



**Family/Student
Handbook**

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WWA is a "better" choice only if you understand and support the philosophical direction of the program. WWA presents the Core Knowledge Sequence® in a back-to-basics format (with strong teacher direction) and emphasizes strong discipline in the classroom and school.

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Vision and Mission Statements

Vision Statement

The vision of Woodrow Wilson Academy is to join students, parents, educators, and the community to produce an educational environment that nurtures, excites, and motivates children to learn. WWA empowers students to become independent and responsible thinkers, fosters academic and moral excellence, and promotes creativity resulting in responsible, productive citizens.

Mission Statement

The mission of Woodrow Wilson Academy is to provide a school where students thrive academically and socially. This mission will be accomplished through a strong educational program based on a structured curriculum supported by discipline and mutual respect. The commitment of the students, parents, educators and community will be utilized to achieve these goals.

Woodrow Wilson Academy Charter School

History of Woodrow Wilson Academy

On June 3, 1993 Governor Romer signed legislation known as the Charter Schools Act. It was designed to enable parents, teachers, and community members to "take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system" which resulted in "expanded choices" for parents and pupils.

In April 1999, one parent wishing to get proactive in her child's education sought the advice of the founder of Jefferson Academy as to what could be done to further expand the availability of a Core Knowledge school in her local area. This prompted a recruitment effort for families who wished to participate in the founding of another Core Knowledge Charter School. One month later, on May 21st, 1999 an informational meeting was held and the Steering Committee was formed. Eventually, this group was comprised of eleven voting members. Weekly meetings were held at the home of the Chairman of the committee where representatives from Jefferson Academy Board of Directors, local business executives, State Senators and Representatives, the Colorado Department of Education, and the Core Knowledge Foundation were consulted. Steering Committee members attended the New Charter School Leadership Workshop on July 10th, 1999, and the Colorado Annual Charter School Conference on Oct. 28th - 30th, 1999. One parent on the committee wrote and was approved for a ten thousand-dollar start up grant from the Walton Foundation. The Steering Committee worked diligently to form Woodrow Wilson Academy, and on December 9th, 1999, the Charter Application submitted to the Jefferson County School District was unanimously approved and found to be "flawless" by its Board of Directors.

Woodrow Wilson Academy Today

WWA serves a student population of approximately 500 students. Kindergarten classrooms have a student to teacher ratio of 10:1 and 8:1. First through sixth grade classroom ratios are 14:1. Middle School ratios are 28:1 in the core classes with the help of one Educational Assistant. The Core Knowledge curriculum remains in place along with Eureka² math, Wonders Language Arts program, Core Virtues, and Bully Prevention Programs. In addition, Woodrow Wilson Academy also organizes and manages a Fine Arts and enrichment-based program for home-schooled students called The Home School Connection and a Pre-Kindergarten program for four and five year olds that offers a variety of activities that are play-based and developmentally appropriate.

Educational Program and Academic Expectations

Woodrow Wilson Academy emphasizes teaching the “whole” child using traditional and conventional approaches. Our goal is to provide a rich and balanced educational opportunity for all of our students, as well as maximizing their learning potential while making education “come to life” for all students. ESSA qualified teachers teach the classes with over 95% licensed teachers; instruction emphasizes the skills of reading, writing and speaking, mathematics, critical thinking, science and history/geography. WWA seeks to instill a foundation of integrity and moral development through a character education program that will be a part of our students’ life journey. Learning is a lifelong endeavor; through the cultivation of our programs, along with a high degree of parental involvement, our overall goal is to see our students become productive and contributing members of our society.

The Core Knowledge Sequence

The Core Knowledge Sequence was developed to provide students with a rich vocabulary and broad knowledge base on which future instruction can build, broaden and deepen. The ultimate goal is to ensure that all children are given access to the same foundation of knowledge that assures later educational success.

The Core Knowledge Sequence provides a detailed, explicit and systematic sequence of grade-specific content that can be taught consistently year after year. This core content is organized to spiral through the grade levels, becoming more sophisticated and detailed in each successive grade.

It has been the experience of those using this approach that students retain information much longer and develop skills more easily when meaningful content is combined with the teaching of skills.

Core Knowledge Is...

- **An Idea** – For the sake of academic excellence, greater fairness, and higher literacy, elementary, intermediate and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.
- **Solid** – Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Preschool-Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.
- **Sequenced** – Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason, the Core Knowledge Sequence provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize much current schooling (repeated units, for example on pioneer days or the

rain forest, but little or no attention to the Bill of Rights, or to adding fractions with unlike denominators).

- Specific – A typical state school district curriculum says, “Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States.” But which people and events? What ideas and movements? In contrast, the Core Knowledge Sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science and the fine arts, the Core Knowledge Sequence presents a practical answer to the questions, “What do our children need to know?”
- Shared – Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as “David knocking off Goliath,” or when reporters refer to a “threatened presidential veto,” they are assuming that their audience shares certain knowledge. One goal of the Core Knowledge Foundation is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Our goal is to provide a rich and balanced educational opportunity for all our students. High academic standards are at the heart of our expectations, although we recognize every learner has unique abilities, interests and motivations. Parents can encourage their child’s success by monitoring progress in school and at home and participate as fully as possible in the school community. Homework assignments are given on a regular basis to reinforce classroom learning. Use of technology and organizational skills are also integrated into the curriculum.

The WWA curriculum is based on Core Knowledge Scope and Sequence Grades K-8. This establishes the master plan for the content to be explored. Additional programs such as Eureka² math Wonders Language Arts program are also used. Other resources are obtained from many and varied sources.

Enrichment

Our enrichment classes are designed to develop the whole child by allowing our students to use their full range of senses and skills across multiple platforms. Students will participate in Physical Education, Spanish, Music, Art and Technology courses across grades K through 8 with teachers specially trained in their subject. We have two computer labs equipped with flat screen monitors, robotics programming materials, 3D printers, and other technology curriculum items needed to keep our students current on the skills they’ll need to thrive in the 21st Century. The Computer Lab specialist utilizes instructional software for keyboarding, content instruction, extension and remediation.

Student Support Services

WWA has a fully staffed Student Support Services Department to meet the diverse special needs of our entire student body. We have specialists in the following areas of support on a daily basis:

Gifted and Talented
Special Education
Speech/Language
Occupational Therapy
Counseling
Psychology
Language Arts Intervention
Math Intervention

Our specialists work in conjunction with our classroom teachers and EAs as well as the administrative team with the goal of supporting your student so they can reach their educational and social potential while at Woodrow Wilson Academy.

Individualized Education Plans

The Colorado Department of Education (CDE) defines an Individualized Education Program (IEP) as a crucial document and process designed to ensure that each public school child with a disability who receives special education and related services under the Individuals with Disabilities Education Act (IDEA) has a quality education tailored to their unique needs.

An IEP is a comprehensive, legally mandated, and collaboratively developed plan that serves as a roadmap to provide individualized special education and related services, ensuring that students with disabilities receive an appropriate education designed to help them succeed.

An Individual Educational Plan (IEP) requires the coordination of service providers, instructional assistants, faculty and administration. After evaluating your child's needs, special educational professionals and classroom teachers work in a collaborative effort in providing assistance to the special needs child. Services are delivered through a variety of instructional means including, but not limited to individual and small group instruction, alternative classroom seating and/or placement, behavior contracts, modifications of assignments and testing procedures, instructional pace and classroom teacher support. Use of Educational Assistants allows the creation of smaller groups, again further reducing student/teacher ratios. The District's referral process is used to identify and staff students whose performance indicates they may require special assistance.

