

**ALL**

**Student/Family Handbook  
2009-2010**

**“ALL the children are well!”**

Academy of Learning and Leadership  
1530 West Center Street  
Milwaukee, Wisconsin 53206  
414-372-3942



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Handbook  
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FAX: 414-372-8260  
<http://www.all-milwaukee.org>

This Student and Family Handbook contains the official policies and procedures of the Academy of Learning and Leadership. It is issued to ALL parents/guardians and students annually.

Parents/guardians sign a receipt indicating they have received this handbook and understand that these policies and procedures guide life at the Academy of Learning and Leadership.

Students and parents/guardians are asked and encouraged to read and understand the contents of this handbook.

Please contact us if you have ideas or concerns about your child's learning and growth. 372-3942

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Visit our website at [www.all-milwaukee.org](http://www.all-milwaukee.org)

# Table of Contents

<b>Greetings and Welcome!</b>	<b>6</b>
Why was ALL founded?	
<b>ALL Vision and Mission</b>	<b>7</b>
What is our road map for growth?	
ALL?	
<b>Culture of ALL</b>	<b>9</b>
How do we create a caring community of learners and leaders?	
<b>Teaching and Learning</b>	<b>13</b>
What do we believe about learning?	
How will you know what – and how well – your child is learning?	
How do you get help for a struggling learner?	
<b>Special Education</b>	<b>24</b>
What do we believe about best teaching of students with special needs?	
<b>Health</b>	<b>25</b>
How can you help your child be healthy, safe and ready to learn?	
How can I ask for help with medication?	
<b>Discipline</b>	<b>28</b>
How can I work with the school to help my child’s character to be strong?	
What happens when children need help making good choices?	
<b>Parent Involvement</b>	<b>33</b>
How can you become involved in the ALL Community?	
<b>Index</b>	<b>?</b>
<b>Board of Directors</b>	<b>?</b>
<b>Faculty and Staff</b>	<b>?</b>
<b>Calendar</b>	<b>?</b>

## Greetings and Welcome!

Welcome to the Academy of Learning and Leadership! We are pleased that you have entrusted us with the education of your child. Our extraordinary faculty and staff are deeply committed to the care and learning of your child. We recognize that you, as parent or guardian, are the first and primary educator of your child; we are honored to partner with you in this most important mission. We hope that you will become deeply involved in our special learning community and share your gifts and talents with all of our ALL Family. The future of our children and our community depends on all of us.

### Why was ALL Founded?

Throughout America, and in Milwaukee in particular, there is a desperate need for schools capable of developing children's competence as learners and character as individuals and citizens. Both for the quality and stability of our society and for the capability of our workforce, we are compelled to find solutions to the devastating waste of human potential that is rampant in our cities and schools.

Among the tribes of Africa, none was considered to have warriors more powerful or more intelligent than the mighty Masai. Perhaps it is surprising then to learn that the traditional greeting passed between Masai warriors is "Kassesianingera." It means,

#### **"And how are the children?"**

This is still the traditional greeting among Masai today, acknowledging the high value that the Masai place on their children's well being. Even warriors with no children of their own give the traditional answer, "All the children are well." That is, peace and safety prevail; the priorities of protecting the young, the powerless, are in place; society has not forgotten its reason for being, its proper functions and responsibilities (*O'Neill*)

The State of Wisconsin claims a proud history of educating children well. Eighty-seven percent (87%) of its students graduate from high school (92% of its white students) – second only to Iowa – with test scores that are among the highest in the nation.

- However, in the City of Milwaukee, only forty-three percent (43%) of students graduate from high school – seventy-four percent (74%) whites, forty-two percent (42%) Hispanics, thirty-four percent (34%) blacks - third from the bottom of our nation's fifty largest cities. (Milwaukee Journal Sentinel)
- One in thirty-three Americans are in prison or jail, on probation or parole, a statistic that includes one in four black men. Eighty to ninety percent (80-90%) of all convicted felons are high school dropouts. Seventy percent (70%) of boys in juvenile institutions have been diagnosed as learning disabled. (Kipnis, 40-41, 55)
- Nearly four in ten young women will become pregnant at least once before reaching age twenty. Only thirty-three percent (33%) of these girls complete high school and nearly eighty percent (80%) will end up on some type of state-aid. Children of teen mothers are more likely to do poorly in school, their sons are thirteen percent (13%) more likely

to go to prison, while their teen daughters are twenty-two percent (22%) more likely to become teen mothers themselves.

The dedicated and focused purpose of the Academy of Learning and Leadership is to impact this devastating waste of human potential - child by child – until we can answer with a resounding “Yes!”

“ALL the children are well.”

## **ALL Vision and Mission**

### **Vision**

ALL Faculty and Staff dedicate themselves to a vision of caring and committed relationships with children and their families in order to make this vision a reality.

The Academy of Learning and Leadership is a caring community of child and adult learners actively engaged in generating leadership. In an environment of safety, exploration, creativity, dialogue, and choice, the Academy develops competent learners and confident leaders. These focused, action-oriented children and adults use their empowered selves for the common good: healthy living, life-long learning, caring families, stable communities, a just society, and a peaceful world.

### **Mission**

The Mission of ALL Faculty-Staff, along with students and families, is to make this future possible through engaging, effective teaching and learning.

The Academy of Learning and Leadership, serving urban education needs from early childhood through eighth grade, is a community of central-city Milwaukee families and educators uncompromisingly committed to the learning and development of its children as whole persons.

Through creative, experiential, problem-based, interdisciplinary teaching and learning opportunities, we develop – in children, families, and educators - deep competence as learners.

Through action, reflection, dialogue, choice, mentoring and service, we develop – in children, families, and educators – deep confidence as leaders.

We are dedicated to consciously creating generative community in order to develop this learner competence and leadership confidence.

We hold sacred the uniqueness of each individual, the need for caring relationships in learning, and the human calling to make a contribution to the world.

ALL is committed to smallness and relationship. The Academy today is 475 children from four-year-old kindergarten through eighth grade, 60 educators and staff, as well as committed parents, grandparents, and community partners. Within this small

community people come to know one another personally and connect with the gifts and expertise of each person – children and adults. Relationships of caring and connection, focused on children’s needs, support activities for deep learning. As adults and children gain competence in learning, leadership flourishes throughout our community.

### **Our Road Map for Growth**

It was the vision and goal of ALL to create an environment of beauty, welcome, care, and cleanliness for our children, families and faculty/staff. It is our stewardship – our thoughtfulness and work in caring for our school facilities and environment that will help our students to envision a world and their own lives in whole and healthy ways that will lead to their success and happiness as persons as citizens and workers.

We have invested \$3.5 million in our first building (\$920,000 into remodeling LaVarnway Boys and Girls Club and refinanced and built our second facility with an \$8.5 million bond issue in 2007. Our investment has provided us with beautiful facilities to work and learn in.

At full capacity, the Academy of Learning and Leadership will serve over 600 children and their families. It will add an Expeditionary Learning (EL) high school to its two EL elementary (K-8) schools and a birth through three-year-old Early Childhood Center. Our partnerships with the Boys and Girls Club, Children’s Hospital, Milwaukee Youth Art Center, Urban Ecology Center, Lake Valley Camp, Pearls for Girls, St. Ann Intergenerational Center, Michael Fields Agricultural Center, Mad Hot Ballroom, and others will continue developing in order to meet the needs of our very special children and families.

The Vision and Mission of the Academy of Learning and Leadership drive all that we do here as faculty and staff each day and into the future. Our questions, our decisions, our planning, our energy, our collaboration are always – at our best – focused on moving us toward this Vision and Mission. Our children and their learning and growth needs are at the heart of all that we do. And we need everyone in our community in order to meet these crucial needs. Please join us in this amazing journey for our children. Roll your sleeves up and be part of this special community. As we say in our Expeditionary Learning school:

**We are CREW. . . not Passengers!**

## **Who oversees the Academy?**

### **Governance**

The Academy of Learning and Leadership is a City of Milwaukee authorized independent public charter school. We have an independent public Board of Directors (see the end of this handbook for board members) and are a 501c3 corporation of the State of Wisconsin. We were chartered and opened in 2003.

The Board of Directors assures that the Academy is moving toward its stated vision and mission and complying with the expectations of its charter. It writes policy for the school that is implemented by the administration for the care and learning of ALL children. The members of the board are also responsible for the financial oversight of the Academy.

The Board of Directors meets every other month through the school year. Please contact the Executive Director for further information about the governance of the Academy or to contact the board.

## **Culture of ALL**

### **How do we create a caring community of learners and leaders?**

At the Academy of Learning and Leadership, we believe that students, families, faculty and staff-- all members of our community-- contribute to creating a positive, productive and orderly culture in our school. Culture is defined as 'how we do things around here.'

Children benefit from a structured schedule they follow each day. This helps their learning and prepares them for the work world.

