

The North Fork School

Student | Parent Handbook

2019-2020

Our tutors never stop bawling into our ears, as though they were pouring water into a funnel; and our task is only to repeat what has been told us. I should like the tutor to correct this practice, and right from the start, according to the capacity of the mind he has in hand, to begin putting it through its paces, making it taste things, choose them, and discern them by itself; sometimes clearing the way for [the pupil], sometimes letting him clear his own way. I don't want [the tutor] to think and talk alone, I want him to listen to his pupil speaking in his turn.

-- Montaigne, 1580

Teaching is mostly listening, and learning is mostly telling.

-- Deborah Meier, 1995

Box 2127
McCall, ID 83638
208.634.4024

<http://www.thenorthforkschool.com>

Digest of Community Regulations

It is the intent of the North Fork School to create an atmosphere where students cherish the life of the mind. In our attempt to nurture the differences among people, and to establish a comfortable and safe place for all, we expect each community member to exhibit a personal sense of honor that reflects our basic values of hard work, responsibility, honesty, and respect.

The North Fork School requires that members of the school community show a personal commitment to hard academic work and high personal integrity. Faculty members and students are expected to take full personal responsibility for their actions, and to abide by the rules necessary to support the academic and personal development of young people.

We will not tolerate behavior -- academic, social, or sexual -- that interferes with the successful learning environment of The North Fork School. Actions which endanger the health, safety, or well-being of other persons, including the expressions of racial, ethnic, religious, or gender-related intolerance, or other forms of willful and malicious harassment, and the willful destruction of property are all in violation of our rules.

Cheating, stealing, and violence to persons or property; use, exchange, or possession of unauthorized drugs, tobacco, or alcohol; possession or display of weapons & threats of force; insolence or disrespect of any kind to teachers or other students are all grounds for dismissal.

The North Fork School promotes an atmosphere of mutual respect and open communication, which allows for immediate, creative resolution of discipline problems. Discipline issues will be brought to the attention of parents and/or teachers immediately for timely discussion and resolution in the best interests of the school community.

Contacting Teachers

Teachers may be emailed with one click from the school website, or you may call them at home.

Sally Elliott (French)	208-630-4838
Marie Furnary (English)	208-630-4028
Tracey Kindall (History)	208-271-6583
Courtney Snyder (Art)	208-630-4494
Dana Parker (Drama)	208-315-3097

Philosophy

The North Fork School offers part-time enrollment so that students in McCall, Idaho may remain fully enrolled in their public school programs, and so students in online or home school programs may receive the benefits of a classroom dynamic as well as personal academic coaching that enhances each individual curriculum. By reducing public school class sizes, yet not diminishing per-student school funding, the North Fork School promotes a symbiotic relationship with local public schools while offering increased academic challenge to students.

Understanding that students find academic motivation and success through individual achievement, The North Fork School challenges students to explore their own intellectual potentials. An integrated humanities curriculum facilitates students' abilities to connect ideas across subject areas and their unique life experiences. North Fork School humanities programs maintain that learning is a process in which students have the key role.

Mission

To provide challenging, integrated, academic humanities curriculums and college-preparatory math classes that students may combine with their public school schedules.

To encourage students' personal responsibility for their own intellectual successes.

To offer individual academic and intellectual milestones which balance the recreational and athletic opportunities in McCall.

To create an atmosphere where students cherish the life of the mind.

Objectives

North Fork School teachers aim: to maintain a safe learning environment which reflects basic values of hard work, responsibility, honesty, and respect; to create an atmosphere of mutual respect and open communication which allows for immediate, creative resolution of discipline problems; to encourage the highest level of communication skills in both traditional and current technologies, so that students will leave the NFS with skills suited to their positive, productive lives as responsible citizens in a global society.

The North Fork School Calendar 2019-2020

Please note: The North Fork Programs follow the McCall-Donnelly School schedule, except as follows:

First Day	September 3
Thanksgiving Vacation	begins....(Sat) November 23 ends.....(Sun) December 1
Winter Vacation	begins....(Thur) December 19 ends.....(Sun) January 5
Spring Vacation	begins.....(Fri) March 20 ends.....(Sun) March 29
<i>No NFS/MDHS/BRMES</i>	Friday, April 3
Spring Play/meeting (Alpine)	6:30 PM (Tues) April 21
High School Exams	May 19 - May 22
Last Day of Classes	(Thurs) May 28

Safety Policy **

It is the intent of the North Fork School to create an atmosphere where students cherish the life of the mind. To that end, teachers aim to maintain a safe learning environment which reflects basic values of hard work, responsibility, honesty, and respect.

