

# The Link School Course Catalog 2016-2017

**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 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 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, 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 Academic 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.

### **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 the North Central Association, recently re-named 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 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, 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.

### **Auditing**

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

### **Academic Load:**

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 with banners flashing across the screen indicating that a message is coming in. 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. "I" represents an Incomplete and 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).

**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.

### **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, & 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 2015/16, Year 8**

**English**, taught by Emily Oubre

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: World Literature

In World Literature, students read from writers from around the world, focusing on common themes, how culture affects literature, fiction versus non-fiction, and narrative devices. We start with African literature, reading *Cry, The Beloved Country*, followed by Reyna Grande's *The Distance Between Us*, which culminates in seeing Grande herself speak. This study of the novel about immigration also prepares us for our trip to the border for immigration studies, as well as to Mexico. After African and Latin-American, we continue around the world to Europe and then Asia. For our study of European and Asian literature, students are given a list of writers and novels from which they can choose. The year ends with an exploration of today's world, and how the world seems to have shrunk, due to technology (or has it?). This allows students to relate what they've learned to their own lives, including media literacy in the age of information overload. In conjunction with literature, students write personal narratives, short stories, persuasive essays, poetry analysis, and other short pieces throughout the year. Writing is assessed and developed using the 6+1 Writing Traits as a guide, as well as a writing workshop model. Grammar is also woven throughout the year, supported by [NoRedInk.com](http://NoRedInk.com), and vocabulary to study is extracted from the literature.

### English III-IV: British and American Literature

In British and American Literature, students delve deeper into literature analysis and study of themes. Students are asked to make connections and think critically about literature and its connection to culture, social movements, and their own lives. The study starts with "the epic" in Britain and brings us through many of the literary movements (Renaissance, Native American, Romanticism, and Harlem Renaissance, for example) to contemporary literature and a study of how literature looks different in the United States today. In addition to study of literature, students are required to write a significant amount: literature analysis, short stories, persuasive essays, debates, and other shorter pieces throughout

the year. Grammar is also woven throughout the year, supported by [NoRedInk.com](http://NoRedInk.com), and vocabulary to study is extracted from the literature.

**Mathematics**, taught by Bryan Reed or Portia Benson

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 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**, 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 Progresivo

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 Mexico. 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 Mexico. 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 will be taught. Students will explore a deeper understanding of grammatical rules and expand vocabulary and conversational skills. Students will develop their listening, reading, writing, and speaking skills. Spanish literature will be introduced.

### Spanish IV

Two semesters, one credit.

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

**Environmental Science**, taught by Jeff Strickland and 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: Hydrology and Marine Biology

Two semesters, one credit.

The Hydrology and Marine Biology course explores the role water plays in our natural environment. The class covers the hydrologic cycle and how this cycle shapes mountain, riparian and marine environments. There is a focus on weather and climate and how they impact the river and riparian ecosystems of the Arkansas river and Green river in Colorado. Along with a focus on the geology, tidal energy and life of the worlds oceans. The class also focuses on Sea Turtle biology, identification, and conservation practices.

#### **Social Studies/History**

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.

#### American Government taught by Bill Fabian

Fall Semester, one credit.

This course focuses on both history and current events to understand United States government. First, students look closely at the US Constitution: why it was written, how it was written, what it says, and how it is relevant to our own times. Why has this document endured longer than any other national constitution? Is a constitution essential to a society ruled by law? What role did risk-takers such as Paul Revere, George Washington, and James Madison play? How did members of the Constitutional Convention pull off the impossible? How can one citizen change the Constitution? Is it possible to create a new constitution in our own time (using Tunisia's current experiment in doing so)? Next, we dive into the presidential election process, discussing liberal and conservative, studying polls and propaganda, identifying election issues, and monitoring election night results live. Students also conduct in-depth research. Underclassmen will produce a voter's guide to the issues. Upperclassmen choose an American value and research its evolving expression in culture and legal decisions over the centuries through constitutional amendments, court cases, and current national dialogue. Throughout the course, students utilize news and opinion in print and on the Web, checking editorials, letters to the editor, political cartoons, and campaign advertising for accuracy while learning how to evaluate Web sites.

#### 19<sup>th</sup> Century United States History taught by Bill Fabian

Spring Semester, one credit.

During the 19<sup>th</sup> century, Americans forged a national identity as they conquered a continent. They struggled to put into practice the principles and ideals of the country's founding documents, sometimes successfully, sometimes at great cost

and sacrifice. Through these experiences, the term “American” took shape and continues to guide our national purpose today.

