

PHILOSOPHY

Woodlands School is a community of persons creating an environment in which teachers, parents and children share the responsibility for learning. Students are encouraged to discover, explore and create in order to develop the attitudes and skills necessary for effective living. Prime consideration is given to developing moral and ethical values, a positive attitude toward life, and a healthy self-concept. The school design reflects the belief that learning to live with a flexible environment and an openness to change fosters in the child the ability to cope with an increasingly complex body of knowledge and a rapidly changing society. The school philosophy further emphasizes that involvement with people of many races and cultures enriches the growth of human understanding. Education founded on these beliefs gives rise to both a happy, sensitive, creative child and an adult who while intellectually free, is morally and socially responsible.

VISION

Internal

Woodlands will be a nationally recognized, model school where whole child achievement is respected and nurtured.

External

Woodlands School: The best of what an urban education can be.

MISSION

Woodlands School—Creating the character of the community through diverse education.

GUIDING PRINCIPLES

Woodlands School has six guiding principles:

- Diversity: geographic, racial, cultural, socio-economic
- Communication
- Lifelong Learning
- Integrated Learning
- Excellence for Every Child
- Discovery-based Learning

DIVERSITY

Diversity at Woodlands reflects the demographics of the greater Milwaukee community. While addressing the academic and learning needs of each student, Woodlands respects what makes one unique: religion, culture, family structure, socio-economic status and ethnicity.

COMMUNICATION

Communication at Woodlands means exchanging thoughts, messages, and ideas in a respectful and effective way. We do this through collaborative problem-solving, development of presentational and listening skills, and the use of different media and technology.

LIFELONG LEARNING

Life-long Learning embraces an ongoing and active approach to developing an adaptive, well-rounded person who values continued education. This is demonstrated through character education, respect of diverse learners and educators, frequent self-assessment opportunities, and individual and school wide community service.

INTEGRATED LEARNING

Integrated Learning encourages teachers in all curricular areas and at all grade levels to collaborate to establish learning experiences by linking learners in multi-age groups across subjects, and to the arts and the outside world. It also means sharing learning with others as well as resources, concepts and vocabulary between subjects.

EXCELLENCE FOR EVERY CHILD

Excellence for Every Child encourages small class sizes of multi-age groups, allowing a variety of learning styles, integrating the arts with core curricula, creating personal academic goals, and demonstrating knowledge and abilities through a variety of assessments.

DISCOVERY-BASED LEARNING

Discovery-based Learning balances an approach to real-world, hands-on learning for students. Woodlands promotes critical thinking and problem solving by encouraging students to present their ideas and compare them to others' perspectives. Curriculum is modified based on student needs.

GOALS FOR THE STUDENT

- *To develop positive perceptions of one's self.
- *To initiate the process of becoming a life long learner.
- *To accept responsibility for behavior and for learning.
- *To develop those attitudes and skills necessary for effective living.
- *To creatively respond to and positively effect change.
- *To participate in the discovery of moral and ethical values.
- *To acquire the basic tools of learning in reading, language arts, mathematics, science, social science and the arts.
- *To relate to people of other races and cultures with understanding, respect and concern.

GOALS FOR THE SCHOOL

- *To create an environment in which students develop positive perceptions of themselves.
- *To aid the students in accepting responsibility for their attitudes, behavior and learning.
- *To provide an environment which support the children's growing experiences with change.
- *To keep our school open to children of all races and cultures.
- *To study and implement curriculum, organization, methods and content in relation to the individual needs of students.
- *To be experimental and innovative with curriculum, organizational patterns, instructional methods and significant developments in education.
- *To share the process of innovation and experimentation with students, professional colleagues, parents and others in the community.

SCHOOL CULTURE—Time for Living

A Time for Living (TFL) is the guiding force of Woodlands School Inc. Through individual, class, unit and whole- school activities, students, teachers and staff focus on their rights and responsibilities to themselves, their community and the world. TFL develops an appreciation of the uniqueness of each person and fosters the growth of human understanding. On a daily basis, students and staff are expected to respect themselves, other students, and all staff. Students and staff gather for periodic whole-school assemblies or projects, centering on a theme that is selected annually. Families complete a project relating to the theme during the summer and are asked to model and reinforce the same principles. Each eighth grade student completes at least 20 hours of volunteer service within the community as a requirement for graduation.

