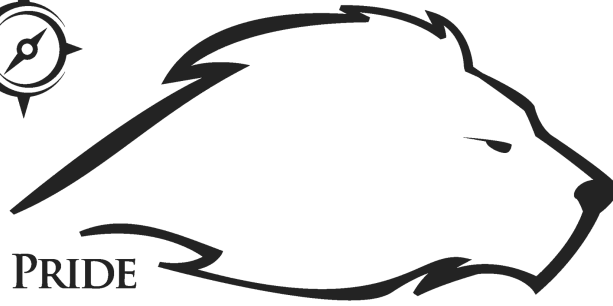


POINT OF DISCOVERY
SCHOOL



PRIDE

2024 - 2025
Student/Parent
Handbook

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What is Point of Discovery School?

Point of Discovery School (PoDS) is a public charter school in the Stevens Point Area School District (SPASD). This is our tenth year and we serve students in grades 7-12. What does it mean that we are a “public charter” school?

- We’re public and a part of the school district, which means that we’re open to anyone. We don’t have any entrance requirements or tuition.
- We’re a charter school, which means that we have freedom to operate a bit differently from the other schools. We also have our own governing board (which we call our Governance Crew) that oversees financial decisions, staffing, and other key decisions.

All students are eligible and encouraged to apply to become a PoDS student. To enroll, go to www.pointschools.net/PointOfDiscovery and complete the online application. Once submitted, we will send you either a Pupil Transfer Request form (if the student is already enrolled in the SPASD) or open enrollment paperwork (if the student resides outside of the SPASD or attends a private school).

We have an enrollment cap of 140 students, and should our overall enrollment exceed this number, all new applicants will be entered into a lottery. If necessary, the enrollment lottery would be held at school and would be conducted by the principal and members of the PoDS Governance Crew. The lottery would be open to the public. Once accepted, there is never a need to apply again, as students remain enrolled. Siblings of current students are also guaranteed a seat.

2024 - 2025 PoDS Staff Directory

Barbier, Cathy (7/8 Crew, Literacy)	cbarbier@pointschools.net
Dahlseng, Jeff (Music)	jdahlsen@pointschools.net
Edelburg, Patti (Agriculture Science)	pedelbur@pointschools.net
Gulke, Becky (Special Education)	rgrulke@pointschools.net
Kollock, Katie (11 Crew, Math)	kkollock@pointschools.net
Lathrop, Dan (Principal)	dlathrop@pointschools.net
Liebe, Gary (Custodian)	gliebe@pointschools.net
Lutz, Mary (Food Service)	malutz@pointschools.net
Miller, Greg (9 Crew, Social Studies)	gmiller@pointschools.net
Newman, Laura (Art)	lnewman@pointschools.net
Ramcheck, Nick (STEM)	nramchec@pointschools.net
Shulfer, Scott (Phy Ed/Health)	sshulfer@pointschools.net
Tompkins, Nora (Personal Finance)	etompkin@pointschools.net
Vinopal, Joe (10 Crew, Science)	jvinopal@pointschools.net
Westfall, Lindsey (Office Assistant)	lwestfal@pointschools.net
Wotruba, Randy (12 Crew, Social Studies)	rwotruba@pointschools.net
Woyak, Lisa (Secretary)	lwoyak@pointschools.net

Point of Discovery School

2024-2025 School Calendar

August 2024							September 2024							October 2024						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7	6	7	8	9	10	11	12
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26
18	19	20	21	22	23	24	22	23	24	25	26	27	28	27	28	29	30	31		
25	26	27	28	29	30	31	29	30												

November 2024							December 2024							January 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	

February 2025							March 2025							April 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1	2	3	4	5	6	7	8			1	2	3	4	5
2	3	4	5	6	7	8	9	10	11	12	13	14	15	6	7	8	9	10	11	12
9	10	11	12	13	14	15	16	17	18	19	20	21	22	13	14	15	16	17	18	19
16	17	18	19	20	21	22	23	24	25	26	27	28	29	20	21	22	23	24	25	26
23	24	25	26	27	28	29	30	31						27	28	29	30			

