

Dear Parents/Guardians,

Welcome to a new and exciting school year, the maiden voyage of a combined 7-12, public project-based learning school in the School District of Ashland. The OPS and LSHS advisors are grateful that you have entrusted your children's education to us. We will make every effort to help your child achieve academically and socially this year. It is our goal to create an enriched learning environment that engages each student. Of course, we need and welcome your support and cooperation. You play a key role in the academic success of our students.

We believe:

- learning is a lifelong process
- every student learns in his or her own way
- students learn best when they are engaged in what they are learning and take ownership of their learning process
- the processes of learning (self--- direction, questioning, research, creativity, cooperation, and reflection) are more important than any exact, fact--- based curriculum, or standardized test score
- cooperation among advisors, parents and the community is essential for student learning
- a small school size creates a strong learning community
- project--- based learning supports depth of student growth and understanding
- teachers are facilitators for student learning.

This handbook addendum has been written for the students and parents of OPS/LSHS. The district handbook also applies. It is important that parents, guardians and students review the handbook together. Please keep it accessible for future reference throughout the school year. Included in this addendum is a contract explaining the ways we expect your child to contribute to our culture of learning. Please sign and return this contract to your child's teacher within the first week of school. If you have any questions or concerns, feel free to call the school or an advisor.

Sincerely,

The OPS/LSHS Advisors

Ojibway Whitebird Leo Filipczak Laura Comer Bert Hursh

GUIDING PRINCIPLES

Using the freedom provided by the charter mechanism and waivers from state requirements, these principles guide the governing council and staff of the Oredocker Project School and Lake Superior High School:

Foster passionate learners

Adults help students uncover their passions and set challenging goals for themselves. The school facilitates opportunities for students to demonstrate mastery and build confidence in their own abilities.

Emphasize the learning process

The educational model blends content with tools and critical thinking skills, enabling students to acquire, apply and transfer knowledge across disciplines. Students become confident and inquisitive problem--- solvers, eager to learn.

Do real things

In this project--based learning school, students engage in hands--on work that is meaningful to them. Learning is accomplished through the development of projects encompassing 21st Century Skills, service learning and community involvement while incorporating traditional subjects. Students share their learning experiences and create a portfolio of their work enabling them to share through a variety of mediums within and beyond the classroom.

Encourage Innovation

We learn from successes as well as failures. Critical components of a risk-- taking environment are respect, honesty, integrity, trust, and an agreement that all members of the school are empowered to take an active role in their learning.

Engage everyone – learn everywhere

School, home and community relationships are critical to a project-- based education. We partner with experts in business, arts, higher education, environmental and indigenous communities to provide learning experiences in and beyond the classroom.

Value Diversity

All students are welcome and respected. The school promotes the advantages of learning from a student body that embraces diversity.

Rethink everything

We take a fresh look at how we use all resources and processes to support student learning. Ongoing reflection and improvement is embedded in our school culture.

Admission of New/Transfer Students

Any student who resides in the School District of Ashland, is currently enrolled in the district under the open enrollment law, or applies for open enrollment to the charter school is eligible to be enrolled in OPS or LSHS. For more information, please visit the School District of Ashland webpage.

Student transfers between legacy schools and OPS or LSHS will occur before the school year begins or at the semester break. Approval for transfer is dependent on space availability, enrollment numbers and the needs of the student.

Legacy School Classes

LSHS students may take one or two traditional classes in AHS as long as they do not conflict with relationship-building Advisory times. Exceptions to this rule are at the discretion of the student's advisor.

OPS students may participate in music and some other classes and activities at the middle school. Transportation will be provided.

Students enrolled in OPS and LSHS have personalized learning plans (PLPs). Therefore, students at all skill levels are expected to maximize their learning and progress in the school setting. However, OPS students will have the opportunity to take the high--- school--- credit advanced math and science courses offered at AMS provided they meet the required criteria. These criteria are based on STAR, PLPs, learning target progress, teacher recommendations or other evaluations or assessments. Please contact your child's adviser for more information.

