



Family Handbook 2022/2023



Arbor Vitae - Woodruff Elementary School
11065 Old HWY 51
Arbor Vitae, WI 54568

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Welcome

Dear Families,

Welcome to our AV-W Crew!

We are so excited that you are a part of the Arbor Vitae - Woodruff School Crew. We want to make sure you have all the pertinent information on routines, procedures, policies and traditions. Our hope is that this handbook will help give you a starting point to learn about the various components that make up and influence what we do at AV-W.

At AV-W, we consider ourselves a crew, as referenced in the passage below by the founder of EL Education. We believe that when we work together, our journey is more enriching and fulfilling.

“We are Crew, Not Passengers!” from Kurt Hahn, founder, EL Education/Outward Bound.

Crew members are responsible for the entire journey. They are engrossed in the activities of the whole entity. In fact, without their individual and collaborative effort, the journey cannot happen to its fullest. Our crew reaches destinations as a team.

We look forward to getting to know you and your family. Welcome to AV-W and our crew!

History

AV-W is one of four elementary districts that feed into Lakeland Union High School. The other three feeder schools are North Lakeland located in Manitowish Waters, Lac du Flambeau in Lac du Flambeau, and Minocqua-Hazelhurst-Lake Tomahawk located in Minocqua. The Union High District was created on October 11, 1955 by a majority vote of the electors in a special referendum. Each of these five districts is administered by its own Board of Education.

Demographics and Location

AV-W is an elementary school district serving children in grades 4K through grade 8 living in the towns of Arbor Vitae and Woodruff. The District encompasses approximately 129 square miles and is located in northern Vilas and Oneida Counties. Approximately 90% of the land in Woodruff and 80% of the land in Arbor Vitae is owned by Federal, State, and County interests, and as such, is not available for private sales or taxation.

Our 2020 - 2021 school year enrollment was 371 resident students with an additional 140 open enrollment students, for a total of 511 students. We pride ourselves on our open enrollment numbers, noting that our numbers have continually increased. For many years, we have had one of the highest open enrollment rates in the state.

Governance and Fiscal Independence

The district is governed by a Board of Education composed of five board members. Each board member is independently elected. Board members serve for a period of three years at which time they may choose to run for re-election. The Board of Education directly appoints one principal, the Superintendent and the Finance Director. Other administrative employees are recommended by the Superintendent and are then approved by the Board.

AV-W School Philosophy

The Arbor Vitae-Woodruff Elementary School (AV-W School) provides a rich and active, yet fundamental, educational program to children in grades pre-kindergarten through eighth grade. Our primary goal at Arbor Vitae-Woodruff School is to engage all students in purposeful learning. We believe that all children can and want to learn and we prepare our students to become knowing inquirers and participants in their own learning. We set high expectations for student achievement and provide the necessary supports to enable each and every student to achieve these expectations.

AV-W recognizes community at all levels: the nurturing community of families, teachers, staff and students in the school; the larger Lakeland area; and our place in the world community. We believe our students can take an active part in investigating and contributing to solutions addressing community issues. We view intellectual growth and character development as mutually dependent and of equal importance. In addition to academic skills, we aim to build a strong sense of social and community responsibility.

AV-W Scholars

...come prepared to learn and work.

...use strategies to produce quality work that they are proud of.

...stay engaged and show an eagerness for learning.

...think critically to explore new ideas and information.

...persevere towards goals despite obstacles.

...use focus and stamina to navigate through challenging experiences.

Fostering Character

EL Education defines character as having two facets - relational character and performance character. Relational character skills (AV-W's Core Values: compassion, integrity, courage) are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions. Performance character skills (AV-W's Habits of Scholarship: craftsmanship, curiosity, grit) are needed to obtain a standard of excellence in academic or real-world endeavors. Both types of character are essential for success in school and in life. Fostering character is not an add-on at AV-W. It is embedded in all aspects of the school culture and permeates academic studies. Students are on a mission to do good work; work that is good in quality, good for the soul, and for the world.

AV-W Habits of Scholarship and Core Values

Habits of Scholarship
Craftsmanship: I can come to class prepared to learn and work.
Craftsmanship: I can use strategies to produce quality work that I am proud of.
Curiosity: I can stay engaged and show an eagerness for learning.
Curiosity: I can think critically to explore new ideas and information.
Grit: I can persevere towards my goals despite obstacles.
Grit: I can use focus and stamina to navigate through challenging experiences.

Core Values
Courage: I take positive risks with my learning.
Integrity: I choose to do the right thing, even when no one is watching or when the right thing is not popular.
Compassion: I show care and concern for others.

Model Musky Pledge

We can be compassionate by showing others that we care.

We can be kind, helpful and understanding.

Muskies will show courage by taking positive risks and overcoming the fear of leaving their comfort zone.

I will show integrity by always doing the right thing, even when no one is watching or when the right thing is not popular.

I will show craftsmanship by always doing my best and working diligently to produce work I am proud of.

We will work to the best of our ability by participating in class, asking questions, and studying hard.

We are in control of our future.

Curriculum

EL Education (EL)

We partner with EL because their design offers us a vision that allows us to implement our curriculum in a consistently rigorous, dynamic manner. EL is a comprehensive school design, recognized as an exemplary model by the US Department of Education. EL is based on ten design principles (see Appendix) that require greater continuity of relationships between students and teachers, draw on the power of small groups, create an in-depth and focused curriculum, and build strategic links between school and community.

EL's focus on fieldwork, an integrated curriculum, and authentic assessment match the philosophy of AV-W and help us foster both academic and character development. As an EL School, our students spend much time embarking on purposeful, rigorous learning expeditions that involve intellectual, service, and kinesthetic dimensions. Learning expeditions are in-depth studies of a single theme or topic, generally lasting eight to twelve weeks, and are the core of the curriculum. Each expedition revolves around curriculum-related projects and performances, which often take students outside school to conduct fieldwork.