Seven core values define the “Woodlands Way”: creativity, responsibility, caring, respect, trustworthiness, citizenship and fairness. 1st through 8th graders are assigned to TFL multi-age “little families” that meet monthly to discuss a designated core value. The students are assigned to a “little family” as a 1st grader and remain in that family until he/she graduates. The older students in the “little family” make sure that the younger members arrive at the meeting place on time and guide the younger students as he/she returns to the homeroom. All adults in the school are given a “little family” to nurture. Ensembles take place every other Monday morning at the start of the school day to introduce the values, to celebrate the Woodlands community and to initiate new school wide projects.

History of Woodlands School

Founded in 1936 and later known as the Alverno Campus Elementary School until 1988, Woodlands School became a private, independent school in 1989. In 1996, Woodlands earned accreditation by the Independent Schools Association of the Central States. In 2003, Woodlands became a public, charter school authorized through the University of Wisconsin – Milwaukee to whom we yearly provide accountability plans and reports.

Woodlands offers an innovative educational program of excellence for the whole child in a multicultural environment that prepares the child for lifelong learning in a rapidly changing society.

Woodlands focus on the whole child forms the basis of the school’s educational philosophy. Woodlands develops lifelong learners through a multidisciplinary approach to learning for all grades beginning in preschool and continuing through eighth grade.

Having grown under the Alverno influence, Woodlands School’s philosophy embraces many similar values such as: portfolios, non-graded progress reports, use of rubrics, character education and emphasis on critical thinking skills for lifelong learning. Woodlands School has remained true to its founding characteristics.

SCHOOL ORGANIZATION

Woodlands School is a charter school, which operates under a charter contract with the University of Wisconsin-Milwaukee. Although there are certain statutory and contractual reporting requirements between the School and UWM, Woodlands is independently governed by a Board of Trustees who work in conjunction with the administrative and teaching staff to create a school where staff, students, parents and community friends work together to promote excellence in education.

This section outlines the organizational structure of the school.

Board of Trustees

The Board of Trustees is composed of nine (9) to fifteen (15) members, with at least three (3) elected by members of the corporation (parents and staff) at the May Annual Meeting, and the remainder elected by the Board. The members serve three-year terms, and are elected on rotating basis. The Principal is an ex officio member of the Board. The Board is responsible for major policy decisions and fiscal matters.

The Board maintains committees that collaborate in the development of policies and work toward completion of a strategic plan. Occasionally, task forces are named to work on a specific project. Generally the Board is responsible for policy and financial decisions. Current Trustees are listed in the annual Family Roster and on the school web page.

Adopted July 2012

The Woodlands School Board of Trustees shall be allowed to vote to approve Minutes of Regular, Special and Annual Meetings outside of a regular board meeting. These votes may be taken by electronic votes submitted through email. The Chair of the Board may authorize publication of the Minutes once he or she has received the affirmative votes to approve the minutes from a majority of the Board. Under no other circumstances shall the Board be allowed to take electronic votes.

Administration

The chief administrative officer of Woodlands School is the **Principal**, who initiates and evaluates educational development, administers the ongoing programs, supervises personnel and acts as a liaison with the Board, the parents and the community. In all matters pertaining to academics, student discipline, and the management of the school, the decision of the Principal is final, subject to the disciplinary appeal procedures contained in Appendix B. Decisions are usually made with the advice and counsel of all involved parties.

The **Business Manager** handles all financial matters for the corporation.

The **Registrar** is responsible for recruitment, enrollment and record keeping.

The **Administrative Assistant** works with the Principal, Business Manager and Registrar in whatever capacity is deemed necessary.

The **Dean of Faculty** assists the Principal by planning and monitoring staff development, assists staff with mediation needs, substitutes for the Principal and serves as a school representative on an as needed basis.

