

EXPLORATIONS ACADEMY

2025-2026 COMMUNITY HANDBOOK



***Your A to Z guide for the classroom...
for the field ...
for everything in between!***

TABLE OF CONTENTS

Explorations Academy Table of Contents	1
Community Handbook	
Introduction	3
Contact Information at a Glance	4
Staff	4
Board of Directors (as of November 2024)	4
If you have a question about... Please contact...	4
Our History	5
Mission Statement	5
Accreditation	5
Philosophy of Education	5
Holistic Learning Outcomes	7
Responsibility to the Explorations Academy Community	8
Absence Policy	8
Academic Expectations	9
Academic or Behavioral Probation	9
Admission Requirements	9
Advising and Student Services	10
All-School Forum	10
Assembly of Students	10
Appealing a Course Grade or Evaluation	10
Attendance/Tardies	11
Blisterama	11
Border Crossing	11
Capstone Project and Final Term	11
Cell Phone Use	12
Clean Up	12
Clusters	13
Computers, Networks, and Internet Use	13
Covid-19 Procedures	13
Credit Transfer	13
Daily Schedule and Exceptions	13
Discipline Policy	14
Dress and Grooming	17
Electronics	18
Evaluation of Student Achievement	18
Facilities	19
Family Bulletin	19
Family Involvement and Support Guidelines	19
Fee Schedule	19
Field Outings	19
Freedom of Expression	20
Food	21

Fundraising and Resource Development	21
Google Classroom	22
Graduation Ceremony	23
Graduation Requirements	23
Homework	24
Identification Cards	24
Incompletes	24
Independent Study	25
Indexed Tuition	25
Intellectual Property Policy	26
International Expedition Fee Policy	27
Lockers	28
Medications	29
Morning Meeting	29
Names, Parent/Guardian Notification, Pronouns, and School Records	29
Nondiscrimination	30
Open Campus	30
Personal Belongings	30
Physical Contact Among Students	30
Plagiarism and Academic Honesty	31
Privacy	32
Refunds and Cancellations	32
School Supplies and Field Equipment	33
Search and Seizure	33
Snow Days	33
Standardized Testing	33
Student Grievances	33
Student Health and Safety	34
Student Records	34
Substance Abuse	34
Transcripts	35
Transportation	35
Visitors	35
Volunteers	36
Waiting List	36
Weapons and Dangerous Items	36
Withdrawal	36
Appendices	38
Appendix A: Discretionary School-based Consequences	
Appendix B: Independent Study Contract	
Appendix C: Sample Planned Absence Form	
Appendix D: Off-Campus PE Contract	
Appendix E: Course Withdrawal Form	
Appendix F: Change of Enrollment Status Form	
Appendix G: Incomplete Request Form	
Appendix I: School Supply List	

INTRODUCTION/

Contact Information at a Glance

Office Phone: 360-671-8085
Address: 1701 Ellis, Ste 215, Bellingham WA 98225
Website: www.ExplorationsAcademy.org
General Email: info@explorationsacademy.org

If you have a question about...

- Student behavior, academic performance, socialization
- A particular class, coursework, grading
- Finances, accounts, billing, fees
- Policies, personnel, overall program management
- Leadership, issues with the organization, vision
- Contributions, in-kind donations, fund development

Please contact...

Student's Advisor
Teacher for the course
Bookkeeper
Head of School
Board & Head of School
Administrative Manager

Staff

- Jennifer Dowd (Executive Director/ Head of School)
Jennifer@explorationsacademy.org
- Angela Markowski (Administrative Manager)
Angela@explorationsacademy.org
- Marley Simmons-Abril (Director of Curriculum and Instruction)
marley@explorationsacademy.org
- Quinn Wilson (Core Faculty)
Quinn@explorationsacademy.org
- Jason Quick (Core Faculty)
Jason@explorationsacademy.org
- Nicloa Follis (Core Faculty)
nhfollis@gmail.com
- Sarah Ambrose (Bookkeeper)
sambrose@explorationsacademy.org
- Frank Kuhl (Adjunct Faculty)
frank@explorationsacademy.org

Board of Directors (as of November 2024)

Sarah Ambrose sambrose@explorationsacademy.org
Frank Kuhl frank@explorationsacademy.org
Heather Flanagan heather@explorationsacademy.org
Terese Rowe Terese@explorationsacademy.org
Michael Siano Terese@explorationsacademy.org

☐ **OUR HISTORY**

Global Community Institute (GCI) is a nonprofit educational organization formed in Bellingham in 1988. Explorations Academy is a core program of the Global Community Institute.

The founders of GCI were motivated by two needs: the need for effective strategies that fully engage and provide meaning for learners and the need for educational organizations that address issues of social justice and ecological balance.

From 1988 through 1991, the founders worked to define the vision of the organization, designing programs, drafting a mission statement and writing articles of incorporation. In 1991 GCI became incorporated and began running its first programs. These were chiefly summer field courses for youth, emphasizing interpersonal skills and environmental education, as well as professional development seminars for educators.

In 1993, GCI became a tax-exempt, nonprofit organization, which allowed us to invest our full energy into the creation of a top-quality, experientially oriented school. The school, then called Explorations High School, began operating in the spring of 1995 as a pilot program and moved into full operation in the fall of 1995. In 1998 we gained full accreditation as a secondary school and have been linking experiential education with academic challenge ever since. In 2018, we expanded our offerings to include a middle school program.

☐ **MISSION STATEMENT**

Global Community Institute ignites a passion for learning that inspires participants to collaborate effectively and take responsibility for positive global change.

☐ **ACCREDITATION**

Explorations Academy was first accredited in 1998 and renewed its accreditation in 2018 with the Northwest Accreditation Commission (NWAC). Through a variety of mergers, that organization is now known as Cognia. It accredits schools and colleges in North America, both public and private. This accreditation ensures that Explorations' graduates will find their credits accepted universally. In 2024 Explorations was awarded accreditation again and rated in the top tier of schools worldwide.

☐ **PHILOSOPHY OF EDUCATION**

Explorations Academy provides an excellent and holistic educational experience. Our students build academic strengths that ensure their success in higher education, as well as character strengths to ensure their success in life. We emphasize academics in a meaningful context to help young people undertake the profound task of becoming adults capable of living consciously, intentionally and responsibly in our changing world.

At this unique time in history, Explorations Academy is dedicated to providing a new kind of education. The result is young people who possess the ability to direct their own learning, actively undertake self-development, work cooperatively with individuals holding different perspectives and backgrounds, and demonstrate ecological and cultural literacy in their actions. These strengths are critical to our progress toward a just, peaceful, and sustainable world.

Our modern world is increasingly complex and chaotic. The rapid development of electronic technologies has led to an unprecedented availability of information. At the same time, increased human mobility, economic disparities, and continued exploitation of the natural world have had a dramatic impact on our sense of connection to community and to nature. Three primary needs emerge from these trends:

As individuals, we must gain clarity about our most basic necessities and how to meet them responsibly. We face powerful challenges to creatively engage with diverse human viewpoints and reestablish our communities.

Our survival depends upon gaining a deeper understanding of and respect for the natural world.

Our school offers a small learning community wherein we affirm the values of compassion and personal responsibility that are missing in much of our contemporary culture. Teachers work with students to develop learning targets geared to their individual abilities and needs. A low student/teacher ratio allows us to create an academically demanding and cooperative atmosphere in which students are intentionally grouped with those of different ability levels. We emphasize personal development, group participation, stewardship, and community service.

We challenge students to discover their potential and exceed their perceived limits. We use experiential education strategies, combining active experience with guided reflection and critical analysis. This approach engages the learner in a process of discovery as opposed to simply providing information. Students gain information by grappling with issues in a real world context, making academics richer in substance and more relevant to their own lives.

Objectives of each course are clear and are addressed in every project or outing. This limits arbitrary distinctions, and encourages a more thorough understanding of historical and causative factors and the future implications of issues. Students develop higher-level thinking skills, and their ability to respond to our changing world is increased.

As a school, we take our global responsibility seriously by making our curriculum relevant. We select themes for each term that reflect contemporary issues and build upon traditional academic understanding. By linking experiential learning and multidisciplinary study with current global issues, we encourage students to develop clear, informed viewpoints and to gain strengths in citizenship and stewardship.

Explorations students are typically college-bound. We make every effort to support our students' progress toward future academic goals, including entrance into the college of their choice. College preparation at Explorations includes holding students to high academic standards, counseling about college options, maintaining demanding graduation requirements, visiting colleges, and helping students prepare for standardized testing.

☐ **HOLISTIC LEARNING OUTCOMES**

Holistic Learning Outcomes (HLOs):

At Explorations Academy, we have high standards for our students in both academics and in their development as creative, informed, and self-directed human beings. The following are the guiding objectives and values around which we center all of our programs and curriculum. By practicing and embodying these values our students are able to make meaningful contributions to the world now and in the future.

Students at Explorations Academy commit to the following goals and actions. Enrollment is based on these three commitments, which are established in the admissions process:

- To put full effort into the academic challenges of the school
- To put full effort into healthy relationships with fellow students and staff
- To follow risk management policies including maintaining a safe and drug-free school

PERSONAL

Character Strength

1. Become confident and self-reliant in the pursuit of self-understanding
2. Be willing to engage with new experiences and ideas and continually explore one's orientation in the world
3. Be intentional in bringing about personal change in physical, emotional, spiritual, and intellectual realms
4. Demonstrate integrity through words and actions
5. Cultivate resilience: be willing to learn from failure

Executive Functioning Skills

6. Plan, execute and evaluate assigned and self-designed activities
7. Develop strategies to access, assess and apply new information
8. Construct systems to organize responsibilities and follow through with commitments
9. Express ideas, arguments, and beliefs articulately in written and spoken form
10. Use quantitative skills and numeracy to make sense of the world through measurement, evaluation, reasoning, models, and applications

Creative Aptitudes

11. Practice process-oriented creativity: embrace risk-taking, iterative design principles, and out-of-the-box thinking
12. Appreciate aesthetic expression and the role of art in creating and influencing culture
13. Use a variety of tools, technology, and media to create art/ objects that are meaningful, beautiful, functional, useful, innovative, or inspiring
14. Develop passion and motivation through work that holds personal meaning
15. Cultivate a variety of approaches to problem-solving

SOCIAL

Interpersonal Skills

16. Develop interpersonal skills in the areas of collaboration, communication, and conflict resolution
17. Practice and develop skills to succeed both as a leader and team member
18. Practice compassion, empathy, and forgiveness in relationships with others
19. Effectively and clearly advocate for one's needs

Community Responsibility

20. Contribute to decisions that are collaborative and vision-oriented, and take responsibility for individual choices and actions
21. Demonstrate knowledge of social systems and the roles individuals play in maintaining and/or changing them
22. Contribute to the health and sustainability of our Commons and communities

Technological Systems

23. Develop proficiency in ancient, traditional, and emerging technologies
24. Think critically about the interdependence of technology and culture
25. Develop media literacy to understand and evaluate bias, perspective, reliability, and relevance of information and media messages

GLOBAL

Multiculturalism

26. Demonstrate knowledge of and appreciation for the diversity and commonalities of the human experience
27. Develop competency in communicating in a language other than English
28. Seek to examine and understand the influence of one's inherited cultural paradigms

Geopolitical Systems

29. Demonstrate awareness of systems of privilege, power, race, and gender both in how these systems are maintained and changed and their effects on individuals and society
30. Analyze historical and contemporary world issues from multiple cultural, political, economic, and sociological perspectives
31. Participate consciously in political and economic systems and be able to articulate the consequences of personal political actions

Ecological Sustainability

32. Demonstrate knowledge of the laws and principles that govern natural systems, the interdependence of all living things, and the importance of maintaining ecological balance
33. Read and communicate indicators of the health of ecological systems and their sustainability over time, both locally and globally
34. Articulate the role that different societal structures play in either supporting or undermining ecological and cultural sustainability, and propose strategies for positive change

☐ RESPONSIBILITY TO THE EXPLORATIONS ACADEMY COMMUNITY

Explorations Academy is committed to fairness and firmness regarding safe and appropriate student behavior. It is primarily the individual student's responsibility to maintain behavior in keeping with these practices and policies. When faculty or administrators must intervene, their actions are undertaken with respect for students and with the goal of maintaining a healthy physical and social environment for the entire learning community.

All Explorations Academy students are asked to recognize that they play a pivotal role in the way our school is perceived in the local community and that their actions both inside and outside of school reflect upon their peers, teachers, and other community members. All students have signed the *Community Responsibility Acknowledgement*, a document that formalizes students' acceptance of their important role as representatives of the school. In some cases, we may hold students accountable for behavior outside of school that is in conflict with their admission commitments, and accordingly, we reserve the right to take disciplinary action in such cases.

