budget is not aligned to the number of students that they indicate they will serve.</p>	

**Charter Review Committee final comments:**

**There is conflicting information throughout the application concerning the capacity of the school to serve ESE students. The application does not demonstrate that the school has a plan to provide a continuum of services to ESE students and it does not clearly indicate that the school would be compliant with state and federal laws regarding the education of exceptional students.**

**7. English Language Learners**

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(16)(a)(3)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Demonstrated a commitment to serving the full range of needs of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

<b>Meets the Standard</b>	<b>Partially Meets the Standard</b>	<b>Does Not Meet the Standard</b>
<input type="checkbox"/>	<b>Final X</b> <input type="checkbox"/>	Preliminary X <input type="checkbox"/>

<b>Strengths</b>	<b>Reference</b>
Charter states that they ensure compliance with the provisions of the Consent Decree pursuant to federal and state law.	Section 7, English Language Learners, of The Community Green charter.

<b>Concerns and Additional Questions</b>	<b>Reference</b>
The charter summarily delineates the implementation of section I of the consent Decree and does not describe how the charter school will comply with remaining five sections of the Consent Decree. The sections that need to be included and described in the charter are: Identification and assessment, Equal Access to Appropriate Programming, Equal Access to Appropriate Categorical and Other Programs for ELL Students, Personnel, Monitoring and Outcome Measures. The charter does not provide a concrete plan that meets educational needs of the students it will be serving.	Section 7, English Language Learners, of The Community Green charter.
The compliancy according to the Consent Decree does not appear to be present. Only one of the six parts is mentioned. Equal access is not only a vital component, but mandatory. It appears that providing other language text and reference books, “to accommodate ESL students” does not provide for equal access.	

**Charter Review Committee final comments:**

The application quotes the Consent Decree, demonstrating an awareness of the state and federal requirements regarding the education of English Language Learner students. However, the application does not present a plan for educating ELL students that reflects a full range of programs and services for those students.

**8. School Climate and Discipline**

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)(n)

**Evaluation Criteria:**

A response that meets the standard will present:

- A school calendar and schedule that meets the minimum statutory requirements.
- An approach to student discipline that creates and sustains a safe and orderly learning environment.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
A detailed daily and weekly bell schedule would be very helpful. There does not appear to be precise and unambiguous language with regards to how discipline policies are outlined, implemented, and in compliancy with the law. Perhaps a copy of the, “Family Handbook” should be included within this section. How are due process rights safeguarded and ensured? What does safety on campus look like? Will RAPTOR, or a similar system be used?	
No schedules presented. Missing components of the application.	
Discipline guidelines are based on vote of enrolled families and governing board. Code of Conduct is basic guidelines—rules are develop by the community as it begins to form. How will violence, bullying and adverse behavior be addressed? Would recommend rule be established before issues arrive.	

<p>There is no consistent school calendar or class schedule to reflect the minimum statutory requirements for the program of studies.</p> <p>There are no set policies for discipline, suspension, dismissal, or expulsion of a student. As stated in the Charter Application, the rules will be decided as the school develops. No guidelines have been established for due process (student's rights ss. 120.569 and 120.57(2)), or consistency of a school wide discipline policy.</p> <p>There have been no guidelines established for student confidentiality as related to student discipline.</p> <p>There is no mention of the "Zero Tolerance" legislation (ss. 1006.13). What is the involvement of the school administrator and teacher with discipline. It is left up to the "family interaction and voted on by the Governing Board".</p> <p>There is concern with the Conflict Resolution Model. Who will teach the model, facilitate the meetings and monitor the consistency of discipline administered?</p>	
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**Charter Review Committee final comments:**

**The application does not provide evidence of a planned approach to student discipline that creates and sustains a safe and orderly learning environment. The application does not address how the school would implement legally sound policies for student discipline, suspension, dismissal and recommendations for expulsion.**

**II. Organizational Plan**

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

**9. Governance**

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

**Statutory Reference(s):**

s. 1002.33(7)(a)(15); s. 1002.33(16)(5)(b)

**Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board.
- Adequate policies and procedures for board operation.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A plan for the meaningful involvement of parents and the community in the governance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Will the formation and implementation of the Advocacy Committee be able to provide a timely response to behavioral concerns? What will the turn around time be? It may be advantageous to include a detailed plan for attracting and sustaining parental involvement.	
The organizational structure for school administration does not match that of the budget.	
Role and responsibilities of board and administration are not well delineated.	
There is no indication of policies or procedures for board operation of plan for the meaningful involvement of parents/community.	



**Charter Review Committee final comments:**

**The application does not demonstrate adequate policies for board operation nor does it clearly articulate a delineation of roles and responsibilities in relation to governance and school management. The application does not include a plan for the meaningful involvement of parents and the community in the governance of the school.**

**10. Management**

The Management section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

**Evaluation Criteria:**

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment, selection and evaluation of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
The staffing plan and budget should correlate to one another. It would be helpful if the position of Academic Director was more detailed in regards to duties and responsibilities. There does not appear to be any details pertaining to how the school’s leader will be recruited, selected, and evaluated.	
The roles, responsibilities and delegations are not clearly defined. The discussion does not give enough depth to determine the adequacy of the staffing plan.	
There is no plan for recruiting and retaining qualified staff.	

**Charter Review Committee final comments:**

**The application does not contain a management structure that clearly delineates role and responsibilities for managing the school**

on a day-to-day basis. The application does not include a sound plan for the recruitment, selection, and retention of qualified staff, including the school leader. The application lacks an understandable staffing plan.

**11. Education Service Providers**

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation that the proposed relationship with the ESP will further the school’s mission and program.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
There appears to be a contradiction between the information given in ESP section and information given in the Exceptional Students section. Within the Exceptional Students section it states, “Services, which cannot be provided by existing school staff, will be contracted for with outside providers.” In the ESP portion, it states, “The school does not intend to contract with an education service provider.” Some clarification would be helpful.	

## 12. Employment

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

### Statutory Reference(s):

s. 1002.33(7)(a)(14); s. 1002.33(12)

### Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
What does, "certification in progressive education" entail? It appears that if, "The Charter School reserves the right to modify, add or delete the benefits it offers" retention of quality staff may be challenging.	
Budget is not aligned to teacher needs.	
There is no real staffing plan to determine if the needs of students will be appropriately met.	

### **Charter Review Committee final comments:**

**The application does not define the policies and procedures that frame the school's relationship with its staff. The application does not address how its compensation plan will attract and retain staff nor does it explain how the school would implement policies and procedures to hold staff to high professional standards.**

## 13. Parent and Community Support and Partnerships

The Parent and Community Support and Partnerships section should describe how parents and the community will be engaged in the operations of the school.

### Evaluation Criteria:

A response that meets the standard will present:

- Meaningful partnerships with parents and the community that further the school's mission and programs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference
Soliciting families to volunteer and become involved.	

Concerns and Additional Questions	Reference
<p>What occurs if the family of a student does not complete the, “minimum of fifty hours of service to the school each year their child is enrolled?”</p> <p>If parents are supposed to be part of the Advocacy Committee regarding behavioral concerns, what happens if the parent is unresponsive?</p> <p>What strategies will be consistently implemented to attract and maintain parental involvement?</p> <p>There is one letter of commitment within, but thirteen community partnerships listed. How will each of these partnerships work?</p> <p>Is the parent training for Conflict Resolution mandatory? What if the parent is unresponsive to the training?</p> <p>Is there a contract involved that the parent must agree to regarding the volunteer hours, role on the Advocacy Committee, and training?</p>	
The application has lots of references of future contacts with community agencies but there is no supportive documentation and no clear definition of roles or expectations of those agencies.	

**Charter Review Committee final comments:**

**The application does not describe how it will create meaningful partnerships with parents and the community that further the school’s mission and programs.**

**14. Student Recruitment and Enrollment**

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Not sure I understand what the targeted population is. Are they looking at this as an alternative school for handicapped children or learning disabilities, as an alternative education for these types of students? Or are they looking for students interested in farming or agriculture? Do the demographics of Sarasota County support the type of student they are looking for?</p>	
<p>It would be very helpful to include the information given in regards to the contract families are asked to sign within the, “Parent and Community Support and Involvement” section. If the warning and meeting with the Executive Director, Academic Director, and Advocacy Committee does not improve a given situation, what happens? Perhaps, a flow chart outlining the policy could be implemented?</p>	
<p>The application does not define the target area for recruitments and does not indicate a specific recruitment plan.</p>	

**Charter Review Committee final comments:**

**The application is unclear and non-specific in its student recruitment plan.**

**III. Business Plan**

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

**15. Facilities**

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

**Statutory Reference(s):**

s. 1002.33(7)(a)(13); s. 1002.33(18)

**Evaluation Criteria:**

A response that meets the standard will present:

- A realistic plan for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Does not meet the standard. The cost of a facility (ranch/farm) that is discussed as the school is not appropriately reflected in the budget. Safety issues not discussed.	
Without indicating where the school will be located, a response to the evaluation criteria cannot be provided.	
There is no plan for securing a facility even though the facility is supposedly a large component of the educational program and design.	

**Charter Review Committee final comments:**

While it is recognized that an applicant does not have to have a facility identified at the time of application, this application does not include a realistic plan for securing a facility that is appropriate and adequate for the school’s program and targeted population. There is no evidence that the school has access to the necessary resources to acquire a facility of the nature the application generally describes.

**16. Transportation and Food Service**

The Transportation and Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.
- A food service plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference
May contract with district for transportation services	

Concerns and Additional Questions	Reference
Lack of understanding of relationship and responsibilities of the school, and the food service program. School must take responsibility of issues such as health and safety, and cannot pass this along to the food service provider. Requesting food service provider to use environmentally friendly containers – again, the school will have some responsibility. In the last sentence re: food service, a comment was made that in the first year of operation the school will cover costs for eligible students. How? What is the funding source?	
Budget for transportation is inadequate for 226 students. Target population reflected as Sarasota County. Costs do not appear to reflect mileage or average costs for the district.	
The Business Plan #15 states that the facilities will provide one classroom per grade level. Previously stated, the school will enroll 29 students per grade level and will also adhere to state class size guidelines of 18 students per class K-3 and 22 per class in grades 6-8. How will these facilities be adequate? Number #15 refers the reader to #19 for more detail on facilities, however in reading #19, these concerns are not addressed.	
Are there policies and procedures in place for behavioral concerns that occur while riding the bus to and from school? It may be helpful to define the number of, “miles established as average or typical for the local school district.”	

**Charter Review Committee final comments:**

**The application does not include a transportation plan that would serve all eligible students.**

**17. Budget**

The Budget section should provide financial projections for the school over the term of its charter.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

**Evaluation Criteria:**

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Contracting with School Financial Services for accounting	Section 17

Concerns and Additional Questions	Reference
The narrative does not match the budget figures. This occurs within many sections of the application.	
Budget cannot be adequately evaluated without student schedules and associated FTE generation.	
Narrative from throughout the application does not match the budget.	
The application contains many instructional materials, staff and other items that cannot be traced to a budget item. It also appears as though there has not been adequate anticipation of the needs of the school in the budgeting	
Number #15 refers the reader to #19 for more detail on facilities, however in reading #19, these concerns are not addressed. Number #16 addressing transportation, does not explain how the school’s budget will support transporting students from all parts of the county. Again a detailed plan is not provided. Number 17 Budget states that a developmental process is explained in #19, yet in looking at this section, no detail or plan is evident. The budget provided is not adequate to provide for many of the school’s stated goals. Examples are ESE services, transportation and adequate number of staff.	

**Charter Review Committee final comments:**



The application does not include a budget that adequately reflects the narrative statements of various components of the application.

**18. Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

**Evaluation Criteria:**

A response that meets the standard will present:

- A fiscal management system that is appropriate, follows generally accepted accounting principles and properly safeguards assets.
- Evidence of proper insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference
Contracting with School Financial Services	Section 18

Concerns and Additional Questions	Reference
<p>I’m not sure they have enough administration to support segregation of duties. I didn’t see a bookkeeper or secretary budgeted for. Will be relying on Board strongly to support internal control. Is the Board going to be available?</p> <p>On sample internal control, states that any non-budgeted expenditures exceeding \$1,500 needs Board approval, in narrative says \$1,000. It is State policy to capitalize assets more than \$1,000, District policy is \$750. Not sure if they need to follow our policy</p>	

**Charter Review Committee final comments:**

The application does not describe how the fiscal management system is appropriate and follows generally accepted accounting principles and properly safeguards assets. The application does not fully address who will be responsible for the protection of student and financial records.

