



EAGLE EYES

Volume 14, Number 1

News From Winter/Spring 2006 Trimester

Dear Fellow Duck Racer:

This is looking like a tough year for duckies. It has been unseasonably warm all winter and we are way behind on snowfall (the Western Slope of Colorado got it all). The streams are apt to dry up. Tough luck for duckies – all except the Eagle Rock duckies.

Recall in past years, Robert Burkhardt, Duckmeister Extraordinaire, has bred in the Eagle Rock flock: Streamlined bodies – thin from shoulder to shoulder to reduce air resistance. Enlarged webbed feet – Eagle Rock duckies run down the river on the surface of the water – blowing by their swimming



competitors. Eagle Rock duckies train all year at an altitude of 8200 feet under Burkhardt’s rigorous and demanding training regime – all the other duckies fly south and lay on sunny beaches – at sea level. Last year, Burkhardt’s new duckie strain, those with teeth, were particularly successful in intimidating competitors out of the water and up the stream bank out of the race.

This year’s Eagle Rock strain of fierce racing duckies are being equipped and trained with GPS. Imagine the beach clan competition, suntanned and other than being cute,

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SIX MORE GRADUATES MAKE 114

by **Curtis Wade III, Public Allies Fellow in the Professional Development Center**

On April 7th, 2006, six of Eagle Rock School’s most cherished veterans received their diplomas bringing the total number of graduates to 114.



Jazmin Campos

Jazmin Campos, David Courtney, Sevi Foreman, Dexter Friedman, Vionel Ortiz and Alex Vukodinovich donned the purple gown in celebration of their efforts and accomplishments.

Hailing from the Bronx, New York, **Jazmin Campos** began her journey ER 29 (Winter 2003). During her time here, Jaz’s in-

tegrity met many challenges, from the intellectual rigor of Latin, to the aesthetic demands of a soloist in a cap-pella. Jaz’s direct honesty and charismatic leadership will be missed by many. In looking back, she reflects, “I don’t think any of us realized how hard this was going to be. You constantly have to say to yourself, ‘Do I really want this?’” Jaz will return to New York to attend college (Eugene Lang) studying the field of Historical and Social Inquiry.

David Courtney left Durango, Colorado to enter Eagle Rock during ER 28 (Fall 2002). While here, David really enjoyed the Society and Culture’s program, especially



David Courtney

...See Graduates - Cont. on Page 4

**A publication of
Eagle Rock School
and Professional
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have no clue where to go without water in the streambed. Eagle Rock duckies run - and they run down a dry streambed, guided by their GPS, even faster than down the surface of a running stream. Frankly, we don't understand why the beach clan competition even bothers to come. But, coming they are. As in previous years, they are small, round, yellow, cute and pitiful. They must like to party. The Eagle Rock flock however, toothy grins and all, are doing wing-tip push-ups by the hundreds and talking racing strategy at the same time.

I hope we have made our case. Will you sponsor an Eagle Rock duckie or two? Or maybe a fivesome? Sponsorships cost \$20 each. **All the Eagle Rock duckie sponsorship proceeds go toward the Eagle Rock Graduate Fund.** There will

be about 5000 duckies in the race – about 500 to 600 of these will be Eagle Rockers.

First Prize – Seven nights for two at Rivera Maya, Mexico; Second Prize – Three nights for two at Disneyland; Third Prize – Two nights for two at Las Vegas; Fourth Prize – One night for two at the Broadmoor Hotel, Colorado Springs, CO; Fifth Prize – One night for two in Glenwood Springs, CO – Hot Springs and Hotel; Plus, 500 or so other prizes.

Make your check out to Estes Park Duck Race (in time for race entry on May 6th) and mail to: Duckies, Eagle Rock School, Post Office Box 1770, Estes Park, CO 80517 and We'll return your sponsorship tickets stubs to you.

Thanks for your help. This is a fun one.

