

THE COMPASS JOURNAL

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STUDENT WORK

FROM THE 8
BOARD OF DIRECTORS

A TAG LINE FOR COMPASS SCHOOL?

All of us associated with Compass have struggled to capture what makes Compass special in a snappy little phrase. There's the generic observations about it being a school that students happily get out of bed for, or where students stay long after the school day ends. Or that we have a strong sense of community and every individual is known well and valued. To get more at teaching and learning, we often talk about working on meaningful projects related to the real world.

But then you want to add something more special—like having kids travel internationally to India and Nicaragua and Mexico. And closer to home, we go on trips to New York or Boston. And these can sound kind of self interested, so we mention all the community based learning we do. Community service with young children in Alstead or Westminster and with the elderly in Bellows Falls. And Community Service Winter Term

projects helping with issues of homelessness or making science kits for the Nature Museum in Grafton. But we also do community work in regular classes—making a land use proposal for the Westminster Town Forest or signage on the history and science of the Pinnacle. And how about the project week trip to New Orleans to work on clean up and reconstruction?

I haven't even gotten to in-school service, like students working on tech club or building and grounds—taking ownership for the well being of the school. And of course, this raises the special roles of Student Council and Judiciary—real policy making bodies that make important decisions about how things work at Compass.

We're barely getting going and we haven't even mentioned the portfolio process and the sense of self awareness this imparts. And the report card and the learning realms that help focus

our goals, personalize feedback, and lead students to reflect on their strengths and areas for growth.

And what about all-school meeting and advisory and exploratories and Health and Culture Week and great teachers and (continued on page 2)



Compass student Kristi Rumrill belts out "Respect" with Baltimore Back-up Singers

FROM THE DIRECTOR

Welcome to the premier issue of the Compass Journal, a publication that we expect will become a regular forum for sharing what's happening at Compass School.

We've come so far since our founding in 1999. I vividly remember my first visit to the school that first year. I was a teacher at a local public high school and I took a professional day to come check out this new startup in Westminster – a

school based on principles of the Coalition of Essential Schools such as personalization, community connection, and active, diverse learning experiences.

The school building was unfinished and the program was raw, but instantly I felt at home. Even back then there was a palpable feeling of mutual respect between teachers and students. I knew on that first visit that I wanted to work in

this educational environment where kids felt ownership and where teachers worked hard for all the right reasons.

And now, eight years into it, the school has accomplished so much. We've developed an exciting and challenging academic program and we've created a school culture that has been described by visiting officials as "the most impressive in Vermont." We've sent gradu- (continued on page 2)



Dylan Ewald does some Extreme Rock Balancing

TAG LINES? (CONTINUED FROM PG. 1)

the quality of lunches and Frisbee and filmmaking and the Compass Film Festival and Senior projects and.....???

How can we capture all this incredible stuff to communicate with those not inside the Compass community? Unable to do this myself, I turned this over to staff and students to get their ideas. Challenging them to suggest a “tag line” to describe Compass, here is some of what they came up with:

- * Get REAL—Respectful, Engaged, Active, Learning
- * Discover your direction
- * “Advance confidently in the direction of your dreams” —Thoreau
- * What Education Can Be
- * Living Life Well
- * A Learning Community Developing the Future through Action and Innovation
- * Knowledge and skills to live life well
- * Find Yourself
- * You’ll Find a Home Here
- * Individuals Navigating Solutions and Problems in Real Environments (INSPIRE)
- * Get LIFE (Learning In Fun Energy)

- * Live it, Learn it, Love It
- * Full Circle of Learning
- * And, finally, Compass—Too Cool for Tag Lines

I am not sure any one of these totally captures Compass, but there are certainly some common themes that arise throughout these discussions.

- 1) Developing good students and good people—Like any school, we emphasize academic success. But we also aim to develop the whole person—people who are caring and compassionate and committed to making the world a better place.
- 2) Self awareness—There is a respect for and celebration of the individuality of each person at Compass. A typical comment comes from Emma Mullen’s graduation portfolio, “I remember now how each of the previous graduates expressed that Compass was the open door for them to find themselves. It seems by the end of our time here, we discover who we are and who we aspire to be.”
- 3) Community and sense of belonging—Compass provides a safe

and supportive environment for youth to explore, stretch and grow. Students have a real sense of ownership for the school, and the relations among teachers and students are close and rich.