**19. Action Plan**

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

**Statutory Reference(s):**

s. 1002.33(7)(a)(16)

**Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Specific information in regards to how the Action Plan relates to The Community Green school may be very helpful to include. How will it be determined what community desires to have a school such as this?	
Action plan is very sketchy.	
Number #19 Action Plan does not provide enough detail of tasks that would need to be accomplished. This leads the reader to concerns about whether there is an understanding of the magnitude of the job of starting up a school. Such items as a staff handbook, marketing for the purpose of student selection, student discipline policy, etc. are not mentioned. These important structures must be in place for school success.	

**Charter Review Committee final comments:**

**The application does not provide a thoughtful and realistic implementation plan that covers major operational items. The action plan provided in the application includes very little detail that could be used as a roadmap to prepare the school to be ready to serve students on the first day of operation.**

# *The Community Green*

**“Our goal is to graduate independent life-long learners with their creativity and joy for learning still intact – whole people who can create new knowledge.”**

## **Response from the board of The Community Green to the comments from the Review Committee of the Sarasota County School Board regarding the application for charter school 2008.**

**Introduction:** The established process and the interaction with the Review Committee and liaison Deb Metheny has been a positive give and take and a helpful learning process.

One of the strongest facets of this design evolved from the learning process over the last decade of charter schools in Florida and that is to have experts involved with each component and to utilize a system of checks and balances so that decisions are made in an informed process and then checked by either a different component in the organization and/or an outsourced expert. Where the comments refer to those areas covered by an experienced service provider, we've included their responses.

This application is a product of a developmental process with this board. Initially, a charter written by one board member and approved in several counties around the state was the starting point. The vision of this board was then explained with research and a list of expertise to more fully describe the major components of a Progressive democratic pedagogy in an agricultural setting with a focus on the history and culture of Florida tied to the future these students will experience.

It proved cumbersome to answer the Review Committee comments one by one in order. For clarity, the answers have been grouped into subject areas. Each member of the board wants to sincerely thank you for the time this review committee has invested to fully review this application. If any further questions arise we are happy to respond in more detail.

### **Section I Educational Plan**

A “domain” as used in the application refers to the divisions of mixed-age (sometimes referred to as family) groupings. Following research findings that the best effects of mixed-age groupings are attained with at least three years of ages grouped together, the divisions are as described in Section I #2 of the application. The question was posed “why are some grade levels in bold print?” This shows the fluidity of the groupings. Because instruction is differentiated and in a mixed-age format, placement of the student can accommodate more than age or skill level. For example, a student may have obtained a skill level and the numerical age of a third grade student. However, the student, teacher and family can decide on class placement based on what is best for the student, taking into account details such as socio-psychological maturity, friends groupings, and bonds formed with a teacher. Therefore, a Foundation domain teacher may have K-2 students, but if deemed best for the student, a third grader may remain with that unit.

It is easy to understand the confusion on students per grade and class size requirements. The answer comes in considering that the design is not for classes with a single grade but rather the

mixed-age (family) grouping. We discussed including the Population Matrix and Narrative Assumptions with the financial statements and made the decision that it was “too much information”. In hindsight, these two pages clarify the mixed-age staff design, and are appended with this response. For example,

29 students per grade X 3 grades (K-2) = 87 students / 18 students per class = 5 teachers (4.83)

An additional comment was made regarding the table in #2, that it should read “K-7”, however these grade levels under the heading “students per class” refer to the divisions of the class size requirements, not the particular grades to be served that year (K-3, 4-8, 9-12).

Regarding the question of location. Charters are not connected to a certain area of a district, but rather open to every student in the district or even from outside the district. The population estimate was based upon a proportion of parents who have expressed interest, the size of other independent charter schools, the number of students in the district and the number of students currently enrolled in the 4-H program. Because the legislation allows for an applicant to apply without a location, the population numbers may have to be adjusted as marketing is conducted and during the sign-up phase. All costs associated with the number of children (such as staffing) will be accrued as the actual students sign up. (FS 1002.33(5)(b)c. The sponsor may approve a charter for a charter school before the applicant has secured space, equipment, or personnel, if the applicant indicates approval is necessary for it to raise working funds.”)

The transportation question is connected to the location as well. While charters may admit student from across the entire county and outside the county, transportation is required for a “reasonable” distance. Precedent for reasonable for charters is similar to a traditional school in the district. The application describes this precedent as “The school will provide transportation for students who reside more than two miles but less than an amount of miles established as average or typical for the local district”. For example, depending upon the average range of the district school zones, the range may be from 2 miles to (for example) 5 miles.

The target population described in the application is “Students will be drawn from what is considered “general population” students. The school will initially be open to any student in grades Kindergarten through 7<sup>th</sup> grade who submits a timely application, meets the age guidelines set forth by the state, and is eligible to enroll in a traditional public school.

Regarding the comment on target populations, asking what is the meaning of “The applicants will not target certain populations”? This means the school will service the general population of students, those served by a traditional school. The decision will be made on a case by case basis and every effort will be made to find a solution to include a student, however if a student has special needs going beyond what can be accommodated in a traditional school and needs to be served at one of the special centers in the district, the school will work with the family and the district to find the best placement available for the student.

4-H Putnam letter was referenced. The application agrees with the statement by the review committee. 4-H is a tool for youth development - not a curriculum - but rather one method of delivery of the curriculum in many options available to teachers. The scope of the curriculum is the Florida Sunshine State Standards. The delivery depends upon many factors that will help the child succeed (for example, learning styles, brain research, interests, etc.). Any after school clubs and activities are not mandatory.

The applicants acknowledge the current requirements for 150 minutes of physical education per week. These minutes will be include direct physical education instruction as well as instruction imbedded in their projects (for example the equine program).

The reading portion of the application was developed with the assistance of Just Read Florida! and adheres to the statute as well as the *2008-09 K-12 Comprehensive Research-Based Reading Plan Guidance* as follows, and “describes the reading curriculum and differentiated strategies that will be used for students reading at a grade level or higher and a separate curriculum and strategies for students who are reading below grade level. A sponsor shall deny a charter if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research” (FS 1002.33(6)(a)4.):

#### 6A-6.053 K-12 Comprehensive Research-Based Reading Plan.

(5) Charter schools. Charter schools must be given the opportunity to participate in the district plan, but may opt not to participate. Charter schools that choose to participate in the plan must meet the requirements outlined in the District K-12 Comprehensive Reading Plan; however, they may meet these requirements through methods that differ from those in the district plan. One plan must be submitted for each district that includes charter schools that choose to participate. The district will maintain documentation of the following:

- (a) District’s offer of invitation to charter schools to participate in the plan;
- (b) District’s assurance that they will monitor charter schools for fidelity to the plan;

#### 6A-6.053 3

- (c) Charter school’s agreement to implement the plan with fidelity or charter school’s decision not to participate; and
- (d) Charter school’s agreement to be monitored by the school district for fidelity to the plan.

As with any school in the district, charter schools are subject to the district prioritization of funds based on school need and do not receive a set amount of funding through the reading allocation based upon their student enrollment. If the charter school declines to participate, the funds that would have been directed to the school remain in the district to serve low performing schools.

A comment in question 4 asks for more information on staff development which is contained in question 11. The progression plan from grade to grade is the same as state standards. Where the student is placed as far as class and domain takes into account many other factors.

Concerning assessment, the minimum required is the FCAT. However the application describes a multi-layered assessment of a nationally normed test (such as Peabody Individual Assessment Test), teacher/student developed tests, publisher provided tests and any assessment needed by the student and family. The parent review sessions will coincide with the report cards sent home by traditional public schools and will include a family meeting and review of the portfolio and all pertinent information.

Regarding ESE students, the IEP will be reviewed as quickly as possible upon the student entering the school to determine if changes need to be made due to the different pedagogy and environment. These IEP goals will be monitored closely and reported to the parents at each quarterly meeting and more often as needed.

Pertaining to ESL students, the Consent Decree will be adhered to in its entirety and will be reflected in the staffing and budget plans including: Identification and assessment, Equal Access to Appropriate Programming, Equal Access to Appropriate Categorical and Other Programs for ELL Students, Personnel, Monitoring and Outcome Measures – as described following:

## **Consent Decree**

League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, United States District Court for the Southern District of Florida, August 14, 1990

The Consent Decree is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English language learner students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in *Castañeda v. Pickard*, 1981
- Requirements based on the Supreme Court decision in *Plyler v. Doe*, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

Florida's authority for the implementation of the Consent Decree is found in Section 1003.56, F.S., English Language Instruction for Limited English Proficient Students and Rules 6A-6.0900 to 6A-6.0909, F.A.C., Programs for Limited English Proficient Students.

The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

### Section I: Identification and Assessment

Synopsis: All students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services. The Consent Decree details the procedures for placement of students in the English for Speakers of Other Languages (ESOL) program, their exit from the program, and the monitoring of students who have been exited.

### Section II: Equal Access to Appropriate Programming

Synopsis: All ELL students enrolled in Florida public schools are entitled to programming, which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction, as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English language learner (or non-ELL) students.

### Section III: Equal Access to Appropriate Categorical and Other Programs for ELL Students

Synopsis: ELL students are entitled to equal access to all programs appropriate to their academic needs, such as compensatory, exceptional, adult, vocational or early childhood education, as well as dropout prevention and other support services, without regard to their level of English proficiency.

#### Section IV: Personnel

Synopsis: This section details the certificate coverage and inservice training teachers must have in order to be qualified to instruct ESOL students. Teachers may obtain the necessary training through university course work or through school district provided inservice training. The Consent Decree details specific requirements for ESOL certification and inservice training and sets standards for personnel delivering ESOL instruction.

#### Section V: Monitoring Issues

Synopsis: The Florida Department of Education is charged with the monitoring of local school districts to ensure compliance with the provisions of the Consent Decree pursuant to federal and state law and regulations including Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statutes (Florida Educational Equity Act). This monitoring is carried out by the Office of Academic Achievement through Language Acquisition (AALA), Division of Public Schools, Florida Department of Education.

#### Section VI: Outcome Measures

Synopsis: The Florida Department of Education is required to develop an evaluation system to address equal access and program effectiveness. This evaluation system is to collect and analyze data regarding the progress of ELL students and include comparisons between the LEP population and the non-ELL population regarding retention rates, graduation rates, dropout rates, grade point averages and state assessment scores.

Regarding student discipline, the “approach” and “policies” as required were defined in the application, the specific Family Handbook is under development.

Safety on campus will be inherent in every design from the physical plant to the staffing and educational design. A check-in system will exist at each access point. The school will work with the expertise of the sponsor to ensure safety in all areas. In addition to meeting the legislative requirements and the system developed with the assistance of the sponsor, a safety committee will be established to review the school monthly and randomly for any possible type of safety issue. Any school community member may draw attention to a concern either directly to a staff member or through the issues system.

A request was made for further description and example of the daily activities of students. While the day of a project-based experiential school doesn't exactly follow a traditional “bell schedule”, all required components are met. The delivery method is determined by the teacher and student based on the best differentiated learning model for the individual student. Following is an example of a general daily schedule. Although this school would not reach high school level for several years, included as well is a sample from Jefferson County Open School for a weekly schedule and a description of possible classes. These are furnished only as examples to give a better description of the possibilities of a Progressive democratic school. Following is a general daily schedule that would change for the domain and individual student (from the IEP and portfolio goals) and based on availability of resources (i.e., times available for computer access, animal science, etc.).

8:30 – 9:00 Morning meeting (planning, governance ...)

9:00 – 10:30 Reading activities

10:30 – 11:00 Projects and/or media research centers

11:00 – 11:30 lunch (table manners, cultures)

11:30 – 2:30 project blocks including math, physical education, science) determined by differentiated plan

2:30 – 3:00 Afternoon meeting (reflection and summary of day, planning tomorrow, governance ...)

3:00 – 3:30 gather any tools needed for homework and the plans for the next day, clean area and prepare to go home

The Jefferson County Examples are attached, but in case formatting is lost, we are including the link:

Daily schedule HS:

[http://sc.jeffco.k12.co.us/education/sctemp/2cded8fc379d0b1a3008bfd49ec2b128/1220427191/Sched\\_P1\\_B1\\_0809.pdf](http://sc.jeffco.k12.co.us/education/sctemp/2cded8fc379d0b1a3008bfd49ec2b128/1220427191/Sched_P1_B1_0809.pdf)

Sample of classes HS:

<http://sc.jeffco.k12.co.us/education/components/docmgr/default.php?sectiondetailid=127289&fileitem=90616&catfilter=26529>

In summary to the comments for Section I Educational Plan and in general throughout the comments to the application. Every experience with this review committee has been positive and informative. However, it is easy for members of a review committee to evaluate an application based on their own experience. The requirements for the application are defined in FS1002.33(6) and describe a *plan*. For instance, in FS1002.33(6)(a)2 which is the requirement in the application phase, “Provides a detailed curriculum plan that illustrates how students will be provided service to attain the Sunshine State Standards”. Later in the charter contract phase described in FS1002.33(7)(a)2 “The focus of the curriculum, the instructional methods, any distinctive instructional techniques ...” The requirement is not for the actual word for word curriculum, which would be voluminous, but rather a plan, focus, method, technique ... which has been provided in detail.

