

Thank you for your interest in Community Montessori. We congratulate you for embarking on a journey to locate the best possible educational option for your family. As you explore Community Montessori, please know that we value and welcome any thoughts or questions you may have; we are here to help support your decision process.

Community Montessori was founded in 1998 on a vision to bring more outstanding educational options to our community. We are a non-profit, 501(c)3 educational organization, governed by a Board of community leaders. In August 2002 we became an independent Charter Public School, sponsored by Ball State University. We are not affiliated with any other school corporations.

We believe that Community Montessori can be for every child/teen, but may not be for every family. A working relationship between staff and family is expected, and our Parent Partner Commitment Forms detail those expectations. Community Montessori programs utilize a yearlong educational approach that integrates home, school, summer and other enrichment in a natural, holistic way. A positive integrated relationship is essential for mutual understanding and to provide continuity between home and school.

The following items are included in the attached packet:

- ◆ Introductory Letter
- ◆ Brochure
- ◆ Statement of Fees
- ◆ Belief Statements (General or Teen specific)
- ◆ Parent Partner Commitment Form **or** Family Commitment to Teen and Teen's Commitment Form
- ◆ Graduation Requirements (Teen's Program only)
- ◆ Charter School Lottery and Admission Information (Charter only)
- ◆ Application for specific program

All applicants to the Charter School Program must complete the application process by the first Friday in February. This application process has three steps:

1. **Print and complete the Application.**
2. **Print and complete the Parent Partner Commitment Form OR the Family Commitment to Teen and Teen Commitment Forms**, as applicable to your program.
3. **Attend an Observation, return all completed forms and complete the Family Communication Form.** Observations are geared towards adults and for this reason, families usually do not attend with their child. If you are enrolling in the teen's program, please have your teen attend with you. The Family Communication Form is only available at the Observation.

If there are more applications than spaces available for a specific level, a lottery will be conducted. Please see the [Charter School Lottery and Admission Information](#) for more details. Three and four year olds are not a part of the Charter Program, and are enrolled on a first come basis, without the possibility of a lottery.

If you have any questions please visit our website at www.shiningminds.com or contact Glenn Fondren, Family Liaison, at 812-948-1000 ext. 1102 or gfondren@shiningminds.com.

We value, welcome and celebrate a diverse population. We do not discriminate based on race, color, creed, national or ethnic origin, gender, income or disability.

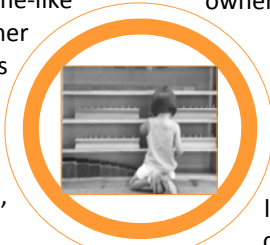
Who We Are and What We Do



Community Montessori can be for every child, but may not be for every family. We offer a comprehensive educational approach that is centered around each individual learner and partnering in his/her continued growth in connecting knowledge for lifelong learning. Under guidance, children and teens learn by making discoveries and asking questions, all the while cultivating concentration, motivation, self-discipline, and a love of learning.

Our beliefs about learning are progressive and based on current research about how we learn and conceptualize new information. Families should not choose Community Montessori as an educational option if they are looking for a “quick fix” or are interested in outsourcing education. Families that commit to being involved in learning, modeling that learning happens all the time and everywhere, and want to be a partner in the growth of their child will find the most success at Community Montessori.

Early Education (including “kindergarten”) Children ages three through six come together in this home-like environment to learn by interacting with one another and educational materials. They are guided in this process by caring adults with extensive training in early childhood development. Content is presented on an individual basis upon readiness with a focus on independence, concentration, coordination, and a sense of order.



Learning should be captivating!

Elementary Program (“1st - 6th grade”) Compassionate educators support children ages six through twelve in creating dynamic learning environments in which they feel empowered to engage in endless content areas based on their interests. The day includes a combina-

tion of child-led and adult directed activities to encourage ownership and a sense of community.

Teen’s Program (“7th - 12th grade”) Learning should be meaningful and purposeful. Respectful adults (Advisors) support teens twelve through eighteen years old, in becoming reflective learners who are willing to take risks and ask questions that encourage thought and the attainment of knowledge. This program allows teens to set specific academic, moral/emotional/social, and career goals to encourage life long learning skills.

Because of the unique nature of our Teen’s Program, teens cannot apply after their “10th grade” year.