### **Hours of Operation**

7:30-7:50 A.M.	Breakfast
8:00 A.M.	Classes begin (Students marked tardy at 8:01 A.M.)
11:00 A.M. - 1:00 P.M.	Lunch and recess periods
3:00 P.M.	Dismissal Monday, Tuesday, Thursday, Friday
1:20 P.M.	Dismissal every Wednesday

### **Before School**

Students should arrive at school between 7:30 and 7:55 A.M. All students go directly to the cafeteria when the doors are opened at 7:30 A.M. Our kitchen staff members stop serving breakfast at 7:50 A.M. Students are dismissed to their classrooms at 7:55 A.M. They are to be in their classrooms by 8:00 A.M. A great and timely start to the day leads to a positive day of strong learning. A student's repeated tardiness will be a reason to meet with an administrator.

## After School

Student dismissal is at 3:00 P.M.

- All children going to the **LaVarnway Boys and Girls Club** will be escorted by an Academy staff member to the club entrance at the end of the day.
- All children who **walk home, take the city bus or receive rides by car or van** are released through the front doors of each building. They are accompanied outside by their classroom teachers.

Van drivers are to park on Center Street next to Building II; they are NOT to enter the circle drive. Cars are to wait to the right side of the drive and not in the drive path on the left side of the driveway – just as would occur on a city street. Many adults are supervising the area to make our children safe. Thank you for respecting their directions.

## Early Departure

It is very important for all students to be at school the entire day, in order to learn as much as they possibly can and to be in step with the class community and events of the day. If a student must leave school early, because of an appointment, a parent or legal guardian must be present at school to sign the child out. Early departure regularly from school is not allowed and falls under the truancy laws of the State of Wisconsin just as tardiness and absenteeism do.

## Snow Days/Inclement Weather Days

ALL closes school when Milwaukee Public Schools (MPS) close. Whenever weather conditions become severe enough to cancel classes, an announcement indicating that MPS is closed will be made over the following local radio/TV stations:

### Television Stations:

WISN-TV	12
WTMJ-TV	4
WITI-TV	6

**Information is posted on related radio stations.**

## Attendance Policy

Children are expected to be at school every day by 8:00 A.M. unless they are sick. The Academy offices will call home by 9:00 A.M. for any child that is not in attendance if a note or call has not explained the child's absence. Extended absence for illness will require a doctor's note for return to class. Extended absence for anything other than sickness requires a conference with the parent and an Academy Administrator. **Perfect attendance** is awarded quarterly. Students must be **present and on time** every day to receive this award.

## Wisconsin Truancy Law

Under Wisconsin Statute 118.15, a student is considered to be truant if school is in session and they are not in attendance. Students are considered to be habitually truant when they are absent unexcused for all or part of 5 or more days in a semester. **THIS INCLUDES TARDINESS.** The State of Wisconsin allows **only 10 days per year of excused absences.** The only acceptable reason for absence from school is due to illness. Absences for any other reason require that you notify the school prior to the absence.

Under Wisconsin law, any person having control over a child between the ages of 6 and 18 could be fined up to \$500 and/or imprisoned for not more than 30 days for failing to ensure that the child attends school.

## **Uniforms**

We believe students are more serious about learning when they wear school uniforms. Academy students wear a uniform to reduce focus on fashion that is distracting to learning and to reduce competition for clothing that can cause fights and theft. Uniforms help to minimize the economic differences among children as well and help all children feel good about themselves in the school community.

The Academy uniform consists of the following:

- Twill or chino pants, shorts, skirts or jumpers in solid navy blue (Pants must be belted and pulled up. Shorts may be worn if the weather is warm from September to the end of October as weather permits and again from mid-April through June as weather permits.)
- Solid, plain black belt – must be worn at all times on pants with loops
- Navy blue Academy polo shirt, Academy t-shirt (from the previous school year, if in good condition)
- Red ALL Leadership t-shirt (once earned by the student)
- Athletic shoes or dress shoes that fully cover the foot (no open-toe or sling-backs)
- Athletic shoes must be worn to gym class
- Solid navy blue sweater (vest, cardigan, crew, or v-neck)
- Academy sweatshirt
- Jewelry may be worn, but it must be modest. Dangling earrings and hoops larger than 1/2 inch are not allowed.
- Undershirts that show must be navy blue and not hanging out below the uniform shirt.

**Academy polo shirts, sweatshirts, and navy blue pants will be available for purchase at the Academy front office.**

Students not in complete compliance with the uniform policy will be given a uniform warning slip as a reminder to take home. Children need to return to school the next day in full uniform. If a parent has a concern about their child's uniform compliance, they should contact the principal of their child's building.

Occasionally throughout the year there will be special opportunities for students to **dress-up or dress-down**. These days will be announced with a flyer sent home at least a week ahead of time. Students will be reminded that appropriate dress-down clothing for school is clean and modest and does not include alcohol, drug, smoking, violent or sexual logos, pictures, or sayings. Students wearing unacceptable dress will be required to get a change of clothes. Dress-up consists of formal clothing, including dress shirts, ties, suits, dresses, etc.

**We engage children's interest, curiosity, and energy through:**

- a clear understanding of the expectations,
- opportunities to see quality models of expected work,
- an engaging and imaginative vision of what is possible for them, and
- challenging, active, experiential learning and growing opportunities.

## Early Enrollment

All K4 students must be four by September 1. Any exception to this policy requires approval of the Executive Director.

## Norms

We create school-wide and classroom norms, or expectations. **Classroom norms** flow from our norms and are clearly understood and reviewed in the early days of the school year. These expectations will be posted in the classrooms, communicated to parents in the ALL newsletters and through classroom communications.

**School-wide norms** are expectations that everyone in our school community follows. ALL norms define “**ALL Safe,**” “**ALL Responsible,**” “**ALL Respectful.**”

Following are some examples:

- We use common courtesies, such as **please** and **thank you**.
- We are a **no excuses type of environment**, in which everyone takes responsibility for his or her own choices and actions.
- We **hold doors** open for others.
- We treat the **hallways** as quiet places where it is understood that learners are all around.
- Small groups of quiet students may work in the hallways. All students carry passes when not accompanied by faculty or staff and everyone walks on the right side of the hallway.
- We value **student attendance** so that children can learn to their fullest potential.

## Community Circle and Rhythm Circle

We believe in rituals that are regularly celebrated. Circle is a weekly tradition that serves to bind us together. Each building celebrates in a general assembly. In the Elementary Building, Community Circle is held every Monday morning. Each week an Ideal Graduate characteristic or an Expeditionary Learning Design Principle is demonstrated by a different class. Rhythm Circle is held every Friday. Every class creates a beat to play during circle and all individual rhythms are added to create one school-wide rhythm. Community leaders are also celebrated on Friday. In the middle school, Circle is celebrated on Wednesday. These are wonderful moments of community and energy!

## Community Leaders

Community Leaders are chosen for strength in leadership in the areas of academics, social/emotional, and/or behavior. Each new leader receives a red shirt, has a seat in the leader chair and is presented to the entire community for an honor ride in our Leader Chair – a beautiful King’s Chair from Benin Africa; elephants and lions on the chair represent the memory in the community and the courage it takes to be a leader. This is a highly respected tradition at the Academy and is held to the highest of standards.

## **Student Leadership Council**

This is a group of children who are leaders in our community. SLC members make decisions for our school and help run school-wide events. SLC meets once a week for one hour, during the regular school day.

## **Buddy Classes**

Working cooperatively with children in other classrooms is an opportunity we create for our children. Older students learn with, and mentor, younger students. Children of the same age also put their minds together to work with one another and/or go on fieldwork together.

