



I. THE FOUNDATION

Mission Statement..... 3

School Motto 3

II. LEARNING Expectations

Project process..... 4-10

Math Expectations..... 11

Reading Expectations..... 12

Physical Education..... 13

Elective credit..... 13

Community Service..... 13

Credit Expectations 14

Portrait of a Graduate 15

Home Study Day 15

Senior Project 15

IV. PROCEDURES

Field Trips..... 16

Student Workstations..... 16

Artificial Intelligence 16

Lunch 17

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's the limit so choose without boundaries and see what you can make happen.

Project Costs:

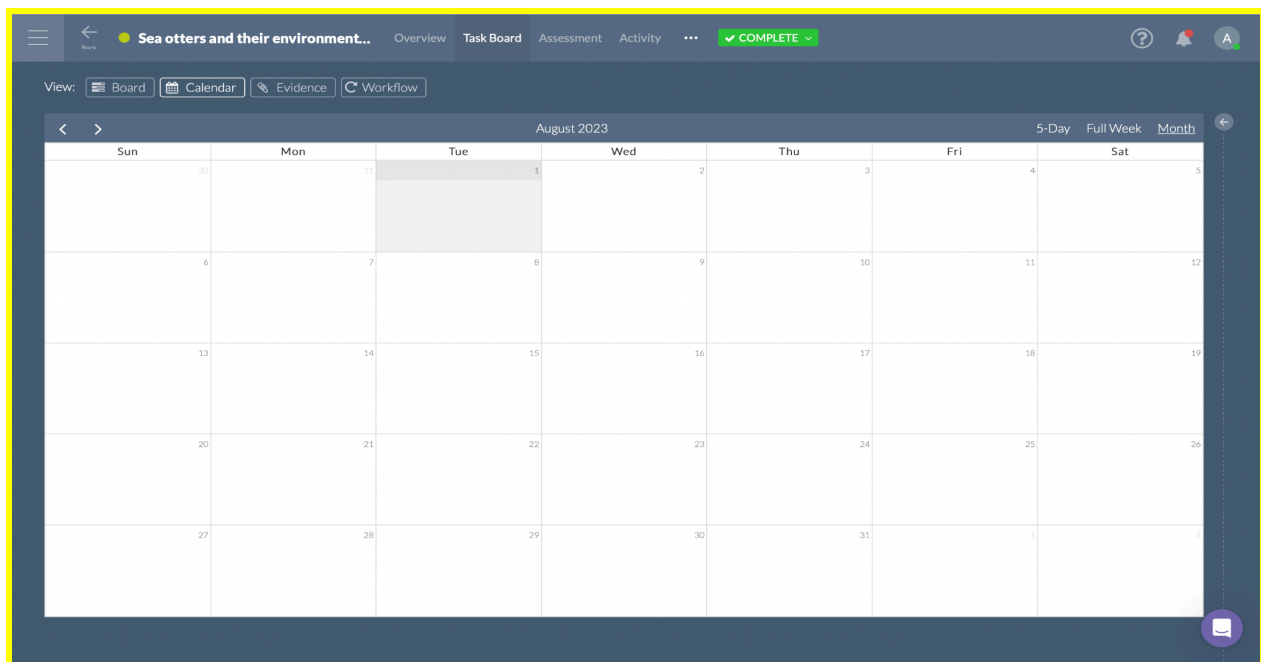
Basic supplies are available at school for various types of projects. Students are responsible for covering the costs of most other items that are required for their projects. Students are not allowed to raise funds at school for the projects they are working on. If a student feels that the item that 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.

Module Summary:

The module summary is created at the beginning of the project and is used to propose and plan out your project. The module summary includes the following parts:

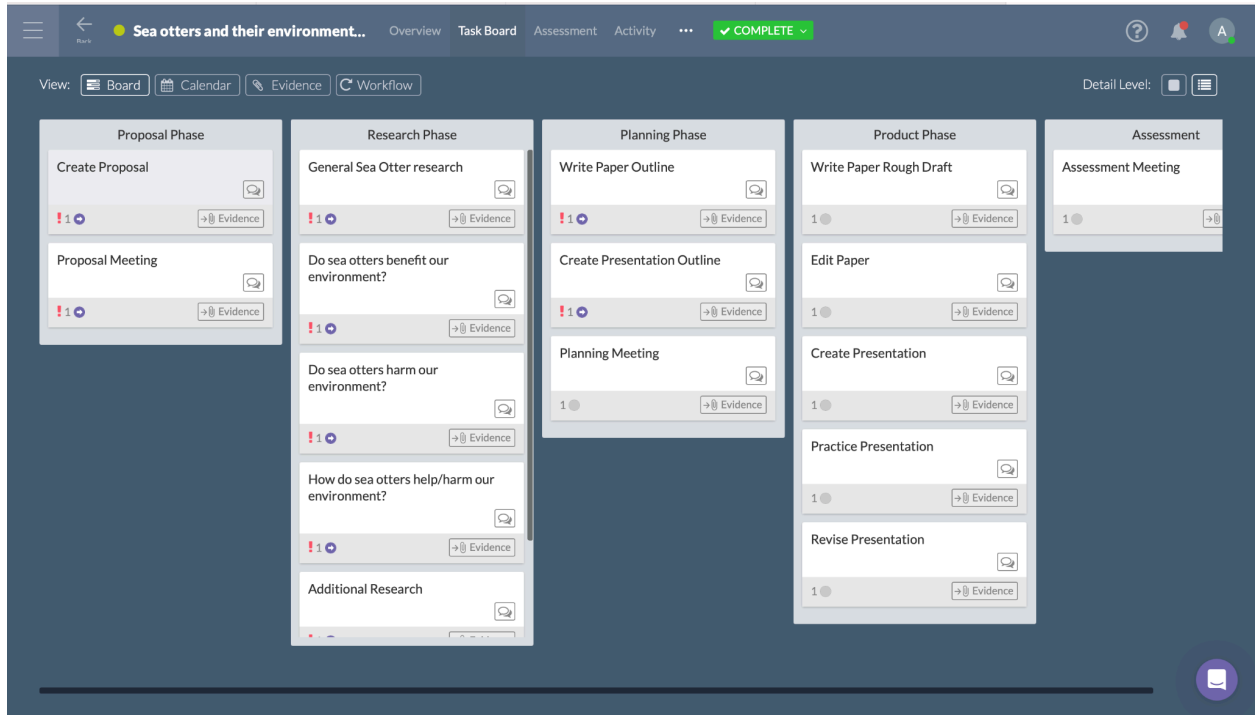
- **A brief reflection** on the work of your last project and what improvements will be made to the new project.
- **A brief overview of the project**
 - This is your plan. What potential obstacles are there, what do you hope to learn, and how.
 - *Example:* My plan for this project is to research the nose, its parts and how it works as I know nothing about the anatomy of the nose. From there, I would like to conduct my own experiment/research as a part of my product. I will have to come up with the variables in my research phase. I want to test initially my sense of smell and how strong it is. Then after I have done the research and worked on enhancing my sense of smell, I would like to retest using the same formula to see if my sense of smell has truly improved.
- **Why is the project worth doing?**

- What makes your product relevant? [Relevant Product](#)
- **Example:** My next project will be a challenging one. I have always had a poor sense of smell and want to learn if I can enhance it, and, if so, how someone can go about it. I know in some of my initial research the nose is a powerful tool in our senses, but very underutilized. It also states that people have such powerful senses of smell that wine connoisseurs can tell not only a vintage of wine, but the exact area in which the wine was produced just by smelling it. How is this done? Can I do it? How can it help me?
- **Creating a timeline/ taskboard.**
 - I think the 25 day timeframe for this project might be enough, but I am going to ask for an extra 5 days, so that I have enough time to run through my experiment thoroughly and make sure I've given it enough time to see if I have improved. With the extra time I will be putting in, I would like this project to be worth .65 credit instead of the usual .5.
 - **Timeline:** Fill in Major Meeting Dates- Proposal, Research, Planning, Production, Rough Draft (if there is a written element), and Assessment



Task Board:

- Fill in the different phases and include the tasks that you will perform.



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](#)

Product Expectations:

Every project requires a product, a written piece such as a paper can count as your product. 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:

Written Products	Presentation Products	Media & Tech Products
<ul style="list-style-type: none"> ● Research Report ● Letter ● Awareness Campaign ● Brochure ● Script for an original play ● Blog/Editorial ● Book Review ● Training Manual ● Math/Eng. Analysis ● Science Study/Experiment ● Field Guide ● Statistical Analysis 	<ul style="list-style-type: none"> ● Speech ● Debate ● Oral Defense ● Live Newscast ● Panel Discussion ● Play ● Musical Piece or Dance ● Lesson ● Public Event ● Sales Pitch 	<ul style="list-style-type: none"> ● Audio Recording ● Slideshow ● Drawing/Painting ● Graphic Design ● Collage/Scrapbook ● Photo Essay ● Video/Animation ● Website ● Computer Program/App ● Digital Story/Comic
Constructed Products	Planning Products	Other
<ul style="list-style-type: none"> ● Small Scale Model ● Consumer Product ● Device/Machine ● Invention ● Museum Exhibit ● Structure 	<ul style="list-style-type: none"> ● Speech ● Proposal ● Business Plan ● Design ● Bid ● Estimate ● Blueprint ● Timeline ● Flow Chart 	<ul style="list-style-type: none"> ● Create a Model ● Create Art Piece ● Be the Person ● Create a Food item ● Reenact Event

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. This is only a starting place; be creative with your projects!

Paper Expectations:

If you choose to write something for your product the following guidelines will help you. 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:

- 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 to him or herself.

[Sample research paper with explanations](#)

[Sample MLA works cited page](#)

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 prior to delivering the final presentation.

Minor presentations must be 3 to 8 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 the 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 Headrush one day prior to the assessment meeting.