** The following policies are adapted from those of *The Thacher School* in Ojai, CA; *The Children's School* in Boise, ID; and *The McCall-Donnelly School District*.

The Major Rules

North Fork School families reflect our belief in diversity. Families possess varying backgrounds -- socioeconomic, racial, and religious -- but a common commitment to ensuring their children's learning opportunities. The North Fork School demands that applicants show a

personal commitment to hard academic work and high personal integrity, and does not discriminate on the basis of race, gender, religion, social class, sexual orientation, or disability.

The North Fork School community of learners nurtures the differences among people, and strives to make the School a comfortable and safe place for all. In pursuit of this ideal, we demand high principles of honesty and honor, and a drug- and alcohol-free atmosphere. Violations of the following four rules will result in disciplinary action:

I. Honesty

Dishonesty of any kind, including plagiarism, lying, cheating, or stealing is a violation of our rules. Students are expected to take full personal responsibility for their actions, and to be forthright, telling the entire truth when asked about their involvement in any kind of offense.

II. Respect for Self, Others, and Community

Actions dangerous to the health, safety, or well-being of other persons, including the expressions of racial, ethnic, religious, or gender-related intolerance, or other forms of willful and malicious harassment; the infliction or threat of personal injury; taunting; the willful destruction of property each constitutes a violation of our rules. Students may not use their age, size, gender, or personal relationships to intimidate, threaten, or physically harm another student.

Policy on Sexual Harassment

Sexual harassment is not tolerated in any form at The North Fork School. No member of the community -- faculty, staff, or student -- may harass another.

Sexual harassment is defined as inappropriate attention to an individual's gender and "has the purpose or effect of unreasonably interfering with [that individual's] work performance or creating an intimidating, hostile, or offensive atmosphere."*

*From the Equal Employment Opportunity Commission

Sexual harassment can be verbal or physical.

Verbal harassment may include:

- ◆ sexual innuendos and comments; suggestive remarks about one's clothing, body, or sexual activities; and
- ◆ personally offensive humor or jokes about sex
- ◆ sexual propositions, invitations, or other pressure for sex
- ◆ comments in writing

Physical harassment may include:

- ◆ sexual innuendos and comments; suggestive remarks about one's clothing, body, or sexual activities; and
- ◆ personally offensive humor or jokes about sex
- ◆ sexual propositions, invitations, or other pressure for sex
- ◆ comments in writing

Physical harassment may include:

- ◆ inappropriate touching or feeling
- ◆ obscene gestures
- ◆ deliberate brushing against body
- ◆ attempted or actual kissing or fondling
- ◆ sexual assault

Any student who feels victimized by any form of harassment, or who has witnessed it, is urged

to report harassment of any kind to a teacher or parent. Parents who are aware of such incidents are asked to inform the school immediately so that disciplinary action may be taken.

It is important to remember that actions can and will be judged regardless of intent; harassment is often unintentional and the result of ignorance, and though it can sometimes be understandable, this behavior is never acceptable and will always be addressed.

III. Drugs, Alcohol, and Tobacco

Use, exchange, possession, or being under the influence of unauthorized drugs, marijuana, tobacco, or alcohol is unacceptable. Students in the company of someone using such substances, even if they themselves are not using them, are liable for disciplinary action. Students providing drugs, alcohol, or tobacco to other students will be expelled.

IV. Firearms, Fireworks, and Fire

All firearms, weapons, replicas of weapons, or dangerous instruments of any kind are prohibited from the North Fork School site. Teachers will confiscate any dangerous materials from students who bring such items onto school grounds, and will call that student's parents immediately. Students possessing, exhibiting, or threatening others with any weapon, or disrupting school activities by exhibiting a replica of a weapon, may be suspended or expelled.

No fireworks or flammable materials, including lighters, matches, candles, or incense, may be brought onto the North Fork School site by students. Students using the stove for heating water should use potholders, and should turn the burners off before removing pots from the stove. Students may not tamper with fire equipment in any way.