Absence Policy (See Appendix C Planned Absence)

Explorations Academy is, at its heart, an experiential school. Thus, it is critical that students make every effort to attend class in order to experience all that we offer. Students who miss more than 20% of school days in a given term will be asked to meet with their advisor to create an attendance plan to support their presence and participation in school. There are no excused absences.

A student is considered in attendance in a class if they meet the following criteria:

- Present for $\frac{2}{3}$ of class (1 hour class = 40 min / 90 min class = 60 min)
- Have materials necessary for engaging in lessons and activities.
- Are mentally present and actively holding themselves up to high academic behaviors

When families have absences planned ahead of time (family travel, etc) they should notify their advisor at least 2 weeks ahead of the absence, so teachers and the advisor can support the student in preparing for that upcoming absence. Students are responsible for staying current in their classes and communicating their

progress and needs with their teachers and advisor. Teachers and advisor will use the planned absence form to help the student organize and pace the work they will miss.

See Appendix C: Sample Planned Absence Form

In cases where a student is chronically absent due to illness (mental, physical, emotional) we will approve a medical withdrawal upon the recommendation of a physician.

Traveling together for camping trips, orientations, urban outings, and backpacking trips is core to the learning experience at Explorations. Students who miss more than 2 trips per year will result in a review of re-enrollment readiness. In certain situations, we would use discretion to make accommodations at time of enrollment. In order to withdraw from an overnight trip, you must submit a withdrawal request by the trip withdrawal deadline.

Academic Expectations

Each student commits to high academic standards during the admission interview. We work to help students follow through on that commitment.

Each member of the learning community of our school is expected to participate fully. We work to address academic issues as they arise, rather than address subsequent outcomes of low motivation. Students are expected to communicate with their parents, teachers, and faculty advisor if they are experiencing difficulty in meeting academic responsibilities (see [Academic Probation](#).) Regular attendance and timely completion of assignments are necessary to receive course/academic credit.

Academic or Behavioral Probation

A student will be placed on academic probation if she or he consistently fails to complete academic work in a timely manner or to an acceptable standard of quality. Similarly, a student will be placed on behavioral probation if he/she fails to act in a manner consistent with his/her commitments, or with a healthy learning environment. Academic probation may be established during a given term due to coursework being late or absent, or during a school year due to repeatedly receiving low grades. *When a student receives 2 or more failing grades in a term, it will automatically trigger academic probation. Advisors will complete the academic probation contract in collaboration with the student and parents. In the subsequent term, students and faculty will follow the agreement and assess progress at midterm conferences.* Both academic and/or behavioral probation involve the establishment of a contract for improved student performance and completion of a Probation Form, and typically involve a parent conference. This contract is negotiated on a case-by-case basis, with the goal of helping the student take renewed responsibility that results in success. At the end of the term, an Academic Probation Follow-Up Form determines future action.

Failure to complete the terms of academic or behavioral probation can result in the student's suspension or expulsion from the school (see [Discipline Policy](#)).

Admission Requirements

In order to support our small learning community, it is essential that all students make and honor three commitments:

- 1) Put full effort into the academic challenges of the school,
- 2) Put full effort into interpersonal relationships with fellow students and staff; and
- 3) Put full effort into a healthy lifestyle and a healthy community and follow risk management policies, including maintaining a safe and drug-free school.

These commitments form the basis of a student's enrollment at Explorations and are recorded in writing and signed by the student. Students are then held accountable for living up to the commitments they have made. (see [Academic Expectations](#), [Discipline Policy](#), Health and Safety, and Substance Abuse).

Students and parents also sign a Community Responsibility Acknowledgement. This helps all stakeholders to be aware that individual actions – even those taken at times and places away from school – can have far-reaching impacts upon our school. We reserve the right to take action as needed to preserve the current and future integrity, health, and reputation of the school.

Advising and Student Services

Faculty members act as advisors for students at Explorations. The advisor serves as the student's advocate and point of contact for anything from personal issues to academic grievances. Students are encouraged to approach their advisor if they have specific problems with other students or staff that cannot be resolved independently. Since the advisor is the person on our staff most familiar with the student's specific needs, this is the best person for parents or guardians to contact regarding their student's progress.

Assignments of faculty advisors are made with careful consideration of individual needs and personalities. In the event that a student is unable to build rapport with the assigned faculty advisor, that student may request a different advisor.

Advisors and students meet together at the beginning, midpoint, and end of each academic term. During these meetings, the advisor helps the student set goals, track progress toward those goals, and reflect constructively upon their learning process and social integration. In consultation with other staff, and with the help of the student's self-assessment, the advisor writes a paragraph of comprehensive evaluation for the student's Term-End Evaluation and Grade Report.

Our instructional format enables us to treat each student as a unique individual with unique learning needs. Explorations Academy is unable at this time, however, to offer any special education programming or therapeutic services.

All-School Forum

Approximately once weekly, an All-School Forum is held to address concerns of students, staff, or administration that arise during the normal operation of the school. Students are often involved in generating the agenda and selecting topics for consideration. The purpose of the forum is to encourage the development of the school community through open communication, the exchange of ideas, conflict resolution, and group problem solving. It also provides an opportunity for students to develop specific skills in these areas, enhancing their ability to participate responsibly in the democratic process.

Assembly of Students

The school shares space with other tenants in our building, so students and staff must minimize disruptions to others. Students are encouraged to gather in our library, Commons, and classrooms, or outside away from the building. Gathering in the halls can create problems and is generally discouraged. Any activity in the halls requires especially quiet and respectful behavior. The school is typically open from 8:30 a.m. until 4:30 p.m. **Students are to use the north entrance to the building.** Students are welcome to arrive early or stay late (within the 8:30 – 4:30 timeframe) provided their activities are educationally oriented, that they are not disruptive to other occupants of the building, and that staff is available.

Appealing a Course Grade or Evaluation

Sometimes a student or parent feels that an evaluation and/or grade provided does not fairly represent the quality of the academic work completed. In such cases the student and/or parent are encouraged to file an appeal. The appeal process involves the student and parent together sending a letter to the head of school, including a copy of the evaluation received, and identifying which course evaluation or grade the family is appealing. The appeal letter should state what evaluation or grade they consider to be fair and must include a narrative listing the specific reasons why the grade should be as proposed rather than as given.

The appeal must be filed within 30 days of the date the grade reports or evaluations are issued. Upon receipt of the appeal, the head of school will consult with the relevant teacher(s), and may call a meeting between the teacher(s) and the family to clarify the situation. The head of school will respond with a final decision on the appeal within 14 days.

Attendance/Tardies

Classrooms are unlocked by 8:30 a.m., and we request that students arrive by 8:45. School starts with the Morning Meeting promptly at 9:00 a.m. (see Morning Meeting). The majority of direct instruction occurs within the first 10- 15 mins of class time. Scholars are expected to be in class on time.

Students who miss more than 20% of a term without a pre-approved plan of study will not earn credit.

Students are expected to check in with their teachers if absent to ensure that they are ready for class their first day back to school.

There are academic requirements for excursions and trips, and these trips count as classes. For example, backpacking trips count towards PE credits and urban excursions count towards cluster classes (usually science, social studies, and English). A missed 3-day urban excursion will count as 2 absences in each of that term's cluster classes since trips are considered school days and attendance is taken.

A student is considered tardy if they are not in class at the start time of the period. 3 tardies are equivalent to 1 absence. Absences/tardies communicated with parents every time via automatic emails sent from Gradelink.

Blisterama

Students are required to participate in at least two student-led work parties during the school year. These events, known as Blisteramas, are a key piece of Explorations Academy outreach and fundraising. Participation in these are core to demonstrating a history of ownership and your commitment to supporting the school community. Funding from Blisteramas support travel and off campus experiential.

Border Crossing

Explorations Academy frequently travels to Canada as part of our field experiences. For this reason we require families to complete a Border Crossing Permission form. Students must also obtain and carry a passport or Enhanced ID with them for international trips and field outings to Canada. **Having a valid passport and/ or Enhanced ID is required for full participation in our educational programming. A passport with at least 1 year until expiration is required to apply for any international trip offered through EA.**

Capstone Project and Final Term

The final term prior to graduation is a time for Explorations students to implement and demonstrate their learning skills through a comprehensive project known as the Capstone. The Capstone project will be designed and implemented by the student with the guidance of the advisor and the Capstone Coordinator. The Capstone project provides an opportunity for students to demonstrate independent learning skills and integrate those skills with personal interests and career goals. Further, it celebrates the students' transition from high school to college.

The design work for the final term project is generally begun in the third year but is largely done in the two terms prior to the final term. Course syllabi with clear goals and an outline for study must be completed prior to the final term. The types of potential projects are varied and dependent upon a student's capabilities, personal interests, and outstanding graduation requirements. Students bring their plan to the faculty for review within the first three weeks of their final year. Towards the end of the final term students give a presentation of their learning to the school community. Final projects can be wholly independent, in which the student undertakes a set of

self-designed and self-implemented courses. They can also be combinations of self-designed and regular courses, internships, or courses supervised at a level appropriate to the student's ability.

Past projects have included extensive community service work, teaching a class for younger students, apprenticing with an artist or craftsman, directing a theatrical production, and building a technological invention. The credit load for the final term varies but is generally expected to be a minimum of 2 academic credits, awarded in the appropriate disciplines.

At the end of their final term, all seniors will sit for a Graduation Panel with a team of their advisors and other faculty. Graduation Panel is an opportunity to reflect on academic and personal growth while at Explorations Academy. Seniors will prepare a discussion addressing how they have practiced, developed, and demonstrated growth in each of the nine HLO categories. Seniors will use their portfolios and self-assessments to show evidence of this growth. They will work closely with their advisors to prepare, and be given opportunities to revise and resubmit as necessary. Graduation Panel is a requirement for completion of EA's course of study and must be completed prior to receiving a diploma.

The culmination of the Final Term and Capstone project includes the completion of the student portfolio, the student's presentation to a Graduation Panel, and the Graduation Ceremony.

Cell Phone Use

Connection and belonging is a core need for all people. We believe that a feeling of connection is directly related to quality time spent developing healthy relationships with people. The use of cell phones (including text messaging) in an academic setting is highly distracting. In order to promote self-awareness and allow students to meaningfully interact in a variety of situations, we restrict the use of electronics in the classroom and in the field. All use of electronics is at teacher discretion.

We acknowledge the influence of phones and want to encourage the mindful use/resourcefulness of phones as part of classroom structure. Use of technology for educational purposes will be allowed selectively, including calculators for programming, audio books, as research tools and for music during work time

Technology for recreational use will not be allowed on short field trips, including electronic games and music. On longer trips, students may be allowed to use personal music players at the discretion of staff. Cell phones will be an entry ticket to get on the bus and stored in a locked room.

Students are required to put phones in their lockers or in designated phone storage at the beginning of each class, unless permission has been explicitly granted by a faculty member. Cell phones used during school hours will be confiscated and held in the Head of School's office until the close of the day. There will not be overnight confiscation. Phones are allowed in between classes and at lunch.

On field trips and extended field outings student phones should be left at home.

We request that parents call the office to reach students and vice versa or during lunch.

Use of cell phones during class in a manner not directed by faculty will result in a minor infraction.

Video games are not allowed on campus except on Fridays during lunch. Video games that meet the requirements outlined in the gaming policy will be accepted. Appendix H: Gaming Policy

Clean Up

Every student is expected to contribute to school clean up. By the second week of the term a schedule will be available to indicate who is on which clean up duty. Generally, clean up is completed between 3:50 – 4:00 p.m.,

but in some cases may be done before school or during lunch by prior arrangement. Students must check out with teachers and have their work reviewed before departure.

Other cleaning and maintenance tasks are assigned to students on an occasional basis. Students are asked to recognize that stewardship is a part of their experience at Explorations. If a student is unable or uncooperative in fulfilling the clean-up assignment, then additional clean-up or other chores may be assigned. Students who do not complete their tasks in a timely manner will be kept at school until the task is adequately completed or they will be reassigned a chore to complete during a designated time.

Clusters

Explorations students study college-preparatory and interdisciplinary subject areas. These are called clusters, and are composed of several courses in different disciplines. This approach encourages a more in-depth, holistic inquiry into various subjects. Within this structure, students work closely together on projects and on a regular basis must organize materials, articulate their ideas, and respond to challenging questions. Faculty design clusters with input from students.

Computers, Networks, and Internet Use

All students and their parents or guardians must sign a Computer and Internet Use Permission form. We expect students to use computers appropriately and not download programs without permission. Computer games are not allowed on school computers without explicit permission to play games of an educational nature. The no-computer-game policy also applies to students' personal computers and personal electronic devices when they are at school. Students are prohibited from using internet sites for non-educational purposes.