- 4) Energy and Action—The wide range of learning experiences at Compass are (often) engaging, involving, and active. Learning connects to the “real world” beyond the school walls. There is a clear sense that what students learn here matters in the real world.

So are we any closer to capturing Compass in 6 words or less? I guess you can pick the line above you like best and that is a place to start. And maybe we simply must accept that Compass offers much more than can be summed up in a short phrase. But, I hope, it is worthwhile to have affirmed what Compass does well—developing good people with (to quote our mission statement) the knowledge, skills and personal qualities essential to pursuing their dreams and contributing positively to the world.

—Rick Gordon, PhD.
Director of Long Term Planning



Dylan Newton and Lauren Beigel, student and teacher, atop Mount Monadnock on Mountain Day

DIRECTOR’S THOUGHTS EXCITING EXPLORATORIES

(CONTINUED FROM PG. 1)

ates to colleges all over the country and we’ve sent students all over the world. We’ve won awards such as the UVM Award for Excellence in International Education. And most importantly, we’ve accumulated story upon story of inspiring personal growth and learning among our students.

We’re excited to look ahead and work to keep getting better. We hope you enjoy getting a taste of that in our new magazine.

—Eric Rhomberg
Director, Compass School

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

Old to New— Refurbish old fashions into wearable art

WOOL Radio—Creating programs for community radio

Printing class— taking place downtown with The Greater River Arts School

Jewelry Making—with parent/artist Jeannie Bennett

Basketball—Our powerhouse middle school, high school and girls teams are enjoying using the new Westminster Center School Gym

Extreme Rock Balancing—The ever popular nature sculpture class modeled after the art of the brilliant Andy Goldsworthy

“Compass School— Live it, Learn it, Love it”



Peter Terwilliger concentrates in science class

ALUMNI PROFILE: ZACH STEVENS CLASS OF 2004

Current Locale/College: University of Chicago Majoring in anthropology, minoring in linguistics

Where do you think you are heading: At this point it looks like the Peace Corps after college, to pay off my loans and for good karma, and to do some amateur ethnographic fieldwork, then maybe grad school, and a "career" writing pop-anthropology books.

Most interesting experience at Compass: The graduation portfolio process and presentation. It's such a unique and validating initiation ceremony. And it taught me a lot. When I present my master's thesis, I'm still going to be playing Santana in the background.

How Compass has helped you in your current life: It provided me with great stories and good conditioning. And it didn't dull my mind with meaningless busywork and arbitrary rules. It taught me how to think, rather than how to work. And anyone who can think can work, but sadly not vice versa.

What you value most about your Compass experience: Self reliance, good politics, and a heavy anti-authoritarian atmosphere. We were our own janitors, our own principals. Our own teachers, in many ways. You want a darkroom? Make one. You want to convert the buses to bio-diesel? Make a presentation, and we'll all take a vote.

Anything you want to communicate to people in the Compass community who may read this publication: Compass, despite their sometimes sappy hippie pretensions, is really a revolutionary force in American education, and a breeding ground for a new wave in thought and techniques concerning teaching. And in a country where almost every public high school looks and feels the same, and smells like fifties repression and intellectual stagnation. Keep the blood new, and the money rolling in.



Advisory Pumpkin Carving Competition

ALUMNI PROFILE: KATELIN WILTON CLASS OF 2005

Current Locale/College: Hampshire College Designing Own Major

Where you think you are heading: My goal is to always be open and learning, always be giving and teaching. I want to be thinking and organizing, bringing people together, bringing disparate parts of the world to some understanding of each other, and always work to spin something positive out of the gloom.

Most interesting experience at Compass: Organizing the first Compass School Youth Activism group was a great experience for me in starting to figure out my place in the world and experimenting with resistance, learning about and exercising our democratic rights. At Compass I was able to connect my experiences abroad to my education at home through the independent project work and portfolio system.

What you tell others now about Compass: What? You don't feel like you learned anything in high school? I went to this tiny school in Vermont, where not only did we learn but we were regularly engaged in debates as to how to become learners...We were trying to re-think education.

What you value most about your Compass experience: Judiciary Committee was, in retrospect, a very radical re-imagining of a justice system. Having to get along and learn together in such a tiny, tight community required us to figure out what sorts of reconciliation processes would work foster a harmonious environment. Starting practically from scratch as an eighth grader I was literally learning about the US justice system alongside figuring out how we would run our own innovative, small scale peer to peer justice system.

Anything you want to communicate to people in the Compass community who may read this publication: Appreciate the opportunities you have and take advantage of them to the fullest extent possible.