Students learn about key events and people who defined the century, from Lewis and Clark in 1804 to the 1893 Chicago World’s Fair. Special focus is given to topics that affect our understanding of civil rights issues still important today: the advancement – or loss – of human rights as they relate to women, African-Americans, and native Americans. Another focus is on topics that impact the history of Buena Vista and nearby settlements, from explorations of Zebulon Pike in the first decade of the century to the rise of nearby Leadville as the state’s wealthiest city in the last decade. We also explore the century through the lives of three extraordinary Americans: Mark Twain, Mary Baker Eddy, and Augusta Tabor, a local pioneer woman and wife of the richest man in Colorado. How did their lives reflect the century’s values? How did their lives define new values for their fellow citizens? How did their lives and extraordinary accomplishments intersect with each other? Video documentaries are used instead of a textbook. Research skills are emphasized through a variety of projects.

Immigration Issues, taught by Bobby Lewis

Fall Semester, one quarter credit.

In most years the United States currently accepts more immigrants as permanent residents than all the other countries in the world combined. The Immigration Issues enrichment course examines the status of migrant workers in America, specifically in regard to current US law and practices and an evaluation of their effectiveness. Our particular focus is legal and illegal immigration from Mexico and Latin America to the US. It is taught as a compliment to the US Government class and works in collaboration with the English & Spanish classes. The course will be reading and discussion based and includes a speaker series, case studies, and field study on the US/Mexico border and Latin America.

Introduction to Economics, taught by Portia Benson

Spring Semester, one quarter credit.

1. Introduction to Economics and Economic Systems. Key concepts include: Scarcity, opportunity costs, decision making, incentives, market economic system, command economic system, traditional economic system, economic institutions.
2. Markets, Supply, and Demand. Key concepts include: Markets and prices, supply and demand, controls on prices.
3. Business, Labor, and Market Structure. Key concepts include: Productivity, profit, competition, monopoly, entrepreneurs, forms of business organizations, stock market, labor unions, income, human capital.
4. The Role of Government. Key concepts include: Role of government in a market-based economic system, market failures, government failures.
5. Macroeconomics. Key concepts include: Gross domestic product, investment, unemployment, money, interest rates, inflation and deflation, Federal Reserve, monetary policy, fiscal policy, national debt.

## **Enrichment – 1 - 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 & 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 9 include backpacking in the Sangre de Cristo mountains, 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 Baja, Mexico, 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: Baja, Mexico

One semester, one half credit.

In January, Link students and staff depart Colorado for a 3 ½ week international field program in Baja. Students experience language immersion through language studies, cultural immersion through visits with local artisans and community leaders, and will continue their zonation studies from science. Study of a society that chooses to have all leadership positions held by women will compliment our year-long theme asking “What is healthy community?”

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 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 YR8 seniors is April 30<sup>th</sup> – May 17<sup>th</sup> 2016.

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 – ie. Service-work, career development, spiritual growth, backcountry skill development, an expedition, etc. You may also introduce what you are doing with a spring POL.

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 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:

- 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 & 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).
- Presentation of Learning POL plan
- Communication plan once on the project
- Emergency & Evacuation plan developed with the staff mentor if the project is international

### **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. Time blocks for these courses is often the afternoons but sometimes is all day.

### **Faculty and Adjunct Faculty List for 2016-2017**

- Bobby Lewis – Link Director, cell: 719-395-7704,  
email: Bobby@TheLinkSchool.org
- Natalie Lewis – School Administrator, Instructor, cell: 719-395-7411,  
email: Natalie@TheLinkSchool.org
- James Orlet – Education Director, cell: 510-508-5608,  
email: James@TheLinkSchool.org
- Emily Wheeler – English and Field Writing Instructor, cell: 513-479-7830,  
email: Emily@TheLinkSchool.org
- Bill Fabian – Social Studies/History Instructor, cell: 719-239-1617,  
email: marshallpoint@hotmail.com
- Joel Benson – Spanish Instructor, cell: 719 221-1547  
email: Joel@TheLinkSchool.org

- Bryan Reed – Math Instructor, cell: 360-461-0007,  
email: Bryan@TheLinkSchool.org
- Portia Benson – Finance and Business Manager, Math Teacher, cell: 720-232-8312  
email: Portia@TheLinkSchool.org
- Christian Hagenlocher – Lead Science Instructor, cell: 636-448-3347  
email: Christian@TheLinkSchool.org
- Jeff Strickland – Semester I Science Teacher, Resident Assistant, Tutor,  
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