



# EAGLE EYES

Volume 15, Number 1

News From Winter/Spring 2007 Trimester

## **EAGLE ROCK PLANNING REUNION ON THE ROCK THIS JUNE**

*by Jac Fournet, Wilderness and Outdoor Education Instructional Specialist & Katie Wiseman, Student*

As we look back on the past fourteen years we realize there have been many eagles that have come and gone. We all have one thing in common: being an eagle. Thus creating a "Flock of Eagles" around the country. It's about time to bring the flock home!

The sixth Reunion for Eagle Rock's past and present will be nesting June 22 - 24, 2007: "A Flock of Eagles" at the Rock. We understand that not all past eagles will be able to take time from their current work and school obligations.

If you haven't been in touch with us yet, please email your intentions about attending to [reunion@eaglerockschool.org](mailto:reunion@eaglerockschool.org) so we can get you more information on the details of the weekend and prepare for your arrival.

Can't wait to see the past and the present come together like the Flock that we are!

Visit [http://eaglerockschool.org/our\\_school/alumni/](http://eaglerockschool.org/our_school/alumni/) for more information.

## **STUDENTS VISIT DC UP CLOSE**

*by Dan Condon, Associate Director of Professional Development*

Instructional Specialist Donnie Adams and Public Allies Fellow in Society & Cultures, Emily Ro joined students Saul Flores, Edwin Rivas, Tahira Ali, Haleigh Jackson-Oakley, Gloria (Nikka) Smith, Delicia Jones, Heather Santos, Ashley Trunck, Ben Fust and Jesse Reyes for the annual American Government class trip to our nation's capital.

Director of Curriculum Jeff Liddle stated, "We're a school that places a high value on experiential education and going to DC is a powerful way for our students to interact with people in the political arena in a hands-on manner. Through the Close Up experience and visiting DC, they clarify their understanding of government, their own political leanings, and power relations in this country. We find that they are exposed to the good, the bad, and the ugly. It isn't always easy for them but it is most certainly educational."

As explained by The Close Up Foundation, "Close Up is the nation's largest nonprofit, nonpartisan citizenship education organization. Since its founding in 1970, Close Up has worked to promote responsible and informed participation in the democratic process through a variety of educational programs.

Each year, more than 20,000 students, teachers, and other adults take part in Close Up's programs in Washington, D.C. Since the inception of its Washington-based programs in 1971, the Close Up Foundation has welcomed nearly 650,000 students, educators, and other adults to the nation's capital.

Close Up's mission is to inform, inspire, and empower people to exercise their rights and accept the responsibilities of citizens in a democracy.

Close Up Foundation encourages responsible participation in the democratic process through educational programs and publications in government and citizenship.

The Foundation is committed to developing new and better ways for young people, teachers, and a widening circle of citizens of all ages to gain a practical understanding of how public policy affects their lives and how individual and collective efforts affect public policy.



*See "Students Visit DC" - Cont. on Page 2*

A publication of  
Eagle Rock School  
and Professional  
Development Center

Editor:

Dan Condon  
P.O. Box 1770  
2750 Notaiiah Road  
Estes Park, CO  
80517-1770

Phone Number:

(970) 586-0600

Fax Number:

(970) 586-4805

Website:

www.EagleRockSchool.org

An initiative of the  
American Honda  
Education Corporation

**American Honda  
Education  
Corporation**

**Sheri Bullock**  
Secretary/Treasurer

**Marc Burt**  
Board Member

**Gary Kessler**  
President & Chairman  
of the Board

**Cathy McEville**  
Board Member

**Kaz Odaka**  
Vice President

**Eagle Rock School  
and Professional  
Development Center**

**Donnie Adams**  
Society and Cultures

**Jon Anderson**  
Human Performance

**Burt Bowles**  
Facilities & Maintenance

**Robert Burkhardt**  
Head of School

**Margrette Castro**  
Public Allies

**Dan Condon**  
Associate Director of  
Professional Development

**Susan D'Amico**  
Administrative Assistant

## EAGLE ROCK INSPIRES PUBLIC CHARTER MIDDLE SCHOOL

*Katy Chandler, former Eagle Rock Staff member, recently wrote this letter to the Eagle Rock School community.*

Congratulations!! Did you know you have two newborn offspring living and thriving here in the wonderfully unlikely town of Reno, Nevada?! Let me introduce you. I know you'd see yourself in them if you were here (and of course you're always welcome)...

The youngest just celebrated its first ½ year: an Eagle Rock inspired public charter middle school! So that you don't doubt that you are indeed one of its (hopefully proud) parents, here are some details...

1. An educational equation that guides our program design, curriculum, and decision making "5 tenants + 3 qualities = 1 aim".
2. A wilderness trip for new students. At the top of Castle Peak one of the students said, "Don't you feel like you could do ANYTHING?!" and we knew we were following in your footsteps.
3. Project-based and student centered classes with an "individualized learning plan" to reach graduation.
4. Weekly student-led gatherings complete with "props", 5+3=1 focused activity, and sing-a-long.
5. The beginnings of a professional development center and community where all members learn, reflect and grow.



And most importantly (and most you):

6. A love for each other and an attention to ourselves as a community dedicated to making a difference.

We can't thank you enough for the inspiration and model that you are for us.