“Compass is really a revolutionary force in American education.”

STUDENT PROFILE: MEGAN HARRIS GRADE 10

What do you like best about Compass? To come to school and be able to talk to the teachers as equals and to be able to collaborate with them if there's something that needs to be done. To be part of the democratic process in the school and being able to have some input into what policies are made. Having that freedom and having that voice—a lot of people miss out on that if they go to different schools

How have you been changed by Compass? I'm a lot more self aware. I definitely know how to help people and to help myself. To know what I need and ask for it. It has helped me become really independent. You have to take initiative. It's about giving people enough freedom to do what needs to get done but not enough to go crazy.

Advice for someone coming to Compass? If you want to work hard and be supported and have a really great sense of accomplishment, then come to Compass. There is independence and community and a chance to be a part of how your school runs and that's just amazing. I've never seen that anyplace else.



Middle School Maskmakers, part of a unit on "Who Am I?"

NOTEWORTHY NEWS

**CONNEXIONS SCHOOL
CONNECTS WITH COMPASS**

The most special aspect of Health Week this year was hosting 12 students and 4 teachers from the inner city Baltimore Connexions Community Charter School. For 4 days, these students lived with our families and graced the school with African drumming and dance, endless energy and goodwill, and unending openness to new experiences. All at the school will remember the shared music making and dancing with all of Compass and Connexions connecting together.

HEALTH WEEK

In the words of one student, this year's "Health and Culture Week was one of the best experiences in my Compass career." Combining Health and Culture Week together for the first time, each day built on the last, from Healthy Self to Healthy Communities to Healthy World to Healthy Planet. Students and teachers were able to make connections between personal health, healthy relationships, healthy valuing of diversity, and a healthy environment—coming together to help make a more healthy world.

HAUNTED HOUSE

As a culmination to a Humanities unit on the topic of "Fear," 9th and 10th graders created a scary and interactive Halloween Haunted House for Westminster children. A couple hundred children came in costume to celebrate Halloween with this special community event.

**COALITION OF ESSENTIAL
SCHOOLS PRESENTATION**

Rick Gordon presented a workshop on "Graduation Portfolios: Much, Much More than Alternative Assessment" at the Coalition of Essential Schools Fall Forum in Chicago in November. Our fellow CES schools were most interested in how we personalize the evaluation process and celebrate student learning.

WESTMINSTER FOREST

11th and 12th graders began the year studying Forestry and Ecology. In the second half of the term, a group of 10 students developed a detailed web based presentation on Land Use Plans for the Westminster Town Forest that they presented to both the Town Selectboard and Planning Commission.

**MEXICO TRIP AND
FUNDRAISER**

Building on the success of our international travel to India and Nicaragua, we are planning for the whole junior class to travel to Mexico in February for cultural immersion, service, and the study of border issues. By making this a class trip, we are better able to connect the learning of this trip to the school curriculum, with students studying Immigration in Humanities and preparing for other aspects of travel in Spanish class. The Mexico night fundraiser was a smashing success, bringing over 300 people to Compass for a dinner, dancing, and a silent auction that raised over \$7000 to assure all students would be able to go regardless of economic need.

NEW ORLEANS SERVICE

Compass students who went to New Orleans for project week last June presented at Keene State University for education students and faculty in the WEL program, and then for an audience nearing 200 students, teachers, and community members. Students in the Youth Activism exploratory are making plans to send another student group to New Orleans this February to further our work with the Common Ground Collective, gutting houses for rebuilding and regenerating healthy neighborhoods.

TEACHER TRAINING

Compass continues to expand its role developing high quality teachers to make a difference in American education. This year we have two year-long interns from the WEL program at Keene State University and once again hold the science teaching methods class for Antioch New England Graduate School. Graduate students join in on 3rd block Science each Thursday, and then have their graduate seminar taught by Compass teachers immediately following. We also host many preservice teachers for shorter involvement at Compass to learn more about what is possible in American education.

FINER DINING

Good food can go a long way towards bringing community together, and we are lucky this year to have Culinary Institute of America graduate Anthony Semonovich as head chef. Anthony has improved the quality of the food program at Compass, adding a breakfast program, creating great and healthy lunches, and pioneering a more formal advisory lunch twice monthly.



World Cultures During Health Week

"The teachers and kids from Baltimore showed unbelievable courage, trust, and openness to new experiences."



