

# **The Link School Course Catalog**

## **2017-2018**

**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 degrees or 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, as well as 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 often 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, blogs, group problem-solving, and authentic assessments such as writing for publication.

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 on-campus courses and then have time in the late afternoons for personal projects, group recreation, and service activities. The other week of each month will be spent on a wilderness expedition.

### **Student Assessments & Placement**

The Academic Director works 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.

### **Student Academic 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 AdvancED.

### **Standardized Tests**

Standardized testing: Freshmen through sophomores 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. Each student will take the ACCUPLACER exam and the College and Workforce Readiness Assessment two times each academic year: once in the fall and again in late spring.

### **On-line Research**

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

### **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 or 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 aspects of 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.

### **Auditing**

From time to time students may audit a class for no grade or credit.

### **Academic Load:**

The standard course load is 5.5 core courses at Link. Students may petition to drop a class if they are on a graduation trajectory and don't need that particular subject. Students must carry at least 4 core classes on their academic schedule. If a student petitions to drop a second class, it must be replaced by an approved independent study or online course.

### **Cell Phones, Messaging & Music in Class:**

Cell phones and iPods are not allowed to be with a student during any academic time, whether or not the device is being used. If a student does have a phone or iPod during this time, it will result in a circle ding. On the student's computer, all applications that are used for communication must have notifications turned off, and the application must be closed during academic time so the student is not distracted during class. Music is not allowed during any academic time except on special occasion approved by the teacher.

When music is permitted during academic time, here are some stipulations:

- Do not use any on-line music websites. It uses too much bandwidth and causes our internet to slow too much.
- Music must be from a pre-established play-list and not altered during class time.
- Students should listen with only one headphone so as to be able to hear people trying to get their attention.

### **Assessment - Grading:**

Assessments are done in a narrative fashion and "A," "B," "C," "D," and "F." Students may also receive an incomplete, which is an "I" letter grade. If they receive an "I," students are given the opportunity to complete their work and earn a passing grade. If work is not completed to bring an "I" grade to a passing grade by August, then the student will receive an "F."

Assessments are developed appropriate for the student's skills and grade level.

### **Homework Policy:**

Any late homework will result in a grade reduction. The details of this will be communicated by each teacher.

### **Attendance Policy:**

**Attendance:** Attendance requirements at The Link School are 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).

If a student misses classes but is ready to participate by the afternoon, he or she will be required to go straight into study hall, in order to make up the academics that were missed earlier that day, rather than getting more and more behind.

**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 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.

### **Doing Academic Work at a Table**

In an effort to support strong academic work, during academic time, all academic work will be done at a table and not on a couch. Once all other academic work is complete, reading a book (not on a computer) is the only work that can be done on a couch.

### **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. In addition to the credits needed below, students must also be in good standing – academically and in the community.

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
<b>Total</b>	<b>23 credits + 1 PE</b> (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
<b>Total Credits</b>	<b>6 (minimum) + 1 PE</b>

## **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, and presentations of learning (POLs).

## **Diplomas**

The following are the types of diplomas or certificates students can earn:

### **Diploma**

Student has met all the criteria to be considered a high school graduate. The graduation requirements can be found on page 7 in the “Academic” section of the student handbook.

### **Remedial Diploma**

Student has participated in all of the coursework to graduate high school but has not performed at grade-level.

### **Diploma with Accommodations**

Student has received accommodations commensurate to an IEP (or equivalent), which have helped him/her perform at grade-level to complete all of the required coursework.

## **Link School Certificate of Completion**

Student has attended The Link School and developed study skills and life skills, without completing the high school graduation requirements.

## **AP (Advanced Placement) courses**

Some courses are available and offered on request as independent study.

## **College Courses**

Some 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 others' 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.

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

## **Academic Awards**

**Teachers' Awards** are awarded each week to any student(s) who teachers feel has earned recognition. Examples include: going above and beyond on an assignment, asking engaging questions, helping classmates with work, putting forth extra effort, etc.

If a student is nominated by a teacher, he or she must have completed all homework on time in every class that week. He or she must also not have committed any egregious offenses in any other classes.

The reward is a \$5 gift card to a store or restaurant in town. There is no limit to students per week or rewards per student, so students may add up multiple gift cards.

**Honors Library Awards** are awarded at the end of every semester. The student must have set an example as a model student, including earning a GPA of 3.5 or higher. At a small ceremony at the end of every semester, honors students receive a book as a gift from staff with a nameplate inside. The student also gets the opportunity to choose a book to donate to the school's Honors Library (also with a nameplate) in recognition of his or her academic achievement.

# **The Link School Course Catalog For 2017/18, Year 10**

## **English, taught by Makenzie Murray**

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-II**

Two semesters, one credit.

English I/II provides an integrated study of reading comprehension, literary analysis, oral communication, and written composition that aligns with Common Core Standards for grades 9-10. Students practice reading skills such as identifying themes, citing textual evidence, understanding characters, and explaining an author's use of language; students compose creative narratives, persuasive essays, and informative essays that demonstrate developing mastery of language and confident comprehension of texts. Reading selections include classic and contemporary novels, short stories, poems, essays, and explanatory texts. Written compositions are assessed with the guidance of the 6+1 Writing Traits.