May 2025							June 2025							July 2025						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

- No School
- Special Event
- Student-Led Conferences
- E-Learning for students - Professional Development
- First and Last Day of School

Aug 19	MSTC Classes Start	Jan 24	End of Semester 1
Aug 29	Pride Welcome - Back to School Night 7:00 pm	Jan 27	No School - Recordkeeping Day
Aug 30	No School for ALL PoDS Students	Feb 21	E-Learning for students
Sept 2	Labor Day - No School	Mar 4 - 6	Student-Led Conferences 3:00 pm - 7:00 pm
Sept 3	First Day of School for All PoDS students	Mar 17 - 21	Spring Break - No School
Sept 6	PoDS School Picture Day	Mar 24	Summer School Registration Begins
Sept 11 - 13	7th - 8th Grade Camping Trip	Apr 4	End of Third Quarter
Sept 25 - 27	9th- 10th Grade Trees for Tomorrow	Apr 18	No School
Sept 30	No School - Professional Development Day	Apr 21	E-Learning for Students
Oct 18	Picture Retake Day	May 16	E-Learning for Students
Oct 25	No School	May 16	Last Day of MSTC Classes
Oct 28	No School - Professional Development Day	May 16	Summer School Registration Closes
Nov 5	End of First Quarter	May 22	Celebration of Learning
Nov 12-14	Student-Led Conferences 3:00 pm - 7:00 pm	May 26	No School - Memorial Day
Nov 18	No School	May 27	Senior Passage Presentations 6:00 pm
Nov 27 - 29	Thanksgiving Break - No School	May 28	PoDS Graduation 5:00 pm
Dec 23 - Jan 1	Winter Break - No School	June 5	Last Day of School
Jan 14	Celebration of Learning All Grades 6:00 pm	June 23 - 30	Senior Trip to Costa Rica
Jan 20	No School - Professional Development Day		

Daily Schedule

Point of Discovery School

ROTATION 1.....7:40 - 8:30

ROTATION 2..... 8:33 - 9:23

Crew 2B.....9:26 - 9:48

ROTATION 3..... 9:51 - 10:41

ROTATION 4.....10:44 - 11:34

ROTATION 5.....11:37 - 12:27

LUNCH 5A 11:37 - 12:04

ROTATION 5B.....12:07 - 12:57

LUNCH 5C.....12:30 - 12:57

ROTATION 6.....1:00 - 1:50

ROTATION 7.....1:53 - 2:43

Habits and Indicators of Success

We provide students with not only academic grades, but also with feedback (from teachers, peers, and self) on their progress on the Habits of Success under each Dimension of Achievement.

Academics

<p>Curiosity: I am a leader of my own learning and seek to never stop gaining knowledge and insight.</p>	<ul style="list-style-type: none"> ● Asks questions to better understand the world. ● Investigates issues with an open mind. ● Takes initiative to complete assignments and projects without reminders. ● Willingly extends learning beyond the classroom.
<p>Grit: I do my best without giving up, even when something is hard.</p>	<ul style="list-style-type: none"> ● Exhibits a growth mindset ● Learns from mistakes ● Accepts critique open mindedly ● Makes use of resources to help answer questions ● Does not give up in the face of a challenge ● Looks for new solutions when a task becomes difficult ● Sees a project / problem / assignment through to the end ● Challenges self

Character

<p>Compassion: I show genuine concern for others and take action to assist those in need.</p>	<ul style="list-style-type: none"> ● I treat all people with kindness and respect. ● I take action to help other students who need physical or emotional support. ● I respect the different opinions and worldviews of others. ● I express gratitude to those who help me. ● I seek to listen more and speak less. ● I seek forgiveness from and work to restore relationships with those who I offend and wrong. ● I use manners when interacting with others.
<p>Integrity: I am a trustworthy, reliable student.</p>	<ul style="list-style-type: none"> ● Comes to class prepared to learn. ● Is honest with others. ● Chooses to do the right thing, no matter the situation. ● Takes responsibility for actions. ● Conducts self with decency in person and online. ● Highlights the successes and contributions of others. ● Apologizes when a mistake is made.
<p>Joy: I am a positive person who improves the lives of those around me.</p>	<ul style="list-style-type: none"> ● Brings happiness to others ● Celebrates own successes and the successes of others ● Displays optimism and positivity in all situations ● Pursues individual passions