504 Plans

Section 504 is a federal civil rights law, not a special education law (like IDEA, which governs IEPs). It prohibits discrimination based on disability in programs and activities that receive federal financial assistance, including public schools. A 504 plan provides a roadmap for ensuring students with disabilities have equitable access to all aspects of the public school experience through reasonable accommodations, without necessarily needing specialized instruction

In order for schools to provide an appropriate education for students who are protected under Section 504, accommodations and modifications may be necessary. The vast majority of accommodations and modifications for students served under Section 504 will occur in a general education classroom.

A student is eligible for a 504 Plan if they:

- Have a physical or mental impairment (this can include a wide range of conditions like ADHD, dyslexia, asthma, diabetes, anxiety, etc.).
 - This impairment substantially limits one or more major life activities. Major life activities include, but are not limited to: learning, reading, concentrating, thinking, communicating, seeing, hearing, walking, caring for oneself, and the operation of major bodily functions (e.g., immune system, neurological, respiratory).
 - Have a record of such an impairment, or are regarded as having such an impairment.
- Accommodations are changes in *how* a student learns or is tested (e.g., extended time on tests, preferential seating, use of a calculator, frequent breaks). They do not change *what* is being taught or the expectations.
- No Specialized Instruction Required: A key distinction from an IEP is that a 504 Plan is for students who do not require specialized instruction but still need supports to access education due to their disability. If specialized instruction is needed, an IEP is the appropriate plan.
- In order to determine a student's eligibility for a 504 Plan, the 504 Coordinator, along with classroom staff and parents, will evaluate student data and work through the qualification process as a team for a final decision.

Health Plans

Woodrow Wilson Academy is committed to supporting the health and well-being of all students. For students with health conditions that require specific care or accommodations during the school day, WWA develops Individualized Health Plans (IHPs) in collaboration with families, our qualified school nurse, and healthcare providers (when appropriate). Individualized Health Plans are distinct from IEPs and 504s, and students do not need to have an IEP or 504 Plan in order to qualify for a health plan. These plans are developed for students with health conditions that require specific treatments, non-routine medication administration, emergency action, or invasive health procedures during the school day.

They are important for students who:

- Require routine or emergency medication administration
- Need health monitoring throughout the school day
- Are at risk for medical crises and require a crisis care plan
- Use specialized medical equipment at school
- Require frequent healthcare procedures

Program Evaluation

Multiple assessments are used to determine the success of past instruction and define the nature of future instruction. Assessments include teacher observations, teacher made tests, formal assessments, standardized tests, Nationally-Normed Assessments (MAP through NWEA) evaluation of regular assignments and student projects.

Charter schools are under far greater scrutiny than typical public schools. WWA follows the Jefferson County standardized test schedule of administering the required Colorado standardized assessment for grades 3-8. This test is used by schools in Colorado to provide a measure of a student's achievement in relation to their individual predicted ability. Students in all grades are administered age appropriate, nationally-normed assessments (MAP through NWEA and DIBELS

through Amplify) throughout the school year. These tests provide important baseline data to measure our success with individual students and as a school.

Homework Policy

Homework is part of our general academic expectations for our students. It prepares students for high school and college, and the work world to be faced upon graduation. It also helps develop a strong work ethic and personal organizational skills. Its immediate educational purpose is:

- to reinforce skills and concepts learned in class
- to develop study skills and habits
- to inform parents of what is being taught in the classroom

Homework assignments should be expected Monday through Friday of each week. The goal is to reinforce, not burden, the student. Please remember that a middle school child's homework requirement both in content and length of time required will look significantly different from an elementary or intermediate child's homework requirement.

Family Skill Work: A Foundation for Success

At Woodrow Wilson Academy, we believe that a strong partnership between school and home is vital for student success. Our homework policy is designed not only to reinforce classroom learning but also to cultivate essential study habits, organizational skills, and a lifelong love for learning. In addition to regular assignments, a crucial component of this partnership is dedicated "Family Skill Work," which encompasses both reading and math fact practice.

The Purpose of Homework and Family Skill Work

Homework at WWA is an integral part of our academic program. It serves to:

- Reinforce Learning: Solidify concepts and skills taught in the classroom.
- Develop Habits: Foster crucial study habits, time management, and organizational skills.
- Inform Parents: Provide parents with insights into classroom learning and their child's progress.
- Prepare for the Future: Equip students with the foundational skills necessary for success in high school, college, and beyond.

While homework assignments are generally given Monday through Friday, our goal is to reinforce learning without overburdening students. Expectations for homework will vary by grade level (elementary, intermediate, and middle school).

Embracing Reading and Math Fact Practice

We strongly encourage all families to establish dedicated time for both reading and math fact practice at home. This consistent effort is paramount for developing well-rounded, competent learners.

The Power of Reading

Reading is the cornerstone of all learning. We recommend that each child read, or be read to, at least three times a week, and ideally every day. Research, including findings from "A Nation at Risk," highlights that "the single most important factor for determining whether children will go to college is being read to as a child." Cultivating a love for reading builds a strong foundation for:

- Comprehension: Deepening understanding of texts across all subjects.

- Vocabulary Development: Expanding language skills.
- Lifelong Learning: Fostering a continuous pursuit of knowledge and intellectual curiosity.

The Importance of Math Fact Automaticity

Achieving automaticity with basic math facts (addition, subtraction, multiplication, and division) is critical for mathematical proficiency. When students can recall these facts instantly, it "frees up cognitive space," allowing them to:

- Tackle Complex Problems: Engage with more intricate mathematical concepts.
- Develop Stronger Reasoning Skills: Enhance their ability to think critically and solve problems.

Parental Engagement: Your Vital Role

Parents play an indispensable role in their child's academic journey. By actively participating in "Family Skill Work" – through reading aloud, listening to their child read, and practicing math facts together – you directly contribute to their academic growth. This engagement fosters development, strengthens family connections, and models the importance of consistent effort and learning.

We kindly request that all WWA families establish a consistent "family reading and math fact practice time" at least three times a week. This dedicated time will significantly benefit your child's overall academic journey and lay the groundwork for becoming a lifelong learner in both literacy and numeracy.

The expected homework time allotment for each grade is as follows:

Kindergarten	15 minutes <i>plus</i> 15 minutes of family reading and math fact practice time
Grade 1	20 minutes <i>plus</i> 20 minutes of family reading and math fact practice time
Grade 2	25 minutes <i>plus</i> 20 minutes of family reading and math fact practice time
Grade 3	40 minutes <i>plus</i> 20 minutes of family reading and math fact practice time
Grade 4	50 minutes <i>plus</i> 20 minutes of family reading and math fact practice time
Grade 5	1 hour <i>plus</i> 30 minutes of family reading and math fact practice time
Grade 6	1 hour <i>plus</i> 30 minutes of family reading and math fact practice time
Grade 7	1 hour <i>plus</i> 30 minutes of family reading and math fact practice time
Grade 8	1 hour <i>plus</i> 30 minutes of family reading and math fact practice time

These are general allotted times and are subject to change depending upon the nature of a given assignment and the student's personal organizational and study skills. Some days may require less time while others require more.

Testing

Communicating is not allowed during written tests or quizzes. Communicating without permission may result in a deduction of points, loss of privileges, and/or a grade of "0" on that test or quiz. A student communicating after their test has been turned in, but before all students have had a chance to complete their test may result in points being deducted from that student's test.

Middle School ZAP (Zeros Are Not Preferred Program)

One of the most common reasons for students in middle school not fulfilling their academic potential is late or missing homework. WWA is focused on the academic well-being of students and

will be using the ZAP Program to help with the problem of late or missing work. ZAP is not a disciplinary action, but a program used to offer assistance with homework completion. Additionally, students are able to self-ZAP as needed and determined by students or family.

