**To attract to Rivendell students, parents and faculty who value a strong academic focus**

1. Nancy Hall and I attended Waits River choice night on October 24th. The night was very thin, with only 12 students in their 8th grade class.
2. Laszlo Bardos has had a new batch of projects printed using our project card format.

**To cultivate the most supportive school culture possible**

1. I am looking at data to determine the impact of our Block 4 with various groups of students.
2. The maker’s space continues to get a lot of use at all times of the day. It is exciting to see the degree to which students thrive in the space.
3. 7/8 students have build prototypes and replicas of early Chinese inventions as part of their China unit. They are digging into the history of the Silk Road in both their history and English class in route to a larger, new Silk Road project.
4. Rachel Sanders is taking students from the Eco Club on an overnight at Hulbert for a program related to climate change.
5. Story Graves and Kirsten Surprenant will be giving a presentation about the Bike Trip at a conference in Chicago.
6. Professional development for the district this past month focused on the process of organizing a community exhibition and reimagining existing space in the building to display student work.
7. For the first time RA is hosting 2 exhibitions—Spanish cultures and 9th grade humanities on November 14th.
8. All advisories have developed 2 core values and descriptions of behaviors exemplifying those values. Teachers have selected six values to use in designing a Community Agreement that will then be shared with all students for final comments and suggestions, as well as a vote, to accept or amend the
teachers’ choice of values. Stephanie and I will then develop a “discipline system” based on those values.

9. Emily Cousens has been having short individual meetings with all 8th graders. She will begin meeting with the 7th grade.

10. Story Graves is putting the finishing touches on an Academic Mentoring program for RA. Story ran an academic mentoring program at Bennington before come to the Academy. The program works with non-special education students with social emotional barriers that makes it difficult to engage in academic work.

| To identify and effectively communicate a clear cohesive narrative of who we are as a school community |
| 1. I have elicited the help of a student to work on the Facebook page. |

| Other |
| 1. We are working with Bill Little to amend the purchasing process. |