High-Quality Work

<p>Collaboration: I contribute to a common goal through my words and actions.</p>	<ul style="list-style-type: none">● Communicates clearly with peers and teachers through body language, tone, and word choice● Shares personal ideas and listens to other ideas to build / revise a common goal● Actively participates and stays focused during class and work sessions● Shows respect to other group members through thoughtful communication, body language, and word choice● Takes initiative when there is a need to solve problems or support others in the group
<p>Craftsmanship: I can complete as many drafts as it takes in order to meet the criteria of craftsmanship and high quality work.</p>	<ul style="list-style-type: none">● Makes use of criteria lists, rubrics, and exemplars to identify areas for improvement● Uses models as a guide for accomplished work● Creates a plan of action or goal based on criteria / rubric / feedback● Asks for and uses feedback from teachers, experts, and peers● Gives thoughtful and meaningful feedback to peers● Targets and attends to specific criteria when revising● When needed, seeks support to understand how to improve

Crew

While the Habits of Success are incorporated into all learning expeditions and classes, the primary vehicle for teaching them is Crew.

Crew is both a structure and a culture. As a structure, it functions much like a traditional advisory. As a culture, it fosters an environment where all students belong, have a sense of community, and develop and nurture character and leadership skills.

Students will remain together as a Crew for the entirety of their time at PoDS and will have the same teacher for grades 7-9, then a new teacher who will be with them for grades 10-12. As a result, our community is one grounded in strong relationships: student with student and teacher with student. People know one another well and have a depth to relationships so they are more than just names in a gradebook or a face in the crowd.

Activities in Crew include team building activities, leadership development, discussions, academic check-ins, and Crew competitions. Students are expected to participate in all Crew activities and failure to do so will be handled the same as refusal to participate in academic class activities.

Learning Expeditions

As a project-based learning school, learning expeditions are the foundation of all of our work. Students participate in a semester-long intense and focused study of a compelling theme. Most of the work they do in Literacy, Science, and Social Studies will relate closely to the expedition's theme.

Each learning expedition will include:

- A kickoff that immerses students in the theme
- Experts who can provide instruction and guidance to students
- Fieldwork where students are conducting original research or gathering essential information
- An authentic culminating event that is open to the community

Throughout the semester, students will work on a project on which they will apply all that they have learned throughout the expedition. The project will be authentic in that it will matter to an audience beyond the school walls and seek to make our school, our community, and our world better places.

Each learning expedition will culminate with a Celebration of Learning, where students will showcase the work they've done over the course of the semester with their families and the community. Our goal is to have Celebrations of Learning be community events, so that our students' work can be shared as widely as possible.

Celebrations of Learning are formal events. Students should dress and behave accordingly. Appropriate attire includes dresses, skirts, and dress pants for girls and dress pants, button-up shirts, and ties for boys.

Curriculum Overview

Grade Level	Year/Expedition	Literacy Emphasis	Science Emphasis	Social Studies Emphasis
<i>7th - 8th</i>	A1 - IDEAtE	>Public Speaking >Informative Writing	>Engineering Design >Physical Science	>Archaeology >Early Humans >Ancient Civilizations
	A2 - Community Faces	>Poetry >Narrative Writing	>Earth Science >Space Science >Wisconsin Ecosystems	>National/Local Geography >Immigration/Refugees
	B1 - Where I'm From	>Mythology >Narrative Writing >Informative Writing	>Human Anatomy >Heredity	>World Cultures >World Geography
	B2 - Making Space for Change	>Infographics >Argumentative Writing	>Physical Science >Sustainability	>US History >World History
<i>9th - 10th</i>	A1 - We The People	>Short Stories >Propaganda >Argumentative Writing	>The Cell >Human Body Systems >Evolution	>Colonial US History >Constitution >Civics
	A2 - Life In Central Wisconsin	>Local Authors >Informative Writing	>Plants >Ecology	>Elections >Local Government >Court Procedures
	B1 - Boldly Go	>Speaking and Listening >Narrative Writing	>Earth Science >Environmental Science >Space Science	>US History (post-Constitution through Civil War)
	B2 - Conflict	>Poetry >Narrative Writing >Informative Writing	>Physical Science	>US History (post-Civil War through modern day)
<i>11th - 12th</i>	A1 - PoDS Talks: Idea's Worth Sharing	>Journalism >Speech >Argumentative Writing	n/a	>Psychology >Sociology
	A2 - Freakonomics	>Propaganda/Bias >Informative Writing >Persuasive Writing	n/a	>Economics
	B - Golden Age	>Classic Literature >Narrative Writing	n/a	>World History