Robert Burkhardt
Duckmeister Extraordinaire

JOIN EAGLE ROCK'S 'ASK A MENTOR' PANEL
by Dan Condon, Acting Director of the Professional Development Center

The eighth "Ask a Mentor" panel is underway on The Coalition of Essential Schools' ChangeLab



interactive website from April 11 – 15, 2006. "Ask a Mentor" panels virtually convene educators from across the network to discuss specific topics and to learn from the experience of CES school leaders and students. Beginning on Tuesday, April 11th you have the opportunity to directly dialogue with Eagle Rock School Staff. We all know that areas of student engagement, achievement and school culture improve when students are given a voice. Oppressing, controlling and silencing students should be a thing of the past. Giving students voice in the classroom, a say regarding school policies and a role in reform initiatives make schools more democratic, less autocratic and certainly more learner centered. But what does meaningful student voice look like? This panel is moderated by Eagle Rock School Head Robert Burkhardt, Director of Students Philbert Smith and Acting Director of Professional Development Dan Condon.

Participating in this panel is very easy. Click on the "Student Leadership: How to Foster Powerful Student Voice" link or on the "Ask a Mentor" link located in the Exchange section of the CESChangeLab.org site. Once you've reached the current panel, click on the blue "Ask a Question" button.

Log on today! This panel only lasts from April 11 – 15, 2006. Don't miss your chance to pose questions that are guaranteed to be answered in this time frame. If you don't have a specific question to ask, we invite you to log on to find out what everyone else is inquiring about! If you miss the panel feel free to check out the dialogue's transcript.

For more information on this panel, visit www.CESChangeLab.org.

GRADUATE ESSAY

Charlotte (Jones) Krooss, former Eagle Rock School Graduate recently submitted the following essay as part of her application to the engineering college at the University of Texas.

The taxi dropped me off in front of a small staircase that led down to the lodge. The school seemed deserted since there were no students walking through the lightly falling snow. I looked around at the Colorado mountains and could feel change in the crisp cold air. That was the last breath I took before my whole world transformed.

I walked into the lodge, suitcase in hand and saw the real Eagle Rock School for the first time. Students and administrators were discussing projects for the upcoming week and interacting as peers. There were no grades or books. Learning was done individually through research and experience was shared through teaching the newly acquired bits of knowledge to other students both in the classroom and community setting. Before I got to Eagle Rock I had always placed emphasis on my grades. I would study for a test only to later forget everything I had committed to memory for that one day. It came as a great surprise to me that I was nowhere near as knowledgeable as I had always thought I was.

Although I learned how

to learn at the school, two of the most important discoveries made were more personal. Rick Roberts was an instructional specialist who traveled from San Francisco to Estes Park every summer so we could put on a summer musical. I worked very closely with him as I was cast as Rizzo in Grease. Rick epitomized to me fearlessness. He taught me through example to become a fearless and open person. I also learned the importance of being an engaged global citizen. Rick had been diagnosed with AIDS in 1988 and when I graduated in 1999 he was not dying from the disease, he was living with it and using his experience as a tool to teach adolescents, like myself, that you are in control of your life and all of its experiences. I had not known before how instrumental one person could be to another; each one of us has such a huge potential to affect the world around us.

I left Eagle Rock knowing I could do good things for those around me. I thought about public health education or counseling for youth infected with AIDS. The desire to encourage positive change for others had not stopped resonating inside of me. I had to meet with a counselor to register for classes at San Antonio College. He asked me what I wanted to declare as my major. I had no idea what I could do to contribute to the world and I had no idea what I would love to do

every day. Having learned to be fearless, I told him Chemistry. I had never taken a chemistry class but with a strong math background it sounded fun. It turned out it was fun, and I was good at it. After about a year of study I decided I could use my understanding of science to make my mark in the world.

The aspect I am most interested in about chemical engineering is pharmaceuticals. With so many people relying on medications, I knew I could help a vast number of people everyday. Idealistically, I would love to create medications for AIDS patients. Although there are many AIDS medications on the market, I have seen first hand that it can be just as painful to treat disease as to suffer from it. If I can do my part to alleviate suffering I feel I can actualize the need to fulfill my role as a global citizen.

I arrived at Eagle Rock a confused and contrary young girl. I left still searching for a way to make my mark. I recently visited only to find that I am still very enamored with everything the school embodies. Through the past four years of school I have fearlessly been present for every day of my life and used my experience to create potential for my future. I see it as a future dedicated to helping others. Rick helped change me personally through his talent as a teacher. I hope to help inspire change and comfort for others through talent as a scientist.

