

# THE COMPASS JOURNAL

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## EDUCATIONAL LEADERSHIP

Compass School, I have discovered quickly, is a unique institution of learning. After working in public education for thirty years, I always believed that there must be a better way of doing things. In the alternative schools that I created, I attempted to build cultures of learning that were based upon respect and responsibility. I knew that students learned better when they were actively involved in their learning and the curriculum was connected to real world situations. I wanted service to other people to be interwoven into the program, not only to learn about the community but also to identify and solve problems faced within society. Compass School is a place that embodies these ideals.

Education can become stagnant when people lack vision; education can become ineffective and boring to students without interest; education can fail because no one is willing to take the risk of doing some-

thing different. On the other hand, when those who are willing become agents of change, great things can happen.

As I see daily at Compass, when ideas can be explored, opinions shared, and decisions made based upon the best interests of the children, schools can become places where students develop their knowledge and skills to a level far beyond what anyone thought possible.

A recent study in Vermont explains how allowing students to choose the school that they would attend would present the state with a huge savings. The authors show that schools can be run less expensively through the competition offered by school choice and do a better job of educating students.

There is opposition to “taking money” from existing public schools, but having come from a state that started Charter Schools, I know this poses a false choice. Charter or Choice schools can offer students more responsive pathways to improving their skills and finding success. With choice, students stop being ignored in the back of the classroom and have options to avoid slipping through the cracks. Choice schools can develop areas of



Board Member Fred Smith awards a Compass Diploma to his son, Austin

## CHANGING ROLES

“Hey Eric, how is it being back in the classroom?” I get this question a lot this year, having stepped out of the school director role and returned to full time teaching at Compass. My quick answer is “Great!”, but the question itself suggests some misperceptions.

First of all, I had been classroom teaching about half time when I was director, as did Rick before me, and so I never did feel “away” from the classroom.

And secondly, the question implies that there is a big division between teaching and administration in our school—that I am stepping over a wide gulf to move from one role to the other. I know this division probably exists in most schools, but not here.

The level of collective leadership and responsibility among our entire faculty is one of the things that makes Compass so special and so effective. All of

our teachers carry out numerous executive functions, from running fundraising events to coordinating curriculum, executing special programs like health week and winter sports, doing college counseling, leading our international program, coordinating exploratories, developing and monitoring educational accommodations, and managing particular student needs and family involvement and communication as an advisor. This collective leadership is



Will McCarthy Celebrating Mountain Day

## EDUCATIONAL LEADERSHIP (CONTINUED FROM PG. 1)

concentration so that students can follow areas of expertise or interest. Students who choose a school better suited to their learning style and interests are less likely to create problems, and a much overlooked measure of “cost per graduate” will drop precipitously. Most importantly, with choice, we can improve student learning and increase graduation rates—directly addressing the most essential goals of our schools. The US is the world’s leader in higher education by promoting student choice, why not at the high school level too?

Compass School can be a model for students, parents and school districts searching for an exceptionally effective educational approach. When the school culture is developed that emphasizes respect and self-governance,

commitment becomes easy. When the learning environment is safe and supportive, students are able to determine the most effective path toward their success. When responsibility is placed upon both student and teacher for the success of every child, real life experiences become central to learning. When students become self-advocates, they become better equipped to become productive citizens in a global setting.

Compass School can be the leader in the state in reform efforts aimed at improving education for all students. We should be the standard of learning that others come to study and see what makes learning fun and effective.

Compass demonstrates how knowing each student well and involving every student in a wide range of experiences helps every student

develop the knowledge, skills, and personal qualities essential to pursuing their dreams and contributing positively to the world.

We should be very proud of the accomplishments over the past ten years and we should continue to set high expectations for Compass students and staff. But we can’t rest on our laurels as we look ahead to our second decade. In one of the successful football programs I coached, the head coach always talked about “being good was the enemy of being great.” At Compass, I know we are very good. But we will continue to work together to explore ideas and share opinions so we never stop striving to improve in offering the structures and supports for every student to succeed: There is always another level for us to reach.

—Nelson Richter, Executive Director



*Koby Gordon defending for the Soccer Team*

## CHANGING ROLES (CONTINUED FROM PG. 1)

extremely demanding of all of us, but it creates an environment of total engagement and problem solving that is truly special.