The **Dean of Students** assists the Principal by supervising student safety and welfare, conducts classroom observations as needed, organizes and leads student mentoring programs, assists students in achieving behavioral goals and implements school policies.

Teaching Staff

Teachers are faculty members who work as a team within each of the learning units to provide the educational environment. Classroom teachers maintain a homeroom and are directly responsible for the welfare of each child in that homeroom. The Department of Public Instruction certifies all of the School's teachers.

Specialist Teachers are experts in a particular field provide learning opportunities of a unique nature by implementing programs in Art, French, Library, Music, and Physical Education.

Teaching Assistants are staff that work in a professional capacity assisting with educational and supervisory duties as directed by the Teachers.

Supportive Services consists of staff supporting all families on an as needed basis. The staff members include a special education teacher, speech pathologist, occupational therapist, reading specialist, social worker/school counselor and psychologist. This team of individuals collaborates with classroom teachers to evaluate student needs and develop a plan of support. The services offered may be short term or extend for the entire school year. The process for support begins with notification of the student's homeroom teacher by the parent and/or another teacher. The concerns that are shared could range from academic struggles, evaluation for gifted and talented, behavioral or emotional concerns.

Parent Teacher Organization

The PTO exists for the purpose of effective communication, support and cooperation among families and educators. Every parent is a member of the Association. Dues are collected yearly. Membership involves attendance and participation at events and support of the PTO's activities. PTO is involved in many functions including fund-raising for the school, social events for parents and families, and providing programs and speakers of interest to families. Officers of the PTO are volunteers from among the school families. Terms run from September through May of the school year. The yearly Family Roster lists current officers.

SCHOOL PROCEDURES

Calendar

A yearly calendar is available at the beginning of the school year. If changes or additions are made, they will be published in the Woodwinds. Monthly calendars are included with the first Woodwinds each month.

School Hours

7:00-8:00	Arriving students go to Extension
8:00	Children enter the building and proceed to their homerooms
8:15	Classes begin
	Tardy students report to the office
3:15	Dismissal begins
	When all cars have been called, remaining students go to Extension Service
6:00	Extension closes

In case of inclement weather or other special conditions, the closing of Woodlands School will be announced through an automated system directly to families as well as local area radio and television stations.

Attendance

Children need to be in their homerooms on or before 8:15, attendance is recorded at that time. Children arriving after 8:15 are considered tardy. Upon arriving after 8:15, the student needs to go directly to the office for a slip to be given to the homeroom teacher. Excessive tardiness will be discussed with parents and suggestions made to correct the problems causing the tardiness. Habitual tardiness may fall within the truancy guidelines. Compulsory attendance is a requirement of state law for all students. Students are required to be present in all classes at the assigned starting time, unless excused.

Every effort should be made to help children be on time, since education studies indicate that regular school attendance is a key factor in successful academic achievement, positive social interactions and high self-esteem of school-age children. In the event that your child must be late, please let us know the reason.

Please notify the school if your child will be absent. This will eliminate the need to do further checking. If neither the homeroom teacher nor the office is aware of why a student isn't present, the office will call the family to check on the child. When a child returns after an absence, she/he should bring a written excuse to the homeroom teacher. Excessive absences without a legal excuse can be considered truancy. Parents will be notified by mail of excessive unexcused absences and a meeting will be requested.

If a child leaves school early, an **Early Release Form** must be obtained in the office and signed by the parent. A copy of the form is given to the homeroom teacher. It is most helpful if a note is sent prior to the pickup indicating the time. Children will be released only to authorized adults listed on the Emergency Card.

Lunch

Students generally eat their lunch in the lunchroom. Hot lunch is available. It can be purchased on a weekly, trimester or entire school year basis. Free and reduced lunches are available to those who qualify. The application for free and reduced lunches is regularly available in the

office and is sent home in August before the start of each school year. The order forms for hot lunch are regularly available in the office and are sent home in August before the start of each school year. The menu for each month is sent home before the beginning of each month. Anyone not wanting to participate in hot lunch may bring a cold lunch. Milk may be ordered separately using an order form sent in the August packet. If a student participates in the hot lunch program, milk is a regular component of the lunch.