Mark Dougherty
Sous Chef

Cynthia Elkins
Arts

Beth Ellis
*Learning Resources
and Information*

Eric Farmer
Language and Literature

Jacques Fournet
*Wilderness & Outdoors
Education*

Jimmy Frickey
Mathematics

Mike Glowacki
Head Cook

John Guffy
Service

Dick Herb
Director of Operations

Sheri Jackson
*Business Administration
Specialist*

Janet Johnson
Science

Janice Lee
Registrar

Jeff Liddle
Director of Curriculum

Karolee McLaughlin
Music and Performance

Jen Morine
Human Performance

L'Tanya Perkins
Admissions Associate

Tim Phelps
Chef Instructor

Scott Rashid
Second Chef

Russ Rendón
World Languages

Anna Ridder
*Wilderness &
Outdoor Education*

Philbert Smith
Director of Students

Terry Tierney
Assistant Facilities

Lan To
Life After Eagle Rock

Jesse Tovar
*Health and Wellness
Counselor*

...Graduates - Cont. from Page 1

the 'Close Up' and 'Is Democracy Fair' classes, which expanded and heightened his awareness of how governments work. David emerged into an involved, committed leader while at Eagle Rock, remarking, "Eagle Rock pushed me to change a lot of things. That was really hard for me, especially at first." He has earned the right to be proud of the knowledge acquired here and



Sevi Foreman

is deeply appreciative of those who supported him along the way. David will be heading to school on the East Coast to begin studying political science and public relations. **Sevi Foreman**, of Los Angeles, California, joined Eagle Rock during ER 28 (Fall 2002). An initially reserved person, Sevi has emerged as a dynamic, passionate, and articulate part of the community. Through classes like 'Hamlet' and 'Act Out' and activities like Peer Council, Eagle Rock pushed Sevi to "really reflect on who I am and how to express and convey that to others. Eagle Rock constantly pushes me to grow and challenge myself and to figure out how to continue developing who I am." Sevi's passion for music took flight here, culminating in his proudest accomplishment during ER 37, when Sevi organized and headlined a benefit concert for Katrina Hurricane Victims. Sevi will be heading to Boston to study songwriting, jazz, and music production and engineering.

Dexter Friedman came in ER 26 (Winter 2002) from Venice, California. Through classes at Eagle Rock, Dexter has rediscovered friendships with math and science and also discovered a new passion in the art process of Batik (hand-painting fabrics). Dexter's dry humor and penetrating wit have kept him going en route to his proudest accomplishment—gradua-



Dexter Friedman

tion. "It's crazy. I can't believe this. I look around the room and I realize that only a small percentage of ERS students have the perseverance to graduate from here and I feel very blessed to be one of those students. I feel



Vionel Ortiz

that perseverance is the most necessary quality to graduate from here." Dexter will be heading to Boston to pursue his interest in sociology. **Vionel Ortiz** traveled from Manhattan, New York to begin her Eagle Rock experience ER 24 (Summer 2002). Vionel embodies a rare passion and spirit for everything she does. Those passions found natural outlets here through theatre productions like *Guys and Dolls* and through her poetic writing. In looking back, she shares, "Eagle Rock challenged me to just grow as a person and look internally at who I was and decide if that was the person I wanted to be. A lot of people don't know they're in control of who they are." Vionel's mature, insightful voice and sunny smiles will be missed as she heads to either New York or Puerto Rico to learn more about her various interests ranging from fashion to political science.

Alex Vukodinovich made the short trip from Fort Collins, Colorado to become a member of ER 28 (Fall 2002). Alex was impressed by the quality of teaching here and is thankful to all those who helped him discover how much he loves to learn. His strong quiet presence anchored many classes and intramural teams



Alex Vukodinovich

as he learned to interact with a variety of different styles, skills, and beliefs. Alex has always liked to draw and will be heading to the Boston Architectural Center to continue his life-long passion for architecture. "I love the intentionality. Nothing is a mistake. Everything is thought out and a creative expression. I love thinking that someone will be heaving memories in a spaced I designed."

ERI: EAGLE ROCK INVESTIGATORS

by Jenna Kay, Public Allies Teaching Fellow in Science

Caution tape stretches across the door, trash sprawls over the floor, and the taped outline of a body is visible on the floor tiles.

Welcome to E.R.I. (Eagle Rock Investigators), Eagle Rock's very own forensic science crime team, and second period science class. E.R.I. students Ashley Trunk, Alex Vukodinovich, Ben Fust, David Courtney, Delicia Jones, Heather Santos, Madden Foreman and Tahnée Coleman have been hard at work solving cases all over the Eagle Rock campus.