Attendance Policy

Consistent attendance is essential to students' academic success. While the North Fork School is very flexible in accommodating the race schedules and family needs of active students, even excused absences negatively impact performance. There is simply no way a student can "make up" missed discussions or in-class activities by doing extra reading at home.

With the ideal of 100% attendance in mind, North Fork School teachers will:

- Take daily attendance
- Note late arrivals on the attendance record
- Note # of class days and # of missed classes on student evaluations

Due to the small sizes of our classes, we request that parents notify teachers well in advance of planned absences, so that lesson plans may be adjusted if necessary. As class discussions are more effective when the entire class is present, allowing teachers to plan around such absences benefits the entire class.

Students who miss more than 35% of scheduled class meetings will not receive credit for that class.

Tardy Policy

A student will be considered “tardy” if he arrives fifteen minutes after the start of class. Tardy arrivals will be noted on the attendance record; each student who is tardy more than three times per quarter will meet with his/her parents and the Head of School to discuss the application of a behavior contract. Disciplinary action will follow guidelines stipulated in the Behavior Contract, which will be signed by the student, his parents, and the Head of School.

Discipline Policy

The North Fork School promotes an atmosphere of mutual respect and open communication which allows for immediate, creative resolution of discipline problems. All parents and students are asked to read and sign both a copy of the Digest of Community Regulations and the Homework Policy before September.

In the event of three incidents of failure to complete homework on time for class, disruptive behavior, or insolent attitudes, parents will be called that day to remove their student from class until a behavior contract is signed, and parents, student, and teachers have had a chance to meet. Breach of the signed contract will result in immediate suspension from the program.

Students may apply to return to their classes the following month, on a month-to-month probationary status. All missed assignments and reading must be completed to receive credit for the class. Readmitted students who fail to adhere to the stipulations of the signed behavior contract will be summarily dismissed.

“Gifted and Talented” Plan

The core philosophy of The North Fork School is that ALL students benefit from “gifted” education. As a result of this overarching belief, all students at the NFS are instructed with activities and techniques designed for “Gifted and Talented” students. There is no need for a written policy, as every class and all instruction is geared toward this standard.

Crisis Management/Post-Crisis Recovery

All NFS teachers have written permission to escort students off school property. In the event of a crisis, where evacuation is necessary, teachers are required to pick up the attendance folder (which contains all emergency information and permission forms for all students) and to drive students to the nearest evacuation center, or to their homes, as parents request. Cell phones allow teachers and students to connect quickly with parents; a phone tree for each class offers backup communication in case of a crisis. In the event a teacher is hurt, or police involvement is necessary, students are trained to call 911 and other NFS teachers for assistance from a locked room upstairs.

Post-crisis, McCall counselor Jodie Lea is available to conduct on-site sessions with NFS students and teachers. A meeting of parents and teachers will take place as soon as possible to assess needs and to make a specific plan for dealing with emotional or other trauma associated with the crisis.

Graduation/Exiting Requirements

High School

A composite grade point average of 2.0 (C) is required to receive credit from The North Fork School toward a MDHS diploma. For the 2014-2015 school year, offered High School credits are as follows:

- ¬two 4.0 credits: Honors English I or III, AP Language, AP Literature
- ¬two 4.0 credits: Algebra I & II, Pre Calculus, AP Statistics

At the end of each quarter, all students receive written comments from their teachers. These comments, along with grades to date, are sent home to parents. Only semester grade reports (without comments) & official transcripts are sent to the MDHS counselor's office for recording in students' transcripts.

Besides requiring more than 60 hours of classroom instruction per credit, NFS requires all students to demonstrate MASTERY of subject matter by completing all assignments to an "A" level before earning credit for the class. This does not imply that students will receive an "A" as a final grade. Class grades are based on a combination of exam and classroom performance, as well as on the required demonstration of proficiency through work on assignments.

Middle School

Each North Fork School class has its own set of required written pieces, vocabulary, and creative work. To receive credit for the class, all required pieces must be completed, and placed in Final Folders. Credit will not be given for incomplete work.

The North Fork School does grade the work of Middle School students, but it is up to Payette Lakes Middle School whether or not to include NFS grades on PLMS transcripts. Written evaluations are sent home to parents at the end of each quarter. Evaluations give a personal sense of each student's academic strengths and weaknesses, and indicate areas of improvement and suggestions for further work.

A scheduled conference in March allows students to present their own self-evaluations to their parents and teachers, presenting their portfolio of work and assessing their own progress to date. Students also explain their plan to address any weaknesses at that time, so they may improve their skills in the final months of the year.