Our emphasis on educational achievement, community building, teamwork and service, combined with our curriculum framework and content, create a context for students to acquire the knowledge and character traits they need to succeed in middle and high school. They become connected, caring and contributing members of their community.

As an EL School, our curriculum will draw upon EL Core Practices. Learning is active, public, meaningful, challenging, and collaborative.

Our core content will be mapped to the Wisconsin Academic State Standards ensuring rigor within a 21st century learning model.

The school's curriculum will be student-centered and emphasize depth over breadth, promoting learning for students with various learning styles, interests, and abilities. The majority of content in core classes will be taught through expeditions, complemented with case studies.

Wisconsin Academic State Standards

In June, 2010, Wisconsin adopted the internationally benchmarked Wisconsin Academic State Standards for Mathematics and English Language Arts. These standards provide the framework for the WI State Forward Exam.

Wisconsin's Wisconsin Academic State Standards for English Language Arts and Mathematics provide the foundation for rigorous education designed to prepare all students for success in the global economy. These standards reflect the knowledge and skills necessary for college and career readiness, and provide a clear understanding of what students need to learn, so teachers know what to teach, and parents know what to do to help their children.

Fieldwork

Fieldwork is an integral part of learning expeditions at AV-W that is carefully structured to address the learning goals of the expedition and provide students rich opportunities to “learn on location.”

Musky Time

Musky Time is a 30-minute time block that provides students opportunities specifically designed to meet their needs as learners. A variety of opportunities are provided by regular classroom teachers, as well as our education specialists. Musky Time options are tailored to meet the growing needs of our diversified classrooms. Emphasis groups incorporate math needs, reading needs, and social emotional needs. Groups are placed according to student need and monitored for progress and effectiveness.

There are three rounds of Musky Time during the school year. Musky Time rounds are held for ten weeks, during which time students will have the opportunity to work with classroom teachers and specialists, as well as students outside of their regular crew. Musky Time is one way AV-W provides a multi-tiered approach to the early identification and support of students with learning and behavior needs as well as providing opportunities for enrichment.

Guidance

Each of our students receives universal guidance per state statute. Additional guidance is offered as part of our multi-tiered systems of support (RtI). When a student requires these additional services, parents will be notified.

Special Education

The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools and elementary schools the school district.

Upon request, the Arbor Vitae-Woodruff School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services.

A physician, nurse, psychologist, social worker, or administrator of a social agency, who reasonably believes a child brought to him or her for services is a child with a disability, has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child’s parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability, may also refer the child, including a homeless child, to the school district in which the child resides. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting the Director of Special Education at 715-356-3282 x4453. Referrals must be in writing and include the reason why the person believes the student is a child with a disability. A referral may be made by contacting: District Administrator at 715-356-3282 ex. 4455 or by writing to AV-W School, 11065 Old Highway 51N, Arbor Vitae, WI 54568.

Meeting the Needs of Exceptional Learners

Expeditionary Learning schools inspire the motivation to learn and provide a model that challenges students with high-level tasks and active roles in the classroom. EL principles and protocols develop the critical thinking and problem-solving skills needed to succeed in college and beyond. AV-W's philosophy of inclusive education, coupled with EL's rigorous standards, support the belief that all students' needs can be met within the classroom environment by utilizing a balance of in-classroom enrichment activities, individualized technological opportunities and off-campus field experiences.

Family Involvement

Introduction

Family engagement is described as meaningful communication between a school and the families of the children attending school. Successful family engagement includes a commitment from both families and the school. The family commits to support their child's learning. The school commits to involve the family in their child's learning experiences.

According to research, school children whose families are engaged in their learning experiences in a positive way show improved performance through all grades. This is regardless of the age of the child or the family's ethnicity, income or education level.

Children with families who are actively engaged in their learning—

- Adjust to school easier
- Attend school regularly
- Have better social skills
- Show improved attitudes and behavior at school and at home
- Have advanced language and math skills
- Earn higher grades and test scores
- Graduate from high school and go on to higher education

Adapted from A New Wave of Evidence The Impact of School, Family and Community Connections of Student Achievement (2012) [http:// www.sedl.org/connections/resources/evidence.pdf](http://www.sedl.org/connections/resources/evidence.pdf) Common Core State Standards.

Parent Group

The AV-W Parent Group is a fundraising organization dedicated to raising money for AV-W School activities. It provides financial and volunteer support for classrooms, academic clubs, field trips, athletics, equipment, and EL activities. They also work to enhance and cultivate school spirit and support AV-W's EL identity. **How can you help?**

- *Join the Parent Group as a volunteer & get involved & attend meetings
- *Help with funding decisions
- *Select and captain a fundraiser that excites you
- *Donate items and cash that can help raise additional school funds
- *Bring new ideas that could benefit the students and school as a whole

The Parent Group meets the second Tuesday of every month at 8:20 a.m. in the school's Parent Group room. Please come find out what they are all about! Everyone is invited.

AV-W Education Foundation

The Arbor Vitae - Woodruff Education Foundation (AV-WEF) is a non-profit organization committed to providing financial support for high-quality and innovative education programs at the Arbor Vitae - Woodruff (AV-W) School.

CREATED TO PRESERVE EXCELLENCE

The AV-W School has a noteworthy history of providing creative and innovative educational opportunities to its students. Many people choose to live in the district because of this. The foundation was formed to ensure students and community members continue to receive the benefits of the school district's commitment to excellence. By soliciting and managing contributions from those who are able to invest more in their school and community, the foundation can offer additional support when traditional funding sources are not enough to maintain and enhance the exceptional educational experience that AV-W has to offer.

A LONG-TERM PARTNERSHIP

The foundation is designed to provide on-going support to AV-W School for years to come. It was not created to help fund any single initiative, but to provide a continuous source of alternative income. Donations are carefully managed to build a stable fund that will continue to grow over time, portions of it being used to support the school on an annual basis.

COMMUNITY-DRIVEN

The Arbor Vitae - Woodruff Education Foundation is governed by a Board of Directors consisting of a diverse group of community members committed to the success of AV-W's students and the growth of our community. The board provides direction in grant making and leadership in fund-raising. While the foundation works closely with AV-W School leadership, it is independent of the school board and school administration.