Also, a review committee may become accustomed to reviewing applications by national company schools that duplicate a standard curriculum repeatedly throughout the country. The vision of the charter legislation in word and spirit also accommodates single, locally developed start-up schools. This is demonstrated in principals and purpose from the paragraph (2) of the legislation which lists such guiding principles and purpose as increase learning opportunities, encourage the use of innovative learning methods, create new professional opportunity for teachers, etc.

And finally, it is important to remember that charter schools are required to provide a free appropriate public education in the least restrictive environment and to meet high standards. However these standards need not be met in the same way as a traditional public school does as stated in FS1002.33(5)(b)(d). “The sponsor’s policies shall not apply to a charter school unless mutually agreed to by both the sponsor and the charter school.” Since there is a principle and purpose of “providing parents flexibility to choose between diverse educational opportunities” (FS1002.33(2)(a)1) and “encourage the use of innovative learning methods” (FS1002.33(2)(b)3) it would be expected that the charter school would indeed not provide the service in the same manner. The legislation anticipates a wide variety of service delivery in the exemptions:



## **EXEMPTIONS FOR CHARTER SCHOOLS**

### FS1002.33(16) EXEMPTION FROM STATUTES.--

(a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013:

1. Those statutes specifically applying to charter schools, including this section.
2. Those statutes pertaining to the student assessment program and school grading system.
3. Those statutes pertaining to the provision of services to students with disabilities.
4. Those statutes pertaining to civil rights, including s. 1000.05, relating to discrimination.
5. Those statutes pertaining to student health, safety, and welfare.

(b) Additionally, a charter school shall be in compliance with the following statutes:

1. Section 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties.
2. Chapter 119, relating to public records.

This board thanks you for this helpful developmental process and appreciates the comments made on the strengths of the program:

The mission is concise and well-stated.

The idea for the school is a good one.

It appears that the aspiration of The Community Green Charter School is to provide educational services to all students ...

The proposed project-based curriculum is exciting.

The goals and objectives are appropriate.

The types of assessments proposed are varied and appropriate.

The use of portfolios in addition to the other standardized tests will provide for a comprehensive assessment program.

The school goals adequately address both high standards and learning gains.

It is the hope of this board that we can continue to build on this plan to develop a truly innovative learning experience and choice for the families of Sarasota county.

## **Section II Organizational Plan**

The Advocacy Committee will be needed only when a member cannot achieve relief through the methods used in the parent training sessions or as they are learning the process. The Advocacy

Committee will respond immediately as needed in cases of safety and within 24 hours for any non-emergency related issues.

The requirements for the description of Employment is contained in #12. The process of recruiting and retaining staff is enhanced by the association with the National Coalition of Alternative Community Schools and the Alternative Education Resource Organization. These organizations give us international access to experienced educators.

Clarification on Educational Service Provider. In our experience, when an ESP is referred to, it is defined as an outside company furnishing the actual education program and framework. By that definition, the school will not be contracting with a ESP. The school will contract for services that are not met by existing staff, such as occupational and speech therapy.

Regarding parental involvement. If a family will not fulfill the requirement of the contract, the school has the same recourse as traditional public schools, to work with and encourage them. If the lack of support is resulting in educational or behavior issues, that is handled under a different process. The parents are furnished many opportunities to learn the process and to make bonds and connections within the school community.

It is intended that food services will be initially be contracted through the local district and through partnership will meet all federal and state guidelines.

### **Section III Business Plan**

There is a comment that the sample Internal Control Document does not match the narrative. The Internal Control Document is marked as a sample. The actual document will be developed with input from School Financial Services and approved by the board in that phase of development.

A comment expresses concern that the tasks listed are not detailed enough to show understanding of the process of opening a school. The tasks we understand that need to be accomplished could take pages. Even a facility acquisition Gantt chart could take pages. The board member involved and outsourced business service providers have experience in opening and operating charter schools. The timing for a local grassroots start-up school, as discussed may take the extra year, there are so many variables after the charter is awarded.

Following is a general short list of activities the school will accomplish on the charter school readiness to open checklist:

School year calendar is developed

Complete charter school contract on file

Students enrolled lottery as necessary

Secured location for student cumulative files (fire proof with secure lock)

Proof of ownership or signed lease for facility

Certificates of occupancy

Fire inspection complete

Verification that no religious symbols, statutes, or artifacts etc. are affixed on or about the property and facility where the school operates

Proof of insurance

Teaching certificates or qualifications are on file for all instructional personnel verifying certification and /or qualifications

Proof of fingerprinting for all school personnel and board members  
Posted compliance with Ch. 119 Fl. Statutes relating to public records & Section 286.111 Fl. Statutes, relating to public meetings  
Transportation arranged  
Food service contract  
Agreements in place for financial services including annual external compliance audit  
Non-profit corporation filed and strong board established  
Application for 501C3 status in process  
Application for Sales Tax Exemption processed  
Employee benefits are clearly defined and payroll calendar has been developed  
Internal Control Document has been developed with regard to approval of expenditures, etc.  
Clear understanding as to the distribution and timing of funds  
Evacuation and emergency plan is in place  
Safety committee is established and first review completed  
Verified emergency phone numbers are on file for all students and staff  
Registration information is available for all students  
A policy with regard to student discipline has been developed

Finally with regard to questions throughout the review comments pertaining to finances, the following are responses from School Financial Services as well as this board. School Financial Services welcome any further questions regarding the application or their credentials. They may be contacted through [Gary.Scott@schoolfin.com](mailto:Gary.Scott@schoolfin.com)

p 7) # 4) -The budget does not reflect the cost of a Read 180 purchase.  
-A budget for Math and Science programs is not reflected.  
- The budget proposed does not appear to support the curriculum overview.

The budget, as we discussed, is generic. A program with differentiated education has a good deal of savings in this department compared to a traditional public school as there is not the need for all students to have a copy of the same text book to use during whole group instruction.

p 10 #6) - The budget is not aligned to the number of students that they indicate they will serve.

The budget is aligned to the Population Matrix included with these responses.

p 14 #9) The organizational structure for school administration does not match that of the budget.

The budget reflects the positions described in the organizational chart.

p 15 #10 The staffing plan and budget should correlate to one another.  
p 17 #12 Budget is not aligned to teacher needs.

The budget matches the Population Matrix, which contains the staffing plan and is included with this response.

p 20 #16 Budget for transportation is inadequate for 226 students. Target population reflected as Sarasota County. Costs do not appear to reflect mileage or average costs for the district.

We (SFS) have a slightly larger school in Sarasota County which paid just under \$30,000 for transportation in FY08 (contracting with the district). I think the \$72,000 was at least a reasonable, conservative amount. Although the target population may reach all of Sarasota County and beyond, the requirement for transportation services is from 2 miles out to X miles (where X is the mileage range for a typical local school, for example 6 or 8 miles).

p 22 #18 I'm not sure they have enough administration to support segregation of duties. I didn't see a bookkeeper or secretary budgeted for. Will be relying on Board strongly to support internal control. Is the Board going to be available?

There are two admin support positions budgeted. The business function is outsourced, which provides segregation of duties, as well as other controls, without relying unduly on the board to supply functions beyond what a typical board provides.

On sample internal control, states that any non-budgeted expenditures exceeding \$1,500 needs Board approval, in narrative says \$1,000.

Answered previously. The Internal Control Document is marked as an example and will be developed with SFS and the board during the development phase.

It is State policy to capitalize assets more than \$1,000, District policy is \$750. Not sure if they need to follow our policy.

We will follow district policy if it is preferable.

THE COMMUNITY GREEN  
Population Matrix

	A	B	C	D	E	F	G
1	Adjunct Teachers=	Tot.Pop.=220-232	Tot.Pop.=248-261	Tot.Pop.=275-290	Tot.Pop.=303-319	Tot.Pop.=331-348	Tot.Pop.=358-377
2	Ranch Manager(s)	Budget=226	Budget=255	Budget=283	Budget=311	Budget=339	Budget=367
3	4-H Small Animal Ldr.	Stu.Per grade=29	Stu.Per grade=29	Stu.Per grade=29	Stu.Per grade=29	Stu.Per grade=29	Stu.Per grade=29
4	Horse instructor(s)	Clstrm Teachers=12	Clstrm Teachers=13	Clstrm Teachers=15	Clstrm Teachers=16	Clstrm Teachers=17	Clstrm Teachers=19
5	Kines.& Math/Science	Adj. Teachers=3	Adj. Teachers=4	Adj. Teachers=5	Adj. Teachers=6	Adj. Teachers=7	Adj. Teachers=8
6	ESE						
7	Fine Arts	F5;E4;D3;A0;C0	F5;E4;D3;A1;C0	F5;E4;D3;A3;C0	F5;E4;D3;A3;C1	F5;E4;D3;A3;C2	F5;E4;D3;A3;C4
8	Total Population = 29 per grade level; range = total - 5%; budgeted = total - 2.5%						
9		YEAR #1 (K-7)	YEAR #2 (K-8)	YEAR #3 (K-9)	YEAR #4 (K-10)	YEAR #5 (K-11)	YEAR #6 (K-12)
10	~~age 5/kindergarten	28-29	28-29	28-29	28-29	28-29	28-29
11	~~age 6/grade 1	28-29	28-29	28-29	28-29	28-29	28-29
12	~~age 7/grade 2	28-29	28-29	28-29	28-29	28-29	28-29
13	~~age 8/grade 3	28-29	28-29	28-29	28-29	28-29	28-29
14	~~ age 9/grade 4	28-29	28-29	28-29	28-29	28-29	28-29
15	~~ age 10/grade 5	28-29	28-29	28-29	28-29	28-29	28-29
16	~~ age 11/grade 6	28-29	28-29	28-29	28-29	28-29	28-29
17	~~ age 12/grade 7	28-29	28-29	28-29	28-29	28-29	28-29
18	~~age 13/grade 8	0-0	28-29	28-29	28-29	28-29	28-29
19	~~age 14/grade 9	0-0	0-0	28-29	28-29	28-29	28-29
20	~~age 15/grade 10	0-0	0-0	0-0	28-29	28-29	28-29
21	~~ age 16/grade 11	0-0	0-0	0-0	0-0	28-29	28-29
22	~~age 17/grade 12	0-0	0-0	0-0	0-0	0-0	28-29

Foundation=~~K,1,2,3; Explorer=~~3,4,5,6; Discovery=~~5,6,7,8; Adventurer=~~7,8,9,10; Creator=~~9,10,11,12

**This accompanies the Population Matrix on Xcel to explain the assumptions made on that document.**

The number of students per grade level was set at 29 **because** in the application we needed to total above 200 to qualify for the higher federal grant amount. 26 goes over 200 at 208, but with the class size requirements, in year one, five teachers would be required for 208 students, but four teachers COULD teach 232 students under class size. So the maximum population was set at 232 or 29 per grade level in year one (K-7).

Class size requirements by 2010-2011:

K - 3 = 18 students per class  
4 - 8 = 22 students per class  
9 - 12 = 25 students per class

26 students per grade X 3 grades (K-2) = 78 students / 18 students per class = 5 teachers (4.33)

29 students per grade X 3 grades (K-2) = 87 students / 18 students per class = 5 teachers (4.83)

The *range* came from the maximum – 5%

The *budgeted number* came from an average between the top and bottom range (or 2 ½ below maximum)

In addition to the typical classroom teachers, ESE, specials and staff, this design requires some additional personnel. Ranch manager, Equine teacher, 4-H small animal leader. These may or may not be actual teachers or have degrees, but for the purpose of budgeting expenses high, they are listed as teachers.

F = Foundation = ~~**K, 1, 2, 3**

E = Explorer = **3, 4, 5, 6**

D = Discovery = 5, **6, 7, 8**

A = Adventurer = ~~7, **8, 9, 10**

C = Creator = ~~9, **10, 11, 12**

Note: the **bold** grade levels are those typically seen in that domain, but others may be there depending upon their social/educational needs.