Graduation Requirements

Students must have at least 23.5 credits (grades 9-12) to graduate	
<u>English (4.5)</u> >English 9 (1) >English 10 (1) >English 11 (1) >English 12 (1) >Speech (0.5) - given at the end of students' 12th grade year for participation in CoL	<u>Math (3)</u> <i>Most common, though may vary:</i> >Algebra 1 (1) >Geometry (1) >Algebra 2 (1)
<u>Science (3)</u> >Environmental Science (0.5) >Physical Science (0.5) >Biology (1) >Science elective(s) (1)	<u>Social Studies (4.5)</u> >Civics (1) >US History (1) >World History (1) >Economics (0.5) >Behavioral Sciences (0.5) >Intro to Diversity Studies (0.5) - given at the end of students' 12th grade year for participation in CoL
<u>Physical Education/Health (2)</u> >Health (0.5) >Phy Ed (1.5 - 0.5 credit per year over 3 different years)	<u>Personal Finance (0.5)</u> >Personal Finance (0.5)
<u>Fine Arts (0.5)</u> >Art, Music, Drama, or Photography	<u>Crew (2)</u> >Students receive 0.5 credit per year for Crew - these will count as a elective credits
<u>Electives (3.5)</u>	

Grading

- There are three grading categories that each teacher will use. Each category has a range of weight that each category can be given. Each teacher will choose a weight for the category within that range that best fits the needs and style of the class.
 - Summative Assessment (50-70% weight)
 - These are the projects, tests, quizzes, etc. that serve as culminating assessments of students' overall learning.
 - Classwork (Formative Assessment) (20-40% weight)
 - These are the daily assignments, activities, notes, etc. that serve as checkpoints for student learning.
 - Students can regularly update, re-do, and re-form their classwork
 - Habits (10-20% weight)
 - The Habits of Success play a pivotal role in a student's academic performance, and this category is meant to recognize student achievement and growth on these "soft skills"
- We will use learning targets to communicate to students what they are to know and be able to do. For the most part, students' progress towards these learning targets will be the basis for their grade in a class. We use a 5-point grading scale for all learning targets:
 - 5 = Mastery- The student demonstrates complete mastery over all aspects of the learning target and consistently demonstrates that mastery on assignments, tests, and projects
 - 4 = Independent Progress- The student demonstrates progress on the learning target and does not need assistance to do so
 - 3 = Supported Progress- The student demonstrates progress with assistance
 - 2 = Does Not Meet Expectations - The student does not demonstrate progress, even with continuous assistance.
 - 1 = No Evidence Provided - The student has not completed the assignments related to the learning target

Attendance

State law requires the Board to enforce the regular attendance of students. All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age.

Parent Notification of Absence Required

The Superintendent shall require, from the parent/guardian of each student who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The School Board reserves the right to verify such statements and to investigate the cause of any absence. Failure to notify the school of an absence within 24 hours of the absence may result in a record of "unexcused absence".

Make-up Course Work and Examinations

A student whose absence from school was excused shall be permitted to make-up course work when they return to school. It is the student's responsibility to contact his/her teachers to determine what coursework and assessments must be made-up. Teachers shall have the discretion to assign substitute coursework and assessments. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances. A minimum of one day's make-up time will be allowed for each day of an excused absence. If, in the opinion of the teacher, additional time is necessary to make up the work, the teacher may extend the time.