Compass and Connections Teachers and Students Jamming Together

CURRICULUM CORNER: SECOND TRIMESTER

Humanities

12th Graders are busy in Senior Seminar completing college applications and planning their senior projects.

11th graders are working on an overview of World History while developing skills for reading textbooks, notetaking, and organizing writing. As a culminating project, the class will create a video of "All of World History in 10 Minutes."

11-12 Electives: Students will choose between a course on Immigration and a course titled "Who's Crazy" for the second half of the trimester. 11th graders will be traveling to Mexico as a group in February for cultural immersion and service.

9-10 US Survey Unit: Students are researching, discussing and analyzing the events and people who helped "create, change and build" America from the age of Reconstruction to the Modern Era. We will balance traditional history lessons with "social history" lessons that analyze the very important contributions of ordinary people in American History. Projects will include historical fiction "interviews" with people from the past, research papers, museum artifact display, a colorful class timeline collage and a comprehensive test.

9-10 Justice and Injustice: Students are addressing the questions: What is justice and injustice; how to do the right thing when faced with injustice, and what is the Us vs. Them mindset? As an entry point to these themes, students are reading the classic novel, To Kill a Mockingbird. They are also writing memory essays, reviewing punctuation rules, and practicing proofreading.

7-8: The Middle School will focus on the concept of societies and civilizations by focusing on the Ancient World this trimester. By reviewing the portrayal of rules and alternative societies in The Giver, Lord of the Flies, and Animal Farm, we will research the early formations of law and order and how the arts, especially storytelling, supported societal structures.

Science

Biology: In a two part series the ninth and tenth graders are exploring cells and bioethics.

Chemistry: Reviewing basic chemistry fundamentals and working to advanced topics in quantum atomic structure, stoichiometry, reactions and equations, acid-base chemistry, and precision laboratory methods.

Physics: Students are studying mechanics, the physics of motion. Through strobe photography, video analysis, mock crime scene investigations, and a look at how closely Hollywood follows the laws of physics, students are gaining a better understanding of the relevance and importance of physics in their lives.

Middle School: After wrapping up individual research projects and presentations we move on to "How Things Work". This exploration will range from simple machines to much more complex equipment we encounter every day. The trimester will end with a study of energy.

Math

Calculus: Studying integrals this trimester, beginning with discovery of the Fundamental Theorem of Integral Calculus (area under a curve), then solving the constant for an integral before moving to substitution method and integration by parts.

Pre-calculus: We will begin with basic trigonometric functions but spend a majority of our time graphing these equations.

Trigonometry: Our guiding question this trimester is "How do the functions that describe the ratios of the sides of a triangle also describe waves?" We will go from triangles to unit circles to graphing sine, cosine and tangent as functions to manipulating those graphs with period, phase and amplitude shifts, finishing the trimester with a hands-on project applying trigonometry to art, music or physics.

Algebra 2: Looking at variables and numbers and the graphic image they present. We began with a basic line and end with intricate conics problems.

Algebra/Geometry: Continue to explore solving single variable equations, looking at such problems with hands-on angular mathematics.

Middle school math classes are focusing on geometry concepts, including exploring area and perimeter in 7th grade and surface area and volume in 8th grade. 7th graders will also learn about irrational numbers, including pi and square roots and 8th graders will build their skills in operations with exponents and negative numbers. Both grades continue to build their critical thinking and mathematical communication skills through Problems of the Week.

Spanish

Lots of excitement in the Spanish department this year. After our trip to Nicaragua with Witness for Peace last year, the word spread that there indeed is value to learning Spanish! The success of the trip helped motivate a Mexico border studies curriculum this year, where all juniors are immersing themselves in learning about Mexico and the complex immigration debate, and are preparing to travel for two weeks in February to the Arizona/Mexico border to experience these issues first hand.

Middle school students are building conversation skills and vocabulary, learning the basics of sentence structure, and getting jazzed with the idea that they are on their way to achieving a level of fluency by the time they graduate from high school. The seniors are learning the subjunctive tense as they write and present biographies of each other. Another class just finished studying the life of Roque Dalton, a famous poet from El Salvador, and memorized one of his poems, "Como tú." All Spanish students, (which are 95% of our students from 7th -12th grade) helped construct and celebrate an annual tradition with our biggest and most exciting Day of the Dead altar yet.

STUDENT WORK—"THIS I BELIEVE" ESSAYS

Prayer through Movement

Anna Bowler, Grade 12

I believe in movement. Through movement all of the primaries of life can be expressed; love, rebellion, depression, hatred.