Portfolios and Evaluations

All students maintain portfolios of work each year. These portfolios include:

- all drafts of written work;
- peer-graded and teacher-graded written and/or timed essays;
- tests or quizzes on vocabulary, geography, or specific skills;
- editing comments and personal skills lists;
- student self-evaluations of study habits and individual progress;
- Term-end narrative evaluations by all teachers, indicating student strengths, weaknesses, and areas on which to focus improvement in the succeeding academic Term.

Grading Policy

At the end of each semester or quarter, all students receive written comments from their teachers. These comments, along with grades to date, are sent home to parents. Semester grades are sent to the MDHS and PLMS counselors' offices for recording on students' transcripts.

Each North Fork School class has its own set of required written pieces, vocabulary, and creative work. At this time, the graduation standards for each NFS class are simply that everyone completes all required pieces on the class chart before the end of May each year. Students who have incomplete work will not receive credit for the course.

For MDHS credit, North Fork School teachers must grade student work. This is the general rubric for each "grade"; the list of pieces required for graduating from each NFS course is available at The North Fork School site.

A

Participation, Attitude and Effort [30%]: An "A" is going beyond what teachers ask:

- * having reread and marked the text with notes in the margins;
- * asking for editing help from parents, alumni, & friends, then using that help to turn in your absolute best work to your teacher;
- * offering opinions (and support for them) in discussions, whether they agree with the teacher's opinions or not.

An A student assumes responsibility for the excellent quality of every piece of work, by taking the initiative to ask teachers how to make tests/essays/pieces better and using the advice (skills list, Zinsser, Elements of Style) in every piece.

Participation/attitude [30%]

Vocabulary [15%]: 90% - 100% (average)

Timed SAT Essays [15%]: 5 - 6 (average)

Daily Revisions [20%]: turning in at least two revisions every class day

Editing [20%]: 8 email edits for students in other NFS classes; 15 peer edits

B

Participation, Attitude and Effort [30%]: A "B" is making an effort to do your best work:

- * trying to appear interested,
- * offering opinions from your (marked) text in discussions,
- * doing all assignments on time and to the best of your ability.

Participation/attitude [30%]

Vocabulary [15%]: 80% - 90% (average)

Timed SAT Essays [15%]: 4-5 (average)

Daily Revisions [20%]: turning in at least one revision every class day

Editing [20%]: 5 email edits for students in other NFS classes; 10 peer edits

C

Participation, Attitude and Effort [30%]: A "C" is doing just what teachers ask, no more, no less:

- * plugging in,
- * answering once in a while,
- * acting as if you were in class just because you have to be there.

Participation/attitude [30%]

Vocabulary [15%]: 70% - 80% (average)

Timed SAT Essays [15%]: 3-4 (average)

Daily Revisions [20%]: turning in at least one revision every week

Editing [20%]: 3 email edits for students in other NFS classes; 8 peer edits

D

Participation, Attitude and Effort [30%]: If you want to do "D" work, you should not be in North Fork School classes.

Participation/attitude [30%]

Vocabulary [15%]: 60% - 70% (average)

Timed SAT Essays [15%]: 2-3 (average)

Daily Revisions [20%]: not bothering to turn in even one revision every week

Editing [20%]: 2 email edits for students in other NFS classes; 5 peer edits

Policy for Transferring Credits

The North Fork School (NFS) does not offer its own diploma, so transferring credits onto NFS transcripts is usually not an issue. However, if the NFS were to give credits for incoming students, the incoming credit would have to be from a similar course (curricula review would be necessary, and would be under the auspices of the appropriate NFS teacher of the same curriculum), from an institution accredited by ADvancED / The Northwest Accreditation Commission (NWAC), or by one of its affiliated Regional or National Accrediting Associations.

Dual-credit (i.e. – University of Idaho) or other courses offered to high school students for “college credit,” would not be accepted under this policy, as the rigor of such courses does not meet the requirements of NFS curricula.

When transferring credit to MDHS or other institutions to which NFS students transfer or attend at the same time as they attend NFS, a transcript will be sent to the school’s counseling office immediately upon matriculation or application, whichever is first, and (if enrollment is concurrent), will be updated – in January and in May for high school seniors; in May for all other students.

