Inspiring Relationships

Respectful and inspiring relationships are the cornerstone of the educational experience at Hawken.

Essential Skills

Hawken's program develops the skills essential for academic success, especially those that stress critical and creative inquiry and expression.

Meaningful Learning Hawken believes that learning should be meaningful. Teachers construct lessons and curriculum that clarify and expand upon students' prior knowledge.

4 Student Assessment

Student assessment is used both to measure and to guide student learning.

Intentional Use of Time Hawken respects student time, using it in intentional ways

to maximize educational outcomes. 6 Culture as a Teaching Tool

Hawken's culture conveys its values and is among the school's most important teaching tools. These six core ideas, The Hawken Method, and Hawken's Purpose Promise and Principles guide all our efforts and are woven into

D. Scott Jooney

the fabric of our curriculum. By the time our students graduate

from Hawken, they will be ready for all the opportunities the

### Early Childhood | Preschool - Grade 2

awken's forward-focused mission f character and intellect applies to even f character and intellect applies to even arrively passes of tudents. Our dual commitment to academic and soc f learning, teaching them in o make choices, manage time, and ritically and creatively. At the same ritically and creatively. At the same t ur programs help develop and enco ritical character skills, such as individ

critical character skills, such as indivi-ownership of learning and empathy for others. In all of our endeavors, w seek to foster joy in learning and the importance of being a significant nember of a community

xperimentation in a variety of settings the most integrity for young children. The Early Childhood Center, opened

variety of social learning experiences, and

bring to their early school

environment have a major

impact on the approach they

discovery and the construction of

childhood learning. The Center is the a nationally known educational design firm premise that aesthetic environment pla Mary Beth Helborn

creative experiences while fostering for learning. This unique learning opportunities for in-depth exploration broader goals of language development rts exploration, and social and emotion

encouraging development of motor skills.

nch and varied program emphasizing the Hawken classroom annlies development: appropriate practice in an atmosphere that celebrates the joys of teaching and learning

Lower School | Grades 3 - 5

pportunity to interact with teachers from a and social skills. Building community is not soamloss intordisciplinary approach to Academic expectations are high, yet we understand that effective education mu

practice, and, at times, retain a flexibility

of themselves and of the

social world around them.

deep changes in the ways

in which students view

(and understand/regulate

Concrete Operational

Thinking toward

Abstract Thinking

ognitive Development

themselves, interact with

others, and approach learning

students' cognitive processe

reflect concrete operational

thought. Students demonstra

a greater ability to reason

hese new perspectives yield

day application. It is exemplified by Morni our school-wide standard of purposeful and respectful language. Multicultural understandings are woven into the fabric of the day through intentional choices of curricular content, teaching materials and

# Middle School | Grades 6 - 8

thoughtfully crafted units

learning objectives. This is

particularly evident through

taught humanities program

by the eighth grade. Annual

learning style inventories are

the students themselves,

**Experiential Learning** 

scheduling to support

horizontal autonomy.

experiential learning

The Middle School uses block

opportunities, and greater

depth in content and skill

development. Students often

curricular choices.

Takes Root

English and history programs,

which merge into a fully team-

used by faculty, staff and even

ess level. Every member of the lea

donth and magning to what students l

through experiences that ask them to

and the values of those around them

deptinanti meaning to what students in

extensive use of the Gries

service learning projects.

are an important way our

students feel empowered

to make a difference, and

To further expand our

are often grass roots efforts.

students' educational venues,

Doorways trip in the spring,

beginning with the 6th grade

trip to Williamsburg. Traveling

to various U.S. cities, including

Washington D.C. and New

meaning from the living

history and rich culture of

each location, and to engage

in the valuable opportunities

York City, students are

challenged to derive

on each trip.

These service opportunities

of study around key skills and Center to engage in integrated for our students is marked by

needs of this age group. As students mov indergo physiological social cognitive The Middle School is closely organ grade level teams, crafting experienced and wholistic support at that particular level. Students explore topics in a pract way using the skills and knowledge the concrete thinkers and exiting with a fa elebrating students as both individua Aligned with these goals, the curriculu of every grade-level ties into an "essent question" that provides a greater level. attend closely to the development of

knowledging that the stages of

Academic Overview ▶

The Middle School operates

on principles and practices

centered on the distinctive

developmental needs of this

age group. Each grade level

within the Middle School is

horizontally aligned to include

a team of faculty, representing

each of the traditional

academic subject areas -

English, history, math and

science. These faculty team

members serve as grade

of students, supporting the

individual needs of each

student and also aligning

curricula across the grade to

address grade level essential

questions. Integration across

each grade level, particularly

disciplines is common at

as students engage in

level advisors to small groups

students, keeping their distinctive need:

7th Grade: How can I work to understand 8th Grade: How can I make a difference in the global community?

our curricula are built is a safe and caring encouraged to take risks and explore nev

The Middle School journey

experiential traditions. Each

grade level begins the year

with activities and class trip

that build class identity and

question and focus. By the

introduce the year's essential

end of the 8th grade, the goa

of "making a difference" fuses

with writing and presentation

standards in the form of the

guidance and support, eac

tudent researches a topic

four-page paper about the

topic, and presents an eight

minute speech to the entire

Middle School community.

of their choice, writes a forma

*Chapel Talk.* With thoughtfu

# Upper School | Grades 9 -12

Making the Most of Time:

Hawken believes that learning

Innovative Scheduling

should be meaningful. The

Upper School schedule

challenging curriculum

while promoting depth o

learning. It combines

understanding and applied

traditional and innovative

learning while providing

pportunities for varied,

approaches to teaching and

supports a tradition of

havigate a complex and dynal embrace challenges with discipli embrace chanenges with disc with empathy and integrity" goes be of the Upper School experience is the way engaged and caring teachers work collaboratively provide an environment where rigo college preparation is just the starti building House System. Our uniq preparation for life. Through uniqu periods with those of varying length,

independent research, and experience

Academic Overview >

Students Learn by Doing

Hawken prepares students to

expand their horizons: think

creatively and critically; and

Center for Experiential and

Service Learning located in

University Circle, serves as a

engagement by providing a

and partnerships between

Hawken students and other

University Circle institutions.

the classroom to real world

making connections between

learning experiences while

Students are able to apply

what they have learned in

home base for urban excursions

resource to support authentic

respond with compassion and

wisdom to challenges. The Gries

expands to provide students with the

intrinsic value of learning – not just the rote attainment of knowledge. We do The Upper School's distinctive currion of the Court of the Courses and election of the Court of for student inquiry, analysis and development of these skills will be ndependent work from acad and our world a better place. Iniversity Circle a full menu

Spuberly Samo

the Gries Center, including

Homelessness, Cleveland Arts

in the Circle, and Community

evelopment and Urban

the three-week Intensives,

The Heroic Journev. Game

such as Designing Solution

neory and Probability and

*lmmaking* also make use

f the Gries Center on selec

nclude multi-day, off-campus

davs. Many *Intensives* course

experiential opportunities

of up to two weeks. To date

ghlights are an AP U.S.

istory three-day trip to

oaram in Concepcion,

Science two-week stay at

the Eleuthera Island Schoo

in the Bahamas.

arleston, South Carolina,

a two-week *Spanish Immersio* 

Chile and an *AP Environment* 

*enewal.* Other classes during

The Early Childhood program at Hawken School ocuses on five domains of development: Social-Emotional, Approaches to Learning, Cognitive, Language and Literacy. These domains encompass the core academic disciplines, addressing each subject area from a developmental perspective, because each child progresses at varying rates within each

discipline. The specific academic skills addressed at each level are outlined on the curriculum skills grid. The Social-Emotional

PS: Every fall, our

Preschoolers look forward

Festival where they invite

their parents to join them

move through six fun-filled activities. Students and

for the morning as they

parents enjoy activitie such as squash bowling

and pumpkin carving.

to their annual Harvest

**Domain** addresses the development of social skills and in which children move emotional competence, one of the most important goals

PK: The Lower School

introduces Spanish and

Prekindergarten, When

students reach 4th Grade

they select one language,

Spanish or Mandarin Chinese

to pursue in greater depth

Mandarin Chinese language

Language Department

study beginning in

Grade Level Highlights ▶

take when "learning how to learn" and can be developed As students progress through by a learning environment the continuum, they develop that nurtures initiative, engagement, persistence curiosity, reasoning, proble solving, invention and

K: Adding to the magic of the Kindergarten year,

excited for the start of the

provides each student with

aguatic program at Hawken

many students are also

aquatic program. The

various strokes and

survival techniques.