Advisory Assignment

Each student will be assigned to a multiage advisory with one teacher. Advisories will meet daily and advisors will have scheduled weekly meetings with each student in the advisory. Advisory assignments are based on many factors that begin with random assignments distributing ages evenly among the advisories, then consideration of demographic balance and quality of relationships.

While advisors provide a special relationship with the student, all teachers at OPS/LSHS will interact with students fluidly throughout the day based on student needs.

Assessment and Grading

OPS/LSHS assesses students through personal learning plans based on mastery of academic content and learning targets, as well as on 21st Century skills. OPS/LSHS

does not organize subject matter by conventional classes or grade levels. We do not issue traditional letter grades or comparative percentages. Instead, the basic measure of progress is the mastery of specific skills across the subject areas.

LSHS students need 24 credits to graduate, including the standard content areas plus 21st Century (core learning) skills. These skills include career and college readiness (classes or internships in the community), expeditionary learning, senior capstone projects and community service. The following credit requirements can be met through individual or group projects, seminars, traditional classes, outings or other verified community-based opportunities for experiential learning.

English - 4, Math - 3, Science - 3, Social Studies -3, Phy Ed - 1.5, Health -.5,
Personal Finance -.5, electives/LSHS core learning skills - 8.5

In addition to following personal learning plans and reaching academic and personal skill targets, students must meet a time requirement (# hours) in each subject. At the high school level, 120 project hours are the equivalent of 1 credit. A course of study will be considered finished when a student has met all its learning targets and time requirements.

OPS/LSHS students will graduate with an e-portfolio that includes evidence and artifacts from all areas of their learning. This portfolio is an effective tool for furthering their educational or vocational careers after HS. Students, advisors and guidance counselors can translate this portfolio and the PBL progress report into a more traditional transcript as needed.

Progress reports, showing skills mastered and hours/credits earned in content areas in addition to project status will be sent home quarterly. Parents can access information on progress and projects at any time through students' google-based, online personal learning plans.

OPS /LSHS students will take state- required standardized tests and district--wide progress--monitoring assessments.

Athletics/Clubs/After--- school Program

OPS/LSHS students are able to participate in athletics, clubs, and after--- school programs along with their legacy school peers.

Cologne and Aerosol Personal Care Products

To ensure the health and safety of staff and students with allergies, use and possession of aerosols and colognes is not allowed on the premises.

Field Trips

Field trip, outings, expeditions and community service are essential components of learning at OPS/LSHS. Visits to various community and neighborhood environments will be planned (some may be spur of the moment!) to provide students with the necessary experiences to learn in a place-based, project-based environment.

In the case of outings, whether they are academic, community service or co-- curricular activities, all school policies apply to all in attendance, including chaperones. Students will only be allowed to participate when the necessary forms have been entirely completed, signed by the parent or guardian, and returned to school.

Homework

Students who use their time productively during the school day may be able to complete the majority of their project work at school. However, working on projects, math and reading outside of school is encouraged, supported and can be documented to earn hours/credits/learning targets. Due to the scope and nature of some projects, work may be expected to be done away from school. Any homework assigned from legacy school classes is expected to be completed at home, not during project times.

Shared Spaces

OPS and LSHS students are expected to follow building rules in all areas shared with the legacy schools. These include the library, hallways, cafeteria, outdoor areas, gym, music room, and other shared spaces. OPS/LSHS students are expected to follow directives from all staff in shared spaces.

Relevant AHS Building Policies & Information

ADDRESS: 1900 Beaser Avenue – Ashland, Wisconsin 54806

PHONE NUMBER: (715) 682-7089

Principal Brian Trettin ext: 1001

Asst Principal/Attendance Pam Huston ext: 1002

Counselor (for all OPS and LSHS students) Jennifer Kempf ext: 1008

Student Service Secretary Cheryl Tody ext: 1007

DAILY BELL SCHEDULE

Period 1 8:10-8:52

Period 2 8:56-9:38

Period 3 9:42-10:24

Period 4 10:28-11:10

Period 5A 11:14-11:56 1 st Lunch 11:10-11:40

Period 5B 11:44-12:26 2 nd Lunch 11:56-12:26

Period 6 12:3-1:12

Period 7 OLE 1:16-1:46

Period 8 1:50-2:32

Period 9 2:36-3:18

PARKING REGULATIONS

Visitor Parking: The area in front of the school is reserved for visitors. Staff and students are not allowed to park in this area. This area is closed to visitor traffic between 3:00-3:30 PM daily due to extensive bus traffic and most importantly for the safety of our students.