## Description Guide: Block 1\_0809

*Class 1 M/F* Spanish 1 (4 days!)

**Instructor/Sponsor**

Wren Hayes

**Guest Teacher**

E  X  C  M **Student Limit 30**

A very beginning 4 day a week Spanish Class.

**Sign-up Location** Wren Hayes-B215 SEC: FOR LANG

*Class 1 M/F* The Roaring Twenties (4 days!)

**Instructor/Sponsor**

John Everett

Jen Wisniewski

**Guest Teacher**

E  X  C  M **Student Limit 20**

Come try the new experiment of the Humanities Department! On Monday and Tuesday, join Jen as she teaches the history and arts of the 1920's, including, but not limited to, the aftermath of World War I and the Harlem Renaissance. On Thursday and Friday, join John as he teaches about the writers of the 1920's, including Langston Hughes and F. Scott Fitzgerald. You will also get to write like some of those authors. Be forewarned: this class is not for the faint of heart; be prepared to amaze yourself and work your butt off. For transcriptable credit, you will need to take this class for the entire semester.

**Sign-up Location** Jen Wisniewski-B204 SEC

*Class 1 M/TH* Archaeology

**Instructor/Sponsor**

Jacob Sliemers

David Harnes

**Guest Teacher**

E  X  C  M **Student Limit 18**

This year in Archaeology we will be working on documenting prehistoric and historic inscriptions in Tsegi Canyon. The class time will be spent on learning about the Anasazi and Puebloan cultures, expedition history and Navajo families that have lived in Tsegi Canyon. There will be several trips into the canyon this year. This experience will continue all year; however, new students to the program will only join in block one. This experience encompasses several aspects of the sciences (primary research, measurement, data analysis, report writing, anthropology, archaeology, biology, geology and ecology to name but a few), humanities, US history, English skills (writing and reading), math skills and some sociology.

**Sign-up Location** Jacob Sliemers-B106/107 SEC: SCI

*Class 1 M/TH* Beginning Guitar

**Instructor/Sponsor**

Kara Olyowski

**Guest Teacher**

E  X  C  M **Student Limit 15**

This class is for students who have never played the guitar, but have always wanted to. Students will learn chords, rhythm, melodies, note reading, music theory and more. There are some guitars available to use from the school if you do not have one. Class fee: \$15 to pay for the music book.

**Sign-up Location** Kara Olyowski-C201 SEC: MUSIC

*Class 1 M/TH* Belly Dancing (Beginning)

**Instructor/Sponsor**

Jacob Sliemers

**Guest Teacher** Naru Luchene

E  X  C  M **Student Limit 15**

This class will be a great way to learn dancing if you do not generally dance. It will be a comfortable and safe environment to come and be yourself. We will put together a dance for the school to be performed at the end of the year.

**Sign-up Location** Jacob Sliemers-B106/107 SEC: SCI

*Class 1 M/TH* Creative Photoshop

**Instructor/Sponsor**

Tony Taylor

**Guest Teacher** Diana Bett

E  X  C  M **Student Limit 12**

Adobe Photoshop is the single most useful tool for any artist interested in digital media today; whether you just like to draw or are interested in a career in graphic design, Photoshop know-how is a must have! This class will teach students to use Photoshop in a creative sense, with the aid of a graphics tablet. Basic Photoshop techniques will be covered, as well as tips and tricks that are more advanced. We will be creating artwork from sketches and from photos. Students will create a portfolio of their own work by the end of the course. Class size is limited due to availability of equipment.

**Sign-up Location** Library-D101 LIBRARY

*Class 1 M/TH* Drawing 1

**Instructor/Sponsor**

Bobbi Mosconi

**Guest Teacher**

E  X  C  M **Student Limit 18**

This will be an introduction to drawing for those of you who would like to learn how to draw more proficiently. We will work on drawing objects using 3-D shading and create a final project of a self-portrait. There will be a \$6 materials fee for this class which will need to be paid by the 2nd week of class.

**Sign-up Location** Bobbi Mosconi-C203 SEC: L-LAB A

*Class 1 M/TH* Elementary Mentoring

**Instructor/Sponsor**

Scott Bain

**Guest Teacher**

E  X  C  M **Student Limit 6**

Elementary Mentoring is a self-directed service learning project dedicated to building reading relationships with young readers and improving your reading skills by helping to teach others to read. Students will be mentoring Preschool and ELC students by becoming a reading partner with a younger student.

**Sign-up Location** Scott Bain-C106 OFC

*Class 1 M/TH* Gimme Five

**Instructor/Sponsor**

Kelly Carswell

**Guest Teacher**

E  X  C  M **Student Limit 15**

Five paragraph essay writing class for advanced Pre-Walkabout students. We'll be using the six traits to devise and perfect a five paragraph essay.

**Sign-up Location** Kelly Carswell-B206 SEC

*Class 1 M/TH* Happy Mocha

**Instructor/Sponsor**

David Waldas

**Guest Teacher**

E  X  C  M **Student Limit 20**

Students in this class will operate a small catering business/breakfast café. This is a continuing class for the entire school year. Although students will learn limited cooking skills, they will learn to work together running a real business. You must be a LEAP or Walkabout student to take this class. Please note that this class also has a Wednesday prep day requirement.

**Sign-up Location** David Waldas-C207 SEC KITCHENS

*Class 1 M/TH* Law of Attraction in Action

**Instructor/Sponsor**

Wendy Wheaton

**Guest Teacher** Sabrina Fritts

E  X  C  M **Student Limit 0**

Put the universal Law of Attraction to work for you. You really can be, do, or have anything you want. Learn fun and easy processes that allow you to experience the life you want to live. This will be an exciting and interactive class, ensuring changes and manifestations in your life.

**Sign-up Location** Wendy Wheaton-C107 OFC: ADMIN

## Description Guide: Block 1\_0809

**Class 1 M/TH Leadership: Secondary**

**Instructor/Sponsor**

Kurt Belknap Jake Martinez

**Guest Teacher**

E  X  C  M  Student Limit 30

The primary purpose of this class will be to coordinate communication in the secondary level of the school. This will mean planning Governances, facilitating Advisory discussions, and defining, directing, and organizing the decision making process. Each secondary Advisory group will need to have one representative enrolled in this class in order for our communication system to be effective. We need our most motivated students to be included in this class.

**Sign-up Location** Kurt Belknap-B116 SEC

**Class 1 M/TH LEAP (Phil & Robera)**

**Instructor/Sponsor**

Phil Lohre Roberta Page

**Guest Teacher**

E  X  C  M  Student Limit 25

The Leadership Program (LEAP) is an intensive curriculum designed to orient new and transitioning students into the Walkabout program. Students are introduced to the school by participating in four in-depth classes: Community Building, Character Development, Becoming and Walkabout. These classes teach students to internalize the 12 Characteristics of an Effective Self-Directed Learner, the 5 Goals of the Open School, the 3 Domains (personal, social, and intellectual) and the 4 Quadrants (in and out of school, planned and unplanned). They learn the basics of the Passage process and how to create an effective PLAID day plan. The culminating project is the DOR.

**Sign-up Location** Roberta Page-B113 SEC

**Class 1 M/TH Learning Lab**

**Instructor/Sponsor**

Sara Merkel

**Guest Teacher**

E  X  C  M  Student Limit 15

This class is for students who are self-directed and want time in their schedules to WORK on Passages, SDLs, research and class work. This Lab is only offered to those who understand this is a quiet working environment. If you often have "nothing to do," play computer games, want to check e-mail, download music, or need to be reminded often to "get something out to work on," then "Learning Lab" is not for you! Learning Lab is a class, not a drop-in opportunity, unless you're competent in self-direction, as shown through your graduation expectations. This is a committed class with an end-of-block evaluation. Be there to work or be gone!

**Sign-up Location** Lit Lab

**Class 1 M/TH Math: CMP advanced**

**Instructor/Sponsor**

Miranda McKinney

**Guest Teacher**

E  X  C  M  Student Limit 20

We will be using Connected Math Books to learn some math. Yeah! This is a good level for you if you took CMP classes last year. If you're not sure, come talk to me.

**Sign-up Location** Miranda McKinney-B205 SEC

**Class 1 M/TH The Last Flight of the Scarlet Macaw**

**Instructor/Sponsor**

Lauren Andrews Mike Fernandez

**Guest Teacher**

E  X  C  M  Student Limit 25

Come and learn about one woman's fight to save the world's most beautiful bird. This class will be about many things including wildlife biology and ecology, the history and politics of Belize, environmental ethics and courage. For the class we will read the book of the same name written by Bruce Barcott about an extraordinary woman named Sharon Matola, a mushroom expert, an Air Force survival specialist, an Iowa housewife, a freight train jumper and a lion tamer in a traveling Mexican circus. We will learn about how Sharon started the first zoo in Belize and how she fought to save the imperiled scarlet macaw. Possible trip to Belize. Book fee.

**Sign-up Location** Lauren Andrews-B201 SEC: SCI

**Class 1 M/TH William Shakespeare's Coriolanus**

**Instructor/Sponsor**

Dana Sutton

**Guest Teacher**

E  X  C  M  Student Limit 20

A Shakespeare class taught by Dana

**Sign-up Location** Dana Sutton-B212 SEC

**Class 1 M/TH Write Rightly: Going to College**

**Instructor/Sponsor**

Benjamin Dancer

**Guest Teacher**

E  X  C  M  Student Limit 25

If you're graduating this year, take this class. You will apply to the college(s) of your choice, win scholarships and learn how to write the essays you will be writing in college.

Please see Benjamin if you want to take this class, but are unable due to schedule conflicts.

**Sign-up Location** Benjamin Dancer-B210 SEC

**Class 1 MON Governance Prep (MON. only!)**

**Instructor/Sponsor**

John Everett

**Guest Teacher**

E  X  C  M  Student Limit 10

Learn to setup Governance. You will learn about Governance from behind the scenes. This is a Tech Theater class that can also be used for Community Service hours. This is a Monday only class.

**Sign-up Location** John Everett-B112 SEC

**Class 1 T/F Creative Journaling**

**Instructor/Sponsor**

Jenny Long

Bobbi Mosconi

**Guest Teacher**

E  X  C  M  Student Limit 25

A perfect class for beginning or experienced artists--great for Passages and DORs. In this class you will experiment with a variety of art making techniques. We will lean towards the unconventional and creatively risky. Great for artists who need to break out of their shell or their rut or for radical types who want to harness their wild energy. The class will have tons of creative freedom but will not be fully self-directed. Plan on responding to prompts and assignments. Learning to journal is a great way to document experiences at the Open School--perfect for trips and self-directed projects. \$15 fee to cover materials. Financial aid available.

**Sign-up Location** Jenny Long-C204 SEC: ART

**Class 1 T/F Creative Writing: The Writing Community**

**Instructor/Sponsor**

Norma Zaki-Ali

**Guest Teacher**

George Petersen and Diana Bett

E  X  C  M  Student Limit 15

Creative Writing is not solely a solitary pursuit; communicating your ideas to other members of the writing community as well as offering constructive criticism is as important as the writing itself. This class focuses on all of the above: writing, talking about writing, and offering helpful comments to other writers. Students will be expected to complete a short story (or a portion of a longer piece), present it to the class, and offer helpful critique to their classmates. All realms of creative writing--fiction and creative non-fiction, any genre of the above--are encouraged. Class limit 15, open to both Pre-walkabout and Walkabout students.

**Sign-up Location** Library-D101 LIBRARY



## Description Guide: Block 1\_0809

**Class 1 T/F Dale's Math**  
**Instructor/Sponsor**  
Dale Shisler  
**Guest Teacher**

E  X  C  M  **Student Limit 10**

Self-paced math for self-directed students. Create your own syllabus to follow. Help and instruction available.

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

**Class 1 T/F Elementary Mentoring**  
**Instructor/Sponsor**  
Scott Bain  
**Guest Teacher**

E  X  C  M  **Student Limit 6**

Elementary Mentoring is a self-directed service learning project dedicated to building reading relationships with young readers and improving your reading skills by helping to teach others to read. Students will be mentoring Preschool and ELC students by becoming a reading partner with a younger student.

**Sign-up Location** Scott Bain-C106 OFC

**Class 1 T/F Food Action**  
**Instructor/Sponsor**  
Lauren Andrews  
**Guest Teacher**

E  X  C  M  **Student Limit 25**

The purpose of this class is to engage in education and action regarding food in our community. The class is an outgrowth of last year's Foodology 101 class although it is open to anyone who wants to actively improve food in their community. Possible projects could include the community garden, alternative lunch, improving school lunch, smoothie bar, composting, Food not Borders, soup kitchen, etc. If you sign up for this class you must be ready to commit to educating yourself about issues regarding food and ACTION!!