Students who complete English I/II will have a developing self-awareness of their voices as readers, thinkers, and writers.

### **English III-IV**

Two semesters, one credit.

English III/IV emphasizes the development and refinement of skills introduced in English I/II, including reading comprehension, literary analysis, oral communication, and written composition. In line with Common Core Standards for grades 11-12, students practice reading skills such as comparing and contrasting themes, drawing inferences from texts, analyzing elements of a story, and recognizing exceptional language. Students' compositions include a creative narrative that demonstrates advanced dexterity with language and a research paper that uses evidence to support a perspective addressing a substantive cultural, social, or environmental issue. Reading selections include classic and contemporary novels, short stories, poems, narrative and persuasive essays, and explanatory and peer-reviewed texts. Written compositions are assessed with the guidance of the 6+1 Writing Traits.

Students who complete English III/IV will demonstrate curiosity in the world, confidence with their voices as readers, thinkers, and writers, and comfort with ambiguity.

### English Fundamentals, taught by Emily Oubre

Two semesters, one half credit

This class is meant to support the English I-IV classes. It focuses on reading fluency, through periodic reading assessments and literacy-building activities. Students also receive individual instruction on grammar and writing composition to support the reading and writing being done in English I-IV.

## **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.

### Algebra II

Two semesters, one credit.

Algebra II is a comprehensive, standards-based coverage of Algebra II 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, exponential and logarithmic functions. If time allows, students also study introductory lessons on conic sections, trigonometry, data analysis and probability and other topics.

### Geometry

Two semesters, one credit.

Students study Euclidean geometry using algebra and deductive reasoning—in particular, lines and angles, triangles, polygons and circles. We will use proofs to show similarities, transformations, volumes and surface areas. We will study with and without coordinates.

### Pre-Calculus

Two semesters, one credit

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

### 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, taught by Joel Benson**

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. Please contact the Education Director for more information.

### Spanish I

Two semesters, one credit.

This course is designed to give students a firm foundation in listening, speaking, reading, and writing the Spanish language as well as give them a basic introduction to cultures and history of Latin America. Specific attention is paid to terms students will need while traveling in Peru. By the end of the school year students will be able to communicate in the present, present progressive, simple future, and preterit tenses on a rudimentary basis.

### Spanish II

Two semesters, one credit.

This course is designed to take the firm foundation students have made in Spanish I and expand their listening, reading, writing, and speaking skills in the target language. Students explore the world in greater depth and will be able to use their language to discuss and write about the program activities we do here at Link, including the January trip to Peru. Students will have an understanding of the indicative mood and an introduction to the imperative mood by the end of the year. Students will expand their vocabulary and grow in their understanding and proper use of Spanish grammar.

### Spanish III

This course is designed to review the indicative mood and teach the subjunctive mood. The entirety of the subjunctive is taught. Students explore a deeper understanding of grammatical rules and expand vocabulary and conversational skills. Students develop their listening, reading, writing, and speaking skills. Spanish literature is introduced.

### Spanish IV

Two semesters, one credit.

This course reinforces all grammar and vocabulary learned in levels I-III. Students have the opportunity to discuss and learn about economics, the arts, history, politics, and social issues with a special focus on Peru and terms they will need to help them travel and get around while in country. Students continue to work on developing their listening, reading, writing, and speaking skills. Students work on reading and discussing Spanish literature.

### Spanish Language Acquisition

Two semesters, one credit.

This course builds upon Spanish levels I-IV. The course generally follows the AP Spanish Language and Culture curriculum framework. Emphasis is on reading, writing and conversations. Students will learn by exploring current events and literature.

### Beginning Italian

Two semesters, one credit.

Largely an independent class, this course is designed to give an introductory exposure of Italian to students who have had substantial exposure to Spanish. Students gain a foundation in listening, speaking and reading Italian. By the end of

the school year students will be able to communicate in the present and past tenses on a rudimentary basis.

### **Environmental Science, taught by Christian Hagenlocher**

In the 21<sup>st</sup> 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.

#### **Physical Science: Mountain Ecology**

Two semesters, one credit.

In this course we focus on mountain ecosystems through the lens of ecology. Students examine the relationships between living and nonliving components of mountain ecosystems. We focus on climate, weather, geology, and hydrology of mountain ecosystems, and we examine the adaptations of plant and animal species to mountain environments. Students also examine the threats that mountains pose to humans, as well as the vulnerabilities mountains have to climate change and other human-generated environmental activities. Throughout the course, we consider the cross-cutting themes of the program, including stewardship, sustainability, and conservation.

The objective of this course is to provide students with a hands-on learning experience that helps them better understand the mountain environment, as well as how to safely navigate and learn in mountain ecosystems in an outdoor classroom setting. Learning takes place through classroom lectures and discussions, labs, field lectures, and expeditions. Classroom and field lectures provide core concepts and tools for inquiry, while field exercises reinforce key concepts and give students the opportunity to apply their knowledge and tools to real problems in the field. This course supports students in developing a conceptual and practical understanding of the ecological complexity of the Rocky Mountain region and the Peruvian Andes.