THE FOUNDATION SUPPORTS AND IS GUIDED BY THE AV-W SCHOOL MISSION.

Community Crew

Community Crew gatherings are a common structure in EL Schools that help to build a culture of pride, success and celebration in both academics and character. At AV-W, Pre-K through 4th grade meet for Community Crew every other week, while 5th - 8th grade meet for Community Crew on the opposite weeks. Parents and community members are welcome and encouraged to attend. Please check with the main office or the school website's Calendar of Events for the current Community Crew schedule.

Share Your Expertise

AV-W is striving to engage families in the school. One way to do this is for parents to participate by sharing their talents and expertise. Please inform your child's teacher if you have any unique talents that may contribute to our school environment.

Concerns

Chain of Command for Reporting Concerns

We welcome the opportunity to address concerns or problems that your child may be having at AV-W School, and encourage you to bring those concerns to the person who is most immediately involved with the issue. If it is a classroom-level concern, please bring those concerns directly to your child's teachers. You may do this by note, in parent/ teacher conferences, by telephone, by email or by scheduling an appointment to meet with the person. If you have a school-wide concern, please contact the Principal. Teachers may not be available to speak with you or reply to notes or emails immediately, but will do so in a timely manner.

If your concern is not addressed to your satisfaction please contact the Principal, and then the District Administrator. If the concern is still not resolved, please contact a member of the Arbor Vitae-Woodruff School Board. For more information, see School Board Policy #9130 on the AV-W School website www.avwschool.org or request a printed copy from the District Office.

AV-W Core Expectations

Introduction

The foundation of a successful EL School is a community that brings out the best in students and staff. The school climate is characterized by safety, kindness, joy in learning, and positive leadership by staff and students. The school's mission encompasses academic success and compassionate character. The school celebrates both student academic growth and character development. Teachers and school leaders communicate clear expectations for student character and model those values in their own practice.

Policies and practices encourage students to take responsibility for learning, to demonstrate empathy and caring, and to be stewards of the school.

At AV-W, we strive to maintain a positive environment where leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture. To foster our school culture, all staff members are expected to follow our expectations because we believe:

- *All students have the right to learn.
- *All teachers have the right to teach.

We believe that all students have the potential for making good choices and behaving in a positive manner. To this end we have developed the following behavior expectations and discipline plan. To help accomplish this, we use our relational character and performance character traits. Relational character skills (compassion, integrity, courage) are essential for positive collaboration, ethical interaction, appropriate participation, and personal responsibility for actions. Performance character skills (craftsmanship, curiosity, grit) are needed to obtain a standard of excellence in academic or real-world endeavors.

Both types of character are essential for success in school and in life. Fostering character is not an add-on at AV-W. It is embedded in all aspects of the school culture and permeates academic studies. Students are on a mission to do good work; work that is good in quality, good for the soul, and for the world.

During the first twenty days of school, staff members will explicitly teach the expectations to all students within the various school settings. These lessons will be structured to ensure all students learn to accurately identify, describe and demonstrate the essential components stated in each expectation.

AV-W Core Expectations Document

The AV-W Core Expectations are posted and referenced throughout the school building. A copy of these expectations can be found in the appendix of this handbook.

AV-W Habits of Scholarship Expectations

The AV-W Habits of Scholarship are Grit, Curiosity, and Craftsmanship. Each grade level has created a document that identifies the specific expectations for student success. These documents clearly explain the student expectations, staff expectations, and parent expectations necessary for success. The grade level specific document will be shared with families at the annual Meet and Greet Night and is also on the AV-W website at www.avwschool.org

Support For Students Not Meeting Expectations

When a student is not finding success with the AV-W Expectations, a staff member will follow the AV-W Core Expectations Questioning Process.

Step 1

“What are you doing?”

“What is going on?”

“What is the expectation?”

Step 2

“What should you be doing?”

Step 3

“Are you willing to work this out?” or “Are you willing to work on this?”

If the student disrupts again or does not cooperate with the process, the staff member will privately direct the student to report to Base Camp.

If the student is willing to work to meet the expectation but needs support, the staff member will refer the student to Academic Support.

What is Base Camp?

Base Camp is a support room for students choosing not to work towards meeting expectations. The Base Camp Facilitator may come to the location to work with the student or the student will be directed to go to Base Camp. The goal of a Base Camp referral is to help the student find a successful resolution and return to class. If the student is directed to Base Camp, the staff member will fill out a Base Camp Referral Form. A student sent to Base Camp will stay for approximately 30 minutes or the remainder of the class.

Every time there is a Base Camp referral the student’s crew teacher or referring staff will contact the parent(s) and/or guardian.

What is Academic Support?

Academic Support is a support room for students that are willing to work to meet the expectations but need support. The Academic Support Facilitator will be available to support students throughout the school day. The goal of an Academic Support referral is to provide the student with the opportunity to complete the assignment with support and return to class.

Students may also be required to go to the Academic Support room when not meeting the Habits of Scholarship Expectations. The goal of an Academic Support referral in this situation is to work with students to develop their Habits of Scholarship. If a student requires frequent referrals to Academic Support, a parent conference will be scheduled.

Automatic Office Referral

The following behaviors will result in an automatic Office Referral. The student will be sent directly to the Principal's office. Parents and/or guardians will be contacted directly by the Principal regarding such a referral.

- *Physical Aggression with intent
- *Bullying, Harassment, and Hazing
- *Possession of a Weapon (or look-alike)
- *Threats to Injure or Harm
- *Gross Disrespect or Defiance
- *Possession of Alcohol, Drugs, or Tobacco
- *Theft of Personal or School Property
- *Vandalism to Personal or School Property
- *Leaving School Property Without Permission
- *Continuous or Persistent Behavior Adversely Affecting the Learning Environment

Musky Card

AV-W students in 6th through 8th grade will receive a Musky Card at the beginning of the school year. This card allows students privileges for good behavior, great Habits of Scholarship, solid academic standing, and/or academic growth.