And so my work life at Compass this year doesn’t feel as different as you might think. The task list has changed and the focus is different, but like all my colleagues, I am still cranking as hard as I can to turn the holistic vision of this school into reality.

All that being said, I’m thrilled to see the high quality teaching and learning happening this year. Teachers are creating varied, engaging, and challenging lessons and activities with a clear focus on important learning goals. The students at all levels are fully buying in, developing their skills and habits in constructive ways. Middle schoolers are re-defining their relationship to school and to themselves as learners and as people. High schoolers are taking it to the next level, demanding relevance and meaning in their work, each student finding his or her own angle, developing personal direction and initiative.

And so how is it for me to be “back in the classroom”? Here at Compass, it’s more exciting than ever!

—Eric Rhomberg  
Academic Dean, Compass School

## EXCITING EXPLORATORIES

The Afternoon Exploratory Program offers diverse and exciting learning opportunities that complement academic classes. Some of the popular choices this year include:

- All School Skits—The challenge of live sketch comedy.
- Jewelry making—Led by 7th Grader Tim Quimby.
- Drumming—Group drumming with Eric.
- Soap, Salt and Scrubs—Making home beauty products.
- Dungeons and Dragons—Kyle Takei and a group of enthusiasts dream on.
- Karate—Martial arts comes to Compass.
- Woodworking—Building functional art.
- Wool Radio—Compass students host an hour long show.
- Sewing—The not so lost art of creating clothes and such.
- Soccer—Re-enlivened program led by a new crop of middle school players



*“Yarina” Playing at Ecuador Night*

In the morning  
when I wake up, I  
feel like I'm ready  
to go to school and  
have a great day of  
learning. Even  
when I don't feel  
good, I want to  
come to school.  
—Adam Sawyer

## ALUMNI PROFILE: WILSON SCHREIBER CLASS OF 2007

**Current Locale/College:** Vermont Technical College Majoring in Electromechanical Engineering

**Most interesting experience at Compass:** The experiences that my senior project created. A partner and I worked on research for an electromyography device that we developed to encourage physical therapy among persons with muscular impairment. We went down to Atlanta, GA to do some of this, we did a lot of it at Compass, and it was an extremely rewarding experience.

**How Compass has helped you in your current life:** Compass has opened my eyes to the realm of possibility and creativity. I have the notion now that there is no obstacle that I can't overcome, and almost no problem that can't be solved, which is what led me to become an engineer and want to help the world.

**What you tell others now about Compass:** I tell others that Compass is an incredibly amazing place that still nurtures creativity that is often shunned in most high-school settings. When I was given a problem at Compass, there was that old saying that one should think outside of the box. I soon realized at Compass that there was no box, there were no limits on what we could learn, and that I was free to build on my knowledge in ways that benefited me immensely.

**What you value most about your Compass experience:** I was able to find many subjects that interested me at Compass. Once I found them, I was able to use the fine resources and teachers at Compass to build a passion for them. My interest was mechanics and electronics. I know that without Compass, I wouldn't have found this passion that makes everyday a joy for me knowing that I will be giving back to the world someday very soon.

**Anything you want to communicate to people in the Compass community:** All too often in the academic world, there are schools that teach a curriculum because it is the norm and it is what youth "should" know, which severely limits the creative process of these young minds. At Compass, they seem to have found that "sweet spot" between the two worlds of heavy academia and full-on creative output. They nurture the creative child in us all and still manage to teach applications of calculus without harming the overall goal of bettering oneself and furthering an education.

Compass is a one in a million kind of school that should be an example for the nation's educational system.



Wilson and Peter Lowell

*Back in the Day*

## ALUMNI PROFILE: KATE SADERMAN FELLOWS CLASS OF 2006

**Current Locale/College:** New England Culinary Institute

Pursuing an AOS degree in Baking and Pastry Arts

**Where you think you are heading:** I am moving to New Jersey this week, and am starting a 6 month internship at a place called 'the sweet life bakery' (<http://www.thesweetlifebakery.com/>). The long term goal is to tie in the baking thing with a BA in something, agriculture, photography, writing, who knows, but to have it work in conjunction with my degree in food.

**Most interesting experience post Compass:** I found myself on a lot of Greyhound buses. I went to NYC several times, stayed in hostels, met people from all over the country. I got to experience a lot of things with no boundaries, and while that is a vague description, they were pretty interesting trips. It's a big world, and you never know who you're going to run into...