The Language and Literac **Domain** addresses the skills of listening, speaking and writing. Language skills provide the foundation for a wide range of abilities that will be used in both social and academic situations throughout life. This acquisition is a natural yet complex process, and its ultimate goal

of language to convey meaning through reading and writing. Competency continues to develop throughout the early school years as formal reading and writing instruction takes place in the classroom.

Cognitive Domain

addresses the acquisition storage, and retrieval of information. The Cognitive Domain encompasses math, properties, knowledge about relationships and knowledge Academic Overview ▶

Grade Level Highlights >

The acquisition of basic skills is an important component of a rich and well-rounded primary program. With this foundation, students become more confident learners and effective problem solvers. In an atmosphere that promotes taking safe risks, girls and boys learn to share their understanding and be receptive to creative problem solving - the idea that there is more than one way to come to a solution. Studénts learn specific problem solvina strategies that can be applied

Apprenticeship toward Independent Practice. and connected to the real Childhood toward world through a variety Pre-Adolescence Social/Emotional Development Students begin to exhibi pre-adolescent attitudes and behaviors, exhibiting

GR 4: All students select

a string, woodwind, brass,

a 4th and 5th grade study

commitment, which may be

continued or replaced with

develop self-awareness as

personal responsibility

self-interest with active

membership in the larger

independent learners, assume

for academic learning and

social behavior, and balance

community. With this in mind,

for Hawken students in Grades

through 5 is organized into

Three Pillars: Childhood toward

Abstract Thinking; and Guided

the educational experience

Pre-Adolescence: Concrete

Operational Thinking toward

logically, apply mental concrete operations to everyday situations and problem solve. Students organize information in more complex wavs and can now an increased awareness apply principles of hierarchical

GR 4: Additionally, 4th

Grade students participate

experiences at University

Circle. The Gries Center ´

most effective way

classification to the world around them. Some 5th grade students demonstrate threads of abstract thinking, which will develop more fully as the move into the Middle School

### **Guided Apprenticeship** oward Independent Practice (Approaches to Learning)

Students expand their repertoire of tools and strategies for learning. With supportive instruction and gains in complex cognitive capacity they begin to access and utilize appropriate strategies in varied learning situations Students practice skills with greater efficiency and accuracy approaching learning with increased sophistication and

independence.

GR 5: 5th Graders embark

on a leadership program that

# Grade Level Highlights ▶

GR 6: Each year in Middle School, students participate in Doorways Trips, which are curriculum based trips that serve as a culminating experience to students' intellectual and personal growth. In 6th

portrait accompanied by a short historical fiction piece Additionally, students conduct a Williamsburg pottery project in which they learn to create inkwells oil lamps, and other such utilitarian objects used in

GR 8: In addition to the culminating Doorways New York City Urban **Outward Bound Experience** 8th Grade students conduc a scientific study of the Chagrin River that results in real data being submitted to the state to help monitor the health of the river.

students in 8th Grade have the opportunity to participate in a service learning Internship Program partners for three days: students give formal grant presentations to the service organizations and distribute GR 9: Starting in 9th Grade, students partake in the Upper School Humanitie program which invites a philosophical examination of human nature throug a study of the relationship between the history, geography, literature and arts of primarily ancient

GR 9: Upon entering the 9th Grade, students participate in The House System and are assigned to one of the four houses: Ansel, Bolton, Chester or

Technology Grades 9-12 ▶

in 10th Grade, preparation for college commence to ensure students find the right college match college counseling program starts academic scheduli consultations with 10th Graders, Parent meeting

five weeks of the year, a qualified senior may work with a faculty advisor and an off campus sponsor to as a culminating high school experience. The senior project challenges the student outside the classroom and provides a transition to college.

GR 12: During the last

## Technology Overview ▶

There are few, if any, fields as dynamic as the field of technology. But change doesn't have to be the only constant. At Hawken, we organize our use of technology around clear. broad themes that remain relevant even as particular tools of our students and technologies emerge

stable ideas and principles evolve, and evaporate. Our

 Technology is in the hands We emphasize producing
is woven into the fabric approach thoughtfully balances over receiving information

with the flexibility to capitalize feels natural and integrated on an ever-widening stream into other subjects of possibilities. The following core values quide our use promotes student of technology at all divisions: engagement and creativity helps us to better understand our learners

Our use of technology:

of our school culture

While these principles guide our school-wide technology traiectory, we believe many of the design choices (hardware, software, skills of focus) are much better made at each division of the school. The way we use technology should be matched appropriately to developmental needs.