Students must not, under any circumstances, alter school computer infrastructure (settings, wiring, cables, etc.).

Students are expected to bring, and are responsible for, their own personal laptop and battery charger each day to class.

Covid-19 Procedures

Explorations Academy follows the most current guidelines provided by LNI.

Credit Transfer

Explorations Academy generally recognizes credits earned at other accredited institutions that carry a grade of "C" or better, or that demonstrates academic work of reasonable quality. Transfer credits from non-accredited institutions, or those with a "D" or "S" grade may be accepted on a case-by-case basis following review of the specific circumstances. We are unable to award credit for learning experiences completed outside a school environment prior to a student's enrollment at Explorations.

Daily Schedule and Exceptions

We strongly recommend that students arrive by 8:45 a.m. each day. Doors open at 8:30am. The standard school day starts promptly at 9:00 a.m. with Morning Meeting and ends at 4:00 p.m. Any absence during this time from classes requires parental permission.

Due to the scheduling of field experiences, guest speakers, and projects, our schedule, including lunchtime, is subject to change. Field days generally represent eight hours of instruction. These events may run until 10:00 p.m. or sometimes later. We also occasionally schedule extended school days called lab days from 9:00 a.m. until 6:00 p.m. to allow time for focused projects. Students are required to attend the Term-End Event that is typically held in the evening on one of the last two days of the term, as well as participate in fundraising events (see [Fundraising](#)).

Discipline Policy

Discipline policies cover student behavior in all school facilities, on the school grounds, during all school activities on/off-campus (including all breaks in the school day), outside of the school day, Internet conduct and during the entirety of all field trips.

Basis of Disciplinary Process - Each Explorations student is expected to be responsible for their own behavior. This process begins in the admissions interview, at which time every entering student is required to make three commitments: Put full effort into the academic challenges of the school, put full effort into interpersonal relationships with fellow students and staff; and put full effort into a healthy lifestyle and a healthy community, including maintaining a safe and drug-free school.

Students are responsible for acting in ways that honor these commitments. Behavior problems affect the individual, peers, teachers, parents, the school community, and the larger community. We ask students to take responsibility for the impact of their actions, even if the impact was unintentional. Our goal is for students to understand these impacts and guide themselves responsibly. As our school is a community, students agree to follow school rules and adhere to these commitments, and if they disagree with them, to work positively and productively with the community to change them.

Students and faculty set agreements to maintain a classroom environment conducive to learning. When students regularly are not fulfilling their community agreements or classroom agreements then there are layers to addressing the behavior.

This section deals with problems that relate to respect and cooperation with others as well as safety and drug issues. These types of disciplinary events are classified as either minor infractions or major infractions. Problems with honoring one's academic commitment are addressed elsewhere. (see Academic Probation).

Extreme infractions may result in immediate expulsion or suspension. Some infractions may warrant a discussion and invitation for restitution. Some infractions will require students to complete a written reflection and re-establishment of admission commitments. If a pattern of behavior and subsequent Disciplinary Action becomes an issue with a student, the administration, lead core faculty and any witnessing faculty and the student's advisor will meet to evaluate the appropriateness of that student to continue at Explorations Academy.

The intention of this section is to provide a summary of the disciplinary process while ultimately recognizing the discretion of staff to proceed as they best see fit.

Minor Infractions

Disciplinary Action at Explorations Academy is viewed as an opportunity for meaningful reflection and growth and restoration of relationships. The success of individual students and our school collectively is possible as our community agreement is upheld. A "disciplinary event" is any behavioral event that requires staff attention to address or resolve. Staff has discretion to designate any event a "disciplinary event." If the event observed is of equal severity to a strike then that disciplinary process will be followed. Most disciplinary events will fall within the category of "minor infraction."

Faculty has the right to:

- pull student from class to discuss the incident
- check student lockers or bags for any reason
- determine appropriate minimum or maximum consequences for any incident

A: For a minor infraction:

- students are sent to the office to reflect and complete the "minor infraction form." Faculty will check on their readiness to re-engage. Documentation is sent to parents and filed.
- documentation of a minor infraction is meant to create an opening for early intervention before the behavior is considered persistent.
- repeated infractions will result in a strike.

Examples:

Minor Infraction
• Misuse of phone/ laptop in classroom • Violation of off-campus privileges • Disruption of learning environment • Disrespect toward peers/staff • Shirking of clean-up, classroom, or field responsibilities • Inappropriate language • Not signing out for lunch

Disciplinary Major Infraction

We operate on a modified “three strikes” program. Students acting in clear violation of their commitments are given a disciplinary strike. Three strikes constitute expulsion. We reserve the right to assign two or three strikes for a single incident in cases of extreme misbehavior. Strikes are assigned by staff, and remain for a 12-month period. To create a positive tone for students, one strike per term may be dismissed based on a petition from the student summarizing a trend toward positive patterns of behavior and/or a plan for restitution received in the first week of a term and approved by the staff.

Staff are guided by context and some guiding questions (see Key Questions) in determining the appropriate level of consequences for a given student in a given situation. The following examples are only intended to give an idea about the magnitude of behaviors that might result in a strike and to facilitate discussion of the discipline policies. This list is not exhaustive and staff reserves the right allocated strikes as seen fit. (See **Appendix A: Discretionary School-based Consequences & Possible Police Referral**)

Examples of Behavior Warranting One Strike

- Refusing to follow direct request given by faculty
- Persistent, deliberate misbehavior in the face of feedback and clear expectations
- Responding belligerently when confronted by a teacher about misbehavior
- Disappearing for a time without authorization

Examples of Behavior Warranting Two Strikes at Once:

- Stealing
- Possessing, using, or distributing illegal drugs on campus or during school hours
- Pulling a fire alarm in a public building
- Blowing bear whistle in absence of emergency
- Bringing a weapon ([as defined by OSPI](#)) or inappropriate/ threatening use of a permitted tool/ sports equipment

Examples of Behavior Warranting Three Strikes at Once (Expulsion):

- Breaking into the school or restricted areas within the school
- Excessive or undue aggression toward another student, staff member, or volunteer
- Bringing gun to school
- Placing self or others in physical
- Sexual harassment
- Assault

Typical Procedure

Suspension may accompany one strike and often accompanies a second strike, for the purpose of encouraging written reflection by the suspended student, and providing space for the student to de-escalate and be able to develop more effective skills to resolve problems.

Response to disciplinary events will include any or all of the following four actions: **intervention, restitution, consequence, support**. For each disciplinary event the staff will assess which action(s) to pursue, and how:

1. **Intervention** could include any of the following:
 - incident report sent to student, advisor, parent.
 - administrative team conducts conversation with students utilizing the “nonviolent communication” protocol. Students have the opportunity to revise/ add anything accounting for their behavior or the circumstances in the incident report.
 - advisor sends to parents and cc’s HoS and other relevant faculty
 - mediation with other students (if warranted for the circumstances)
 - filed in Student Records
2. **Restitution** could include any of the following:
 - written reflection
 - letter of apology to staff/ other students/ families
 - return/ repair/ replacement of personal belongings
 - nonviolent communication
3. **Consequence** could include any of the following:
 - written reflection
 - loss of off-campus privileges
 - in-house suspension (loss of social privileges)
 - loss of privilege to attend field outings
4. **Support** could include any of the following:
 - written reflection
 - materials or arrangements for mediation
 - scheduled meeting time with staff or faculty
 - renegotiation of deadlines/ homework

Written Reflection Guidelines and Criteria

1. Describe the context and in detail the behaviors that led to receiving Disciplinary Action.
2. Identify specifically how this behavior violated our community agreement and disrupted the learning environment at Explorations Academy.
3. How could this situation have been handled differently by you? Identify specific strategies or alternative ways of handling similar situations in the future.
4. In your own words, clearly re-commit to being a responsible, mature and respectful member of the community.

The length of the reflection should be sufficient to address the guidelines thoroughly and thoughtfully. (In general this document will not be less than 1 page in length and is often 2-3 pages). Students have 48 hours from the receipt of their disciplinary action to complete their reflection. Reflections are submitted to the student's advisor who will ensure that reflections meet the outlined criteria. Advisors may suggest specific questions and prompts to support the reflection that should be addressed by the student. Reflections are then submitted by the advisor to administration. If the advisor does not receive the reflection within 48 hours, the student receiving Disciplinary Action will be placed on automatic suspension until a reflection has been received.

Typical actions at each stage:

Strike one – conference with advisor and/or Director, parent notification. Core staff are consulted and may be present. Verbal acknowledgement of Community Responsibilities and impact on others, sometimes with written consequences.

Strike two – conference with parents, advisor, and Director, sometimes with all core staff present but following consultation with all core staff. Written acknowledgement of Community Responsibilities and impact on others required, along with written consequences detailing impacts of behavior on various constituents. Behavioral contract will be initiated.

Expulsion – conference offered with student and parents to clarify circumstances surrounding expulsion and to describe conditions to be met prior to possible readmission if the family wishes to pursue re-admission.

Mediation – mediation available to family and students if they do not accept consequences. (If either the staff, or student & family is not willing to consider a negotiated compromise, mediation is not an option, and the case goes directly to the appeal phase.) The mediator facilitates discussion between disputants to arrive at acceptance of 1) staff decision, 2) an alternative solution, or 3) a negotiated compromise. Any of the parties can reject the facilitated closure.

Appeal – the student and family may appeal a strike, suspension or expulsion within seven school days, at which time a discipline panel is convened by the Board to consider the appeal and issue a decision.

Key Questions staff consider in making disciplinary decisions:

- *What kind of evidence exists that a violation has occurred?*

What is the evidence beyond hearsay or rumor to support the allegation of offense?

- *What is the magnitude of the violation of the policy?*

What are the potential adverse effects of action(s) within the school community and between the school and the larger community?

How were other students/community members' work, well-being, relations of school affected?

Did actions put others or self at risk, either emotionally or physically?

- *What was the individual's response?*

Did the individual acknowledge and take responsibility for actions and demonstrate willingness to alter behavior?

- *What has the past pattern or trend of behavior for this individual been?*

Is this action part of a larger pattern - either another event in a list of violations, or a slip in a trend of increasingly more responsible behavior?

Is the student on academic probation?

- *Were expectations clear?*

How clearly did staff set expectations?

Was this action in part the result of unclear staff directions or expectations?

Does the individual have enough experience at Explorations or with the kinds of events to clearly understand expectations?

- *What other factors should be taken into consideration?*

Are there other life issues that should be taken into consideration (i.e. a change of medications, a stressful life event such as divorce or death, etc.)?

Is this behavior illegal?

- *How do other educators or schools handle these kinds of issues?*

What advice do other professionals have to guide decisions where clear policy is not already established?

Dress and Grooming (adapted from GLSEN's model policies)

Explorations Academy's dress code simply requires that students be neat, clean, and non-disruptive. If at any point clothing, personal hygiene, or jewelry become disruptive in the judgment of staff members, the student will be asked to leave until the source of the disruption can be eliminated. Any student who feels that another's clothing is disruptive may bring concerns to staff to be taken into advisement. Due to the experiential nature of our program, students need to come to school every day prepared for a wide range of activities including outdoor activities. Students will be asked to wear interview attire for special events and urban outings. Parents will be notified and required to bring alternative clothing if students arrive unprepared for the special event.

Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. Explorations staff will not enforce a school's dress code more strictly against any group of students, including transgender and gender-nonconforming students.

Electronics

In order to promote self-awareness and allow students to meaningfully interact in a variety of situations, we restrict the use of electronics in the classroom and in the field. Video games are allowed on campus during lunch on Fridays in accordance with the policy stated in Appendix H. All use of electronics is at teacher discretion.

Use of technology for educational purposes will be allowed selectively, including calculators for programming, audio books, and laptop computers. Technology for recreational use will not be allowed on short field trips, including electronic games and music. On longer trips, students may be allowed to use personal music players at the discretion of staff.

Evaluation of Student Achievement and Grading

Faculty meet weekly to discuss each student's needs and progress and to plan strategies and interventions as they are needed.

Each student receives a letter grade in their classes, unless they opt to have courses marked as "credit earned" or "no credit." If a student chooses to have courses marked "credit/ no credit," this decision applies to all courses taken that term and will be re-evaluated each subsequent term. Families will discuss the benefits and drawbacks of "credit/ no credit" with their child's advisor before making a decision.

Unless specifically stated otherwise, every course will be marked with a letter grade that corresponds to clear, meaningful goals which are shared with students and families at the beginning of the course. For most courses, meta-curricular outcomes comprise a significant portion of the grading criteria (see Holistic Learning Outcomes).