For the first half of the class, these students were presented with the above scene and the following information:

INCIDENT:

At approximately 10:17pm, on the evening of January 15, 2006, Mr. HaeJohn Medley (Visual Arts Fellow) was found by the evening's G.T.P. (Go-to-person), Mr. Russel Rendón, unconscious in the science building at the Eagle Rock School and Professional Development Center. After being rushed to the hospital, Mr. Medley was pronounced dead upon arrival. His body is currently being stored at the local medical examiner's office where an autopsy will be performed to determine the cause of death.

Russel Rendon, world language instructional specialist at ERS and Ponderosa house parent:

"I became concerned when HaeJohn did not respond to my repeated questioning as to his whereabouts over the walkie-talkie. All of the other duty staff responded that

they could hear me very clearly and none of them had heard or seen HaeJohn within the past hour. We immediately split up over campus in search of him. That's when I found him sprawled on the floor in the science building. I called 911 and conducted CPR until the ambulance arrived."

SUSPECTS:

Danny Alvarez, who lives across the hall from HaeJohn in Willow, has become fed up with HaeJohn's insensitive racial commentary.

Alan Barstow, who is in love with HaeJohn's sister, was overheard arguing with HaeJohn about dating her.

Megan McLean, who previously tried to drown her landlord's blind wife, was immediately taken in for questioning due to her previous suspicious behavior.

Corie Washow, although new to Eagle Rock, suspects HaeJohn is growing marijuana in the greenhouse.

Curtis Wade, HaeJohn's roommate, was overheard mumbling to himself about HaeJohn's irritating habit of playing music to fall asleep.

After considering this information, E.R.I. students were asked to determine who killed HaeJohn and with what. They scrupulously observed, sketched and photographed the crime scene and then lifted and matched fingerprints. Students finally narrowed down their prime suspects by testing DNA collected from the crime scene and the suspects. Based on their findings, E.R.I.

deduced that the culprit was Alan Barstow (this year's language arts and literature fellow).

Once they solved their first case, E.R.I. students were presented with other scenarios. One included a ransom note threatening to delete a prospective graduate's major research unless a \$2 million payment was met. In this case students analyzed pen ink, handwriting, lip prints and lipstick to determine who was threatening to delete school work for such a high price.

In another case, designed by Alex, students were directed to the kitchen laundry room where Tim was quite distraught about his missing undergarment laundry load. The police collected various white powder samples from the laundry room and E.R.I. analyzed them through different chemical tests. The students identified a range of substances, from laundry detergent and table salt to illegal drugs. Additional DNA, fingerprint and hair evidence provided the details to narrow down the suspects in this case.

Through the students' investigative inquiry, they are broadening and deepening their understanding of the concept of proof, learning how the popular television show C.S.I. compares to real life forensic science, and learning some applied biology and chemistry in the process.

According to Ben, "This class is fun and a good way to combine science with real life situations." Heather seems to agree, "It's a fun way to learn about DNA, fingerprints and chemical reactions."



EAGLE ROCK COLLABORATES WITH COALITION OF ESSENTIAL SCHOOLS FOR JULY'S SUMMER INSTITUTE

by Dan Condon, Acting Director of the Professional Development Center

The Coalition of Essential Schools, Eagle Rock School, Colorado Children's Campaign and Public Education & Business Coalition invite you to join us for our Summer Institute July 10-14, in Denver, Colorado.

This institute will include workshops, discussion groups, and facilitated planning time, organized around the following essential theme: The Essentials of Small Schools: Principles and Practices for Equity and Achievement

Presenters and speakers include some of the most effective, renowned small school educators in the country. Workshops and roundtables will be led by CES Mentor Schools including: Eagle Rock School, Urban Academy, Boston Arts Academy, Quest High School, Wildwood School and Fenway High School.

Participation is open to individuals and teams of educators interested in small high school design. The Institute will provide powerful professional development for large high school teams interested in converting to small schools, as well as teams creating or improving new small schools.

Key features of the Institute include:

- *Workshops by Small Schools Network Members:* There will be two types of workshops: one series of 6 hour intensive and 2 mornings of 3 hour workshops.

- *Daily Team Planning and Design:* Teams will set learning and design goals for the institute at the beginning and will have time each day for planning and design work. "Teams" will include paired mentors and new schools (or new school design teams) and/or coaches.