Students must wear their Musky Card to take advantage of the benefits of the card. The card will be held by the Crew Teacher if an action/behavior or academic problem surfaces.

Students and their families will receive detailed, grade specific information from their Crew teacher at the beginning of the school year about the benefits of having their Musky Card and the restrictions if their Musky Card is being held by their Crew teacher.

Homework/ Habits Help

The Arbor Vitae-Woodruff School is dedicated to the success of every student. In partnership with classroom teachers and staff volunteers, our school is able to provide this help opportunity to support students in reaching their potential as a learner. Participating students, their parents, and their classroom teachers will sign a compact outlining how nominated students, parents and staff will share the responsibility for improved student academic achievement.

Habits of Scholarship & Learning Targets

Craftsmanship: I can come to class prepared to learn and work.

Craftsmanship: I can use strategies to produce quality work that I am proud of.

Curiosity: I can stay engaged and show an eagerness for learning.

Curiosity: I can think critically to explore new ideas and information.

Grit: I can persevere towards my goals despite obstacles.

Grit: I can use focus and stamina to navigate through challenging experiences.

Academic Reporting

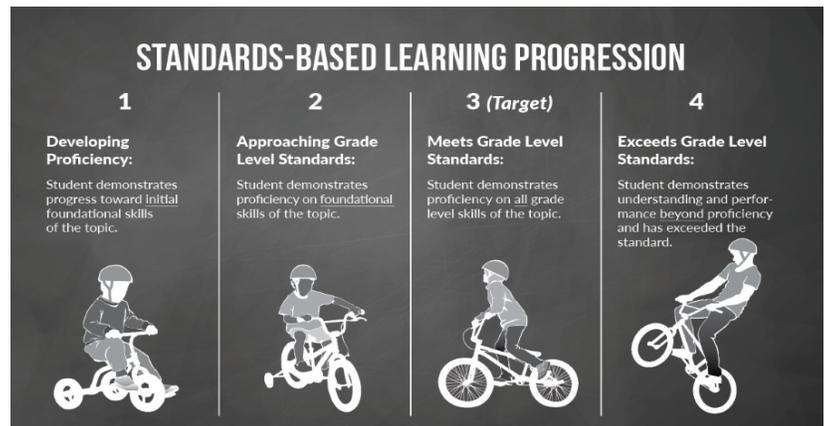
Report Cards

Report Cards are available approximately one week following the end of each trimester via Skyward Family Access. A video tutorial on how to access grades and report cards is available on our school website www.avwschool.org

Each standard is assessed using the scale. In the gradebook, you will see each standard that students are expected to meet. You will also be able to view “events” or assignments that have been given to determine proficiency of each standard. Students will receive separate grades for skills that lead towards success such as our Habits of Scholarship (Craftsmanship, Curiosity, and Grit). These grades are noted on the report card for parents to see, but will not factor into a grade.

Power Standards are end of the year standards.

Standards Based Scale
4 Exceeds Standard (Advanced)
3 Meets Standard (Target/Proficient)
2 Approaching Standard (Basic)
1 Developing Skills (Below Basic)
M - Modified
NA - NA indicates that the standard was not assessed during the trimester.



Skyward Codes	Description
AB	Absent
DIF	Differentiated Assignment
Late	Late
MS	Missing
NC	No Count
RST	Re-submit w/ Correction

The following tables indicate the end of trimester dates for the 2021/ 2021 school year.

Grades PreK - 8	
Trimester 1	September 1 - December 3, 2021
Trimester 2	December 6 - March 4, 2022
Trimester 3	March 7 - June 8, 2022

Other Testing Data

AV-W Students in 2nd through 8th grade will participate in the MAP Reading and MAP Math benchmark tests. These tests provide information that guides instruction and improves student learning. Assessment data helps in addressing student strengths and weaknesses, providing teachers with valuable information on student achievement and progress toward goals.

At AV-W, student data folders are the first step in using data effectively. Students share their data throughout the school year, taking ownership of their own learning and setting academic achievement goals. Please know that this process is relatively new for all students and staff. These beginning stages are key as we begin to move forward in our data exploration.

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions. Students in grades one through nine are tested three times per year in math, reading, and language usage. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

Student Led Conferences

AV-W School schedules time twice per year to engage students and their families in conferences in which students communicate their progress toward both academic learning targets and Habits of Scholarship.

The first round of student led conferences conferences will occur on November 9 and November 11, 2021. Round two will be scheduled on April 12 and April 14, 2022. Parents will receive written communication from school regarding the scheduled times for their family.

Skyward

Skyward is a web-based student information system. This system houses information about student grades in each academic area, specific assignments, indicates late work, etc. Skyward enables parents, teachers and students to have access to this important information 24 hours a day. As teachers enter student scores, parents and students can track student progress and determine and/or request help with next steps to ensure success.

It is recommended that parents and students check their Skyward accounts each Monday. This will provide families with the most current grade reports. Checking grades at the beginning of the week allows parents the opportunity to:

- *celebrate success
- *encourage students to turn in late work
- *encourage students to revise work and re-submit
- *communicate about grades as a family and with the teacher if necessary
- *revise plans for the week to support more focus on school work
- *determine if checking grades at the end of the week or more frequently is necessary

Accessing Skyward

Families will be provided with log in and password information. This document will identify the process for accessing individual Skyward information. If your family has any difficulty using this system or is not able to access the internet from home, please contact the main office for support.

Families will be able to access Skyward from the school website www.avwschool.org

Student Placement Process

Our staff puts a tremendous amount of time into the placement of each and every child. The following is a list of steps that are taken.

- *Teachers of the child's present grade discuss the student's learning style, past grades, personality, ability to remain on task and behavior.
- *Teachers for the coming year enter the discussion in regard to matching student's instructional needs with their teaching style.
- *After all discussion, classes are created that are heterogeneous with academic, gender and special needs balanced.
- *Every child is hand placed with a decision by the whole team.

