Idea Student Handbook

I. THE FOUNDATION

IV. PROCEDURES

Foundation

Mission Statement

Preparing students for their future through project-based learning and community building.

School Motto

"The capacity to learn is a gift, the ability to learn is a skill, the willingness to learn is a choice"

Learning Expectations

Project Process

How to choose a project:

When choosing a project, it is important to choose something that you are interested in and will be motivated to work on for the entire project. Create a list of things that are interesting to you, that you want to know more about and/or that you could see yourself exploring. The sky is the limit so choose without boundaries and see what you can make happen.

Project checklist:

The project checklist is a student's guide to being successful at Idea. It lays out each step that needs to be followed to complete a successful project. It is expected that a student has and uses a checklist for every project that they are a part of.

Project options:

Research projects are 15-day projects that will focus on the research aspect of a particular idea. These projects will be worth .3 credit and will need to include in-depth research and notes, a paper that details the research compiled, and a presentation that outlines the information the student has gathered.

Click here for a copy of this project checklist

Product projects are 25-day projects that will focus on the production of a particular concept. These projects will be worth .5 credit and will need to include in-depth research and notes (research may look different as it may happen while the student is working on his/her product), a paper that details the work completed, a product, and a presentation that highlights the completed product.

Click here for a copy of this project checklist

If a project is not completed in the required amount of time, it will be assessed as scheduled at a lower assessment level and for less than the assigned amount of credit.

Project Costs:

Basic supplies are available at school for various types of projects. Students are responsible for covering the costs of most other items that are required for their projects. Students are not allowed to raise funds at school for the projects they are working on. If a student feels that the item that they are purchasing would benefit other students at school, they should discuss with their advisor and an exception may be made depending on cost, number of other students who would use the item, etc.

Rationale:

The rationale is created at the beginning of the project and is used to propose and plan out your project. The rationale includes the following parts:
   ● A brief reflection on the work of your last project and what improvements will be made to the new project
   ● A brief overview of the project
   ● Why the project is worth doing?
   ● What you will do/how you will apply the learning in your project?
   ● **If the project will take longer than the specified time outlined for your project choice, how much time will you need to complete it and why.**

[Sample Rationale](#)

Live Resource:

One area of the project process that can elevate a project from a good project to a great project is having a live resource. Parents, relatives and friends are great people to help students find a good live resource. After completing a project, it is important to follow up with a thank you note. Please see the live resource contact script and thank you note templates below to help you when interacting with your live resource.

[Live Resource Contact Script](#)

[Thank you note for live resource](#)

Paper Expectations:

Every project requires a writing piece. Writing pieces are completed in Google Docs. There are a variety of different types of writing pieces that can work; students can write research papers, creative papers, narrative pieces, etc. Format your writing pieces using the following directions:

- Cover page should include Title, Student Name, Advisor Name and Date
- Use a traditional font (Arial, Times New Roman, etc.)
- The font should be 12 pt., double-spaced throughout your paper.
- A completed and properly formatted bibliography attached on its own page/pages at the end of the paper. (See example bibliography below from Purdue OWL below)

The revision process is an important component of writing. Students should edit and revise their own paper first. They should then have other students/parents edit and revise the paper. Please note that editing and revising are not just about spelling, grammar and punctuation; students should also be looking at the content, organization, and fluency of papers as well. When editing papers, suggest changes in Google Docs so that the author can see and accept changes him or herself.

[Sample research paper with explanations](#)

[Sample MLA works cited page](#)

Product Expectations:

If you have chosen to do a product/doing project, it is important to remember that the doing/making of your product is part of your research/learning. You may have to go back and make adjustments and changes to your original idea, so that it turns out as you hoped. Product ideas are endless. There are some ideas below of products students have taken on:

- Built robots
- Created websites
- Written songs
- Created awareness campaigns in area schools
- Learned languages
- And many more!

The possibilities are endless. If you are unsure if your idea will work, talk with your advisor. For a list of product ideas see the appendix for product ideas. This is only a starting place; be creative with your projects!

[Product Ideas](#)

Presentations:

Presentations are a required component of all student projects at Idea. All presentations should contain the following items:
1. A review of student research and learning
2. The student learning process (what a student did)
3. A presentation of the product created by the student
4. A visual aid (Pictures of the process and/or product, Google slides, and the product)

All students are required to practice their presentations as outlined on the project checklist prior to delivering the final presentation.

Minor presentations must be 3 to 10 minutes in length not including student questions.
Major presentations must be 6 to 12 minutes in length not including student questions.

For assessment purposes, all final presentations need to be videotaped (unless advisor is present) and given to the advisors at least a day prior to the assessment meeting. All visual aids used in the presentation should be uploaded to Project Foundry one day prior to the assessment meeting.