While specific grading policies will vary based on subject area and teacher preference, all EA teachers place a high value on the habits, processes, mindsets, and higher-order thinking that lead to long-term success. EA teachers encourage student involvement in the assessment process, and will frequently invite students to set their own learning goals, contribute to project rubrics, and pursue topics and tasks of their choosing.

Students are expected to take responsibility for their academic experience. They must complete assignments from each activity, lecture, reading, and field experience. These assignments often take the form of written work that synthesizes different subject areas. Other projects are frequently required, which may include, but are not limited to: class presentations, solving problems, creating sculpture, writing music, leading discussions, role playing, interviewing community members, creating photo essays, etc.

Each student has a midterm conference with his/her advisor to receive a verbal evaluation, and discuss strengths and weaknesses. This meeting is also intended to provide students with encouragement and suggestions for improvement. A parent conference is also scheduled with the advisor at the middle of Fall and Spring Terms. Student attendance at these conferences is at the discretion of the advisor in consultation with the family.

Student evaluations are based on timeliness and quality of assignments, as well as in-class participation. Each teacher is responsible for the grading system for her or his courses.

Students also complete comprehensive self-assessments of their growth and academic progress at the end of each term. Time is provided for students to complete self-assessments prior to the end of the term. Self-assessments from Fall Term must be completed before the start of the following term, and Spring Term self-assessments must be completed prior to release of evaluations for the term. Students maintain portfolios as a way of documenting their work. Depending on the teacher, portfolio assignments may play a large or a small role in the term-end evaluation (see Portfolios).

At the conclusion of the term, each student has a conference with his/her advisor and submits the written self-assessment. Approximately three weeks after the end of each term, students receive a written evaluation from the student's advisor, and one from each course written by the lead instructor for that course along with course grades, and tardies/absences.

Facilities (adopted from GLSEN's model policies)

With respect to all restrooms or changing facilities, students shall have access to facilities that correspond to their gender identity. All students have equal access to facilities that are consistent with their gender identity. Transgender and nonbinary students should determine which facilities they feel safest and most comfortable using. The restrooms are non-gender and labeled as containing stalls or urinals.

Requiring a transgender or nonbinary student to use a separate space against their wishes threatens to stigmatize the student and disclose their transgender status to others. Under no circumstances may students be required to use gender segregated facilities that are inconsistent with their gender identity.

Under no circumstances shall a student be required to use a single-user facility because they are transgender or nonbinary.

Family Bulletin

Upcoming school events and community news are published in a weekly Family Bulletin while school is in session and sporadically through the summer. The Family Bulletin, published via email and posted on the website, is our primary tool for communicating with parents and is an essential tool for every Explorations family. Please ensure that the school has your current and preferred email address. Parents and students are responsible to act on the information provided in this weekly bulletin in a timely manner.

Family Involvement and Support Guidelines

We rely on families for providing active support for the school, and we welcome parents and extended family members as participants in our community. We believe that in order to cultivate stewardship among our students, it is important for parents and family members to adopt that same sense of stewardship by contributing to Explorations Academy whenever possible.

We ask that each family make a goal of contributing a minimum of 36 hours per school year. While we understand that not everyone can participate at the highest level, we encourage families to be engaged and attend school events as often as possible. Many families contribute far more hours than the minimum. Explorations Academy currently utilizes the Track It Forward platform so parents and families can log volunteer hours served. Contact the Administrative Manager admin@explorationsacademy.org for your family's login information.

In addition, we highly encourage people to utilize their expertise to volunteer the hours that they spend at work. Put in x hours at work, donate those earnings to Explorations and earn x hours towards your volunteer requirement

Fee Schedule

Fees at Explorations Academy are based on our need to meet costs incurred by administrative or other procedures. As we are a nonprofit organization, all fees are directly linked to cost containment. Requests for replacement items, such as ID cards and planners, must be accompanied with fee payment. **All fees and currently contracted tuition must be paid before we can issue transcripts or evaluations. Please read the details of your contracts.**

Field Outings

Field outings are central to our educational program. They provide a critical link between our curriculum and resources throughout the region. Field outings are often several days long in order for students to have a richer experience and to enhance their learning. Because our field trips are immersive, iterative, and build upon prior knowledge gained through experiences, students may exit a field trip early, but students will not be permitted to enter the trip who did not start the trip, including supporting pre-trip planning and mandatory bag checks. This is for the physical and emotional safety of all students.

For this reason, students and families must be prepared for a flexible schedule. We provide as much advance notice as possible before field trips, but when we make the world our classroom, we often encounter factors outside our control. Explorations Academy generally provides all transportation and group camping gear. Study materials including field guides, hand lenses, and tools used in academic field research will typically be supplied.

Students are required to bring their own outdoor gear into the field. An equipment list is provided, and students are expected to own or have access to all the items on that list. Some trips require specialized equipment; we will notify students in a timely manner about these needs. Students are responsible for their own school supplies (see [School Supplies List](#)) in the field and for personal items on all field trips.

We expect students to wear appropriate clothing, to follow equipment recommendations, and to demonstrate proper care for community/school equipment. Proper use and care of equipment is a matter of safety. Explorations Academy has a limited supply of surplus gear available for students to borrow if needed. Requests to borrow this gear need to be made in a timely manner and must be cleaned and returned promptly. Charges may apply for use or damage to school gear.

Students may not bring or use tobacco, alcohol, or recreational drugs on field study activities (see Student Health and Safety and Substance Abuse). We also prohibit weapons, expensive or fragile personal equipment, and (unless previously approved for long travel periods) electronic games, radios, music players on Explorations field outings. (see *Electronics as well as Weapons Policy*.) On wilderness or backcountry trips, further restrictions on such items as soap, cosmetics, and jewelry apply due to the need to minimize weight and environmental impact as well as for safety.

Additional safety policies are necessary for our field operations. These are often situation-dependent and are therefore not detailed in this handbook. In the field, students receive frequent safety briefings that extend and apply to our safety policies. Students are required to comply with all rules and expectations outlined in these field safety briefings.

For overnight school trips:

Students shall be allowed use of an overnight facility that corresponds with their gender identity. Transgender and nonbinary students will be consulted in the planning process, to address any potential concerns and needs for privacy. If applicable, a student's parent/guardian should also be consulted, unless there are privacy concerns in doing so.

Under no circumstances should a transgender or nonbinary student be denied the opportunity to participate in any overnight trips or other opportunities based on overnight accommodations. No student should be required to be housed separately or in a manner that does not reflect their gender during any school sponsored trip or event. Explorations faculty shall make all efforts to accommodate any student who desires greater privacy in overnight trips.

Explorations Academy assigns sleeping arrangements on trips to ensure safety, dignity, and inclusion. Student tents are either heterogeneous groups of three or more or single-occupancy by request; two-person student tents are not used. Exceptions may be made for siblings/ relatives. Exclusive relationships are not permitted and clique-based groupings are avoided. Students and parents may share tenting preferences; staff will integrate these confidentially and retain final discretion based on safety, supervision, logistics, and equity. All students must maintain healthy boundaries and engage only in school-appropriate behavior regardless of identity or tentmates; sexual activity, harassment, and other boundary-crossing are prohibited. Staff tents are separate and supervision is maintained overnight. Staff may reassign tents for safety, and misconduct may result in disciplinary action per the Family Handbook.

Freedom of Expression

Students are encouraged to express their ideas, concerns, and questions to other students and to the staff. Students may suggest agenda items for our weekly All-School Forums, and student input to the Board of Directors is always welcome.

It is our goal to help students be articulate and appropriate in their expressions. In class, open expression is encouraged and students may have open discussion as long as their comments are respectful. Profanity may be used only if done thoughtfully towards an intended effect. When in doubt, keep it clean.

Food

Community Food: Many of our events include potluck meals, and we hope each family will participate by bringing a dish to share. We appreciate that some of our community may have dietary restrictions and ask that families with restrictive diets bring a dish that can be enjoyed by others with the same dietary limitations.

Food on field outings: Food is generally supplied by the school except for lunch the first day of travel. We will work to accommodate dietary restrictions, but cannot always meet every student's preferences. Often families will volunteer to supply meals for field outings; these home-cooked meals are a highlight for students. We also on infrequent occasions eat out while in the field. The cost of such a meal is typically billed to the student's activity fee.

Food during class: We value healthy eating and students are encouraged to bring healthy, non-distracting snacks to school. Consumption of these snacks is allowed on a case-by-case basis at teacher discretion during class. Students should use their lunch period and breaks to eat, and generally will not be allowed to eat meals during class. Drinks are allowed in class and they must be in an enclosed, non-spillable container.

Food during lunch: Students may eat lunch in the commons, and the East Classroom. Other locations may become available by request to your advisor to meet individual needs. Students are expected to maintain a clean environment during lunch. Lunch clean up begins at 12:40. Students persistently leaving messes in classrooms will be asked to eat in the commons only.

Fundraising and Resource Development

Fundraising and resource development at Explorations is a community effort. We view fundraising this way because we know that everyone associated with Explorations Academy can have a direct and positive effect on the financial health and program capabilities of the school. Explorations Academy, like other private schools, is not supported by the tax dollars available for public schools. Tuition alone cannot support all that we offer and provide for our students, therefore each and every year we endeavor to meet a portion of our budget via fundraising.

It is expected that Explorations families will do their best to support the school by identifying ways they can help our efforts to fund the programs that support their students. We know from experience that it feels good to be part of an effort that promotes positive change and personal growth. When we all participate in fundraising for Explorations and our students, we support an education that matters. This is the basis from which we ask for your support.

There are many ways to support our school. Tuition is the start, but whether you are a full tuition family or are the recipient of aid via indexed tuition, your additional support is vital—and hugely appreciated! We can't do what we do without you. It is with great consideration, respect, and appreciation that we ask for your support.

Grading System

There are two distinctly different purposes for assessing student work. **Formative assessment** is used to help students learn. It either affirms that they are on the right track and progressing well, or that they have to make some alterations. Formative assessment is ongoing, and it ranges from a small verbal cue to a more structured assignment (a project, homework check, quiz, unit test).

Summative assessment evaluates student academic achievement. A summative task is well-planned, using the principles of Understanding by Design (backwards planning). A summative assessment is a major task, often incorporating more than one assessment strategy and more than one skills-related criteria. It is clearly planned at the beginning of the curriculum development process. Students are fully aware of the criteria on which it is to be

assessed and they are fully aware of the format and range of the assessment. The mark on each term's report card is the mark earned on a single (or, at most two) summative assessment that has been completed during the reporting period. (Note: the summative assessment does not need to come at the end of the reporting period. It should be done when the unit of work is completed. Ideally it should be done within three weeks of the end of the reporting period.)

In order to prepare students for performance on summative tasks, it is important that they have had some opportunity to practice on formative tasks. For example, if the summative task is to write an essay that evaluates something, then there should be some formative tasks that ask for a similar product. There is no difference between the design of a formative and a summative task: they can be exactly the same. The difference is in their use: to monitor the progress of learning is formative; to monitor the product of learning is summative. And, the summative task should involve the opportunity to transfer and apply student knowledge to an unfamiliar situation, thereby allowing teachers to assess higher-order thinking skills.

The averages and letter grades system is how most people contemplate grading; however, there are many compelling reasons to opt for a system that focuses on summative evaluation. Teachers intentionally build their classes to lead to thoughtful summative evaluation with key checkpoints throughout the term.

Reporting

Explorations Academy provides an evaluation to each student at the end of each term (see Evaluation of Student Achievement). Evaluations are emailed to parents approximately three weeks following the end of the term, assuming the student's self-assessment is complete.

Google Classroom

Google Classroom is the tool that teachers use to gather their syllabi, handouts, links, and any upcoming assignments or due dates. Your child should have a Google Classroom page for each of their core classes like science, English, and math (off-campus electives or noncredit classes may not have a Classroom page). Classroom is restricted to those with an EA email address, which all students and teachers have. While this means that parents can not log in or join the classes directly, we recommend establishing a daily habit of signing in alongside your learner to review upcoming coursework and anything your child may have missed from a previous class.

Parent Guidance on how to support your developing teen:

Our younger students are still developing habits to help them organize and manage a multi-class schedule with occasional homework. We've found it's most effective for families to develop and practice these new habits together, establishing home routines to support emerging school routines. Here are the guidelines I suggest for parents to get started.