Class requests should be made no later than May 1, 2022 in writing to the building principal and include specific reasons. Your child's placement for the upcoming school year will then be posted on the Registration Day in August.

Wisconsin Open Enrollment

The State of Wisconsin offers an open enrollment program to allow students to attend a non- resident district of their choice. The program has very specific timelines and requirements. Both the nonresident and resident school districts may deny an application for reasons specified in state law. If an application is denied by either the resident or nonresident school district, the parent may file an appeal with the DPI (Department of Public Instruction) within 30 days. The DPI is required to affirm the school district's decision unless the DPI determines that the decision was arbitrary or unreasonable.

Parents are responsible to provide transportation to and from school in the nonresident school district, except that transportation required in a child's IEP must be provided by the nonresident school district. A nonresident or resident school district is permitted (but not required) to provide transportation to open enrolled pupils, however the nonresident school district is prohibited from picking up or dropping off a pupil within the boundaries of the pupil's resident school district unless the resident school district agrees. Low income parents may apply to the DPI for reimbursement of a portion of their transportation costs.

Guidelines for Termination of Open Enrollment Due to Habitual Truancy

2009 WI Act 304 provides that a nonresident school board may notify the parent of a habitual truant, that the pupil may not attend the nonresident school district in the following semester or school year. Specific guidelines will be considered in any appeal of termination of open enrollment due to habitual truancy. These guidelines may be requested from the District Office.

Arrival and Dismissal

School Arrival and Dismissal

Our morning bell will ring at 7:48AM with students expected to be ready to roll at 7:55AM. The staff is not available to supervise students before 7:30AM or after 3:20PM. If children are dropped off prior to 7:30AM, they should stay in the cafeteria until that time. There will be supervision on the playgrounds from 7:35 – 7:48AM. The morning bell will ring at 7:48AM and students should report to their classrooms.

In order to have a smooth drop off procedure, please do not park in the drop off zone in front of the school. The only place permissible for parking is the center garden island. Parking in our drop off lane severely restricts the positive flow of vehicles into and out of our school grounds. This is also a huge safety concern for our students and parents. The drop off area will be marked by orange cones at the beginning of the school year until families are familiar with the drop off zone. Please remember to use extreme caution whenever driving on school property.

Primary students (PreK-1) will be dismissed at the end of the day at 3:07PM. Their teachers will walk them to the cafeteria and school buses. Intermediate students (2-5) will be dismissed at 3:10PM. They will walk themselves to the cafeteria and school buses. Middle school students (6-8) will be dismissed from class at 3:15PM. They will also walk themselves to the cafeteria and school buses.

Students are not expected to remain at school after 3:30PM. unless they are attending a school activity or have prior arrangements with a staff member. Children who are not picked up by 3:30PM will remain at the school office until a parent/guardian arrives to pick them up. If circumstances arise that make it difficult to arrive at school on time to pick up your children, please notify the office in advance.

Students are not expected to remain at school after 12:30PM on early release days unless they are attending a school activity or have prior arrangements with a staff member. Children who are not picked up by 12:30PM will remain at the school office until a parent/ guardian arrives to pick them up. We understand that occasionally circumstances arise that make it difficult to arrive at school on time to pick up your children. On these occasions, please notify the office in advance.

Habitually unsupervised students on school grounds after 3:30PM will be reported to the school principal. Also, parents and guardians will be responsible for their children and any damage to school property that may occur while their children are on school premises before 7:35AM or after 3:30PM. Therefore it is not recommended that students arrive at school before the beginning of the day or remain after hours unsupervised.

If someone other than a parent, legal guardian, or emergency contact is to pick up a child, the parent/guardian must provide information to the AV-W school office and/or teacher in writing or via phone about who will be picking up your child. Please have the adult picking up your child check in with the school office staff.

Late Arrival and Early Dismissal

Please escort late children into school and sign them in at the office. Children are considered tardy if they arrive after 7:55AM.

If your child needs to be released from school early, please send a note with your child or call the school office indicating what time he or she needs to leave.

Students are not allowed to remain at school after 3:30PM unless they are attending a school activity (sports, homework help, or club activity) or have prior arrangements with a staff member. We have encountered some of our older students staying until 4:30 or even 5:00 for a variety of reasons. Please work with us to have our students picked up by 3:30PM. Children who are not picked up by 3:30PM will remain in the school office until a parent/guardian arrives to pick them up.

Attendance

We have rigorous academic expectations and important school events that support our Habits of Scholarship at AV-W. We want every child to benefit from continuous, prompt attendance at school.

School Attendance Officer

The Principal or his/her designee is designated to deal with matters relating to school attendance and truancy. The Principal or his/her designee shall determine daily which students enrolled in the school are absent and whether that absence is excused.

Tardiness

Students who arrive later than 7:55AM are designated tardy. Please escort tardy students to the office and sign them in. A student who shows up tardy without a parent will be considered unexcused.

Parent-Excused Absences

Parents/guardians are authorized to excuse their child from school attendance for any reason up to a maximum of ten (10) days in a school year provided they notify the school in writing prior to the absence.

Principal-Excused Absences

The Principal may excuse absences up to ten (10) days providing the parent or guardian of the child provides written documentation as indicated for the following reasons:

- A. Illness-physical or emotional
- B. Court or legal proceedings excused by legal documentation
- C. In/Out of school suspension
- D. Family emergency
- E. Extended medical absences beyond ten (10) days will be evaluated by the administration or (designee) for exemption from the ten (10) day excused absence limit
- F. Religious holidays
- G. Attendance at special events of educational value. A pre-planned absence form must be approved two (2) days prior to the event.
- H. Other reason on a case by case basis

The Principal or his/her designee may visit any place of employment in the School District to ascertain whether any minors are employed there contrary to state law. Any cases of illegal employment shall be reported to the proper school officials and the Department of Workforce Development.