Policy adopted in September, 2011

Health Standards & Procedures

All physical plant systems are to be maintained to ensure the health and safety of school occupants. In addition to an annual safety inspection, all proper safeguards and cleaning standards will apply toward keeping the site safe, sanitary, and attractive.

All bathrooms and the school kitchen shall be cleaned every week, or more often, as needed. Antibacterial soaps, clean hand towels, and Kleenex will be available in all appropriate locations. Teachers who allow students to have snacks, tea, or hot drinks should clean up after class, and run the dishwasher if all mugs are dirty.

Parents are requested to notify the School of any contagious or infectious diseases that their children may encounter. The school Head will inform all parents when such a disease has affected a student in any class at the North Fork School.

Medical release forms are kept with attendance records. If it is necessary to take a student to the hospital or clinic, and a parent is not available to do so, teachers must take release form as parental permission for emergency treatment.

Teachers shall hold site evacuation drills twice/year, at unannounced times, by manually engaging smoke alarms. All students are to evacuate building in a quiet, orderly manner, meeting their teacher across the street until further instructions are given. After such drills, teachers will discuss possible scenarios with students, so that all individuals are aware of alternative solutions to unanticipated problems.

It is the intent of the North Fork School to create an atmosphere where students appreciate and cherish the life of the mind. To that end, teachers aim to maintain a safe learning environment which reflects basic values of hard work, responsibility, honesty, and respect. Teachers who are aware of possible depression or suicidal tendencies in students should report such behavior to the Head and to the appropriate counselor at the student's public school. In addition, teachers are required to enforce all safety standards, as outlined in the school Safety Policy.

North Fork School graduates are now alumni of:

Bates College, Berkeley School of Music, Boise State University, Cal Poly - San Luis Obispo, Carlton College, Colorado College, Colorado School of Mines, Dartmouth College, De Pauw University, Evergreen College, Gonzaga University, Marlboro College, Michigan State University, Middlebury College, Montana State University, Oregon State University, Reed College, Prescott College, San Francisco Academy of Art University, Santa Clara College, St. Lawrence College, Syracuse University, Tufts University, United States Naval Academy, University of California at Berkeley, University of California at Davis Graduate School of Public Health and Medical School, University of California at Santa Barbara, University of Colorado at Boulder, University of Idaho College of Law, University of Pennsylvania, University of Puget Sound, Western WA Univ -- Fairhaven Honors College, Whitman College, Willamette University

North Fork School graduates presently attend:

Cornell University Johnson School of Business, Fordham University School of Law, California Polytechnic State University, Utah State Graduate Program in Archeology

Course Offerings 2019-2020

A low student/teacher ratio, an emphasis on writing in all subject areas, the freedom to explore individual student interests, an ability to study elements of literature in depth, and the opportunity to learn from the differing perspectives of students in other grade levels all make North Fork School programs different from the conventional classroom. Integrated study across the curriculum is an essential part of all North Fork School classes.

Writing Workshop: 3rd - 5th graders

Offered two mornings per week, Writing Workshop focuses on extending the depth of students' understanding of literature and writing, not on accelerating their grade-level progression. Students learn to write across the curriculum, with art, math, drama, French, and science projects integrated into the yearly syllabus.

Writing Workshop is a process-oriented class in which students learn to select writing topics, draft, edit, give and receive response, revise, redraft, and refine their writing at their own pace.

First Year Program: 6th - 8th graders

In Ancient Cultures & the Middle Ages, students examine archeological and historical clues for evidence of cultural and social structures. By learning the difference between observations and inferences, students begin to understand how historians piece together information about ancient cultures.

First Year English combines literature selections (novels, essays, poems, plays) from time periods and concepts studied in Ancient Cultures & the Middle Ages with analysis of short stories, creative and analytical writing, and SAT-prep Grammar, Vocabulary, and Spelling.

Students will select a year-long interdisciplinary independent project that relates several aspects of one or more cultures to their lives. As their project develops, they will be asked to review portions of it with various teachers for advice and direction. Independent projects will be displayed to the public at the annual parent meeting in April.

Third Year Program: 8th-9th graders

The NFS **Third Year program** is open to Middle & HS students as an integrated curriculum of English satirical literature, Fine Arts, French, and Renaissance-to-Revolution History. The difficult reading and increased individual time management demanded by this class require that students have a mature, focused attitude.