1. Set a time every day to check Classroom with your child. This might be right when you get home from school, right after dinner, or before bedtime. Finding a consistent time for this will help everyone remember to do it. The time of day that you choose for this check in is not as important as doing it consistently to build these new habits. You will need them to log in under their own EA account.
2. Click on the "Home" button at the upper left of the Classroom dashboard. This will show you a grid of all of their classes, with upcoming assignments listed below each class. You can click on that assignment to read the teacher's instructions and find any handouts or other resources needed for the assignment. Make sure that you're reviewing the instructions with your child so they know what to do for the assignment.
3. Take a moment to transfer upcoming assignments to a shared calendar or other organizer (non digital is best). Some families use a whiteboard in the kitchen, others might use a paper calendar or weekly organizer. Encourage your child to write down these due dates themselves, and to anticipate any obstacles that might prevent them from meeting that due date.

4. If your child misses classes for any reason, help them review the Classroom stream for those classes to see what they might need to catch up on. Students should reach out to teachers either in person or over email if they miss classes or have questions. We encourage you to support your child to take this action, rather than doing it for them. Some parents ask their child to include them in the email, so they are involved in the conversation while still allowing their child to take the lead.
5. Parents can also sign up to receive the "guardian summary" that Classroom sends out once a week, containing upcoming due dates, missed assignments, and other updates. Look for an email invite to join Classroom as a guardian, and reach out to the Director of Curriculum and Instruction if you need help with guardian access.

Graduation Ceremony

A graduation ceremony is held at the end of each Spring term, and occasionally at the end of other terms. The purpose of this ceremony is to honor the achievement of each graduate and to celebrate the completion of this phase of his or her life.

A fourth-year student may petition to attend and go through the graduation ceremony if s/he is within one credit of completing her/his full graduation requirements. Graduating students are expected to participate in the planning of the graduation ceremony (one element of which is a presentation to fellow students, teachers, and parents). Specifics of this presentation are negotiated with the advisor but generally include some aspects of the final term project, a reflection on personal growth throughout their high school years, and their plans for the future. More information can be found in the Final Year Handbook to be distributed to graduating students at the beginning of their final year.

Graduation Requirements*

For high school graduation, Explorations requires a minimum of 25 credits (typically completed in four years). Students entering with 18+ credits can request a modified total credit graduation requirement as long as specific content area credit loads are met.

The minimum credit distribution required for graduation follows. College-bound students may choose to exceed these minimums and should verify with their advisor any specific admission requirements of their colleges of choice.

Language and Literature (English)	4
Mathematics	3
Sciences	3
Creative Arts	2
World Language	2
Social Studies	3.5
Physical and Health Education	2.5
Career and Technical Education	1
Additional Electives	4

* Please note credits are subject to change annually. Students may choose to graduate with the credit requirement from the year that they started or the year of graduation.

Under certain conditions, Explorations Academy allows prepared 8th graders to take high school classes for high school credit. These students will be placed into the most appropriate high school courses to pursue a higher level of academic challenge. Grades for these students will be calculated uniformly with other students in the class, and will appear on the student's high school transcript.

To graduate from Explorations Academy, a student must complete at least three terms of academic coursework at Explorations including a capstone project. The final term is composed of a module of self-designed and often self-directed study in an area of the student's interest (see Capstone). In addition, all graduates need to take either

the SAT or ACT and apply to at least one college. We also strongly encourage all students to participate in at least one international expedition unless extenuating circumstances prevent it.

Social Studies: We offer a travel-based intensive Washington State History Course every 2- 3 years. We require all students to enroll in and complete this course.

Homework

Explorations students are expected to complete regular coursework outside of class times. We ask that all school students plan to allocate approximately their grade x 10 minutes of homework per day for workload outside of school. However, this figure can vary significantly with the specific courses being taken, the point in the term, and the student's specific academic skills.

Homework responsibilities may be negotiated to meet the needs of each student. A request to modify homework may be initiated by the student, parent, or guardian and can be directed to a specific teacher or to the student's advisor.

In order to best help students succeed at an academically demanding school such as Explorations, families need to take an active role in supporting their child in building positive homework habits.

Identification Cards

At the beginning of each year, or upon the start of their first term, students are issued an Explorations Academy photo ID card. The card lets the public know, should an inquiry be made, that the student is involved in a school activity, that school is not necessarily an indoor activity, and that independent learning is a valid way for students to spend their time. Students are required to carry the card at all times during school hours and on field trips. The fee for replacement of this card is \$15. Misuse of the ID card is a serious offense and may be grounds for expulsion.

Incompletes (See Appendix G Incomplete Request and Contract)

An incomplete grade carries no credit. Students must petition to receive a grade of Incomplete. Potential reasons for petitioning for an Incomplete could include family emergencies, medical issues, or other unusual circumstances. The opportunity to complete a given course will also depend on the feasibility of being able to make it up. Students must be able to complete the missing work without additional instruction or teacher support. Incompletes will not be given as substitutes for low grades (see Grading System).

The student must complete the incomplete work in the term following the Incomplete; i.e. if the Incomplete is given in the Spring term, the student must complete it over the summer. An independent study fee for Incompletes applies as listed in the fee schedule.

A student wishing to receive an Incomplete must put the request in writing and give copies to his/her advisor and course teacher, who both need to sign and agree to the terms, which then becomes an Incomplete Course Contract. The request must include a letter that explains the reasons for wanting to complete the course and clear steps—including due dates, etc.—delineating how the student will accomplish the course work.

Occasionally students are unable to complete coursework for medical reasons. In these cases parents must provide a note from their medical professional detailing how the medical condition prevents the student from working in order for students to receive a medical incomplete. Students must make arrangements with their advisor or course instructor to negotiate make-up work. The same deadlines apply in these circumstances as above.

If no contract is filed by the end of the course, the course cannot be completed. If the course is successfully completed, credit will be awarded. If the course is not completed within one additional term, the opportunity to earn credit for that course will be permanently lost, and the student will receive an F in the class. One additional term is the maximum amount of time allowed to have an incomplete become a grade and the additional time will be negotiated at the time of the proposal. Completion of incomplete coursework is updated in the original report card.

Independent Study (See Appendix B Independent Study Contract, See Appendix D Off-Campus PE Contract)

Any academically capable student, with the consent of his or her advisor, may develop an independent study course to be pursued during an academic term. The independent study process starts with the student completing an independent study contract, which clearly articulates the goals and objectives of the course, provides an outline of study topics, indicates what study activities and resources will be employed, identifies expected outcomes, and describes how the attainment of those outcomes will be demonstrated. All students participating in independent study will be required to present their experience to the larger school community.

Juniors and seniors or students who are 16 years and older may earn up to 4 credits through paid, verified work experience. 1 elective credit is awarded for each 360 hours of work completed and verified by the student's advisor. Students who want to pursue this pathway submit an independent study form and provide verification from the employer (ie: paystub demonstrating hours completed, work schedule, manager letter of employment).

Independent study contracts must be submitted to the student's advisor a **minimum of 30 days prior to the start of the term in which they will be undertaken**. The independent study fee must accompany the contract; independent study contracts may not be accepted without prepayment and cannot be approved until payment is received. The 30-day period allows time for the contract to be reviewed, assigned to a faculty member, and approved prior to the start of the term.

The typical credit load for an independent study course ranges from .25 to 1.0 credits for a class added to a full-time course load. The fee for an independent study is \$660 per credit. Other expenses that may be incurred (tutoring fees, additional books or resources, etc.) are the responsibility of the family.

See Appendix B for the Independent Study Contract

Indexed Tuition

Explorations Academy Financial Aid Commitment Explorations Academy celebrates a commitment to diversity and accessibility that comes from having our programs accessible to students of diverse socioeconomic backgrounds, while also being reflective of the quality of education we offer. To ensure that all admitted students have access to our programs the following questions and principles guide our financial aid practices.

What is Indexed Tuition?

Indexed tuition is a financial aid model that Explorations uses to scale the price of attendance in accordance with a family's ability to pay. Families for whom paying full tuition would be a financial stretch are encouraged to apply for Indexed Tuition. Applications for financial aid are considered separately from a student's admission application, which means that all admissions decisions are made on a "need-blind" basis.

How do I apply for Indexed Tuition?

Explorations Academy utilizes TADS (Tuition Aid and Database Services) a secure, third party, entity who processes financial aid and billing for schools across the country. They provide families with an outline and list of resources needed to apply. Explorations Academy's ability to accurately and quickly determine a family specific indexed tuition is dependent upon a timely and accurate completion of the TADS paperwork.

If I applied for Indexed Tuition through TADS last year do I need to re-apply?

Yes. Families must reapply for indexed tuition through TADS each academic year.

What if my family cannot meet the indexed tuition minimum?

Explorations is committed to working with families who are stretched to meet the minimum indexed tuition. In these cases families can request additional tuition assistance by writing a letter addressed to the Financial Aid Committee. In these cases the following options apply:

Explorations will work with the family and TADS to determine a reasonable monthly tuition payment.
Explorations will help the family activate a set of fundraising tools that can be used to expand their network of financial support and access local foundations, business, and community support.
Explorations will work with families to identify possible work/tuition trades between the family and the school.
Families may apply for a Tuition Assistance Scholarship through Explorations Academy.

What are Tuition Assistance Scholarships?

These are scholarship funds built up through Explorations philanthropic efforts and are designated to provide need based scholarships for students who: demonstrate growth and development through our programs, maintain specific academic standards, are consistent in their school attendance, actively participate in school field outings, and who through their unique contributions improve school culture and community.

How does Explorations Academy determine who receives a Tuition Assistance Scholarship?

Tuition Assistance Scholarships are awarded to students in the following order of priority:

1. Current students already receiving and who continue to qualify for assistance;
2. Current students who do not receive aid but now qualify for assistance;
3. Other qualifying new students being offered admission to the school.

FINANCIAL AID DEADLINES:

March 25th - 1st round consideration for *both* new and re-enrolling students (full budget available).

April 15th - 2nd round consideration for *both* new and re-enrolling students (partial budget available).

Applications for re-enrolling students received after April 15th will be considered on a funds-available basis and may be considered for a lesser award. (This policy will not apply to students first enrolled during the most recent Spring Semester). **Scholarships and financial aid applications will be considered only when the tuition deposit and all application materials have been completed and submitted. For re-enrolling students, accounts must be current.** 100% tuition awards are not available. Every family is required to make a financial contribution toward student tuition.

Intellectual Property Policy

1. Purpose of the IP Policy

Explorations Academy values creativity, innovation, and the unique contributions of its community. This IP Policy is designed to clarify ownership, usage rights, and responsibilities regarding intellectual property created by or for Explorations Academy, including digital and physical materials.

2. Scope of Policy

This policy applies to all intellectual property, including but not limited to written content, educational materials, multimedia (images, videos, audio), logos, trademarks, and other proprietary content created by or associated with Explorations Academy, hosted on explorationsacademy.org or in school-affiliated materials.

3. Ownership of Intellectual Property

All content and materials created by employees, contractors, and contributors for Explorations Academy are owned by Explorations Academy unless otherwise specified in a written agreement. This includes:

- Original curriculum materials and lesson plans
- Website content, including articles, blogs, and downloadable resources
- Logos, branding elements, and trademarks
- Multimedia, including photos, videos, and other digital assets developed for Explorations Academy

4. Use of Intellectual Property

- **Internal Use:** Authorized members of the Explorations Academy community, including students and staff, may access and use materials for educational purposes within the school.
- **External Use:** Permission must be obtained for any use, reproduction, or distribution of Explorations Academy's materials outside of school-related activities. Unauthorized commercial use of any intellectual property associated with Explorations Academy is prohibited.
- **Third-Party Content:** Any third-party materials used by Explorations Academy are licensed and credited appropriately, and their usage is subject to the permissions provided by the original copyright holder.

5. Licensing and Permissions

Explorations Academy may grant limited use licenses to other educational institutions, partners, or individuals upon request. All licensing requests must be submitted in writing to [contact information]. Licensing agreements will be documented in detail and include terms on permitted usage, credit requirements, and duration.

6. Student and Staff-Created Content

Explorations Academy encourages creative work from students and staff. Any student or staff-created intellectual property used for public-facing materials, including school publications, must be submitted with a signed release form. Explorations Academy reserves the right to showcase this work in a manner that credits the creator while respecting their privacy and intellectual property rights.

7. Copyright and Trademark Protection

All proprietary content on explorationsacademy.org is protected under copyright law and may not be copied, reproduced, or used without permission. The school's name, logos, and any distinctive branding are trademarked by Explorations Academy and may not be used without written consent.

8. Enforcement and Compliance

Explorations Academy will actively enforce this policy to protect its intellectual property. Any unauthorized use or infringement will result in appropriate legal action, including potential removal of the offending material and other remedies permitted by law.

9. Policy Updates

Explorations Academy reserves the right to update this policy to reflect changes in the law, organizational needs, or technological advancements. Updates will be communicated via the website or through direct channels with stakeholders.