If any student fails to complete and submit his or her homework and/or classwork on time, that student will be "ZAPPED" and will receive a yellow slip alerting them to attend. (Students will not be ZAPPED for parent signatures or large assignments per teacher discretion.) Students will then be required to attend the entire ZAP period after school the day they receive a ZAP from 3:00-3:25 p.m. Students may get assistance from the ZAP teacher(s) and will turn in the completed assignment to that teacher. Assignments will be labeled "ZAP" and will receive 80% of the earned credit. In order to receive credit, students must turn in the assignment during the ZAP period or to the correct teacher by 8:00 a.m. the following day.

Students who earn more than one ZAP in a day will be required to work on one assignment during the regular ZAP period and must submit the remaining assignments to the teacher who ZAPPED them, no later than 8:00 a.m. the following day for 80% of the earned credit.

Students in 7th grade will be ZAPPED for all missing assignments. Starting in Trimester 3 of their 7th grade year and continuing through 8th grade, students will only be ZAPPED if they have a D/F or five zeros in the specific content area where an assignment is missing.

Parent notification will occur each day by 2:00 pm. (Please be aware that mistakes may happen and notification may not occur.) In addition, students are required to call home when they reach 8 ZAPs and again after 15 ZAPs. Students who fail to show up for ZAP will be assigned a detention the following school day.

Parents are the most important component of a student's success in school. We ask that parents support our efforts to help students to achieve academically. We believe that by helping to eliminate missing assignments, students have a greater chance of realizing their potential.

Grading Scale

The grading scale for grades Kindergarten:

3	Exceeding Expectations
2	Meeting Readiness Goal
1	Needs Improvement
NA	Not Assessed at This Time

The grading scale is as follows for grades first through eighth:

A (90-100)	Exceptional Achievement
B (80-89)	Above Average Achievement
C (70-79)	Average Achievement
D (60-69)	Below Average Achievement
F (Below 60)	Unsatisfactory Achievement

Academic Awards

Woodrow Wilson Academy maintains a rigorous academic program from Pre-Kindergarten through 8th grade. Students in grades 1-8 may be recognized each trimester in their classrooms for

maintaining their grades during that grading period and at an all school assembly for maintaining their grades throughout the entire year.

Awards are given for:

Elementary & Intermediate:

All A's

All A's & B's

Middle School:

4.0 GPA

3.5-3.9 GPA

Core Virtue Awards

Helping students develop and demonstrate strong character is achieved through the use of our Core Virtues program. Teachers at all grade levels work with students to help them understand the meaning of each month's Core Virtue. On average, once every two months a Core Virtues Assembly is held where students are recognized for having demonstrated these Core Virtues. In order to ensure that students value these awards, an age-appropriate program is used to determine award winners.

The following outline describes this age-sequenced program:

Kinder through 2nd Grade:

All students are to receive at least 1 award

Teachers select these students

3rd through 6th Grade:

½ of the students (on average) receive an award

Students get to vote for ½ of the recipients

Teachers select ½ of the recipients

No distinction is made between student/teacher selections

Middle School

No pre-set number

Middle school staff discuss and select the recipients

These are NOT grade specific

Eligibility 6th – 8th Grade

To help our students focus on academic priorities, students must maintain their grades. Any student whose grades include 2 or more D's or 1 F will be ineligible. When a student is academically ineligible, he or she may regain eligibility provided their grades meet eligibility requirements at the end of each week when weekly eligibility is posted. During the day/s that a student serves full day suspension for disciplinary reasons, the student will be ineligible for participation in after school activities. A student's attendance must be "In Good Standing" and they must attend school at least 50% of the day of the game/event in order to participate. Being academically ineligible will not keep a student from participating in activities such as the Holiday Party, classroom school field trips, monthly Middle School activities, dances, etc.

Accelerated Math & Reading

WWA offers accelerated Math and Reading classes for students who are ready to move ahead of their grade level. Students are considered for these programs through a variety of factors including

1) test scores on placement exams

2) teacher recommendation

3) previous grades and performance

To remain in the accelerated class students must maintain a "B" average or better and consistently turn in homework on time. Students who do not meet these requirements or struggle with the content throughout the school year may be placed in the on-grade level class.

Library Circulation Policy

The WWA Library Circulation Policy has been developed for the following reasons:

- to create a learning atmosphere that is fun while providing boundaries with purposeful instruction,
- to allow the patron (student) to become responsible for their actions,
- to communicate with students' parents the need for the patron to accept responsibility for their actions,
- to provide a collection of books that is kept in frequent circulation,
- to preserve and protect the current collection.

The Circulation Policy is as follows:

- Students, whose patron accounts are in good standing, may check out books and e-books from the Library. Patrons are considered in good standing when no materials are overdue and when no fines are owed. Books and other materials, excluding reference items, may be checked out by WWA staff and parents.
- Items checked out by pre-kindergarten, kindergarten, and first grade students are due one week from the time of checkout; items checked out by students in grades 2 through 8 are due two weeks from the time of checkout.
- Material that has been checked out may be renewed twice unless (1) there is a "hold" placed on the item(s) by another patron; or, unless (2) the renewal period conflicts with school year-end dates. It is the patron's responsibility to ask Library staff or volunteers to renew the material.
- In order to comply with the Library's confidentiality policy, American Library Association (ALA) policy B.8.5 and state law (C.R.S. 24-90-119, 1-d), overdue notices will first be given to patrons. After adequate notification, circulation information will be released to parents/guardians for purposes of overdue material retrieval.
- Checkout limits vary by age, time of year, and student needs. Patrons may have checkout limits increased or decreased at the media specialist's discretion.
- Library materials not returned within 30 days of the due date will be considered "lost". Lost materials will be billed out by the Library and must be paid for by the patron or the patron's parent or guardian. Payment is made to the WWA front office in the form of cash, check (payable to WWA) or credit card. Replacement books from the patron may be accepted as form of payment per the librarian's discretion. The Library may expend these funds, with administrative approval, to replace library materials.
- A student remains responsible for any lost or damaged materials when:
 - Transferring to another school/district
 - Graduating to another level, e.g., middle school to high schoolWWA will inform the new school by email, noting materials the student needs to return or pay for. The school will help students remember their obligation to their former school.
- A lost material fine may be refunded if the return of the item in question is returned to the Library within 30 days after the fine payment and if the material is returned in "reasonable circulation condition".
- "Reasonable circulation condition" may be defined as the quality of items necessary to keep them in the Library collection. Materials that fall below this standard will be classified as "damaged". Patrons returning damaged materials that are beyond repair will be subject to a replacement fine. Payment is made to the WWA front office in the form of cash, check (payable to WWA) or credit card.

Student Use of WWA Computing Resources and the Internet

Woodrow Wilson Academy believes that all school computing resources, applications and the internet should be used as learning resources to educate and to inform students. Accordingly, Woodrow provides access to the internet for its students' as a means to offer a wide variety of educational resources. While many opportunities offered by the Internet are exciting and appropriate, others are unsuitable for school use. Consequently, use of all school provided computing resources and the internet is for educational purposes only while attending school.

Woodrow Wilson Academy's technology and administrative staff may review student files and communications to maintain system integrity and to ensure that users are using the system appropriately and responsibly. Students shall have no expectation of privacy in any information stored on the school's servers, or in their use of school computers. Woodrow reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of school computers and computer systems, including all internet and electronic communications access and transmission/receipt of materials and information.

Woodrow Wilson Academy provides all students access to school-purchased and managed Chromebooks. Students in grades K-4 have access to Chromebooks via a computer cart within the classroom and students in grades 5-8 are issued a Chromebook to use during their middle school years. Students are expected to take care of their device, including not placing anything heavy on it, not leaving it in a hot car, and keeping it away from liquids. Families and students should notify teachers or tech instructors if an issue happens with their Chromebook immediately. Families are responsible for damages to their child's Chromebook beyond basic wear and tear.

School Entrance Requirements & Procedures

All pupils entering kindergarten in Jefferson County Public Schools must have reached their fifth (5th) birthday in the year of entrance on or before October 1. Students entering first grade must have reached their sixth (6th) birthday by October 1. Birth certificates and immunization records must be presented at the time of enrollment.