**Most interesting experience at Compass:** I have very fond memories of my junior and senior years. I remember doing Macbeth in ten minutes in Julia's class, and Steve's film projects, I remember trips to Montreal and NYC. Above anything else, I remember visiting other schools, and being amazed at how un-engaging they were. I had a lot of friends at BUHS, and the comparison in education is dramatic. Compass provided me with social ethics and tools that some people don't see until college.

**Anything you want to communicate to people in the Compass community:** Take advantage of the opportunities while you can! Once you leave high school, all those trips and grants and camps and internships are about 100 times harder to obtain. Be fearless, there is no better time to do it than the present. I also want to somehow relay to the seniors who are doing the college application thing, that there are more degrees than just BAs. I wish someone had clued me into trade schools earlier. The job security of a trade is comforting, and it's way cool stuff. It is no less a degree than a BA in fine arts, or psychology, or anything else. That, and there should be NO shame in taking time off. I've yet to meet one person who had their entire college plan happily worked out right out of high school. Take your time; there is no rush with these things even though it feels like there is.

Compass made me realize that I am who I want to be! —Ashten Vogtritter, Alumna



Kate as The White Rabbit

NOTEWORTHY NEWS

MONTHLY UPDATES  
ENHANCE OUTREACH

Compass is sending a monthly email newsletter to almost 1000 subscribers to share the countless inspiring stories that reflect the quality of a Compass education. You can get these short news blasts by emailing your contact information to the school.

SOCCER REVITALIZED

Compass fielded one of its strongest Middle School soccer teams in recent years, with major breakthroughs late in the season as the players began to see how to play as a team. This growth was reflected in games in the last couple weeks, with dominating performances against a variety of opponents. Every player made huge improvements this season and watching the team coalesce bodes well for next year.

MIDDLE SCHOOL PARTNERS  
WITH BALD HILL

“Learning for the real world” was a theme for 7<sup>th</sup>-8<sup>th</sup> graders for middle schoolers in their work on the Bald Hill Conservation Area as a central part of their Fall Science and Humanities curriculum. Through their study of forest ecology, a sense of place, and GPS technology, students mapped the evolving trail system and developed a nature trail guide that will benefit the local community. Having a real purpose for their work leads students to take this seriously and do really high quality work.



GLOBAL CONNECTIONS  
HEADING TO ECUADOR

The junior class will be traveling to Ecuador in February, continuing our model educational experience that truly transforms student lives and makes a difference in our community and with our international partners. As a key part of the school’s commitment to international education and global understanding, each year our whole junior class studies critical international issues and travels overseas for an extended immersion experience to learn about different perspectives first hand. The depth of this experience, from increased connections with the wide range of perspectives beyond our borders, to reflections in journals and an on-line blog, to presentations back home throughout our region, extends the opportunities to make this tremendously meaningful for our students and to have a broader impact on international understanding in the community as a whole.

The Global Connections Program is somewhat unique among schools in its direct experience with issues of economic inequality that focuses on our students living with families from some of the poorest communities in the Americas to learn together with their hosts about universal values of community life and the various circumstances that shape individual’s life choices. By involving the whole junior class, our program is directly embedded in the academic curriculum, thereby greatly enhancing the educational impact of the travel experience.

Daniel Ewald studying Dry Ice in Science Lab



Dressed for the Annual Halloween Soccer Game

POWER OF HEALTH WEEK

Health Week aims to provide students with experiences that will make them think deeply about Health related issues. This year, a visit by four recovering drug addicts from Phoenix House truly changed lives, as much for our students as our guests from Phoenix. These men powerfully told how they fell into addiction and the impact on their lives and their families and friends. There was nothing pretty or contrived about their message that drugs and alcohol led to nothing good, and the honesty of their stories stayed with the students long after their visit ended. At the same time, these men were changed by being at Compass. To feel valued and honored as individuals, to be heard but not judged, and to experience a school where kids care about each other and their community made these men more hopeful not only for our students but for their own opportunities to make a difference in their own lives. The changes for these men was evident as they hung out at school later in the day, feeling a part of this community where each had contributed in their own way to the betterment of society.

I used to think of school as a chore, but then I came to Compass. I see school as a privilege now.

