

# **How They Do It: Profiles of Features Employed by Progressive Schools**

Created for the Knowledge Base Support System  
for Participatory Educational Design

**The Garden City Community School and  
the Mary Parker Follett Foundation**

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Plus additional information relevant to citizens engaged in  
Participatory Educational Design

## About This Document

This resource is intended for use during the Design Solutions phase of the Participatory Educational Design process. Once citizens engaged in this process have created an Image of Education that identifies the general direction that their education system should head in, they may find useful ideas for how to implement their image by looking at what has been done in other places. That is the purpose for this work.

The information contained herein has been compiled from school websites and documents. Most of the text is verbatim, although it may have been reformatted for clarity of presentation. Some editing for clarity has been done.

In no instance is the limited information presented here intended to represent a complete picture of any of the schools or models that are featured.

The compilation of information was performed by Matthew Shapiro, who takes responsibility for any errors and omissions.

For more information:

The Mary Parker Follett Foundation  
P.O. Box 573  
Boise, ID 83701  
(208) 343-3042 / [mshapiro@follettfoundation.org](mailto:mshapiro@follettfoundation.org)

# Arts Integration

## Schools Featured:

ARTech (MN)  
Ashley River School (SC)  
The Blake School (MN)  
Boulder Community School of Integrated Studies (CO)  
Civa Charter School (CO)  
Friendship Academy of Fine Arts Charter School (MN)  
HOT Program (CT, 24 schools)  
John Eliot School (MA)  
Kaleidoscope program (IN, 8 schools)  
Lloyd Street Global Education School (WI)  
Potomac Elementary School (MD)  
R.N. Harris Integrated Arts and Core Knowledge Elementary  
School (NC)  
Salt Lake Arts Academy (UT)  
Shutesbury Elementary School (MA)  
Spectrum School (IL)  
Studio Academy (MN)

## ARTech (MN)

Type: Charter School

Grades Served: 6-12

Size: 120

- Guidance is provided on aesthetics, project presentation, and effective use of artistic enhancement in project work.
- Making available as many of the art forms as we can, and infusing art into the fabric of the school.
- Dance, literary arts, media arts, music, theater, and visual arts.
- At least two theater and music/dance productions in the school each year.
- Mentoring/Artist -in-Residence program.
- Art history and appreciation seminars and guided projects available.

## Ashley River School (SC)

Type: Public, Non-Charter

Grades Served: K-5

Size: 531

- Supports the philosophy that all children learn best when taught using the arts. The arts not only affect the process of learning, but promotes lifelong learning in the arts.
- All Ashley River students participate in visual arts, music, physical education, drama and Spanish classes.
- Students are given the opportunity to attend classes in ballet and Suzuki violin.
- South Carolina Arts Commission Grant and Project Artistic allow all students to work with a resident artist during the school year.
- Classroom teachers utilize opportunities to teach state standards using the arts as a catalyst to promote learning.

Note: This school is rated second academically in Charleston, SC, despite the fact that one-third of its student body has learning disabilities (Source: [www.musical-expressions.com](http://www.musical-expressions.com))

## The Blake School (MN)

Type: Private

Grades Served: Pre-K-12

Size: 1,340 (520 Lower, 315 Middle, 500 Upper)

- Blake Lower School students learn to express themselves artistically from their first days of school. They engage their hands with drawing, painting and sculpting. They engage their voices with singing and acting. They engage their bodies with pantomime and puppetry. And through all these activities and more, they engage their minds. The future of the Lower School arts program is bright, with expansion projects planned that will enlarge space for performances and classes.
- Arts are key to the Middle School experience. All students participate in either band or choral music. In addition, they are introduced to art history, drawing, painting and ceramics in studio arts classes and learn to create in three dimensions in woodworking class. Students write, direct and produce their own skits in drama.

- A wide world of options is open to Blake's Upper School students looking to explore the arts. The School's arts electives encompass studio, visual and performing arts, as well as excellent choral and instrumental music programs.
- Recently, the Upper School renovated and expanded its facilities to better support the increasingly dynamic arts program. Included in the expansion were a black box theater, new ceramics and photography studios and new gallery space. In addition, Blake unveiled its Virtual Gallery (vGallery), where students can explore "new media" for artistic expression, including computer generated imagery, CAD (computer aided design) work and more.

## Boulder Community School of Integrated Studies (CO)

Type: Public, Non-Charter

Grades Served: K-5

Size: 170

- Arts form a central vehicle for curricular content
- Daily use of storytelling, music, painting, handwork, poetry, puppetry, drama, or clay and sculpture
- Teacher is a model of artist, naturalist, and passionate learner
- All teachers strive to create a beautiful and focused classroom environment, to help children concentrate and to cultivate each child's aesthetic awareness
- Use of natural materials; use of quality art materials; use of color, fabric, plants and furniture to soften the environment
- Use of materials to invite student participation in hands-on learning and investigation
- Use of chalk drawings to help a child's imagination to flourish and to inspire children's artwork
- Use of materials that invite children to use all of their intelligences
- Use of a nature area to honor a sense of wonder and respect for the environment
- Rather than superimposing artistic activity over curriculum content, the innate beauty and artistic elements of each subject are honored through each encounter with the materials
- Children are taught to create an aesthetic record of the work and experiences in the main lesson book through an artistic presentation of curriculum content using shading, borders, and illustrations
- Music is an integral part of the child's day in our school. Although there is a designated time for music with a trained music teacher, the threads of rhythm and song weave throughout the curriculum. Transitions may be signaled

through musical cues, stories are enhanced with music, and music is used to calm, focus, and inspire the child.

- Exposure to many styles of music, as well as the music of many cultures, guarantees that the child can gain an appreciation for and understanding of the world's music. Wherever possible, music will be tied into curricular activities;
- Our school teaches handwork as an art as well as a functional life skill. It is presented in a flexible and developmentally appropriate manner so that it supports many areas of the child's cognitive, artistic, and physical development. Handwork will be presented with attention to the exposure to and experience with the crafts of many cultures.
- In Kindergarten, children will learn to finger knit, sculpt with beeswax, tie shoes, make bread and soup, honoring the neurological development in preparation for academic work.
- Knitting, sewing and weaving will be added in first grade; others for later grades.

Notes: School uses looping for grades 1-5.

## Civa Charter School (CO)

Type: Charter

Grades Served: 9-12

Size: 133

- The CIVA student will develop habits and skills of an artisan that include creating high-quality work whether completing an assignment, working in groups, or preparing for class;
- discovering one's unique gifts or talents; using those personal gifts and talents in producing a work, of art, music, scholarship, and athletics; adding an artistic touch or dimension to assignments and projects;
- approaching subjects or themes with imagination; confronting challenges in novel and resourceful ways; owning a project, writing assignment, oral presentation and other works essential to learning;
- discovering one's true or authentic self through serious work; delving deeply into oneself to create innovative, genuine work; exhibit courage to trust in the creative process and enter areas of emotional and intellectual discomfort.
- Here, the teacher helps or coaches the student to understand how one's work can be shaped, refined, and enhanced to create the best possible product, service, and self.

## Friendship Academy of Fine Arts Charter School (MN)

Type: Charter

Grades Served: K-4

Size: 49

- Students of Friendship Academy will have daily art experiences. Teachers and arts specialists will plan ways to employ the arts in core subjects: reading, math, science, social studies, physical education and health.
- Creates an environment permeated with the arts - and children will learn their own arts heritage, the importance of the arts in the structure of all cultures, and the skills and attitudes to build lifelong meaning through music, dance, theater and visual art.

## HOT Program (CT, 24 schools)

Type: Public, Non-Charter

Grades Served:

Size:

- Use learning in, about, and through the arts as key pathway for Higher Order Thinking ("HOT").
- Arts-infused, arts-rich.
- Use of "Magic Mailbox": a central repository for writings, drawings, paintings, and ideas of children which are shared with the entire school community; Student Editorial Boards review submissions, which are shared at "Town Meeting," or published in school newsletter, or submitted to competitions, or turned into songs or movement pieces; validate the voice of the child; during Town Meeting, children perform, recognize, etc.
- Schools develop Enhanced Curricular HOT Opportunities - like clubs but more structured and tied to the curriculum, many of which are arts-related.
- Artist-In-Residence program - authors, visual artists, dancers, and theater arts specialists, work with students, parents, and teachers, meeting curricular goals while tapping multiple intelligences.

## John Eliot School (MA)

Type: Public, Non-Charter

Grades Served: K-5

Size: 306

- Half-time music and art teachers.

- Artists-in-Residence; Most students take instrumental lessons.
- All students sing in the 4th and 5th grades.
- Finding teachers willing to explore their own arts potential, continuing professional development.

### **Kaleidoscope program (8 schools in Michigan City, IN)**

Type: Public, Non-Charter

Grades Served:

Size:

- Infuse the arts into language arts and math curricula.
- Foster collaboration between classroom teachers, arts educators, and the community.
- Build greater multicultural connections and understanding.
- Use a multiple intelligences approach.

### **Lloyd Street Global Education School (WI)**

Type: Public, Non-Charter

Grades Served: K-5

Size: 555

- Art is taught to connect the principles of art to social studies, science, math, and the language arts.
- Students learn to appreciate that arts and sciences are not separate entities;
- At (this school), “art is EVERYWHERE.”
- Students participate in the Arts in Community Education (ACE). ACE is an educational partnership program involving the Milwaukee Symphony Orchestra, artists, art organizations, and 25 public and private schools throughout the greater Milwaukee area. The goal of ACE is to foster music appreciation through a series of culturally diverse arts experiences. The program is integrated throughout all of the academic curriculum.

Notes: 82% free/reduced lunch; close to or exceeding Milwaukee schools average on test scores.

## Potomac Elementary School (MD)

Type: Public, Non-Charter

Grades Served: K-5

Size: 594

One of three Arts Integrated Model Schools in its district.

