

The Link School Course Catalog 2013-2014

The experiential education at The Link School has five key components:

Academics - a variety of learning opportunities includes an innovative blend of small group and individual instruction taught by dedicated Christian Scientist faculty members who hold advanced degrees appropriate to their subjects; intensive block courses conducted by visiting instructors; state-of-the-art online courses which allow students to earn credits outside of the Link curriculum; and interdisciplinary learning opportunities in an unparalleled natural setting of rivers, mountains and canyons which stretch out from the school's backyard.

Expeditions – field programs each month encourage character development, leadership, writing, and natural sciences education in backcountry settings.

Individually Mentored Projects – projects broaden knowledge and skills in areas of the students' interests with instruction and oversight from a mentoring adult.

Service Work – service opportunities include daily chores and responsibilities at home in the Lodge and projects that extend out into the greater community.

Spiritual Development - purposeful spiritual exploration and community investment in living our faith deepens students' "link" with the Divine.

Academic Plan

The academic program is designed and taught by the school's faculty. Courses are taught in multi-age settings with grade-appropriate assignments, resources, and assessments. Link School courses are experiential by design and include a wide variety of assessments, including, but not limited to, portfolios, presentations of learning (POLs), field experiences both local and abroad, fieldwork, blogs, group problem-solving, and authentic assessments such as writing for publication. Extensive use of technology is a critical component of the curriculum.

Students pursue Student Academic Plans (SAPs), individual projects and group activities. Some credits are earned through successful mastery of college preparatory core subjects; others by self-directed student explorations. In general, for three weeks of each month, students will work on their SAP through Link's project based courses and then have time in the afternoons for personal projects, and group recreation and service activities. The other week of each month will be spent on a wilderness expedition.

Student Assessments & Placement

The Education Director and Academic Advisor work together with each student and his/her parents to review their previous work and determine appropriate course

placements at start of term. Standardized tests may be used to assist in appropriate placement.

Individual Learning Plans - SAPs

SAPs are developed for each student based on their grade, previous course work completed, and goals for either a college prep track or aiming for high school graduation and then vocational courses.

Transferring Link Credits to other High Schools

The Link School is fully accredited with the North Central Association, recently re-named AdvancED.

Standardized Tests

Standardized testing: Freshmen through juniors will register to take the PSAT (Pre-Scholastic Aptitude Test) in October. This preliminary exam gives students practice in taking standardized tests before results from such exams become part of their record for college. Students and faculty receive detailed PSAT score reports. As part of the college admission process, upperclassmen will also take SAT and/or ACT exams, depending on the requirements per college. Students are responsible for SAT/ACT test fees.

On-line Research

Students gain access for on-line research sites through Bill Fabian, the librarian at Buena Vista High School, and our Social Studies & History teacher.

Academic, College and Career Advising

Link teachers meet with students one-on-one at least four times a year to discuss academic progress, and academic goal setting, done both at the beginning and middle of each semester. We focus on each student's goals, whether those be to attend college, a vocational school, or begin work, and how Link can support each student. In addition, each senior is guided through the college application process, including all support necessary for taking standardized tests.

A letter will be sent to parents of Juniors and Seniors outlining the steps Link's College Advisor will be taking with the student and the role parents can play in college preparation.

Project Based Learning (PBL) Overview

The Link School works to ground academic learning in real life experiences and employs PBL as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

Driving Question: A central part of Project Based Learning is the selection of a theme or “driving question” for each academic year. This year’s theme is **“How do you create and maintain respectful relationships.”**

Assessment - Grading:

Assessments are done in a narrative fashion and “A,” “B,” “C,” “D,” and “I” letter grades. Assessments are developed appropriate for the student’s skills and grade level. “I” represents an Incomplete and students are given the opportunity to complete their work and earn a passing grade.

Attendance Policy:

Attendance: Attendance requirements at The Link School is equal to or greater than the minimum number of days and hours required by the state of Colorado, which is 1056 hours and 160 days (Title 22, Colorado Revised Statutes: Education Article 33, School attendance Law of 1963, Section 104).

Excused Absences include all absences for reasons beyond the control of you or your family, such as illness/injury, appointments, or a family emergency. If you are not able to get or complete work from the teachers to do while you are away from school, it is expected that the work will be made up within a period of time no longer than the time missed from school. Teachers will determine when missed exams are to be made up.