- *"Ask a Mentor" Roundtables:* This will allow all attending to get a sense of what a range of small schools look like when they "work well" and are implementing

the Common Principles. Attendees will have some dedicated access to the expertise of the Mentor Schools during this time. We will arrange a gallery of portfolios and information on each of the mentor schools and allow for participants to sign up for a roundtable session where they may ask questions and speak with staff from the Mentor Schools about "what has been essential" to making their schools powerful environments for learning.

- *Networking and Relationship Building:* There will be a series of events providing opportunities to network and team build. These include a special welcoming dinner and reception on Monday, and a special dinner event on Thursday night.

- *Youth Led Workshops & Youth Leadership Development:* We are hoping to have a significant number of youth-led workshops during the week along with some dedicated time for youth to meet together and discuss their role in small school design and transformation.

- *Small School Design:* While the whole institute is centered around issues related to small schools in particular, the design of small schools, whether from the ground up, out of large school conversions, or redesign, will be a focus of the week.

- *High School Conversion Planning:* In addition to the symposium described below, there will be a series of workshops about challenges specific to the conversion of large schools into small schools.

- *Special Event: Lessons from the Past; Solutions for the Future: An examination of the Manual High School conversion* – This symposium will take place on Wednesday afternoon and will be open to both summer institute participants and people in the Denver community who are interested in looking closely at what happened at Manual and what conditions need to be in place for conversions to be successful.

For more information including registration details please visit: <http://www.essentialschools.org/>

INFORMATION ACCESS IN THE DIGITAL AGE, EAGLE ROCK SCHOOL – 1997 TO 2006

*by Richard Gordon, Former
as Learning Resources and
Information Instructional
Specialist*

Can you remember. . . no computers in the living village? Can you imagine . . . no wireless network? Does anyone remember files disappearing into cyberspace never to be found? Has anyone heard of Eudora mail server software. . . or the CASPR library automation system? Does anyone remember the LC 520, the 5200, 5300, or the 5400 computers? Has anyone ever used Hyperstudio software to create a multimedia project? Have you saved your files to a 3.5" floppy diskette? Remember when we would connect our computers to a television monitor in order to present a computer project to a larger audience for graduate POLs? Remember those first Apple digital cameras or the industrial strength RCA VHS camcorders? These are my first memories of the Eagle Rock School Learning Resource Center. I had just left Community Involved Charter School with a student population of 350 students and an annual technology budget of \$ 3,000.00. As I began my new position as Learning Resources and Information Instructional Specialist at Eagle Rock School, I thought I was in heaven.

The learning curve was steep and I felt welcomed and comfortable in my new Eagle Rock School learning community and in my new Piñon House family. Karelle Scharff, the school's network administrator and chief geek, was a patient mentor and friend. I had taken on this

new role because I understood that technology was going to change information access in libraries and was also going to fundamentally change the nature of schools, teaching, and learning. There was not another job on the planet I would have preferred at that moment! The students were supportive, friendly, and helpful. I slowly learned the difference between the Internet and a network. I learned how to connect a television to a VCR. I learned how bandwidth affected Internet transmission on our partial frame relay telecommunications line. I raced to keep up with computer hardware and software as we struggled to create a reliable network across the campus. I took some classes but it was mostly on-the-job experience and training that slowly enabled me to troubleshoot the computers and the network and understand the issues surrounding IT, that is, instructional technology. I finally accepted that I would never be able to keep up with some students' skills and experience in using Photoshop, Pagemaker, or Dreamweaver software.

We pulled fiber optic cable to the living village and the new music building. We replaced hubs with switches. We purchased sound systems, LCD projectors, a full T1 Internet pipeline, new servers, new multimedia software, new digital

cameras and camcorders, new Firewire hard drives, and, of course, new desktop and laptop computers. Finally Apple Computers released its new UNIX-based operating system and slowly, with the help of network administrator, Rob Erwin, our network became more stable and reliable. It has been gratifying and exciting to watch our students and staff become more comfortable with academic assignments and projects that included multimedia projects and video production. Recently a student here lost their computer access privileges and as I showed him how to use a typewriter for the first time. I realized how computers facilitated the writing process, revisions, and editing for our students.