In addition, students should have their peers fill out student presentation feedback forms at the conclusion of their presentation and share them with the advisors as part of the assessment meeting

Learning/Time Logs:

Time logs are an important component of your project for two reasons. They ask you to reflect on your learning each day and summarize what you accomplished and learned. Students should log their learning at the end of each work time. Learning/Time **must be** logged within 24 hours. Talk to your advisor about exceptions.

Uploading Results:

The **day before your assessment meeting,** all of the results should be uploaded to Headrush. If work is not uploaded the day before, there is no guarantee that the advisor will have time to review the work and may result in the assessment meeting being pushed back. This includes any writing components, the reflection, any presentation documents, pictures of students' work or process, videos etc. Pictures are important as they document your learning process. For example, if you visit a museum as part of a project, take pictures of your experiences. If you are building a bike, take pictures of each step in the process that you went through.

Math Expectations

Assessment and LEarning in Knowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics they are most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.

Each student is expected to work 45 minutes each day on their math. Students will do all of their work in a math-specific notebook. **Students who are not on pace in their math credits (reviewed on a quarterly basis) will be assigned to a math group**, based on their course, where they will work each day on their math. When students get "stuck" on a problem they are to:
   1.) Read and take notes on the explanation provided in ALEKS.
   2.) Watch any supporting videos provided by ALEKS.
   3.) Work with a fellow student (in your group).
   4.) Ask an advisor for help.

Math Projects and Assessment Levels:

Rationale: As it can be very easy to just make simple, short statements answering complex mathematical problems; those short statements often do not tell the whole story when it comes to an in-depth project analysis. Therefore, it is important that the students at Idea go into more depth when solving the mathematical project they will be presented with.

Because of that, the following are the expectations for the projects that students will complete at the end of each of their courses:

1. Completing the ALEKS course will only earn "Satisfactory" in the course. If you would like "Advanced" in the course, you need to complete a minimum of 3 of the projects. In order to earn "Mastery," 6 projects need to be completed.

2. Every project needs to include an in depth write-up and analysis of your findings and solution to the problem. That analysis must:
   a. Restate the problem in your own words.
   b. Use as much mathematics as you can and include **equations, graphs, tables, pictures, etc**. to show everything used to solve the problem.
   c. The analysis should answer all questions asked in the problem.
   d. Include a conclusion paragraph that summarizes all findings and implications of the completed project.
   e. Any outside sources used need to be cited.

Reading Expectations

Reading is an important component of the Idea day. All students are expected to have something to read for the entirety of the designated reading time. All student monitors will be turned off unless permission is given by an advisor. The expectation is that students put all electronics away during reading time to "disconnect" for a portion of the day. Students who fail to read during reading time will have their assessment level impacted.

To earn credit for reading a student must:
1. Complete a reading log sheet (**See appendix for log sheet)** that compiles the total number of books completed, pages read and lexile level. Log your reading each time you complete a book.
2. By the end of the year, write one positive and one negative review from the books you have read.

> Mastery=10,000+ pages read
> Advanced=6,500 pages read
> Satisfactory=3,500 pages read

Reading log sheet

Physical Education

All students are required to complete physical education requirements as outlined by the state of Wisconsin. Each morning will begin with an active start where students can choose an activity to participate in and log that time toward their 50-hour requirement. Students must dress appropriately for the activity in which they are participating and participation is mandatory. Students that participate in a sport either in or out of the school district may count that time toward elective P.E. credit for no more than one credit per year.

Elective Credits

Students can receive elective credit at Idea for many of the activities they do outside of school. Students can submit a proposal in Headrush and log their time for activities such as sports teams, music lessons, certain hobbies, clubs/organizations and more. Please talk to an advisor if you have an idea of something that might count for elective credit but are unsure.

Students also have the opportunity to earn elective credit by taking German courses through our distance learning unit. The German classes are taught by teachers in the traditional D.C. Everest schools and students at Idea join the courses daily through a video projection system.

Finally, students have the option to take up to two courses a year at the traditional D.C.Everest school. Transportation is not a part of this and students will need to find their own way of traveling to the school and return to Idea promptly.

Community Service

Community service is an important component of our school. We believe every student needs to give back to their local community and that they can learn a lot by doing so. Some things that do NOT count as community service include anything the student gets paid to do or if they directly benefit from the funds raised. It also has to benefit the greater community not just yourself or your family.

Below are listed the amount of community service hours expected for each grade level for the year:
6th Grade: 10 hours
7th Grade: 15 hours
8th Grade: 20 hours
9th-12th grade: 25 hours a year

Credit Expectations

In order to graduate from Idea, major (high school) students need a total of 24 credits. See below for the breakdown of what categories those credits will be in.