Waitlist and Enrollment Policies

In the year 2000, Woodrow Wilson Academy adopted a lottery system of admission and the following policy will exist for filling open student spots in the future:

Using *EnrollJeffco* a priority waitlist in the order of staff children, siblings, Home School Connection students, siblings or children of 8th Grade Graduates, legal dependents of WWA Founding Families, WWA Legacy Families, current WWA Pre-K students, grandchildren of current staff, In-District and Out of District students will be established for each grade K-8.

The prospective student's information is entered into a database and sorted by status. After the first-round choice enrollment period expires, a second-round enrollment period is opened on a first-come, first-served basis. Additionally, middle school spaces will be filled based on availability in a particular math class for which the potential enrollee has already tested.

An offer of a classroom spot will be made through *EnrollJeffco*. This offer must be accepted or declined within the time allotted by *EnrollJeffco* or the student will be dropped from the waitlist and the open spot offered to another student.

As a child gains admission to WWA, any sibling he or she may have will be added to the bottom of the sibling list for their particular grade.

Any new family may utilize *EnrollJeffco* to be included in the lottery for the following school year.

Currently Enrolled Students

Parents wishing to continue the enrollment of their child at Woodrow Wilson Academy must also complete *EnrollJeffco* each year. A vacancy is created when fewer children are re-enrolled than each classes' capacity. As vacancies occur in currently enrolled classes, those vacancies will be filled using the lottery system. Families not returning to WWA must notify the front office of the intent to move.

New Enrollees

A new enrollee list for the upcoming year will be generated through *EnrollJeffco*. The vacancies will be filled on a class-by-class basis drawing from *EnrollJeffco*, filled out by parents during each year's open enrollment period. The open enrollment dates will follow district guidelines each school year. The priority waitlist will follow Woodrow Wilson Academy's enrollment policy as stated earlier. *EnrollJeffco* emails/text messages to families will start once first round open enrollment has been completed.

Mid-Year School Vacancies

When a vacancy opens up prior to October 1, that vacancy may or may not be filled at the school's discretion. If Woodrow Wilson Academy chooses to fill the vacancy and has more applicants in the enrollment pool than spaces available, they shall fill those spaces using the preferences established in the most recent enrollment period.

School Visitations

As a Charter school, we know many are interested in seeing our school in action, and we love to share what we're doing! Parents of Woodrow Wilson Academy are invited to volunteer or observe in their child's classes after submitting information to the RAPTOR system. ***Parents wishing to volunteer*** in a classroom may contact the teacher directly for pre-approval and scheduling. ***Parents wishing to observe a classroom*** may schedule classroom observations of up to one hour at a time by using the Classroom Observation Request form. These forms must be submitted to the front office three (3) calendar days prior to the desired time of observation for Administrative approval. To avoid classroom disruptions while observing or volunteering in the classroom, we ask you not to bring children with you. Regularly scheduled school tours are available for prospective parents, students and visitors. These tours include an orientation to Woodrow Wilson Academy's mission/vision statement, Core Knowledge Scope and Sequence, academic program, discipline and dress code policies, and parental involvement. A staff member will conduct these tours and will be available at that time to answer questions.

Drop-Off & Pick-Up Procedures

Parents not walking their students into the building must follow the parking lot rules listed below.

Drop-Off

- At Drop-Off, please enter through the northeast entrance and proceed to loop around to the south end of the lot, past the Elementary wing, pulling all the way to the crosswalk for drop-off. Cars should then proceed past the parking ramp to the northwest exit.
- Students will not be allowed in the building before 7:45 a.m. unless prior arrangements have been made with the teacher and the front office has been notified. Exceptions will be made for inclement weather conditions. 7th and 8th grade students may enter the building at 7:30 to meet with a teacher for tutoring.
- Families may also park in the parking lot and walk their child to the front doors or Pre-K through 2nd Grade classrooms. Parents may also park and give their DriveLine number to a staff member located near the flag pole during pick up and wait for their child to walk to them.

Pick-Up

- At Pick-Up, please enter through the northeast entrance and proceed using any of the 2 lanes to the loading zone (please have your DriveLine number ready and visible).
- All students can be picked-up from the loading zone located in front of the school.
- Fridays are known as Family Fridays and all students will be outside for pickup. Families may either walk directly to their child's teacher to get their child or utilize car lanes.

General

- The parking lot speed is 5 MPH and is ONE WAY & STUDENT SAFETY FOCUSED.
- Please pull completely forward in the drop-off/pick-up zone and have your children ready to exit the vehicle immediately—there are others behind you waiting to drop off students! Students may be dropped off anywhere within the loading zone, please use the entire length of the loading zone for drop off purposes.

If your student must be released from class prior to the end of the school day (3:05) you must visit the front office and sign your student out (phone calls are not acceptable).

Early Drop-Off and/or Late Pick-Up Procedure

Students should not arrive before 7:30 a.m. nor stay after 3:25 p.m. Supervision on school grounds is only available between those times. If you are unable to pick-up your student for some unforeseen situation, you must make arrangements with someone from your emergency contact list to pick up your student from school on time. If we have not heard from you or are unable to reach you by 3:25 p.m., we will begin calling your emergency contacts. Woodrow Wilson Academy students are the responsibility of their parents prior to 7:30 a.m. as well as after dismissal ends at 3:25 p.m. Students not picked up by 3:30 p.m. will be taken to Wildcat Care and fees assessed as per drop in policies for the program. Parents must pay fees and sign out students from Wildcat Care.

Off Campus Permission

We have found that there will be occasional instances where we will need to take students off campus for one reason or another. Some of these reasons might be for Physical Education class, classroom activities, a class picnic or Field Day.

You will receive a blanket permission form in the registration process for these events and instances that occur within one (1) mile of the school. Permission for a field trip taking place more than one (1) mile from the school will be requested on a separate Field Trip Permission form for each individual class trip.

You will be notified by your student's teacher of any special occasions that would require leaving campus through a classroom weekly newsletter or slideshow located on their classroom web page. It is also understood that Physical Education classes will frequently take place at the local park if required.

Release: Walkers & Riders - Before School Arrival and After School Dismissal

Also in the registration process, you will be able to give the school permission to dismiss your student if your child will be arriving and/or leaving school independently. Per the policy, parents will agree to the following:

As a parent/guardian of a WWA student, I hereby release and discharge the Jefferson County School District, Woodrow Wilson Academy and their/its successors, heirs, assigns, directors, officers, employees, supervisors, agents, attorneys and representatives, from any and all actions, causes of action, claims, demands, losses, damages, costs, attorney fees, judgments, liens, indebtedness and liabilities whatsoever, known or unknown, suspected or unsuspected, past, present and future, with regard to all matters that could have been raised in an action on the merits regarding the student's arrival and departure from WWA independently.

Attendance Policy

Woodrow Wilson Academy expects regular and punctual attendance. Our academics are rigorous, and missing school or being habitually tardy makes it difficult for a student to be successful. Understandably, students are not expected to come to school when they are not able. The following guidelines are meant to clarify what are acceptable reasons for absences/tardies, and what consequences can occur when students are truant or tardy. Waivers for special circumstances must have administrative approval.

Absence Policy

The following is a list of acceptable excused absences. This is in compliance with the Jefferson County Conduct Code which outlines attendance policies for ALL Jeffco students.

Student absences will be excused for the following reasons:

1. A student who is temporarily ill or injured. Parents must call the school office to excuse their child before 8:30 a.m. on the day of the absence. After the 10th day absent, a doctor's note will be required for each subsequent absence throughout the year in order for those absences to be excused. A doctor's note listing multiple appointments/days is acceptable.
2. A student who is absent for an extended period due to physical, mental or emotional disability.
3. Excused absences include: funerals, illness, injury, legal obligations, medical procedures, religious observations, and extenuating circumstances as determined by the principal.

