



Family Handbook 2024/2025



 Education

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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.

Because we truly believe in the EL model for education, we became a credentialed school in 2016 and a mentor school in 2017. We were only one of three EL Education schools to host a site visit in 2019.

These two accolades mean that we consistently maintain strong implementation of the EL Education Core Principles. We work to empower students to achieve multiple dimensions of success: mastery of knowledge and skills, character building, and high quality work.

Mastery of Knowledge and Skills: EL Education students are empowered to demonstrate proficiency and deeper understanding to apply their learning, think critically and communicate clearly.

Character Building: EL Education students are empowered to become effective learners, become ethical people and contribute to a better world.

High-Quality Work: EL Education students are empowered to create complex work, demonstrate craftsmanship and create authentic work.

EL Education combines challenging work with the joy of discovery, pride in mastery, and meaningful application of learning. Building all three dimensions of student achievement is a single enterprise, interwoven throughout the environment of a school and the learning experiences of students.

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

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

We pride ourselves on our open enrollment numbers, noting that our numbers have continually increased and our school has one of the highest rates of open enrolled students 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 two years at which time they may choose to run for re-election. The Board of Education directly appoints one principal, the Superintendent and the Business Administrator/Treasurer. These positions are established and required by state law. 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) is an EL Education School. AV-W provides a rich and active, yet fundamental, educational program to children in grades 4 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 support 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

The Model Musky Pledge was written by the students and staff in 2012. This pledge keeps students focused and committed to the Core Values and Habits of Scholarship of AV-W. The Model Musky Pledge is recited daily by students and staff as a ritual that supports learning and character development.

We can be compassionate by showing others that we care. We can be kind, helpful and understanding.

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

We partner with EL Education 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 Education School, our curriculum will draw upon EL Core Practices.

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 and case studies.

Wisconsin Academic State Standards

Annually, the Board of Education provides notice to the community of the academic standards and curriculum design used to establish learning targets, learning content and performance standards in all subject areas. This notice was provided during the July 8, 2024 Board of Education meeting. The Board's policies pertaining to academic standards can be found in Policy 2210. Educational Standards Used for Curriculum 2024-2025 can be found at <https://dpi.wi.gov/standards>

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-tier approach to the early identification and support of students with learning and behavior needs as well as providing opportunities for enrichment.

Special Education

The district locates, identifies, evaluates and educates all children with disabilities who are enrolled by their families in private (including religious) schools, elementary schools and secondary schools located in 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 x4451. 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: Jocelyn Hardy, District Administrator at 715-356-3282 ex. 4455 or by writing
AV-W School, 11065 Old Highway 51N, Arbor Vitae, WI 54568.

Meeting the Needs of Exceptional Learners

EL Education 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. All AV-W families commit to supporting their child(ren)'s learning. AV-W commits to involve all families in their child(ren)'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.seidl.org/connections/resources/evidence.pdf](http://www.seidl.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. They provide financial and volunteer support for classrooms, academic clubs, field trips, EL Education activities, athletics, and equipment. They also work to enhance and cultivate school spirit and support AV-W's EL Education identity.

How can you help?

- *Join the Parent Group as a volunteer
- *Get involved. Attend meetings. Everyone is invited
- *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!

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.

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. For more information, please contact AV-W School at 715-356-3282.

Community Crew

Community Crew gatherings are a common structure in EL Education 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. Families 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.

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 that 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 you have a school-wide concern, please contact the Principal.

If your concern is not addressed to your satisfaction please contact 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 #870 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 Education 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.

AV-W Core Expectations

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. 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.

“What are you doing?” “What is going on?”

“What is the expectation?” or “Is that ok?” “What will happen if you continue to do this?”

“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 say, “I see that you have chosen **not** to work with me. I will call 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.

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. Families 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

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, families 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 will be available electronically approximately one week following the end of the trimester. Student report cards can be found in Skyward Portal under Family Access.

The following tables indicate the end of trimester dates for the 2024/ 2025 school year.

Grades PreK - 8	
Trimester 1	September 3 - Nov. 26, 2024
Trimester 2	Dec. 2 -- March 7, 2025
Trimester 3	March 10 - June 6, 2025

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 six 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-tier approach to the early identification and support of students with learning and behavior needs as well as providing opportunities for enrichment.

Other Testing Data

AV-W Students in 2nd through 8th grade will participate in the MAP (Measures of Academic Progress) reading and math testing. 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.

MAP assessments are used to measure a student's growth in Mathematics and Reading. The Fall assessment gathers the baseline. The Winter assessment measures progress. The Spring assessment measures the students' growth to that point. The scale used to measure a student's progress is called the RIT scale, short for Rasch Unit (Rasch unit). The RIT scale is an equal-interval scale much like inches on a yardstick. It is used to chart a student's academic growth from year to year. The RIT is not a measure of mastery or a grade, rather it provides information about what a student is ready to learn.