Student Parking: Student parking is provided on a limited, permit basis. Parking permits shall be available to students on a first come first served basis following a process established by the building administration. Permits are available at no cost provided that permits are returned prior to graduation; a \$5 fine will be imposed for permits not returned. Daily permits shall be available on a limited basis for pressing needs. Permission for a student to bring a vehicle on school property shall be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion.

The first five rows of parking spaces are reserved for staff parking. Vehicles may be ticketed and/or towed at owner's expense if parked in the fire lanes, the staff area, or in the parking lot without a parking permit. In addition, Board Policy authorizes the principal or his/her designee to remove vehicles from school property when such vehicles are parked improperly or without permission to park on school property. The speed limit is 10 mph. Students who drive should keep vehicles locked at all times. In accordance with Board Policy, vehicles may not be taken from the parking lot unless permission is given from the office, or students are traveling to or from school on Special Release Passes. Students may face school consequences for being the parking lot during the school day without permission. Reckless behavior/driving will result in the loss of the on campus parking privilege.

STUDENT SERVICES OFFICE - It is the intention of the counselors that the Guidance Program at Ashland High School help students grow educationally, socially, physically, and mentally, as well as to assist in educational and vocational careers. Students

needing to talk with a guidance counselor should stop in the Student Services office before or after school to arrange for an appointment and to get a pass. Students are not to go to the Student Services office instead of going to class. The Student Services office will not issue tardy passes for students who drop by at the beginning of a period to make an appointment.

SCHOLARSHIPS FOR SENIORS - A number of scholarships are available for graduates planning to continue their education. Many scholarship applications are on the AHS web site at www.ashland.k12.wi.us.

CLASS CHANGE PROCEDURES - Each year Ashland High School prepares its budget, hires teachers, and orders materials based upon the selection of courses by its students. It is extremely difficult for the school to honor course selection changes after the conclusion of the prior school year. Students will not be enrolled in classes that they did not choose during registration. Students are strongly encouraged to have their schedules set for the next school year before leaving for the summer months.

DROP/ADD PERIOD- During the first 5 days of each semester, students may drop and/or add courses based on course availability. Courses dropped during the Drop/Add period will not be reflected on a student's transcript. No courses may be added after the first 5 days of a semester.

CALLING IN AN ABSENCE - Parents and guardians may call 682-7089 to report their student's absence. During non-business hours, dial extension 1004. All absences must be excused within 2 school days or the absence will be considered unexcused. Also, if a student has attended a class on a given day he/she must be excused by the office prior to leaving the building or the absence will be considered unexcused and will not be changed.

EXTENDED ILLNESS - When a student, due to illness or injury, is unable to attend school for a period of time, parents are asked to contact the Student Services office to make arrangements to pick up assignments. A physician's excuse may be required for absences longer than two days.

STUDENT PASSES - Students are required to have an official, signed AHS planner or pass to travel during class time to any program, area, or staff member. Students signing out to the library from study hall must follow the study hall procedure. Students

who arrive late to school at the start of the day must report to the office before going to class. Students with WITC/Youth options or other off-campus programs may only remain in the building when they are under the direct supervision of a staff member during class periods. Students with special release passes must be out of the building or under direct supervision of a staff member at all times while classes are in session.

STUDENT VISITORS/GUESTS - Students are not allowed to have or bring guests during the school day except for educational program participation with prior approval by the Principal/Assistant Principal.

JACKETS – For the safety of students and staff of AHS, students are not allowed to wear or bring jackets during the school day. Furthermore, they may not be carried around during the by students during the school day. Students are encouraged to keep a sweatshirt or other warm clothing in their locker as some classrooms are colder than others.