2022-2023 Presentation Rubric

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.

[Quality Time Logs](#)

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.

Project Work Time Expectations:

The goal of project work time is to create a productive work environment where all students can learn. Our expectation is for students to be at their desk working during this time. You have the ability to use the restroom and take short breaks as needed; however, nobody should be at your desk for an extended period of time. Should you need to collaborate on your project work, you and one other student can work outside of the advisory area.

Project Levels:

The goal of the project levels is to meet students where they are and help explicitly teach project skills. Students can move up or down in a project level based on their project work. To move up or down a level, students need to consistently demonstrate competency (or lack of) in all of the skills listed under that level. Consistent demonstration would mean that a student does or does not demonstrate the skills for two or more projects. Students' project work will be analyzed, and they may move to the best project level to match their skill level.

Students must submit a petition form to their advisor to initiate a transition from one project level to another. If a student wants to move to a different project level, they must submit the form to their advisor.

Math Expectations

Assessment and **LE**arning in **KN**owledge **S**paces (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.

Math Projects and Assessment Levels:

SATISFACTORY- Completing the ALEKS course at the following percentage

Minor math (MS 1, MS 2, MS 3)- 95%

Algebra 1, Geometry, Algebra 2- 90%

ADVANCED- Completing the ALEKS course at the following percentage and evidence of notes taken in math notebook

Minor math (MS 1, MS 2, MS 3)- 98%

Algebra 1, Geometry, Algebra 2- 93%

MASTERY- Completing the ALEKS course at the following percentage and evidence of consistent, organized and in-depth math notes

Minor math (MS 1, MS 2, MS 3)- 100%

Algebra 1, Geometry, Algebra 2- 95%

Math Groups

All students will attend a math group. Students who complete their grade-level math course prior to the end of the year may work on their next math course at their workstation.

The purpose of these groups is to work in an environment where you have the support and structure to be successful in your course. You are expected to be in your group for the assigned math time each day.

When you have questions:

- 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.

Reading Expectations

Reading is an important component of the day. All students are expected to have something to read for the entirety of the designated reading time. All student computers 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. Set a page number or book number goal that exceeds their previous expectations and accomplishments from years prior.
2. Schedule a proposal meeting with your advisor to review and discuss your goal.
3. Students can choose to up their assessment level by choosing 3 or more books from the advisor-selected challenge book list and/or attend reading seminars.

Reading seminars will be held for students who choose to participate. These seminars not only allow students to earn their reading credit, but also the opportunity to earn credit in other areas depending on the theme for that seminar. Seminars will be held on a trimester schedule (12 weeks) and the theme will be predetermined by the advisor.

Assessment levels will be determined by the below criteria:

SAT--meet your outlined reading goal as determined by you and your advisor

ADV--meet your outlined reading goal as determined by you and your advisor including at least 3 books from the challenge list with reports completed for each following the outline below.

MAS--meet your outlined goal as determined by you and your advisor including at least 3 books from the challenge list, participation in at least 1 reading seminar and book reports completed for each of your 3 challenge books following the outline included below.

[Reading log sheet](#)

- [Book Review Outline \(Non-fiction\)](#)
- [Book Review Outline \(Fiction\)](#)
- [Reading List Grades 11/12](#)
- [Reading List Grade 10](#)
- [Reading List Grade 9](#)
- [Reading List Grades 6-8](#)

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.

Seminar

The goal of the seminars is to help students learn new things they didn't realize they may be passionate about while developing academic and project-based skills. The seminars are assessed based on the work the student submits. All students are expected to participate in one seminar per block with the exception of seniors in their second semester.

Elective Credits

Students can receive a maximum of .5 elective credit per year 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. Credit will be earned when the student successfully completes the activity and has the form below completed by their supervisor. Please talk to an advisor if you have an idea of something that might count for elective credit but are unsure.

Student Extra-curricular Completion From

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. We try to create as many opportunities during the school year as possible for you to get out and give back to our community. Students need to log 10 hours of community service a school year in Portrait of a Graduate. This can be a combination of things they do through the school and outside of the school day.

Major 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
- Personal Finance- ½ credit
- Elective social studies- ½ 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

Portrait of a Graduate

Portrait of a Graduate 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 portrait.

[Portrait of a Graduate](#)

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.**

[Home Study Day Form](#)

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

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. 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.

Artificial Intelligence

AI is becoming more prevalent as a tool in academic discovery. In an attempt to incorporate its uses and not be overly restrictive, we acknowledge that there are acceptable and unacceptable uses for student projects.

Students may use AI to: Assist in creating driving questions, finding preliminary research topics, or discovering new topics.

Students cannot use AI: As a direct citation or directly copy from for any of the steps in the project process. Students should not use AI to complete math. Students should not claim any work done by AI as their own.

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 any time 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.

Students of junior standing or higher will be allowed an off-campus lunch privilege as long as they remain in good academic standing and use this privilege appropriately. 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. Before the student is allowed to leave they need to submit the form.

[Off Campus Lunch Form](#)