Now that we have all this amazing technology in place, the big question is how can we most effectively use it. How and to what degree should technology be integrated into our curriculum here at Eagle Rock School? How important will it be to be able to search the Internet and evaluate the validity of the information found, and document the source? How important is it and will it be to be able to communicate using multimedia software like Powerpoint or Keynote or web design software like Dreamweaver or iWeb? Should our learning activities teach our students to see trends and patterns in data and be able to analyze and synthesize the meaning of data?

How many of our students will need to know how to build and interpret charts and graphs based on data entered into Excel Spreadsheet software? Who will want to be able to edit video recordings? Which student in their adult career will create,

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...Information Access - Cont. from Page 7

edit, and produce music using digital sound studio equipment? How many of our students will at some point in their adult lives be a member of a digital, collaborative team required to share and exchange ideas and data over broadband telecommunications lines? How many of our students will telecommute from the comfort of their home office? Who will take an online course in their higher education careers or as a professional recertification requirement? Who will teach using

computers?

Computers, the World Wide Web, and technology are an ever-expanding part of our world. Thomas Friedman in his recent bestseller, The World is Flat, believes that we are just beginning to realize the possibilities and opportunities of a world connected with technology. It may be the great democratizing force of our time. Academic, commercial, economic, and political collaboration may well depend on our technology skills.

I will be leaving Eagle Rock

School Learning Resource Center at the end of trimester ER 38. I wish to thank every member of the Eagle Rock family and community of learners for the opportunities to learn and grow, for the friendships, and for the opportunities to be part of the library and instructional technology program during this dynamic and exciting period. I leave you in the capable hands of Beth Ellis, Eagle Rock School's new Instructional Specialist for Learning Resources and Information! Happy Trails.

EAGLE ROCK'S IMPACT ON FORMER STAFF MEMBER

Anna McCanse, former Eagle Rock School Fellow recently sent this letter to the community.

As I was driving to school today my mind wandered and landed upon an amazing thought - what my life would be like if I hadn't spent a year at ERS. Over the



past few weeks I have been surrounded by Eagle Rock energy. With events like: John Oubre leaving as the head of our school and Josh Brankman interviewing and being

accepted to take his position, Sarah Ballard staying at my house for a week, Anna Ridder visiting, soon to be followed by Sarah Glasband, not to mention living and working with Stanley Richards for almost 3 years. As we strive to build community at this new school, I can't help thinking how different it would be if four of the leaders here weren't former Eagle Rockers.

Just today I had two students join me bright and

early in the morning to do service to repay me for their misbehavior in class the previous day. With Eagle Rock on my mind I decided to have them create a poster for the school that read: "We are caught in an inescapable web of mutuality" and proceeded to explain the concept to my 110 students throughout that day. I explained how each of them is connected to Eagle Rock also and several students were inspired by my description of the school (I may be sending some your way eventually).

Later I walked downstairs to our bi-weekly community meeting (which consists of 250 people) and with my advisory helped to teach everyone the "silent clap" as a way to cut down on the constant talking. We ended the meeting with props. Every day as students leave my room they hear me or another student who has caught on say: "leave this place better than the way you found it". And I could go on.... Building community and school culture is one of the hardest things I've ever done and I continue to humbly stand in awe, appreciation, and amazement of the work you all do as a school and community.

Robert, thank you for your regular email updates, they keep me inspired. Students, thank you for teaching me what young people are capable of so that I can push my students in that direction. And staff, thank you for teaching me how to put my heart and soul into a job. And thank you to everyone for helping me understand what community means and for giving me a model to strive and push for. You all continue to mean a lot to me.

NEW STUDENT ORIENTATION: A DAY IN WILDERNESS ON OUR 25 DAY TRIP IN THE SUPERSTITION MOUNTAINS, ARIZONA

by Marc Feder, First Trimester Student from West Orange, New Jersey

7.00 am - - -

We wake up and it takes a couple of minutes to get up since there are heavy sleepers in our patrol. We then gather in a circle for morning stretch. Sometimes we would do a set series of stretches, and at other times we would go around and everyone would pick a certain stretch that we all would do. After morning stretch we eat breakfast, which mostly consists of dry granola with powdered milk and water.

8.00 am

After breakfast we gather once again in a circle for morning gathering. Here we read from Don't Sweat the Small Stuff, we check in on how people are doing or are feeling about the day, and then we also find out the plan for the day, which the lead team planned the night before. After all has been said, we close the circle with our hands and say the closing statement "As I Become an Eagle Rock Student I Have the Desire to Succeed and am Prepared to Make Changes in my Life."