**Sign-up Location** Lauren Andrews-B201 SEC: SCI

**Class 1 T/F Geometry**  
**Instructor/Sponsor**  
David Harnes  
**Guest Teacher**

E  X  C  M  **Student Limit 20**

Dedication to the rules of Geometry will be addressed in this class.

**Sign-up Location** David Harnes-B101 SEC

**Class 1 T/F Kitchen / Sewing Room Makeover**  
**Instructor/Sponsor**  
David Waldas  
**Guest Teacher**

E  X  C  M  **Student Limit 20**

The purpose of this class is to makeover the existing kitchen and create a new sewing area.

**Sign-up Location** David Waldas-C207 SEC KITCHENS

**Class 1 T/F Learning Lab**  
**Instructor/Sponsor**  
Sara Merkel  
**Guest Teacher**

E  X  C  M  **Student Limit 15**

This class is for students who are self-directed and want time in their schedules to WORK on Passages, SDLs, research and class work. This Lab is only offered to those who understand this is a quiet working environment. If you often have "nothing to do," play computer games, want to check e-mail, download music, or need to be reminded often to "get something out to work on," then "Learning Lab" is not for you! Learning Lab is a class, not a drop-in opportunity, unless you're competent in self-direction, as shown through your graduation expectations. This is a committed class with an end-of-block evaluation. Be there to work or be gone!

**Sign-up Location** Lit Lab

**Class 1 T/F Peer Mentoring**  
**Instructor/Sponsor**  
Lisa Victoria Wood Alyssa Cooper  
**Guest Teacher**

E  X  C  M  **Student Limit 25**

After reviewing conversations from last year about what was most needed at our school to support community, self direction, life-long learning and friendships we had decided that we needed to bring peer mentoring back. Well here is your opportunity. We will be learning about peer mentoring in block one and setting up a mentee for each mentor. Your commitment as a mentor is for the entire school year. This is the perfect opportunity to give back to your school and incorporate service through your own Passage curriculum.

**Sign-up Location** Lisa Victoria Wood-B114 SEC

**Class 1 T/F Punk's Not Dead**  
**Instructor/Sponsor**  
Jeremy Kowal  
**Guest Teacher**

E  X  C  M  **Student Limit 20**

This class will be investigating the early foundations of Punk music from the the late 70's to late 80's. We will study the use of punk as a vehicle for social awareness and change as the genre moves from underground to the mainstream. Students will analyze lyrics for political and creative content and be asked to write a song of their own as a final project.

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

**Class 1 T/F Statistics: An Introduction**  
**Instructor/Sponsor**  
Kurt Belknap  
**Guest Teacher**

E  X  C  M  **Student Limit 30**

This class is designed to help Walkabout students better understand how to organize, interpret, and present information in an intentional manner. The content of the class is specifically intended to facilitate the process of conducting a Logical Inquiry Passage. Students will need to have a solid background in Advanced Algebra to be ready for the challenging topics covered in this class. It is recommended that you have your own graphing calculator if you enroll.

**Sign-up Location** Lisa Victoria Wood-B114 SEC

**Class 1 T/F World Literature**  
**Instructor/Sponsor**  
Dana Sutton  
**Guest Teacher** Samantha Griffith

E  X  C  M  **Student Limit 25**

We will read, discuss and write about a smorgasbord of short stories from the world's greatest authors.

**Sign-up Location** Dana Sutton-B212 SEC

**Class 1 T/F Write Rightly Basic Skills**  
**Instructor/Sponsor**  
Nora Dumke  
**Guest Teacher**

E  X  C  M  **Student Limit 18**

Do you hate writing? Or just wish you were better at it? This class will last a semester and leave you more confident with lots of different types of writing. Come and find your voice!

**Sign-up Location** Wren Hayes-B215 SEC: FOR LANG

**Class 2 FRI Yoga Club**  
**Instructor/Sponsor**  
Benjamin Dancer  
**Guest Teacher** Benjamin Dancer

E  X  C  M  **Student Limit 30**

This is for any student who wants to help start the Open School yoga club and help create the health that ought to be.

**Sign-up Location** Benjamin Dancer-B210 SEC

## Description Guide: Block 1\_0809

*Class 2 M/F* **Algebra**

**Instructor/Sponsor**

David Harmes

**Guest Teacher**

E  X  C  M  **Student Limit 20**

Within this class we will do a brief review of how to solve for an equation and then delve into systems of equations, solving for single and multiple variable equations, and move into the quadratic formula and all its beauty.

Required to have had classes that have worked with ratios, proportions, multiplication, division, and variable equations.

**Sign-up Location** David Harmes-B101 SEC

*Class 2 M/F* **Algebra: Advanced**

**Instructor/Sponsor**

Kurt Belknap

**Guest Teacher**

E  X  C  M  **Student Limit 30**

This class is designed for those students who have completed and understand the concepts presented in beginning Algebra, and who intend to extend math studies to more advanced topics. You will need to be educated in linear algebra in order to enroll. We will begin with quadratic equations, examine linear programming, and also study exponential equations.

**Sign-up Location** Kurt Belknap-B116 SEC

*Class 2 M/F* **German Very Beginning (4 days!)**

**Instructor/Sponsor**

Phil Lohre

**Guest Teacher**

E  X  C  M  **Student Limit 30**

Want to try a new language? This introductory German class is for students of all ages who are motivated to learn a foreign language. Absolutely no experience with German is necessary (but it won't hurt). This class is full of action and games and can lead to travel or hosting opportunities. There are only two requirements: participate and don't speak English!

**Sign-up Location** Phil Lohre-B211 SEC

*Class 2 M/F* **Spanish 3 (4 Days)**

**Instructor/Sponsor**

Nora Dumke

**Guest Teacher**

E  X  C  M  **Student Limit 30**

This class meets four days a week! We will use lots of different methods to learn lots of Spanish!!!!

**Sign-up Location** Wren Hayes-B215 SEC: FOR LANG

*Class 2 M/TH* **Audio Engineering**

**Instructor/Sponsor**

Kara Olyowski

**Guest Teacher**

E  X  C  M  **Student Limit 6**

**Sign-up Location** Kara Olyowski-C201 SEC: MUSIC

*Class 2 M/TH* **Flat Art**

**Instructor/Sponsor**

Jenny Long

**Guest Teacher** Kyle Roberts

E  X  C  M  **Student Limit 15**

In this class we will be examining how flatness has been used in art throughout history. Beginning with Mondrian and continuing through the artists of today we will see how this tool has transcended styles and has been reinvented in many different ways. While we are learning about different artists we will also be producing Art of our own in the style of the art we are studying. In this class we will be working with paint, drawing and collage.

**Sign-up Location** Jenny Long-C204 SEC: ART

*Class 2 M/TH* **It's ALIVE!!! (sec. 1)**

**Instructor/Sponsor**

Alyssa Cooper

**Guest Teacher**

E  X  C  M  **Student Limit 25**

Come explore the world around us! We will study biology, ecology, genetics, viruses and more! Labs will include a Code Blue medical mystery, collecting creepy critters and dissections. This class is not for those easily grossed out.

**Sign-up Location** Alyssa Cooper-B105 SEC: SCI

*Class 2 M/TH* **Learning Lab**

**Instructor/Sponsor**

Sara Merkel

**Guest Teacher**

E  X  C  M  **Student Limit 15**

This class is for students who are self-directed and want time in their schedules to WORK on Passages, SDLs, research and class work. This Lab is only offered to those who understand this is a quiet working environment. If you often have "nothing to do," play computer games, want to check e-mail, download music, or need to be reminded often to "get something out to work on," then "Learning Lab" is not for you! Learning Lab is a class, not a drop-in opportunity, unless you're competent in self-direction, as shown through your graduation expectations. This is a committed class with an end-of-block evaluation. Be there to work or be gone!

**Sign-up Location** Lit Lab

*Class 2 M/TH* **Math: CMP basics**

**Instructor/Sponsor**

Miranda McKinney

**Guest Teacher**

E  X  C  M  **Student Limit 20**

We will be using Connected Math books to learn some math. Yeah! This is a good level for you if are new to the Pre Walkabout or are learning basic math skills to prepare you for algebra. If you're not sure, come talk to me.

**Sign-up Location** Miranda McKinney-B205 SEC

*Class 2 M/TH* **Mushroom Wanderings**

**Instructor/Sponsor**

Jacob Sliemers

**Guest Teacher** Adele Preusser, Shannon Maes

E  X  C  M  **Student Limit 10**

This is a class about learning how to live off of the land in the Denver area and in the local mountains. We are going to spend time learning about the wild edible plants and how to cook them. We will also explore medicinal plants and wild mushrooms. This class will be an exploration of the earth under our feet and all its fruits of love. There may be a short trip to collect and find edible plants.

**Sign-up Location** Jacob Sliemers-B106/107 SEC: SCI

*Class 2 M/TH* **OLD LEAP CLASS (Leap 3)**

**Instructor/Sponsor**

Benjamin Dancer

John Everett

**Guest Teacher**

E  X  C  M  **Student Limit 15**

Welcome back, John and Benjamin's Leap minions.

**Sign-up Location** John Everett-B112 SEC

*Class 2 M/TH* **Research Paper for Graduates**

**Instructor/Sponsor**

Roberta Page

Kelly Carswell

**Guest Teacher**

E  X  C  M  **Student Limit 25**

This class will go over the MLA format for writing a formal research paper. The class is open to juniors and seniors who have already proposed their Global Awareness Passages (or who have a solid idea for that Passage). Writing, research, and self-directedness will be the Graduation Expectations employed in this class. Come ready to work and produce outstanding papers.

**Sign-up Location** Roberta Page-B113 SEC

## Description Guide: Block 1\_0809

Class 2 M/TH Soccer 1

Instructor/Sponsor

Rosie Durbin Luke Durbin

Guest Teacher

E  X  C  M  Student Limit 24

Do you want an excuse to get outside and run around a bit? If so, this class is for you. We will be working on sharpening up on all of our soccer skills through drills, small games and scrimmages. While playing, you will be able to try out some new moves, become more confident in your abilities and get some good cardiovascular exercise. Please come to class dressed to play. See you out on the field!

**Sign-up Location** Rosie Durbin-E113 PE: GIRLS LR

Class 2 M/TH Stage Combat

Instructor/Sponsor

John Everett

Guest Teacher Peter Talbot

E  X  C  M  Student Limit 20

The theatrical art of the illusion of violence. In this class we will explore techniques of safely and effectively staging and performing fights for the theater. We will focus on building a solid foundation of unarmed fighting from which to pursue more advanced techniques (such as swordplay). Given sufficient interest, a class in theatrical swordplay will be offered in block 2, restricted to those who have taken this class.

**Sign-up Location** John Everett-B112 SEC

Class 2 T/F Budo and Self-Defense

Instructor/Sponsor

David Harnes

Guest Teacher Andre Martinez

E  X  C  M  Student Limit 16

In the United States personal safety should be considered a high priority. Through Wado Ryu Karate, train yourself to effectively handle stand up aggression, and through the practice of Kendo, train your mind to be unflinching in aggressive situations. The best way to stay safe is to know how to stay out of trouble in the first place.

**Sign-up Location** David Harnes-B101 SEC

Class 2 T/F Energy

Instructor/Sponsor

Jacob Sliemers

Guest Teacher

E  X  C  M  Student Limit 20

Energy is quickly becoming the foremost critical issue in our world today. It will continue to be an issue that will require endless amounts of time and intellect on our part. We will look at the science and technology behind all of the energy resources available to us, we will do real-life energy analysis and tour some energy plants in the metro area. Additionally, we will experiment with several "alternative energies" to learn about their potential. The economic and political impacts to our future energy stability will be woven in throughout the course.

**Sign-up Location** Jacob Sliemers-B106/107 SEC: SCI

Class 2 T/F Improv 1

Instructor/Sponsor

John Everett

Guest Teacher

E  X  C  M  Student Limit 15

Improv 1 leads to Improv 2, which leads to Sketch Comedy 1, which leads to us writing and performing our very own JCOS sketch comedy.

**Sign-up Location** John Everett-B112 SEC

Class 2 T/F It's ALIVE!!!! (sec 2)

Instructor/Sponsor

Alyssa Cooper

Guest Teacher

E  X  C  M  Student Limit 25

Come explore the world around us! We will study biology, ecology, genetics, viruses and more! Labs will include a Code Blue medical mystery, collecting creepy critters and dissections. This class is not for those easily grossed out.