- Teachers plan lessons, units, and grade level experiences with the arts leadership team, which includes the art teacher, music teacher and physical education teachers. For example, students in grade three participate in a program called “Creating Original Opera.”
- Students in grades 4 and 5 create museums based on their grade level content area objectives. The Museum-in-Progress (MIP) program guides students in the development of museum curator skills to design, install and interpret artifacts for an exhibition in their school, based upon curriculum concepts. After researching a concept, students create and collect artifacts to illustrate the concept. Students install the artifacts, host an opening and conduct tours for the school community.

## R.N. Harris Integrated Arts and Core Knowledge Elementary School (NC)

Type: Public, Non-Charter (Magnet)

Grades Served: K-5

Size: 296

- On-site resources provide learning opportunities through Suzuki Violin Instruction, Dance, Art, Television, and Performing Arts Studio, Computer, Photography, and Science Labs, a Yamaha MIE Piano Lab, an Artists in Residence program, a Publishing Station, and a Wetlands Station.
- This unique combination of experiences is augmented with a strong program of visiting artists, including frequent visitors from the Duke University Strings School, the North Carolina Opera Company, the Carolina Ballet, the North Carolina Central University Drama Department, and the North Carolina State University School of Design.
- Additional enrichment is provided through performances, museums, art galleries, theaters, special university programs and master classes throughout the year.

## Salt Lake Arts Academy (UT)

Type: Charter

Grades Served: 5-8

Size: 100

- Students will understand and experience the major art forms - visual art, dance, drama, music - as a creative form of human expression. Individual emphasis will be one of personal growth and development.
- In addition to specific arts instruction the Academy will provide a strong academic program that integrates the various art forms. Students will be trained to respond to the world, to look beyond themselves and to see the connectedness of human society. Through their arts instruction, students will gain an understanding of other cultures, their histories, symbols, myths, values and beliefs;
- Daily instruction by professional arts educators.
- Arts integration in science, math, literature, and social sciences;
- General exploration of the arts in Grades 5 and 6.
- Specialized instruction in Grades 7 and 8 based on personal interest.
- School shares space with Salt Lake City Corp's Arts Education program.

## Shutesbury Elementary School (MA)

Type: Public, Non-Charter

Grades Served: Pre-K-7

Size: 202

- Arts critique is used as a model for general academic critique.
- Arts are used to model continuous learning.
- The teacher is not an arts expert, but a master teacher; experts may be brought in.
- Arts tradition of exhibition is used.
- Arts tradition of keeping a portfolio is followed.
- School is filled with art supplies.
- All work is project based;
- Artistic structure provides a continuing basic structure for the knowledge they will continue to absorb in high school and in life.

## **Spectrum School (IL)**

Type: Private, modified HighScope approach.

Grades Served: Pre-K-12

Size: 170

- Spectrum provides all students with physical education/movement; visual arts, music and drama as part of our integrated arts focused curriculum.
- A group of children might begin with a music lesson that revolves around Civil War music. Later, they may use mathematical skills to analyze and compare production statistics between the Civil War and other conflicts.

## **Studio Academy (MN)**

Type: Public, Non-Charter

Grades Served:

Size: 136

- Art is the medium through which students are encouraged to excel to their potential through the study of all five major disciplines (art, English, math, science, and social studies).
- Students at Studio Academy are immersed in the creation and study of art.
- A wide range of art classes and activities are available in the visual, performing, literary and technical arts.
- Art is infused into all of the classes at Studio Academy.
- Students learn to participate in the artistic processes of inspiration, planning, creating, skill building, sharing, reflecting and analyzing.



# Authentic Assessment

## Schools Featured:

The Alternative Community School (Ithaca, NY)

Center for Discovery Learning (CO)

The Hoboken Charter School (NJ)

The New Dimensions School (NC)

The Odyssey School (CO)

P.S.1 (CO)

San Carlos Charter Learning Center (CA)

The Village School of Northfield (MN)

## The Alternative Community School (NY)

Type: Public

Ages Served: Grades 6-12

Size: 265

Rather than letter grades, students receive narrative evaluations for each course. Second and fourth cycles (each cycle is a quarter of the school year), the evaluation for each class is a page long, allowing both the teachers and students to write their evaluation of the student's work. First and third cycles, all the evaluations are on one long page, with space just for the teachers to write (no self-evaluation by students). Among other things addressed in evaluations are: participation in discussions, preparedness for class, quality of work, how many pieces of work were turned in and whether they were on time, consideration of others, and how well the student works in small groups.

## Center for Discovery Learning (CO)

Type: Charter

Ages Served: Grades K-12

Size: 244

At the end of major learning periods, students in Seasons 3 and 4 prepare packets showing their learning from the year. Students may present their learning in a variety of formats to a panel of teachers, parents, and community

members who will give feedback to the student about their learning and presentation. POLs are powerful tools for students to prepare their year-end transcripts and to show their understanding of concepts learned.

Students and advisors work together to develop personally challenging, self-directed projects that demonstrate a student's ability to apply their skills in the real world. Completion of the global, logical, practical skills, creative, career exploration and adventure passages are a requirement of graduation.

### **Hoboken Charter School (NJ)**

Type: Charter

Ages Served: Grades K-12

Size: 254

The portfolio will be a representative sample of student work, completed and collected by the student over the course of the school year. The portfolios will give a picture of the student's problem-solving, reasoning, and critical thinking skills, emphasizing complex and realistic tasks over time. Students will select work for inclusion in their portfolios, which will provide the basis for parent-teacher-student conferences.

### **The New Dimensions School (NC)**

Type: Charter

Ages Served: Grades PreK-5

Size: 85

- The New Dimensions School follows a multifaceted approach to documenting student success. An extensive Asset-Based Performance Assessment Portfolio is compiled throughout the year for each student. The portfolio includes several assets inventories; summaries, evaluations, and work samples from each student project; the Teacher Observation Scale of Key Abilities.
- Asset-Based Learning Evaluation™ (ABLE™) forms for each key ability; audio and video records of student participation in learning opportunities; quarterly narrative reports; notes from quarterly portfolio review meetings; a work sampling checklist; and other documentation.
- The ABLE™, is an evaluation tool developed by and for The New Dimensions School for recording student interests, the activities and settings

providing a context for interests expression, and the key abilities strengthened or learned in those learning contexts. Each student will have multiple ABLE™ recording forms, one for each asset constituting the focus of evaluation.

ABLE™ is used for mapping student progress in learning key abilities in all of The New Dimensions School Curriculum domains (Literacy and Language Arts; Mathematics; Science; Expressive Arts; Social Studies; and Personal and Social Development).

- Teachers and parents will meet at regular intervals throughout the school year to review student progress as recorded through ABLE™ and documented in the portfolio.

## **The Odyssey School (CO)**

Type: Charter

Ages Served: Grades K-7

Size: 196

Work Sampling System that includes portfolios, developmental guidelines and checklists, and summary reports. Also uses public exhibitions, Passage panels, embedded assessment methods, and standardized tests.

## **P.S.1 (CO)**

Type: Charter

Ages Served: Grades 5-12

Size: 264

At the end of each semester of Immersion (see P.S.1 in Hands-On Learning), every student is required to present their learning in that quarter. The presentations run between fifteen and thirty minutes in front of an audience of peers, parents, staff, and community members. The goal of this presentation is mainly to convince the audience that the presenting students have learned a quarter's worth of knowledge and skills.

Furthermore, it is a graduation requirement that seniors give a two-hour POL (presentation of learning) that summarizes the whole of their high-school career, including academic experiences, personal growth, and what happened in their life outside of school. The purpose of this presentation is to convince the audience that the student is ready to graduate and move on to the next part of their life, be it college, work, travel, or something altogether different.

At the end of each block students will be required to prove what they have learned in each class. The transcript reflects and documents what each student has learned (or not learned). The transcript is the student's proof of learning. The writing of a transcript challenges the students to present their learning experiences in meaningful ways. Students can also use transcribing as a way to receive high school credit for extracurricular activities. Because the transcript is an official document, it is very important that it be typed and be of high quality.

If students transfer to other schools, their transcripts will accompany them. The receiving school will look at the transcripts to decide which graduation requirements have been met. If a student graduates from P.S. 1 and wants to go on to another high school program, college, or a trade school, the student will use the transcripts to be accepted into these institutions.

Students are required to create a portfolio that represents their character, personality, passions, and learning to the community. The school's vision is used as a guide in the development of portfolios, but the final structure is flexible and should represent the student. Accountability to school community values, as well as creativity of the student, can be found within the P.S. 1 student Portfolio. P.S. 1 is a community of empowered, compassionate and contributing individuals who are informed and aware, healthy and happy, and have a passion for life long learning.

## **San Carlos Charter Learning Center (CA)**

Type: Charter

Ages Served: Grades K-8

Size: 260

Performance is assessed on at least three levels. 1) Student progress relative to previous performance is assessed through the Grady profile. 2) Performance is also assessed relative to locally developed standards using exemplars. 3) CLC learners are exposed to some traditional examination methods

## The Village School of Northfield (MN)

Type: Charter

Ages Served: Grades K-12

Size: 60

Students create their own portfolios in a medium that is of their choosing. As students begin to reach the outcomes; the student, their advisor, and their family determine how best to demonstrate achievement in the outcome areas.



# Community-Based Schools

## Schools Featured:

Chiron Middle School (MN)  
City Academy (MN)  
El Colegio Charter School (MN)  
Harbor City International School (MN)  
Hoboken Charter School (NJ)  
North Shore Community School (MN)  
Ridgeway Community School (MN)  
River Heights Charter School (MN)  
Riverway Learning Community (MN)  
St. Paul Family Learning Center (MN)  
San Carlos Charter Learning Center (CA)

## Extended Schools (UK Program)

Bevendean Primary School  
Flegg High School  
Priory Common School  
North Prospect Community School  
Our Lady, Star of the Sea Primary School  
Millennium Primary School  
Alder Grange Community and Technology School  
Dyke House School  
Kings Park Primary School  
Millfields Community Primary School

## **Chiron Middle School (MN)**

Type: Charter

Ages Served: Grades 6-8

Size: 140

The larger community collaborates to share expertise, resources, community learning sites and community learning experiences to help every child grow to his or her potential. One-third of students are homeless in a given year.