Tardy

All students are expected to be in classes on time and are expected to meet the expectations of all teachers relative to tardiness, if students are more than 10 minutes late to class, they are unexcused.

Students will have the following consequences if they are tardy in any combination of classes in a semester upon their:

3rd Tardy: One lunch detention and parents notified

6th Tardy: Meeting with administrator, one after-school detention, and parents notified

9th Tardy: Meeting with administrator, two after-school detentions, and parents notified

Additional tardiness will result in further disciplinary action as determined by administration.

Truancy

A student will be considered a habitual truant if s/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

Referral to Truancy Court

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The Principal will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent/guardian to discuss the student's truancy or attempted to meet with the student's parent and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at grade level
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

Junior/Senior Release

Juniors and seniors with an open period in their schedule are allowed to leave campus if the following criteria are met:

- Signed parent permission
- A cumulative grade point average of 2.0 or higher
- No current D or F grades
- No more than 2 minor behavior referrals and no major behavior referrals

Behavior Expectations

We've built an incredibly strong school culture and work hard to maintain it. Students are expected to behave in classrooms, hallways, bathrooms, etc. in a manner that allows teachers to effectively carry out their lesson plans and positively build our school culture, not detract from it. Students are also expected to abide by all rules of behavior established by the School Board, district administration, school administration, and teachers.

Teachers and administration work with students who are struggling with their behavior and make every effort to keep them in class and on track. Behavior that negatively impacts the learning environment, the school culture, the physical building and grounds, and damages relationships with students and/or teachers will be addressed with appropriate consequences.

Possible consequences include:

- Lunch detention - students eat lunch either in the office or a classroom with no talking and no recess
- After-school detention - students sit in the office until 3:45. Parents are responsible for picking up their student promptly at 3:45
- Community service - students perform service-oriented tasks around the building. This will occur either before or after school hours
- Suspension - a temporary exclusion from school and school-related activities not to exceed 5 days, unless an expulsion investigation is pending, in which case the suspension may not exceed 15 days
- Expulsion hearing - One possible outcome of a pre-expulsion conference may be a recommendation to the Board of Education for an expulsion hearing

Consequences will also be sequential and build up with repeated behavior offenses. For example, the third lunch detention will translate into an automatic after-school detention

Students who do not respond to guidance or minor discipline must accept the consequences of such action. Willful disobedience, open defiance of a staff person's authority, or the use of profane or obscene language or gestures is also sufficient cause for discipline.

In addition to the rules included in the school board policy, students are also subject to the City of Stevens Point codes including fines for disorderly conduct; tobacco products, etc.

Related Policy: [Policy 5610 Suspension and Expulsion](#)

Cell Phones

We recognize that phones play an integral role in the lives of students. While there are some benefits to students having access to phones, there are also many pitfalls. These issues have reared their ugly head in many ways at schools over the past few years. Those issues, along with a growing body of research, have led us to develop the following expectations for cell phones at school:

- Middle school students (grades 7-8) should have their phones silenced and put away for the entirety of the school day. Their phones should not be seen at all from 7:40 - 2:40.
- High school students (grades 9-12) should have their phones silenced and put away for the entirety of the school day. They are allowed to have their phones during lunch and recess.

If a student is on their phone, they will be given one chance to put it away. If the student continues, or is on the phone again, there will be an escalating set of consequences:

- The first offense will result in the student's phone being taken by the teacher. The phone will be returned at the end of class.
- The second offense will result in the student's phone being sent to the office for the remainder of the day. The student can pick up the phone at the end of the school day.
- The third offense will result in the student needing to check their phone into the office each day when they arrive at school and pick it up at the end of the day. Failure to do so will result in additional consequences, including detentions, suspensions, etc.

We also need your help! A great number of interpersonal issues have developed between students on phones/social media during the evenings and on weekends. Those issues then carry over into the school day, dramatically impacting the educational experience of students. Please monitor your student's phone use and work with us to minimize the number of issues that arise.