4. A student who has made request for a planned absence. Parents who are planning a prearranged absence for their student must complete and submit the "Pre-arranged Absence" form available at the office or on the website.

In order for an absence to be excused, the student must meet two conditions; is in good academic standing and has four or fewer absences in a semester or seven or fewer in a school year). Forms must be submitted 3 school days prior to the requested absence. Failure to do so will result in an unexcused absence.

Attendance procedures when calling your child(ren) in absent:

Please call (303)431-3694 and press 1 for the attendance line by 8:30 a.m. By 9:00 a.m., the front office will call all parents of students who are not in the classroom to verify that the parents/guardians are aware that the student is not in school. If your child is going to be absent more than 1 day, please make a note of that on the 1st day's call. If you anticipate only 1 day's absence and it turns out to be longer, you must call the school's each successive day.

Please leave the following information when you call:

- Month and day of absence being reported
- Student's full name
- Name of student's elementary/intermediate teacher or grade level if a middle school student
- Reason for absence
- Person reporting absence (this must be a parent or guardian.)

Student Injury

Students who are unable to participate in activity-based classes due to an injury or illness may be excused for up to 3 days with parent permission and administrative approval. Students who will miss more than 3 days classroom participation will require a doctor's note and administrative approval. Students who are unable to participate will either attend and observe the class or bring work to the office as per the teacher's discretion. Students who are unable to attend recess will be cared for in the front office.

Excessive/Unexcused Absences

The Colorado Department of Education and Jefferson County School District have set a goal for all students to be in school at least 95% of the time. Woodrow Wilson Academy seeks to encourage a daily attendance rate that enhances rather than distracts from the academic program. Excessive absences and tardies by a few individuals can impede the learning process of others. Attendance letters will be sent out on a regular basis. If the problem is not corrected, a conference will be held and the services of the District Truancy Officer may be requested. Since tardies and appointment times take away from school hours, we ask that children be at school on time and that appointments for doctors, dentists, etc. be scheduled outside of school hours as much as possible.

Consequences for Excessive Absences

After the 4th unexcused absence in a month or 10th day absent in a school year, the following will apply:

- A letter will be sent home to parents stating concern. The letter becomes part of the student's record.
- A meeting may held be held to develop a remedial attendance plan as needed.

Absences and After School Activities

Students who are absent for more than half a day cannot participate in any after school activities for that day. This includes clubs, after school programs, middle school activities, and athletics. A student must be signed in prior to 11:30 a.m. in order to participate.

Tardy Policy

Student tardiness to class shall only be considered unexcused if it does not fall within one of the reasons for an excused absence as specified in the excused absence section of this policy. A student who arrives after the scheduled time the class has begun but does not meet the state board requirements of the attendance period (in attendance more than 50% of the attendance period) shall be considered absent for that entire period. Students leaving early will be handled as outlined above for both tardiness and absences. Attendance periods for elementary/intermediate students are: Period 1 = 8:00-11:30 a.m., Period 2 = 11:30 a.m.-3:05 p.m. Students will follow the make-up work policy for all unexcused/excused absences or tardies.

- Students arriving after the 8:00 a.m. bell but before 8:10 a.m. must check in at the office to receive a pass to class.
- Students arriving after 8:10 a.m. will not be allowed in the classroom until the parent/guardian has signed in the student at the front desk.
- One “freebie” will be given to each student per trimester.

Elementary and Intermediate Tardies

- For every 5 tardies, students will be required to spend time in the office from 7:30-7:55 a.m. or serve two lunch/recess detentions. In many instances, our parents have indicated that the tardies accrued are not the fault of their students, but rather themselves. In this situation, we would encourage the selection of the first option. The time spent in the office is not treated like a detention, rather it is meant to encourage an early arrival. If the tardy notification letter is not returned as specified, students will automatically serve lunch/recess detentions.
- After 15 tardies in a year, administration will meet with the student and family to determine further action.

Middle School Tardies

- Students arriving to class after the bell has started ringing will be counted as tardy and will be assigned a lunch detention. Students who do NOT attend their scheduled lunch detention will then be required to serve 2 lunch detentions.

Missed School Work

Make-Up Work Policy for Absences

- Make-Up Work after an absence:
 - Teachers will provide make-up work for students with either excused or unexcused absences after the student returns to class.
 - Teachers are not expected to interrupt their teaching schedules to prepare work for absent students. Therefore, make-up work will be provided within 24 hours (per school day) of the student's return to class.
- Completion of Make-Up Work:

- Students have two days for each day of an excused absence to complete the make-up work. After this period, the work will be considered late and subject to classroom policies on late assignments.
- **Extended Absences (More than 3 Days):**
 - For absences longer than three days, teacher(s) will provide a due date for completed work to be turned in.
 - After the due date, any late work will be subject to classroom late policies.
- **Completion of All Assignments:**
 - All assignments and tests missed during the absence must be completed to the satisfaction of the teacher.
- **Long-Term Absences (Longer than 1 Week):**
 - For absences lasting more than one week, students may be required to submit work earlier than the standard two days per day of absence.
- **Pre-Arranged Absences:**
 - Teachers may choose to provide assignments before the absence if requested by parents, but this is not mandatory.
 - If assignments are given in advance, all assignments are due upon the student's first day returning to class.

Communications

Weekly Folders

Elementary and Intermediate students will receive a Thursday Folder that may include permission slips, conference information, report cards, special event fliers, etc. Please review information and send it back the following school day.

Classroom Web Pages

School and classroom web page links will be emailed to parents by grade level. Paper copies of the content will be available upon request.

Student Planners

Students are required to use provided planners in grades 3-8 and are paid for as part of the fees each year. If planners are lost, the student is required to purchase a replacement planner from WWA.

Teacher Conferences

Formal parent/teacher conferences will be scheduled in October and again in February each year. Arrangements for additional conferences may be made at any time with your child's teacher or specials teacher. Contact your child's teacher to set up a time for a phone or direct conference. Your child's teacher will respond promptly.

Report Cards

Student Report Cards for grades 1-8 are completed at the end of each 12-week trimester. Kindergarten Report Cards are completed at the end of each semester. These will be posted online through Infinite Campus. Progress Reports are posted online at the end of each 6-week period.

Parent Code of Conduct

Woodrow Wilson Academy's foundation of respect and responsibility extends to our parents, who are vital role models shaping their children's values. We expect all parents to adhere to the following standards:

- (a) School Visits: Observe all school rules, including check-in procedures.
- (b) Child Interactions: Do not directly address other children regarding concerns. Contact the teacher for peaceful resolution or request a school-facilitated meeting with the other child's parent.
- (c) Classroom Issues: First address classroom concerns directly with the involved staff member in a private meeting.
- (d) Communication: Maintain respectful communication (in person, voicemail, text, or email) regarding school matters. Yelling, taunting, threats, abusive language, and derogatory remarks are unacceptable. Resolve issues through calm, direct dialogue with respect for others.
- (e) Reputation: Protect the reputation of all individuals involved. Address issues directly with the concerned person(s), avoiding gossip or involving others unnecessarily.
- (f) Information Accuracy: Verify information with school personnel to prevent the spread of rumors and ensure factual understanding.
- (g) Conflict Resolution Policy: Follow Woodrow Wilson Academy Board Policy 4.5 for resolving issues with staff. This requires addressing the staff member first, and then proceeding through supervisory channels if needed. The policy is available in the office or on the school website.