**Sign-up Location** Alyssa Cooper-B105 SEC: SCI

Class 2 T/F Learning Lab

Instructor/Sponsor

Sara Merkel

Guest Teacher

E  X  C  M  Student Limit 15

This class is for students who are self-directed and want time in their schedules to WORK on Passages, SDLs, research and class work. This Lab is only offered to those who understand this is a quiet working environment. If you often have "nothing to do," play computer games, want to check e-mail, download music, or need to be reminded often to "get something out to work on," then "Learning Lab" is not for you! Learning Lab is a class, not a drop-in opportunity, unless you're competent in self-direction, as shown through your graduation expectations. This is a committed class with an end-of-block evaluation. Be there to work or be gone!

**Sign-up Location** Lit Lab

Class 2 T/F Pit Orchestra

Instructor/Sponsor

Kara Olyowski

Guest Teacher

E  X  C  M  Student Limit 15

Come play your instrument for the pit orchestra for Little Shop of Horrors.

**Sign-up Location** Kara Olyowski-C201 SEC: MUSIC

Class 2 T/F Pre-Algebra

Instructor/Sponsor

David Waldas

Guest Teacher

E  X  C  M  Student Limit 20

Math with the other Dave. Do you hate math? Looking for an easier alternative? Well, get over it and come take pre-algebra with me.

**Sign-up Location** David Waldas-C207 SEC KITCHENS

Class 2 T/F Presidential Politics/Pre-Walkabout

Instructor/Sponsor

Jen Wisniewski

Guest Teacher

E  X  C  M  Student Limit 20

The 2008 election is upon us and DENVER is hosting the Democratic National Convention. This class is an introductory government and US Constitution class that will closely follow the upcoming elections. We will sometimes pair with the Walkabout class for speakers from local leaders as well as enter the political community. There will be required community service working on the election and a required portfolio that closely follows what is happening locally and nationally. This class will be very self-directed and politically charged. Get ready to work hard and experience the election of 2008.

**Sign-up Location** Jen Wisniewski-B204 SEC

Class 2 T/F Presidential Politics/Walkabout

Instructor/Sponsor

Roberta Page

Guest Teacher

E  X  C  M  Student Limit 25

The Democratic National Convention is here!! We will begin this class by attending the convention, either on the floor or outside with the protesters. We will then follow the presidential politicking up until the general election in November. We will also go over the basics of our American Government, focusing in on Constitutional powers. For those students returning from last year, we will spend more time debating Constitutional issues and developing positions on Constitutional questions. Local election issues will also be examined during the course of this class. A detailed portfolio will be expected for completion of this class. You will also be expected to spend time volunteering on a campaign of your choice. You will need to be self-directed to get the most out of this experience.

**Sign-up Location** Roberta Page-B113 SEC

## Description Guide: Block 1\_0809

**Class 2 T/F** **Snowboarding is Awesome**

**Instructor/Sponsor**

Kurt Belknap

**Guest Teacher** Ulli Kristjonson

E  X  C  M  **Student Limit 10**

Snowboards are really fun and very interesting. How do they work? What materials are used? What's new? Where is the industry, and how do you get involved? How do you choose the right gear for you, and how do you care for it? Find out in this class.

**Sign-up Location** Kurt Belknap-B116 SEC

**Class 2 T/F** **Telenovelas Colombianas: Spanish 4**

**Instructor/Sponsor**

Mark Osmun

**Guest Teacher**

E  X  C  M  **Student Limit 15**

Columbian soap operas, or telenovelas, offer a window into the language and culture of Latina America. The focus of this class will be on developing higher level fluency skills as we delve into the melodramatic world of love and adventure of the Telenovela.

**Sign-up Location** Mark Osmun-C117 OFC

**Class 2 T/F** **Volleyball**

**Instructor/Sponsor**

Lisa Victoria Wood

**Guest Teacher**

E  X  C  M  **Student Limit 18**

This class is offered for everyone in the secondary to learn the skills of the game. We will progress into the advanced class as the year moves on. Requirements to play: good attitude, willingness to learn, gym shoes and appropriate clothing.

**Sign-up Location** Lisa Victoria Wood-B114 SEC

**Class 2 T/F** **West Coast Trip Class**

**Instructor/Sponsor**

Dana Sutton

**Guest Teacher** Lyndsey Tu

E  X  C  M  **Student Limit 15**

What is a community? What makes one work? Let's explore through art, music and travel. Let's look at sustainable communities around the United States. We are going to look at different communities in the west and translate what we learn into our own. We will be traveling for two weeks from Taos to Portland, camping in the Redwoods and exploring the coast.

**Sign-up Location** Dana Sutton-C206 SEC

**Class 2 T/F** **What's on PBS?**

**Instructor/Sponsor**

Jerry Milbrath

**Guest Teacher** Jeremy Kowal

E  X  C  M  **Student Limit 20**

tbd

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

**Class 2 TUE** **Book Club: The Road (TUES. only!)**

**Instructor/Sponsor**

Benjamin Dancer

**Guest Teacher**

E  X  C  M  **Student Limit 20**

Dana and Benjamin want you to join their book club. This club will meet once a week. We will be reading Cormac McCarthy's The Road.

The Road is a post-apocalyptic tale describing a journey taken by a father and his young son over a period of several months across a landscape blasted years before by an unnamed cataclysm that destroyed civilization and, seemingly, most life on earth. The novel was awarded the Pulitzer Prize for Fiction and the 2006 James Tait Black Memorial Prize for Fiction, and was chosen as an Oprah's Book Club selection.

**Sign-up Location** Benjamin Dancer-B210 SEC

**Class 3 M/TH** **Biology**

**Instructor/Sponsor**

Lauren Andrews

**Guest Teacher**

E  X  C  M  **Student Limit 25**

Biology is a year-long class where students will study all aspects of our planet's living organisms. We will cover topics such as ecology, biomes, and environmental science. Other subjects taught will include an intro to organic chemistry, cell biology, intros to genetics and evolution, the spectrum of life, and human biology. There will be homework assigned for this class. Do not sign up if you cannot commit to this! This will be a lab science class and will involve optional dissection. There will be a fee of \$20 to cover materials.

**Sign-up Location** Lauren Andrews-B201 SEC: SCI

**Class 3 M/TH** **Book Club: The Giver**

**Instructor/Sponsor**

Dana Sutton

**Guest Teacher** Samantha Griffith

E  X  C  M  **Student Limit 15**

Using The Giver as the text, we will learn about ourselves and the society in which we live in comparison to the "Utopian-like" society portrayed in the novel. Incorporated within this reading class will be multiple activities and daily creative journal writing which will allow us to relate and engage ourselves within the content, themes, and ideas within Lois Lowry's young adult novel, The Giver.

**Sign-up Location** Dana Sutton-B212 SEC

**Class 3 M/TH** **Elementary Mentoring**

**Instructor/Sponsor**

Scott Bain

**Guest Teacher**

E  X  C  M  **Student Limit 6**

Elementary Mentoring is a self-directed service learning project dedicated to building reading relationships with young readers and improving your reading skills by helping to teach others to read. Students will be mentoring Preschool and ELC students by becoming a reading partner with a younger student.

**Sign-up Location** Scott Bain-C106 OFC

**Class 3 M/TH** **EMO, Exploring More Than Emotions**

**Instructor/Sponsor**

Jake Martinez

Kelly Carswell

**Guest Teacher**

E  X  C  M  **Student Limit 12**

EMO

This course will be exploring not only EMO subculture, but also issues with regard to suicide, death, dying, grief, loss, and pro-social expressions of self. "Support Group" format

**Sign-up Location** Jake Martinez-B109 SEC

**Class 3 M/TH** **Heart, Hands, Head: Stud. Ambassador**

**Instructor/Sponsor**

Lisa Victoria Wood

**Guest Teacher**

E  X  C  M  **Student Limit 20**

This is a once in a life time opportunity that is available for Open School students from 9th through 12th grade. This program was originated from a high school student in America who had a caring heart and burning desire to reach out and help children in other countries that were in need of education, food, shelter, water, etc. Over the course of five short years his dreams turned into one of the largest efforts to support children in need. His program stretches over five continents. We applied to be a part of this wonderful program and we were chosen to participate for this school year. This program is funded and supported through the Oprah Winfrey O Ambassadors Program. Through this learning, service journey we will be studying various cultures, specifically Africa and or South America and have the possibility of traveling to one of these countries to work directly with the children in one of these countries. This is the program to be in to help support your own Passages and enrich the lives of many. Advisor support is required for enrollment.

**Sign-up Location** Lisa Victoria Wood-B114 SEC

## Description Guide: Block 1\_0809

**Class 3 M/TH** **Mangaka Training**

**Instructor/Sponsor**

David Harmes

**Guest Teacher** Andre Martinez

E  X  C  M  **Student Limit 15**

Do you like Manga? Would you like to learn about writing, penciling and inking your own stories and illustrations? Would you like to learn about lettering, cinematic layout, onomatopoeias, drafting techniques, speed and concentration lining and screen tones? Here's a class all about how to write and produce Manga. The class will work towards preparing a Doujinshi for NDK (Nan Desu Kan).

**Sign-up Location** David Harmes-B101 SEC

**Class 3 M/TH** **Mental (St)health**

**Instructor/Sponsor**

Benjamin Dancer

**Guest Teacher** Dylan Scholinski

E  X  C  M  **Student Limit 18**

Work with artist/author Dylan Scholinski. Read and discuss Dylan's memoir *The Last Time I Wore a Dress*. Students will then work with Dylan to create their own works (ie: drawing, painting, writing, music, performances, zines, storytelling, etc.) to express their own lives and stories; attempting to help those that are "falling through the cracks of the cracks" and to help students reclaim their creative voices and find the power and pride in those voices. This class will also include some Wednesdays at Dylan's private studio, located in downtown Denver. The semester will conclude with some kind of showing of works created.

**Artist/Instructor Short Bio:**

Dylan Scholinski was born Daphne Scholinski. As a young girl growing up in the Chicago suburbs, she played first base in Little League and preferred drawing to playing with dolls. When she was 15 years old she was locked up in a mental hospital, diagnosed as "an inappropriate female", and spent the rest of her high school years undergoing extreme femininity training. At 18, her insurance ran out and she was discharged.

Now 41 years old, Dylan resides in DENVER CO and is a distinguished artist, author, and public speaker. Dylan has appeared on *20/20*, *Dateline* and *Today* to discuss his experiences and has been featured in a variety of newspapers and magazines. Recently his award winning book (*The Last Time I Wore a Dress: A Memoir - Penguin/Putnam*) was listed in the Top 10 Must Reads in *Out* Magazine's first Transgender Issue. His work not only portrays the anguish of his hospital years but also his ultimate triumph. Dylan is the founder/witness for the Sent(a)Mental Project: A Memorial to Suicide. He spends much of his time working in his studio, public speaking, creating zines - such as *Freedom of Depression*, *Please Forgive Me For Judging You*, *Sent(a) Mental* - and frequently opens his studio to a variety of at-risk youth to provide safe space to explore and discover ways of expressing and empowering themselves without bringing harm to themselves or others.

**Sign-up Location** Benjamin Dancer-B210 SEC

**Class 3 M/TH** **Outdoor Watercolor Trip**

**Instructor/Sponsor**

Jenny Long

Bobbi Mosconi

Dana Sutton

**Guest Teacher**

E  X  C  M  **Student Limit 15**

Come and join us on our annual fall trip to New Mexico! We will spend hours sitting and painting the mountains, the desert, sunrises and sunsets of this beautiful natural area. Students serious about improving their painting skills will appreciate this time to work and study. We will visit the Georgia O'Keefe Museum and then visit the places where she painted. This class and trip is open to students with all levels of artistic confidence. Plan on addressing the social and personal goals on your IEP, as well as creative expression, as we work and plan as a group, sharing feedback with one another. This is a great opportunity for students to develop Passages in all areas. The class fee will be \$12 for materials and the trip will cost approximately \$250. Students who successfully completed the Spring '08 Watercolor class will have priority.

**Sign-up Location** Jenny Long-C204 SEC: ART

**Class 3 M/TH** **Physics of Toys**

**Instructor/Sponsor**

Alyssa Cooper

**Guest Teacher**

E  X  C  M  **Student Limit 25**

Explore the science behind toys! We will study gravity, force, motion and work while having fun using yo-yos, bubbles, dart guns and much more!