Parents may also request from time to time for students to miss class time for family events or trips, but such absences should not be a regular occurrence due to the stress it can put on a student’s academic responsibilities.

Unexcused Absences are defined as absences from class or school without proper authority from home or the school. Parents or legal guardians will be notified immediately of any unexcused absence. The academic penalty for an unexcused absence will be a daily grade of “0” in every class missed, with no makeup privilege. Additional consequences may include disciplinary action – probation, suspension or expulsion.

Block Courses

From time-to-time, Link courses are instructed in blocks. On those days, rather than rotating from class to class each hour, students spend the entire day, or multiple days, on one interactive subject and corresponding project.

Presentations of Learning – POLs

Students conclude each term with Presentations of Learning that display to the community the students’ knowledge and development in a given subject area, or from their project work.

Whole School Learning Community – WSLC

Link staff do not view students as empty vessels that need to be filled with knowledge by teachers. Link teachers facilitate and teach, but also openly join students as learners and coconspirators in the quest for understanding. Link staff also share what they are working on professionally and personally through POLs. Lastly, staff work to honor students' input by engaging students in academic and community problem solving and not just imparting solutions.

Graduation Requirements

The graduation requirements listed are minimum requirements. Students interested in attending highly selective colleges are expected and encouraged to complete more academic coursework.

English	4 credits
Mathematics	3 credits
Modern Languages	2 credits
Science	3 credits
Social Studies/History	3 credits
Electives/Enrichment Courses	8 credits
Physical Education	1 minimum
Total	23 credits + 1 PE (a minimum for graduation)

Course Requirements for an Academic Year at Link

English	1 credit
Mathematics	1 credit
Spanish	1 credit
Science	1 credit
Social Studies	1 credit
Electives/Enrichment Courses	1 or more credits
Physical Education	1 PE credit
Total Credits	6 (minimum) + 1 PE

Portfolios

Students prepare a portfolio of completed work as a key graduation component including: course work, photos, writing samples, projects, expeditionary accomplishments, service work, personal code, athletics, entrepreneurial work, & presentations of learning (POLs).

Diplomas

High School diplomas are awarded to students who have completed graduation requirements.

AP (Advanced Placement) courses

Courses are available and offered on request as independent study.

College Courses

Courses are available through a local satellite of Colorado Mountain College.

Academic Integrity

The Link School cultivates honesty in every area of a person's life. Academic integrity means that the student or teacher guarantees that work turned in as his or her own is in fact original, unless properly cited.

Any instance of academic cheating, copying other's homework, or plagiarism is a serious offense. Copying and pasting information is common, but the student is responsible for learning proper methods of paraphrasing or citing information so that another's ideas are not represented as one's own.

Consequences for academic dishonesty are a grade of zero on the assignment and, if the situation continues, possible suspension from school.

The Link School Course Catalog For 2013/14, Year 6

English

Contributing citizens of the 21st century must be able to think and communicate clearly. Guided practice in analytical reading, and writing and speaking for various audiences, gives students the tools and confidence to share their ideas with others. Much of Link's writing instruction is on a one-on-one, coaching basis.

English I-IV and Honors

Two Semesters, one credit

What is genre, and how does identifying a particular genre for a text affect its style and delivery? Students in English this year develop reading, writing, and communication skills in a variety of ways through the medium of exploring genre – science fiction, mystery, theater, non-fiction, fantasy, etc. All-class books include *Feed*, by M. T. Anderson and *Hamlet*, by William Shakespeare, but much of students' reading is done through independently chosen books. With these independent choices, students set regular reading goals to develop their reading abilities and are challenged to choose books they both enjoy and are challenged by. In-class reading also includes short stories, articles, narratives, and poetry. Writing pieces include narratives, persuasive essays, an original short story, poetry, and articles, among others. Also sprinkled throughout classwork are scintillating vocabulary words and invaluable grammar skills.

The Literature of Spiritual Exploration

Two semesters, one half credit.

The Literature of Spiritual Exploration course is designed to study some of the ways other cultures, religions, and individuals explore spiritual identity. Students develop a greater understanding of the nature of this search and familiarization with literature that explores the topics of spiritual identity, God, and life-meaning from a wide range of perspectives. This is primarily a reading and discussion based course. Writing assignments are both essays and journaling assignments designed to explore spiritual growth topics. In addition, the course explores other traditions through speakers and field visits to sacred sites. Lastly, students develop the ability to explore inwardly through prayer, meditation and abstinence during solo experiences on succeeding vision quests of increasing rigor and length.