In our modern high speed race to the next endorphin, people are ultimately looking for happiness. For some this is found through education, religion and spirituality; for others it is theft, murder or rape. For me it is found through the physical and mental movement in dance.

Many people pray to a deified external object. My prayer is an active prayer, using what I have, to express a more primal and elementary part of existence. Through the mind, our world is intellectualized and complicated. Through movement, life is simplified

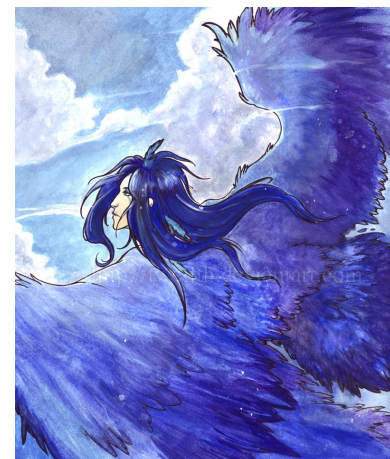
and expressed through every part of my physical and mental being. To live my life through the prayer of dance seems for me to be the highest and most rewarding form of celebration and worship. In the world of today human nature complicates things to entertain itself. Through dance I am able to celebrate life in its essential gifts.

Genetically spiritual and naturally inspired, I feel that my beliefs are not chosen, but accepted. In my frame of reference, life is explained through what works and feels good. I have accepted movement as a form of communication to show others how I live and understand living.

Similarly others search for individual expression and happiness. The pagans believed that God could be reached through sexual rit-

ual; some Sadhus believe God can be reached through the inhalation of opium and hashish; for me, the intensity and focus of dance is what keeps me in touch with the energy of being alive. The dancer and choreographer Martha Graham described this feeling as "...practicing living at that instant of danger. He does not choose to fall." Through practice and experience in dance, as well as my education in life, I hope to live at that instant but keep from falling, at that point of instability which ultimately makes you stronger.

More simply put "The function of light is to see. The function of matter is to exist. Being both light and matter, our function is to see ourselves exist." I see that I exist in the concentration of movement and the creation of dance.



Sierra Gaffney, "Cobalt"

I Believe in Art

By Dagan Selbach-Broad, Grade 11

Art... Art is the key element to what I believe. Movies, film, photography, drawings, painting, music—it's all what I believe.

The main thing I believe in is music. When I turn on my favorite band or artist I can't help thinking this is the best thing in the world. I believe in jam bands, the kind of music you can dance to and dance hard. I believe in musical concerts, people coming together and forming a community for just one night and to share the experience of a lifetime. When I go to a Phish concert and there are people dancing together with people that they don't even know, that is what I believe. Whether it is a concert with only 20 people or a ½ million at Woodstock, people share their experience together. I

have been to over 300 concerts and at every single one, I have met someone new. One of my main goals is to be up on a stage, playing the drums, rocking out in front of a mass of people. I believe that will happen someday.

I believe in comedy. Funny things that make people laugh. Whether it be song lyrics, a movie, a little animation on the internet with lots of bad language relating to a character in the X-Men movies, anything that is funny. I believe laughter is the source of healing. When you're sick and you need something to make you better, comedy is the best medicine there is. When I have the flu, the chicken pox, strep throat or any sickness like that, my mother always brings a Charlie Chaplin film to my room to watch and it always makes me feel better.

I believe in film. Comedy,

action, drama, suspense, horror, documentary, mockumentary. When I watch a movie that I think is amazing, joy comes to me, a sense of joy that is not present with anything else. When I watch an action film that I love, I get excited. When I watch a moving drama, I cry. When I watch great people act, Marlon Brando, Russell Crowe, Jack Nicholson, or any other great actor or actress, I think to myself, "Wow, I wish I could be like that!"

When I think of what I believe and what I believe I can be, I think that I want to be an artist. I believe I can aspire to become a better person. I believe that I can become a better drummer, become a better actor. I believe that my life will be incredible in every moment.

"The trick is to surrender to the flow." – Trey Anastasio

"I believe in movement. Through movement all of the primaries of life can be expressed; love, rebellion, depression, hatred."



Student Council 2006-2007

MORE STUDENT WORK

Where is Home to Me

Melissa Silva, Grade 8

Some people have many different opinions of where and what home is, but to me it is just being in a place that I feel comfortable. I have only one home. My home is where the community is small, but just enough. This place holds my friends and many other great people. The home I speak of is the Compass School, where everyone knows and cares about each other, not just themselves. Other schools are not like this one because this school has supported me and helped me through all the rough times I had. The Compass School is not just a school, it's a place I call my own, and it is home to me.