# **Teaching and Learning**

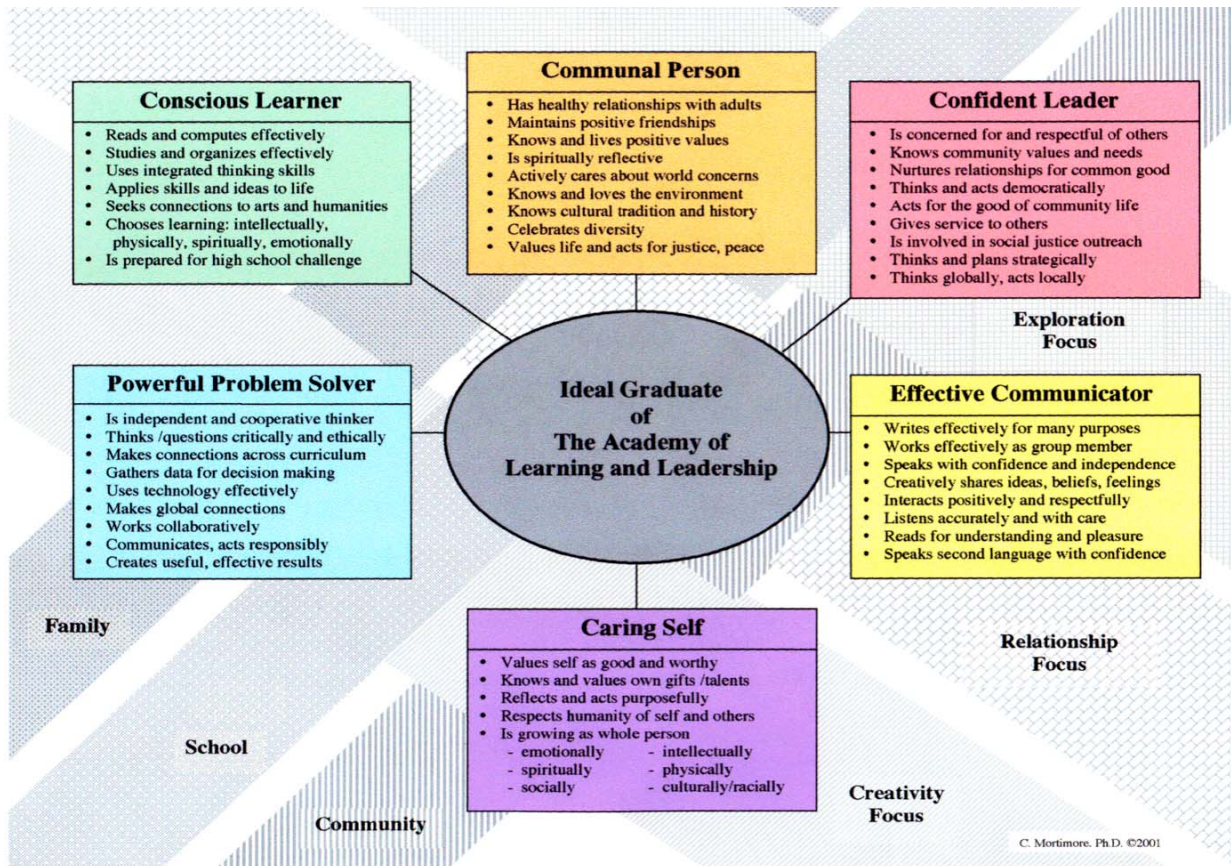
## **What do we believe about learning?**

### **Community of Learners**

School leaders, teachers, and staff at the Academy are members of a community of learners. We work together to share expertise, improve the school's program, build background knowledge, and model collaborative learning for students. Staff culture is characterized by a respectful collegiality where teachers resist judgment and blame and support each other in improving teaching in a safe community that fosters high quality work. Professional development for individual teachers and for the staff as a whole is at the heart of the school.

### **Ideal Graduate**

Our goal at the Academy of Learning and Leadership is to work with your child and family to empower your child in striving toward the qualities of the Ideal Graduate. We believe that these qualities will help your child to be a **competent learner** and a **confident leader**. ALL's culture and curriculum focus on your child becoming: a caring self, a communal person, a confident leader, a conscious learner, an effective communicator, and a powerful problem solver – not just at graduation, but at every step along the way. Character development is at the heart of becoming the Ideal Graduate and a healthy, whole person. Reaching this ideal is the work of students and teachers at every grade. It is based upon each successful school year, quarter, month, week, and most essentially, each day.



## Expeditionary Learning (EL)

Expeditionary Learning has been adopted by the Academy as the framework for curriculum design and instructional delivery, because of a deep coherence of principles with ALL and an excellent framework for professional development. EL is a proven model of comprehensive school reform for elementary, middle and high schools. EL emphasizes learning by doing, with a particular focus on character growth, teamwork, reflection, and literacy. Teachers connect high quality academic learning to adventure, service and character development through a variety of interdisciplinary, project-based learning expeditions.

## Design Principles

The ten Expeditionary Learning Design Principles describe the philosophy of education and core values of Expeditionary Learning.

### The Primacy of Self-Discovery

“I am here to discover what I can do.”

### The Having of Wonderful Ideas

“I have wonderful ideas.”

### The Responsibility for Learning

“I am responsible for my learning, and I can help others learn.”

### Intimacy and Caring

“I care for others; others care for me.”

**Success and Caring**

“Success is sweet; but mistakes are good food.”

**Collaboration and Competition**

“We work together as friends; I compete with myself.”

**Diversity and Inclusion**

“Our differences make us stronger.”

**The Natural World**

“Nature is our teacher.”

**Solitude and Reflection**

“I need time to be with myself.”

**Service and Compassion**

“We do excellent things for each other.”

**Core Practices of Expeditionary Learning**

The five Core Practices Benchmarks describe Expeditionary Learning in practice; what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. The five core practices—learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures (see below)—work together and support one another to promote high achievement through active learning, character growth, and teamwork. They enable schools to place learning expeditions, student work, and teacher practice at the center of teaching and learning.

**How Will You Know What – and How Well – Your Child Is Learning?****Constructivist Learning**

At the Academy, we use “**constructivist learning**” to teach your child. Constructivist learning means that learners are always constructing knowledge and creating meaning for themselves as they learn. Constructivist learning helps students build critical thinking skills by investigating Big Ideas and researching answers to Guiding Questions while using their own prior knowledge; they build new layers of knowledge and understanding as they make sense of their investigations. Students construct and carry out research and they communicate experiences in verbal, written, visual art, technology, or performance manner in order to make logical and critical connections in their learning and share their learning with others. Teachers provide supportive guidance and hands-on problem solving in the classroom and the community.

**Learning Expeditions**

In Expeditionary Learning Schools learning expeditions are the primary way of organizing curriculum. The subject matter of a learning expedition is a compelling topic derived from content standards. Big Ideas are grouped together and are used to develop Guiding Questions that students explore during a marking period or over a semester.

## **Active Pedagogy**

Teaching and learning are active and engaging in Expeditionary Learning classrooms. Effective instructional practices promote equity and high expectations; they make the content of expeditions come alive, ensure that all students think and participate, and allow the teacher to know all students and their thinking well.

## **School Culture and Character**

An Expeditionary Learning school culture is developed and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Social skills are taught to empower our children.

## **Leadership and School Improvement**

Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.

## **Structures**

In Expeditionary Learning schools the schedule serves instructional and curricular priorities. The schedule accommodates project work, fieldwork, service learning, and flexible groupings of students.

## **Fieldwork**

Fieldwork at the Academy of Learning and Leadership is used to build curiosity and background knowledge. Unlike the traditional field trip, fieldwork has a clear purpose that furthers the work of the learning expeditions. In many cases, fieldwork takes place over an extended period of time with several visits to the same site. Teachers will provide families with advanced notice of all fieldwork excursions. This notice requests written permission from a parent or guardian in order for each student to participate. The exception to this is work in the TUG-ALL Garden/Kitchen/Classroom as an extension of classroom learning at ALL for which parent/guardian permission is granted on a special form at the time of registration.

## **Summer Academy**

Summer school is offer to a limited number of students each summer in order to improve in reading and mathematics skills. It is offered first by invitation to students in need of additional support before the next school year. Summer Academy is taught by Academy teachers and is at a minimal cost to students. The dates and fee are set each year in May.

## **Academic Standards**

The McREL Standards and Wisconsin Academic Standards and Benchmarks will tell teachers what important ideas and skills your child should be mastering over time. When you join your child for conferences, the teacher will have a chance to show you how your child has been successful at reaching these learning goals set for each grade and what work remains to be learned. These standards are not a report card; the standards and benchmarks are a checklist the teacher uses to keep track of your child's growth and to plan new lessons.