And you have another offspring in Reno who just recently celebrated his first birthday: Liam Bun Chandler-Isacksen. He's the beautiful, fun, intelligent and already opinionated son of myself, Katy Chandler, and the man I fell in love with when we were interns at Eagle Rock, Kyle Isacksen. I remember Robert saying that you don't know love until you have a child, and Kyle and I often smile about the truth of that as we collapse into sleep at night.

Thank you from the bottom of our hearts! Hope you get a chance to visit (and collaborate some time too!?).

"Students Visit DC" - Cont. from Page 1

Close Up conducts programs to increase civic involvement, promote civic achievement, and encourage civic awareness. In Washington, across the country, and around the world; in print and on television; and in the classroom and the community, the Foundation helps strengthen the nation's most valuable resource: its citizens.

The Foundation's citizenship education programs are guided by the following principles:

- Democracy is a dynamic system of government that requires active and informed participation.
- The rights and responsibilities of citizenship are shared by all.
- Civic learning is for everyone.
- Civic involvement is a lifelong process.
- We learn best through direct experience."

Tahira explained, "A highlight for me was meeting Barack Obama and Hillary Clinton."

Nikka shared, "I learned about who gives the government its power."

Jesse said, "The holocaust museum was powerful. It helped me realize the struggle that others who came before me faced."

## CASE NAMES 2007 INDEPENDENT SCHOOLS AWARD WINNERS

*Reprinted with permission from Honda's Daily News Network*

The Council for the Advancement and Support of Education (CASE) presented American Honda Motor Co., Inc. with the John R. Chandler Award on January 28th for the company's support of Eagle Rock School and Professional Development Center. An initiative of the American Honda Education Corporation, Eagle Rock serves as a second chance for young people who haven't succeeded in conventional schools and as a place where educators nationwide study innovative teaching methods.

American Honda Education Corporation opened the Eagle Rock School in the fall of 1993. Located in the mountain resort community of Estes Park, Colo., Eagle Rock is both a low-cost professional development center for adults, and a year-round, residential, and full-scholarship school that enrolls young people ages 15-17 from around the United States in an innovative learning program.

With more than 3,200 educational institution members located in 54 countries, CASE is readily acknowledged as one of the pre-eminent organizations in the world supporting education. Past winners of the Chandler Award, which honors a corporation or foundation for its outstanding contributions to independent schools, include Ahmanson Foundation, Annenberg Foundation, Dewitt Wallace-Reader's Digest Fund, and other prominent socially responsible organizations.

"It is an honor for the American Honda Education to be recognized for our efforts at Eagle Rock School and Professional Development by such a fine organization as the Council for the Advancement of Education," said Gary Kessler, president of the American Honda Education Corporation and senior vice president of HR and Administration for American Honda. "In many ways this validates that the original intentions behind the creation of Eagle Rock have been significantly achieved: giving back to society."



Since its inception, Eagle Rock has earned numerous accolades, including:

- National Service Learning Leader School (1999),
- Accreditation by the Association of Colorado Independent Schools and the North Central Association Commission on Accreditation and School Improvement (1999),
- Mentor School for the Small Schools Project of the Coalition of Essential Schools (2004),
- Accreditation by the Association for Experiential Education (2004),
- Charter member of the League of Small Democratic Schools by the John Goodlad's Institute of Educational Inquiry (2005),
- Governor's Colorado Cares Volunteer Service Award (2006),
- Points of Light Foundation's 'Daily Point of Light Award' (2007).

"These acknowledgements are a clear testament to the extraordinary commitment, hard work, and inspired dedication of the associates of Eagle Rock School and Professional Development Center," said Kessler. "It is truly only through these individuals and their efforts that the dream behind Eagle Rock is being realized."

**Mark Dougherty**  
Sous Chef

**Cynthia Elkins**  
Arts

**Beth Ellis**  
Learning Resources  
and Information

**Eric Farmer**  
Language and Literature

**Jacques Fournet**  
Wilderness & Outdoor  
Education

**Jimmy Frickey**  
Mathematics

**Mike Glowacki**  
Head Cook

**John Guffey**  
Service Learning

**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

**Michael Soguero**  
Director of  
Professional Development

**Terry Tierney**  
Assistant Facilities

**To Be Announced**  
Life After Eagle Rock

**Jesse Tovar**  
Health and Wellness  
Counselor

## FIVE MORE GRADUATES TAKE FLIGHT

by Emily Matuzek, Public Allies Fellow in the Professional Development Center

On April 13, 2007, five more Eagle Rock graduates took flight into the world. After years of work and discovery, Ana Alarid, Rob Liddell, Sia Yang, Steven Maestas, and Tahn'ee Coleman comprised the ER-41 graduating class.