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. Our goal: 100% participation. The first round of student led conferences will occur in November. Round two will be scheduled in April. Families will receive written communication from school regarding the scheduled times for their family.

Student Assessment Policy 2623

The Board of Education shall assess student achievement and needs in all areas of the curriculum in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, student portfolios, and physical examinations.

The District Administrator shall develop and present to the Board annually a program of testing and assessment that includes:

- A. The Wisconsin Forward Exam at grades 3-8 for English Language Arts (ELA) and Mathematics, at grades 4 and 8 in Science, and 4, 8, and 10 in Social Studies;
- B. curriculum-based written and oral examinations which include use of alternative questions, demonstrations, writing exercises, individual and group projects, performances, portfolios, and samples of best work;
- C. Wis. Stats 118.016(1) requires an early literacy screener to be administered to all 4 year old kindergarten to 2nd grade students enrolled in public school districts and charter schools. School boards and charter schools are authorized to select a valid and reliable assessment of literacy fundamentals to fulfill this requirement.

The purpose of this requirement is to:

1. Identify students who are struggling to learn to read
2. Find out what each student is ready to learn next, and
3. Check each student's reading progress during the school year

***NEW* PARENT NOTIFICATION RELATED TO EARLY LITERACY ACT**

Under section 18.016(4) of the state statutes and beginning in the 2024-25 school year, school districts are required to provide the results of each "reading readiness assessment," in writing, to a pupil's parent no later than 15 days after the assessment is scored. The AV-W School District plans to comply with the following requirements upon implementation of the new early literacy curriculum for Grades K-5 beginning in the 2024-24 school year.

“Reading readiness assessments” are defined as the fundamental skills screening assessments (for 4K), the universal screening assessments (for 5K through third grade), and diagnostic assessments (certain students in 5K through third grade) that are administered under section 118.016.

A notice of reading readiness assessment results must be provided “in the native language of the pupil’s parent” and must include the following:

1. The pupil's score on the reading readiness assessment.
2. The pupil's score in each early literacy skill category is assessed by the reading readiness assessment.
3. The pupil's percentile rank score on the reading readiness assessment, if available.
4. The definition of “at-risk” under section 118.016 and the score on the reading readiness assessment that would indicate that a pupil is at-risk.
5. A plain language description of the literacy skills the reading readiness assessment is designed to measure.
6. If a diagnostic assessment indicates that a pupil is at-risk, then the notice of the assessment results shall include information about how to make a special education referral under section 115.777.

2023 Wisconsin Act 20 includes additional parent notification requirements that apply to some students based on the individual student’s specific situation. For example:

1. Dyslexia information. If the school district is required to assess a pupil’s early literacy skills using a diagnostic assessment, the district shall provide the pupil’s parent, in writing, a description of the common indicators and characteristics of dyslexia and information about appropriate interventions and accommodations for pupils with characteristics of dyslexia. See section 118.016(4)(c).
2. Notices related to personal reading plans. If a pupil qualifies for a personal reading plan under section 118.016, the school district must: a. Provide a copy of the pupil’s personal reading plan to the pupil’s parent and obtain a copy of the pupil’s personal reading plan signed by the pupil’s parent. See section 118.016(5)(a)4. b. After providing the interventions described in the pupil’s personal reading plan to the pupil for 10 weeks, notify the pupil’s parent of the pupil’s progress, as determined under the pupil’s personal reading plan. See section 118.016(5)(a)5.
3. Notice of pupil promotion without completion of personal reading plan.

NOTE: Each school district that operates schools with elementary grades is required to adopt and maintain an “Early Literacy Remediation Plan.” The plan must include a “parent notification policy” that, at a minimum, addresses various parent notification requirements under section 118.016. See section 118.016(6). The plan itself must be posted on the school district website when available. See section 118.016(4)(d).

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, families and students can track student progress and determine and/or request help with next steps to ensure success.

It is recommended that families 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 families 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.

We are happy to provide help or access to computers at school.

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, 2025** 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.

families are responsible to provide transportation to and from school in the nonresident school district, except for approved 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 families 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

The AV-W school day begins at 7:48 AM. The staff is not available to supervise students before 7:35 AM or after 3:20 PM. If children are dropped off prior to 7:40 AM, they should stay in the cafeteria until that time. There will be supervision on the playgrounds from 7:40 – 7:48 AM. The morning bell will ring at 7:48 AM 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 3:07 PM. Their teachers will walk them to the cafeteria and school buses. Intermediate students (2-5) will be dismissed at 3:10 PM. They will walk themselves to the cafeteria and school buses. Middle school students (6-8) will be dismissed from class at 3:15 PM. They will also walk themselves to the cafeteria and school buses. Students are not expected to remain at school after 3:30 PM, unless they are attending a school activity or have prior arrangements with a staff member. Children who are not picked up by 3:30 PM 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 12:30 PM 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 12:30 PM will remain in 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 3:30 PM will be reported to the school principal.