**Sign-up Location** Alyssa Cooper-B105 SEC: SCI

**Class 3 M/TH** **Picturing Colorado Photography**

**Instructor/Sponsor**

Tony Taylor

**Guest Teacher**

E  X  C  M  **Student Limit 15**

Students must also sign up for Picturing Colorado class with Jen. In this class, students will learn both silver-based and digital photography skills. \$30 class fee to cover darkroom materials.

**Sign-up Location** Tony Taylor-D102 LMT OFC: MEDIA

**Class 3 M/TH** **Producing the Independent Film/Video**

**Instructor/Sponsor**

Tony Taylor

**Guest Teacher** Josh Rice

E  X  C  M  **Student Limit 12**

This class introduces the basics of video production utilizing a personal camcorder and video editing equipment. Students will learn video technologies, basic equipment operation, video composition, basic lighting and audio production planning, and visual storytelling. Students will work in groups to create video projects utilizing post-production editing and will be able to participate in all aspects of video production, from scripting and storyboarding to shooting video and recording audio to editing and post-production. This course is designed to develop proficiency in the industries' standard procedures of filmmaking and the use of equipment.

We will watch a couple films to analyze what makes them good or bad, from genre to the style that was chosen and from continuity to story quality. Plaid day activities will be offered but not required, such as: field trips to equipment rental houses, studios, and the Colorado Film School for Hollywood guest speakers. Plaid days can also be utilized for project time and consulting.

There really is 'No business like show business,' so be ready to work hard while having a blast.

Requirements:-12 committed Walkabout students  
\$10-\$15 fee for equipment rentals

**Sign-up Location** Tony Taylor-D102 LMT OFC: MEDIA

**Class 3 M/TH** **Spanish 2**

**Instructor/Sponsor**

Wren Hayes

**Guest Teacher**

E  X  C  M  **Student Limit 20**

IF you were a "Taco" last year this is your class. If you were a "burrito" and didn't get it, this is your class. Please come talk to me before signing up for this class.

**Sign-up Location** Wren Hayes-B215 SEC: FOR LANG

**Class 3 T/F** **Blading**

**Instructor/Sponsor**

Dale Shisler

**Guest Teacher**

E  X  C  M  **Student Limit 7**

Speed skating, tricks, drafting. Plan on cranking turns for 1.5 hours. Some days we will leave at lunch (12:30-2:30).

Must have a helmet! Pads recommended

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

## Description Guide: Block 1\_0809

Class 3 T/F Book Club: The Alchemist

Instructor/Sponsor

Nora Dumke

Guest Teacher

E  X  C  M  Student Limit 20

Semester-long literature class. We will get cozy and read together and have discussions around this beautiful story that is about searching for treasure, following your dreams and figuring out what your unique gifts are.

**Sign-up Location** Wren Hayes-B215 SEC: FOR LANG

Class 3 T/F Centers, Workbooks, & Mathmates

Instructor/Sponsor

Miranda McKinney

Guest Teacher

E  X  C  M  Student Limit 20

This is a multi-level math class tailored to your needs. This class will only work for self-directed learners who can set goals and follow through. You can work on anything from basic skills up to algebra. There will be a FEE for this class for the materials.

**Sign-up Location** Miranda McKinney-B205 SEC

Class 3 T/F Ceramics--Introduction

Instructor/Sponsor

Bobbi Mosconi

Guest Teacher

E  X  C  M  Student Limit 15

This is an ENTRY level class for those students who have not worked with clay or on a ceramics project. The purpose of this class is to introduce students to the process of creating durable functional or sculptural pieces from beginning to the final glazed piece.

If you have taken a ceramics class, please choose another option to continue to work on your skills.

There is a \$12 materials fee which must be paid in order to stay in this class past week 2. Please talk to me if this presents a problem for you!!

**Sign-up Location** Ceramics-C103 SEC: CERAMICS

Class 3 T/F Elementary Mentoring

Instructor/Sponsor

Scott Bain

Guest Teacher

E  X  C  M  Student Limit 6

Elementary Mentoring is a self-directed service learning project dedicated to building reading relationships with young readers and improving your reading skills by helping to teach others to read. Students will be mentoring Preschool and ELC students by becoming a reading partner with a younger student.

**Sign-up Location** Scott Bain-C106 OFC

Class 3 T/F Hawaii Class/Trip

Instructor/Sponsor

Jacob Sliemers

Kurt Belknap

Guest Teacher

E  X  C  M  Student Limit 14

Are you interested in spending some time in Hawaii learning about the natural world through its unique features? Join us for a block of astronomy, a block of marine biology and a block of volcanology concluding with a trip to the big island for a look at Kilauea volcano, Mauna Kea National Observatory and scuba diving. If you are planning on this experience use this school year to save your money. Expect a cost of \$2,000 to \$2,500 dollars.

**Sign-up Location** Jacob Sliemers-B106/107 SEC: SCI

Class 3 T/F Human Anatomy & Physiology

Instructor/Sponsor

Lauren Andrews

Guest Teacher

E  X  C  M  Student Limit 25

A & P is an advanced biology class and an academic science experience. Students will be required to complete homework on a regular basis. Please don't sign up for this class if you are not willing to commit to homework. This class will involve a study of human anatomy and physiology through a problem-solving research model. Students will identify issues related to different aspects of human anatomy and physiology and then be responsible for researching these issues and presenting their findings. Mini-lectures and note-taking skills will also be emphasized. Another critical aspect of this class will be labs, including dissection, and a trip to the cadaver lab (optional). This year-long class will also incorporate written and practical exams. There will be a \$15 fee for books, labs and body parts.

**Sign-up Location** Lauren Andrews-B201 SEC: SCI

Class 3 T/F I'd Rather Gnaw My Thumb Off Than Write

Instructor/Sponsor

Benjamin Dancer

Guest Teacher

E  X  C  M  Student Limit 25

If you hate writing, but you know you're going to have to do it, take this class. It'll make your life easier. Afterwards, you won't hate writing so bad. As a matter of fact, you'll like it. And, best of all, writing will be a lot easier for you.

**Sign-up Location** Benjamin Dancer-B210 SEC

Class 3 T/F Issues in Documentary Films

Instructor/Sponsor

Dana Sutton

Guest Teacher Samantha Griffith

E  X  C  M  Student Limit 40

Discover and investigate the informative nature of documentary films.

**Sign-up Location** Dana Sutton-B212 SEC

Class 3 T/F Japanese Language 1

Instructor/Sponsor

David Harnes

Guest Teacher Andre Martinez

E  X  C  M  Student Limit 25

A beginning class on Japanese Sociology and Ideology. Learn about the Japanese life view through the study of Japanese classic and contemporary film. This will deal heavily with the examination of cinematic technique and should be taken by students who wish to further their understanding of dramatic angles in photography and cinematic layout.

**Sign-up Location** David Harnes-B101 SEC

Class 3 T/F Kite Runner

Instructor/Sponsor

John Everett

Guest Teacher Peter Talbot

E  X  C  M  Student Limit 25

A deep reading of Khaled Hosseini's novel, we will focus on its historical context, and look at some of the ancient Persian epic it draws upon. Research techniques (using both online and traditional resources) and reading beyond the text will also be emphasized.

**Sign-up Location** John Everett-B112 SEC

## Description Guide: Block 1\_0809

**Class 3 T/F** **Protest Art and Screen Printing**

**Instructor/Sponsor**

Jenny Long Jen Wisniewski

**Guest Teacher**

E  X  C  M  **Student Limit 15**

Join us for this interdisciplinary adventure combining social studies and art making. We will study the history and current significance of political protest art and then make our own political art through screen printing. Screen printing is a multi-step process for creating multiple copies of an image on fabric or paper--perfect for T-shirts and posters. We will utilize the historic 2008 presidential election as inspiration for our artwork. This experience could tie in perfectly to a Passage or DIGS and be a creative way to educate others and create social change. This class has high expectations for commitment because of the responsibilities involved in studio screen printing. \$25 fee to cover materials - financial aid available.

**Sign-up Location** Jenny Long-C204 SEC: ART

**Class 3 T/F** **Spark "IT" Up, For the Body and Mind**

**Instructor/Sponsor**

Jake Martinez Mark Osmun

**Guest Teacher**

E  X  C  M  **Student Limit 30**

Tobacco and substance-use cessation group.

**Sign-up Location** Jake Martinez-B109 SEC

**Class 3 T/F** **Stained Glass: BEG-ADV**

**Instructor/Sponsor**

Jerry Milbrath

**Guest Teacher**

E  X  C  M  **Student Limit 18**

This will be a combined beginner/advanced class where the advanced students will be expected to help mentor beginning students when they need help. Beginning students will learn to cut glass and solder lead in order to construct a stained glass project. They will also learn the copper foil method of stained glass. Cost for the class is \$15.00 which must be paid before the second class.

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

**Class 3 T/F** **Student Directory**

**Instructor/Sponsor**

Tony Taylor

**Guest Teacher**

E  X  C  M  **Student Limit 5**

In this class, we will be shooting pictures of EVERY student in each advising, and creating a picture directory that will enable both staff and students to learn the names of all the people in our community. Both computer (Photoshop) and photography skills are essential.

**Sign-up Location** Tony Taylor-D102 LMT OFC: MEDIA

**Class 3 T/F** **The Real Smokers Pit**

**Instructor/Sponsor**

David Waldas

**Guest Teacher**

E  X  C  M  **Student Limit 12**

Learn about the fine art of barbecuing!

**Sign-up Location** David Waldas-C207 SEC KITCHENS

**Class 4 M/F** **Little Shop of Horrors**

**Instructor/Sponsor**

Kara Olyowski John Everett

**Guest Teacher**

E  X  C  M  **Student Limit 25**

Monday and Tuesday is music work with Kara, and Thursday and Friday is acting and production work with John.

**Sign-up Location** Kara Olyowski-C201 SEC: MUSIC

**Class 4 M/TH** **Bridges (Section 1)**

**Instructor/Sponsor**

Miranda McKinney

**Guest Teacher**

E  X  C  M  **Student Limit 20**

This is a mandatory class for all 7th graders to help bridge the gap between elementary school and our Foundations program. There are two separate sections- one M/TH, the other T/F. More info to come!

**Sign-up Location** Miranda McKinney-B205 SEC

**Class 4 M/TH** **Colorado History/Landscape Photography**

**Instructor/Sponsor**

Jen Wisniewski

**Guest Teacher**

E  X  C  M  **Student Limit 15**

This is a year-long look at Colorado. We will study history, geography, environmental issues, economic issues, and anything else we would like to delve into. We will combine this study of Colorado with photography, both black and white and digital, and take 4 mini trips throughout the year to experience different areas of the state that we study. There will be a \$400 cost for the class and trips to cover four 3-day trips and darkroom fees. There will be a required Beginning Photography class period 3 taught by Tony to train everyone how to use the darkroom and camera equipment. This class is open to all levels of experience but would like a year long commitment.

**Sign-up Location** Jen Wisniewski-B204 SEC

**Class 4 M/TH** **Drawing from Life**

**Instructor/Sponsor**

Jenny Long

**Guest Teacher**

E  X  C  M  **Student Limit 20**

This class is designed for students who have taken realistic drawing in the past and want to push themselves to the next level. We will be honing our skills by figure drawing, visiting the zoo to draw animals and sharing our work with one another for constructive feedback. We will also do right side of the brain drawing exercises as needed. Students will develop a portfolio as part of the evaluation for this class. A great place for Passage work. \$10 fee for materials. Please commit to both blocks.

**Sign-up Location** Jenny Long-C204 SEC: ART

**Class 4 M/TH** **DUDES**

**Instructor/Sponsor**

Mark Osmun

**Guest Teacher**

E  X  C  M  **Student Limit 20**

What does it mean to be a dude? How do we define "masculinity" for ourselves? The focus of this class will be bonding together as a group while we explore the many challenges of being a dude. Topics will be generated by the group but may include dude adventure, sexuality, peer pressure, substance issues and communicating effectively.

**Sign-up Location** Mark Osmun-C117 OFC

**Class 4 M/TH** **Ecuador/Galapagos Islands**

**Instructor/Sponsor**

Wren Hayes Nora Dumke

**Guest Teacher**

E  X  C  M  **Student Limit 15**

Extended trip to Ecuador

Come talk to Wren and Nora if you want to know more! Ecuador is a tiny country in South America, right on the equator!!!! We will stay in the capital city. Stay with families, attend the local school, go exploring, go to the galapagos islands (A once in a lifetime opportunity) and much mors!