8.45 am - - -

After gathering we all pack up our personal belongings including our group gear, and once everyone is done packing we go to sweeping. Sweeping is where everyone lines up side by side and carefully scans the ground we used, to make sure we leave no traces of us being there. Sometimes if we're in a rush or some people aren't done packing, we would each randomly scan the

area; this we call the Waldo sweep.

9.00 am

Once everyone is ready with their packs on, we find the trail we're hiking on and we start hiking with someone in the front, the point, and someone in the back, the sweep. Depending on the weight of our packs, the type of terrain, and the energy and motivation of the group we hike at a specific efficiency.

1.00 pm - - -

After a few hours of hiking we stop at a flat area where we all circle up 20 feet off the trail to eat lunch. Usually we would have a dry lunch that won't take up too much time. Sometimes we would cook, but that can effect the preconceived time of arrival at camp, so we usually eat dry. After lunch, which usually takes a half hour, we gather up to receive our mini solo questions.

1.30 pm - - -

After everyone has the questions, we split up each for ourselves quietly, 20 feet apart from each other. In our spots we have time to reflect on the questions or anything else we desire to think about. Usually the mini solo time would be around a half hour, but at other times we would have a designated 1 hour to answer more questions.

2.00 pm - - -

After mini solo we all get our packs on again and start hiking once again, headed towards camp. During our hike we would have water breaks, layer breaks, and pack breaks. During water breaks, we each take a rest with our packs on, still standing up, and drink some water to stay hydrated. During layer breaks we take our packs off and either take off layers because of the heat, or put on layers because of the cold. During pack breaks, we go 20 feet off the trail and take around a 5-10 minute break where we each take our packs off to rest.



4.15 pm - - -

Our instructor Robyn calls a strong circle to discuss not upholding one of our patrol codes: respect and how we need to better respect the patrol hiking pace.

6:00 pm

We would all go 20 feet of the trail, take our packs off, and gather up for dinner or evening gathering, depending on what we choose. For evening gathering we would gather up and do a similar ritual as the morning gathering. For dinner we would cook a meal for everyone to be satisfied and full. This all would usually take an hour or a little more. Most of the time we actually only have evening gathering and have dinner when we arrived at camp.

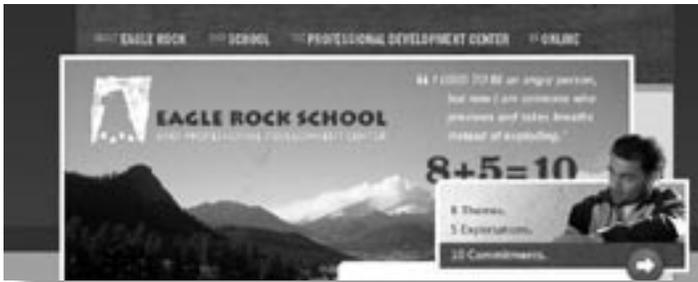
7.00 pm - - -

After evening gathering we would get our packs on again, and usually it would get really cold, so we would put on more layers to stay warm. At that time it would be dark already, so we all would get our head lamps out and put them on to be able to see the trail.

7.15 pm - - -

After all that, we would be on our way again, hiking to camp. At times it would get really late and people would jump into what we

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NEW POWERFUL WEB PRESENCE FOR EAGLE ROCK

by Dan Condon, Acting Director of the Professional Development Center

Eagle Rock School has a new web presence viewable at www.eaglerockschool.org.

Highlights of the new delivery include: podcasts of Eagle Rock events, virtual tours of campus, student “day in the life” entries and other informative interactive features.

Eagle Rock School contracted with Silverpoint to redesign our website. Just as every school is unique in its educational philosophy, Silverpoint explains that they approach every project as a unique puzzle to be solved.

Silverpoint clarifies, “We believe that, done properly, the school website is a transparent window that accurately displays the character of the school. Silverpoint’s designers approach each website design project as a tabula rasa - a blank sheet. We study all of the existing materials at the school, from the admissions viewbook to the letterhead all the way to the kind of brick or stone used in campus structures to the soccer uniforms. We conduct individual interviews with key members of the school community, from administration directors to teachers, parents, and students. We get to know the character of the institution. From this, we create unique and compelling designs that portray the school’s identity on the Web.”

We hope you’ll check out our new site and let others know of the redesign.