Parental Conflict Resolution Procedure

The Board of Directors and staff at Woodrow Wilson Academy recognize the desire of the parent body to have a voice in the educational process of their children. The following procedure is to help facilitate a positive learning environment in which good problem-solving skills are utilized and modeled for our students. When a conflict arises between a parent and a staff member of WWA, the following steps should be taken; the issue must not be discussed with other parents or staff in the school that are not involved in the incident, but should be dealt with one on one. Most problems can be resolved in this manner.

1. The parent should arrange a meeting with the staff member to discuss their concerns and attempt to come to a mutually agreed upon solution.
2. If a mutually agreed closure is not reached, the parent may arrange a meeting with the Principal of Woodrow Wilson Academy. In this meeting the parent should discuss the attempts that have been made to settle the problem with the staff member. The Principal, at his discretion, may invite the staff member to be present.
3. If there is still no closure, the parent may request a meeting with the Board of Directors by contacting the Board President. The Principal, staff member and parent may be present at this meeting. This meeting will be held in executive session if the topic qualifies under the Open Meetings Law. The majority decision of the Board of Directors is final, and the conflict will be considered resolved.

Official Posting Place for Communications

Meeting times and agendas for Board of Director's meetings and Parent Teacher Organization meetings will be posted in the front lobby display case, as well as the school website. All non-school related meetings, events and activities must be approved by the Principal before posting and will be dated and removed at the end of a two-week period.

Advertising on School Grounds

All materials posted or distributed on school grounds must be submitted to the front office for formal approval before posting or distributing. This is a District policy and it applies to students, staff, parents, and community members. Any unapproved materials will be removed or confiscated. Materials posted on the Communications bulletin board will be dated and removed at the end of a two-week period.

School Closure Procedure

While emergency closings occur infrequently, we are prepared for any time when building systems malfunction making the building unfit, or when weather makes it necessary to send children home. During severe weather, please keep media on for announcements regarding emergency school closings or delayed openings. We will follow all school closures and delayed starts with the Jefferson County School District. The first broadcast is usually made at 6:00 a.m. and periodically thereafter until 9:00 a.m. Please listen for these announcements. You may also check our website (www.wwacademy.org) for updated notices regarding school closures.

If it becomes necessary for the welfare of our students to close school during the day or to delay school dismissal, parents will be notified through School Messenger. Please ensure your contact information is always up to date with your child's emergency contact information.

Office Records

Please keep your Jeffco Infinite Campus account up to date with any and all changes of information regarding your child's address, phone number, emergency number, parent work numbers, etc., as soon as possible. It is Jeffco policy that parents must update their information. This is used on a daily basis by the office.

Discipline Plan

Core Beliefs which guide enforcement of school rules and expectations

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences.

The Woodrow Wilson Academy staff dedicates itself to following a set of core beliefs which provides a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.

It is our desire to train and educate self-reliant children and students. Thus, it is the policy of the school to limit students calling home and asking their parents to bring in their lunch, homework, or projects that they may have forgotten. We strongly encourage families to have a system in place that helps students manage their responsibilities in an efficient way. It is important for children to learn from the natural and logical consequences so that next time, they may have a more positive outcome.

Woodrow Wilson Academy Staff Core Beliefs

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school.

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, whether good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem-solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process hearing” whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Summary of Consequences

Consequences for unacceptable student behavior range from classroom consequences, to removal from the classroom, to expulsion. Repeated misbehavior will result in progressively more severe consequences based on the seriousness of the offense. The administration is provided latitude in assigning consequences. The administration need not employ all the consequences in a given group before selecting one from another group in disciplining any given student.

Classroom consequences will be imposed when conduct disrupts classroom instruction or activities. These include, but are not limited to, verbal warning, confiscation, loss of privileges, contacting parents, etc.

Removal from the classroom will occur when a student’s behavior interferes with the ability of a teacher to teach effectively or students to learn effectively.

Office Referrals will occur, typically, for major or repeat offenses and may require the administration to contact parents. Consequences at this level may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, charges filed or report made to law enforcement, or remedial discipline plan.

Suspension may be imposed only by the Principal. The Principal shall allow a student an informal opportunity to tell their side of the story before imposing a suspension, except in emergent circumstances. If parents are not present for this meeting, the Principal shall meet with the parents as soon as practicable to review the matter. Expulsion may be recommended only by the Principal.

The following factors may be considered in determining appropriate disciplinary consequences for a student; including suspension and expulsion:

- a. The student's age;
- b. The student's disciplinary history;
- c. Similar disciplinary incidents;
- d. The student's eligibility as a student with a disability;
- e. The seriousness of the violation committed by the student;
- f. The threat posed to any student or staff; and
- g. The likelihood that a lesser intervention would properly address the violation.

Safety and Security Rules

All district rules related to safety and security are in effect at all times at the local school level.

Rules and Expectations supporting the orderly operation of the school and educational process are designed to meet the following goals:

1. Maintain an orderly school operation.
2. Maintain optimal learning opportunities for students. School facilities and classrooms must be free of behaviors that interfere with teaching and learning.
3. Help students develop skills and behaviors necessary for healthy social interaction, both present and future.
4. Help students learn how their decisions affect the quality of their lives and others.
5. Help students develop responsibility and character.

Student Conduct

Respectful Conduct: Treat others with the same respect shown by school adults.

Responsible Choices: Your behavior, attire, and belongings must not disrupt learning or well-being.

Examples of Problematic Conduct:

- **Actions:** Fighting, arguing with staff/students, dishonesty, disrupting class, unpreparedness.
- **Dress:** Violating the Dress Code Policy.
- **Possessions:** Tobacco, alcohol, illegal substances, weapons/facsimiles, distracting valuables (e.g., headphones, MP3 players, non-instructional laptops).

Resolving Issues: If your actions, dress, or possessions cause a problem, you must resolve it.

Consequences: Unresolved issues will result in staff-assigned consequences based on the situation.

Due Process: If a consequence seems unfair, students/parents can request an informal "due process" hearing to share information, which may lead to adjustments.

Technology Policy

Cell Phones and Smart Watches must remain in lockers or backpacks during the school day from 7:45-3:25. Cell Phone Consequences:

1st Offense: Student pick-up after dismissal (3:25 PM).

2nd Offense: Parent pick-up after dismissal.

3rd Offense: Phone must remain at home for the rest of the school year

Students with Disabilities

Discipline for students with disabilities shall be in accordance with the student's individualized education plan (IEP), any behavior intervention plan, 504 plan, and applicable laws affording procedural safeguards to students with disabilities.

Academic Dishonesty

Since academics is at the heart of WWA, students are expected to pursue their work in a serious and deliberate manner, under the guidance of their teachers. Academic dishonesty in any form – plagiarism, sharing work, looking at another student's answers, copying commentaries (including CliffsNotes, SparkNotes, or other Internet sources), or using artificial intelligence (AI) – will not be tolerated. Plagiarism is defined as copying the words or paraphrasing the ideas of another without giving him or her credit. Plagiarism and all other forms of academic dishonesty negate one of the main purposes of education: the ability of an individual to think and write for him or herself. A zero that results from an incident of academic dishonesty or plagiarism will not be dropped from the student's grade, even if a teacher chooses to drop the lowest grade. Academic dishonesty also results in an Office Referral.

Lunch Room Expectations

1. Students may engage in any behavior that does not cause a problem for themselves or anyone else.
2. Students will sit at designated classroom tables and/or booths.
3. Students will demonstrate appropriate indoor behavior: no loud voices, running, or playing.
4. Students are allowed to leave when the table, benches, and floor are clean and students are dismissed.
5. Parents wanting to eat lunch with their children at school or take them out to lunch may do so once every two weeks with approval from the front office. Should a parent

return the child later from a lunch off campus, the tardy can be excused once per trimester if the tardy does not exceed 45 minutes.

Dress Code/Appearance

The manner in which people dress makes a strong, definite statement about who they are and what they do. Because we want to make a positive statement about the Woodrow Wilson Academy student body, we have a school dress code policy that is appropriate for our activities and learning.