### **Social Studies/History taught by Bill Fabian**

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, research projects, and today's news articles, we explore key historical trends, events, individuals, and social movements that played a role in the 20<sup>th</sup> century but still are "hot" topics in 2017. We begin with the development of our

nation's modern identity that developed under Teddy Roosevelt. Some of the topics we study include how the US evolved into a global superpower; the fortunes and misfortunes of minorities, including African Americans, women, and immigrants; the suspension of civil liberties; examples of civil disobedience; relations with Russia; the traumas of World War II, the Vietnam War, and the Cold War and how they changed our views of ourselves; and a special emphasis on Link's theme for the year: being stewards of the natural environment. Always we will ask: What from our past defines who we are today?

### **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 of the school, but do not fit cleanly in more traditional coursework.

#### Service Learning and 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 an additional building at Link to house our workout equipment and additional offices, 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 10 include canoeing on the Green River, 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, and 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 and Sustainable Foods

Two semesters, 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, as well as other food-related activities with the local farmers' market. They also learn about sustainable ways to produce food as well as the resources available on a local level, including working in our own garden.

### Modern US Civil Rights

One semester, one-quarter credit.

We begin with a brief look at the 20 years following the Civil War and how those progressive years led to a significant backlash. We look at the development of the KKK and Jim Crow laws and then move quickly through the first half of the 20<sup>th</sup> Century. We spend a majority of the course discussing the movement during the 1950's and 1960's and how the movement changed during the latter half of the century. We contrast the movement with social and cultural issues today.

### 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.

In January, Link students and staff depart Colorado for a 3 ½ week international field program in Peru. Students study the language and culture through immersion, including visits with local artisans and community leaders. They also continue their studies of Mountain Ecology and English.

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 workout time, students are required to do 15 minutes of aerobic work and 15 minutes of strength work – at a minimum.

### **Senior Project**

Credit varies - maximum .5 credit

Seniors who qualify may choose to engage in a self-directed project during their final semester at Link. Qualification will be based on 1. having completed core course work necessary for graduation and then 2. being in good standing in the community.

Projects may range in length from a week to a few weeks and are usually set up for the end of April and early May, once finals for seniors are complete. The specific window for YR10 seniors is April 30<sup>th</sup> – May 15<sup>th</sup> 2018.

A staff member will work 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, spiritual growth, backcountry skill development, an expedition, etc.

International projects need to be in the western hemisphere and in a stable location.

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 submit a written proposal by the end of February of their senior year. Staff will then review the proposal and help the student come up with a firm plan.

The written proposal should include each of these items as a framework for the proposal (there is also a form below that students can use):

- Date
- Name
- 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)
- Explanation of how it will fulfill Link School outcomes of some nature
- Length of time for the project and proposed dates
  - Project timeline for key components
- Budget for the project (Up to \$50/day is available from Link for senior projects. Beyond \$50/day the student will need to have a plan to cover.)
- Communication plan once on the project
- Emergency and evacuation plan developed with the staff mentor if the project is international
- Presentation plan

**Senior Project Proposal Form: The Link School**

Date:

Name:

Project Title:

I. Description of the project (one page on the project content)

II. Assessment of qualification:

III. Explanation of how it will fulfill Link School Outcomes of some nature

IV. Length of time for the project and proposed dates (Project timeline for key components)

V. Budget for the project

VI. Presentation plan

VII. Communication plan once on the project

VIII. Emergency and Evac. plan developed (if applicable)

**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 James Orlet or Emily Oubre. The time block for these courses is often the afternoons but sometimes all day.

**Faculty and Adjunct Faculty List for 2017-2018**

- James Orlet – Executive Director, cell: 510-508-5608, email: James@TheLinkSchool.org
- Bobby Lewis – Foundation Director, cell: 719-395-7704, email: Bobby@TheLinkSchool.org
- Natalie Lewis – Business Manager, Instructor, cell: 719-395-7411, email: Natalie@TheLinkSchool.org
- Emily Oubre – Academic Director, cell: 513-479-7830, email: Emily@TheLinkSchool.org
- Joel Benson – Spanish Instructor, cell: 719-221-1547, email: Joel@TheLinkSchool.org
- Christian Hagenlocher – Science Instructor, cell: 636-448-3347, email: Christian@TheLinkSchool.org

- Makenzie Murray – English Instructor, cell: (618) 363-1391  
email: Makenzie@TheLinkSchool.org
- Bill Fabian – Social Studies/History Instructor, cell: 719-239-1617,  
email: marshallpoint@hotmail.com
- Heather Barron – Residential Head, cell: 719-221-9347,  
email: Heather@TheLinkSchool.org
- Ben Sleeman – Math Instructor, cell: 719-207-5444  
email: Ben@TheLinkSchool.org
- Terry Shannon – Math Instructor, cell: 720-810-3141  
email: terry\_d\_shannon@yahoo.com
- Kevin Powers – Resident Assistant, cell: 614-531-3545  
email: KPow@TheLinkSchool.org
- Alix Ellers – Study Hall Proctor, cell: 505-670-0374  
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