How to decide if our school is right for your family

Visit our website at www.shiningminds.com

Review our Belief Statements and Family Commitments

Attend an observation on Wednesdays October - May @ 9:00am

Ask questions!

Other Opportunities

Technology

Our state of the art facility enables each learner to connect with and integrate technology into their daily routine.



Enrichment Programs

Chess, guitar, sign language, volleyball, and dodge ball are just a few examples of additional programs available.



Extended Learning

We offer before and after school care for working families to support our same philosophy during an extended day option, 7:30am-5:30pm.



Respecting Children - Engaging Families - Encouraging Thoughts - Embracing the Community

Community Montessori gives children an environment that respects all people and ideas. We also give families a vehicle to learn cooperatively, have fun, and promote peace with their children. As a school family we continue to expand our minds and use this knowledge to make an impact on our community.

Maria Montessori



Maria Montessori was nominated for the Nobel Peace Prize three times. She dedicated her life to creating an optimum growth environment for children. She discovered that by creating an environment where children were provided with materials suited to their “sensitive periods” of development, they could grow immensely in multiple areas. She discovered by focusing on the whole child/teen, learning is supported in a respectful and natural way.

Community Montessori Charter Public School has no religious affiliation.



Enrollment Information

- 3 and 4 year olds are enrolled on a first-come basis (tuition based program).
- “Kindergarteners” through “10th graders” can apply October through the 1st Friday in February. If there are more applications than spaces, a lottery is held in March.



What is a Charter School?

Community Montessori was founded on a passion to bring more school options to our community that are tuition free and centered around respect for each learner and understanding their individual strengths.

We are a free public school choice for any family that resides in Indiana. Sponsored by Ball State University, we must be innovative and accountable for the success of each of the learners we serve.

Community Montessori Charter Public School
4102 St. Joseph Road
New Albany, IN 47150
www.shiningminds.com

Phone: 812.948.1000 Fax: 812.948.0441

E-mail: gfondren@shiningminds.com

A Committed Staff!



Material Fees and Deposits for all programs are due at enrollment in April.

See next page for more information regarding fees and policies.

Charter School	Teen's Program	Ages 12-18 ('Grades 7-12'). 8:20 am to 2:50 pm.	\$250 Materials Fee \$40 Technology Fee \$290 Total Teen's Program Fee (Additional seminar and college course fees may apply.)
	Elementary	Ages 6-12 ('Grades '1-6'). 8:40 am to 3:10 pm	\$220 Materials Fee
	'Kindergarten' ½ day	5 year olds (by August 1), AM: 9 am to 11:45 am OR PM: 1 pm to 3:45 pm	\$110 Materials Fee
	Kindergarten Full Day	5 year olds (by August 1), 9 am- 3:45 pm, Monday through Friday Although it is part of the Charter School, this program is subject to tuition because of a lack of full funding from the state.	*\$1250 per year \$220 Materials Fee *This tentative fee may change due to funding from the state.
Early Education	Early Education Single Session	3-4 year olds, AM (9 am–11:45) OR PM (1 pm to 3:45), Monday through Friday.	\$2365 per year (\$237.78/mo for 9 mos.) \$110 Materials Fee \$225 Non-refundable Deposit
	Early Education Double Session	3-4 year olds, 9 am – 3:45 pm. This option enrolls your child in the AM and PM Sessions. Children are in the same classroom all day, Monday through Friday.	\$4935 per year (\$501.12/mo for 9 mos.) \$220 Materials Fee \$425 Non-refundable Deposit
	3-Day Week Single Session	3-4 year olds, AM (9 am–11:45) OR PM (1 pm to 3:45), Mon/Wed/Fri	\$1645 per year (\$166.12/mo for 9 mos.) \$150 Non-refundable Deposit \$70 Materials Fee
	3-Day Week Double Session	3-4 year olds, 9 am to 3:45, Mon/Wed/Fri	\$3415 per year (\$346.11/mo for 9 mos.) \$300 Deposit \$140 Materials Fee
	2-Day Week Single Session	3-4 year olds, AM (9 am–11:45) OR PM (1 pm to 3:45), Tue/Thurs	\$1205 per year (\$122.78/mo for 9 mos.) \$100 Non-refundable Deposit \$55 Materials Fee
	2-Day Week Double session	3-4 year olds, 9 am to 3:45, Tue/Thurs	\$2495 per year (\$255.00/mo for 9 mos.) \$200 Deposit \$110 Materials Fee

EXTENDED LEARNING

- Extended Learning monthly fees are prorated for holidays, In-Service Days and Parent Conference Days.
- Fees are required to be paid through FACTS. Total program fees will be evenly divided over 9 monthly payments.