## **City Academy (MN)**

Type: Charter

Ages Served: Grades 9-12

Size: 100

Classes held at a city-owned recreation center as well as satellite centers to strengthen connections between students, school, and community.

## **El Colegio Charter School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size: 75

Designed to serve as a community cultural center that would be an accessible gathering place for the Latino community; During the 2001-02 school year El Colegio served an average of 75 students, hosted exhibitions by eight professional artists, had four artist residencies, four student art shows, over 40 theater presentations, over 50 community meetings focusing on issues from immigration to economic support for artists to college admission interviews, sponsored a summer arts festival for the neighborhood, and sponsored the annual Dia de los Ninos Celebration. El Colegio has become a cornerstone of the arts, education and cultural community.

## **Harbor City International School**

Type: Charter

Ages Served: Grades 9-12

Size: 157

Close proximity to resources like the Duluth Heritage and Arts Center, Duluth Public Library, Great Lakes Aquarium, Government Services Building, many non-profit social service agencies, the YMCA, and many downtown businesses allows students to have authentic learning experiences outside of the classroom. Being downtown also means that community members can easily access our school. This paves the way for guest speakers, community experts, and career advisors.

### **Hoboken Charter School (NJ)**

Type: Charter

Ages Served: Grades K-12

Size: 254

In developing this approach, the Hoboken Charter School has developed relationships with a wide variety of individuals and groups within the Hoboken community. In addition, as a public institution, the Hoboken Charter School encourages parents and community members to utilize the resources of the school as a site for their own lifelong learning.

### **North Shore Community School (MN)**

Type: Charter

Ages Served: Grades K-6

Size: 205

Serves as an intergenerational community center. The school building and grounds are used year-round for many purposes including daycare, recreation and lessons. A media center, gym, soccer field, well-developed nature trail and greenhouse on-site also enhance opportunities for use.

### **Ridgeway Community School (MN)**

Type: Charter

Ages Served: Grades K-5

Size: 57

RCS serves as a meeting site for local 4-H and scout groups as well as a variety of community activities and events.

## **River Heights Charter School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size:

Community participates on the Board of Directors, community experts serve as mentors in projects, as leaders in internship opportunities, and as those affected by the projects of each student.

## **St. Paul Family Learning Center**

Type: Charter

Ages Served: Grades K-8

Size: 120

Community Integration at the Family Learning Center enriches the curriculum by inviting parents and other community members into the school to talk about their careers, interests, and travels. Students see more of the world through regular field trips to places such as the Minnesota Science Museum and Como Conservatory. FLC is also expanding its community based service learning program.

## **San Carlos Charter Learning Community (CA)**

Type: Charter

Ages Served: Grades K-8

Size: 260

All of the units end in real-world products, such as assisting Edgewood Park with their efforts to maintain plant biodiversity, a presentation to the lower grades about earthquakes or a plan for saving electrical power at our school. Instruction takes place in real world settings and discusses and presents approaches to solve real world problems; Considers community as classroom.

Community facilities and programs are used when possible to deliver learning experiences, for example, in physical education (Parks & Rec Department), health and safety (Fire Department), performing arts (Children's Theater groups). In return Charter students participate in required Community Service programs.

Families wishing to enroll must commit to participating at the SCCLC at least 80 hours per school year.

Educare is an all-day enrichment program that provides additional educational opportunities for learners enrolled in before and after school periods. Through fees charged for the before and after-school components, the Educare program, when fully subscribed, supplies extra school-day personnel in the form of Educare interns. These college students and college graduates cover most of the school day and work consistently with the same educators. They plan with the educators, take over small group supervision, teach lessons when appropriate and give individual help to learners who are ready to move ahead or who need extra encouragement.

The intern staff takes over the classrooms for several hours during the week to afford the educator staff essential planning time. This option is integral to maximizing the capabilities of our staff. It allows trained educators to share their knowledge and their passion for certain subject areas with other educators and non-educator professionals. Non-educators in turn contribute their professional expertise to enrich and enliven the traditional school experience with real-life examples and know-how. The staff itself models our philosophy that "everyone is a learner."

Educare enrolls learners on either a regular or drop-in basis and provides them with learning experiences such as a model-building club, drama club, athletics club, game club, and How Does it Work? club. Homework help, either group assistance or individual tutoring, is available daily. Learners are encouraged to use their time to work on core projects, practice musical instruments, improve their interpersonal skills through group games, take time alone to read or reflect and in general engage in purposeful activities.

## Extended Schools Program (UK)

### Bevendean Primary School

Type: Public, Non-Charter

Grades Served: Ages 3-11

Size: 439

Bevendean Primary School in Brighton and Hove is in an area with limited local facilities and only one access route into and out of the area.

The school has set out to act as a key focus for the local community. Ofsted inspectors noted that:

‘Links with the local community are very good, which is a strength of the curriculum provision. The school is regularly let out to private organisations and many pupils join the clubs which are available. There are valuable opportunities for the community to come to the school and develop adult literacy and numeracy skills.’

Over the past year, working in partnership with the Local Education Authority and other local schools, Bevendean has worked to increase study support opportunities and further encourage community links with the school. To start this process, they carried out a simple audit of school facilities and asked parents and carers for their views.

As a first step, a set of double doors was installed. This made it easier for community members to access the school and has reassured parents that children will be secure when they attend after school clubs.

The after school clubs are particularly popular, with places for the new ‘Groovy Gang’ club filled within two days. Carol Cooke, Learning Support Assistant explained the importance of the club:

‘I know it has given parents a chance to increase their working hours or find new employment. The children love it and it is a safe environment for them.’

The school is now planning to use the separate secure facilities to extend the range of services for families and the community that are available during school hours, including adult learning, advice and health services.

## Flegg High School

Type: Public, Non-Charter

Ages Served: 12-16

Size: 719

Flegg High School near Great Yarmouth in Norfolk is in an area where agriculture and tourism contribute to high levels of seasonal employment and limited local training and career progression.

The head teacher and governors actively support community education and have developed a range of activities that have strengthened Flegg High School's identity as a rural school, including an agricultural and horticultural unit and a 9-day festival of sport.

According to Ofsted, 'Links with the local community are excellent and form the basis for mutually beneficial project work.'

The school was recently selected as the base for a new Neighbourhood Learning Centre by Norfolk LEA. The Centre shares access and facilities with the school and is managed by the head teacher and governing body. An experienced senior teacher has been appointed Community Education Worker and 20% of his time is allocated to development work.

So far, school staff have provided taster courses for the local community in French, German, keep fit, ICT and crafts, and community groups such as the Norfolk Broads Brass Band and Poultry Show have been encouraged to use the Centre.

In the longer term, the Centre intends to offer courses run by a variety of providers, funded by the LEA, Learning and Skills Council and other funding bodies. Capital works to provide dedicated access and enhanced campus facilities are also being considered.

To help identify partners and develop plans for social inclusion, a working group has been set up, chaired by a parent and including several local people. So far, partners include local first and middle schools, the Parish Council and the East of England Development Agency.

## Priory Common School

Type:

Ages Served:

Size:

Priory Common School, near Milton Keynes invited parents to take part in a CLUTCH (Computer Literacy Understanding Through Community History) club to be based at the school.

CLUTCH clubs are designed to improve parents' IT literacy by encouraging them to research a local history topic of their choice, using computer-based technologies and to record their findings on CD-ROM and the World Wide Web.

The clubs were funded by the Millennium Commission and managed jointly by The Open University's Knowledge Media Institute and The Living Archive. The scheme helped over 300 parents in and around Milton Keynes gain new skills, confidence and self-esteem, encouraging members to go on to employment or further study.

Priory Common School provided a base for the club to meet and offered mentor support. CLUTCH club members were supplied with workstations which are kept at the school and a project budget to cover expenses. Supplementary courses were also held at the local Training and Support Centre.

The web site they developed 'The Lives of Children in Old Bradwell during WWII' was designed for primary school age children and used to help in the teaching of the National Curriculum at the school. At the end of the course, Gill Varney, a parent from Priory Common, commented on the wider benefits of the scheme:

'On a personal note I enjoyed getting to know more of the older generation in the village. I have gained confidence when using a computer and have a better understanding of how they work. I already had a strong relationship with my children's school, but it has been good to be able to give the school something that they will use.'

## North Prospect Community School

Type: Public, Non-Charter

Ages Served: 3-11

Size: 291

North Prospect Community School is in a disadvantaged area of Plymouth with high levels of unemployment. With the support of governors, staff and the local authority, the school works with a variety of organisations to provide a wide range of activities and services, covering adult education, childcare, health and social services and ICT.

The school is fully committed to playing a part in local regeneration initiatives so that the school is seen as an integral part of the community. As well as being a strategic partner in the Education Action Zone and Health Action Zone, the school has acted as the lead agent in setting up a Sure Start programme in the North Prospect area.

The Sure Start North Prospect LARK Project provides a range of services for 0-4 year olds including quality play provision on a number of sites, one of which is based in North Prospect Community School. Nursery nurses and crèche workers visit all the play areas and offer advice for parents on how to make play exciting and beneficial.

Head Teacher Chris Watts explained 'When I came here there was an obvious need for some early years work to help children when they came into school so they came with better skills and a better ability to learn.'