## **Reading**

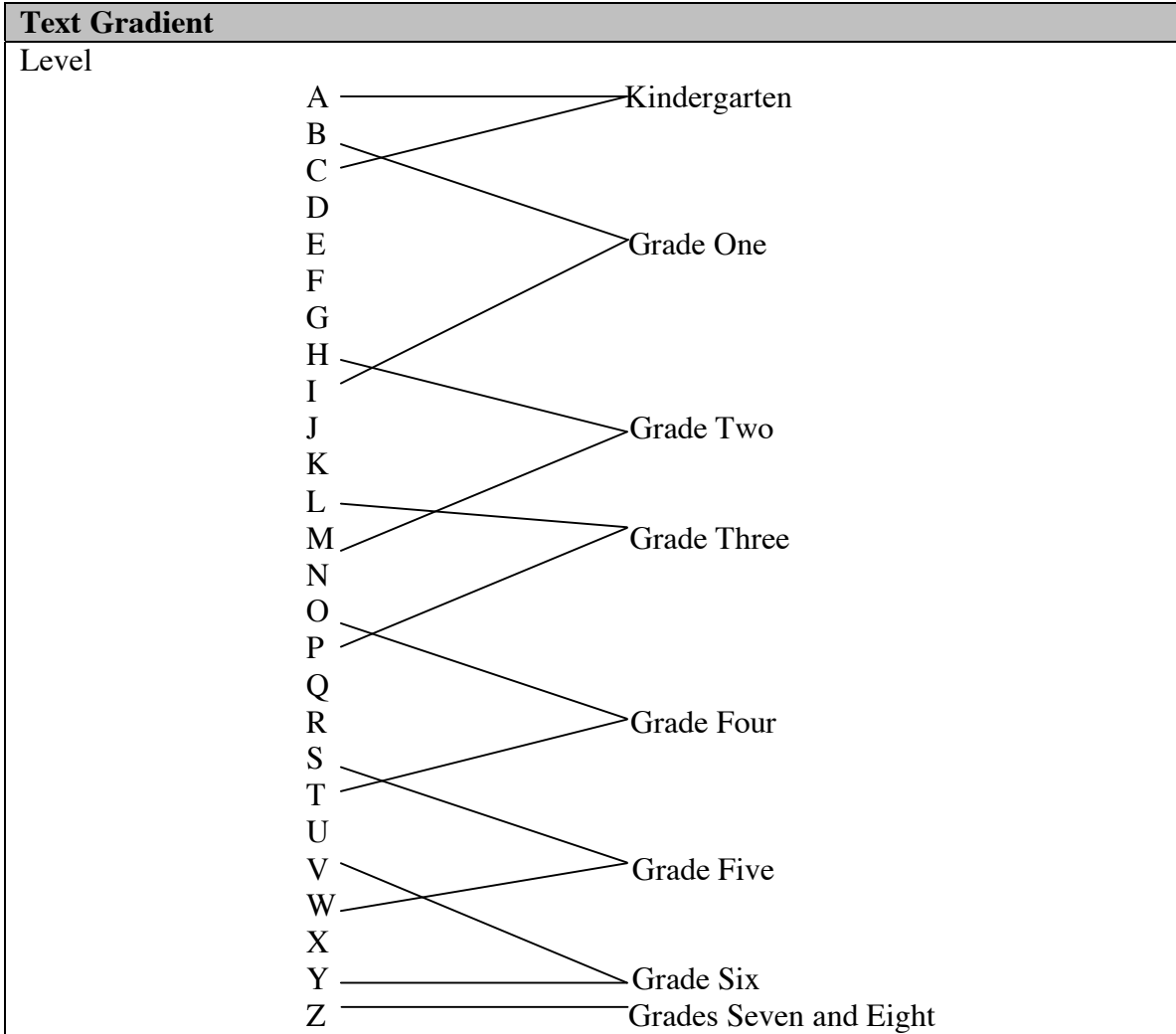
The Academy of Learning and Leadership believes that reading is a complex process that includes phonemic awareness, phonics, fluency, vocabulary development, and many comprehension strategies. In Expeditionary Learning schools, comprehension strategies are taught from kindergarten through eighth grade to convey the idea that reading is all about making meaning. The excitement of participating in expeditionary learning motivates students to read; in turn, teachers specifically teach reading comprehension that deepens students' understanding of the content of each school subject. Reading is taught across all the content areas: science, social studies, literature, and even mathematics. Each of these subjects require students to learn in different ways from a variety of written materials. Trade books, primary sources, and articles are used along with or instead of textbooks.

## **Reading at Home**

ALL students are expected to read each night. Younger students need to read at least 20 minutes each night alone and with a family member. Older students are expected to read a minimum of 30 minutes each night. Independent reading is important, but older students often like to share their reading with an older or younger family member. All children benefit from seeing their family members read for pleasure and for the tasks of daily life, whether in the grocery store, driving or riding the bus, reading instructions for cooking or enjoying a magazine, newspaper or book. Reading is the heart of learning. ALL students are learning to read for life!

## **Leveled Books**

The Academy guided reading books and many classroom library books are organized from easier to harder in the order of the alphabet. Each level is labeled with a letter from A to Z. The figure below shows the entire gradient of text from kindergarten through eighth grade. Levels show the reader's approximate grade equivalent. Our goal is to determine the child's level for independent reading and for instruction. These levels are determined by the child reading a text and the teacher completing a scoring form called a "running record" as well as a series of comprehension questions. We see children on a journey of reading growth.



## Writing

Students at the Academy of Learning and Leadership write for various purposes and audiences and across all areas of the curriculum. Students do their best writing when they care about the topic, purpose, and audience. Compelling topics, in-depth investigations, and written projects and products motivate students and require them to represent their understanding of learning expedition content and issues. Teachers develop and teach a common language for the writing process and the components of writing and use consistent practices for teaching and assessing writing. While the nature and amount of writing vary by discipline and grade level, writing is a major tool in all content areas.

## Writing Continuum

Benchmark writing assignments at the Academy are organized from easier to harder in the order of the alphabet. Each level is labeled with a letter from A to J. This letter identifies the writing stage of the paper according to pre-emergent, emergent, transitional, novice, expanding, intermediate, independent, fluent, proficient, and advanced. Within each stage is a series of scaffolding steps from 1-26. These steps help to describe the

strengths and weaknesses of the writing according to the six traits of writing; organization, conventions, voice, ideas and content, word choice, and sentence fluency. As with reading, the central goal is to determine the level that is appropriate for students to support student writing skills and strategies. These levels are determined at the Academy by administering a quarterly writing sample that is placed on the Developmental Writing Continuum by the teaching staff.

## **Math**

In Expeditionary Learning schools mathematics is taught in an inquiry-based manner. Learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. The Academy of Learning and Leadership have adopted the Investigations curriculum for mathematics instruction in grades K-5 and the Connected Mathematics 2 curriculum for grades 6-8. These mathematics programs offer activity-based mathematics that encourage students to think creatively, develop and articulate their own problem-solving strategies, and work cooperatively with their classmates. Many activities involve engaging games that reinforce students' understanding of important mathematical concepts and skills.

## **Science and Social Studies**

The McRel Standards and Wisconsin Academic Standards inform teachers what important ideas and skills your child should be mastering in science and social studies each year. In Expeditionary Learning schools, teachers use expeditions and projects, problem-based content, and interactive instructional practices to foster inquiry in science and social studies. As much as possible, these disciplines are taught through learning expeditions that focus on big ideas. Science and social studies expeditions require students to think, write, and research like social scientists or scientists, and to use the tools of scientists.

## **Assessment**

Assessment at ALL drives instructional decisions and invites students into the assessment process. Teachers analyze student work to understand learning and to shape lessons. Assessment helps students understand, reflect on, and take responsibility for their own learning. Teachers and students collaborate to develop standards-based criteria for good work and students learn to use rubrics to assess their progress and to improve.

## **Standardized Assessment Measures**

Students will take the standardized tests required by the City of Milwaukee of all independent charter schools to assess achievements in reading, writing, and mathematics.

**Grades 1-3 – Stanford Diagnostic Reading Test** will be given each spring.

**Grades 3-8 – Wisconsin Knowledge and Concepts Exam**, the Wisconsin State Assessment will be given each year in November. Grades 3 – 8 will take both a reading and math test. Grades 4 and 8 will take Language Arts, Science, Social Studies, and Writing as well as Reading and Mathematics.

**Grades 1-8 – MAP Assessment** will be given to students in October, May, and perhaps at times in between to find their proper level for instruction and to measure their growth.

### **Report Cards**

Parents receive a formal report card each academic quarter. Report cards are given directly to the parents during each quarter conference. Parents also receive a mid-quarter report to insure they are informed about their child's progress.

### **Grades**

Letter grades are assigned in all third through eighth grade classes. Grade point averages are figured on a four point scale and include all school subjects, including art, music, physical education, and outdoor education:

- A = 4.0
- B = 3.0
- C = 2.0
- D = 1.0
- U = 0.0

### **Honor Roll**

Honor roll is based on grade point averages for third through eighth graders. There are three levels of honor. These are calculated after each of the four grading quarters. Honor roll is posted on the bulletin boards in the main hallway of each school building.

Summa Cum Laude	Highest Honor	3.9-4.0
Magna Cum Laude	High Honor	3.5-3.8
Cum Laude	With Honor	3.0-3.4

### Kindergarten- Second Grade Academic Rubric

**(P) Proficient**

The student understands most concepts and applies them with minimal assistance. He/she produces organized work demonstrating a high degree of thought. Errors are minor.

**(D) Developing Proficiency**

The student understands many concepts and applies them with frequent assistance. He/she produces organized thoughtful work. Errors are evident.

**(B) Beginning**

The student consistently needs help understanding concepts. He/she produces work that is poorly organized and does not demonstrate independent thought. Errors are frequent and major.

### 3<sup>rd</sup> -8<sup>th</sup> Grade Academic Rubric

**(A) Exceeds Proficiency (90%-100%)**

The student understands all concepts taught and applies them independently. He/she produces work that is unique and demonstrates in-depth thought. Errors are infrequent and minor.

**(B) Proficient (80%-89%)**

The student understands most concepts and applies them with minimal assistance. He/she produces organized work demonstrating a high degree of thought. Errors are minor.

**(C) Developing Proficiency (70%-79%)**

The student understands many concepts and applies them with frequent assistance. He/she produces organized thoughtful work. Errors are evident.