Mathematics

Mathematical reasoning, skills and principles play an ever-increasing role in our digital society. Colleges expect students to complete four years of high school level math starting with Algebra I.

Algebra I

Two semesters, one credit.

Algebra I is a comprehensive, standards-based coverage of Algebra I and its prerequisites. Students study arithmetic readiness, real numbers and linear equations, functions and systems of equations, polynomials and quadratic equations, rational expressions and proportions and exponents and square roots. If time allows, students also study introductory lessons on geometry, trigonometry, data analysis and probability and other topics.

Geometry

Two semesters, one credit.

Students study algebra and deductive reasoning, lines and angles, triangles, polygons and circles, similarities and transformations, volumes and surface areas and coordinate geometry.

Pre-Calculus

Two semesters, one credit

Throughout this course students study functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometry, systems of linear equations and matrices, sequences, series, and probability, conic sections and limits and continuity.

Trigonometry

Two semesters, one credit

This course covers functions and graphs, quadratic functions, unit circle and right triangle trigonometry, trigonometric graphs and inverse function, trigonometric identities and equations and applications of trigonometry.

Calculus

Two semesters, one credit

The Calculus course is a comprehensive look at the study of differential and integral calculus concepts including limits, derivative and integral computation, linearization, Riemann sums, the Fundamental Theorem of Calculus, and differential equations. Applications include graph analysis, linear motion, average value, area, volume, and growth and decay model.

Math Studies I

Two semesters, one credit

This course uses the ALEK math suites. It focuses on identifying appropriate level math concepts for students to review and improve on. Concepts covered will include whole numbers and integers, rational numbers, measurements, proportions, percents, probability, variable expressions and equations, functions and graphs, geometry, and various other topics. To provide deeper understanding in some of these content areas, practical application of these concepts will be presented using a Project Based Learning model.

Business Math

One semester, one half credit.

Students review fundamental Algebra I skills including whole number calculations, fractions, decimals, statistics, and percents. Students apply these skills in real-world business transactions such as discounts, markups and markdowns, payroll, property and sales tax calculation, simple interest, and compound interest. Additionally, students study personal and business finance with topics in banking, home ownership, insurance, stocks, inventory and overhead, and interpreting financial reports.

High School Prep for Statistics

One semester, one half credit.

Students progress through an introductory statistics course, advancing specific skills developed during Algebra I and Geometry. Topics include: integers, decimals and percents, algebraic expressions, linear equations, lines in a coordinate plane, descriptive statistics, and counting and probability.

Modern Languages

Study of a second language opens windows on the world. Students become comfortable standing in another person's shoes. Language study includes an appreciation for and understanding of other cultures. It also heightens awareness of one's native tongue of English through emphasis on speaking, listening, reading and writing. The Link School offers Spanish language study for its practical application in the U.S. and as preparation for the extended field program in Spanish-speaking countries and the intensive language studies we undergo while there.

Should you want to take a language course in addition to our Spanish courses, we can make those available through Powerspeak¹² an online program. Please contact the Education Director for more information.

Spanish I

Two semesters, one credit.

This course is designed to introduce students to foreign language. The students not only learn Spanish but also good methods on how to approach a foreign language and why it is important. They start out by being given the tools necessary to learn a foreign language. They also learn how to use a dictionary and verb book effectively. By the end of the year, they should have a strong base of vocabulary and the ability to form coherent sentences. Students will be able to create verbal and written exchanges using simple vocabulary and basic sentence structure on familiar topics, greetings, feelings, basic directions, and opinions. In written and oral language they will be able to identify the main idea, respond to simple directions, and identify meaning using cognates and visual cues. Students will be able to define cultural products, practices, contributions, and celebrations.

Content:

- level one grammar concepts as shown in Colorado state standards
- level one vocabulary as shown in Colorado state standards
- speaking, reading, writing and listening exercises that will progress throughout the year
- cultural studies exploring Spanish speaking countries around the world and why it is important to learn about other cultures and their language

Spanish II

Two semesters, one credit.