The school has also been awarded £21,000 from the New Opportunities Fund to expand childcare facilities for 0-5 year olds to run from 8am to 6pm and the new school library has been designed with an area for 0-4 year olds, with £8,000 spent on books aimed specifically at younger children. Organisers hope the library will help develop children's literacy skills in a welcoming environment and help them enjoy reading more.

Local people were fully involved in deciding what services should be provided, and how, and volunteers are encouraged. Formal training opportunities are available and the school already has three NVQ3 Childcare qualified parents now working at the school, with two others about to start training.

The benefits to children of additional pre-school support for children and their families are also being seen, with improved pupil performance and National Curriculum test results which have increased year on year to the present high of 82% English, 89% Maths and 100% Science.

## **Our Lady, Star of the Sea Primary School**

Type: Parochial

Ages Served:

Size:

Our Lady, Star of the Sea is a Catholic primary school serving a parish close to the docks in Bootle, Sefton. The area has many single parent families and high levels of male unemployment with over half of pupils eligible for free school meals. Local amenities and facilities are very limited, with no supermarket, library, health centre or cash points. Most households do not have access to a car.

Over the past 10 years, the school has actively encouraged parents to participate in school life – inviting parents to come into the school to share reading, offering home loans of books for reading to young children and running ‘Parents as Educators’ courses linked to literacy and numeracy.

The school, which was awarded Beacon Status in September 2000, believes that the strength of partnerships with parents, as well as links with the community and local authority have been fundamental to the success of the school.

Head teacher Phil Gretton explains ‘We see ourselves very much as a focal point of our local community - we are working to raise levels of self-esteem to improve the life chances for our parents as much as for our children.’

Sefton is one of 7 pathfinders, developing the Local Government Association’s commitment for Schools for the Community. The authority wants to build on the strong links of schools like Our Lady Star of the Sea to address the possible gaps in services in the local community.

A partnership of public, business, community and voluntary sectors has set out ambitious plans for delivering a range of services from within the schools, including health visitors, midwives, district nurses, social workers, credit unions, leisure opportunities and community police.

An inter-agency steering group, a sub-group of the Local Strategic Partnership, has been formed to take the project forward. This management structure builds on close working relationships between school and local authority and enables all parties to link quickly and efficiently. Strong community involvement is being sought in shaping and developing local services.

Councillor Peter Dowd, Sefton's Executive Member for Education is positive about the project's potential: 'Schools are a crucial asset in our community, particularly schools such as Our Lady Star of the Sea, in an area of high deprivation. We need to develop such assets and our project intends to do just that.'

## **Millennium Primary School**

Type: Public

Ages Served: 3-11

Size: 420

The Millennium Primary School, Early Years Centre and Health Centre were built in 2001 as part of the new Millennium Village in Greenwich, London.

Annandale Primary school was a popular and successful primary school and already provided a number of extra services and in particular set out to help pupils with special educational needs (SEN).

Ofsted reported 'The school has rich and varied links with the community, which enrich and strengthen the curriculum. The school has worked effectively with a special school in Greenwich, and this has included training for the staff on teaching approaches for pupils with special educational needs'.

When the school moved to the new site, it was re-named Millennium Primary School. The school was designed as a school and community centre, and will eventually be open 48 weeks of the year, with an extended day. With plans for a wide range of education and health services available on a single site, the school set out to extend its community and SEN services.

A specialist provision for children with SEN has been developed with dedicated staff. The centre has already proved a considerable success, with pupils now having opportunities to join mainstream classes on a part-time basis.

A full range of primary care services and welfare services are also offered for the wider community through the health centre. The centre promotes healthy living and preventative approaches to medicine and its reception area includes a one-stop-shop for information and advice. The use of space in the school enables the health centre to hold meetings, exercise classes and courses and parents attending the health centre or activities in the school are able to use the crèche.

## **Alder Grange Community and Technology School**

Type: Public

Grades Served: Ages 11-16

Size: 676

The school's vision is to “get people through the front door....Opening its doors demonstrates it has nothing to hide and people who have not been in schools for years (or decades!) can see the quality of pupils' work etc.”

Although the school is not based in an area of deprivation it does suffer from poor local transport, a lack of sport and physical activity provision and the health profile of the area is poor. The school is committed to serving the needs of pupils and staff as well as parents/ guardians/ carers, Governors, partner primary and special schools and the wider community.

There are 4 specific facets to their community programme, each supporting other local strategies in meeting well illustrated needs: Adult education and training; leisure; sport and physical health activity and support for community groups. The school is open from 6.30/7.00am with adults on site until 10.00pm.

The school recognises the problems that can arise when trying to set up and maintain extended services and has been realistic in how to handle them. The school believes it is sensible to put together a development plan setting out milestones for delivery. A Community Coordinator has been established whose role is to oversee day to day tasks as well as linking with potential users. Getting staff on board is also a key priority. This has been managed by ensuring that the staffs are committed to the concept of community use by talking through and discussing with them the issues of concern and how they may be dealt with.

Funding initially came from the LEA which enabled the school to set up a partnership with the local FE College. The school is now looking at a “hub” approach involving a high school, which has greater resources, generating funding for a “coordinator” who can support the community development plans for a group of partner primary schools.

The head teacher has clearly seen the benefits that have come about as a result of the approaches they have taken. The schools reputation has been enhanced and better links have been built with other agencies. The expansion of community presence, with parents taking part in activities, has had a positive effect on raising standards. “I would never want to go back to working in a school without a major community dimension. It is vital, however, that the school has a very clear view on what it can and should offer the local community”.

## **Dyke House School**

Type: Public

Ages Served:

Size: 865

Dyke House School is committed to providing the community with a range of services and learning opportunities. Services already on site are used by over 3,000 adults with the school being described by Ofsted as 'an oasis for the community'. In 2003 – 04 it was successful in attracting DfES full service extended school funding and is now looking at how the school can become a base for services such as health, social services and Connexions.

10 years ago, a new Head teacher was appointed. Since then the school has established strong links with other partners and developed a number of extended services. The school was able to convince the LEA to allow some of the space created by spare capacity to be given over to community use. The Avondale Community Centre is now based on the school site and is open throughout the year. A City Learning Centre (CLC) is also on site offering facilities such as a state of the art IT suite and recording studio. 'There is whole town use for this facility' which the wider community can benefit from. The school is part of a study support pilot and has breakfast clubs throughout the year. School based childcare supports the adult education classes. The school premises themselves are seen as being for everyone in the community to use –

rooms are let for residents meetings, children's parties etc. which has provided budget share enhancement and the Canteen is open to all.

A Children's Centre is to be built in conjunction with Sure Start which the school sees as a natural progression to the work done so far.

The services are managed by an extended schools co-ordinator in conjunction with a finance officer and the CLC Manager, and are supported through money from the DfES' Behaviour Improvement Programme as well as the full service extended school funding. The school is now looking at applying for European Funding to develop further provision.

## **Kings Park Primary School**

Type: Public

Ages Served: 4-11

Size: 534

'Kings Park is dedicated to pursuing excellence through a stimulating and well resourced environment; enthusiastic and energising staff; the development and encouragement of every member of our community; raising self esteem and awareness of others and encouraging respect.'

The school, which is located in an area of deprivation, has developed a number of services mainly through the efforts and commitment of the Head, her staff and the governing body.

In 2002 the school was successful in attracting funding from Bournemouth LEA to pilot a community use project. Half of this funding was used to part – fund a full – time pupil and family support worker with the remainder of the money coming from the Standards Fund. She liaises with parents, carers, children and families on a daily basis as well as having links with Health and Social Services. Other health initiatives are also available. The school nurse has a weekly drop in facility and a health visitor runs a baby clinic. Healthy eating is promoted linking the school with social services and providing employment opportunities for the local community.

An initial donation from Rotary enabled the school to start a Breakfast Club which is now self – supporting and attracts over 80 pupils. A number of after school clubs (including homework clubs, sport and ICT) are offered. Various

Adult and Lifelong Learning Courses are available to parents and staff with crèche facilities provided for daytime courses. These out of school activities have led to greater employment opportunities for parents including work at the school itself. The head sees that 'the children are more motivated by seeing adults learning around them.' The Green Room – a chill out zone for pupils and teachers alike is soon to be complemented by a more active space with sport and louder music.

## Millfields Community Primary School

Type: Public

Ages Served: 3-11

Size: 579

Millfields School wants to be a “vibrant, responsive lifelong learning school at the heart of the community”

The school facilities are used from 7.00am to 8.30pm throughout the year, including Saturdays. A wide range of services is provided with particularly good family and lifelong learning provision.

They provide a Breakfast Club; Play Centre for all pupils; a special needs resource base plus respite care for families and residential visits for pupils; a ten week family learning course for families with children with autistic spectrum disorders; 'Happitimes' Community Nursery; a community toy library; an adult learning suite, dedicated to lifelong learning, offering a range of courses for parents and the local community e.g. literacy and numeracy classes; an extensive programme of after school clubs; the Millfields SHINE Academy which provides a Saturday school for 100 KS2 pupils throughout the year providing an accelerated learning curriculum, a 23 place crèche, enhanced sports facilities and a 'drop-in' support for social and health issues in the community.

The impact of these services has generated great interest across the school and community and the school intends to build on that by developing further the projects it offers. Parents are looking at, and enrolling onto, courses for lifelong learning. Sports and arts facilities are developing well with links to local sports providers enhancing what is offered and providing a much needed sports facility for the community.

One parent who visited a local library as part of a Family Learning Literacy course commented that “I have never been to a library before. Now I know what to do and will be able to take my children there”. Another attending a Family Learning course for Families with Children with Autistic Spectrum Disorders said that “I just never realised that other parents had the same difficulties. It is great to be able to share strategies and I have got lots of new ideas to try out now.”

Funding to support all the projects came through BIP funding from the LEA with additional funding to become a full service extended school. It is intended that some of the new facilities will generate their own income to ensure sustainability once established e.g. the crèche, sports facilities, Learn Direct etc. The school will continue to look for alternative sources of funding to consolidate the work they are doing.