World History offers students a cultural and literary perspective of important European historical events. Beginning with the Renaissance, and ending with the Russian Revolution, the class provides an introduction to European, Middle Eastern and world history. It traces the major upheavals in Europe and its rising power internationally.

Third Year English includes further analysis of British authors who affected ideas during the period from 1450 to 1900, formal essay-writing skills, and new techniques of "creative" writing, such as paradox & synesthesia in poetry, satire, and creative technical writing in resumes and application essays.

English III -- AP Language / Honors American Literature

A study of Poe, Hawthorne, Melville, James, Steinbeck, Cather, Fitzgerald, Hemingway, O'Connor, Faulkner, & American poets. This course integrates the needs of students who have acquired basic skills in NFS programs with those of students who have little background in literary analysis.

Students will read several works by each author, including short stories and novels, and will learn to take lecture notes on the both the backgrounds of authors, and on elements of the authors' individual themes & writing styles.

By examining several stories and novels, students will discover patterns of theme and style in an individual author's work. The study of each author will culminate with a 1000-word paper analyzing themes in various pieces; students will learn how to develop their own essay questions and theses as the year progresses.

English III requires an intense schedule of reading, involving a significant book list. Due to these reading requirements, writing assignments will be fewer, but more rigorous and in-depth. Writing skills for English III include:

a research paper that links literary criticism of an author's works with an in-depth analysis of one of those works ~ ~ logical arguments in analytical and SAT II-type timed essays ~ ~ selecting, writing, and editing successful college application essays ~ ~ understanding how to do a detailed analysis of short literary passages, (a required element of the AP exam) ~ ~ choosing, writing, and responding to creative nonfiction pieces ~ ~ exploring publishing opportunities, especially those which provide editing response on returned pieces.

In addition to SAT-prep vocabulary, English III students will spend time on reviewing grammar skills, including identifying usage errors, and diagramming sentences.

AP Language – Seniors

Offered to select seniors when they have already taken AP Literature as 11th graders, AP Language & Composition is changing in 2019-2020 to accommodate new requirements of the College Board for all AP Language syllabi.

French I & French III

Offered to replace cancelled French classes at MDHS (which only has French II in 2019-2020, before discontinuing its French program), French as a full HS class is new to The North Fork School this year.

Extracurricular Projects

The North Fork School believes that students who have a privileged education have a responsibility to share what they have learned with other students. For this reason, the NFS publishes the occasional *Blue Moon Literary Review*, a magazine of student writing solicited from students across the district.

Students in North Fork School core programs edit all submissions to *The Blue Moon Literary Review*, giving authors suggestions for revisions. All revised pieces are then accepted for publication. In this way, North Fork School students share their knowledge of the writing process with students who do not have the opportunity to take part in Writing Workshops or core program classes.

From 1996 through 1999, various classes of NFS students volunteered their time in the classrooms of younger students four days each year. There, the NFS students led groups of first, second, or third graders in writing projects that gave the older children teaching skills, while it offered the younger ones writing role-models and a love of new writing techniques & processes.

During the 2019-2020 school year, the NFS English classes will try to publish a new *Blue Moon Literary Review*.

NFS Class History -- past eight years

2012-2013 Classes: Enrollment 25

Writing Workshop (10)
3rd Yr (World) History, British Lit. w/French (6)
AP Language/Honors British Lit. (6)
AP Language & Composition (2)
Algebra I (3) Geometry (3) Algebra II (3)

2013-2014 Classes: Enrollment 22

Writing Workshop (7)
1st Year (Ancient) History & Literature (3)
Pre Algebra (4) Algebra II (4) AP Calculus (2)
American History I & Honors World Lit (4)
AP Literature & Composition (5)

2014-2015 Classes: Enrollment 23

2nd Year (Ancient) History (5) & Literature (10)
8th Grade Math (2) Algebra I (6)
Algebra II (4) Pre Calculus (1) AP Statistics (3)
English III (American Lit/ AP Language) (5)
AP Literature & Composition (2)

2015-2016 Classes: Enrollment 8

3rd Yr (World) History, British Lit. w/French (4)
Algebra Foundations (1)
Geometry (4) AP Calculus (1)
AP Literature & Composition (2)

2016-2017 Classes: Enrollment 8

Writing Workshop (1)
2nd Year Literature (1)
AP Language/Honors World Lit. (3)
Algebra I (2) Geometry (3)

2017-2018 Classes: Enrollment 13

Writing Workshop (5)
3rd Year Literature (4)
AP Language/American Lit. (4)
Algebra I (2) Algebra II (2)

2018-2019 Classes: Enrollment 15

Writing Workshop (6)
English I (5)
AP Language/Honors World Lit. (2)
AP Literature & Composition (2)

2019-2020 Classes: Enrollment ??