Science Requirements (3 credits):
    Life Science- 1 credit
    Physical Science- 1 credit
    Elective Science- 1 credit

Social Studies Requirements (3 credits):
    US History- 1 credit
    World History- ½ credit
    Political Science- ½ credit
    Elective social studies- 1 credit

Math Requirements (3 credits)

Writing Language Requirements (4 credits):
    English 9- 1 credit
    English 10- 1 credit
    English 11- 1 credit
    English 12- 1 credit

Reading (3 credits)

Elective (6 credits)

Health and Wellness (2 credits):
    Physical Education 9- ½ credit
    Physical Education 10- ½ credit
    Physical Education 11/12- ½ credit
    Health- ½ credit
Community Service (100 hours)

ACP - Academic and Career Planning

Academic & Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. Students will meet at the beginning of the year, the end of the first semester, and the end of the year with parents and their advisor to set and review their ACP.

ACP Goals Sheet

Home Study Days

Throughout the year there will be a handful of home study days. This gives advisors the opportunity to plan and take care of administrative duties. Students will fill out a home study day sheet with a plan for the day, setting goals for each project that they are working on including math and reading. After students complete their goals, parents confirm and sign the home study day sheet indicating that the student met their goals. This sheet is returned the next normal school day to count towards attendance. **If a student does not return a signed sheet, it will count as an unexcused absence.**

Senior Project

Every senior at Idea is required to complete a senior project. The project will be a large-scale project that focuses on a student's passions and is data driven. The specific details of the senior project are outlined in the Senior Project Handbook which each senior receives at the beginning of their senior year.

Senior Project Handbook

Procedures

School Absence

Any student who will be absent for a day of school is required to have an excuse. Parents can report an absence by calling or emailing the school secretary. Any student who is not reported absent is considered unexcused.

For absences that are known ahead of time, a student is required to have a pre-excused absence form filled out and given to parents and advisors to sign 48 hours prior to the absence. Failure to do so will result in an unexcused absence for the period of the absence. Pre-excused forms can be secured through the school secretary.

If a student is feeling ill during the course of a day, that student should report his/her illness to a member of the staff prior to contacting a parent. After reporting the absence to a staff member, we will make a contact to parents to make the proper arrangements.

Any student who is leaving the building for any reason prior to the end of the school day is required to notify a staff member prior to leaving and a parent will sign them out at the front desk or the parent will give staff notice their student has permission to drive him/herself home .

Field Trip Expectations

When field trips are announced sign up on the whiteboard in the lunch area. There will be a final printed list posted on the whiteboard, make sure to confirm you are on that list before the trip.

When planning field trips we are committing financially to a certain amount of students attending which is why it is important that the students that committed follow through and attend. On the day of the trip, the list will be read off and those students on the list will be expected to attend the trip. If a student chooses not to or forgets to come on the trip they will not be allowed on field trips for the next 4 weeks.

If a situation arises, talk to an advisor. We understand some circumstances may come up that would prevent a student from attending. Circumstances such as "I have too much work to do" or not dressing appropriately for the trip are invalid reasons for not attending.

Student Workstations

Each student at Idea is assigned their own work station. Workstations are there to allow students their own space to work and to store all supplies. Students can be issued a key to keep valuables secure. See the secretary for a key, there is a twenty dollar security deposit which will be refunded upon the return of the key. While having a workstation is important, it is a privilege, and a student can lose the space if they do not use it appropriately or if it is not kept neat and clean. We will find another place for a student to work each day if they cannot meet these standards and all supplies will need to go home each night.

Lunch

Lunch occurs daily for 30 minutes. All food must be cooked and eaten during lunch time. Students will not be allowed to start cooking their lunch after the designated lunchtime is over. Food and snacks can be eaten during lunch or break time. Microwaves will be available for use during lunch time only. Snacks during break should not require the use of the microwave. Absolutely no nut products are allowed at anytime of the school day.

Hot lunch is available to students who sign up for it. Students will have a choice between a hot entree or a salad option. Students need to sign up for lunch by the designated time. The sign up sheet is located on the secretary's desk.

On Fridays, minor students may have lunch ordered and paid for by their parents during lunch time. On Fridays, major students may order in food but need to make sure they have enough money to pay for the food and tip the delivery person. Lunch must arrive and be consumed during lunch time. This is a privilege and subject to change per the advisors' discretion.

Students of junior standing or higher will be allowed an off-campus lunch privilege as long as they remain in good academic standing. If students are not in good academic standing, they will lose their open campus privileges. When a student leaves the school to get lunch, they need to sign out and return before the designated lunch time ends.