



March 27, 2009

## Student's Bill of Rights:

We, the undersigned fellowship of active believers, support the Student's Bill of Rights:

1. We dedicate ourselves to the transformation of our nation's schools, to meet the demands of this new age, and realize this will occur only if we take an active part in that transformative process.
2. We support the right of every student to follow his/her own educational interests; to play while learning; to engender a passion for learning that encourages the practice and development of skills through meaningful internships or mentorships; to learn the foundational, governing principles, theories and philosophies that define our world.
3. Every student shall be prepared for an ever-changing world that is "flat", in terms of global citizenship and a world economy without borders.
4. We support the adoption of an *Oath for Educators* and a *Statement of Intent* for students, to honor the highest office in the land - the office of Citizen. These documents will reflect the essential role of education in our society, and in the lives of every student.
5. We will assist every community in determining how best to use intrinsic resources in support of their students, helping each young person to reach their highest potential. The dreamTeam will author guidelines to assist communities in this vital, collaborative process. We will develop neighborhood partnerships, enriching student experiences in the greater community and on campus.
6. We pledge to do more with less, employing our collective creativity in so doing. An example of "more with less" problem solving: rather than implementing teacher lay-offs, shifting to a four-day teacher work week, inviting participation from community members and local institutions that can offer students in-depth, project-based learning, one day each week; the school year is thereby extended, and available student resources enhanced, while reducing costs. We will enlist the help of our elderly citizens, who want to share wisdom, experience, and practical assistance with today's students.



7. We commit to ensuring all students receive a quality education, offered without excuses; the education “product” will be accessible and attractive to students, a product they want to “purchase” because it is relevant, necessary, and contemporary.
8. We are committed to resource equity, moving from “haves and have-nots” to “have differences”, taking full, advantageous account of each student’s unique attributes, and thereby boosting educational opportunities for all.
9. We pledge to continually seek student input, learning why students drop out and building an active company of students, aware of their potential and insistent on receiving the varied, excellent learning opportunities they deserve.
10. We will identify the obstacles in the educational system, preventing the transformation of our schools. We will move beyond perceived obstacles to the ultimate transformation of our schools; we will lead with a spirit of the possible, not the impossible, and reveal the abundance of resources available, not their scarcity. We will effectively employ every political tool, understanding that all politics (including educational politics) is local and that each of us can be effective in transforming our educational system, if we understand the process and mechanisms of political prudence.
11. We promise to identify and support enterprises that effected transformation in education or in society, bringing about positive change: the Slow Food movement improving student nutrition through school lunches; the Green/Sustainable movement alerting us to necessary change in our lifestyles, as part of the greater global community.
12. We will implement a learning environment that permits tinkering and lingering, allowing students to discover their passion and perfect its art, as they work collaboratively with mentors and fellow students.
13. We will employ our talents and influence to provide rich educational environments for students, supportive of learning through their thoughtful planning and design. Included in these productive environments: artifacts exemplifying basic educational principles; the celebration of local traditions and resources; opportunities to study physical and scientific principles, evident in the building and environmental systems; fully accessing the interior and exterior learning environments, teaching students how to become good stewards of our resources.
14. We will publish a user’s manual for schools, supporting teachers and students in their exploration of the curriculum inherent in their school environment.