This course is designed to strengthen the students in all areas of the Spanish language. They begin to examine how to take language study to the next level and move towards a practical everyday use of Spanish. They further their comfort in using outside resources, the dictionary and verb books. The course includes reading, writing, grammar, speaking and listening exercises as well as cultural studies on different Spanish speaking countries around the world. At the end of the year students will be able to produce written and verbal language on their personal experiences using specific details. Students will be able to comprehend written and verbal language by identifying the main idea, define unknown words using decoding strategies, and interpreting meaning by using context. They will also be able to differentiate and compare products, practices, celebrations, and contributions of all countries studied.

Content:

- vocab lessons following the Colorado state standards for year 2 Spanish courses
- grammar lessons following the Colorado state standards for year 2 Spanish courses
- weekly reading, writing, speaking and listening exercises
- cultural studies on varying Spanish speaking countries around the world
- real life scenarios designed to prepare the students for situations they may encounter while abroad

Spanish III/IV

Two semesters, one credit.

This course is designed to accommodate both year 3 and year 4 Spanish students. We will be studying 8 different themes throughout the year examining both culture and language in greater depth. Throughout these themed tasks students in each year will be held to different standards according to their level on the four year Spanish skills chart. Students will be moving past the basic practical use of the language into an analytical use. They will be developing products by examining the history, culture, and current events of Hispanic countries around the world. They will be asked to form opinions, persuade, offer advice, negotiate, and analyze information by interpreting meaning, identifying purpose, and predicting outcomes. They will be expected to use specific relevant vocabulary and advanced sentence structures.

Content:

- Research on a specific theme or topic
- Vocab lists relevant to theme
- Conversation on theme explaining, supporting, and persuading on a given point of view.
- Reading content from various sources on theme understanding relevance, point of view, main idea, and possible outcomes
- Writing pieces relevant to main theme that present a point of view and support for it.

Spanish Literature

Two semesters, one credit.

This course is designed to move students from simply studying Spanish into being proficient practicing speakers, writers and readers of the language. There are sections of the course applied to reading texts, writing reactions, summaries and short stories, listening exercises, grammar exercises and cultural studies. The goal is to have students actively using their grammar and vocabulary while taking a deeper look into Spanish culture through literature and current events. By the end of the year students should be able to produce written and verbal exchanges on a variety of topics solving everyday problems, describing events in detail, and explain a variety of sources. Students will be able to comprehend written and verbal language, make inferences, draw conclusions, identify setting, and interpret meaning. They will be able to compare cultural perspectives and products, the meaning and importance of practices, and analyze the contributions of each culture studied.

Content:

- grammar lessons based on the Colorado standard for a level 3 Spanish course
- vocabulary that applies to lectures and texts
- readings from the course book which includes cultural studies of Hispanic countries and from varying sources on current events in Hispanic countries.
- online listening exercises
- writing exercises that will put the grammar lessons to use but also give the students a chance to analyze texts being read and films being watched
- speaking exercises that will encourage students to react to things they are reading, writing and watching

Environmental Science

In the 21st century, the environmental sciences will continue to play a powerful role in transforming our society and our place in the universe. Stewardship for the natural environment is an Intended Outcome of The Link School. Environmental Science courses develop that sense of stewardship as humanity makes progress towards sustainability.

Environmental Science I: Mountain Ecology

Two semesters, one credit.

Using the Rockies as a laboratory, and then in the Andes during the Peru trip during the winter, this course intends to establish a fundamental understanding of mountain environments. Starting with the evolution of mountains through geology, we explore continental processes, plate tectonics, volcanism, deposition and metamorphism, and finally glaciation and weathering that has produced the mountains of the world.

Since mountains are such extreme environments, yet high in biodiversity, we research the adaptations of organisms that live in them, focusing on forests, tundra, wildlife, and high desert communities.

Mountain climates can be dramatic, and drive their own ecology. This course studies broad climates, the effects of altitude and latitude, as well as local weather patterns. Snow, ice and glaciers, in particular, are examined.

Finally, as few mountain environments are free from human impact, and as mountains are rich storehouses of resources (water, minerals, lumber, agriculture, and recreation) we examine all of these both through classroom research and field projects.