Writing Workshop (2)
1st Year Program (0) 3rd Year Program (0)
French I (1); French III (2)
AP Language/American Lit. (2)
AP Language & Composition (1)

Applications

For the 2020-2021 school year, students can begin filling out application forms in March. After we receive an application, registration forms and contracts will be sent to parents via US Mail. All forms are also online, and payments may be paid online with a 3% service fee.

Deposits

A deposit of \$850.00 and a completed registration agreement are required to hold a place for the 2020-2021 school year.

If students change their minds or drop a course before September 15, the registration fee (\$850.00) will be forfeited. If a course is canceled due to lack of minimum enrollment, deposits will be returned in full.

There will be no refunds or credits for any reason after September 15, 2021.

Location

The North Fork School address is 812 Reedy Lane. Going north on Davis (toward Ponderosa Park), turn right on Reedy Lane (the road to the McCall Golf Course Clubhouse). Number 812 is on the right, after Ponderosa Street. It is a brown house with a red roof & detached garage.

A note on private school tuition:

Private Day school tuitions in the United States vary from \$18,000 to \$44,000 per year for full-time students. As fully-enrolled students at private schools take between six and eight classes during the school year, the actual cost of tuition ranges from 2,250 to \$7,333 per class taken per year. The lower tuition amount represents that of parochial schools, which are heavily subsidized by their local parishes or diocese. Even private religious schools in McCall receive free or subsidized rent from their churches to help keep tuition costs low. Sometimes, private schools with large endowments offer significant scholarship opportunities to students; in every case, private school tuitions cover only half of the actual cost of educating students. The balance of funding comes from annual fundraising through parent, alumni and donor networks.

Private schools as well as public schools in high-income neighborhoods often have a fundraising expectation for their families: knowing a family's annual income allows these schools to "request" a certain donation above the annual tuition or tax assessment each year. The North Fork School is not a 501c3 tax entity; this means that the school is not run by a Board of directors; it cannot do fundraising activities to offset tuition costs; it does not have an endowment to provide scholarships; it does not offer the benefits, retirement, and salary packages to teachers that other private (and public) schools can offer. The benefit to NFS parents in this situation is that there will be no fundraising calls to NFS families.

Most NFS students are dually-enrolled in the MDSD schools, which receive full state funding for each NFS student. None of those state dollars come to the North Fork School; all tax dollars go toward making MDSD programs run as well as possible.

In view of these typical private school costs, NFS tuition and fees, although they seem to be expensive if this is a family's first experience with private school payments, is actually quite low. The 1st, 2nd, & 3rd Year programs, each of which consists of two for-credit classes, are only \$3475 per class; adding math or French to one of these programs results in a total of \$2950 per class. High School English, Math, French, or History costs \$3083-\$5450 per NFS class, depending on the number of classes taken in one year.

Please Note: When you decide to send your child to a private school, you are agreeing to pay for your portion of the expenses of making that opportunity available to the community for the entire school year. Although NFS billings are divided into September and December payments, this is merely for the convenience of families' financial planning; it *does not indicate* first semester/second semester charges.

Tuition does not simply cover an hourly rate for teachers, as if we were teaching swimming or gymnastics. The yearly expenses of the school must be covered, whether or not students finish the year. This is also true for students who join classes late in the year: a simple pro-ration based on monthly division of the fees is not adequate to cover our costs.

There are minimal reductions in tuition for late (2nd Quarter/2nd Semester) enrollments. These are >>> \$250.00 credit for missing one Quarter; \$500.00 deduction for entering in the 2nd Semester. The difficulty of catching students up to a class which has already begun necessitates this minimal (not evenly-prorated per month) discount.

Families must read & sign the agreement on their Family Registration Form to indicate that they understand our billing policy.