10. Contact Information

For questions regarding this IP policy or to request permission to use Explorations Academy's materials, please contact us at: [Explorations Academy Contact Information]

International Expeditions

Each year Explorations Academy students travel overseas as a powerful way to help develop global citizenship. These expeditions include a full academic course load as well as an extended service project in the country to which we travel. Past expeditions have traveled to countries as diverse as Nicaragua, Thailand, Cuba, Ireland, India, Kenya, and Peru.

Students interested in participating in our annual expedition must complete a separate application, pay a separate fee to cover airfare and other travel costs, and be prepared to engage in significant fundraising efforts to help make the trip possible. Students whose tuition accounts are in good standing (current or fully paid) are eligible to apply for international expeditions.

Participating students must also take part in public events designed to showcase the unique experiences that they have while traveling and studying. Selection of students for participation in the international expeditions is based upon proximity to graduation, personal maturity, willingness to work as a team, and evidence of commitment to sharing the challenges of group travel.

An information packet with expedition details is circulated in early October and interested students have 2-3 weeks to apply. As with enrollment at Explorations Academy, it is our goal to accommodate students of all incomes in our international expeditions. While we may not be able to accommodate all applicants, we hold as a goal having every student take part in at least one international trip prior to graduation. These trips are staffing and financially dependent.

International Expedition Fee Policy

International expeditions are expensive. The cost of these unique learning experiences varies depending upon airfare and the economics specific to the particular destination. Because of the high expense of overseas travel, we require families to pay a fee above and beyond the regular tuition and activity fee. We choose to incur these costs, and ask families to support them, because of the immense and unparalleled educational value they offer. Toward the goal of preparing students to be global citizens, there is simply no substitute for meaningful overseas travel. We firmly believe that the expense yields great value, and that this is one example of what makes an Explorations Academy education powerful.

Each family of a student participating in an international expedition must complete a financial contract for that expedition that spells out a payment schedule and articulates the cancellation and refund policy.

- Cancellation within one month of the registration deadline warrants a refund less a \$50 administrative fee, assuming the student's position on the expedition can be filled from a waiting list. If another student cannot fill the position, the refund will be less any funds expended on behalf of that student.
- Cancellation that occurs later than one month past the registration deadline, up to the departure date for the expedition, warrants a refund less the \$50 administrative fee and less a proportional amount of the student's share of expedition costs. In some cases, a refund or credit from the vendor may be directed to the family.
- Any behavioral issue that results in a staff determination that the student cannot participate in the expedition or withdrawal for a documented medical reason will be treated as cancellation.
- If a student receives disciplinary action while on an International Expedition, it will impact that student's eligibility for future expeditions.
- **In some cases a refund may not be possible due to the minimum number of participants needed for the expedition.**
- Refunds will be issued one week after accounting for the expedition is finalized, typically 4-8 weeks after the expedition return date. Refunds can be issued, credited to the student's account, or converted into a tax-deductible donation.
- Any student who must return from the trip early due to medical, academic, or behavioral reasons will incur additional travel expenses above the established trip fee. These costs are outside our control and situation-dependent. In the case of a medical issue, certain additional transportation costs may be covered by trip insurance. Families must assume responsibility for any early return costs not covered by insurance.

Lockers

One locker is provided for student use. Students are responsible for maintaining their lockers in neat, clean, and functional condition. They should not contain any items likely to detract from the school environment. Lockers are considered property of the school and can be searched if it is justified and reasonable without letting the student or the parent know. School staff can also give permission to the police to look in your locker, even though you use it.

Tampering with another student's locker will be considered bullying. Students will be provided a school- issued lock. Locks must be turned in at the end of the year. There will be a \$15 charge for lost or broken locks.

Medications

Explorations' medication policy assures responsible use of over-the-counter and prescribed medications by students. To achieve this, the school must receive complete and up-to-date information from each student's family about regularly scheduled medications the student takes.

Upon admission, and before school starts, parents and students sign a Medication Contract stating that the student will take any regularly scheduled medications as prescribed and will not independently make changes without the advice or direction of the prescriber. Parents commit to assuring that the student has the correct amount of medication in an appropriate container for field trips. In addition, Explorations needs information release forms signed for all members of the medical team involved with the student.

A Medication Update/Change form must be submitted to the school when a student is placed on a regular schedule of medicine, after each medication check, or when there is a change in prescribers or therapists. The Medication Update/Change form will also include the date of the next medication check so that staff can provide feedback to medical providers if needed.

Students are expected to be responsible for administering their own medications. School employees can dispense prescription medications only under these conditions:

The medication must be provided in the original, properly labeled container.

Specific dosage information and other instructions must be supplied.

Written authorization is required from a parent, guardian or health care professional.

If a student who is on a regular schedule of medication repeatedly neglects to take his/her medication, staff may initiate a parent conference or other action to ensure that medication management problems are satisfactorily resolved.

Morning Meeting

Morning Meeting is designed to create a healthy school culture that is inclusive, student-focused and open to learning. This course is focused on the development of executive functioning skills, social/ emotional competencies. Faculty and students start each school day with inspirational material, social/ emotional skill building, interesting information in general and social learning. Students are encouraged to take an active part in Morning Meetings, and any student interested in leading one should talk to her/his advisor.

Students are asked to arrive at 8:45 a.m. in order to be fully ready for school. Morning Meeting starts promptly at 9:00 a.m. in the Rookery and all students are expected to attend. Students who arrive late must sign in at the office and then report immediately to Morning Meeting.

Names, Parent/Guardian Notification, Pronouns, and School Records (adopted from GLSEN's Model Policies)

All students have the right to be addressed by a name, pronouns, and other terms that correspond to their gender identity. This foundational respect should not rely on whether a student has access to a legal name change or gender marker change on official documents. Educators, staff, and peers, should always use the pronoun and name with which a student identifies or requests.

Educators, staff, and peers are expected to respect a student's name and pronouns, once they have been made aware of said student's correct information.

Medical information, recognition, or documentation are not required to change a student's gender marker or name in the student database/information system.

When requested by the student and their parent/guardian, a transgender or nonbinary student's name should be changed in the Student Database/Information System to reflect their affirmed gender.

If a student has not disclosed their gender identity to a parent/guardian, and as a result the database/information system information cannot be changed, their affirmed name shall be noted as a "preferred name" in the system. This affirmed name should be used by staff and peers, according to the transgender or nonbinary student's wishes. Attendance rosters and ID cards should reflect the student's wishes with regards to name and/or gender marker/pronouns, regardless of the database/information system. The legal name should be used only where specifically required. Explorations staff should determine which uses require the legal name, including whether it is required for specific testing or reporting purposes.

Students may, upon request, have a diploma and course records reissued with a name change after graduation.

A student's gender should not be listed on school ID cards, permission forms, program application forms, or other forms, publications, or documents except where necessary due to state or federal law, regulation, or other requirements.

Nondiscrimination

Explorations Academy is committed to diversity and maintains a policy of nondiscrimination. We do not discriminate on the basis of gender, race, religion, age, class, color, national or ethnic origin, sexual orientation, gender expression, or physical or mental disability. All students, staff, and families are expected to respect others and to follow the practice of nondiscrimination while participating in school activities.

Open Campus

Students at Explorations are treated as responsible individuals and are therefore able to earn the option of an open campus lunch. Not every student is eligible for open campus; students must have parental approval, documented through an Open Campus Permission Form. Students must also demonstrate responsibility, chiefly relating to tardiness or other behavioral concerns. Regardless of family preference, the privilege of open campus during lunch may be revoked by staff based upon student behavior.

Personal Belongings

Students are responsible for all their personal belongings even when they are lost or broken. Students are asked to put their name on all papers, books, school supplies, field equipment, and on any other items brought to school. Expensive or fragile items not needed for school should be left at home. Any personal items left at school on an extended basis, except by specific arrangement with staff, may be disposed of. The school accepts no responsibility for personal items. Personal belongings need to be within arm's reach of the student or in the locker at all times. (See [Lockers](#)).

Physical Contact Among Students

Physical contact between students is understood as a natural aspect of social interaction. However, it can also cause discomfort and disruption, and must be conducted with respect for individual boundaries and the overall learning environment. Contact should be consensual and mindful of context and setting. Physical contact at Explorations must be limited to casual contact while at school, which includes school-hosted events, field trips, or

formal presentation settings. Hand-holding and hugs can be appropriate; however, physical contact that has an element of sexual energy or "heat" is not allowed. Staff members have the discretion of determining whether "heat" is present and will take action to interrupt such behavior.

Plagiarism and Academic Honesty

It is the policy of Explorations Academy to establish and maintain a culture of academic honesty. All Explorations Academy community members respect intellectual property, which is any work created by another person. As we live in a globalized world inundated with information, it is imperative that students are responsible and knowledgeable in the skills needed for academic honesty.

Explorations Academy students are strong communicators who are confident in their own work and ideas and are taught to understand the difference between collaboration and collusion. It is the intent of this policy to develop ethical students who take ownership of their learning, and to respect the intellectual property of others.

In a learning environment, appropriate use of generative AI, such as ChatGPT or Gemini, will be more limited than in other contexts. Teachers will provide guidance on the ways and methods for appropriate use of generative AI in specific assignments and classes, and teachers reserve the right to prohibit use entirely. Any use of generative AI to complete schoolwork must be disclosed to the teacher. Undisclosed or uncited use of generative AI to complete schoolwork will be considered plagiarism.

Suggestions: Clear, standardized way to disclose. Understanding that school is in the service of our own learning, and using the work of others gets in the way of the learning process at best, and interferes with the rights of others at worst. (Distinction between respect for intellectual property and respect for the learning process) You can share chat logs with most models. Is that a good standardized way to disclose? Teachers decide what levels of AI use are appropriate for an assignment, but students are responsible for accurately reporting any use regardless.

Academic Dishonesty can be described as:

Cheating – Copying another's work either paper or electronic, such as homework, class work, or answers to a test. Cheating is also using the same work for more than one assignment without both of the involved teachers' permission.

Collusion – Allowing someone else to copy or cheat off of your work. Passing information related to a test.

Duplicating - copying someone else's file or assignment in part or in whole.

Plagiarism – the representation of the ideas or work (written work, works of art, such as music, film, theater, dance, and visual arts) of another person as the student's own, without acknowledging the original author or creator. Use of generative AI must be cited as a source, and representation of AI as a student's own work is considered plagiarism.

Paraphrasing – using an author's ideas by rewording or rearranging the author's original words. Paraphrased materials still require the student to acknowledge the source.

The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information of students.

Students who are found to be in violation of Explorations Academy's Academic Honesty Policy are also in violation of a core admission commitment, to put full effort into their academic work, and will be subject to disciplinary action in addition to grade penalties on assignments and tests. The *minimum* penalty for engaging in academic dishonesty is a zero on the assignment. Further penalties in the form of loss of privileges, suspension, or receipt of a failing grade in the course may also follow.

Responsibilities of Students, Parents, Teachers, and Administrators

The Student will act with integrity and honesty, upholding the letter and the spirit of this policy, and is ultimately responsible for the authenticity of their work and acknowledgement of their sources.

The Parent will discuss and support the school's Academic Honesty Policy by reviewing it with his or her child and by encouraging the student to practice academic honesty. The Parent will monitor the authenticity of his or her child's work.

The Teacher will support the school's policy on good academic practice. He or she will teach students about academic honesty and provide examples in their discipline. Teachers will assign tasks that encourage students to develop their own ideas, rather than merely gathering information. Accepted work will be confirmed as authentic.

The Administrators will establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty.

Privacy (adopted from GLSEN's model policy)

The Family Education Rights Privacy Act (FERPA) is a federal law which applies to all aspects of a student's identity, including their gender identity and transgender status (20 U.S.C. § 1232g; 34 CFR Part 99). Under FERPA, only those school employees with a "legitimate educational interest," the student, or their parent or guardian, may have access to a student's records, including the records of transgender and nonbinary students.

Explorations Academy shall ensure that all personally identifiable and medical information relating to transgender and nonbinary students is kept confidential in accordance with applicable state, local, and federal privacy laws. Staff or educators shall not disclose any information that may reveal a student's gender identity to others, including parents or guardians and other staff, unless the student has authorized such disclosure, the information is contained in school records requested by a parent or guardian, or there is another compelling need. This disclosure must be discussed with the student, prior to any action.

Prior to disclosing any such information about a transgender or nonbinary student, educators and staff should work with the student to discuss the manner, time, and message of this disclosure. This should include providing the student with any support services they may need to make the disclosure in a safe and supportive environment.