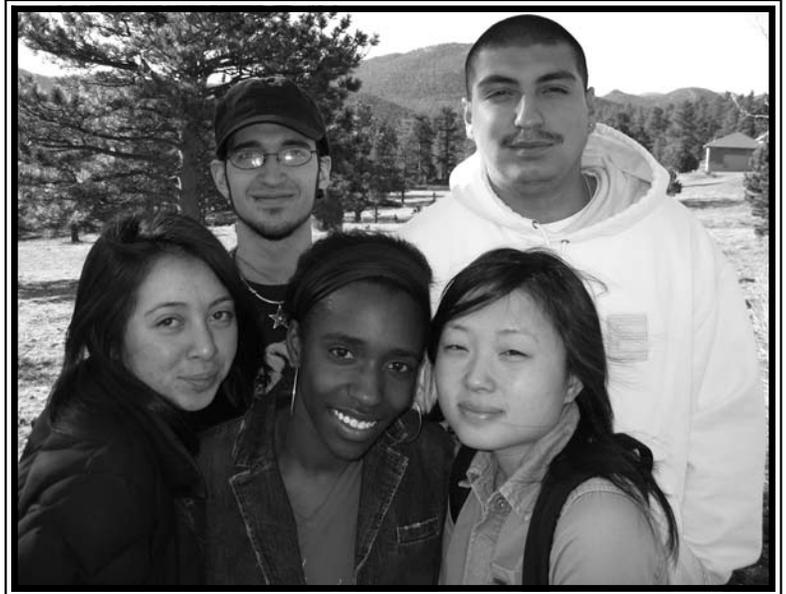
**Ana Alarid** entered Eagle Rock School in January of 2004 as a member of ER-32. She was hungry for a change in her life and took advantage of everything she could while at Eagle Rock. One of Ana's favorite experiences over her last three years was her wine internship in Northern California during ER-40. During her time in Napa Valley and Saint Helena, Ana worked as a crush intern, sorting grapes and making different wines. Ana's desire to travel and explore has not been satiated by her time at Eagle Rock, and she has aspirations of traveling to Italy and South Africa after her graduation from Eagle Rock. College is also in the future for Ana. She is interested in studying anthropology and education at the university level. While she is known among her peers for her "dedication to her work" and her constant desire to "expand on her learning," she has also been a strong support for some of her peers. "She is the most compassionate person I know," says fellow student Ashley Trunck.

**Rob Liddell** will be remembered for a great deal at Eagle Rock School, not least of which will be his love of music. Since his arrival at ERS in ER-31, Rob has spent a great deal of time in the Schoolhouse exploring various instruments and music. Through the a cappella group, morning gatherings, and impromptu jam sessions, Rob has added music to the mountain air of Eagle Rock and Estes Park. In the words of his writing coach, Scott James, "Rob has contributed music as well as kindness and continues to grow exponentially in his time management abilities. He understands that the coursework at Eagle Rock goes beyond academics. He's willing to work on himself." Rob attributes some of his growth and success at Eagle Rock to L'Tanya Perkins,

who has supported Rob through his Eagle Rock career. "I'm much happier with the person I am today than the person I came in here as. I'm more self-confident and self-assured, and I know what I want from life more than I ever thought I would," says Rob of his time at Eagle Rock.

**Sia Yang** has been described by her mentee, Robert Miranda, as "a great mentor. A great role model." She is known within the community for her quiet leadership and quick mind. Her fellow graduate, Tahn'ee, compares her to a Jerusalem Rose. "Once you water her, get to know her, she let's you in...she's a beautiful, soft person, and nothing can break her." Sia has aspirations to attend college, and is a finalist for the Gates Millennium Scholarship. During her time at Eagle Rock, Sia has created opportunities to explore and share her Hmong heritage with the community, which led her to take on an instructor role in her last trimester. Throughout her time at Eagle Rock, Sia has been grateful to Eric, Donnie, L'Tanya and Dribin for their support.

**Steven Maestas** graduated with a rather short tenure at Eagle Rock, having enrolled in Eagle Rock from his home high school in Leadville, Colorado, only seven trimesters ago. As Tahn'ee, his fellow graduate, put it, "He worked hard, fast, and efficiently." Still, Steven found time to participate in the Guatemala trip in ER-39. He enjoyed his time abroad, and valued the experience of "living and working



with the people" in his community, and "not being another tourist. To see some places I never would've thought about going." Because of his reserved nature, the public speaking course "Keep Hope Alive" also ranked high on Steven's favorite classes. The daily mini-speeches got him "out there," which he credits with making him more comfortable in front of groups. Steven's looking forward to graduation and says he'll miss the people at Eagle Rock very much, but "not the work or the Eagle Rock beds." The people at Eagle Rock will miss Steven as well. As his house brother Asha puts it, "He's my idol."

**Tahn'ee Coleman** has been described by fellow ER-41 graduate Steven Maestas as "always there for you when you need something." No doubt because of her willingness to help out community members of Eagle Rock, Tahn'ee has been involved in many facets of Eagle Rock since she first arrived from Richmond, California in ER-29. She has traveled with the Close-up class in ER-25 to Washington, DC, and assisted the Professional Development Center by attending a conference in Florida

---

## GIFTED KIDS WHO CHALLENGE US

*This article is being reprinted with permission from Mark Phillips with the Marin Independent Journal where it appeared on January 30, 2007*

---

A few years ago, I spent time at Eagle Rock, a school in Colorado for at-risk kids from all over the country that is quietly funded by the American Honda Education Corp.

Many of the best students at this effective school were highly gifted with extraordinary leadership, presentation and communication skills. Many had been in and out of two or three high schools before Eagle Rock, in some cases voluntarily.