Given the nature of ever-evolving trends, this list is not exhaustive and appropriate dress will be determined by the school administration. Fads and styles may change and as a result, the dress code is subject to change.

The following dress is not appropriate or acceptable for Woodrow Wilson Academy:

- Hats, caps, sunglasses, costumes, or pajamas worn in the building, except for designated days
- Chains, studs, spikes or gang attire
- Wheeled shoes aka Heelys are not allowed due to safety concerns
- Any item that displays offensive or suggestive words, phrases, graphics and text, profanity, or advertises illegal or restricted substances (e.g. alcohol, drugs, tobacco, etc...)
- Wearable technology used for anything other than a watch after entering the building (misuse will be treated like cell phone violations).

The fit and condition of clothes worn to school must follow these guidelines:

- **Tops**
 - All tops must have a strap or sleeve on each shoulder and must come up to under the armpit
 - Grades 5-8 straps must be two fingers or wider
- **Condition**
 - Clothing should be free of deliberate and excessive holes. Pants may have 3 or fewer rips that are below fingertip length.
- **Length & Coverage**
 - Shorts/dresses/skirts should extend beyond the finger tips when arms are relaxed at your side
 - No exposed cleavage, midriffs, or backs (when sitting or standing) – the torso must be covered.
 - All shirts worn with leggings or tight pants must be long enough to cover the student's backside and around.
- **Undergarments**
 - Students should wear shorts/sliders/spandex under skirts and dresses that sit above the knee
 - Appropriate undergarments should be worn at all times and should not be visible



If a student's dress or appearance violates WWA dress code, the student will be asked to correct the situation immediately. This may include contacting their parents to resolve the situation by changing into appropriate clothing or borrowing WWA attire. Students will be allowed to return to class when dressed appropriately.

Specific types of attire may be required for participation in some events such as dances, outdoor activities, field trips, athletics or other occasions as they arise.

Dressing for the Weather

It is best to assume there will be an outside lunch recess every day, throughout all seasons. Please be sure your child has a warm hat and coat, gloves and boots.

Colorado Crown Act

Creating a Respectful and Open World for Natural Hair Act of 2020, also known as the Crown Act. To promote diversity, equity, and inclusion, WWA is sensitive to any anti-discrimination laws including the Colorado Crown Act which protects against discrimination on the basis of one's race include hair texture, hair type, or a protective hairstyle commonly or historically associated with race, such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and head wraps.

Middle School Detention

Detention is one discipline tool that a WWA staff member can use if no immediate or logical consequence results from a middle school student's misbehavior or tardiness to class. It will be held during lunch time Monday through Friday. When assigning detention, teachers will give the student a pink slip marked "detention". Students must bring the pink detention slip with them to detention. Students failing to report for detention will receive an additional day of detention.

Student will notify parents via email while in the office. Administration will maintain the daily list of students in detention. Detentions do not accumulate from trimester to trimester.

Middle School Positive Reward

At the end of each trimester, all students who have not received a behavioral detention, suspension, or incident deemed unacceptable by administration will earn a reward for meeting expectations.

Middle School "No Go" List

Students receiving 3 behavioral detentions, or if behavior warrants per admin discretion will relinquish their right and not be able to attend the current trimester's events such as field trips or middle school activities (MAC) events. Parents will be notified by their child when the limit is reached. Totals will reset each trimester.

Middle School End of Year Activities

In order to encourage our middle school students to remain actively and appropriately involved in academic and behavioral activities, the following will apply during the last academic block:

- After a student reaches 3 behavior detentions each subsequent detention will result in their missing the next designated middle school activity.
- Excessive absences may affect a student's eligibility to participate
- Administrative discretion will apply as to increasing or decreasing these consequences or if behavior warrants administration to relinquish their right to attend one or more activity.

8th Grade Graduation

At WWA, we honor our students with a special graduation event at the end of their 8th grade year. In order to participate in this special event, 8th graders must:

- Participate in the practice graduation
- Agree to the dress code for the event
- Conduct themselves appropriately during the last days of school
-

The 8th-grade graduation celebration is a special event, recognizing our students' hard work and growth. Participating is a privilege earned by consistently demonstrating our school's values and expectations. We warmly welcome students to attend and celebrate this milestone if they've upheld

their commitments to their learning and our school community. In some cases, a student might not be able to participate. This decision is made carefully by the principal when a student hasn't consistently met our school's academic or behavioral expectations.

Additional Information

Classroom Parties

Elementary and Intermediate classes may have 3 non-curriculum based parties as follows: Fall Festival, Winter Holiday, and Valentine's Day. Younger, non-school age siblings who attend these parties must remain with their parents at all times. Siblings that attend WWA are not permitted to attend other curriculum-based events or activities during the school day unless stated otherwise.

Middle school events, activities and picnics are restricted to WWA middle school students only.

Textbooks

All basic textbooks are on loan to students for their use during the school year. Textbooks are to be kept clean and handled carefully. Textbooks lost during the school year will be assessed at the full cost of a new book while damaged materials/books will be assessed a fee up to the full cost of the item. Schedules, Report Cards and/or Field Trip privileges may be withheld if these fees are not paid.

Lunch Orders

We currently use Denver Public Schools for Healthy School Meals for All. There is no pre-ordering, and there will be multiple meal options for students daily, including vegetarian options. Each meal includes fruit, vegetable and Milk. Milk is also available ala cart for purchase even if you choose to pack your child's lunch. You may purchase milk by creating an account at MySchoolBucks.

Field Trips

Field trips are an integral part of the curriculum. These trips are partially funded by the Field Trip Savings Program. Occasionally, we will have additional fundraising events to assist with field trip funding.

From time to time small groups of students may go on extraordinary trips necessitating parent transportation. Before that may occur, a specific form must be completed and submitted to the office for approval. You will be asked to submit a copy of your Driver's License and proof of insurance coverage with this form. These forms will be distributed at the beginning of the school year, or may be picked up from the school office. Occasionally, we may have to request an updated copy of a license or insurance card that had previously expired. You will receive a letter 1 week prior to the date of the field trip and must return this form within 2 days prior to the date of the field trip.

On average, our elementary and intermediate classes will take between 1 – 2 field trips per year depending on what becomes available that matches grade appropriate curriculum.

Lost & Found Items

Lost clothing, lunchboxes, and other items will be placed in the lost and found. Books will be returned to either the classroom teacher or the Library. Valuable items such as glasses, watches,

and jewelry of potential value will be kept in the office and identification will be required for their return. Unclaimed lost and found items are given to a local charity multiple times a year.

Parental Involvement/Guidance

By enrolling your child at Woodrow Wilson Academy, you have chosen to participate in a unique educational experience that actively involves both you and your child. Our school was established on the belief that parents are an important element in a child's education and that parent involvement is necessary for the success of Woodrow Wilson Academy. A copy of the Parent Participation Agreement is found in the registration packet that is emailed to all parents at the beginning of the school year.

The opportunities for your involvement in the school are abundant as well as diverse. Although we recognize that time is at a premium for every family in today's world, we ask for dedication from our entire parent population in working with the students and throughout the school.

Need for Volunteers

A vital part of WWA is having our parents volunteer in and around the school. It is very important that everyone volunteer in order to keep our school performing at the level we have come to expect. Volunteering can be completed through a variety of means whether it is directly assisting the teacher in the classroom, working on a school committee, assisting with a special classroom and/or school projects, driving for a field trip, or assisting with building projects. Every parent has a talent to contribute. Please contact the PTO if you should need help in finding a spot that best fits your talents and time. WWA exists and continues to flourish because of parental involvement.