Transgender and nonbinary students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to use a different name, to transition at school, or to disclose their gender identity to staff, educators, or other students does not authorize school staff to disclose a student's personally identifiable or medical information to anyone.

Head of School and student's advisor will consider creating a private and confidential support plan, in collaboration with the transgender or nonbinary student. This teamwork is essential to building trust and clear expectations of needs for the student. Questions to consider when developing this plan:

- Who is the student out to already? Family, guardians, friends, others?
- Does the student feel safe at school? At home?
- What needs does the student have for support?
- With whom does the student feel most comfortable discussing these matters?
- Does the student want to be out to others in the school?
- How and when would the student like to come out to their peers, teachers, and/or family?

Refunds and Cancellations

Explorations Academy reserves the right to cancel any program with a full refund. If a participant wishes to cancel participation in a program, fees may apply. Please refer to the specific contract for each program for this information.

School Supplies and Field Equipment

The School Supply List in Appendix I of this handbook indicates required items which students must have available at school each day as well as a Field Trip Supply List. Additional supplies, equipment, and texts or reading packets may be needed for specific courses. We will do our best to help obtain these as necessary. Furthermore, students should come to school every day prepared to be outdoors in whatever weather the day offers.

In addition to these school supplies, students also need to have access to all of the items on the field equipment list. *(See the [Back Country Equipment List](#) and [Front Country Packing List](#) near the end of this handbook.)* Since field equipment items support student safety, Explorations is firm about requiring students to have appropriate equipment, whether owned or borrowed. We strongly encourage students to mark their name clearly on all of their school supplies.

Search and Seizure

In the event of a violation or suspected violation of one of our safety policies, including our Substance Abuse Policy, we reserve the right to search a student and/or his/her possessions. We generally do not seize contraband materials, but we require that they are destroyed in our presence. Any weapon – real or simulated – found in a student's possession during school hours, on our campus, or on any field outing, is subject to immediate and permanent confiscation. This includes knives with blades longer than three inches unless they are preapproved.

Snow Days

In the event of snow, we will send out an email to all parent and student lists by 7:30am. While we strongly encourage each family to make a decision based on his/her own safety, we only cancel school when absolutely necessary. Because we have families coming from all over Whatcom and Skagit counties, snow conditions often vary widely from one student's home to another.

Standardized Testing

We believe that standardized tests provide a limited view of a student's knowledge, academic competence, and scholastic potential. We do not require such tests for admission, nor do we use their results for individual evaluation.

Standardized tests are, however, used for college admission and in other circumstances. They may also help to identify academic strengths and can point to areas of individual accomplishment and needed growth that might not be as readily revealed through other means of evaluation. They can also help us improve our program by providing an additional means for evaluating our success at meeting desired student outcomes.

Each fall, we administer a PSAT test, and we require all high school students to take this test unless specifically exempted by his or her parents. Test results from the PSAT are reported to the school and individual results are released only to students and their families, or to others following consultation with the family.

Students in their third or fourth years are also encouraged to take the SAT and/or ACT test. Explorations Academy does not administer either the SAT or ACT, but such tests are often required in college applications.

Student Grievances

We value a physically, mentally, emotionally safe environment for student learning so we have a meaningful grievance procedure. A student has the right to initiate a grievance process concerning students, faculty, or administration. When a student has a grievance they are responsible for informing a trusted adult such as their advisor, another faculty member, administration, or a parent. The adult will then initiate the grievance process: Faculty will fill out an incident report, and provide the report to the Head of School or President of the Board. An investigation will be completed and documented, disciplinary or other action will be taken according to our

community handbook and employee manual, and the student will be informed when the process has been completed. Concerns are taken seriously, and the disciplinary process is generally confidential.

In the event a student feels any disciplinary action taken by a teacher or administrator is arbitrary or unfair, that student may initiate a mediation or appeal procedure (see [Discipline Policy](#)).

Student Health and Safety

Families are expected to keep a student with a known or suspected contagious illness at home. We also need to receive notice from a parent or guardian in writing or by phone regarding student absences (see Attendance/Tardy Policy). Health History forms completed and updated yearly by a health care professional will be maintained with other confidential student records. Any student who becomes ill during the school day or on a field excursion will be cared for to the best of our ability until either the student can return home or until further medical attention can be obtained.

Because of the experiential nature of our curriculum, it is often not possible to make up school days that have been missed. When makeup assignments are necessitated by illness, the student bears the responsibility for negotiating the completion of assignments or alternate due dates. Staff will support this process as much as possible.

Safety is a primary concern at Explorations Academy. Students are expected to read all course information provided and follow all safety guidelines established by Explorations Academy. Students are further expected to follow all instructions and guidelines given by instructors, in both field and classroom situations, and to act in a safe and responsible manner at all times (see Field Experiences and [Discipline Policy](#)).

Student Records

Student records are confidential. Records are kept in a secure place and are accessible only to administrators and faculty for specific, appropriate needs. Students wishing to gain access to their file may make an appointment with their advisor or the Head of School. No information in student files will be released to any party other than staff, the student, and his or her family without consent or court order.

Substance Abuse (See Discipline Policy)

Explorations Academy is a drug-free school. Students are admitted only upon making a commitment to be drug-free at all times in our program and around our facility. We have implemented a Community Responsibility Acknowledgement that students sign to ensure that they understand and are willing to take responsibility for the fact that their actions reflect upon Explorations Academy even when they are not present at school.

For these purposes we define "drug" as being any illicit or illegal substance or material, or any substance or material that is misused to alter one's normal state of being. We define "under the influence" as being in such an altered state as a result of substance use. This covers the possession, use, and/or distribution of any illicit drug, alcohol, all forms of tobacco and misuse of prescription medications. (Only medications necessary for health and safety are accepted, as detailed in the [Student Health](#) and Safety and Medications policies.)

Students are expected to be free from the effects of such substances while engaged in any and all school activities, regardless of the time or place of consumption. This applies during all activities on the school grounds, in student vehicles, in all school facilities, during all school activities whether on- or off-campus (including all breaks in the school day), and during the entirety of all field trips.

We expect students to act responsibly regarding their health and the health of others. Therefore:

A student suspected of being under the influence of a substance will be interviewed by both teacher(s) and the head of school;

A student determined to be under the influence of a substance will be removed from the situation and given the appropriate disciplinary action;

A student found to be in possession of a drug as defined above or of drug paraphernalia will be subject to disciplinary action;

A student found to be distributing any drug as defined above to others in any fashion will be subject to additional disciplinary action that may include expulsion.

In order to assure compliance with the above standards, Explorations Academy reserves the right to require additional monitoring in specific instances either for admission or for continued enrollment. In such cases the student may be required to undergo a professional substance abuse evaluation and to follow any and all recommendations associated with that evaluation.

Transcripts

Explorations Academy offers two kinds of transcripts, official and unofficial. An official student transcript includes a summary of all classes with credits earned, grades and a grade point average. It bears the Head of School's signature and an official seal of certification. Official transcripts can be released following the grade/transcript release date for any given term. Requests for transcripts go to the administrative manager via email: admin@explorationsacademy.org.

Unofficial transcripts are lists of courses taken by the student and do not bear the Head of School's signature or seal.

We appreciate 2 weeks advance notice to prepare transcripts. If the transcripts are to be mailed to an institution, families must provide the contact information. Transcripts are released only to students whose financial accounts are in good standing or fully paid.

One copy of an official transcript is provided free of charge to the student. Additional transcripts or any transcripts that need to be sent directly to other educational institutions are \$15 payable at the time the transcript is requested. Transcripts will be processed as quickly as possible but may take up to two weeks. A rush transcript can in most cases be processed in 48 hours for a \$40 fee. If the transcript cannot be processed in that time, the fee will be returned.

Transportation

Students and staff are strongly encouraged to travel to school by low-impact means: walking, biking, carpooling, or bussing. We strongly discourage students from driving private vehicles to school on a regular basis due to parking restraints. Autos may not be used during the lunch period or for any reason during class times or breaks. **Certain areas around our school are acceptable for student parking; however, that does not include street parking at the front of the building.** Students who must drive should check with faculty about appropriate parking sites. If parking becomes a problem, a quota may be established as to the number of student cars that may be driven to school on any given day.

Visitors

Explorations Academy welcomes visitors who are interested in learning about the school. Our visitors include prospective students and their parents, visiting educators, teachers in training, grandparents, donors, and other interested parties. Because we need to maintain a secure school, visitors should make arrangements in advance of their visit and must check in at the office and be issued a visitor name tag.

Visitors to classes must have permission from a teacher or administrator. All visitors must wear a visitor name tag. Visitors are not permitted at our All-School Forum without advance permission from students. Please do not visit between 3:45 and 4:05 p.m. due to daily school clean-up efforts.

Visitors will not be background checked.

Volunteers

Explorations Academy would not be what it is today without the contribution of countless hours of volunteer support over the years. We ask that each family contribute a minimum of 36 volunteer hours per year. (see [Family Involvement](#) and Support Guidelines.) The guideline of 36 hours per year is not rigid, as we recognize different families have different needs and schedules. There is no upper limit to the amount of support hours a family may provide! Many families contribute far more hours than the minimum. Explorations Academy currently utilizes the Track It Forward platform so parents and families can log volunteer hours served. Contact the Administrative Manager admin@explorationsacademy.org for your family's login information. This allows Explorations to determine the effectiveness of our support hour system, and to provide documentation for our funding sources that we receive substantial gifts of labor as well as dollars.

Explorations conducts background checks on volunteers who are regular presence and working directly with students. For example, a parent volunteering to run a series of workshops with students or co-lead overnight trips would be background checked. One-off speakers, volunteers not directly working with students, or emergency situations that require prompt community support will not have background checks.

Waiting List

The Head of School maintains a waiting list for admission. The waiting list consists of completed student enrollment applications, accompanied by application fees, and from this list any available openings will be filled. The date applications are received is one of, but not the only, consideration in filling openings. Other considerations include previous experience in Global Community Institute activities; specific skills and talents; and availability of scholarship funds.

Weapons and Dangerous Items (See Discipline Policy)

No weapons or dangerous items – whether real or simulated – are permitted in our program or around our facility. This applies to all school activities including field trips. Any violation of this policy that results in the endangering of other students or staff is grounds for immediate and permanent expulsion and law mandated police referral. Explorations reserves the right to immediately and permanently confiscate any real or simulated weapons brought into the school environment and will act in accordance with the weapons policy [as defined by OSPI](#).

Once a year, during Fall orientation or backpacking, faculty will provide a knife safety course, examination, and protocols. Students passing this course will have the privilege of carrying a pocket knife for use as a tool at school. Violating the protocols explained in knife safety will result in revocation of a student's privilege to carry a knife as a tool. Students must remain in good academic and behavioral standing to maintain this privilege.

(see [Discipline Policy](#))

Withdrawal

A student may withdraw up to and including one week (7 days) after being admitted to the school and receive a full refund of any tuition dollars paid to the school excluding the non-refundable tuition deposit. A withdrawal by a new family or re-enrolling family after one week beyond the date the Head of School granted student admission requires a full 45-day notice prior to the start of the next term in order to receive a refund of tuition dollars paid (excluding the non-refundable tuition deposit and excluding the administrative fee for international students). Less than 45 days withdrawal notice prior to any term will result in the refund of tuition or the non-billing of tuition for **subsequent terms only** and not the immediate term that commences within that 45 day period. International student families are responsible for the entire year of tuition and fees excluding hosting fees and ESL fees. Students admitted with fewer than 45 days available prior to the start of a term; the family is financially obligated for the entire first term tuition without exception. Another example: A student withdraws during the second week of the Fall term, the family is liable for the full Fall tuition as stated in the contract with the school.

Medical Withdrawal: In the event that a student must withdraw for a documented medical reason that prevents him or her from continuing in the program, the family is entitled to a pro-rated refund of tuition. The medical reason must be documented in a dated letter from the student's physician or therapist to Explorations Academy's Director, within two weeks of the date the student stops attending classes.

Withdrawal does not void or cancel the enrollment contract. The terms of the enrollment contract must still be fulfilled as per our policy.

Outings and Final X Withdrawal: Field outings are an essential part of the learning experience and are core to the implementation of the study cluster. For this reason, we require students to participate when possible in these overnight excursions. We do acknowledge that not all students are capable of participating. Students and parents must complete a withdrawal form within 10 days of the field outing to withdraw from the trip. This time period allows us to properly plan for accommodations and food. Depending on the circumstances, habitual withdrawal for nonmedical reasons requires a re-evaluation of a student's fit for the school at the end of the year. We consider habitual withdrawal as missing $\frac{2}{3}$ of the trips.