**(D) Not Proficient (60%-69%)**

The student consistently needs help understanding concepts. He/she produces work that is poorly organized and does not demonstrate independent thought. Errors are frequent and major.

**(U) Unsatisfactory (0%-59%)**

Student consistently does not do assigned work or turn in assignments. Student does not apply concepts. Student does not participate, even when called upon.

### Homework

All students at the Academy of Learning and Leadership receive homework. It is the expectations that homework be completed at home, by the students, to prepare for the next school day. It is helpful if your child has a quiet place that is conducive for study. It is also helpful if parents offer to assist their child with homework and check to ensure it is finished. Expect homework each night, Monday through Thursday. Kindergarteners

will have approximately 15-20 minutes per night, while eighth graders can expect approximately 60-90 minutes per night.

### **Supplies Needed for School**

Students are expected to have pencil, pen, paper, and notebooks at school every day. It is the responsibility of the student to bring these materials to class. ALL students are expected to learn to take care of the materials that learners use in the Academy. Each student needs a backpack for materials. Students are expected to wear gym shoes to gym class.

### **Portfolios of Student work**

Student portfolios will be filled with wonderful work products by your child. They will give you and your child an opportunity to see how much he/she is growing. These portfolios will be the heart of the student-led conference and will help your child move toward becoming The Ideal Graduate.

### **Individual Learning Plan**

An Individual Learning Plan (ILP) will be developed by your child in cooperation with you and the child's teacher. This plan will describe what your student is striving toward, specific goals for getting there, and a variety of methods for learning. The ILP'S will be reviewed after each quarter by the student, teacher, and parent(s)/guardian(s). The ILP will be a source of pride for the child and for the parents, as well as the portfolio of work your child will gather.

### **Student-led Conferences for Parent(s)/Guardian(s)**

Students will lead four conferences for you to demonstrate their success in meeting their learning for each quarter. This will allow your student to share his/her pride in excellent work and to plan goals for the next quarter. The teacher helps you and your child understand the curriculum goals for learning throughout the school year. Parents are expected to attend all conferences. We are happy to come to your home if you are unable to come to school.

### **Retention and Advancement**

The Academy of Learning and Leadership believes in addressing learning problems with additional learning support and behavioral guidance; ALL does not believe retention is usually a good solution to learning problems, particularly beyond kindergarten. Parents and teachers concerned about student progress need to take their concerns to the school principal, who will review the case with the Director of Special Education and other pertinent staff. The initial discussion should not be happening in the spring.

Students who have been retained by another school in the previous years are interviewed along with their parent/guardian and placed in the appropriate grade as determined by the interview and possible testing. The student is often not retained. Their special learning and behavior needs are addressed in the next grade, along with parent support. Students who are enrolling in ALL who have been retained in the previous year and one additional year are, in most cases, advanced one year.

## Promotion/Graduation “Ideal Graduate” Portfolio

If your student is an eighth grader, she or he will prepare an “Ideal Graduate Portfolio” that will be presented to the school community in late May or early June before graduating. Every graduate will take the opportunity to “show off” his/her accomplishments by presenting a completed portfolio and PowerPoint presentation. No student will be allowed to participate in graduation without completing the Ideal Graduate demonstration of learning. Families will be present for the presentation to encourage, support, and learn. Your student will be striving to achieve “developing proficient,” or “advanced” on the portfolio and presentation based on a rubric designed by the faculty and students.

## How do you get help for a struggling learner?

### Response to Intervention (RtI)

Response to Intervention (RtI) is a new change. It requires a number of interventions be provided and documented for a child **before** he/she is referred for an evaluation. If you have concerns regarding your child’s learning, here are the steps we recommend you begin taking:

1. Talk to your child’s teacher. Chances are your child’s teacher has the same concerns as you do. Ask for ways you can help at home.
2. Devise a plan for monitoring your child’s progress with their teacher. This plan should incorporate some specific, achievable goals such as: learn 10-15 new sight words in 4 weeks.
3. After 4 weeks time, meet with your child’s teacher again. If there has been little to no progress made, your child will be recommended for the SAIL process. SAIL stands for Support and Assistance for Instructors and Learners.
4. The **SAIL** meeting occurs after the teacher has tried intervention in the classroom. This is a team problem-solving meeting. Your child’s teacher will present information about your child and the concerns he or she has. The team will brainstorm ways to support your child by creating an action plan. After 4 weeks, the team meets again. If there is progress, the team will continue with the interventions. If there is still no progress being made with specially designed instruction, a referral (from teacher or parent) for a special education evaluation may be recommended.
5. Once the referral is received, an educator from the special education department will review all the data and send home some information. This information will contain your rights and responsibilities, as well as a consent form for testing. This form **must** be signed, dated, and returned before any testing can be done. The special education department will then have 60 days to test and gather information on your child. An evaluation meeting will be set up to review the findings and determine whether your child has a disability or not. An evaluation meeting does not necessarily mean your child will qualify for services. This can be a lengthy and confusing process at times. We encourage you to call or stop by with any questions you may have. It is our job to help you through this process. We are happy to do so and to help your child learn more effectively.

# Special Education

## What do we believe about best teaching of students with special needs?

At ALL each exceptional education student is valued as and expected to be a contributing member of our circle of learning.

The circle is a sacred symbol of life...Individual parts within the circle connect with every other; and what happens to one, or what one part does, affects all within the circle. (Virginia Driving Hawk Sneve)

### Full Inclusion Model

We strive to make this circle of learning happen through offering a **full inclusion model** of service delivery. Whenever possible, children are taught in a small group setting. We do not have a resource room model of teaching available. Small groups consist of 4-6 students and can happen in a variety of settings. During this time, special education educators work with their students specifically on the goals from their IEPs. The work is interactive and provides the students the chance to work on skills no longer being taught in the whole group setting. This model is based upon IDEA P.L. 94-142, which states:

to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that the education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special education teachers and classroom teachers work together to meet each student's individual goals. Through planning, materials are gathered and supplements are provided to assist each student in reaching their learning potential. Books are provided on topics related to their expeditions at their specific reading level, math concepts are pre-taught, technology supports are offered, and more. IDEA defines this type of teaching as specially designed instruction:

adapting, as appropriate to the needs of an eligible child under [Part B], the content, methodology, or delivery instruction (i) [t]o address the unique needs of the child that result from the child's disability; and (ii) [t]o ensure access to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. 34 C.F.R. § 300.26(b)(3)(1999)

Students with disabilities are empowered at ALL everyday to become responsible, independent learners through these practices. We are honored to be a part of your special learner's journey at ALL.

## Health

The Academy of Learning and Leadership is committed to ensuring the physical and emotional health of our children and their families. We provide professionals who can assist in taking care of your child's well being. If we are not able to provide certain services to you, we will recommend wonderful physicians, counselors, and other health care professionals, who can help.

### **Elaine's Project**

Elaine's Project is a funded project that supports our health program. Elaine's Project will provide for the medical assessment of student health with particular interest in obesity, diabetes, and lead poisoning. With parental permission, this involves a physical exam, as well as a physical fitness assessment. We partner with Children's Hospital, the Michael Fields Agricultural Institute, and community health partners. A full-time nurse will be on staff to support teachers and students-at-risk with curriculum on HIV/STD, basic health and hygiene, dental care, and support for testing for hearing, sight, and blood screening for lead, glucose and cholesterol.

Our Garden Educator will provide a program to students in their classrooms and on-site at our Teutonia Urban Garden (TUG). As a part of our health program, students will learn more about healthy nutrition by cooking the vegetables they plant, tend, and harvest. Our neighborhood partner, Coffee Makes You Black, houses the kitchen students will utilize.

## **How can you help your child be healthy, safe and ready to learn?**

### **School Nurse**

Children's Hospital provides the Academy with a school nurse. The nurse's office is located in the main office area of the newer building. Students may receive nursing services at no cost if a **Consent For Medical Treatment** form is signed. These services may include physical examinations, health screening (including vision and hearing), and treatment for illness or injury. The nurse is at the Academy, Monday through Friday from 9:00 A.M. - 2:00 P.M.

### **Counseling /Art Therapy**

The Academy's Social Skills Team, along with the Art Therapist provide counseling and guidance support to our children and families. This team supports teachers, in cooperation with parents and ALL's administrators, in meeting the needs of children in regard to their learning and growth as individuals. Speak to your child's teacher, the Social Skills Team or an administrator if you think your child needs counseling support.

## **You can ask us for help with medication.**

### **Medication**

Any parent/guardian whose child takes **medication during the regular school day is required to complete a form** in the school office. It is submitted to the school nurse. The Academy must have this permission form in order to give a student medication. All medications must come in their **original, labeled prescription bottle**.