-Isaiah Hopkins



Exchange Students Laura Montoya and Zongyi Zhao Learning Photography

## CURRICULUM CORNER: SECOND TRIMESTER

### Humanities

7-8: **Whose Story is History?** We are looking at this question from a number of different angles, starting with the Thanksgiving story, reading *Black Like Me*, *The Absolutely True Diary of a Part-Time Indian*, and examining current events such as the war in Afghanistan. Students will complete oral histories based on interviews with local people, comparing their own adolescent lives with those of their interviewees. We will also explore different manners of telling history's stories. We will continue to learn new vocabulary and grammar and practice our writing skills through journaling and more formal assignments.

9-10: We're in the midst of an examination of the **1960's (Race, Riots, and Revolution)**. Having gained an overview of the decade's major events, students are now delving into the Civil Rights movement. We are discussing questions such as: "Can/should we love our enemy, what is an unjust law, and what are the most effective means to fight injustice?"

11-12 Electives: **Defiance in Literature and Film:** With a variety of literary texts, including Greek tragedies, short stories, and film, students are using the tools of literary theory to shift their perspective and see new angles in the texts.

**What is a Human?:** Blending Primo Levi's Holocaust memoir *If This is a Man* with the work of cognitive scientist Steven Pinker, anthropologist Jared Diamond and ethicist Peter Singer, students are investigating the question of what it means to be human.

### Science

7-8: **Chemistry.** We started with phases of matter and had a lot of fun exploring dry ice. Now we're doing heat transfer work with the ever popular birthday candle lab.

9-10: Includes two electives, the first being **Chemistry**, where students are introduced to kinetic theory, elements, the periodic table and balancing equations, atomic structure, elements, the periodic table, balancing equations, and various lab experiments involving combustion and acids/bases. The second is **Forensic Science** where students will be introduced to the history of forensic science and criminal justice, and use the scientific inquiry process of observation, collection and data analysis which will be applied to fingerprinting, hair and fiber analysis, and crime scene investigation.

11-12: **Physics of Electricity and Magnetism.** During the first half, students are working in the *Conceptual Physics* text and engaged in hands-on exercises, labs, films, and lecture/discussion to learn the fundamentals of electrostatics, circuits, magnetism, and electromagnetic induction. The second half of the course will be spent on an engineering design challenge in which students create electric devices ranging from generators to motors to rail guns.

### Math

**Calculus:** We are exploring the world of derivatives, moving from easily understood derivatives of straight lines to the slopes of tangents of curves. We will cover Power, Product, and Chain Rules for derivatives.

**Pre-Calculus:** The second trimester is spent on an in-depth exploration of trigonometry, working with some real world applications

**Algebra 2:** We have been "solving quadratics", that is, finding their roots. Initially, we did this via graphing with T-charts, but have progressed to useful shortcuts based upon factoring of trinomials. Soon, we will apply the quadratic formula in order to solve more complex second order functions.

**8th Grade Math:** We are working on surface areas and volumes of 3-dimensional figures, as well as continuing work on pre-algebra and algebra skills.

**7th Grade Math:** Reviewing number theory (prime & composite numbers, factors and multiples) and studying operations on fractions, mixed numbers and decimals. The emphasis is on developing number sense, mental math skills, and accuracy in computation.

### Spanish

**Middle School:** We're learning the basics of grammar, conversation and culture with the goal of becoming bilingual students by the time they are in High School. We are learning about the geography, people, and cultures of diverse Latin America, and what we call "La Raza Humana"—which highlights how we are all connected and share more similarities with each other than differences.

**Spanish 1:** We are working on pronouns, verbs, and learning to form sentences about ourselves and classmates

**Spanish 2:** Students are expanding their knowledge of the various verb forms through work in class and individually. Students are starting a creative writing project using the stem-changing verbs, learning about family and travel vocabulary. We are still working with Symtalk aimed at increasing true interaction through graphic symbols. Students continually expand their understanding through intense conversation and literature study during each class. All of this Spanish fun is helping us prepare for our International Service Learning Trip to Ecuador this winter.

**Spanish 3:** Students are adapting to the immersion classroom—where they can speak only in Spanish. Students are working on imperfect past tense skills and have been learning and performing songs from the "nueva canción" movement in Latin America, including songs from Violetta Para and Mercedes Sosa.