The Principal shall have access to information regarding the attendance of any child between ages six (6) and eighteen (18) who is a resident of the School District or who claims or is claimed to be in attendance at a private school located in the school district.

The Principal shall furnish student attendance information to appropriate agencies for purposes authorized by state law and the Board's student records policy and/or procedures.

The Principal or his/her designee shall notify the parent or guardian of a student, who has been truant, of the student's truancy and direct the parent/guardian to return the student to school no later than the next day on which school is in session or to provide an excuse. Every attempt will be made to give this notice under this paragraph before the end of the second day after receiving a report of an unexcused absence by personal contact, a telephone call of which a written record is kept, or by mail. Personal contact or a telephone call shall be attempted before notice by mail may be given.

Truancy means any absence of part or all of one or more days from school during which the Principal or teacher has not been notified of the legal cause of such absence by the parent and/or guardian of the absent student and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.

The Principal shall notify the parent/guardian of a student who is a habitual truant by mail when the student initially becomes a habitual truant.

Habitual Truant means a student who is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during half a school year. A statement of the penalties that may be imposed under state law on the parent/guardian if he/she fails to cause the student to attend school regularly.

This notification shall include:

- A. A statement of the parent's/guardian's responsibility under state law to cause the student to attend school regularly.
- B. A statement that the parent/guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk under state law.
- C. A request that the parent/guardian meet with appropriate school personnel to discuss the student's truancy.

The notice shall contain:

- 1) The name of the school personnel with whom the parent/guardian should meet;
- 2) The date, time and location of the meeting including the room number
- 3) The name, address and telephone number of a person to contact to arrange a different date, time or place.

Procedures Toward Legal Referral

Before any proceeding may be brought against a student for habitual truancy or against his/her parent/guardian for failure to cause the student to attend school regularly, the Principal must provide evidence that appropriate school personnel has within the school year, during which the truancy occurred, done all of the following:

1. Met with the student's parent/guardian to discuss the student's truancy or attempted to meet with the student's parent/guardian and received no response or were refused. This does not apply if the required parent meeting is held within ten school days after the date that the habitual truancy was sent.
2. Provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and has considered curriculum modifications possible within the current school program.
3. Evaluated the student to determine whether learning/emotional problems may be the cause of the student's truancy and if so has taken steps to overcome the learning problems. The student need not be evaluated if tests administered to the student within the previous year indicated that the student is performing at his/her grade level.
4. Conducted an evaluation to determine whether social problems may be a cause of the student's truancy, and if so, taken appropriate action or made appropriate referrals to community agencies.

Items (2), (3) and (4) above do not apply if the Principal provides evidence that appropriate school personnel were unable to carry out the activity due to the student's absences from school.

Parent Responsibilities

When a student is absent, their parent or guardian on file shall contact the school secretary prior to 10:00AM (715-356-3282) and give the name, reason for absence, and estimated length of absence to the secretary. A child's absence will be marked unexcused if parents/guardian fails to notify the school of their absence and will result in a phone call from the secretary to verify the absence. Parents/

Guardians will have 24 hours in order to correct any unexcused absence in writing. After 24 hours, the absence will remain unexcused.

Parents and/or Guardians are expected to provide a written explanation of a student's absence(s) in advance of the absence or upon the student's return to school.

Student Responsibilities

Students are required to attend all classes on their daily schedule unless they have obtained approval by the Principal or his/her designee and/or parental permission.

Students will be allowed two (2) days for each day of an excused absence to make up class work. Examinations missed shall be made up through arrangements made by the teacher.

Students excused from school by their parent prior to an absence are required to make up the work and examinations missed. Students shall make appropriate arrangements with his/her teacher(s).

Students who are truant will be required to make up all work missed including examinations. Credit or grade in a course or subject shall not be denied solely because a student's unexcused absence from school.

Teacher Responsibilities

Teachers are required to submit daily attendance reports to the office staff by 8:30AM for all students under their charge. They shall emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the impact class attendance has on student progress. However, no student shall be denied credit in a course or subject solely because of his/her unexcused absence(s) from school.

Extra Curricular Opportunities

AV-W offers the following extra curricular activities. Additional offerings will be posted in the AV-W Parent News and/or through other notices sent home and on the school website.

AV-W students must meet academic and behavioral expectations in order to participate in extra curricular opportunities. Students attending these events should follow the AV-W After School Expectations (found in the Core Expectations document in the Appendix). Students will be required to provide a written note from parents indicating permission to stay after school to attend after school events.

Volleyball, Basketball, Football, Gymnastics, Track, Technology Club, Drama, Homework Help, Mural, Academic Clubs, and Summer Options.

Lost and Found

AV-W students themselves are leaders in caring for common spaces within the school and on the school grounds, helping to make and keep the school as beautiful as possible. Students are expected to keep track of their belongings. Personal belongings that are found/ left unattended by their owner will be placed in one of the Lost and Found locations. Each wing has a designated location in the hallway, as well as the main Lost and Found located outside of the gymnasium doors. Items in the lost and found will be sorted, discarded, or donated to St. Matthias at least twice a year.

School Policies

All AV-W School policies can be accessed on the AV-W website and copies can be requested through the District Office. This section highlights some of the AV-W policies.

SEARCH AND SEIZURE

5771 - SEARCH AND SEIZURE

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy 5571.

Student Code of Conduct

5500 - STUDENT CODE OF CLASSROOM CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The District Administrator shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct on school premises, in school vehicles, and at school-related events and activities shall be governed by the rules and provisions of the Student Code of Classroom Conduct. This Code of Classroom Conduct shall be reviewed and approved annually.

Guest Entrance Procedure

9150 - SCHOOL VISITORS & 7440 - FACILITY SECURITY

All visitors to the school, including volunteers, parents, visiting teachers, etc. must check in at the main office using our Raptor Security Badging System. The badge printed must be worn inside AV-W School. Please be aware that doors in the classroom wings will not be accessible from the outside. All visitors must enter through the main entrance and then report to the main office. Please dispose of the badge after you sign out.