**Sign-up Location** Wren Hayes-B215 SEC: FOR LANG

## Description Guide: Block 1\_0809

### Class 4 MTH Elementary Mentoring

**Instructor/Sponsor**

Scott Bain

**Guest Teacher**

E  X  C  M  **Student Limit 6**

Elementary Mentoring is a self-directed service learning project dedicated to building reading relationships with young readers and improving your reading skills by helping to teach others to read. Students will be mentoring Preschool and ELC students by becoming a reading partner with a younger student.

**Sign-up Location** Scott Bain-C106 OFC

### Class 4 MTH Flag Football

**Instructor/Sponsor**

Alyssa Cooper

**Guest Teacher**

E  X  C  M  **Student Limit 20**

Game on! If you love football and have mad skillz this class is for you. Please talk to Alyssa if you are interested in being a part of the greatest flag football team ever!

**Sign-up Location** Alyssa Cooper-B105 SEC: SCI

### Class 4 MTH Grow and Go (Dudes Jr.)

**Instructor/Sponsor**

Jake Martinez

Tony Wyrembelski

**Guest Teacher**

E  X  C  M  **Student Limit 30**

life skills class covering a wide variety of topics

**Sign-up Location** Jake Martinez-B109 SEC

### Class 4 MTH Japanese for Exchange Students

**Instructor/Sponsor**

David Harnes

**Guest Teacher**

E  X  C  M  **Student Limit 10**

**Sign-up Location** David Harnes-B101 SEC

### Class 4 MTH Race for the Cure

**Instructor/Sponsor**

Roberta Page

**Guest Teacher**

E  X  C  M  **Student Limit 20**

In this class we will be running every day in preparation for running the Race for the Cure in October. The Race for the Cure is a 10k (3.1 mile) race, so we will train by running from school, down Carr, around Morse Park and back. Come the first day prepared to really challenge yourself and to run, run, run.

**Sign-up Location** Roberta Page-B113 SEC

### Class 4 MTH Volleyball A

**Instructor/Sponsor**

Rosie Durbin

Luke Durbin

**Guest Teacher**

E  X  C  M  **Student Limit 5**

Come bump, set and spike the ball with us. We will be sharpening up on all the skills and rules needed to play this game. You'll get lots of opportunities to hit the ball, work with different people, get some exercise and have some fun. People with all skill levels are welcome to join this class.

**Sign-up Location** GYMS-E120 PE GYMS

### Class 4 T/F Belly Dancing (Advanced)

**Instructor/Sponsor**

Jacob Sliemers

**Guest Teacher** Naru Luchene

E  X  C  M  **Student Limit 20**

This will be a good class for those who have experience in dance and are ready for a new challenge and more difficult moves. We will put together a dance to be performed at the end of the school year.

**Sign-up Location** Jacob Sliemers-B106/107 SEC: SCI

### Class 4 T/F Brainy Games for Nerds

**Instructor/Sponsor**

Jenny Long

Dana Sutton

**Guest Teacher**

E  X  C  M  **Student Limit 20**

The saga continues! Come join us for Scrabble, Boggle, Chess, Backgammon, etc. This class is a great way to work on a healthy, productive social curriculum, build language and critical thinking skills and celebrate our nerd power! Plan on being engaged, winning with honor and losing graciously. Great opportunity for someone to do a Logical Inquiry Passage studying the effects of different variables on speed or skill in games. \$3 fee for snacks.

**Sign-up Location** Jenny Long-C204 SEC: ART

### Class 4 T/F Bridges (Section 2)

**Instructor/Sponsor**

Miranda McKinney

**Guest Teacher**

E  X  C  M  **Student Limit 20**

This is a mandatory class for all 7th graders to help bridge the gap between elementary school and our Foundations program. There are two separate sections- one M/TH, the other T/F. More info to come!

**Sign-up Location** Miranda McKinney-B205 SEC

### Class 4 T/F Ceramics: Project 1

**Instructor/Sponsor**

Bobbi Mosconi

**Guest Teacher**

E  X  C  M  **Student Limit 15**

This is a general ceramics class for those of you who have had some experience working with clay and know the process to create a finished piece of ceramics.

Please come to class with a set of goals for yourself to achieve during your time in this class and a project to complete.

You will not be allowed to stay in this class past week 2 without paying the \$12 fee. ( If this presents a problem for you, please talk to me about this.)

**Sign-up Location** Ceramics-C103 SEC: CERAMICS

### Class 4 T/F Elementary Mentoring

**Instructor/Sponsor**

Scott Bain

**Guest Teacher**

E  X  C  M  **Student Limit 6**

Elementary Mentoring is a self-directed service learning project dedicated to building reading relationships with young readers and improving your reading skills by helping to teach others to read. Students will be mentoring Preschool and ELC students by becoming a reading partner with a younger student.

**Sign-up Location** Scott Bain-C106 OFC

### Class 4 T/F Halloween Animatronics

**Instructor/Sponsor**

Dale Shisler

**Guest Teacher**

E  X  C  M  **Student Limit 8**

Design and build your own moving Halloween display. Cost \$15

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

### Class 4 T/F Hit It, Kick It, Throw It

**Instructor/Sponsor**

Rosie Durbin

**Guest Teacher**

E  X  C  M  **Student Limit 24**

In this class, we will be playing a wide variety of games involving the skills of hitting, kicking and throwing various objects. We will play games like California kickball, ultimate, bucket ball, net ball, volley-soccer and so much more. This class will provide you with the perfect opportunity to work on your eye-hand and eye-foot coordination. It will also allow you to get outside to burn off some of your pent up energy and to get some good exercise.

**Sign-up Location** Rosie Durbin-E113 PE: GIRLS LR



## Description Guide: Block 1\_0809

**Class 4 T/F LEAP (Jen & Mark)**

**Instructor/Sponsor**

Jen Wisniewski Mark Osmun

**Guest Teacher**

E  X  C  M  **Student Limit 25**

The Leadership Program (LEAP) is an intensive curriculum designed to orient new and transitioning students into the Walkabout program. Students are introduced to the school by participating in four in-depth classes: Community Building, Character Development, Becoming and Walkabout. These classes teach students to internalize the 12 Characteristics of an Effective Self-Directed Learner, the 5 Goals of the Open School, the 3 Domains (personal, social, and intellectual) and the 4 Quadrants (in and out of school, planned and unplanned). They learn the basics of the Passage process and how to create an effective PLAID day plan. The culminating project is the DOR.

**Sign-up Location** Jen Wisniewski-B204 SEC

**Class 4 T/F Little Shop Of Horrors - Set Designing**

**Instructor/Sponsor**

Jerry Milbrath

**Guest Teacher**

E  X  C  M  **Student Limit 16**

We will have the privilege of designing and building the set for the fall play "The Little Shop of Horrors." The class may sometime go past the 3:35 schedule time so students may be called on to work late. This is an excellent way for shy students to take part in the production of this cool play and learn how to use shop tools as well!

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

**Class 4 T/F Math for Slackers I and II**

**Instructor/Sponsor**

Miranda McKinney

**Guest Teacher** Gilla Grife, Denise Gillette

E  X  C  M  **Student Limit 15**

(Follow-up class to last year's 4th block class. Newcomers welcome!) We plan to cover addition, subtraction, multiplication and division, fractions, percentages, decimals and beginning probability. We will team teach, using games and activities based on your needs. We will pick you up where you are and help you move forward successfully.

**Sign-up Location** Miranda McKinney-B205 SEC

**Class 4 T/F Oh My Goddess**

**Instructor/Sponsor**

Alyssa Cooper Wren Hayes

**Guest Teacher**

E  X  C  M  **Student Limit 20**

For Pre-Walkabout Girls Only! Hey, ladies. Ever felt alone and sad? Ever felt excited and glad? Either way, this is the class for you!

**Sign-up Location** Alyssa Cooper-B105 SEC: SCI

**Class 4 T/F Sign Language Advanced**

**Instructor/Sponsor**

Roberta Page

**Guest Teacher** Brian Channey

E  X  C  M  **Student Limit 10**

Prerequisite: previous sign language class. Brian Channey, a parent of an Open School graduate, will be back this year to volunteer by teaching this Advanced Sign Language class. Only students who have taken a previous class from Brian can register for the class.

**Sign-up Location** Roberta Page-B113 SEC

**Class 4 T/F Testosterone Language Arts**

**Instructor/Sponsor**

Benjamin Dancer

**Guest Teacher**

E  X  C  M  **Student Limit 15**

This class is for those of us who enjoy physical activity. We'll spend time in the weight room, we'll play sports, and we'll learn that we like to read.

**Sign-up Location** Benjamin Dancer-B210 SEC

**Class 4 T/F Transcript Workshop**

**Instructor/Sponsor**

Lauren Andrews

**Guest Teacher**

E  X  C  M  **Student Limit 25**

Please do not sign up for this class if you are not committed to working on Transcripts, Passages, college applications and setting graduation goals on a daily basis. You must come on time and be consistent. Flakiness will not be tolerated as it is too late for that!!!

**Sign-up Location** Lauren Andrews-B201 SEC: SCI

**Class 4 T/F Ultimate Recreation**

**Instructor/Sponsor**

Phil Lohre

**Guest Teacher**

E  X  C  M  **Student Limit 30**

This is a low-key co-ed P.E. class for anyone excited to play the sport of ultimate (frisbee). The prerequisites include a desire to run around and have fun and a willingness to work with others. The main focus is scrimmages of mixed abilities, but you will also learn or improve basic skills and expand your knowledge of the rules and strategy. Experienced players must be willing to help teach others rather than just impose your competitive dominance!

**Sign-up Location** Phil Lohre-B211 SEC

**Class L TUE Madagascar Lunch**

**Instructor/Sponsor**

Alyssa Cooper

**Guest Teacher**

E  X  C  M  **Student Limit 25**

Fundraising for Madagascar trip and pen pal letters. Trip is Nov 2009.

**Sign-up Location** Alyssa Cooper-B105 SEC: SCI

**Class PM M/TH Chemistry**

**Instructor/Sponsor**

Jacob Sliemers

**Guest Teacher**

E  X  C  M  **Student Limit 25**

Chemistry is one of the fundamental sciences. In this class we will concentrate on the laws, theories and concepts that govern matter at the atomic level. This course will provide you with one year of a lab science as required by many colleges. The course is a year-long commitment, and you will need to commit to the whole time and entire length to complete. Plan ahead and do not choose other afternoon classes. The class will run from the end of lunch to the end of the day two days a week.

**Sign-up Location** Jacob Sliemers-B106/107 SEC: SCI

**Class PM M/TH Moab Bike Trip**

**Instructor/Sponsor**

Jerry Milbrath David Waldas Phil Lohre

**Guest Teacher**

E  X  C  M  **Student Limit 20**

"Once more unto the breach, dear friends, once more!" Budding mountain bike enthusiasts will learn basic bicycle maintenance skills, riding techniques, Southwest geography and trip skills as we prepare for a five-day, mid-October biking trip to Moab, Utah. Beginning riders are welcome, but some exposure and commitment to mountain biking is essential. It may be possible to secure an additional bike or two for the deserving! Cost around \$250.

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

**Class PM M/TH Skateboarding and Ramp Building**

**Instructor/Sponsor**

Jeremy Kowal

**Guest Teacher**

E  X  C  M  **Student Limit 20**

We will be building ramps and repairing old ramps for our school skate area. Students will be asked to pay a shop fee of \$10 to help pay for wood. Students will need to build projects in groups of 2-4 and complete a finished project by the end of the block.

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

## Description Guide: Block 1\_0809

Class PM M/TH      Whats On PBS

**Instructor/Sponsor**

Jerry Milbrath                      David Waldas                      Phil Lohre

**Guest Teacher**

E <input checked="" type="checkbox"/>	X <input checked="" type="checkbox"/>	C <input checked="" type="checkbox"/>	M <input checked="" type="checkbox"/>
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**Student Limit 18**

"Once more unto the breach, dear friends, once more!" Budding mountain bike enthusiasts will learn basic bicycle maintenance skills, riding techniques, Southwest geography and trip skills as we prepare for a five-day October biking trip to Moab, Utah. Beginning riders are welcome, but some exposure and commitment to mountain biking is essential. It may be possible to secure an additional bike or two for the deserving!

**Sign-up Location** Jerry Milbrath-C102 SEC: SHOP

Class PM WED

**Happy Mocha Preparation**

**Instructor/Sponsor**

David Waldas

**Guest Teacher**

E <input checked="" type="checkbox"/>	X <input checked="" type="checkbox"/>	C <input checked="" type="checkbox"/>	M <input checked="" type="checkbox"/>
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**Student Limit 20**

This is the preparation part of Happy Mocha.

**Sign-up Location** David Waldas-C207 SEC KITCHENS