Talking with these students, I became aware that each one of them could be described as creative dissident intellectuals, students with high intellectual and creative abilities who were difficult for teachers to handle. The trouble they caused was not criminal, but disruptive. This usually took one of two forms. One was active, such as sabotaging a class with wise-ass comments, or by talking back continually to the teacher. Some, however, did it through relatively passive means, via sullen non-participation and/or other forms of quiet defiance. Frequently these students also were a challenge to their parents.

I am not talking about kids who had psychological problems. I experienced most of these students as delightful, perceptive, articulate, self-aware and positively provocative in their thoughts and feelings about society. If they had lacked anything, it was a supportive environment that engaged, encouraged and rewarded their spirits and their minds and the skills to know how to effectively assert

themselves. They didn't know how to respond in an effective way to improve their situation.

Our schools are relatively effective at identifying gifted children, but they fall short in understanding, reaching and strengthening some of our most gifted kids, and none more so than those we experience as defiant and/or unreachable. In failing these kids, we greatly short-change our society. Many of these students are leaders at Eagle Rock, with the potential to play similar roles as adults. In their former environments they were often lost and angry.

There are awards for those who comply. High-achieving studious kids usually conform to the norms of the school, do well and get rewarded. Our social leaders also usually do well, even when their academic work isn't quite up to par. Gifted, creative kids who are compliant also get by even though their test scores are frequently higher than their grades. They don't do well in classes that are boring and often hate rote learning, but their relative disengagement isn't coupled with defiance.

We generally don't do well with kids who talk back or sullenly withdraw. Many times I have heard, "I dread my kids reaching adolescence." Teachers and parents who play strong authority roles have particular problems with these kids.

The formerly defiant adolescents I spoke with had found school incredibly boring, were highly self-directed

and were angry that they were forced to be in schools and, sometimes, homes that provided them little outlet to be who they were.

At Eagle Rock and similar schools, the answer is a curriculum that challenges the kids to think and create. They learn to effectively channel their frustration with the world into effective ways of changing it. And it's also tough love, an environment that is high on support but sets strict limits. At Eagle Rock, it's "break one rule and you're out of here." But importantly, there is patience and compassion for them even when they are angry or withdrawn.

I think of the ancient stories of dragons that turn into princesses when met with courage and care. I think too of the comment of Robert Burkhardt, the head of school at Eagle Rock: "Patience and understanding are always useful. I frequently think about the egg in gestation. We look at its hard, indecipherable exterior and are sometimes beguiled into thinking nothing is going on. Under the right conditions, in which we as parents and teachers have a big say, one day, as we near the edge of our patience a beak will poke through, and we'll realize that much was going on behind that blank white wall, even if we couldn't see it."

*Mark Phillips of Woodacre is a professor of secondary education at San Francisco State University.*

---

*"Five More Graduates" - Cont. from Page 4*

aimed at examining the national dropout rate, and alternatives to expulsion. She was an inaugural member of the Eagle Rock a cappella group, and has consistently lived the Eagle Rock mantra, "find a need and fill it." When asked about her role models at Eagle Rock, Tahn'ee cited the examples of Jazmin Campos and L'Tanya Perkins, "two strong women who always put business before pleasure...and got a lot accomplished."

The five ER-41 graduates have contributed a great deal to the Eagle Rock community during their time here, and have all taken a great deal from their time at ERS. We wish them the best of luck in their futures, and look forward to seeing and hearing from them in the future. Congratulations, graduates.

---

## EAGLE ROCKERS ATTEND NAIS NATIONAL CONFERENCE

*by Dan Condon, Associate Director of Professional Development*

---

The National Association of Independent Schools (NAIS) Annual Conference, the largest gathering of independent school leaders, administrators, and teachers, convened in Denver, Colorado from February 28th through March 2nd. The conference provided the 4,000 attendees, including



many Eagle Rock School staff members, with opportunities for invaluable personal and professional networking as well as practical skills and tools. The conference spurred forward-thinking dialogue about the future that faces independent schools. Organizers inspired such dialogue by providing a theme on which major speakers and workshop presenters could focus.

The 2007 theme explored the concept of sustainability in schools. People, Planet, Purpose: Leading the Way to a Sustainable Future brought the discussion back to the intertwining of all of the aspects of sustainability (demographic, global, environmental, programmatic, and financial). The theme encouraged schools to lead the charge, to take steps in every aspect of school life to “lead the way” to a sustainable future.

Michael Soguero, Director of Professional Development, Dan Condon, Associate Director of Professional Development and student Alex Harrison presented a seminar entitled Stewardship of Purpose as an Act of Leadership. The presentation posed attendees with the question: What does it take to sustain a school’s purpose through relationships and over time? Michael, Dan and Alex worked with attendees on how a “mission driven existence” is possible and within reach. They used Eagle Rock School as a backdrop for understanding the elements and practices of a learning organization. Attendees left with stories, energy, and practical tools to bring back to their own schools.