# Democratic Schools

## Schools Featured

Alternative Community School (NY)  
Avalon School (MN)  
Blue Mountain School (OR)  
HOT Schools (CT)  
River Heights Charter School (MN)  
The Village School of Northfield (MN)

### Alternative Community School (NY)

Type: Public

Ages Served: Grades 6-12

Size: 265

Students at ACS are an integral part of running the school. Each week, students meet twice during different committees to enhance ACS in various ways. A complete list of the committees can be found on the schedule grid, but some examples are: Green Thumb, which maintains the greenhouse and waters plants around the building; Agenda Committee, which plans all school meetings; and the Alternative Community Court, where students decide other student cases. Each committee is open to any student, and all pupils are encouraged to try out several different aspects of running the school.

Students also are involved in each change in the school. Once a week, the entire school gathers into our gym to discuss student and staff proposals. At the end of the meetings, everyone votes on the proposals. This allows both students and staff a say in each decision, and allows both groups to draft proposals for acceptance by the school.

Each All School Meeting (ASM) is led by a small group of students (from agenda committee), following a modified version of Robert's rules of order. Any student may at (almost) any time speak out on an issue before the entire school, and we quickly learn to speak out in public. A somewhat simplified view of ASMs, but it should suffice to give you a general idea of ACS's democratic school governance.

## **Avalon School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size: 123

During the school's first year, students and faculty wrote the Avalon Constitution. Like the United States Constitution, the Avalon Constitution stands as a model for cooperation and compromise. In addition, Avalon's Congress makes school wide decisions. Two student representatives from Congress now sit on the Avalon School Board as non-voting members.

## **Blue Mountain School (OR)**

Type: Charter

Ages Served: Grades K-12

Size:

All day-to-day operations of the school are overseen by the School Meeting which meets weekly, Thursdays at 12:15. The business considered in the School Meeting includes laws which may be approved and placed in the Blue Mountain School Lawbook, and motions are considered to spend money on resources and projects deemed important by the School Meeting. Each student and staff member in the School Meeting has one vote, and the meeting is conducted by Robert's rules of order. The School Meeting delegates most judicial processes to its Judicial Committee, which meets daily to handle any complaints that come up. The School Meeting also delegates a number of other management tasks to elected officials, sometimes students and sometimes staff.

Students also have the right to participate in meetings of the Blue Mountain School Assembly which meets at least twice a year. The Assembly consists of all students, parents (or legal guardians) and staff members, each of whom have one vote. The Assembly is the policymaking body of the school. The Assembly approves annual budgets (drafted and approved by the School Meeting), hires staff and can change the corporate by laws (by two thirds vote).

## **HOT Schools (CT)**

Type: Public

Ages Served:

Size:

HOT Schools enjoy the presence of empowered student government. Students propose, legislate and execute laws governing student behavior in the school. Student governments are comprised of a President, House, Senate and Supreme Court.

## **River Heights Charter School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size:

Students assist in the daily operation and management of the school. Students are equal partners in the school environment. Students participate in all community decisions.

## **The Village School of Northfield (MN)**

Type: Charter

Ages Served: Grades K-12

Size: 60

Students are free to decide how to use their days. Uses restorative justice rather than punitive discipline practices, including a restorative justice committee of teachers and students that acts on daily problems, peer mediation, and Circles.

A process of consensus is used with the school community. There are four components that make up the governing body: a family circle (comprised of family members of students), community circle (comprised of mentors and other community members), education circle (made up of teachers and interns), and the school circle (the students). The board of directors is then comprised of four teachers, a parent representative, a community representative and a student.



# Experiential Learning

## Schools Featured:

ARTech (MN)  
Avalon School (MN)  
Center for Discovery Learning (CO)  
Coon Rapids Learning Center Charter School (MN)  
Jennings Experimental High School (MN)  
Kaleidoscope Charter School (MN)  
Manhattan School for Children (NY)  
Minnesota New Country School (MN)  
North Shore Community School (MN)  
P.S.1 (CO)  
Pillager Area Charter School (MN)  
River Heights Charter School (MN)  
San Carlos Charter Learning Center (CA)  
Southwest Open School (CO)  
Wissahickon Charter School (PA)

### ARTech (MN)

Type: Charter School

Grades Served: 6-12

Size: 120

Students initiate projects of their own interest. Projects must fit the school standards, which fit the state standards.

### Avalon School (MN)

Type: Charter

Ages Served: Grades 9-12

Size: 123

Our interdisciplinary curriculum motivates students towards academic excellence by combining content-rich discussion seminars with in-depth project-based work. This allows students to use their unique learning styles while exploring topics of their choice. Seminar topics range from Forensic

Science and Religious Tolerance to Art History and The Plays of Chekhov. Independent projects include mummifying animals, the music of Iran, laying hardwood flooring, and installing a streetlight on a busy street intersection.

### **Center for Discovery Learning (CO)**

Type: Charter

Ages Served: Grades K-12

Size: 244

The school year is divided into three- to six-week long intensive blocks. For each block, a student enrolls in one class--an interdisciplinary, thematic, multi-age experience called an intensive. The intensive often culminates in an extended excursion that encompasses many content areas as well as service learning.

### **Coon Rapids Learning Center Charter School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size: 200

Students participate in short and extended field studies; extended expeditions have gone to China, Costa Rica, Mt. Rainier, Chicago, NY, Europe, Everglades, and Big Bend National Park; Inquiry based learning.

### **Jennings Experimental High School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size: 85

Each term, students will engage in a focused exploration of one specific area of the world. They will learn through field trips, hands-on experiences, research and writing; studying geography, history, science, and culture. The term will culminate in an extended trip to the region of study.

## **Kaleidoscope Charter School (MN)**

Type: Charter

Ages Served: Grades K-8

Size: 225

Conduct community-based investigations as learning experiences that offer both minds-on and hands-on experiences through service-learning opportunities; Use local natural and community surroundings as a context for standards-based instruction.

## **Manhattan School for Children (NY)**

Type: Public "Of Choice"

Ages Served: Grades K-8

Size: 520

Based on John Dewey's philosophy. The fundamental premise of the Manhattan School is that children learn by doing. Each child is able to develop according to his/her abilities and styles of learning. Curriculum requirements are woven into learning activities. Research projects permit children to "discover" concepts and ideas. A focus on practical problem-solving from the perspective of several disciplines enables students to use ideas in a way parallel to real research, while acquiring skills and information.

Students and teachers engage in the process of scientific learning through an inquiry-based curriculum. Students use science laboratories, computer technologies and fieldwork to learn about real world science. By partnering with several area environmental centers, including Caumsett Center/Queens College Environmental Center, the YMCA Frost Valley Center and Clearpool Environmental Center, students have the opportunity to conduct self-directed, hands-on projects. Teachers partner with the City College of New York's Education Learning Center to design their innovative science curriculum. As a result of the grant, the school will host its first Annual Science Exposition to share students' work with the community.

## Minnesota New Country School (MN)

Type: Charter

Ages Served: Grades 7-12

Size: 115

Three and a half hours of independent/project work time each day; Senior Thesis projects.

## North Shore Community School (MN)

Type: Charter

Ages Served: Grades K-6

Size: 205

The EIC (Environment as an Integrating Context) curriculum is:

- based on our local community, including both natural and social systems;
- interdisciplinary; team-taught; issue/investigation based; student guided; involves cooperative learning; and
- includes authentic assessment (proof of knowledge and skills).

Schools implement their EIC curriculum by pursuing the question "How do natural and social systems interact in our community?" Each grade develops a sub-question which addresses a subject of the above question. Students determine how to answer their questions by developing inquiries based upon what they want to know. Teachers serve as facilitators and evaluators, and community members and resources serve as aides along the way. Students are evaluated on how well they communicate the understanding and skills they have acquired through their project.

## P.S.1 (CO)

Type: Charter

Ages Served: Grades 5-12

Size: 264

- P.S. 1 faculty develops and offers learning experiences in the form of Immersions to provide students with the opportunity to integrate theory and practice in their exploration of their world and related content areas.
- Teachers employ student-centered and project-based approaches to create mini-learning communities working in partnership to achieve educational

outcomes that incorporate foundational content-related skills with personal and social transformation.

- Immersions include hands-on opportunities as students take an in-depth and experiential look at a subject in an interdisciplinary way. Examples of Immersions are: Urban Citizen (civic role and responsibility within Denver and other cities); England and Ireland/Play for Peace (cross-cultural relations and mending cultural differences); Honduras (sustainability of global communities); Integrated Science (a study of the natural world through chemistry, biology, etc.); Forest Ecology (examining our forests and environment from a larger perspective); Generations (oral histories of elders in our community); Impact (community service) Street Theatre (exploring the limits of mind and body in the venue of performing arts).
- The Immersion classes provide a framework for students to immerse themselves in a subject of interest.
- Extended field trips or travel are provided as an opportunity for students to work out of the classroom for an extended period of time (1-3 weeks) within their area of study while guided by an essential question of their own design.
- Immersions culminate with the P.S. 1 tradition of Presentations of Learning (POLs) where the community is invited to observe presentations, exhibits, and artifacts that express the learning and achievement gained throughout the experience.

## Pillager Area Charter School (MN)

Type: Charter

Ages Served: Grades 9-12

Size:43

- Ungraded, hands-on learning practices are used.
- Students work at their own pace on research projects that are based on required Profiles of Learning.
- Projects end with cumulative group expeditions to tie in the units with real life exposure to the content studied.
- School encourages hands-on learning in the 1300 square-foot shop. This facility provides space for learning activities in woodworking, small engines, auto repair, metals, welding and electrical work. All of these activities are used to embed math, reading, technical reading and writing into an applied learning format.