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 8:00 AM. 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.

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 8:00 AM 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. 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:

- Illness-physical or emotional
- Court or legal proceedings excused by legal documentation
- In/Out of school suspension
- Family emergency
- 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
- Religious holidays
- Attendance at special events of educational value. (2 day advanced notice is required)
- Other reason on a case by case basis

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. The notice under this paragraph must be given 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 registered or certified 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:

1. A statement of the parent's/guardian's responsibility under state law to cause the student to attend school regularly.
2. 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.
3. 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:

- 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.
- 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.
- 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
- 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, his/her parent or guardian on file shall contact the school secretary prior to 10:00 AM (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.

Families 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 families 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 of a student's unexcused absence from school.

Teacher Responsibilities

Teachers are required to submit daily attendance reports to the office staff by 8:30 a.m. on 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 effect 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 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 extracurricular 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 families indicating permission to stay after school to attend after school events.

Volleyball, Basketball, Football, Wrestling, Cross-Country, Gymnastics, Track, Technology Club, Drama, Mural, 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.

Guest Entrance Procedure

All visitors to the school, including volunteers, parents, visiting teachers, etc. must check in at the main office and receive a guest badge. The badge 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 7:48 AM and ends at 3:15 PM. 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 363.

Students 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 sign 363.1 - Exhibit (1). 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 #443.1 for a specific list of guidelines (available on the school website and in the District Office).

Snowmobiles

Students that would like to drive a snowmobile to school must apply for permission. The form is 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.

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 use a threshold of -20 degrees Fahrenheit with no wind chill or -32 degrees Fahrenheit wind chill threshold as a 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 Alert Now (telephone voice message), local radio and television stations. Morning cancellation or delay will be made by 5:30 AM, if possible. Families, staff and media will be contacted as soon as possible.

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Commonly Referenced Acronyms at AV-W

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.

EL Education - EL is a model for comprehensive school reform for elementary, middle, and high schools that emphasizes high achievement through active learning, character growth, and teamwork.

EE - Educator Effectiveness - The Wisconsin Educator Effectiveness System provides a performance-based evaluation that leads to improved student learning by supporting the continuous improvement of educator practice. The WI Department of Public Instruction Educator Effectiveness Team implements and improves the Wisconsin Educator Effectiveness System to ensure that educators receive quality data to identify and inform individual areas of: 1) strength; 2) needed improvement; and 3) ongoing support for professional growth.

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. AVW'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 families 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.

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 Education 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 the 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.

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.

Service learning - 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.

Expeditionary Learning Design Principles

Expeditionary Learning 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 Expeditionary Learning 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 Expeditionary Learning 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 Expeditionary Learning 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 Expeditionary Learning 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 Expeditionary Learning 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 Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

The Expeditionary Learning 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

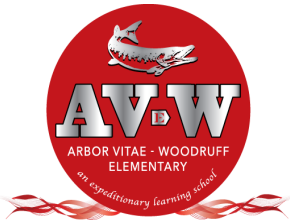
Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that schools achieve educational equity. 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 others' privacy and remain quiet in the bathroom area.

Integrity I use toilets, sinks, soaps and towels quick 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.
I use the Cafeteria Quality Check before leaving the lunch room.

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

ALL other students — Outside Recess

AV-W's Computer Lab Expectations

Courage I keep personal information 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.

Craftsmanship I can use the computer lab check in sheet and work responsibly while I'm in the computer lab.

6/7/8 Students - 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 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 Hallway Expectations

Courage/Compassion/Integrity I am respectful of others' personal space and our educational environment. I use my designated locker for all of my school and personal belongings. I move safely and quietly to my destination.

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 attend to my own business.

I wait patiently and quietly.

AV-W's Playground/Indoor Recess Expectations

Courage I play fairly and cooperatively. I attempt to include others in my activities.

Compassion I enter and exit the building in a quiet and orderly fashion.

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

AV-W's Personal Electronics Expectations

Compassion/ Courage/Integrity I have my personal device turned off and stored from first to last bell. I use my personal device appropriately when given permission.

AV-W's After School Expectations

Integrity I go to my intended activity, staying there until I am picked up.

I continue to display AV-W Core Expectations.

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.

AV-W's Assembly Expectations

Compassion

I can stay for the entire performance.

I can wait until a break in the performance before leaving or re-entering the gym.

Integrity

I can use the red walkways and aisles between the bleachers.

I can be safe in the bleachers.

Courage

I can respond to assemblies in a positive manner (clapping/cheering when appropriate, quiet feet).

Guests - Please turn off or silence cell phones and tucked away during all assemblies.

AV-W's Classroom Expectations

(See grade level Habits of Scholarship Expectations for specific criteria)

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.