Volunteering at WWA

"Families need to be involved in improving learning in the home and in every school across the nation if our children are to become more competent scholars and more successful and productive citizens." U.S. Dept. of Education

Woodrow Wilson Academy asks that each family, if possible, volunteers 20 hours per year. You do not need a teaching certificate, you only need:

- A genuine interest in students
- A commitment to your volunteer activity
- Regular attendance
- A cooperative attitude
- Flexibility

Student Confidentiality While Volunteering

Please keep information and impressions you have about students between yourself and the teacher. A misplaced comment can be devastating to a student, a family and the volunteer program. If you do have questions or concerns, talk with an administrator.

Volunteer/Visitor Identification

For the safety of our children, we ask that you:

- Provide your license and information to the RAPTOR Security Screening system

- Always Check in with the school office before you begin your day
- Wear your Volunteer/Visitor Badge when in the building
- Sign out with the school office before you leave for the day.

Volunteering in the Classroom

- Parents wishing to volunteer in a classroom must pre-arrange their volunteer schedule by contacting the teacher directly for pre-approval and scheduling.
- Parents may volunteer for up to one hour at a time per classroom or for an extended period for special events (parties, festivals, field day, etc.)
- Reliability is expected because teachers and school staff plan for volunteer assistance. If you need to be absent, call the school the day before and ask that the teacher be told of your absence. If this is not a possibility, please inform the teacher as soon as possible regarding your absence.
- Do not accept this responsibility lightly. Teachers will be planning on you; the students are dependent upon you. Volunteer for only the time you can realistically expect to fulfill.

Chaperoning for Field Trips

WWA believes that field trips provide a valuable educational experience for students. Without the help of volunteer chaperones, many field trips would not be possible.

Because student safety is paramount concern, all volunteers must be at least 21 years old and go through the Raptor system to ensure there is no criminal history.

Guidelines for Volunteer Chaperones

1. All school rules apply on District-sponsored events. Chaperones are expected to comply with WWA policies, follow the directions given by the supervising staff member, work cooperatively with other staff and volunteers, and model appropriate behaviors for students.
2. In order to comply with District policy, during District sponsored events, chaperones:
 - a. may not use, sell, provide, possess, or be under the influence of drugs or alcohol
 - b. may not use tobacco in the presence of, or within the sight of, students
 - c. may not possess any weapon
 - d. may not administer any sunscreen, lotion or medications (prescription or nonprescription) to students
3. Student Supervision
 - a. Students must stay with you, their chaperone, at all times.
 - b. Go over use of the buddy system with students under your care.
 - c. Account for all participants regularly and before changing activities.
 - d. Be sure you know when and where to meet the rest of your group at the end of the visit.
 - e. Chaperones must be readily available, be mindful of safety concerns, and respond to students' needs.

- f. Chaperones should refrain from cell phone use throughout the duration of the field trip, except in case of emergency.
 - g. Chaperones may not purchase or distribute any students or group members any items on the trip including, but not limited to, souvenirs, food, candy, beverages, etc. If a student needs an item, contact the teacher for further directions.
- 4. Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in extra activities not pre-approved.
 - 5. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
 - 6. Family members (including other siblings/children) or friends of a chaperone may not participate in a field trip or event unless prior approval has been obtained from the principal. Additional small children can distract you from your duties as a chaperone.
 - 7. Be sure to know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule, etc.). Know who is first aid trained, where the first aid kit is, where the cell phone is kept, and who has the copies of parental permission slips with emergency phone numbers and medical information.

In order to submit your interest in chaperoning, complete the Chaperone Form Link. In order to ensure that the process is equitable for all families, a member of the leadership team will randomly sort the interested adults for the field trip and submit the information to classroom teachers to contact both the chaperones and those that were not chosen for that trip.

Volunteer/Visitor Dress Code

Dress comfortably, but remember that you are a role model for our students; at a minimum, it is required that volunteers meet student dress code rules.

Volunteer Responsibilities

Remember you are in the classroom to help the teacher. Please be sensitive to the teacher's direction and wishes for the students. If you have suggestions about the classroom, please discuss this with the teacher before or after school, not while you are volunteering during the school day.

Siblings and Preschoolers

In order to give your full attention to your volunteer job, we would ask that you not bring your young children to the school while you volunteer during the school day due to liability issues. Volunteers involved in after school meetings must arrange supervision for their children. Options could include entering your children at Wildcat Care at a discounted rate for the duration of the meeting, or arranging for a responsible 7th or 8th grader to supervise them at school. Wildcat Care will not supervise your children unless you have completed the paperwork and paid the fees.

Personal Conveniences

Volunteers are welcome to use the staff restrooms. The teacher's workrooms are available for your use and there is a telephone in the workrooms that you may use if necessary. We would ask that you turn off or silence your cell phones while in the building.

Fundraising

As in all schools, WWA does have a number of fundraising programs. Student Council fundraisers are used in conjunction with our Core Virtues Program to help support local communities in need. The Field Trip Savings Program and the occasional class fundraisers are designed to help parents off-set some of the costs associated with some supplementary programs in which their children may participate. Our PTO also holds two major fundraisers each year. In order to ensure that WWA remains focused on academics and not fundraising, the following guidelines apply to all school sponsored programs:

1. Individual students MAY sell to other students and staff before or after school only
2. Staff members are NOT allowed to sell to students at any time
3. Outside fundraisers (not school related) are to be limited to non-school hours
4. Class fundraisers are assigned as follows:

6 th Grade	1 per semester, if needed
7 th Grade	1 per trimester, if needed
8 th Grade	2 per semester, if needed
Library	Book Fair

Field Trip Savings Program

This Kroger/King Soopers program is designed to assist with the cost of field trips with the help from family and friends. Families may attach WWA to their loyalty card to earn money for the school.

The PTO's Role and Function

The Woodrow Wilson Academy PTO is a non-profit organization run by a board of parents. It consists of a President, Vice-President, Treasurer, Script Treasurer, and Secretary. Every parent is a member and may be a voting member if dues are paid. Elections are held each May for the following school year. All parents are strongly encouraged to volunteer for at least one PTO event.

The Board of Directors

The primary responsibility of the Board of Directors is to implement the charter school's vision and mission. This is done by using a strategic plan that is updated annually and establishing and overseeing policies. School administration carries out the board's vision and mission through daily management of the school. The Board is comprised of seven members, one of which may be a community member. It meets generally once a month to review progress made on the strategic plan, consider new policies or policy amendments and hear reports from board members and subcommittees. A portion of the business meeting agenda is dedicated to receiving public comment. Parents with concerns for the board that require formal action must first complete the grievance process with school staff and/or administration. Non-grievance issues may be added to the board agenda by contacting the principal or any board member. All board meetings are open to the public and attendance is encouraged. The board agenda, packet and minutes of previous meetings are all posted on the WWA website. Additionally, the board sends out a Board Summary within a few days of each business meeting.

Governing Board Subcommittee Meetings

The board operates with subcommittees (either Ad Hoc or BOD level), such as Accountability, Marketing, Technology, Finance, Facilities, and Faculty Review. Parents are welcome to attend meetings, may volunteer for Ad Hoc committees or may be asked to join a BOD level committee. Parents may contact a committee chairperson or sign-up for the committee on the WWA website using the Parent Resources link.

NON-DISCRIMINATION STATEMENT

Jefferson County School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, nor on the basis of age against persons whose age is over forty (40). Inquiries concerning any of the above should be directed to the Office of Civil Rights, US Department of Education, 1961 Stout Street, Third Floor, Denver, Colorado 80294; phone (303) 844-5695.

The contact person for filing a complaint will be the Principal or the administrator of your choice.

TITLE IX and Section 504 Grievance Procedure

For Students and Employees

Title IX of the Educational Amendments of 1972 (prohibits discrimination on the basis of sex) and Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of handicap) provide that schools shall adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action which would be prohibited by Title IX and Section 504. The complete procedure and forms are available in the office and our website.