## River Heights Charter School (MN)

Type: Charter

Ages Served: Grades 9-12

Size:

- Projects are student generated.
- Projects use continuous reflection to fully process learning and to maintain accountability.
- Web-based technology will help track time students work on research and reflection.
- Projects will often be presented to affected individuals: the school, the community, a business.
- Projects will often utilize community experts to assist students.
- Projects may change to adapt to student interest and deeper questions.

## San Carlos Charter Learning Center (CA)

Type: Charter

Ages Served: Grades K-8

Size: 260

Uses a constructivist curriculum, which means that students build their knowledge from hands-on experiences and a wide variety of original resources, including source material, chapter literature books, manipulatives (blocks, dice, etc.), and experimentation. Additionally, small group direct instruction is provided in order to build the skills needed to accomplish the final product for the curricular unit. Therefore, in some instances, parts of a textbook may be used, but it would be only part of the approach to learning the material.

## Southwest Open School (CO)

Type: Charter

Ages Served: Grades 9-12

Size: 149

Classes often travel in order to experience what they are studying. Outdoor Adventures take students into the wilderness for team building and outdoor fun. This is an ELOB (Expeditionary Learning Outward Bound) school.

## Wissahickon Charter School (PA)

Type: Charter

Ages Served: Grades K-7

Size: 250

Utilizing the unique natural, historical and cultural resources of the Wissahickon Valley in Fairmount Park, WCS will augment the Core Curriculum by providing students with authentic performance learning opportunities. Through field studies, service projects, and daily hands-on interactions, students will become knowledgeable and intimately familiar with their environment. Through this intimacy, students will learn that they are an integral part of the natural and social systems that surround them. Ultimately, they will develop a profound sense of connection to and concern for the environment.



# Individualized Learning

## Schools Featured:

ARTech (MN)  
Avalon School (MN)  
Center for Discovery Learning (CO)  
Community Prep Charter School (CO)  
Crosslake Community School (MN)  
Explore Knowledge Academy (NV)  
Forest Park Individual Ed School (IL)  
Kaleidoscope Charter School (MN)  
New Dimensions School (NC)  
P.S.1 (CO)  
PACT Charter School (MN)  
Passage Charter School (CO)  
River Heights Charter School (MN)  
Riverway Learning Community (MN)  
San Carlos Charter Learning Community (CA)  
Southwest Open School (CO)  
St. Paul Family Learning Center (MN)  
University Schools (MN)

## ARTech (MN)

Type: Charter School

Grades Served: 6-12

Size: 120

Collaborative effort between the student, advisor, project manager, and parent; highly individualized system based on a continuum specifically created and tailored to the learning style and attributes of the individual student. There are no "normal baselines," only individualized continuums.

## **Avalon School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size: 123

Individualized learning plans. Instead of giving students a class schedule to follow throughout the day, the students are assigned to multi-age "advisories." The advisor to student ratio is approximately 1 to 17. These low numbers allow for advisors to really get to know their students and help them to develop their own learning plans, incorporating individual and group projects as well as occasional seminars.

## **Center for Discovery Learning (CO)**

Type: Charter

Ages Served: Grades K-12

Size: 244

A personal learning plan, updated twice a year, is a process wherein students, parents and advisors set specific goals & strategies for each student according to their needs in the four domains: Intellectual, Creative, Personal and Social. The PLP focuses & plans students' educational progress toward competency in school & district expectations. Students learn at their own pace and make choices daily about their learning. Students have great flexibility in how they choose to address and meet learning expectations. By working closely with their advisor, students will make appropriate choices for learning at CDL.

## **Community Prep Charter School (CO)**

Type: Charter

Ages Served: Grades 9-12

Size: 152

The school uses community-based education providers and the Comprehensive Competencies Program (CCP) - an individualized, self-paced, competency-based open-entry/exit learning approach that integrates varied instructional materials and technologies. Students do not progress to a higher level of CCP until they demonstrate 80% mastery of their current level. Each student works with an advisor to develop individual social and educational goals for the year. Parents meet with advisors and students monthly.

## Crosslake Community School (MN)

Type: Charter

Ages Served: Grades K-6

Size: 67

Parents, together with the teachers, design individual education plans for each student. These plans are devised with measurable goals that are reviewed and revised on an ongoing basis.

## Explore Knowledge Academy (NV)

Type: Charter

Ages Served: Grades K-12

Size: 280

To organize the learning experience for each student, a Personal Exploration Plan (PEP) is devised. The PEP fosters the engagement of the student as a "learner" - an active participant in his or her own educational process. Through the development of the PEP, the student (assisted by parents, teachers, and mentors) assumes responsibility for developing meaningful projects that explore personal interests while meeting educational standards and objectives.

This tool has proven particularly effective with students whose needs and abilities may be more difficult to accommodate in a more traditional academic settings. From the unmotivated, to the learning disabled, to the gifted, the use of the Personal Exploration Plan can draw students into a process that captures their interests and accelerates their learning.

- **OUTLINE:** Personal Exploration Plan (PEP) Outline, Name of Student; Date.
- **Define your PROFILE:** History (as it relates to school or learning); Strengths Or Talents; Past Achievements; Multiple Intelligence Survey; Academic Assessments Habits of Mind Self Reflections; Other: Interests, Favorites Learning Needs; Other Improvement Areas To Consider.
- **Draft your GOALS** (Courses, Standards, Study Habits, Skills).
- **Develop your OBJECTIVES** (Learning activities: projects, direct instruction, research, reading, writing, practice, independent study, cooperative group projects, etc.).

- Plan your PROJECTS (use ""Project Contract"" format). Choose a topic; Develop important questions; State the significance or importance of the study. List the activities or tasks to be completed. List the resources (Textbooks, Web sites, People, Organizations). Describe the evaluation techniques to be used. Plan a format for the presentation of results.
- Develop your TIMELINES. Project timeline. Schedules (daily, weekly, and quarterly). Schedule with mentors. Communication times with PEP Team members. TEAM members (signatures and date).

More on the PEP:

- The Personal Exploration Plan® (PEP) is a tool that defines unique characteristics of each individual learner. It is developed from the students' personal history, strengths, interests, needs, and personal learning styles to provide a current profile against which the learning goals are mapped for each student. The ideal plan includes the collaboration of parents, teachers, and mentors who follow a set of ground rules accentuating the positive opportunity it provides for a student to accept responsibility for his or her own learning.
- The PEP's greatest strength, however is that it is open-ended, effectively taking the lid off of a student's ability to learn without the traditional constraints of having to stay within a chapter or topic, for example, once it is mastered. This enables a student to accelerate the exploration of discipline or topic areas and how they relate to other branches of knowledge.
- Using the PEP tracking software system and database of state standards the PEP clarifies standards and objectives, for students, parents, educators, and resources, all to focus first, on mastery of the standards and second, on the customized exploration of knowledge.
- The PEP protects students from falling behind the standards on one hand, and releases them to move ahead on the other hand, effectively eliminating both despair and boredom from the learning experience. The customized delivery of resources allows students, parents and educators to find the solutions to learning challenges for the struggling student and to ignite interest-driven forward progress for the student who has mastered the standard objectives.
- PEPs are structured in a way that makes learning enjoyable, and are structured around learning projects and resources that relate the information they learn into a student's sphere of interest and reality.
- In essence, Personal Exploration Plans are tailored specifically to enhance the desire to learn by providing the correct balance of tools, instructional aids and instructional assistance to achieve results that can be measured against the standards. The concept of Personal Exploration Plans is truly unique in that a return to traditional learning methods is strengthened by a better use of

technology, teaching aids, and a focus on the individual, without the learner being lost in systems that have increasingly become focused away from the student.

## **Forest Park Individual Ed School (IL)**

Type: Public/Magnet

Ages Served: Grades K-5

Size: 313

Forest Park is one of a small number of schools that has employed Raymond Corsini's model, called Individual Education or Corsini 4R (C4R). This is also employed at The River School, a charter middle school in Napa, California, and at Blooming Grove Academy, a private school in Illinois. "Individual Education" is based on four democratic principles of Responsibility, Respect, Resourcefulness and Responsiveness.

"In the traditional setting, adult authorities maintain order without freedom. Individual Education is based on mutual respect, where there is freedom with order. The Individual Education curriculum consists of three components.

The academic portion includes the same subjects covered in traditional programs, with emphasis in Joliet on math and reading. Individual Education's creative component gives students the chance to study performing arts and other subjects rarely offered in traditional programs. The socialization aspect teaches children problem-solving and conflict-resolution techniques through group discussions.

To discipline students, teachers use "point and stop" techniques, and students singled out for talking or other misbehavior learn to silently leave the classroom for a time out. If the teacher points to a student, he steps outside the class momentarily. If the teacher gives the stop signal, the pupil must find another teacher willing to accept him for the remainder of that class period.

For serious issues, there is a hearing process that allows a pupil to tell his side of the story.

Children call teachers by their first name, another example of mutual respect. Individual Education students do not earn letter grades, so they are not eligible for honor rolls. Instead, progress and achievement is tracked using a system of credits and percentages."

## Kaleidoscope Charter School (MN)

Type: Charter

Ages Served: Grades K-8

Size: 225

The afternoon may be spent working with a mentor, in self-directed study, or working on a service learning project. Students will be given parameters for making decisions, but ultimately, the time will be spent in the manner chosen by the student. Each student will have a checklist of tasks that must be completed within a set timeframe; the student controls how they fulfill the requirement.

## The New Dimensions School (NC)

Type: Charter

Ages Served: Grades PreK-5

Size: 85

At The New Dimensions School, we use a teaching methodology called Teacher Responsive Instruction. The figure above illustrates its three, interrelated components. First, our teaching is asset-based. That is, we see the interests and strengths of each individual student, our students' families, and the communities in which we live and learn as central to our educational approach. These form the basis of our instruction in all academic subject matter—reading, writing, mathematics, language, the sciences, and the arts.