In addition to classroom activities, field projects (particularly on Link expeditions), there are a number of projects during the year. Some of these might include, in various years, student projects, labs and presentations on glacial features, mountains ranges of the world, vegetation zones, mining law and pollution, recreation and spirituality, fire ecology, and cultural diversity.

Driving Questions:

- What can mountains teach us about the general concepts of ecology?
- Why are mountains often places of biological and cultural diversity?
- What are the issues surrounding conservation of mountain ecosystems?
- What makes mountains such rich storehouses of resources that we need?
- How can the study of mountains teach us more about our world?

Social Studies

Social studies courses help students meet many of The Link School's Intended Outcomes, including a compassionate and respectful relationship with others, service to their communities as informed citizens and prospective voters, and making a difference for good through prayerful and informed action.

Modern American History

Two semesters, one credit.

This course traces the journey of Americans from the closing of the Western frontier in 1890 to the present day. Through historical video documentaries and research projects, we will explore key historical trends, events, individuals, and

social movements. We begin with the development of our nation's modern identity that developed under Teddy Roosevelt. We also consider how the US evolved into a global superpower; the fortunes and misfortunes of minorities, including African Americans, women, and immigrants; and major events through the decades including Prohibition, the Depression, the space race, hippies, the birth of the environmental movement, the Cold War's rise and fall, and the terrorist age. Central to our study this year will be the questions of war as we learn about major conflicts from the Spanish American War to Afghanistan: What is national security? When is war justified? Are the effects of war beneficial or detrimental? Major projects will focus on the government's suspension of civil liberties in 1917, 2001, and 2013; how to keep the national parks, "America's best idea," vibrant as we approach the Park Service's centennial year; and, who is the patriotic American, one who serves one's country or defies one's government? Always we will ask: what from our past defines who we are today?

One night a week includes a 30-minute discussion of current events.

Enrichment – I - 1.5 credits per year

Enrichment Courses at The Link School are designed to support the living and learning experience of each student. Many of the skills and dispositions cultivated in these courses are integral to the underlying educational philosophy the school, but do not fit cleanly in more traditional coursework.

Service Learning & Stewardship

Two semesters, one-quarter credit

Service work in support of the school and local communities includes forestry work, trail work, projects with the Division of Wildlife, construction of a shed for the splitter and the ATVs, animal husbandry, and work in our greenhouse and garden.

Leadership Seminar and Field Programs

Two semesters, one-quarter credit

Leadership skills are taught, in particular, in preparation for and during expeditions. Students earn various levels in relation to communication skills, small group leadership skills, small group participation, expedition mentality, outdoor skills, & environmental awareness. Expeditions during Year VI include rafting in UT through Desolation Canyon and either the San Juan River or Labyrinth/Stillwater Canyons, horse packing in the San Isabel, Mountain Biking in Colorado and Utah, Hiking through mountain and canyon settings in CO and UT, an international trip to Peru, a mountaineering trip to The Lost Wonder Hut, and a variety of shorter weekend trips.

Creative and Industrial Arts, & Computer Workshops

Two semesters, one-quarter credit

Students have the opportunity throughout the year to develop artistic skills and

abilities in photography, fine arts, music and handcrafts. Students receive basic instruction and have the opportunity to work on projects in carpentry, auto mechanics, pottery, and metals. Students also have the opportunity to become proficient in a variety of computer applications, including blogs, video and photo editing, web page design, Skype, video conferencing and other skills useful in presenting POLs.

Culinary Arts & Sustainable Foods

Two quarters, one-quarter credit

Students learn the practical art of planning nutritious, well-balanced meals from local food sources, shopping, cooking and meal presentation. In addition they participate in cooking classes taught by local chefs, in food related activities with the local farmers' market, and learn about sustainable ways to produce food as well as the resources available on a local level, including working in our own garden.

College Prep for Juniors and Seniors

Two semesters, one-quarter credit

Students focus on the college search process, including college essay writing and SAT/ACT practice, review, and testing.

Global Traveler: Peru

One semester, one half credit.

Preparation: Everyday, millions of passengers board airplanes to travel outside of the United States. But how many travelers examine the complicated aspects of travel? The Global Traveler course challenges students to practice fundamental components of Project-Based Learning while preparing for Link School's Year VI international expedition to Peru. Students collaborate in groups of 2-4 to develop independent projects that go beyond a simple "country study." Groups may consider the broad topic of global travel by responding to driving questions such as *Why do we travel?* or *How should we travel?* Alternatively, groups may construct driving questions that demand innovation, imagination, and applications of research such as *What will Peru look like in 100 years?* or *Can we learn anything about Peru by studying our local Buena Vista community?* Students conclude their projects with a community presentation.