BACKPACKS - Due to safety concerns, backpack usage is prohibited during the school day. Students may carry a purse or similar bag that is no more than approximately 8"x6"x2". Any purse or bag that is deemed as too large or bulky may be restricted by administration. Temporary, clear backpacks will be issued from the office to students with injuries in need of a backpack.

OPS/LSHS Culture of Learning Plan

The goal: to create a consistently positive and respectful learning environment that supports both productivity and students' individual needs.

As advisors, we must be able to meet with students regularly (weekly) about their projects, progress and anything else affecting their school experience. We commit to giving our full attention to students during these meetings and when they request it appropriately at other times. This commitment requires a school culture that maintains safety and a productive environment *without* constant intervention from an adult. To this end, we have established a project block schedule that keeps one advisor on a "help desk," one meeting with students and one running a seminar at all times. We will also employ restorative justice (RJ) practices and a level (of freedom and responsibility) system to help students meet and understand our community agreements and to live by "the code."

The Levels:

Students are assigned levels depending on their experience with PBL and participation in the community. They may go up levels at quarters or after providing evidence of learning based on advisor recommendation. They may go down levels when community agreements and codes of conduct are not met and after participating in RJ circles with peers and an advisor.

- Level 0-probation, this is necessarily a temporary status
 - Student does not show understanding of community agreements or project processes
 - Parents are contacted and fix-it or intervention plan created to support student in learning and making progress
 - If progress is not made within the designated time, student may be recommended for transfer to a different learning environment at semester.
- At Level 1 (7th grade/new student default), the student...
 - is learning processes and expectations
 - is assigned projects, choice is limited to advisor discretion
 - has limited ability to participate in special events/field trips
- Level 2 (8th grade default)
 - Student has shown understanding of school processes and the ability to work independently
 - Student upholds community agreements and codes of conduct

- Student has earned voice, choice and independence in projects
- Student may participate as an ally in RJ circles
- At Level 3 (9th/10th grade default), the student...
 - shows independence and personal responsibility
 - may participate in all events, field trips etc
 - may qualify for special honors (no ask) pass to move around the building
 - may lead RJ circles, teach seminars, lead other groups or activities
 - has full voice and choice in projects
- At Level 4, the student
 - qualifies for honors pass, internships, leaving building unsupervised (with parent permission)
 - gets top priority for special events/field trips
 - may receive special honors (no ask) hall passes for anywhere in district
 - may lead circles
 - may run help desk

“The code” and community expectations:

The goal: to be sure students and families understand the expectation that all students contribute to, not detract from, a productive, respectful learning environment. It should also clarify the process when students do not meet the community agreements/expectations/honor code.

As a community, we will strive to...

- Be kind
 - I will not bully, and I will help stop bullying.
 - I will respect others' property.
- Be respectful
 - I will not steal time from my classmates and advisors.
 - I will help keep the environment calm and conducive to work.
 - I will assume the best of others before I react negatively.
- Be responsible
 - I will keep my area clean and take care of my messes.
 - I will take care of my mental and physical safety.
 - I will complete projects in a timely manner
- Be yourself
 - I will show you how cool and talented I am
 - I will be open and honest with the group

- Be one of us
 - I will participate in circle and relationship building activities
 - I will attend all evidence of learning events
 - I will attend at least one large field experience every year
 - I will stand up for my classmates and my community

Follow-through Plan

- If/when these agreements are not met:
 - student redirected by advisor or peers
 - student given the opportunity to take a break outside work area
- If no change in disruptive behavior, then
 - -student directed to location away from work environment (other classroom, ISS, office, ?)
- If student continues to show a lack of interest or understanding in adhering to the code, then
 - s/he goes down a level
- If student is moved to level "0," then parents/guardians will be contacted and a intervention and support plan put in place
- If no progress with support plan, then student may be recommended for semester transfer

Help desk advisor is responsible for redirecting students who are not following the code

- 1 verbal redirection
- If behavior not changed, student removed from the cult of learning, put on help desk appt list
- If disruptive while waiting, sent to ISS until appt time, bring reading or work
- Referred to RJ circle for possible level demotion?
- At level 0, you are on probation with parent meeting and fix it plan