Before/After School Program Available <u>ONLY</u> to Full Day Children (Teens, Elementary, Double Session and Extension)	7:30 am – 8:20/8:40/9:00 am AND 2:50/3:15/3:45 pm - 5:30 pm	Approximately \$55/week
AM Care – Not available to <u>PM Only</u> students	7:30 am to Program Start	Approximately \$35/week
PM Care – Not available to <u>AM Only</u> students	Program End to 5:30 pm	Approximately \$40/week

PROGRAMS AND FEES 2012-13

GENERAL INFORMATION

- Elementary, Teens, and half-day Kindergarten programs are part of the Charter School and are, therefore, tuition free.
- Although it is part of the Charter School, there is a fee for full-day Kindergarten. This program is subsidized by state funding and any fees are subject to change based on changes to that funding or changes in legislation.
- Early Education Deposits are due at enrollment, and are part of the total tuition cost, not an addition.
- Although CM does not use Grade Levels, due to State reporting requirements, we do enroll children according to grade.
- In lieu of textbook fees, Materials Fees cover a prorated portion of the educational materials in our studios as well as items such as pencils, paper, etc.
- Tuition is due, **in full**, by September 1st. If unable to pay in full by September 1 the balance may be paid over nine (9) monthly payments using the FACTS payment program. Visit www.shiningminds.com to register for FACTS.
- Families paying Full Day KG and Single or Double Session Early Education tuition in full by September 1 will receive a 5% discount on the balance after deposit.
- The FACTS program is required for all Tuition and Extended Learning payments. Community Montessori will pay for all FACTS enrollment fees for tuition and/or Extended Learning. A \$50 processing fee will be charged on any balances being paid through FACTS of LESS THAN \$1000.
- **All fees are subject to change on an annual basis.**

REFUND POLICY

Extended Learning: Application fee is non-refundable.

Material/Supply Fees (All Programs):

- Withdrawals for the upcoming school year occurring before May 31 = 50% refund
- Withdrawals occurring on or before October 1st of the current school year = 25% refund
- Withdrawals occurring after October 1st are not eligible for a refund.

Early Education Tuition: (ALL tuition is due and payable for the year by September 1st. Withdrawals occurring as noted below are based on the full year program tuition.)

- All refunds are based on the program tuition less any deposits. Deposits are nonrefundable.
- Withdrawals for the upcoming school year occurring on or before October 1st = 90% refund (excluding deposit).
- Withdrawals occurring between October 2nd and Winter Break = 50% refund (excluding deposit).
- Withdrawals occurring after Winter Break are not eligible for a refund and Families on the monthly payment plan will be expected to pay the balance of tuition owed for the year.
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DISCOUNTS

- Extended Learning: A 20% discount will be extended to the second, third, etc. siblings enrolled in this program.
- Early Education: a 10% discount on the balance due after deposit will be applied to siblings enrolled in the Early Education Programs, not to be combined with the 5% early payment discount.



Teen Belief Statements (12-18 yrs)

We believe:

- ◆ *Education should be an active process of gaining and adapting new information involving many learners.*
- ◆ *We should support all teens in developing strong moral values that reflect empathy, respect, honesty, compassion, integrity, and trust – while keeping personal dignity in tact.*
- ◆ *The curriculum should reflect life long learning by expanding the traditional subjects and making all learning relative.*
- ◆ *Teens learn best in a safe, nurturing, respectful environment that promotes independence and a positive sense of self-esteem.*
- ◆ *Teens should have the freedom to develop personal goals that encourage internal motivation and nurture inner harmony.*
- ◆ *Learning is a natural process that develops spontaneously in the learner.*
- ◆ *Teens should be encouraged to teach, collaborate with, and assist each other in their journey to attain and effectively use new and existing information.*
- ◆ *Teens should have the freedom to be themselves and develop individual and group identities within the community.*
- ◆ *Teens should be encouraged to question and look at situations from multiple viewpoints.*
- ◆ *The school community shares the love of each learner and that we respect and encourage each teen to develop his/her own uniqueness and individuality.*
- ◆ *Ownership, Empowerment, Accountability, and Respect are the four main components of the overall program.*
- ◆ *Listening, without judging, is crucial to the trust partnership with each teen.*
- ◆ *We all have a direct responsibility to our self, our family, our school, our community, our nation, and our world to question the foundation of our beliefs and we instill this responsibility as a continuing part of the curriculum.*
- ◆ *Learning should take place in a non-competitive environment where learning is driven internally to better ourselves and each other.*
- ◆ *Learning is not about what is taught by the adult, but how a learner takes new information, connects it to existing information, and changes a perception or expands an idea or concept.*
- ◆ *Teens are directly responsible for their own actions and adults are expected to hold them accountable to their actions while maintaining dignity and respect.*
- ◆ *Understanding the developmental needs of teens is crucial to their overall support and learning.*