## **You can encourage the development of good health habits.**

### **Sleep**

It is very important that your child receives a good night's rest every night in order to be physically strong and mentally clear. Doctors recommend the following amount of sleep:

**3-6 Years Old:** 10 - 12 hours per day

**7-12 Years Old:** 10 - 11 hours per day

**12-18 Years Old:** 8 - 9 hours per day (Many middle schoolers need even more.)

**Parents will be notified if a child is sleeping or sleepy in class.**

### **Hygiene**

In order to be healthy physically and emotionally, children must bathe regularly. By the time students are in middle school, they should be bathing or showering once a day, using soap, and wearing deodorant daily. Washing hands with soap and warm water for at least 20 seconds before meals and throughout the day is a great way to prevent illnesses such as colds and flu. The importance of brushing teeth at least morning and night is taught at school and hopefully practiced at home from pre-school onward. Clean clothes each day help children to fit in with their peers and to be proud of their appearance; many elementary students are ready to begin helping with their laundry. This is a great responsibility builder!

### **Breakfast and Lunch**

Everyone needs a good breakfast in order to be physically strong, mentally clear, and ready for the challenges and fun of the busy school day. The Academy offers breakfast at 7:30A.M. every school day. If your child does not eat at school, please make sure he or she eats a healthy breakfast at home. The Academy serves lunch to children daily. The lunch and recess times are between 11:00AM and 1:00PM. Children are given a nutritious meal. All students are required to take all items offered in the meals offered at the Academy. Our meal program is state, federal, and school subsidized.

### **Eye Glasses**

If your child needs prescription eyeglasses, they must be worn at all times that the eye doctor has designated. If you desire, your child's classroom teacher can keep glasses in the classroom so they are always ready for use. Children who need glasses and have not been able to get them are eligible for help. Please call the office for more information.

## **Immunizations**

Children need all types of shots as they grow and develop. Please make sure that these are being provided to your child by your family physician. Then, please bring copies in to school so we can keep them with your child’s cumulative file.

<b>AGE/GRADE</b>	<b>NUMBER OF DOSES</b>
Pre-K (2 through 4 years)	4 DTP,DTaP, or DT; 3 Polio; 1 MMR; 3 Hep B; 1 Var
Grades K2 through 8	4 DTP, DTaP, or DT <sup>3</sup> ; 4 Polio <sup>4</sup> ; 2 MMR <sup>1</sup> ; 3 Hep B; 1 Var
Grades 9 through 12	4 DTP, DTaP, or Td <sup>3</sup> ; 4 Polio <sup>4</sup> ; 2 MMR <sup>1</sup> ; 3 Hep B

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the diseases specified in the chart above. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

## **Safety Drills**

Every precaution is taken to ensure the safety of your child during regular school hours. Periodic fire and tornado drills are held to make certain students learn proper safety procedures and adhere to all safety guidelines.

## **Visitors in the Building**

Parents, guardians, family members and other guests are welcome to visit our school. Appointments with teachers are made ahead of time so that teachers are available to give parents and guardians their undivided attention. All visitors, including parents and guardians, register in the school office and secure a visitor’s pass before proceeding beyond the office.

**The Academy abides by all city, state, and federal laws, regulations, and codes, as related to the health and safety of its students, families, faculty, staff, and administration.**

## **Discipline**

**How can I work with the school to help my child’s character to be strong?**

Disciplining of pupils will flow from the child-centered, developmental philosophy and mission of the Academy. Growth in self-discipline is important for all humans as they develop through life. Children have special developmental tasks. They need to internalize discipline and develop motivation so they become increasingly more self-directed and independent as they reach adolescence and adulthood. The adults within the ALL community have a special responsibility to mentor children in this growth. We are committed to creating an environment in which these qualities of self-directed discipline and independence have the opportunity to flourish. Also, the appropriateness of our **Expeditionary Learning** curriculum to children's needs and interests and the quality of instruction provided by teachers has a direct impact on student behavior. As appropriateness and quality rise, behavior difficulties decline.

### **Learning Self-discipline**

The goal of the Academy of Learning and Leadership is to create a safe, productive environment where children can thrive as citizens within our community and develop as successful learners. The Ideal Graduate portrays the profile we are working to build in all of our students. To this end, we are committed to the basic tenets of the Boys' Town Model as developed in Boys' Town, Omaha, Nebraska. The basis of this program is to teach children universal social skills that will empower them to participate as a member of the learning community who has a voice, feelings, rights, and a healthy relationship with everyone else within our community. The social skills we teach are as follows:

- **Getting the Teacher's Attention**
- **Following Instructions**
- **Disagreeing Appropriately**
- **Accepting Criticism or a Consequence (Feedback)**
- **Making an Apology**
- **Greeting Others**
- Accepting Compliments
- Accepting "No" for an Answer
- Using Appropriate Voice Tone
- Asking for Help
- Asking Permission
- Having a Conversation
- Listening
- Sharing Something
- Staying on Task
- Working with Others

We start the school year with the first 6 social skills.
--

Learning requires modeling and practice. Within this framework, we offer children the chance to learn by viewing modeled behavior and then by practicing those behaviors that will lead to their success. Our philosophy is to promote student behaviors through praise and rewards for measured accomplishments. Those students who continue to challenge our norms are referred to Recovery for counseling, reflection and the chance to return to class to begin anew. Chronic infractions are addressed by parental involvement, staff conferences, counseling, and possible administrative involvement. The goal is to support children for their success in learning. "The student needs the 'building blocks' of the basic skills to develop the high-level skills that lead to self-reliance and self-efficacy."

(Mager, 1992) Social skills are a part of those building blocks. They keep students in class, where learning is happening.

### **School and Classroom Expectations**

School expectations - policies, rules, procedures – are developed by the board of directors, administration, faculty, and staff. They are shared with parents in this handbook and explained to parents and children at meetings, in class, and at Community Circle each week. Classroom expectations - norms, rules, class commitments - are developed with students at the beginning of each year and posted in the classroom. These expectations are clearly explained in the early days of the school year and reviewed throughout the year. They are communicated to parents in the ALL newsletter and through classroom communications.

## **What happens when children need help making good choices?**

### **Disciplinary Actions**

It is the belief of the Academy that it will serve children well to minimize the use of probation, suspension, and expulsion. The Academy supports the philosophy that children need to be in school each and every day in order to be full members of the community and to be effective learners and leaders. When children are having difficulty abiding by the expectations of the school and/or classroom, they will be asked to solve the problem first on their own, with the support of their teacher. If unsuccessful, they will then have the benefit of the support of their counselor and/or principal. Parents may be contacted at any point during the process in order to inform them and to assist the child in making good choices. Detention, behavior contracts, out-of-school suspension, probation, and expulsion are all steps in the disciplinary processes of the Academy. They are used to help students understand the consequences of their behavior choices; it is hoped that they, along with positive supports and recognitions, will lead to improved behavior choices and eventual recognition of the student as a leader. At ALL, parents are asked to contact teachers with concerns about their children's behavior. Teachers also contact parents with their concerns. (See sections on RtI, Probation, Suspension and Expulsion.)

### **Student Behavior Contract**

A Student Behavior Contract is a daily scored rubric of choices a student needs to make in order to no longer be on contract and have full student privileges. A student's poor choice behavior leads to the formation of a contract for consistently exhibiting identified social skills in a meeting with the student, parent/guardian, teachers, counselor, and principal. These behaviors become the goals in the contract that the student has scored and signed by his or her teachers 3-4 times per day.

The contract is signed by the principals, Mr. Kalumbula, Mr. Ashley, Ms. Breslow or Dr. Mortimore at the end of the day. Parents must sign the contract in the evening and the child must return with it the next day in order to be readmitted to class. These steps allow the student to have the counsel and support of several adults who are concerned for

his/her success each day. For many students the contract is a positive step toward improvement and independence.

### **Out-of-school Suspension**

In very unusual circumstances, students may be suspended out-of-school if their behavior has failed - consistently over time - to comply with clearly explained expectations of the Academy's faculty and staff and breaking the rules of the school or classroom. Only after repeated and significant measures have been exhausted to help a child to learn to comply to expectations will the principal choose to send a child home so that he/she cannot participate in the school's communal life. Out-of-school suspension usually lasts one to two days and requires a parent to return with the child for reinstatement and a new plan of action for success. A letter of suspension will be given to the parent and student, and a copy will also be placed in the student's file. **Any student who is suspended is neither allowed on school grounds, nor permitted to participate in any school activities.**

### **Probation**

The school may place a new student on behavioral and/or academic probation for a trial period if it is deemed necessary upon enrollment. A student of the Academy experiencing on-going issues with compliance to school norms shall, after repeated effort to support the students behavioral improvement, be placed on probation for a quarter, semester, or the remainder of a school year, depending on the severity of the behavior and the student's progress toward compliance. A parent conference will be held with the student's parent(s) or guardian and relevant school personnel. Specific conditions of the probation will be stated in writing and a copy will be issued to the parent(s)/guardian. Frequently this takes the form of a Student Behavior Contract.