Student Dress Code

Related Policy: [Policy 5511 - Dress and Grooming](#)

Student dress is the responsibility of the student and parents. This includes a student's appearance and grooming. Clothing that is appropriate for some occasions may not be appropriate for school. Student dress, appearance, and grooming should not affect the health and safety of students nor disrupt the learning process within the classroom or on school grounds. Clarification regarding dress, appearance, and grooming should be obtained before wearing it to school; this can be obtained from the school's administration. The following dress code applies to students whenever they are in school facilities or on school grounds during the school day and whenever a student is involved in supervised activities and/or events.

Guidelines

- Undergarments must be covered at all times, and students will ensure that they are completely covered with outer clothing and not seen.
- Pants, shorts, and skirts must be secured around the waist area. Shorts and skirts must completely cover the student's buttocks.
- Any fashion that disrupts the learning process or presents a safety risk; displays suggestive, offensive, obscene, libelous graphics, and/or statements; denigrates others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability; displays sexually degrading or racially motivated graphics or statements; is determined to be gang related; and/or pertains to drugs, alcohol, or tobacco products is not permitted. Articles of clothing that cause damage, noise problems, or present a safety risk are not permitted.
- Gang insignia may not be worn, possessed, used, distributed, carried, or sold by any student on school grounds or at school-related activities at any time. This includes items of clothing that signify gang activity and/or affiliation by the manner in which they are worn.
- Hats, bandanas, religious headwear may be worn during the school day as long as it doesn't cover the face or ears. Hoods are not allowed. Any headwear worn must not create a visual barrier for other students. Teachers have the discretion to have students remove hats during a summative assessment (test, quiz, etc.). Hats or any headwear worn must not violate any other dress code guidelines.
- For sanitary and health reasons, students will wear appropriate footwear at all times. Footwear that is a safety hazard, i.e., slippers without rubber soles, are not allowed.
- Students will not wear coats that would normally be considered outdoor/cold weather jackets, trench coats or use blankets inside the school building during the school day, except when arriving to or leaving school.
- Costumes are prohibited outside of school-approved dress-up days. In this case, a costume may include: large headgear, character costume masks, artificial anatomical

features unrelated to a disability, capes, worn flags, or other components or accessories of a costume that pose a potential safety risk or disruption to the school environment.

Dress that is protected speech may still be prohibited if it is likely to cause a substantial disruption to the educational environment. This may include dress that includes the use of vulgarity, discriminatory language including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers so as to impair the ability of teachers and/or students to engage in educational pursuit.

Students who do not comply with the dress code will be asked to change clothes, may face disciplinary action, and/or both. Refusal to comply with this policy will be considered insubordination and will result in disciplinary action. Exceptions may be made for school-wide activities such as dress-up days and dances as determined by school's administration. The school's administration maintains the right and authority to determine the acceptability of current fashion at school and all school events.

The School / Home Partnership

There is no doubt that the middle and high school years are all at once the most challenging, most rewarding, most consequential, and most impactful years of a student's life. Students are finding their place in the world, challenging authority, and slowly developing the habits that will form them as they transition into adulthood. Some argue that parenting is most important for middle schoolers, while others contend that their experience at school matters most. We believe that a deep relationship between home and school is the most effective way to lead children through the tribulations of early adolescence.

Here's what you can expect from us to develop and deepen that relationship:

- Regular communication from the school about what's happening and coming up in the expeditions.
- Regular communication from the classroom about what's going on.
- Assignments promptly returned with feedback.
- Quarterly report cards giving feedback on academic performance, character growth, and quality of work.
- We will provide students with opportunities to lead and be responsible.

Here's what we need from you to develop and deepen that relationship:

- Talk to your student about what they're learning at school
- Reinforce the impact of the Habits of Success
- Provide space and time for your student to read at least 20 minutes every day!
- Monitor and regulate your child's use of technology. The vast majority of issues we've experienced concerning technology have occurred late at night at home, then have carried over into school.

We value our relationships with families and know that an effective partnership is key for students' success. Please don't hesitate to contact us at any time with questions or concerns!