Our school endeavors to be more than ordinary, to provide all of its learners with a valuable and life-long education that extends far beyond the confines of the school walls, with the belief that learning occurs all the time and everywhere. We believe education can be both theoretical and practical, and that it does encompass moral, emotional, and social learning in addition to standard academics. We endeavor to establish relationships between adults and teens based on mutual respect and understanding. Following the Montessori philosophy, we set forth several goals:

- **Learning.** We define learning as a life-long process and expect genuine commitment to each learning construct: intellectual, ethical, emotional, social, aesthetic, creative, wellness, and “school success.”
- **Community.** We strive to build a strong school community, but also to prepare learners to be valuable citizens in the larger sense of the civic and political society beyond the school walls.
- **Best Work.** We appreciate the effort it takes to be successful in both school and life, and we expect learners to do their best work, even under difficult circumstances.
- **Respect.** Human beings have different lifestyles, opinions, and beliefs, and we strive to understand and respect these differences rather than passing judgment based on our own personal belief system.

Each Community Montessori teen learner accepts more and more responsibility as he or she grows and matures. We cannot achieve our lofty goals without a solid and genuine commitment from each learner, and so, before beginning the school year, he or she makes these important promises:

1. **The promise to build community.** Teens agree not to form exclusive social groups. We strive to build a collaborative learning community in which everyone has something special to offer the group as a whole. This means that each teen must feel safe and welcome when communicating with any individual in the studio or with the entire group at large. Each teen promises to build an inclusive and open school community.
2. **The promise to abide by the principle of respect - self, others, and the environment.** Teens will agree to show respect for self in attitude, language, and personal appearance. We make a commitment to value, respect and understand one another as individuals. Learners at Community Montessori promise to resist the urge to pass judgment on others, and, on the contrary, promise to strive to act in such a way that demonstrates a genuine respect for the unique personal qualities and beliefs of others. Teens work diligently to bring any concerns/problems directly to the person they need to speak to without participating in gossip or hearsay. Teens are expected to treat all aspects of the environment with care, grace and courtesy. Teens will leave all materials and shared spaces beautiful and well prepared.
3. **The promise to allot at least five to seven hours during the week for the completion of meaningful work at home.** Each Community Montessori learner is expected to work hard at meeting (and possibly exceeding) educational challenges, which requires serious work inside and outside of school. Teens will turn in weekly progress of their work-at-home activities.
4. **The promise to participate in unique learning opportunities offered at Community Montessori with a positive and enthusiastic attitude.** Learners at Community Montessori understand that overnight trips and The Heroic Journey program are examples of requirements unique to this school that serve to fulfill Maria Montessori’s vision of learning beyond the classroom. Community Montessori learners are expected to participate in preparation activities as well as actual events, which may extend beyond the regular school day into evenings and/or weekends.
5. **The promise to be on time and support wellness.** Teens are expected to be on time daily and ready for the day’s activities. That includes making your own lunches and caring for your own health needs. Teens should budget, plan, and prepare snack foods 1-2 times throughout the year that will consist of only fruits, vegetables, eggs, cheese, and crackers.

By affixing my signature, I attest that I understand and agree to the aforementioned promises of this contract.