Electronic Devices (Handheld Games/iPods/Phones)

Students may use electronic devices before and after school. The school day begins at 7:48AM and ends at 3:15PM. During the school day all personal electronic devices should be turned off and safely stored. Students may use their personal device appropriately when given permission.

Technology Policy

The AV-W Technology Policy will be provided to families at the Annual Registration Day in August. This policy requires parent and student signatures of agreement for safe use and responsibility for equipment. By signing the student registration form, you agree that you have read, understand, and accept the technology policies outlined in School Board Policy #7540.03.

Students in grades 2 - 8 who receive a school owned device will be required to read and pass a test on the Student Tech Rules of the Road. These rules give important information about responsibilities and expectations concerning student devices. In addition, students receiving school owned devices will have to sign and have their parents/guardians sig the AV-W Technology Agreement.

For your convenience, these policies are posted on the school website and are available in the District Office.

Dress Code

AV-W encourages students to wear clothing which supports an educational environment. Clothing which is disruptive to the educational process is prohibited. Staff members may ask students to change their dress if disruptive. Please read School Board policy #5511 for a specific list of guidelines (available on the school website and in the District Office).

Recreational Vehicles (student use)

Students that would like to drive a recreational vehicle to school must apply for permission, show proper licensure and abide by rules and regulations. These forms are available in the school office.

Religious Accommodations

AV-W School District will provide reasonable accommodations and/or equivalent curriculum with regard to activities that are not in accordance with a family's religious beliefs provided that the teacher/coach/coordinator receives a request outlining the reasons and necessity for an alternative activity from a parent/guardian.

School Property

Students are expected to take good care of all school books and materials while in their possession. The AV-W school lockers, electronic devices and classroom storage locations are the property of the school district and as such may be searched by the administration or a designee for just cause. Families may be charged for replacement costs.

Responsibility for Personal Property

All personal property brought to school is brought at the owner's risk. AV-W School cannot assume responsibility for any property belonging to students. Distracting or inappropriate objects will be taken from a student and returned at the staff member's discretion. Also, students should not bring large sums of money to school.

Fundraising/Solicitation

Students are not to sell items for themselves or any outside organization unless the principal has given prior written permission. Permission will include the parameters of when and where the sales will take place.

Indoor Recess

Indoor recess will be called inside when the temperature is 0 or below (including the windchill) including the "feels like" temperature. This will be determined by the Weatherbug phone app.

School Closings

All decisions regarding closing school, late starts or emergency early dismissals will be based on the safety of students and staff. The District Administrator or designee may close school for an emergency which could be hazardous to the health, safety or welfare of students and staff.

Due to the large geographic size of the Lakeland district, weather conditions vary considerably from one part to another. Generally, the Arbor Vitae-Woodruff School District will not be closed for snow, fog, ice or drifting snow except under extreme conditions. The District Administrator or designee will work in junction with Lakeland Bus representatives and area superintendents to make a final decision regarding school closings. The threshold of -35 degrees Fahrenheit (with or without the wind chill) factor in closing school in conjunction with other relevant facts and conditions that may be present.

It is up to the discretion of the parent/guardian to keep their child home, if they question the advisability of their child waiting for the bus on extremely cold mornings. The parent should contact the Principal's office to report their decision and the absence will be excused.

Under ordinary circumstances, announcements of school cancellation, delay, or emergency early dismissal will be made via a telephone voice message, our local radio station, and local television stations. Morning cancellations or delays will be made as early as possible. Families, staff, and media will be contacted in a timely fashion.

Mandatory Reporting of School Violence Threats Act 143

Policy 8462.01 – Threats of Violence

This policy requires reporting of school violence threats by certain individuals, including teachers, school administrators, school counselors, other school employees, physicians, and other medical and mental health professionals.¹ Specifically, an identified individual must report if the person believes in good faith, based on a threat made by an individual seen in the course of professional duties regarding violence in or targeted at a school, that there is a serious and imminent threat to the health and safety of a student, school employee, or the public. These individuals must immediately inform a law enforcement agency of the facts and circumstances contributing to the belief that there is a serious and imminent threat. ¹ The full list of individuals required to report threats of school violence can be found in s. 48.981 (2) (a), Stats., and is the same list of individuals required to report suspected child abuse and neglect. - 4 - The Act provides immunity from civil or criminal liability for any person or institution making a report in good faith, as well as immunity for health care providers who do not report based on their good faith belief and professional judgment that a report is not required. Act 143 also creates an exemption from mandatory reporting for members of the clergy if certain conditions are met. The Act mandates that school boards require employees to receive training regarding mandatory reporting of school violence threats. The mandatory reporting created by Act 143 applies to threats of violence against public, private, or tribal elementary or secondary schools. An intentional violation of the reporting requirement is an unclassified misdemeanor, subject to a fine of \$1,000 or less, imprisonment of six months or less, or both.

Appendix

Commonly Referenced Acronyms at AV-W

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EL Glossary of Commonly Used Terms

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Five Key Dimensions of EL Education Schools

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EL Education Design Principles

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AV-W Core Expectations

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Commonly Referenced Acronyms at AV-W

ALOTBSOL - Always look on the bright side of life

AV-W - Arbor Vitae - Woodruff School

CVC - Core Value Compliment - A compliment given to a student or staff member that highlights a core value (integrity, compassion, courage) that person demonstrated to another.

ELA - English Language Arts - Part of the Wisconsin Academic curriculum. ELA refers to reading, literature, reading, writing and speaking and listening.

HOS - Habits of Scholarship (craftsmanship, curiosity, grit)

Performance character skills. AV-W's Habits of Scholarship: craftsmanship, curiosity, grit are needed to obtain a standard of excellence in academic and real-world endeavors.

IEP - Individualized Education Program - The IEP is a written statement for a student with a disability that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.

NCLB - No Child Left Behind - NCLB is the 2002 reauthorization of the Elementary and Secondary Education Act of 1965 and represents a sweeping change in the federal government's role in local public education. NCLB's primary goal is for all public school children to be proficient or above in reading and mathematics. Title I schools that do not meet certain student achievement standards face sanctions under this law.