Future, Present, Past

Alina Seminovich, Grade 8

When I think of the future,
I find myself looking at the horizon,
seeing a sunset with a beautiful autumn sun,
not a skyscraper standing tall.
I see trees and mountains
on a beautiful red autumn day.
I see a log cabin nested on a hill,
Where there's no life but wildlife,
where land meets sky,
where soul meets body.
When I think of the present,
I think of the Compass School.
Where freedom meets responsibility and independence,
where immature craziness meets education,
where a community comes together and creates an opinion,
and makes it an action.
I think of friends and decisions,
Where to go from here? What happens next?
When I think of the past,
I try to think that each memory has a good ending,
but one way or another, it has a bad ending or outcome.
A majority of the things I've done in the past,
I'd change, re-live, or re-do.
I think of how unbelievable it is that I changed one thing,

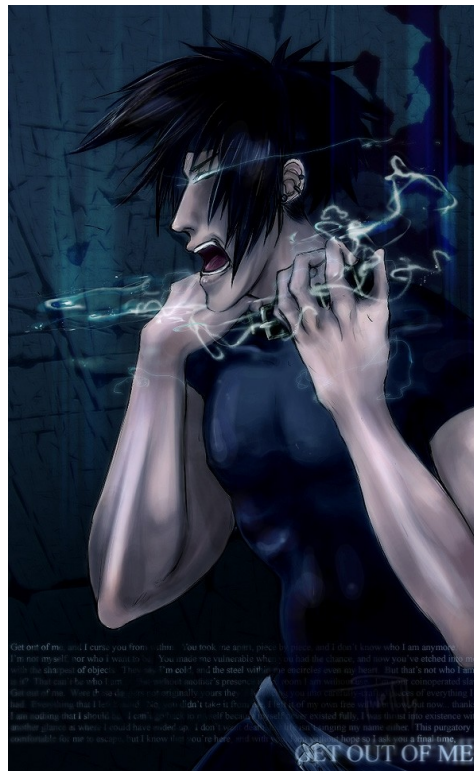
Presentation of Learning
Cover Letter

Isabelle Barnard, Grade 7

Now that I am at Compass, I really like school. Here, there is a real community, with people of all ages as friends. Better yet, instead of being all about the academics, it's a place where every part of you is important: effort, participation, and even personal development! Needless to say, I have learned a lot, even in just one trimester. I look forward to sharing what I've learned with you.



Jake Saunders in Halloween Soccer Game with Vermont Academy



Sierra Gaffney, "Out"

Poem in response to assignment:
Can you summarize the novel, *To Kill a Mockingbird*, in 16 words?

Boo Radley: cooped sadly

Mad Pooch: dad shoots

Dead Flowers: read hours

Kindness Is not weakness

By Avery Ehrlich, 10th grade

"The Compass School is not just a school, it's a place I call my own, and it is home to me."



Compass and Connexions Kids Dancing During Health Week

www.compass-school.org

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Compass School

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



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FROM THE BOARD OF DIRECTORS

We're growing up! As the Compass School works through its seventh year, we realize that we are not a startup school anymore. We are an established institution in this community, poised for growth, expanding academic excellence and building for the future.

As we develop our plans for the future, we want to build off our successes: a 100 percent graduation rate; 94 percent of Compass graduates have gone to post-secondary education; a strong community of students, faculty, staff and parents; and a commitment to strong academic programs. We also value diversity in our community. We seek out

promising students from communities in Southern Vermont and New Hampshire and want to create opportunities for more students to attend Compass. While we maintain low tuition and fee rates compared to other private schools, we know that many students cannot take advantage of what Compass has to offer because of its cost.

To that end, a primary goal of our strategic plan is to significantly increase the scholarship funds available to help students attend Compass. This year's goal is to double our scholarship budget. All money raised through this year's fund-raising campaign will directly support students

attending the Compass School.

We ask that you participate in Compass' growth and that you invest in our students and our community. Your donation to the Compass scholarship fund will provide opportunity to students in our community to attend the school. And we'll repay you through our commitment to the education and support of students in our communities.

Thank you for your help and your generous contributions!

—Fred Smith, Board Member



Compass vs. Vermont Academy in Halloween Costume Soccer Game