Robert Burkhardt, Head of School, shared, “I’ve been to numerous NAIS Annual Conferences. None have so pleased or moved me as the one in Denver. The speakers were powerful and relevant (Paul Ruesabagina! Jim Collins! Azar Nafisi! Rob Evans! Lisa Ling!), and their messages continue to reverberate in my mind as they inform my practice. The workshops I attended were rich in content and applicable material. My structured and chance meetings with colleagues were likewise fruitful (two Heads visited Eagle Rock). The Exhibit Hall (and events therein) provided solid information that I am sharing with teachers here. What a rich tapestry NAIS provided. In short, it was a pivotal conference for me, and I am already at work with my staff on ideas and improvements to move Eagle Rock forward.”

Ben Shear, Public Allies Teaching Fellow in Math stated, “This was my first time attending a NAIS conference and the highlights were meeting a range of NAIS affiliates and having the opportunity to hear Erik Weihenmayer speak about the visions behind our goals. As a first-year teacher I am still trying to figure out what’s next for me in terms of teaching, and the conference also helped give me a better idea of the many things that are happening in American education.”

---

## STUDENTS RECEIVE POINTS OF LIGHT FOUNDATION AWARD

*by Dan Condon, Associate Director of Professional Development*

---

On January 31, 2007, the students of Eagle Rock School were recognized for their volunteer service.

The Daily Point of Light Award honors individuals and volunteer groups that have made a commitment to connect Americans through service to help meet critical needs in their communities. It focuses on the goals for children and youth set by the President’s Summit for America’s Future. Each weekday, one volunteer or volunteer effort in the country receives a Daily Point of Light Award.

The program dates back to the administration of former President George Bush, Sr. “A movement to engage all individuals, families, businesses, groups and organizations in America to solve community problems.” Between 1989 and 1993, President Bush designated 1,020 Daily Point of Light, which placed volunteer service at the top of its agenda.

Individuals, families, youth, groups, friends, grandparents, businesses, nonprofit agencies, and religious congregations are all Points of Light. They hail from 45 of the 50 states, as well as the District of Columbia, and extend internationally.

The Daily Point of Light Awards program was reinstated on January 1, 1998 by the Points of Light Foundation, the Corporation for National and Community Service and full funding from the Knights of Columbus. Learn more about the award at <http://www.pointsoflight.org/awards/dpol/>

---

## COMMUNITY MEMBERS TRAINED IN RESTORATIVE JUSTICE METHODS

---

*by John Guffey, Service Learning Instructional Specialist*

---

In September of 2006, Eagle Rock School embarked on a journey to develop a new approach to student discipline. Instead of immediately sending students home for breaking non-negotiables, it was left up to the community to decide how to respond to rule-breaking behavior.

For the next several weeks, staff and students brainstormed and refined their best ideas for an alternative to the practice of sending students home for non-negotiable behavior. The approach that emerged from this process was based on each house having its own "house-council" which had cases referred to it involving its own house members. Two staff and two students from other houses were included in each house-council and staff or students were selected from the group to facilitate the decision making process for each case.

Early on in the process, the majority of the community had agreed that we wanted the alternative approach to student discipline to be based on the principles of restorative justice. There were many questions as to what this meant and how it could be facilitated. Immediate answers to our questions were found through information provided by the Estes Valley Restorative Justice Partnership. The Eagle Rock community watched a Restorative Justice training DVD showing a case in which several young men were held accountable for burning down an historic covered bridge in their own hometown. While not a perfect example of a typical Eagle Rock situation, the DVD did show how to conduct an RJ council and gave us some ideas on where to start. A script was also provided to help the house-council facilitators conduct conferences using Restorative Justice guidelines.

During the second half of ER-40, 14 cases of non-negotiable behavior were handled by house-councils. Out of the 14 students whose cases were heard by these first councils, 7 failed

to meet their agreements, or they committed other offenses, and were sent home. On the other hand, 7 students who most likely would have been sent home for their initial offenses were able to meet their house-council agreements, restore themselves to good standing, and remain in the community today.

At the beginning of ER-41 serious questions remained in the community about whether and how to proceed with the work that we had begun in ER-40 with the house-councils and restorative justice. Many people did not understand what restorative justice is, let alone how to use it. To answer these questions, Eagle Rock School & Professional Development Center invited Amanda Nagl, the lead trainer for the Estes Valley Restorative Justice Partnership, to conduct a two-day training for staff and students at the beginning of ER-41. Twelve students and 10 staff were trained at this time.

tion of finding an alternative approach to student discipline. The idea behind restorative justice - to bring together victim, offender, and community to identify harm and a system of repair - has much to offer the Eagle Rock community. We are seeking a process that incorporates some combination of the following principles: responsibility, relationship, reconciliation, repair, restitution, and reintegration.

Restorative justice connects with our objectives at Eagle Rock in the following ways: Non-negotiable breaking and wrongdoing in general is understood primarily as an offense against the relationships, trust and safety within a community. Restorative justice holds the offender directly accountable, not just for breaking a rule, but for the actual harm done to the victims, and to the community. Restorative justice seeks to repair the damage arising from the offense and to make things as "right" as possible for those directly



Through the training, we began to see new possibilities for restorative practices, and while community support for the house-councils had waned, there remained a desire to follow through with the original inten-

impacted. Restorative justice operates by bringing together all those who have been impacted by the offense, to examine how harm might be repaired,

## FILMING WRAPS FOR ESSENTIALVISIONS DVD

by Dan Condon, Associate Director of Professional Development

The Coalition of Essential Schools (CES) EssentialVisions will release the third and final DVD in the series this November at the CES Fall Forum being held in Denver, Colorado. Eagle Rock will be featured in this final edition of the project. Each DVD captures how the Common Principles have been implemented, illustrating how students engage in their own education and how teachers develop as professionals. Focused segments include school tours of each campus and benefits and challenges of implementing the principles, in addition to the featured pedagogical pieces.