Billing Policy (must be signed prior to enrollment):

I have read the **North Fork School Fee Schedule** and **course descriptions**, and would like to enroll my child(ren) for the 2020-2021 school year. I understand that my obligation to pay tuition and fees for the full academic year is unconditional; no portion of such charges so paid or outstanding will be refunded or canceled notwithstanding the absence, withdrawal, or dismissal from the North Fork School programs of the above-named student(s). If it should become necessary for the North Fork School to initiate legal action to collect tuition and/or unpaid charges from me, I agree to pay all reasonable attorney's fees and court costs resulting from that proceeding.

Enrollment as specified in this agreement may be canceled in writing, without penalty (except for \$350.00 registration fee) prior to September 15, 2020. If enrollment of the above-named student is canceled after September 15, 2020, I am obligated to pay full tuition charges noted in course descriptions, and any other expenses incurred prior to cancellation. If a class is canceled due to insufficient enrollment, all deposits, including registration fees, **will be returned in full.**

Monthly payment plans and other financial allowances are available for families who can demonstrate true financial need. If you require this consideration, you must inform Marie of your planned payment schedule or needs by September 1, 2020. *Families who do not file a payment plan or who do not call to inform Marie about unexpected events that affect payments should expect a finance charge on unpaid balances after 12/15/20.*

If a student changes his mind or drops a course before September 15, 2020, the **nonrefundable deposit of \$850.00** will be forfeited. If a course is canceled due to lack of minimum enrollment or due to changes in the public school schedules that cannot be adjusted to include NFS, ***all deposits and fees*** will be returned in full.

A school fee is assessed *per family* involved in the NFS program. This fee covers rent, utilities (power, phone, sewer, water), insurance, licensing, plowing, and other costs associated with maintaining the NFS site as separate, unshared classroom space (a requirement of accreditation), as well as costs of on-site accreditation visits (including our next external accreditation review in 2019-2020).

Website Information

The North Fork School website, at: <<http://www.thenorthforkschool.com>> saves to your *Favorites* list as *The North Fork School*. Class pages are updated twice per week with deadlines, lists of unfinished pieces, revision & editing grade tallies, sample writing, and general information about what students have accomplished to date.

Parents are strongly encouraged to check the website regularly in order to know what is happening in their students' classes.

Individual Schedules

It is the policy of Payette Lakes Middle School that students are in class when they are on campus. If NFS classes are not scheduled on any particular day, it will be your responsibility to take your child off the PLMS campus for those hours. In every way, we try to work *with* school officials to make our arrangement a positive one for everyone involved, and we ask your cooperation in this area.

Transportation

Transportation of students to our site is the responsibility of parents. Harlow's Bus Service has provided a bid for service that is above our ability to pay, so parents have chosen to carpool. In past years, some parents have hired Prompt Taxi Service to do their driving.

We try to schedule our classes at the beginning or end of each day to reduce the amount of disruption students cause as they leave from / return to their public schools. While we must follow the MDHS *A-day / B-day* schedule, classes will be held during the same *hours* every day that they meet. At the beginning of September, parents in each class will receive a complete phone roster to facilitate planning.

STUDENT PERFORMANCE DATA:

CLASS OF 2009:

5 students (3 Male -- 2 Female)
National Merit Finalist: 1

average years at NFS: **7.1**

AP tests (class average scores):

Language & Composition

2 students tested in May, 2007: **5**

Literature & Composition:

1 student tested in May, 2008: **5**

5 students tested in May, 2009: **4**

AP Calculus

2 students tested in May, 2009: **3.5**

CLASS OF 2012:

3 students (1 Male -- 3 Female)

MDHS Co-Valedictorian: 1 male
National Merit Commended Students: 1

average years at NFS: **6**

AP tests (class average scores):

Language & Composition

3 students tested in May, 2011: **5**

Literature & Composition:

4 students tested in May, 2012: **4.5**

US History:

4 students tested in May, 2011: **4.3**

1 student tested in May, 2012: **5**

ACT RESULTS –

three students tested by October, 2008
Mean Composite Score: **27**

SAT I RESULTS –

six students tested by December, 2008
Mean Reading Score: **660**
Mean Math Score: **628**
Mean Writing Score: **627**
Mean Essay: **9**

Average Total score: **1915/2400 = 80%**

one student tested by December, 2011
Mean Composite Score: **30**

SAT I RESULTS –

three students tested by December, 2011
Mean Reading Score: **677**
Mean Math Score: **607**
Mean Writing Score: **690**
Mean Essay: **9**

Average Total score: **1974/2400 = 82%**