Technology Preschool-Grade 5 ▶

For Early Childhood and the Lower School, we choose technology that is intuitive. interactive and applicationdriven. With this in mind, iPads are a good fit in this Division because their design is premised on simplicity. The touchscreens make these devices highly interactive

motor skills needed to use a stylus. Even our voungest students can begin to navigate the menus with very little instruction. At this level, skills are emerging more independently. Applications targeting specific skills (reading, math operations,

without requiring the fine to address the specific needs of our students without being overly coordinated For teachers of Lower School students, images, video and audio recordings help us capture key signs of development in many domains.

competition, and service learning

while providing opportunities

The Senate is a legislative body

# Technology Grades 6-8 ▶

By the middle grades, students are ready to begin to coordinate the different components of their academic lives. They are developing awareness of themselves as students and of the types of tools available to optimize learning. Because we are teaching organizational skills as well as specific

technological skills in these

. Get Ready . . .

of the Gates Mills campus with

students from other parts of the

in age appropriate steps, the skills

that students will need as adults

in an increasingly global business

and social environment. The

The dual half-year study of

Spanish and Mandarin Chines

begins in Prekindergarten and

continues through 3rd Grade.

In 4th Grade, students select one

of these languages to continue

of this incorporation.

Culture & Language

ntroductions

their studies.

following are some examples

grades, our Middle School program assumes a more uniform character. Every Middle School student uses a specific model of tablet computer (a computer that allows the user to write and draw on its screen), which travels to and from home. We call this a "one-to-one program" as every student

has a computer. At this

stepping stone to developing a

confidence for more expansive

Urban Outward Bound Experien

Heifer Ranch Summer Action

This one week, service-based

trip to Heifer International in

Perryville, Arkansas, engages

agricultural work projects. The

primary goal of Summer Action

is to involve individuals in Heifer

International's mission to actively

work to end hunger and poverty

students in serving others

community building and

6th Grade-Williamsburg, VA

7th Grade - Washington, D.C.

students are ready to take advantage of the precision of the stylus to draw. comment and mark materials interactively. This is also the riaht time to dive more deeply into specific models of technology use as students are ready to work more holistically. They are learning

methods for acquiring

program expands students' view

Global excursions take

under focused studies in

examples include:

language, service, outdoor

and the arts. Upper School

advantage of faculty expertise

leadership, history and culture,

Service Learning in Nicaragua

5-week Intensive Summer Study

Affiliation with School Year Abroad

(Spain, France, China, Italy, India, China)

Rotating Spring Break trips (Italy,

connecting students and families understanding of our city,

to Japanese families in ways that and what it means to be a

often result in lifelong friendships. responsible neighbor. Through

Summer Study in Salamanca, Spain appropriate steps with communit

knowledge that transcend specific subject areas. As a result, our students at this level are steeped in the use of tablet computers and Microsoft OneNote as an academic organizer. We want them to experience what it means to use a single system completely so they will be in a better position to identif

Classroom Cleveland

to cultivating a student's

Hawken School is committed

this understanding, students

learn how our community's

larger global urban trends.

Classroom Cleveland is a

in academic study and

challenges and successes mirro

multi-year and multi-faceted

program that engages students

community involvement in ac

developmentally appropriate

common themes of economic

community and environment

sustainability. For Upper School

curriculum spans Lower to

and use similar systems late

Once students reach the Upper School, they have a stronger understanding of themselves as learners As students begin to be less tethered to specific classrooms and become more involved in sophisticated "in the field" projects, oneto-one computing is more technologies to subjects important than ever. Just as (chemistry, arts, languages,

students, an optional semester

economics and entrepreneurial

Real World Beginnings From half-day field trips to week

studies is being developed.

long intensive programs of

real world skills.

Insights Week

study, Lower School students

participate in activities outside

the classroom that start to build

During the first week of January,

immersed in one course of their

choosing. These mixed-grade

level and interdisciplinary based

academic passions of the faculty.

Each of these courses takes the

students beyond the Lyndhurst

Middle School students are

classes are inspired by the

campus, using the city of

areas as a classroom.

Cleveland and surrounding

capstone experience in

in our Middle School, every student in our Upper Schoo brings a computer to and from school daily. OneNote continues to be relevant and is widely used in our Uppe School. Stylus-based computing is also still relevant allowing us to apply

A Taste of Cleveland's Culture

Cleveland, Digital Storytelling,

and Flights of Fancy: The History,

Hawken's urban campus, the Sally

and Bob Gries Center is located

students a unique base from

with world renowned cultural,

medical institutions for service

and learning opportunities. Some

Upper School Cleveland-based

Solutions: Food, Arts in the Circle

and Community Development

educational, community and

course offerings include

and Urban Renewal.