Second, the environments in which learning takes place at The New Dimensions School are planned with an understanding of educator Howard Gardner's groundbreaking Multiple Intelligences learning research, which focuses on the many different ways that people learn; our classes use the Project Approach for organizing learning activities around interesting focus topics; and we make use of naturally occurring everyday settings and activities in classroom and community to provide a rich array of learning opportunities for our students.

Finally, our instructional program analyzes each project and activity for the role it plays in promoting the development of student key abilities. Our goal is for all our students to be able to meet state and national educational standards

defined for each subject area incorporated in the key abilities. Children's self-directed engagement is viewed as the foundation for learning. The activities that make up the fabric of children's life are seen as the contexts for using interests in one area as the foundation for learning in other areas.

### **P.S.1 (CO)**

Type: Charter

Ages Served: Grades 5-12

Size: 264

Daily "Advisement" and Personal Learning Plans. Advisement takes place on a daily basis with a small group and is a time for sharing and reflecting. It's also a time to plan, catch up on class work, attend special events, participate in recreational activities, and work on service learning projects, conduct urban exploration, and build and strengthen relationships. It is the advisor's responsibility to support the student and help track the student's progress towards graduation, particularly in relationship to their portfolio development. Students can also expect their advisors to help them develop strategies to reach their own personal goals for growth and learning.

### **PACT Charter School (MN)**

Type: Charter

Ages Served: Grades K-12

Size: 325

Has an Independent Study option.

### **Passage Charter School (CO)**

Type: Charter

Ages Served: Teens (Non-Graded)

Size: 25

Daily schedule is designed to accommodate those who are employed or who can only spend a limited time at school for medical reasons. Through individualized instruction, the school can accommodate students at a variety of learning levels.

## **River Heights Charter School (MN)**

Type: Charter

Ages Served: Grades 9-12 (may expand to 7-12)

Size:

Student learning is individualized, allowing for any and all differences to be accounted for and addressed appropriately. Our individualized approach includes mixed-age advisory groups and the elimination of tracking and ability grouping. At River Heights students experience real-world interactions (where people are not segregated by age) and break down the walls of graduating year.

Students, in partnership with their advisors, develop their own topics for projects; Students assist in assessing their own and their peer's work; Students, with support, manage their own time.

Notes: An EdVisions school.

## **Riverway Learning Community (MN)**

Type: Charter

Ages Served: Grades K-12

Size: 63

Individualized learning plans that reflect learning styles.

## **San Carlos Charter Learning Center (CA)**

Type: Charter

Ages Served: Grades K-8

Size: 260

We are able to provide some individualization of the curriculum through our student Personalized Learning Plans, or a personal learning project of the student's choice. Students are provided some school time and staff support in achieving the Personalized Learning Plans. These plans also ask students to reflect on the learning strengths and weaknesses. Individualization of the program is also achieved by allowing the students to have a lot of choice in their "seminar classes," and their final projects.

## **Southwest Open School (CO)**

Type: Charter

Ages Served: Grades 9-12

Size: 149

“Safety Net” is a program that provides independent learning opportunities for students wanting to work at their own pace. It is designed to assist students in attaining a variety of transitional goals. Safety Net offers an opportunity for students to work towards a high school diploma or a G.E.D in a nontraditional setting at Southwest Open School or at the Montezuma County Partners site. Students are experientially allowed to learn independently or in a group setting.

## **St. Paul Family Learning Center**

Type: Charter

Ages Served: Grades K-8

Size: 120

Each student has a Personal Learning Plan that focuses on both academic and transformational goals. An advisor helps the student understand his or her learning needs and works with the student and parents to design a personal learning plan that will help the student achieve essential learning goals. Students are not only directly involved in the development of their learning plan, but also in decisions about the school program. Their ideas increase the pool of creative thinking for problem solving and their school service responsibilities lighten the work load for staff.

## **University Schools (CO)**

Type: Charter

Ages Served: Grades K-12

Size: 900

Personalized learning plans. With teacher guidance, students become responsible for their learning and for the learning environment



# Integrated Curriculum

## Schools Featured:

Center for Discovery Learning (CO)  
Harbor City International School (MN)  
Hoboken Charter School (NJ)  
North Shore Community School (MN)  
PACT Charter School (MN)  
San Carlos Charter Learning Center (CA)  
TrekNorth High School (MN)  
Wissahickon Charter School (PA)

### Center for Discovery Learning (CO)

Type: Charter

Ages Served: Grades K-12

Size: 244

Rather than having separate classes for reading, writing, history, science, music, art, etc., at CDL, teachers incorporate elements from various subjects into single blocked intensives. This is called an interdisciplinary approach to teaching and learning. Teachers serve as generalists at CDL and teach a variety of subjects, similar to how teaching occurs in an elementary classroom.

### Harbor City International School (MN)

Type: Charter

Ages Served: Grades 9-12

Size: 157

Each year students are enrolled in a "Core" course which blends science, language arts, and social studies under central themes: 9th - Active Citizenship, 10th - Environmental Studies, 11th - International Studies, 12th - Individual Inquiry. Student projects address central questions within the theme areas. Students are encouraged to be creative in the investigation and delivery of their projects. Other subject areas (math, art, spanish and technology) also use investigative learning and projects in their classes.

## Hoboken Charter School (NJ)

Type: Charter

Ages Served: Grades K-12

Size: 254

Hoboken Charter School structures its curriculum along interdisciplinary lines. For example, mathematics can be taught as a means of explaining scientific phenomena. The patterns of tides, the economics of deforestation, the movement of muscles all reveal the interdependency of these disciplines. Along the same lines, understanding the origins of the Bill of Rights is not simply an exercise in remembering names and dates. It requires an understanding of historical context, motivations, arts, and literature. We believe that students who are able to see the interconnections of various subjects, who learn that learning itself is a process of synthesis and analysis, will be more open to using these skills to turn outward to examine and address issues of relevance in their own lives and communities. In this way, the community itself becomes an extended classroom of the Hoboken Charter School.

## North Shore Community School (MN)

Type: Charter

Ages Served: Grades K-6

Size: 205

EIC (Environment as an Integrating Context) curriculum is: based on our local community, including both natural and social systems; interdisciplinary; team-taught; issue/investigation based; student guided; involves cooperative learning; and includes authentic assessment (proof of knowledge and skills). Schools implement their EIC curriculum by pursuing the question "How do natural and social systems interact in our community?" Each grade develops a sub-question which addresses a subject of the above question. Students determine how to answer their questions by developing inquiries based upon what they want to know. Teachers serve as facilitators and evaluators, and community members and resources serve as aides along the way. Students are evaluated on how well they communicate the understanding and skills they have acquired through their project.

## **PACT Charter School (MN)**

Type: Charter

Ages Served: Grades K-12

Size: 325

We teach elementary Science and Social Studies through a thematic, integrated, hands-on curriculum called Unit Studies. This typically involves one field trip each month and frequent "community experts" speaking or demonstrating.

## **San Carlos Charter Learning Center (CA)**

Type: Charter

Ages Served: Grades K-8

Size: 260

- SCCLC uses unifying themes that bridge various subjects and show the impact each has upon the other. In addition, we try to ensure our curriculum has relevance to the real world.
- Our curriculum themes are on a four year cycle. Each year has an umbrella message taken from our vision such as Community, Responsibility, Mastery and Integrity. For example, Responsibility was stressed through focusing on the use of recycling to preserve our future resources during the future unit, on the need to preserve biodiversity during the rarity unit or the use of political power to protect those in need during our power unit.
- These unit themes intertwine all subjects, including the fine and performing arts. These themes were also chosen to ensure coverage of all three science areas: earth, physical and biological. For instance during the power unit, our upper grade students studied different ways to generate power (physical sciences), during the rarity unit, they learned about maintaining biodiversity (biological sciences) and with the structure unit, they learned about the structure of the earth (earth sciences).

## **TrekNorth High School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size:

The underlying curriculum will be delivered as an integrated core that represents a theme crucial to understanding the human experience of the era or

epoch being studied. Within this curricular structure, the core subjects (history, science, math, English and world languages) will be presented as an interwoven tapestry rather than as separate, stand-alone pieces.

## **Wissahickon Charter School (PA)**

Type: Charter

Ages Served: Grades K-7

Size: 250

Utilizing the unique natural, historical and cultural resources of the Wissahickon Valley in Fairmount Park, WCS will augment the Core Curriculum by providing students with authentic performance learning opportunities. Through field studies, service projects, and daily hands-on interactions, students will become knowledgeable and intimately familiar with their environment. Through this intimacy, students will learn that they are an integral part of the natural and social systems that surround them. Ultimately, they will develop a profound sense of connection to and concern for the environment.

# Multiage Classrooms

## Schools Featured:

Bluff View Montessori Charter School (MN)  
Center for Discovery Learning (CO)  
Crosslake Community School (MN)  
Kaleidoscope Charter School (MN)  
Nerstrand Elementary School (MN)  
PACT Charter School (MN)  
Ridgeway Community School (MN)  
River Heights Charter School (MN)  
Riverway Learning Community (MN)  
Schoolcraft Learning Community (MN)  
San Carlos Charter Learning Center (CA)  
Sycamore Elementary School (CA)  
University Schools (CO)  
World Learner School of Chaska (MN)

### Bluff View Montessori Charter School (MN)

Type: Charter

Ages Served: Grades K-8

Size: 190

Three ages are combined in one level. Students stay together for three years.

### Center for Discovery Learning (CO)

Type: Charter

Ages Served: Grades K-12

Size: 244

- The total student population is divided into three developmental areas, or "seasons": Season One (PreK-2), Season Two (grades 3-6), Season 3-4 (grades 7-12).