**Spanish 4:** Spanish 4 is studying Medieval Spain, focusing on the Muslim, Jewish, and Christian cultures within its borders. Currently, they are doing research projects where they will write a 3-page paper relating to medieval Spain. They are learning the subjunctive verb tense and have frequent structured conversational exchanges with the two Spanish exchange students attending Compass this year.



Sean and Josh Dissect a Cow Eyeball in Science

STUDENT WORK

Leaving Home

*Sarah Lepkoff, Grade 12*

I've grown up in the shadow of these woods for my entire life. It is a place of comfort, filled with memories of playing with my friends, crafting fairy houses out of bark and sticks, and staying outside until it was too dark to see my hands. Later, it became a place of contemplation in the quiet rhythm of the forest. Yet every time I walk on these trails, it is as if I had never seen them before. I notice a plant I hadn't seen, or a tiny mushroom poking out of the forest floor. The smells shift, one day musky and wet, the next day cool and crisp.

The thought of uprooting from this place leaves me with mixed feelings. The woods have provided beauty and serenity, but the allure of four years full of experiencing fresh viewpoints, meeting new people, and exploring unknown places motivates me to leave.



*Zongyi Zhao, "Skyward"*

The allure of the unfamiliar pushes me to leave my native Vermont. I am trying to learn as much as I can about world around me. When I close my eyes, I can see myself in a dorm room or a classroom, excitedly conversing with students from India or Idaho, knowing there is no other place I would like to be.

What Does the American Dream Promise?

*Manya Gordon, Starcie Grout, and Jonah Nigro, Grade 10*

Our piece (at right) is designed to evoke thought about the ideal of the American Dream. At first, we were going to show people in their "typical" spots in the American Dream, based on the "typical" equality and opportunity—a white male being the most successful and a black male struggling to find a chance to make it in the world. But then we thought it would be interesting to show the flipped version to evoke more thoughts about what the American Dream really is. In our final piece, the white male had his house foreclosed on and the black man is successful in a campaign for presidency.

This piece is meant to raise questions— what does the American Dream even mean in a world where the racism and sexism seem to be easing up? Will we ever reach a point where there is truly equal opportunity for all? Can we all exist in a world with respect and care for everyone? How easy or hard is it to break through the barriers to get to our dreams? Is the struggle to reach our dreams equal for every race? Does the American Dream promise the same for every race or gender?



I like this school and I like everything we do here. Compass is the best school on Earth. - Will McCarthy

Pictures in my Life

*Kyle Tansley, Grade 12*

The first day of school my senior year, I woke up before the sun. I left my house before anyone else had woken, and I took a walk to where the mower had taken away the trees on the side of the road. Upon arrival, I saw the first glimmer of pink light caressing the tops of the trees in the distance. The mist on the field in front of me was fighting to lift itself from the grass, but for some reason, the grass fought back, wrestling the fog back down to the ground. The sheep, tangled up in the mix of mist and grass, were static with sleep yet soon to waken, as the sun peeked out from behind the horizon. As far as I knew, I was the only one seeing all of these things. So I did the logical thing; I took a picture.



*Lilith Dyke-Gragg, Nature Encounter Art Piece*

**MORE STUDENT WORK**

**The Social and Emotional Function of Spirituality**

*Lena Glickman, Grade 11*

Humans have the unique ability to realize themselves. Unlike other animals, we know that we are alive. This means that we also know that we're going to die. And we know that we could die at any time. This combination of foresight/fear and awareness of our mortality puts people, particularly our early ancestors who first developed this trait and who lived much more dangerous lives, in a state of paralyzing, inescapable terror and dread (as discussed by Freud).

This combination is the cause of human neurosis, of the killing of one another, of all kinds of self-protection. It is also the cause of the realization of life's meaninglessness. And it could have been the cause of human extinction. Why fight so hard for life when it appears to be meaningless? So, Mathew Alper proposes, natural selection created (through pressure on our cognitive evolution) a species of people able to cope with this fear and anxiety by believing in something more.

It occurs to me that the word "more" is an important one in this investigation. Spirituality is believing that there is more. Belief that the world is not just a collection of particles, atoms, and energy. Someone spiritual may believe that the world is these things, but they would also believe that it is more. That there is more to us than just our bodies and neurochemistry, that each one of us has an everlasting soul. Spirituality almost always goes along with the belief in more life than just this one, whether it's heaven, hell, or reincarnation. This belief has a lot of power. I already discussed the relieving power of God, but there is also that of the belief in life beyond this one.