Homelessness, Designing

Physics, and Math of Flight.

Examples of Insights courses are:

math) that are under-served by a keyboard and mouse. However, at this stage, learning tools and method begin to take on a characte more specifically tailored to subject domains. Also with a more developed identity, Upper School students are in a better

position to exercise their

Next Step: College

Hawken employs 3 college

counselors per 110 students

insuring that each student get

the individual attention needed

to find the right college match.

counseling program includes

search and application process

weekly on-site test preparation

opportunities beginning in 10th

Grade; and academic scheduling

sessions: free, on-site college

essay writing and application

workshops: parent meeting

consultations beginning

in 10th Grade.

for juniors and seniors; free.

classes focusing on the college

Hawken's comprehensive college

preferences and identif the tools and technique that play to their strengths and manage their weaknesse Therefore, while we still requir a computer and a stylus-based writing system, we offer more choices to our Upper School students, including both PC and Apple computer options

Statistics indicate our students'

Hawken has the highest number

of National Merit Semifinalists amongst its Cleveland area peer

schools over the past five years.

· More than 37% of the students

in the Class of 2012 received mer

full tuition, room and board.

According to data from U.S.

as likely to be accepted into a

for college than their peers.

top national university or libera

report that they are better prepare

News and World Report, Hawker

scholarships totaling over \$1.2 million

achievements:

At Hawken, we understand that

We prepare students for the future, with character as an intended classroom purpose. hroughout our curriculum, from Prekindergarten to Grade 12, we have woven opportunities to develop character skills, from community service learning projects in the Lower School to

maintenance of the Eco Garde partnerships with area servic to a diverse campus where expression of character is expected and maintained. W regardless of gender, race,

specific programs that encourage

character development

individual differences and the richness of the cultures contained within our community. School has an ongoing

Grades 3-5 an opportunity to work together on Lower School representatives from each as projects unfold, and are provided with an excellent introduction to community decision-making, in a format The 5th Grade leadership

program addresses aspects of character education through formal and informal period of time once a week. The meetings are designed to encourage and develop socialization skills and peer and decision-making skills.

knowledge acquired in the program's instructional phase. Along with building athletic skills, for interaction across grade and providing a healthy stress outlet, intramural athletic participation is a practical and important real life application of the "Fair Play" concept, and another learning opportunity to develop team and leadership of the school year.

Peer Leadership consists of 18 seniors who regularly meet with freshmen throughout the year to help with the 9th Grade students on their academic and social transition to the Upper School. Peer Leaders also assist with the 9th Grade retreat and the New Student Orientation. The Upper School House System promotes school spirit, healthy an opportunity to apply the

Challenge, Power of the Pen, and Musical Theater to name a levels. Students are assigned to few, offer other leadership and one of the following four houses teamwork opportunities. Global Connections Ansel, Bolton, Chester, or Mather Houses compete for the Dobay Cup which is awarded at the end opportunities and challenge

Energy Team, Robotics, Academic

omposed of an equal number navigate and forge meaningf connections with people from of faculty and students. The different cultures, countries,

With Global Connections, Hawker builds on its long standing tradition of international programs with innovative educational technology and participation in international

of the 21st Century, Hawker

students must be able to

Each April, the Middle School through sustainable development takes a curriculum-based trip and access to livestock for people around the world.













### Character Development program. Although there are

our purpose of "forward-focused preparation for the real world through the development of character and intellect" holds us to a much higher challenge. We are committed to providing an atmosphere where the timeless values of character, empathy, and respect are just as important and expected as academic excellence.

the 12th Grade Peer Leadership

sharing of produce with our local

Students also share responsibility

to discuss student progress and coordinate curriculum. Students are required

students participate in an intramural program that offers

and communities.

exchange programs that enrich the diversity and perspectives







that completes a focus of study Haibara Exchange Program

student's openness, comfort and of the world and its diversity--

and serves as an age appropriate Hawken's oldest exchange





### Academic Overview >

Children need these skills in order to achieve academically within the community of the school and throughout life.

social skills that provide the foundation for forming lastir relationships that are essentia to emotional health, which encompasses the developmer of personal identity, selfesteem, expression and control of emotions. and perseverance.