### **Expulsion**

Although most behavioral infractions will be dealt with internally by the staff members of the Academy, students and parents should be aware that certain actions, which show a gross neglect for the integrity and reputation of the school and its responsibility to provide an orderly and safe environment for all students, might necessitate immediate and serious disciplinary action. Examples of such actions include but are not limited to:

- Flagrant disrespect shown to a teacher, staff member or fellow student
- Verbal threats or assaults directed toward fellow students or Academy staff
- Sexual harassment or sexual assault directed toward fellow students or Academy staff
- Fighting that results in serious injury or the need for medical assistance
- Vandalism
- Possession of any weapon, firearm, knife, explosive or other dangerous objects in school or on school grounds. [Note: Any object used in a threatening manner shall be considered a weapon, even if its normal use is not as a weapon.]
- Possession, use, or distribution of drugs, drug paraphernalia, alcohol, tobacco, or mock-drug products within the school building or on school grounds
- Gang affiliation

Expulsion is defined as a termination of enrollment, permanently or for an extended period of time. Actions taken to expel students from the Academy will be preceded by internal school procedures and supported by clear, detailed records. **Any student who is**

**expelled is neither allowed on school grounds, nor permitted to participate in any school activities.**

Expulsion takes place only after an expulsion hearing has been held. The parent/guardian and student are invited to participate in the hearing. If a student's actions are serious enough to be considered grounds for expulsion, the parent/guardian will be contacted immediately. The student will be sent home for the remainder of the school day and requested to remain home until the expulsion hearing is scheduled to take place. Before the hearing is held the parents and student are informed that the student may be voluntarily withdrawn up until the time that the final disciplinary action that is approved takes effect.

**Within seven school days** of the incident being considered grounds for expulsion, the Executive Director convenes a meeting of an Expulsion Hearing Committee to discuss the details of the incident. The student and parents/guardian are invited. The Expulsion Hearing Committee is composed of members of the Board of Directors, individuals outside the school community, and the Executive Director. The committee is created for the particular hearing; this is not a standing committee of the Board of Directors. The overall goal is to have a committee that can insure objectivity.

The parents/legal guardians shall be **notified in writing at least five days** before the hearing is to take place; this notification period can be waived by mutual consent of the parents and the school if an expedited hearing date is advisable.

On the date of the scheduled expulsion hearing, the Executive Director will present the facts of the incident(s) and the student will be given the opportunity to explain his/her actions. After discussion of the relevant information, the committee will make a decision by consensus. The committee will inform the student and his or her parent/legal guardian of the decision that the expulsion committee has unanimously agreed upon.

The student, or his/her parent or guardian, may **within five school days** following notification of the expulsion, appeal to the Executive Director in writing with rationale for appeal. The Executive Director will at that point refer the issue to the Board of Directors with recommendation about any further procedural steps to be taken. The Board may choose to meet with the full Expulsion Hearing Committee and/or to seek counsel outside of the school community before making a final decision regarding the appeal. This decision must be made within **five days of the appeal**.

### **Student Book Bag and Desk Searches**

The Academy of Learning and Leadership places a high value on student safety, and will do whatever is possible to help maintain a safe environment that is conducive to student learning. It is important that students and their parents understand that the Academy staff may choose to search student desks and/or their book bags at any time there is probable cause for such action. It is highly recommended that students keep any and all items that are not directly related to the school environment and their education outside of the school building. Items that interfere with the safety, order, and/or well-being of school **will not enter the school building at any time**. Examples include, but are not limited to:

- Weapons (knives, sharp objects, etc.)

- Drugs or drug paraphernalia
- Tobacco products
- Alcohol products
- CDs or personal computer disks from home
- Toys, electronic games, mp3 players, walkman radios, personal cassette recorders, telephone cords, cell phones, cards, video games, or similar items
- Gum
- Candy or snacks without prior staff authorization

Please Note: If inappropriate items are found, they will be confiscated and the student will face applicable consequences. Also, staff members will not be responsible for any inappropriate items that are lost or stolen. Food items will be thrown out. Items of enduring value will be returned only to a parent or guardian.

### **Offensive Language**

Students are expected to use appropriate language throughout the day. Students who swear, curse, or are verbally aggressive to faculty/staff or peers will be given opportunity to re-learn the social skill of “Working with Others,” as well as “Making an Apology.” Chronic use of offensive language will result in a call home and referral to a Student Success Team member for further intervention.

### **Sexual Harassment Policy**

It is the policy of the Academy of Learning and Leadership to maintain an environment that is free of sexual harassment. Any form of sexual harassment is prohibited. This includes unwelcome sexual advances, sexually motivated physical contact or other verbal conduct of a sexual nature. Any student or ALL employee whose conduct toward, or communication with a student or ALL employee is of a sexual nature and deemed harassment is in violation of ALL policy.

Any person who feels he/she is being subjected to harassment by another student or adult may make a sexual harassment complaint. Other students, staff or parents/guardians who suspect sexual harassment is taking place may also file a complaint. The complaint may be made either to the school principal or the Executive Director.

- Students who commit sexual harassment are subject to disciplinary action up to and including suspension and expulsion from ALL
- ALL employees who commit sexual harassment are subject to disciplinary action up to and including termination of employment.

### **Gang Issues**

The use of gang language, signs or colors/sides is strictly prohibited. ALL faculty and staff will be trained in recognizing gang related behaviors. Students will be counseled to help resist involvement with gangs or gang symbols. Continued involvement with any aspect of gangs will lead to consequences that may include but are not limited to Solutions Lab time, parent meeting, student behavior contract, suspension out-of-school, probation, and/or expulsion.

## **Drugs and Weapons**

The Academy is a place of safety and a place for learning: drugs of any type do not belong here. If a student brings any type of tobacco, alcohol, drug(s) or drug paraphernalia to school, their school life will change immediately! Likewise, weapons of any type do not belong here. A weapon is a gun, knife, razor, stick, metal knuckle, bat, or any other object used in a threatening manner or with intent to cause bodily harm. If a student brings any weapon to school, their life will change immediately! The parent(s) of the student will be contacted. The police will be contacted. The student will meet with Administrative Team members. Once the details of the situation are clear, the student will be sent home and requested to remain there until the Administrative Team has had time to discuss the incident, meet with the parents, and make a decision on the consequence for the behavior involving drugs. Suspension, probation, and expulsion are possible consequences for drug related school violations. The final decision on the consequence is the Executive Director's.

## **Criminal Activity**

Any criminal activity will prompt strict disciplinary action, including police involvement, taken against all students involved. Examples include, but are not limited to: verbal/physical assault; disorderly conduct; extortion or theft; possession, or sale of alcoholic beverages or drugs or drug paraphernalia; arson; vandalism; sexual assault; or gambling. All involved students will be immediately suspended and the police and parents will be called.

# **Parent Involvement**

## **How can you become involved in the ALL Community?**

We hope to see you often at the Academy for the many scheduled events we hold each school year. We know how much you enjoy seeing your child succeed and show growth, talent, and skills.

### **We ask all parents/guardians to attend:**

- scheduled student-led conferences with your child three times a year
- meetings with the teacher or principals as requested
- learning expedition celebrations two times per year
- student performances at Winter Program, Black History Program, and Awards Day

### **We ask that you help us teach your children and keep them safe and healthy here at ALL by:**

- overseeing your student's homework every evening
- checking book bags each night for notes, newsletters, contracts, daily reports; sign as needed
- completing all forms at registration and throughout the year
- updating family address and phone contacts regularly
- informing us about health and family needs and changes

**We hope to hear your ideas and see you here at school:**

- offer suggestions through the Care Share in the school newsletter
- volunteer in the classroom, office, cafeteria, or playground
- chaperone on class fieldwork trips

**All parents/guardians are invited to join the Parent Leadership Council. The council meets monthly to learn more about ALL and to offer suggestions, plan events, and help to make ALL a better place for kids and learning. Please join us! Call 372-4942 and ask to talk to the principal to join or talk to any PLC member and come to the meeting. A flyer is sent home before each meeting. Join us!**

**LaVarnway Boys and Girls Club**

The Academy of Learning and Leadership and LaVarnway Boys and Girls Club are partners in caring for your child. We share building space and the mission to serve your child's needs during and after the school day. And though we are separate organizations, we work together closely to help kids be safe, happy, learning, and growing.

Parents can sign their children up for LaVarnway Boys and Girls Club membership by completing Club membership forms that are available at the Club or are sent home from school at the beginning of the year. Academy students can be Club members for FREE.

**Boys and Girls Club Executive Director: Mr. Gerald McGregory 414-372-6810**

**Tuesday Folders**

Every Tuesday, each student will bring home a special folder, called the Tuesday Folder. The purpose of this folder is to enclose important communication from the school. It will include a newsletter from both buildings. Parents and guardians remain involved by reading checking the Tuesday Folder each Tuesday evening and reading our newsletter.