Teen Signature

Date



Our school endeavors to be more than the ordinary, to provide all of its learners with a valuable and life-long education that extends far beyond the confines of the school walls, with the belief that learning occurs all the time and everywhere. We believe education can be both theoretical and practical, and that it does encompass moral, emotional, and social learning in addition to standard academics. We endeavor to establish relationships between adults and teens based on mutual respect and understanding. Following the Montessori philosophy, we set forth several goals:

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- **Respect.** Human beings have different lifestyles, opinions, and beliefs, and we endeavor to understand and respect these differences rather than passing judgment based on our own personal belief system.

As family members of teens who are overwhelmed by so many possibilities, you have a long, tedious, yet rewarding, road ahead. In committing to the below promises, you also commit to helping your teen in reaching his/her full potential. As you take your journey through the adolescent years of your child, we ask that you commit to the following promises:

1. We will remain open-minded. Our teen will at times return home with ideas that may challenge the values or concepts that are encouraged by the family. By being involved, we strive to remain open-minded and encourage big life questions as well as consider those questions from our teen’s perspective. Our teen will challenge values or aspects of home life that have never been challenged before and may bring to his/her family ideas that may never have occurred before; we will allow our teen to bring these issues to the family for discussion in a respectful way. If we are concerned or have questions, we will go directly to his/her studio teacher and not adhere to gossip or hearsay.

2. We will encourage problem-solving. Teens experience a variety of life situations as they grow. We will encourage our teen to try to solve those situations for him or herself. This is especially important with the Technology Endowment and securing an Internship location. During this stage of growth in an adolescent’s life, teens also tend to share their perception of situations at school; we will encourage our teen to direct any questions or concerns directly to his or her studio teacher before intervening on his or her behalf.

3. We will encourage consistent attendance and wellness. Attendance and timeliness is crucial for each teen in fulfilling his/her learning objectives for the year and in being successful at school. We will assure that our teen is on time daily and we will communicate any necessary absence due to illness by 8:00am each morning. Absence Waivers will be discussed and approved by Advisors prior to any absences. We will also assure that **our teen** prepares and packs a healthy lunch daily and budgets/plans the snack for his/her studio (consisting of only fruits, vegetables, cheese, or eggs). Both of these activities should be completed independently.

4. We will set examples. Many times through the year our teen will be asked to include family for work@home or to complete other activities. We will strive to help our teen complete those activities and encourage further discussion of school situations at home. As a family member, we will remain supportive of our teen and his/her commitment to learning (ie. attendance on camping trips, supporting internships, and securing the technology endowment). We will assure work @ home sheets are turned in weekly and work is completed consistently at home. We will support knowing our teen’s goals and projects by reviewing these sheets at home or school every week for a minimum of **20 minutes**. By committing **10+ hours** of time or talent to the school and teachers we will show an example of leadership, consistency and caring to our teen.

5. We will participate in goal setting. Teens are expected to set reasonable goals for both personal and intellectual growth. As his/her family, we will help to achieve these goals in any way that we can. We will support continual growth by reviewing these goals with our teen on a frequent basis. We will work toward a non-corrective interaction with our teen and try to utilize natural and logical consequences in discipline to be more consistent with the Community Montessori philosophy.

6. We will attend our teen’s important events. Teen level workshops designed for parents and teens should be attended annually as well as other valuable PIP workshops throughout the year. We will attend all **four** Parent Partner Conferences to collaborate and design plans and goals to assure our teen stays on track for graduation.

7. We will respect prepared work. At this level of learning it is essential to nourish creativity and confidence. Therefore, we will respectfully refrain from changing (corrections and/or criticisms) any work presented to us by our teen. By allowing creative freedom, we foster confidence within each teen seeing how truly powerful their work is. Teens commit to doing their best work; if they have in fact done their best work, their growth will become apparent.

8. We will honor Community Montessori’s regular parent commitments. We will read and abide by all guidelines and policies of Community Montessori. We will communicate to the staff any pertinent information pertaining to the teen or family.

By affixing my signature, I attest that I understand and agree to the aforementioned promises of this contract. We will strive to be a role model of responsibility and caring about learning so our teen can reach his/her full potential of a successful adult.

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Date

Integrated Portfolio Requirements

As part of our “Big Question” and “Who Am I” curriculum, Level II teens (generally 15-18 year olds) will work to make all learning meaningful and relevant. These teens will complete all requirements of the following three areas and give a culminating presentation at their required “Senior Thesis” to show their growth, rigor, and competency to “Graduate” from Community Montessori. These projects are encouraged to be integrated with Diploma requirements.