Individual Courses: For certain approved reasons, students who have completed their required credits in a particular subject area may choose to withdraw from that class and use their open period for study hall instead. Students who have completed an independent study contract to replace an EA course do not need to file a withdrawal form.

Appendix A: Discretionary School-based Consequences & Possible Police Referral (See Discipline Policy)

Discretionary School-based Consequences & Possible Police Referral		
Offense	Minimum Action	Maximum Action
Bullying	• Parent conference	• Suspension/ recommendation for expulsion
Harassment/Intimidation	• Parent conference	• Suspension/ recommendation for expulsion
Burglary	• Suspension	• Police Referral • Recommendation for expulsion
Computer use/abuse	• Loss of computer privileges • Restitution	• Police Referral • Suspension/ recommendation for expulsion
Coats/backpacks worn/carried	• Request for removal	• Confiscation • Parent notification/ conference
Cutting class	• Administrative detention • Parent conference	• Pupil personnel referral

Destruction of public property/ Vandalism	• Parent conference • Restitution	• Police Referral • Suspension/ recommendation for expulsion
Extortion	• ISI/Suspension	• Recommendation for expulsion
Fire setting	• Police referral • Suspension • Restitution	• Recommendation for expulsion
Gambling	• Warning	• Suspension
Gang-related incident	• Police referral • Parent conference	• Police referral • Suspension/ recommendation for expulsion
Food/beverages consumed in class	• Warning	• Confiscation
Hate/violence	• Police referral • Parent conference	• Police referral • Suspension/ recommendation for expulsion
Hazing	• Parent conference	• Suspension/ recommendation for expulsion

Inappropriate dress	• Change of clothing	• Suspension
Leaving classroom without permission	• Parent conference • Escort back to class of origin	• Suspension
Physical attack on a student	• Parent conference	• Suspension/ recommendation for expulsion
Physical attack on a staff member	• Parent conference	• Suspension/ recommendation for expulsion
Possession of a knife (without having passed the safety class)	• Confiscation/ Parent conference	• Suspension/ recommendation for expulsion
Possession and use of an electronic device	• Warning	• Confiscation • Parent notification/ conference
Possession of a weapon or look-alike weapon	• Parent conference	• Suspension/ recommendation for expulsion

Possession or use of intoxicants	• Police referral • Suspension	• Police referral • Suspension/ recommendation for expulsion
Running in hallways	• Verbal Warning	• Parent notification/ conference
Sale or distribution of any product or service	• Administrative conference	• Suspension
Sexual activity (consensual)	• Parent conference	• Suspension/ recommendation for expulsion
Sexual harassment	• Parent conference	• Suspension/ recommendation for expulsion
Sexual offenses	• Police referral • Suspension	• Police referral • Suspension/ recommendation for expulsion
Inappropriate headgear	• Request for removal	• Confiscation • Parent notification/ conference
Theft	• Restitution • Parent conference • Suspension	• Police referral • Recommendation for expulsion

Threat (verbal, electronic, or written)	• Parent conference	• Recommendation for expulsion
Inappropriate vending machine use	• Warning	• Loss of vending machine privileges • Administrative referral
Verbal abuse of a student	• Parent conference	• Administrative conference • ISI/ Suspension
Verbal abuse of a staff member	• Parent conference • Suspension	• Police referral • Recommendation for expulsion
Insubordination	• Detention • Parent notification/ conference • Parent shadowing	• Suspension
Disruption of class	• Warning	• Suspension
Smoking	• Parent notification/ conference	• Suspension
False fire alarms/ unauthorized handling of fire equipment	• Suspension • Fire marshal referral • Fine levied by fire marshal	• Suspension • Recommendation for expulsion

Truancy, cutting school, or leaving school grounds	• Administrative detention	• Pupil personnel referral
Profanity or obscenity	• Parent notification/ conference	• Suspension
Improper conduct during school-sponsored activities	• Removal from activity	• Suspension
Inappropriate public display of affection	• Warning • Parent notification/ conference	• Suspension

INDEPENDENT STUDY CONTRACT

Independent Study at Explorations Academy is an option for students who desire additional academic challenges, who wish to pursue study outside our regular curriculum, who cannot attend school during an academic term, or who are completing their final term of self-designed study. **Undertaking independent study requires a high degree of motivation and organization.** This form must be submitted, with a complete course description and fees*, thirty days prior to the start of the term during which the study will be undertaken.

For further information and policies, see "Independent Study" in the Community Handbook.

ALL SECTIONS OF THIS FORM MUST BE COMPLETED.

Student Name: _____ Term: _____ Date: _____
Title of Course: _____

Credit Type (please circle one): English, Science, Math, Social Studies, Foreign Language, PE, Art: _____

Advisor: _____

Staff Contact Person (if different from advisor): _____

Community Contact Person (if any): _____ Phone #: _____

Credit Load for this course (circle one): .25= 45 hours or .5= 90 hours _

Total credit load for the term: _____

Location(s) at which study is to take place: _____

Names of co-participants, if any: _____

Special Needs, if any -- equipment, room, etc.: _____

(for the following sections, please use the back of this form if more space is needed.)

Please describe how this course fits your overall learning goals: _____

Does taking this class allow you the required amount of credits to graduate on time?: _____

I commit to completing the described coursework by the end of this term.

Student's Signature _____ Date _____

I will help to support my son/daughter in this project.

Parent/Guardian's Signature _____ Date _____

Advisor's Signature _____ Date _____

Director's Signature _____ Date _____

NOTE: A FULL PAGE COURSE DESCRIPTION MUST BE ATTACHED, INCLUDING:

- Course title
- Department
- Credit load for course
- Descriptive paragraph
- Overall goals
- Specific learning objectives
- Key content (general syllabus)
- Specific activities
- Readings and other resources
- Means for documenting learning

* **Fees must be paid in advance.** Independent study fees are pro-rated at \$660 per credit: \$165 for a .25 credit course (approximately 45 hours of study activities,) or \$330 for a .50 credit course (approximately 90 hours of study activities.) Outside expenses may also be incurred, including tutoring fees, books, etc. Independent study fees are applied to the additional staff time required to supervise and evaluate independent study experiences. For full time students doing independent study full time, including final term students, these fees are waived. *For preapproved PE alternatives the fee will be waived.

Appendix C Planned Absence Form (See Absence Policy)

Explorations Academy Planned Absence

Name:

Date:

Advisor:

Date(s) of absence(s):

Class	Assignments, readings, and activities that you will miss while away	Plan for how you will complete that missing work & deliverable upon return	Due date to submit that work to class teacher	Notes

What date(s) will you present what you learned at morning meeting: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Appendix D Off-Campus PE Contract (See Independent Study Policy)



OFF-CAMPUS PE CONTRACT

Date: _____

Term: _____ Last school day of this term: _____

Student name: _____

Title of course: _____

Description of activity: _____

Days, times, and location of activity: _____

Hours of participation anticipated for the term: _____

Credits anticipated for the term: _____ (.25 credits for each 45 hours completed)

Contact person for verification (coach or instructor): _____

Phone #: _____

Email: _____

– I commit to full participation in this activity and completion of the anticipated hours before the last day of the term. If any circumstances (such as injury) prevent my full participation I will let my advisor know right away.

Student's Signature _____ Date _____

– I will help to support my child in this activity.

Parent/Guardian's Signature _____ Date _____

Advisor's Signature _____ Date _____

Head of School Signature _____ Date _____

*EA offers PE credit for organized sports and athletic activities that students participate in outside of our offered courses. To qualify, the sport/ activity must be overseen by an adult coach or instructor, be focused on development of physical capabilities, and meet regularly throughout the term for at least 45 hours. The coach or instructor of the activity will need to verify the student's completion of hours before credits are awarded. There is no additional fee for off-campus PE contracts.

Suggested grading structure for off-campus PE, to be filled out by coach or instructor.

Scale 1-4: 1=rarely; 2=sometimes; 3=usually; 4=consistently

Arrived on time and ready to participate	
Participated fully when present	
Showed commitment to improvement through practice, focus, and meaningful effort	
Took all appropriate measures to keep self safe from injury or accident	
Took all appropriate measures to keep others safe from injury or accident	
Approximate hours completed in activity:	

17-20 = A

13-16 = B

10-12 = C

9 or below = No credit

Appendix E Course Withdrawal Form (See Withdrawal Policy)

Withdrawal Form, 2025-2026 School Year

For certain approved reasons, students who have completed their required credits in a particular subject area may choose to withdraw from that class and use their open period for study hall instead. Students who have completed an independent study contract to replace an EA course do not need to file a withdrawal form.

Deadline for official withdrawal is Tuesday, September 16, 2025

Student _____ **Date** _____

Term _____

Advisor _____

Course _____

Reason for withdrawal _____

Student Signature _____

Parent Signature _____

Appendix F Change of Enrollment Status (See Graduation Requirements)

Change of Enrollment Status, 2025-2026 School Year

Under certain conditions, Explorations Academy allows prepared 8th graders to take high school classes for high school credit. These students will be placed into the most appropriate high school courses to pursue a higher level of academic challenge. Grades for these students will be calculated uniformly with other students in the class, and will appear on the student’s high school transcript.

The withdrawal window for this Change of Status is two weeks (10 school days) from the first day of the term. During that time, students may choose to withdraw from their high school courses and return to middle school classes.

Student _____ **Date** _____

Advisor _____

Term(s) for which a Change of Status is requested/ planned _____

Withdrawal deadline for the upcoming term _____

Parent/ Guardian signature _____ **Date** _____

Appendix G Incomplete Request and Contract (See Incomplete Policy)

Incomplete Request and Contract –

Student: _____ Date: _____

Term in which incomplete is requested: _____; class _____

Date by which the last incomplete assignment must be completed is _____. Please see Community Handbook for details on “Incomplete” policies (p. 27) for additional details.

The student should write each missing assignment they want to complete in the list below.

- Only **one assignment** should be listed on **a single line**.
- Each assignment needs to be attached to a **date** of completion.
- Any **single date** may only have a **single** due assignment on that date.
- Since this is an extension of original due dates, the dates chosen by the student below are NOT flexible. Only assignments handed in by proposed dates (below) are eligible to receive credit.

Proposed Due Date	Course	Assignment	Staff Initial
		☐	
		☐	
		☐	
		☐	
		☐	

Parent Signature _____ Date _____

Advisor Signature _____ Date _____

Head of School Signature _____ Date _____

Electronic Gaming Policy

Video games are allowed in school during Friday lunch periods, as long as they promote inclusivity and socialization, and do not interfere with academic progress or create safety concerns.

Rules:

1. Games must be multiplayer
2. Only games with a rating of E (Everyone) or T (Teen) or their equivalent are allowed.
3. Portable consoles such as the Steam Deck, Switch, Tablets, and Laptops are allowed for gaming in designated areas before school, during lunch.
4. Gaming areas will be closed to gaming for the first 15 minutes of lunch to allow students to eat.
5. Students must obtain parent permission before bringing any non-portable gaming consoles to school.
6. Setup and takedown of consoles must be done before or after school and must not create a mess or cause students to be late for classes.
7. Gaming must not interfere with academic progress or create safety concerns.
8. Students are responsible for their own equipment, including loss, damage, or theft.
9. Students who violate any of these rules may face disciplinary action.

Appendix I School Supply List

The following items are basic school supplies that we expect all students to have in school with them everyday. Additional supplies, equipment, and resources may be needed for specific courses. Further, students should always come to school with outdoor clothing appropriate for whatever weather may arise that day. In the Pacific Northwest, that means rain gear everyday.

Links show an example of what to purchase; you can choose which item/ brand to purchase.

EVERYDAY SUPPLIES (supplied by student):

- ☐ A pack of pencils with erasers, a pack of pens, highlighter marker(s), scissors, glue sticks, personal pencil sharpener
- ☐ [Set of 8 colored markers](#)
- ☐ [2025-2026 Daily Planner \(must be paper\)](#)
- ☐ (2) [Quad ruled \(graph paper\) composition notebook](#) for math & science
- ☐ (1) [3-subject notebook with folders](#)
- ☐ (1) [folder with pockets](#)
- ☐ [Pair of work gloves that fit, labeled with name](#)
- ☐ Bellingham Public Library card
- ☐ Charged laptop computer with cable and name on it.
- ☐ [Reusable plate, bowl, and utensils with name on them](#)
- ☐ Water bottle marked with initials
- ☐ Extra set of work clothes in the locker
- ☐ Headphones for use during independent work time

ADDITIONAL REQUIREMENTS:

- ☐ Passport or Enhanced ID to enter Canada for urban outings and other special events
- ☐ Interview Attire for field trips and other special events (can be stored at home)
- ☐ A valid passport (with at least 1 year until expiration) is required to apply for any international travel experience offered through the school