Eva Frank, Director of the EssentialVisions project explains, "What excites me about working with Eagle Rock is seeing a group of individuals on a continual quest to become better persons. That failure is deemed success if you learn from it and make changes going forward."

A downloadable professional development toolkit provides discussion questions, school documents, and lesson plans as tools educators can use to drive improvement. The first DVD, *Classroom Practice*, captures the principles "less is more, depth over coverage" and "student as worker, teacher as coach." The second DVD, *Student Achievement*, captures the principles "personalization," "demonstration of mastery," and "commitment to entire school - teacher as generalist." The third DVD, featuring Eagle Rock School culture, captures the principles "tone of decency and trust," "democracy and equity," "goals apply to all students," and "resources dedicated to teaching and learning."

Eva continued, "The efforts at Eagle Rock can help educators understand that intellectual, social, and emotional messiness is all part of the hard and rewarding work of developing character, passion, and civic engagement - for kids and adults! There is so much focus on control and power by single individuals in schools, and Eagle Rock shows us that the most productive learning environments are ones where power is distributed to each member of the community."

By viewing these DVD's in their entirety or in individual segments over time, individuals are seizing the opportunity to reflect on topics most pertinent to educators today. Learn more about the project here: [http://www.essentialschools.org/pub/ces\\_docs/resources/essentialvisions.html](http://www.essentialschools.org/pub/ces_docs/resources/essentialvisions.html)



"Restorative Justice" - Cont. from Page 7

and restitution and reintegration achieved. Restorative justice helps offenders develop empathy and make better future choices, assists victims in moving toward healing, and empowers communities to solve their own problems. Restorative justice emphasizes innovative strategies for solving problems. Restorative justice seeks to build sustainable partnerships between key stakeholders in the community (police, schools, civic groups, etc.)

Currently our plan for incorporating Restorative Justice into Eagle Rock's disciplinary system is based upon the continuing collaboration between the Director of Students and interested staff and students who are pursuing restorative practices. This trimester Restorative Justice was the focus of a class that met during the second five weeks. The class led a discussion of restorative justice during a community meeting where many questions were addressed. The

class met with students on the Restorative Justice Council at New Vista High School in Boulder, and they also held a meeting with Amanda Nagl in which they discussed and received feedback on the discipline approach that we are developing at Eagle Rock. Next steps include another round of training for staff and students during EagleServe 42, on May 17-18, and the continued use of trained facilitators in leading councils to address non-negotiable and other disruptive behavior deemed to be injurious to individual victims and the community. Through this work, we are moving purposefully toward a community-based discipline system that seeks to repair the harm done by wrongdoing, to involve the victim in defining the harm done and how to repair it, and to encourage the offender to accept personal responsibility for their actions and the agreement to make things right.

## 3-2-5 = THIRD PERIOD, SECOND FIVE WEEKS

by Emily Matuzek, Public Allies Fellow in the Professional Development Center

With the hectic schedule maintained by Eagle Rock community members, it seems sometimes that we never get an opportunity to discuss that which likely needs to be discussed the most. Concerns that these conversations and their subsequent learning were not being addressed with proper energy led Math Instructional Specialist Jimmy Frickey to present to the staff in ER-40 that we re-examine our academic schedule for ER-41. So began the development to 3-2-5, signifying the third period, second five week block in this trimester reserved for important conversations and work that was otherwise neglected or addressed more informally outside of organized classes.

3-2-5 was unveiled to the entire community at the end of ER-40 when instructors pitched their next-trimester classes during the morning gathering. No classes, outside of the Close Up trip to Washington DC, were scheduled during third period of the second five weeks. The first half of ER-41, a core group of students and staff members continued to "flesh out" what these learning experiences would look like, eventually deciding that an organic process of self-selecting groups forming around a common theme of Interconnectedness would provide the right balance of structure and open space for community members to address what they needed most. Once the theme was set, a Tuesday night community meeting was dedicated to exploring the interconnectedness theme more deeply, and forming conversations around tables in the Lodge,

which would then evolve into the following 3-2-5 learning groups:

**The Meditation/Buddhism/Being Human/Ecology** group met four times a week to explore spirituality, interdependence with the world, how thoughts affect action and those around us, and how meditation, awareness, and compassion can help strengthen the Eagle Rock community.

**Restorative Justice** met four times a week to discuss what it would take to improve student quality of life and contribute to a greater sense of community. The class considered ways in which student behavior and responses to student behavior by staff and other students contribute or take away from our quality of life. As part of the work, they developed ways to institute a restorative justice approach to our relationships.

**The Secret: The Law of Attraction** is a theory and practice that has been around for thousands of years yet not available or practiced by the general masses. Simply stated, The Law of Attraction tells us that whatever we focus on and think about, we attract into our lives. Students had the opportunity to learn how to use this law (Ask, Believe, Receive), put it to practice, and then discover and possibly present how this law has played out in the Eagle Rock community.