Rtl - Response to Intervention - Rtl is a multi-tiered framework that promotes school improvement through engaging, high quality instruction. Rtl employs a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all.

EL Glossary of Commonly Used Terms

Crew - Time taken each day to build classroom community and teamwork. Crew may be in the morning to set the tone for they day or in the afternoon to reflect on how the day has progressed.

Experts – People skilled in a particular field of study. Teachers utilize experts to support authentic research, critique student work, model, and provide guidance in expedition development. The EL approach encourages the regular use of experts in the classroom and in the field, not just as “presenters” but as active partners in enriching the quality of student thinking and work.

Fieldwork – Field research done by students. EL distinguishes fieldwork from “field trips.” In fieldwork, students are active researchers and not passive observers of a prepared experience. For example, a field trip might involve elementary school students taking a guided tour at a restored colonial village. Fieldwork, on the other hand, might have those students “apprentice” themselves to a particular craftsman at the village, helping with the work, interviewing, and taking photos, becoming an “expert” in that craft. Fieldwork in EL schools often involves service learning, such as testing local water sources for pollutants. Fieldwork is often done at or near the school to keep transportation and other costs to a minimum.

Learning Expeditions – The major curriculum unit in EL schools. They are multi subject studies, usually lasting 6-12 weeks, led by a teacher or teaching team. Learning Expeditions are based on state standards and local curriculum maps and focus on what teachers determine to be essential content and skills. They use interesting case studies to make content come alive for students. They involve students in fieldwork (field research) and service learning and connect them with local experts.

Learning Targets – Goals or objectives for lessons written in concrete, student-friendly language. They are shared with students, posted in the classroom, and tracked carefully by students and teachers during the process of learning. Learning targets are most often written as “I can” statements. EX: “I can explain the life cycle of a butterfly.”

Products and Projects - Student products are the tangible results of the expedition’s learning and one of the ways students “show what they know” in EL schools. Formats include things like: scientific reports, field guides, blueprints, business plans, anthologies of writing, models, or instructional posters. Most products in EL schools are created for audiences beyond the classroom. Products are intended to increase motivation by engaging students in real work with authentic purpose, and they require students to apply key academic skills while thinking creatively and critically. Major EL projects are generally worked on in school, not as an out-of- school assignment, though they may involve homework.

Service Learning – Active participation in organized experiences that meet authentic community needs. Service learning provides students with opportunities to use their acquired skills and knowledge in real-life situations, extending student learning into the community and instilling an ethic of stewardship. Service learning is not simply charitable work; the learning (linked to expedition content) is just as important as the service.

EL Design Principles

EL is built on ten design principles that reflect the educational values and beliefs of Kurt Hahn, founder of Outward Bound. These principles animate our research-based model for transforming teaching, learning, and the culture of schools.

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education Schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas

Teaching in EL Education Schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education School encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education Schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education Schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education School's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

EL Education Schools

Core Practices Our core practices address five key dimensions of life in school.

Curriculum

Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Our schools ensure that all students have access to a rigorous college preparatory curriculum, and regularly analyze the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Instruction

Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

Assessment

Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that schools achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement.

Culture and Character

Our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

Leadership

Our school leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team—it is a role and expectation for all.

AV-W'S Core Expectations

AV-W's Bathroom Expectations

Courage I notify adults of anything needing attention in the bathroom.

Compassion I respect other people's privacy and remain quietly in the bathroom area.

Integrity I use toilets, sinks, soaps and towels quickly and appropriately (1 or 2 will do), keeping the space clean.

AV-W's Bus Expectations

Courage I use kind words.

Integrity I follow requests of the Bus Driver and AV-W Staff. I stay seated, use a conversational voice, and keep my body to myself.

AV-W's Cafeteria Expectations

Courage I use good manners, try new foods and stay in my chosen seat.

Compassion I keep my area clean and use only what I need.

Integrity I stay seated, use a conversational voice, and keep my body to myself.

6/7/8 Musky Card Holders — Lunch Options - EL Center, Cafeteria, or Outside

ALL other students — Outside Recess

AV-W's Computer Lab Expectations

Courage I keep personal info/passwords to myself.

Compassion I log out and leave area clean. I refrain from eating or drinking in the lab.

Integrity I use computers as instructed and report problems to the teacher. I follow the Technology Use Agreement Expectations.

AV-W's Core Values Expectations

Courage I take positive risks with my learning.

Compassion I show care and concern for others.

Integrity I choose to do the right thing, even when no one is watching or when the right thing is not popular.

AV-W's EL Center Expectations (For Independent Use)

Compassion I respect materials and displays. I refrain from eating or drinking in the EL Center.

Integrity I follow AV-W's Personal Electronics Expectations.

Integrity I lead by example by finding an appropriate spot to read or work quietly.

AV-W's Guest Teacher Expectations

Courage I demonstrate respect and encourage my classmates to do the right thing.

Compassion I am helpful and flexible when guest teachers need assistance. I am especially kind to all guests in our building.

Integrity I promptly follow directions and display classroom expectations.

AV-W's Morning Expectations

Courage I will ask for help when needed.

Compassion I will be considerate of others needs.

Integrity I will choose a designated area and remain there until the bell rings. I will make good choices in the area I choose to spend my time.

AV-W's Office Expectations

Compassion/ Courage/Integrity

I will attend to my own business.

I will wait patiently and quietly.

AV-W's Playground/Indoor Recess Expectations

Courage I will play fairly and cooperatively.

Compassion I will include others in my activities.

Integrity I will follow the supervisors' directions. I will use equipment safely and stay in designated areas.

AV-W's Composting Expectations

Learning Target: I can practice environmentally friendly habits at AV-W to minimize our ecological footprint.

Compassion I can show compassion for the Earth by getting all of my items in the correct bins.

Integrity I can put only compost items in the compost bin.

Courage I can encourage others around me to recycle/compost their trash.