# INDEX

Academic Standards	13	Immunization	
Active Pedagogy	12	Individual Learning Plans (ILP)	17
After School	7	In-school Suspension	24
Alcohol products	26	Language - Offensive	26
Assessment	15	LaVarnway Boys and Girls Club	28
Attendance Policy	7	Leadership and School Improvement	12
Before School	6	Learning Expeditions	12
Board of Directors	31	Leveled Books	13
Book Bag and Desk Searches	26	Lunch	21
Breakfast	21	Math	15
Buddy Classes	9	Mission	4
Calendar	33	Nurse	20
CDs or personal computer disks	26	Out-of-school Suspension	24
Classroom norms	8	Parent Involvement	28
Community Circle	9	Parent Leadership Committee	278
Community Leaders	9	Portfolios of Student Work	17
Community of Learners	10	Probations	24
Constructivist Learning	12	Promotion	18
Core Practices	11	Reading	13
Counseling	20	Reading at Home	13
CREW . . . not Passengers!	5	Report Cards	16
Criminal Activity	28	Response to Intervention - RtI	19
Culture	6	Rhythm Circle	9
Design Principles	11	Rules	8
Detention	23	Safety Drills	22
Disciplinary Actions	23	SAIL	19
Discipline	22	School Culture and Character	12
Discipline with Love and Logic	22	School-wide norms	9
Dress up or dress down	8	Science	15
Drugs	27	Sexual Harassment	26
Early Departure	7	Sleep	20
Electronic games and equipment	26	Snow Days/Inclement Weather Days	7
Expeditionary Learning	11	Social Services	20
Expulsion	24	Social Studies	15
Eye Glasses	21	Solutions Lab	24
Faculty Directory	31	Special Education	18
Fieldwork	12	Staff Directory	32
Full Inclusion Model	18	Standardized testing	15
Future	5	Structures	12
Gangs	27	Student Behavior Contracts	23
Governance	6	Student Leadership Council	9
Grades	16	Student-led Conferences	17
Graduation	18	Summer School	13
Gum and Candy	26	Supplies Needed for School	17
Health	20	Text Gradient	14
Homework	16	Tobacco products	26
Honor Roll	17	Toys,	26
Hours of Operation	6	Uniforms	8
Hygiene	21	Vision	4
Ideal Graduate	10	Weapons (knives, sharp objects, etc.)	27
Ideal graduate	10	Writing	14
	21	Writing Continuum	14

## **Board of Directors 2009-2010**

Our committed Board of Directors and highly qualified, talented faculty and staff want to get to know your child and your family. We know this will help all of us to learn and grow – especially your child. Please contact any of us to learn more about ALL or to share concerns about your child or life at school.

Ms. Sharon Canter  
Board Member and Vice President II

Mr. Jewel Currie  
Board Member and Vice President I

Dr. Robert Davis  
Board Member

Mr. Terry Hueneke  
Board Member and President and Founding Council Member

Ms. Kim Jankowiak  
Board Member and Treasurer

Ms. Ellen Jennings  
Board Member and Secretary and Founding Council Member

Ms. Christa Marlowe  
Board Member and Faculty Member

Mr. Gerald McGregory  
Board Member  
Vice President of Operations Boys/ & Girls Club of Greater Milwaukee

Dr. Camille Mortimore  
Ex Officio Board Member and Founding Council Member  
ALL Founder, Executive Director, Head Learner

Mr. James Parks  
Board Member

Mr. Patrick Rath  
Board Member

Mr. Michael Schaalman  
Board Member

## Faculty and Staff 2009-2010

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Food Service Coordinator – Building 2	Mr. Mike Nelson	
Food Service Coordinator – Building 1	Ms. Tierra Wigley	
Custodian	Mr. David Dallas	
Playground Supervisor	Ms. Tamesha Irving	
LaVarnway Boys and Girls Club	Mr. Micheal Chisolm	

414-372-6810

**ALL staff can be contacted at 414-372-3942.**

# Academy of Learning and Leadership School Calendar 2009-2010



**\*\*PLEASE NOTE: Every Wednesday students are released from school at 1:20 P.M.  
Call the school office with questions! (414) 372-3942**

## **SEPTEMBER**

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<b>Tues</b>	<b>1</b>	<b>FIRST DAY OF SCHOOL!</b> Early release (1:20 P.M.) <i>LaAarnway Closed</i>
<b>Wed</b>	<b>2</b>	Early Release (1:20 P.M.) <i>LaVarnway Closed</i>
<b>Thur</b>	<b>3</b>	<i>LaVarnway Closed</i>
<b>Fri</b>	<b>4</b>	<i>LaVarnway Closed</i>
<b>Mon</b>	<b>7</b>	<b>NO SCHOOL</b> - Labor Day
<b>Tues</b>	<b>8</b>	Students begin MAPS Testing
<b>Thur</b>	<b>24</b>	End MAPS Testing
<b>Fri</b>	<b>25</b>	<b>NO SCHOOL</b> - Staff Development Day
<b>Tues</b>	<b>29</b>	Progress Reports go home!
<b>Wed</b>	<b>30</b>	Red Leader Celebration

## **OCTOBER**

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<b>Thur</b>	<b>8</b>	IDENT-A-KID – National Child Safety Program
<b>Fri</b>	<b>16</b>	ALL. School Field Work
<b>Mon</b>	<b>26</b>	Students begin WKCE Testing
<b>Wed</b>	<b>28</b>	Red Leader Celebration <b>End of Quarter 1 – Celebrations of Learning 2:00 – 7:00 P.M.</b>
<b>Thur</b>	<b>29</b>	<b>NO SCHOOL</b> - Staff Development Day
<b>Fri</b>	<b>30</b>	<b>NO SCHOOL</b> - Staff Development Day

## **NOVEMBER**

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<b>Wed</b>	<b>25</b>	WKCE Testing Ends
<b>Thur</b>	<b>26</b>	<b>NO SCHOOL</b> – Thanksgiving Break
<b>Fri</b>	<b>27</b>	<b>NO SCHOOL</b> – Thanksgiving Break
<b>Mon</b>	<b>30</b>	Red Leader Celebration

## **DECEMBER**

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<b>Tues</b>	<b>8</b>	Progress Reports go home!
<b>Wed</b>	<b>16</b>	Girls to Women/Boys to Men Day
<b>Fri</b>	<b>18</b>	Red Leader Celebration ALL Holiday Program
<b>Mon</b>	<b>21</b>	<b>NO SCHOOL</b> – Winter Break Begins

## **JANUARY**

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<b>Mon</b>	<b>4</b>	<b>School Resumes</b> – Students begin Winter MAPS Testing
<b>Mon</b>	<b>18</b>	<b>NO SCHOOL – Martin Luther King Jr. Day</b>
<b>Wed</b>	<b>20</b>	<b>End of Quarter 2 – Celebrations of Learning 2:00-7:00 P.M.</b>
<b>Thur</b>	<b>21</b>	End Winter MAPS Testing
<b>Fri</b>	<b>22</b>	ALL. School Field Work
<b>Fri</b>	<b>29</b>	Red Leader Celebration

## **FEBRUARY**

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<b>Fri</b>	<b>12</b>	Friendship Dance
<b>Mon</b>	<b>15</b>	<b>NO SCHOOL – Mid-Semester Break</b>
<b>Tues</b>	<b>23</b>	Progress Reports go home!
<b>Fri</b>	<b>26</b>	Red Leader Celebration

## **MARCH**

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<b>Wed</b>	<b>17</b>	<b>End of Quarter 3 – Celebrations of Learning 2:00-7:00 P.M.</b>
<b>Fri</b>	<b>19</b>	<b>NO SCHOOL – End of Quarter Break</b>
<b>Wed</b>	<b>31</b>	Red Leader Celebration

## **APRIL**

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<b>Fri</b>	<b>2</b>	<b>NO SCHOOL – Spring Break begins</b>
<b>Mon</b>	<b>12</b>	<b>School Resumes</b>
<b>Fri</b>	<b>30</b>	Red Leader Celebration

## **MAY**

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<b>Mon</b>	<b>3</b>	Students begin Spring MAPS Testing
<b>Tues</b>	<b>4</b>	Progress Reports go home!
<b>Fri</b>	<b>7</b>	<b>NO SCHOOL – Staff Development Day</b>
<b>Fri</b>	<b>14</b>	Academy Idol (School Talent Show)
<b>Fri</b>	<b>21</b>	End of Spring MAPS Testing
<b>Tues</b>	<b>25</b>	Awards Breakfast
<b>Wed</b>	<b>26</b>	Awards Day
<b>Fri</b>	<b>28</b>	Red Leader Celebration
<b>Mon</b>	<b>31</b>	<b>NO SCHOOL – Memorial Day</b>

## **JUNE**

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<b>Wed</b>	<b>2</b>	Ideal Graduate 2:00-4:00 P.M. Graduation Dinner 5:00 P.M.
<b>Fri</b>	<b>4</b>	Red Leader Skate Celebration
<b>Wed</b>	<b>9</b>	Graduation 2:00 P.M.
<b>Fri</b>	<b>11</b>	<b>LAST DAY OF SCHOOL! – End of Quarter 4</b> Early Release 1:20 P.M. - ALL FIELD DAY