**Connections in Service** worked to build bridges between Eagle Rock students and communities through service learning. This learning experience provided an opportunity for Eagle Rock students to form meaningful relationships with young people at

The Spot, a drop-in center for homeless adolescents and young adults in Denver.

The **Pleasures** class was designed by students to explore human pleasures. Class time was spent exploring the emotions surrounding pleasure, and examining different pleasures from food to music to sexuality.

The **What's Most Important** group spent five weeks exploring and venturing answers to the question of what is most important. Through literature study and reflective writing, students are developing individual Codes for Living.

The **Exploring Diversity** class was an opportunity for a small group of staff and students to discuss our campus diversity and issues surrounding diversity in larger communities. Self-identity was a main theme in the class, and questions about sexual identity came to the forefront in many of the class discussions.

**Math Connections** explored the credit on the ILP that causes the most anxiety among some of the student body. Two staff and two students teamed together to re-examine the math program with the hope of expanding integration of the math portfolios into other subject areas.

Our final 3-2-5 offering was **Connections Between Learning and Credit**, an opportunity for two prospective graduates to explore the connection or lack of connection between students learning and documentation on the ILP, while earning their Life After Eagle Rock portfolios.

**Save The Date:** Eagle Rock's 6th *Reunion at the Rock* will be June 22-24, 2007. Please visit [http://eaglerockschool.org/our\\_school/alumni\\_friends.asp](http://eaglerockschool.org/our_school/alumni_friends.asp) for the most up-to-date information on this event.

## GRADUATES SPEAK ABOUT IMPACT OF GRADUATE FUND

by Dan Condon, Associate Director of Professional Development

Eagle Rock's Graduate Higher Education Fund supports our graduates financially as they pursue higher education. The fund, which we instituted ten years ago, now offers each graduate \$11,000. We have awarded over \$250,000 and have more than \$725,000 in the growing fund. When we reach \$3 million we'll be able to significantly support our graduates (whenever we raise the amount available it is always retroactive for all graduates). We would like to share the impact of the fund on our graduates in their own words.

I sit on the brink of graduating a Bachelor of Arts in English from SUNY Stony Brook University with approximately a third of my loan debt relieved by The Fund. The money has been essential to my successful emersion into higher education and incites within me the possibility of graduate work. ERS's commitment to learning and service honed my character as a student and a responsible member of society. The Fund continuously upholds that commitment. The Benefits of the Eagle Rock Graduate Fund's contributions compared to its relative infancy should speak as a testament to the unadulterated potential it holds for future ERS graduates. Prior to going to Eagle Rock I had never anticipated finishing high school, let alone going to college. Eagle Rock has a goal of providing each graduate with a financial push so that they will be able to continue their further education above all odds that they have had to hurdle already.

-Luke

I've been benefiting from the Graduate Fund every year that I have been in college so far. Each term, I'm budgeting and scraping together as much as I can in order to pay the funds that aren't covered in loans, grants and scholarships. The Graduate Fund is a great help when I am in the middle of this process. I think I have benefited, in just the last two years of college, at about \$3-4000. It's been a great help. I'm not sure I would have been able to register for classes or consistently attend school term after term if I didn't have the additional help. I'm grateful to whoever conceived the program and to whoever supports the Fund.

-Amber

The Eagle Rock Graduate Fund has not simply been an auxiliary fund for my continued education, it is the reason I have been able to continue my education. I was able to complete my Bachelor's Degree at a small liberal arts college because of the funds that Eagle Rock has handed over to me. Without the Fund I would never have been able to cover the remaining amounts on tuition, let alone textbooks, each year. Even now I am still reaching for a higher education. I am a Master's Candidate at the University of Colorado at Denver in the Sociology Department. As you might know, there are even fewer opportunities for funds for graduate work. Even though I work full time (and make a decent salary), it is still due to the Eagle Rock Graduate Fund that I can pay tuition and the even more expensive books. That is not where this ends. I know that the day after I walk with my Master's Degree, the Eagle Rock Graduate Fund will help me pay for the loans I needed to take. Eagle Rock School is the foundation of me education and the Eagle Rock Graduate Fund has been the ever needed support in continuing my quest for knowledge and skills.

- Jeremy

I am passionate about living each day to its full potential, learning from my mistakes, and celebrating life. I am committed to completing my Engineering degree; passing the Fundamentals of Engineering exam (to obtain my Engineer-In-Training certificate); developing experience in an engineering field (via continuing my work with CalTrans); and doing my best on the Principles and Practice of Engineering exam (to acquire my

Professional Engineer license). With my education and experience it is my goal to decrease environmental degradation caused by human consumption of natural resources. Unfortunately, my financially challenged background forces me to borrow money required to continue on my path. However, I understand the importance of education and refuse to let financial hardship stand in my way. The Eagle Rock Graduate Fund has instilled strength and confidence in my ability to overcome the financial challenges of higher education. My esteem is boosted by thoughts of Eagle Rock supporting my educational plans.