management of frustration, **Domain** describes the ways toward, interact, and reflec upon life experiences. The in early childhood education. skills and attitudes children

science, and social studies. Key characteristics of the ognitive domain are knowledge of physical of cultural conventions: the primary cognitive processes are attention, memory, trial and error, cause and effect, is effective communication reasons and problem solving skills and literacy; and the use and prediction and estimation

GR 1: Through an age

appropriate project called

collaborate with 5th Graders

and learn about the benefits

challenges of homelessness

Students collect donations

backpacks for donation.

of experiential learning opportunities. We believe an exemplary program for Grades 3 through 5 challenges students to

GR 2: Starting in 2nd GR 3: Every year, the Grade, students are introduced 3rd Grade upholds an to one week sessions where nstitutional tradition i they rotate through a range hosting Pioneer Day. This of real world learning amazing day culminates opportunities. This wee a deep study of our local known as Mini-Insights, ha forefathers and immerses students into the culture included such activities as and practices of the early Short Stories, Song Writing settlers to the Mid-West. and Basket Weaving.

another musical option at Middle School. 4th Grade marks the beginning of a progression in study that encourages student

offers a student base service. Students select a for experiential and service non-profit and are mentored by non-profit leaders. Each earning and easy access to the rich educational ar culminates with a resources and experts found student presentation about in the University Circle area. their experience for parents and non-profit mentors.

helps develop a sense of participate in a three-day responsibility, motivation and outdoor educational camp at Camp Asbury. This commitment to community program consolidates the Lower School experience and starts the transition for a student from 5th to 6th Grade. Campfires and s'mores are enjoyed by all!

GR 5: 5th Grade

students additionally

### GR 7: Along with a GR 6: In art class, 6th Graders create a colonial

Grade, this first Doorways experience takes students to Williamsburg, VA. colonial America.

performance at the Great Lakes Theater Workshop, 7th Grade students complete a Mock Court unit which is an authentic and community based exercise that culminates in a simulation of a 4th Amendment-related evidentiary hearing ir front of real judges.

to help guide and differentiate each grade embarks on a

travel off campus and make that present themselves

GR 8: In the spring,

promotes school spirit, service learning.

Mather. The House System healthy competition and

students find their "better self."

"better self" in all of our students and to help them develop the skills needed for respectful and effective discourse and interaction religion or socio-economic status. our purposeful, age appropriate

for the maintenance of the Eco Garden and the collection and

classroom, school, and ommunity leadership skills, and offers students opportunities to apply and develop them

Middle School

Upper School to participate in two sports in Grades 7 and 8. Sixth Grade

the academic and non-academic life of the Upper School and through this process, to students, faculty, parents, and Additional co-curricular clubs and activities such as Student Council,





Most innovative are the 3lifferentiated instruction week Intensives, held betwee collaborative work, and Thanksgiving and Winter meaningful assessments. Break and a second Built into the schedule is free at year's end. Intensives allow time for students to conduc for focus on a single course independent research. onference with teachers, of study and enable a collaborative learning or simply reflect. Unique environment. Several highlights of the Upper School schedule include *Intensives* are situated at Grade Level Highlights ▶ GR 10: Beginning

students.

to allow more intensive study and multipl approaches to learning. Free time is built into all schedules to allow students the chance to conduct independent research, conference with teachers, or simply reflec

classes with varying lengths,

at different scheduled days

and times. Research shows

this "rotating" schedule, as

opposed to the traditional

same day, same time, same

45 minute subject approach

accommodates more varied

learning and teaching styles

and increases the probability

of a more meaningful learning

experience for Upper School

GR 11: Under the instruction and guidance of an award winning facult member, the Writing Center teaches 11th and 12th Grade interns selected for their writing proficiency how to work with younger Interns also assist in "workfor support and feedback.

into our curriculum to help ou

Each grade level in the Lower relationship with an established local community service group. This provides service learning opportunities such as making blankets for hospitalized chi providing clothing and personal items for families in need, and volunteering at a local food bank.

community and dining facilities.

All Lower School students

participate in multi-age, inclusion

grade level meet weekly to plar upcoming events. They become their classmates' ambassadors that nurtures multi-grade level program develops personal,

through practical application.

The Student Committee gives

programming throughout the year. Advisory groups meet every morning, and for an extended relationships, along with study Advisors meet on a weekly basis with other grade-level advisors

The Middle School Advisory

administration. Community Service Council,