Caitlin Greve, "Sweater Vest Named Zoe"



Sarah Schreiber, "Who's Absent?"

A new year...  
The possibilities are endless.

—Julian Bloch



Rita Moore, "Blurred Boundaries"

**New Learning**

*Tim Quimby, grade 7*

- Before this trimester, I didn't know...
- How to use a GPS device
- I could be so good at spelling
- I could be so good at drawing
- That school food could be this good
- That education was this amazing...
- That there was a school this great.

**Wishful Thinking**

*Austin Rice, Grade 11*

Drip. Drip. Drip. I stared at the drops of murky rain as they leaked through my cracked car roof. I had given up trying to patch the hole shortly after it had been ripped open by some hooligans last week and despite the numerous cans and cups I tried putting under it, the rain would always seemingly find a way to spill over all the rusted objects. In the end, nature always wins. Actually I guess that isn't right...This world is dying and most of us are sharing its fate. I closed my eyes and pulled my ragged blanket over my shivering and weak body. Every night I told myself, things will get better or I will somehow get off this now hellish planet. But deep down, I knew this was nothing but wishful thinking



Autumn Gaffney, "Neuron"

[www.compass-school.org](http://www.compass-school.org)

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*"It's hard to believe I've only spent two years here because this school has helped me change from a shy and sad little girl to the curious, reflective, enduringly optimistic person I am today. If Compass has given me one gift, it has taught me that I am special. All of us are. My teachers have helped me prove to myself that I am a leader, in my own way. The school has invited me to realize that beauty is everywhere, even in the darkest of places" —Rebecca Ruskin, 2009 Graduate*



### Compass School

*inspires and educates all students to develop the knowledge, skills and personal qualities essential to pursuing their dreams and contributing positively to the world.*



*Middle School Graduating Class of 2009*

## SMALL SCHOOL, BIG OPPORTUNITIES

One of the common misperceptions about Compass is the assumption that because the school is small, educational opportunities must be limited. In fact, as I proudly tell anyone who asks, I would put the breadth of experiences for every Compass student up against almost any school in the country.

The Compass schedule is balanced to maximize learning opportunities. For about 140 days of the year, students follow a more traditional schedule, but within this structure, there is room for community based learning such as the middle school's mapping at Bald Hill or a science class study of the town forest. There are core requirements in Science and Humanities, but also electives such as Forensics, Ornithology, Utopias, and Religions. For the 11<sup>th</sup> and 12<sup>th</sup> grade, there are cross-

disciplinary electives every Spring, such as Filmmaking or Science of the Mind being offered this year.

Even within a "regular" class, the teachers employ a huge array of methods and provide a wide range of choices for students that tap into kinesthetic, interpersonal, intrapersonal, and artistic intelligences. Looking at Compass contributions to Gallery Walk last year, it was striking to see the quality of the art and how much it was tied to course content.

To me, what truly sets Compass apart is the other 35 or 40 days of the year—when all students are engaged in other valuable learning experiences. As I often observe, not everything worth learning occurs in 90 minute blocks. Mountain Day, College Visit Day, Health and Culture Week, Giving Day, Winter Sports, Community

Service Winter Term, All School Spring Trips, and Project Week all address important learning goals related to developing independent learners, responsible community members, healthy lifestyles, and openness to learning in the real world.

One other unique aspect at Compass is the expectation for each student to engage in all these valued experiences. In most large schools, despite all the opportunities, only a small percentage participate in sports, a different group is involved in leadership, and a small number may avail themselves of independent learning options. At Compass, every student completes a portfolio, pursues independent work in project week, engages in service on Wednesdays and in Winter term, extends themselves through Junior and Senior Project, is im-

mersed in international travel through the Junior Global Connections program, and is involved in democratic leadership through the varied structures in the school community.

As a parent, I am thrilled to see my children engaged in such diverse and valuable learning experiences. As a school, we are pleased to see the power of this learning acknowledged by our seniors and outside evaluators in their graduation roundtables, and by colleges who have granted many of our graduates generous scholarships for academic achievement and leadership that reflect the students' impressive accomplishments. Not bad for a "small school."

—Rick Gordon, Founding Director