-Darren

The Graduate Fund enabled me to enroll in classes when I would not have otherwise been able to afford school at that time. Although I have not completed my college education due to other opportunities, I am still pursuing a degree. The Graduate Fund makes it possible for me to return to school at any time. Every dollar helps. I know I am blessed to have a support system, such as Eagle Rock, that many others do not. And through the years, I will be able to return the favor more and more.

-Marion

Both my brother and I graduated from Eagle Rock and have benefited from the Graduate Fund. We chose expensive, alternative colleges (Bennington and College of the Atlantic) and the Grad Fund helped a little bit, but my parents are in great debt. My mother is handling most of my loans, but I will have to pay them back at some point and will most like-

*"Graduates" - Cont. from Page 11*

ly end up in debt. The Grad Fund is small; it helps, but not as much as I had hoped (\$1500 a year for a school that costs \$31,000 a year). What I do love about the Grad Fund is that I, among other students, worked hard for the money. We raked pine needles, cleaned yards, chopped wood, and did a number of other labor-intensive activities to earn money for our school's fund. I even send \$5 a year, which is not very much but is still a contribution. Dick and Robert always said they wished the Grad Fund could one day pay each graduate's entire college, or as close as possible. A generous fund would be incredibly, deeply, and warmly welcomed by all. I work two jobs and attend school full time to be able to pay rent and buy my food and my parents use their hard-earned money to pay my way through school. I would feel much better about my financial situation if I knew I wouldn't have to worry about paying off loans when I'm finished with college.

-Hannah

The Graduate Fund has been such a blessing in my life. As a financially

challenged student I have had to take out thousands of dollars in loans to make it through school (and I'm not even near done yet-here I come Graduate School!). Each year I am able to take out less in student loans due to the additional scholarship money I receive from the Graduate Fund. While I do see my education as a worthy investment, it helps knowing I will be less in debt as I begin life fully on my own two feet because the Graduate Fund has helped me so much. And to think that the money will be retroactive so that I may pay off student loans after I finish my formal education is incredible! The ERS Graduate Fund has and will continue to help me paying for the education I would have never been able to receive without the help of Eagle Rock.

-Kelsey

The Graduate Fund has helped me immensely. As you may know I am studying architecture in Boston. Architecture is a very specialized field and its students must be able to keep up with its esoteric demands. Design technology, more specifically computer software and complex programs,

are used daily by architectural firms. I have recently begun using some very serious programs that require me to have the latest and greatest in regards to computer performance. I used my first year's money to help me purchase a suitable computer. If I did not have the money needed to obtain such expensive equipment I would not get very far in my education. The expenses of living in a metropolis are great, the bills can add up quickly. Sometimes the costs can be quite discouraging, but the Grad Fund gives me hope. I know that every year I can count on Eagle Rock to give me a hand and that, more important than a computer, is why the grad fund helps me so much. It is a constant reminder that I am not doing this alone; I have a remarkable school at my back.

-Alex

To support the fund visit [http://eaglerockschool.org/about\\_us/higher\\_ed\\_fund.asp](http://eaglerockschool.org/about_us/higher_ed_fund.asp) or send a check in any amount to: Eagle Rock Graduate Fund, Post Office Box 1770, Estes Park, CO 80517. Gifts are tax-deductible and donors receive a letter that can be used for tax purposes.

## GRADUATE PROFILE – WHERE IS HE NOW?

by Emily Matuzek, Public Allies Fellow in the Professional Development Center

**Sevi Foreman** will always be remembered for the music he brought to ERS during his tenure as a student, and his love for music has only grown since his graduation from Eagle Rock in the summer of 2006. Currently at Berklee College of Music in Boston, Sevi is pursuing a degree in guitar performance. He says his first year is going very well, and that "Berklee is a dream come true." After spending years in Estes Park, he is also enjoying the more urban setting of Boston, which he says is an "incredible city...a great place to go to school," though he mentioned that looking for reasonably priced housing next year in Boston could prove challenging. This trimester, Sevi is studying the piano more formally than he has in the past, and is focusing on the more "intellectual side of music."

Experiences like planning the Katrina Relief

Concert, developing his graduate POL, and just hanging out with members of the community made an impact on Sevi. He credits a great deal of his success in his first year of college to his learning at Eagle Rock. He remembers, "I used to sit in Gathering on Wednesday mornings when they read letters from former Eagle Rock students. They'd always say Eagle Rock made the rest of life easier, and it's true." During his time at Eagle Rock, Sevi came to the conclusion that "I'm in control. I have to do the work to get where I want to go. Life is my responsibility. It's a payoff. The more responsibility you take, the more support you get."

As for his short-term future, Sevi will continue to work towards his degree at Berklee, and made a cameo at the ER-41 graduation to see his close friend Rob Liddell walk across the HPC stage. Beyond Berklee, Sevi says, "I'm a life-long musician, whatever that road happens to be. I'm doing what I love."

**Sevi Foreman, ER-28 (Fall, 2002)  
Graduated ER-39 (Summer, 2006)  
Geography: Boston, MA**

**AMERICAN HONDA EDUCATION CORPORATION**  
Eagle Rock School and Professional Development Center  
2750 Notaiiah Road, P.O. Box 1770  
Estes Park, CO 80517

NON PROFIT  
ORGANIZATION  
U.S. POSTAGE  
PAID  
PERMIT #380  
ESTES PARK, CO