ESCRIP: HELPING OUR GRADUATES

by Dan Condon, Acting Director of the Professional Development Center

eScrip has proven to be a fantastic resource for fund raising where participating business partners contribute a percentage of your grocery loyalty cards, credit card, and debit/ATM card purchases to Eagle Rock School’s Graduate Fund. It costs you nothing and benefits Eagle Rock greatly!

Here’s How it Works

You register any one or all of your existing grocery loyalty, debit and credit cards for use in the program. Participating merchants will make contributions to your chosen group, based on purchases made by you, just by using the cards you have

registered. Your purchases are tracked and available to you online, allowing you to see just how much you are earning on our Graduate Fund’s behalf.

About Our Graduate Fund

Eagle Rock School today supports each graduate with \$8500 towards the costs of higher education. While this helps, it is not yet enough to make a meaningful dent in the costs of undergraduate or graduate education. We need your help to increase the amount we can offer each graduate. As we raise more funds, all ERS graduates will be eligible (and always retroactively) for increased financial aid. Our ultimate goal for the Graduate Fund is to raise \$3 million, which will permit us to offer significant assistance. We have to date awarded over \$170,000 and we have \$650,000 invested in

Fidelity mutual funds. We began raising money for the Graduate Fund in 1997.

It’s Free and Easy: Sign Up Today To Help Our Graduates

Visit <https://secure.escrip.com/jsp/supporter/registration/step1.jsp> and enter our Group ID: 5304553 or simply search for Group Name: Eagle Rock School Graduate Endowment.

About ESI

Electronic Scrip Incorporated (ESI) is a California-based corporation dedicated to establishing relationships between commerce and community -- to provide resources to organizations and projects that support children. ESI introduced the eScrip program in 1999 and has distributed over \$120 million to schools and youth organizations across the country.

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called zombie mode. In this mode their eyes would be half closed, they would hum instead of talk, and would take as many breaks as possible. Basically people would get really tired if it got late. Some people however pre-viewed during the day that they were going to hike late at night, and therefore would brace their mind and body for a long night of hiking.

9.00 pm - - -

When we finally arrive at camp, we each would do our expected share of work. This consisted of cooking dinner, setting up 2 tarps and a group tarp, and scouting for and pumping water. After everything is set up and everyone ate a dinner, we would make sure camp was weatherproof by everything being under tarps and we would be off to our sleeping bags to rest for the next day.

EAGLE ROCK PARTNERS WITH ODYSSEY – THE ESSENTIAL SCHOOL

by Dan Condon, Acting Director of the Professional Development Center

With generous support from the Bill and Melinda Gates Foundation, the Coalition of Essential Schools (CES) launched a five-year initiative to create a network of CES mentor schools, actively engaged in fostering the creation of new schools through innovate practice. Eagle Rock School was named one of these new Mentor Schools in 2004 and has been in a mentoring relationship with Skyview Academy of Thornton, Colorado through their planning and conversion process as they went live as a new small school this past September.

In March, 2006 Eagle Rock formalized its second CES Small Schools Project mentoring partner-

ship with Odyssey – The Essential School in Seatac, Washington. A reform effort that manifested resulted in the large to small school conversion of TYEE High School into three smaller schools. One of these schools, Odyssey – The Essential School, is being designed and implemented based on CES Common Principles.

Odyssey – The Essential School is being designed to maximize the personal and academic success of all students. The School is characterized by:

- ◆ Teachers working together to support students
 - ◆ Advisory classes for all students
 - ◆ Developing critical & independent thinkers
 - ◆ Personalized instruction
 - ◆ Student empowerment & democracy
 - ◆ Students and staff knowing each other as learners and people
- Joan Ferrigno, Principal of Odyssey explains, “The mission of

Odyssey – The Essential School is to cultivate a safe, supportive, and equitable community of learners. The Odyssey Community is committed to a challenging and thorough, student-centered education that prepared the whole student (body, mind and spirit) to participate willingly, confidently, and competently in all aspects of life.”

In speaking about the partnership Ferrigno shares, “Eagle Rock made an enticing partner in this collaboration because of their commitment to students’ personal growth and to building community. That, along with your goal of preparing students to make a difference in the world fits well with Odyssey’s mission. We are also hoping to gain knowledge about best practices and curriculum development.”

To learn more about the *Small School Project* visit: www.essentialschools.org/pub/ces_docs/ssp/ssp.html

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