- Movement from one Season to another requires that students demonstrate that they have met certain expectations and completed one or more "passages."
- Multiage homerooms are used at all levels K-12 at CDL. Season 1 has students in grades K-2; Season 2 has students in grades 3-6; Season 3 has students in Grades 7-9; and Season 4 has students in grades 9-12. The overlaps in ages occur because students transition from season to season when they are ready and have completed requirements. Thus, some students transition earlier than others.
- In a multiage setting, a student has the same teacher for several years, and has fewer relationships to build with adults in the school. Students from ages 5 to 20 have opportunities for learning with and from each other.
- Students from Season 3 or 4 (middle & HS) often "adopt" younger classes for specific projects or time periods.

### **Crosslake Community School (MN)**

Type: Charter

Ages Served: Grades K-6

Size: 67

Two grades combined, e.g., K/1, 1/2, 2/3, etc.

### **Kaleidoscope Charter School (MN)**

Type: Charter

Ages Served: Grades K-8

Size: 225

Two grade combinations, e.g., 1/2, 3/4, 5/6, 7/8.

### **Nerstrand Elementary School (MN)**

Type: Charter

Ages Served: Grades

Size: 151

Kindergarten (Prairie), 1/2/3 (Savannah), 4/5 (Woodlands)

## **PACT Charter School (MN)**

Type: Charter

Ages Served: Grades K-12

Size: 325

Two grade levels in each classroom from K-12.

## **Ridgeway Community School (MN)**

Type: Charter

Ages Served: Grades K-5

Size: 57

Kindergarten through 5th Grade Multi-Age Homeroom: For 30 minutes each day after lunch and recess, students at RCS meet in one of four multi-age homerooms. Siblings are grouped together in these K-5 homerooms. The age span allows for friendships to develop outside the regular classroom and for older students to get an opportunity to mentor younger students. During homeroom time students work on team building and conflict management skills.

## **River Heights Charter School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size:

Our individualized approach includes mixed-age advisory groups and the elimination of tracking and ability grouping. At River Heights students experience real-world interactions (where people are not segregated by age) and break down the walls of graduating year. Mixed-age classrooms allow for students to work together and assist each other independent of their age.

## **Riverway Learning Community (MN)**

Type: Charter

Ages Served: Grades K-12

Size: 63

Three-grade combinations: Pre-K/K, K/1/2, 1/2/3, 4/5/6, 7/8/9, 10/11/12th grade.

### **Schoolcraft Learning Community (MN)**

Type: Charter

Ages Served: Grades K-8

Size: 161

Students will be grouped in similar age ranges for math, reading and language instruction and will be in multi-aged groups for other learning experiences.

### **San Carlos Charter Learning Center (CA)**

Type: Charter

Ages Served: Grades K-8

Size: 260

K/1, 2/3, 4, 5/6, 7/8

### **Sycamore Elementary School (CA)**

Type: Public

Ages Served: Grades K-6

Size: 364

1/2, 2/3, 4/5/6

### **University Schools (CO)**

Type: Charter

Ages Served: Grades K-12

Size: 900

Two- and three-grade combinations, e.g., 1/2, 3/4, 6/7/8.

### **World Learner School of Chaska (MN)**

Type: Charter

Ages Served: Grades K-6  
Size: 99

Three ages together in each level. Students stay together for three years.



# Service Learning

## Schools Featured:

Cedar Riverside Community School (MN)  
Coon Rapids Learning Center Charter School (MN)  
Harbor City International School (MN)  
Hoboken Charter School (NJ)  
Kaleidoscope Charter School (MN)  
Nerstrand Elementary School (MN)  
Passage Charter School (CO)  
Ridgeway Community School (MN)  
St. Paul Family Learning Center (MN)  
San Carlos Charter Learning Center (CA)  
TrekNorth High School (MN)  
University Schools (CO)  
Wissahickon Charter School (PA)

## Cedar Riverside Community School (MN)

Type: Charter

Ages Served: Grades K-8

Size: 111

Currently, there are 35 individual service projects planned for this school year. Every employee, from the cook to the principal, is expected to write a service plan. New this year is a selection of service representatives from grades K-8 that serves as a voice for their classmates. We meet once a month with the assistant director to review our service plans. Our projects range from our neighborhood to Wisconsin and serve as a model to many organizations throughout the country. Cedar Riverside firmly believes that service learning will help our students become better neighbors and active citizens.

## Coon Rapids Learning Center Charter School (MN)

Type: Charter

Ages Served: Grades 9-12

Size: 200

Students are expected to hold a part-time job all year and earn one-half credit in service learning.

### **Harbor City International School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size: 157

All students required to do 20 hours of service learning. This year students have participated in many activities including: cleaning a riverbed, attending a peace conference, volunteering at nursing homes and soup kitchens, creating an interactive display at a children's museum, and assisting as classroom aides at local schools.

### **Hoboken Charter School (NJ)**

Type: Charter

Ages Served: Grades K-12

Size: 254

Students at the Hoboken Charter School identify community problems; design, implement, and evaluate action plans; and engage in ongoing personal reflection.

### **Kaleidoscope Charter School (MN)**

Type: Charter

Ages Served: Grades K-8

Size: 225

- Students will contribute 30 hours towards academic service learning projects; hours will be recorded in the Kaleidoscope Charter School community service registrar.
- Parents/guardians are expected to provide 20 hours of service annually working directly with students.
- Time spent volunteering in the classroom, assisting students with homework, participating in parent/teacher/student conferences, attending

school-wide presentation events, and community service projects will be tracked in the Kaleidoscope community service registrar.

### **Nerstrand Elementary School (MN)**

Type: Charter

Ages Served: Grades

Size: 151

Students take ownership of their building by helping to keep the building and grounds clean through participation in morning and noon work crews.

### **Passage Charter School (CO)**

Type: Charter

Ages Served: Teens (Non-Graded)

Size: 25

PCS students are expected to earn .5 credit in the area of Service Learning by contributing in a volunteer capacity in their community.

### **Ridgeway Community School (MN)**

Type: Charter

Ages Served: Grades K-5

Size: 57

Homerooms are also the settings for a wide variety of service learning projects, from sandwich making for an area soup kitchen, to cards and decorations for area nursing homes.

### **St. Paul Family Learning Center**

Type: Charter

Ages Served: Grades K-8

Size: 120

Service learning projects, mostly concentrated in the summer, have included: volunteering at the Como Conservatory; working with staff at Hampden Park Co-Op grocery store; volunteer services repairing bicycles for the Yellow Bike

Cooperative in downtown St. Paul; variety of activities at a local senior center, e.g. singing; creating cards, gifts and jewelry; getting plants donated and planted in neighborhood parks; volunteering at local YMCA daycare, working with preschool students there; service activities for blind adults, at Resources for the Blind; and local park cleanup club

### **San Carlos Charter Learning Center (CA)**

Type: Charter

Ages Served: Grades K-8

Size: 260

Specifics of the program are determined by the learners and Charter staff based on current community needs and interaction with community and government leaders.

### **TrekNorth High School (MN)**

Type: Charter

Ages Served: Grades 9-12

Size:

25 hours are required toward service learning.

### **University Schools (CO)**

Type: Charter

Ages Served: Grades K-12

Size: 900

All students serve the school community and the community beyond the school. Elementary students serve the community through group service projects. Middle school student give community service in varying ways (6 hours in sixth grade, 7 hours in seventh grade, and 8 hours in eighth grade). In addition each advisee group contributes to the school by serving in the cafeteria every 10 weeks. All high school students must contribute 50 hours of community service as a part of the graduation requirement.

## Wissahickon Charter School (PA)

Type: Charter

Ages Served: Grades K-7

Size: 250

Service projects are selected to empower students to make constructive changes in their environment and see the results of their labor

## ADDENDA

### Special Schedules

#### **P.S.1 (CO)**

P.S. 1 Charter School runs on a year-round or continuous calendar, which essentially consists of nine-week quarters split by three-week breaks, with a seven-week break during the summer. Possibilities exist for educational mini-sessions during the breaks to serve families who cannot or do not wish to have their students "off" for these weeks.

This calendar integrates concentrated schooling with significant reflective breaks in order to facilitate a less frantic and more healthy educational experience. Staff assessment days are scheduled at the end of each quarter for professional reflection and quality completion of assessments.

The P.S. 1 school day starts at 8:30 AM and goes to 4:00 PM Mondays, Tuesdays, Thursdays, and Fridays. On Wednesday, the schedule is slightly different, running from 8:30 AM to 3:00 PM.

Mornings on Monday, Tuesday, Thursday, and Friday begin with Advisement, (see P.S.1 in Individualized Learning) (8:30 to 9:30 AM). The remainder of the morning is spent in Immersions (see P.S.1 in Experiential Learning). Following lunch, until 1:50 there is an Immersion/Lab "P.O."

From 1:55 to 3:40 are two consecutive "Literacy Labs." Literacy Labs are scheduled at the end of the school day for all students to attend based upon their Personalized Learning Plan (PLP) goals. If a student has several specific math goals, for example, then they will spend more time in Math Literacy Labs.

During these Literacy Lab times, Immersion teachers have individual and team planning. There will also be the possibility of Literacy Labs scheduled throughout the day simultaneous to the Immersions, where Immersion teachers can encourage individuals or small groups of students to attend Literacy Labs that can function as supervised instructional spaces for students who are needing directed support in Immersion activities and assignments. In addition, the Exploratorium (technology lab and library) is open to the students, individually and in small groups, as well. This is followed by an Advisement Check-Out.

On Wednesdays, Labs run from 12:30 to 3:00, followed by Staff Development from 3:15 to 5:30.

### **PACT Charter School (MN)**

PACT operates on a 4 day school week to accommodate evening meetings and allow for collaboration time for teachers and parents.

### **Explore Knowledge Academy (NV)**

Operates Tuesday through Friday. Monday is for staff development and Parent-Teacher conferences. The school makes up for this time by starting earlier in the year.