Community Integration – Through Philanthropy and Governmental Exploration, teens will attain a deeper understanding of their community and their requirements as a citizen of their city, state, nation, and world.

Career Investigations – Through Internships (beginning at age 16) and Entrepreneurial activities, teens will build career concepts and further explore who they want to be as an adult.

Personal Intensives – Through a Capstone project and a Second Language Inclusive or Wellness Initiative, teens will build knowledge and increase tolerance by developing projects that promote depth in learning.

Core 40 Diploma Requirements

Honors Diploma options are also available

Level II teens will develop Course goals at the beginning of each academic year to support Core 40 and college admission requirements. Courses will be completed by approved academic plans that could include: Distant Learning, Cumulative Independent Projects, Seminars, online learning, College Courses, and Internship learning plans. Advisors (Studio specific teachers) in collaboration with Mentor Teachers (Alternate Studio teachers with specific licensure), will work with each teen on their Personalized Learning Plan (PLP). State assessments are also required per IDOE requirements.

English/Language Arts—8 credits: Must include literature, composition and speech.

Math—6 credits: Algebra 1, Algebra 2, Geometry

Science—6 credits: Biology 1, Chemistry 1 or Physics 1 or Integrated Chemistry-Physics,
1 additional science course

Social Studies—6 credits: US History, US Government, Economics, World History/Civilization or
Geography/History of the World

Directed Electives—5 credits: Language, Fine Arts, Career/Technical

Physical Education—2 credits

Health and Wellness—1 credit

Electives—6 credits

Community Integration

Philanthropy— Give teens a broader concept of “giving back” to their community in a planned and purposeful way. Teens will work with their own families and their advisor to support positive interactions between teens and parents. This also supports our belief in real-world applications and the understanding that we are responsible members of our community.

- Teens will implement an Advisor approved project.
- Teens will verify that the project will support a segment of the Community.
- Teens will work with their family and advisor to plan and implement this project.

Governmental Exploration— Through in-depth exploration of a particular governmental topic, teens will gain knowledge of their role in our local, state, or federal government.

- Teens will choose a topic to explore the workings of a governmental unit and how this relates to them.
- Teens will study, engage, and participate in this topic for a period of not less than six months.
- Teens will complete a culminating project to complete this undertaking. (Ex. 3-5 series seminar, blog, etc.)

Career Investigations

Internships— This learning opportunity will support teens(16 years old and up) in gaining insight in career and interest oriented fields. Teens will gain responsibilities in time management, work ethic, cooperation, and introspective career study. This real-world application will support purposeful learning and experiences.

- Teens will brainstorm with their family and create a list of potential internship sites.
- Teens will research and interview with potential internship sites based on parent/Advisor conversations and/or parameters.
- Teens will secure internship locations and attend each Friday as specified by their Advisor for the semester.
- Teens will present their Learning Agreement to their Advisor for review and approval within two weeks of internship start date.
- Teens will complete at least 4 approved internship programs.

Entrepreneurial activity — This component will support teens in developing skills which apply to purposeful, realistic, and relevant components of running a business. By defining a need and developing and implementing a business plan, teens will develop an overall understanding of entrepreneurial activities.

- Teens will identify the type of entrepreneurial activity they will join or design (individual, partner, or group).
- Teens will develop a comprehensive Business Plan.
- Teens will carry out all reasonable portions of the Business Plan.

Personal Intensives

Capstone— This offers the teen an opportunity to investigate an area of interest or design a project to encapsulate their growth. This allows teens to share growth and learning during their final year to their family, peers, Advisor, or community.

- Teens will design a project with the approval of their Advisor.
- Teens will demonstrate knowledge or growth to a specified audience.

CHOOSE ONE OF THE FOLLOWING:

Second Language Inclusive – Teens will study a second language beyond the credit curriculum and create a comprehensive, Advisor approved, project or activity to further investigate the culture or language study.

- Teens will complete Level I and II for the language chosen for “high school credit.”
- Teens will utilize community resources of the native language.

Wellness Initiative – Teens will design a wellness initiative to further enhance life-long fitness, nutrition, or health.

- Teens will choose a topic of interest within the above framework to further track or research.
- Teens will lead lessons, seminars, or create learning tools from their Advisor approved project.