International travel: In January, Link students and staff depart Colorado for a 3 ½ week field program in the Andes in Peru. Students experience language immersion through language studies and cultural immersion through visits with local artisans, community leaders, and in a visit to Machu Picchu to study the importance of that site. Mountain Ecology is covered while circumnavigating Ausangate in south-central Peru for 17 days. Ausangate is a majestic peak, standing at 20,944 feet and is considered holy by the local population.

In addition to language and science studies, students will also explore some of the different spiritual beliefs of the Andean cultures we visit, and reflect on their experiences through writing exercises.

Community presentation wrap-up: To synthesize the lessons learned and experiences gleaned from this trip, students prepare a multi-faceted presentation for members of our community here in Colorado. This is designed by the students and staff at the conclusion of the trip and brings home valuable lessons learned.

Physical Education

Two semesters, one credit

Students engage in daily workout routines and spend one week each month on a physically demanding expedition. For independent work out time, students are required to do 15 minutes of aerobic work and 15 minutes of strength work – at a minimum.

Senior Seminar

Length varies, credit available varies – maximum .5 credit

Seniors who qualify may choose to engage in a self-directed project from May 3rd – 21st of their senior year. Qualification will be based on 1) having a completed core course work necessary for graduation, and then 2) being in good standing in the community.

Projects may range in length from a few weeks to a few days and need to take place in the western hemisphere. Generally, the expense is too great, and too much time is lost when traveling to Europe or Asia in adjusting for the time change.

A staff member works as a project mentor with each student on his or her project.

Senior projects culminate with a POL and should focus on Link outcomes – i.e. service work, career development, backcountry skill development, an expedition, etc. Students may also introduce what they are doing with a fall POL.

Projects will be assessed by staff on a Pass/Incomplete basis.

Application Process: Students who would like to be considered for a senior project should work during the fall to develop a rough idea of what they want to do, and submit in writing a general scope of their project before Christmas break. After break, and before the international trip, students must submit a full proposal which should include the items below. Staff will then review the proposal and help the student come up with a firm plan by the start of the spring semester.

The written proposal should include:

- Description of the project (one page on the project content)

- Assessment of qualification (in terms of showing you have or will have the credits to graduate. This will require talking first to the Academic Director, and then to all your teachers and working out how to get your class work completed.)
- Explanation of how it will fulfill Link School Outcomes
- Length of time for the project and the proposed dates
 - Project timeline for key components
- Budget for the project (up to \$50/day is available from Link. Students and their families will need to have a plan to cover expenses beyond \$50/day.)
- Presentation of Learning (POL) plan

If approved, seniors should give their fall semester POL on what they are planning and spring semester POL on what they did and learned.

Block Courses:

Block courses fit into the overall academic program as enhancement. The instructors work with Link staff to accomplish established objectives and meet planned benchmarks. Whenever possible, block courses are project based and employ the PBL approach coordinated by Dave Bailey. Time blocks for these courses is often the afternoons but sometimes is all day.

Faculty and Adjunct Faculty List for 2013-2014

- Bobby Lewis (Link Director) Spanish tutor, Social Studies, World Religions, PE, Service Learning, Leadership, Wilderness Skills.
- David Bailey (Education Director) SAP Coordinator, Math and Spanish tutor, Wilderness Skills.
- Natalie Lewis (School Administrator) Home Economics, Spanish tutor, Horse Program.
- Christine Love Bailey (Instructor) English Instructor, Spanish tutor, College Advisor.
- Bill Fabian (Academic Advisory Committee, Instructor) Current Events, Social Studies, History, Academic & Career Advising, Accreditation Head.
- Preston Larimer (Instructor) Global Science.
- Bryan Reed (Instructor) Math instructor, Wilderness Skills
- Makenzie Barron Murray (Tutor) Standardized test tutor, Math tutor.
- Erin Easton (Instructor) Spanish and French.
- Portia Benson Math tutor.
- Ben Sleeman tutor and study hall proctor.
- Jess Lewis tutor and study hall proctor.