Fee Waiver Request Form



Complete this form, one per child, to request a waiver and/or reduction of co-curricular fees and/or K-12 student fees. Please note that Drivers Education fees are not subject to reduction or waiver.

1. Waivers, Reduced Fees, and Payment Options Information

- A. There are four possible alternative fee payment plans:
- 1) Students qualifying for free lunch may request fee waiver and/or participate in activities at no charge.
 - 2) Students qualifying for reduced lunch may request a 50% fee waiver reduction and/or participate in activities with a 50% reduction of assessed fees.
 - 3) Students not covered under a) or b) above, may request a payment plan to have fees paid by April 1st, and/or may request a payment plan of 2 or 3 installments over the course of each sport season or activity.
 - 4) Families experiencing special financial hardship may request a waiver/reduction of fees by filing the form and attaching a statement of circumstances.
- B. Fees for free and reduced participants will not be waived without a parent or guardian signing this form.
- C. The district athletic director or principal will approve or deny payment plan requests and financial hardship requests for school sponsored athletics.
- D. The principal will approve or deny payment plan requests and financial hardship requests.

2. Please complete the form below

Student Name _____ Grade _____ School _____

A. Select the areas to apply the waived/reduced fee option. (The first six are 7-12 fees.)

- | | | |
|--|--|--|
| 1) <input type="checkbox"/> Course Fees | 2) <input type="checkbox"/> Activity Fee | 3) <input type="checkbox"/> Planner Fee |
| 4) <input type="checkbox"/> Towel Fee | 5) <input type="checkbox"/> Textbook Fee | 6) <input type="checkbox"/> Co-Curricular/Athletic Fee |
| 7) <input type="checkbox"/> Elementary Student Fee | Sport, Club, or Activity _____ | |

B. Select an alternative fee payment plan

- 1) If the **Waived Fee or Reduced Fee** option is selected below, permission must be provided by the parent or guardian for free or reduced lunch information to be released to the school principal. By signing below, you are giving the food service office permission to release that information to both the district athletic director and/or principal.
 - a. _____ Waived Fee – Free Lunch Option
 - b. _____ Reduced Fee (50% reduction) - Reduced Lunch Option
- 2) If you wish to design your own payment schedule, it **must** be written on the back of this form or attached separately. Your signature below requests consideration of the payment schedule option.
 - a. _____ Payment Schedule (May also be requested in conjunction with Reduced Fee request above)
- 3) If Special Financial Circumstances apply, a written explanatory statement **must** be recorded on the back of this form or attached separately along with your fee reduction payment schedule (if applicable).
 - a. _____ Special Financial Circumstances; Requesting waived/reduced fees

Parent/Guardian Signature _____

Date _____

Print Parent/Guardian Name _____

Parent/Guardian Phone Number _____

For Office Use Only

- | | | |
|--|----------------------------|--------------------------|
| 1. _____ Verification Reviewed for free lunch | a. _____ Waiver Approved | b. _____ Waiver Denied |
| 2. _____ Verification Reviewed for reduced lunch | a. _____ 50% Fees Approved | b. _____ 50% Fees Denied |
| 3. _____ Approved for Payment Schedule Option | a. _____ Schedule Approved | b. _____ Schedule Denied |
| 4. _____ Special Financial Circumstances | a. _____ Request Approved | b. _____ Request Denied |

Signature of Principal/District AD _____ Date _____

3. Payment Schedule Information

I am unable to pay my child’s school fees at this time. Please accept the following payment schedule below with dates and amounts. The school district can expect to receive my payments according to this schedule:

Total amount of school fees for my child: \$_____

Amount	Will be paid by: (Date)
TOTAL \$	

 Guarantor (Parent/Guardian) Signature

 Date

4. Special Financial Circumstance: Explanation

- I am requesting a student fee waiver for this school year.
- I am requesting a student fee reduction for this school year. I am able to pay \$_____ on the following dates in the following amounts:

Amount	Will be paid by: (Date)
TOTAL \$	

 Guarantor (Parent/Guardian) Signature

 Date