Lost and Found

Articles that are left in the general areas of school are put in a container near the office. Putting names on all articles of clothing helps to locate the owners. If your child is missing something be sure to check the Lost and Found container.

EXTENSION PROGRAM

The Extension Program is designed as a service for parents who need additional care for their children enrolled at Woodlands. Students who are not picked up at regular dismissal time are automatically taken to Extension. Opportunities for art activities, games, reading, out door play and homework are available to students. Students make choices regarding their activities. The service is open on school days only, but currently, not during vacation, conferences or staff days. Hours of operation are:

Mornings – 7am to 8 am

Afternoons – 3:30pm to 6:00pm

The main Extension facility is located downstairs in the Gym/Cafeteria building. Parents should use the gym door when dropping off or picking up students. Parents are expected to bring the children into the building for morning Extension and parents are expected to come into the building to sign children out of afternoon Extension.

Fees will be assessed for time attended. Families will be billed monthly. Nonpayment of extension fees will result in the child being unable to continue in the program. Because staff is only available until 6:00pm, there is a substantial late pickup fee - \$1.00 for each minute of late pickup. Abuse of pickup time may result in dismissal from the extension program.

Parent Expectations

Parents are required to bring children into the Cafeteria in the morning and follow the check in procedures. Likewise, parents must come into the Cafeteria to sign their children out in the afternoon. If there are to be any changes to a student's usual pick up routine, the parent (not the student) must provide advance notification to the school office or Extension staff. Parents expecting their child to complete certain activities (i.e. homework, etc.) are responsible for making those arrangements with their child. Staff are not able to oversee such parental expectations.

Student Expectations

Because the program is an extension of the school day, the children will be expected to respect the staff, each other and materials as in the classroom. **Students must never leave the immediate vicinity of Extension staff, and may never leave the building or grounds, without**

explicit permission of the Extension program staff. Students may not return to classrooms one they have arrived at Extension.

Rule Violations

Serious violations of the rules will result in parents being notified of the problem in writing. A student having three serious violations in one school year, is no longer permitted to use Extension for a specified amount of time and in extreme cases, for the remainder of the school year.

Snacks

Children are offered a nutritious snack in after-school extension. Snack is often served near the beginning of Extension and is generally no longer available to students who first go to other after school activities like Homework Help, Mentoring Groups, Tutoring, sports practices, etc. Students arriving later to Extension should remember to bring a snack from home.

Toys and Electronic Devices

Children are not permitted to bring toys or electronic devices (cell phones, e-readers, electronic music devices, etc.) from home (just as this practice is discouraged during school time). Often personal items become the center of confrontation when others become interested in them. Personal toys and electronic devices brought to the program will be kept until the child leaves for home.

Illness or Accident

The same procedures used during the school day are followed in the Extension Program. (See section on health and Safety.)

Study Hall

The Library is available from 3:15PM until 4:30PM for completion of homework. Students are checked into Extension at the beginning of Study Hall. The Librarian supervises the students during their time in the Library. The students can use this time to study, complete homework or to use the additional Library resources. At 4:30PM, remaining students return to the Extension program unless picked up by a parent or other authorized adult.

Extension Collection Policy

Woodlands School Inc. adopts this policy related to collection of delinquent amounts owed by families for extension services. When a family has a balance that is at least 60 days past due and at least \$250 past due, the Woodlands School Administration shall prohibit the children of that family from attending extension services. The Woodlands School Administration shall use whatever reasonable efforts it deems necessary to have the family pick up the child from school, without using extension services. In addition, the family must attend a meeting with the Principal and the Business Manager to discuss options for repayment, including a payment plan. If an agreement is reached at that meeting, the child may be sent back to extension as long as the family keeps to the payment plan. If a family without a performing payment plan reaches 90 days and \$400 past due, the Administration may elect to send the balance to an outside collection agency.

Adopted this 15th day of March, 2012.

CONFIDENTIALITY POLICY

Woodlands School respects the privacy of the people they serve and uses the information it gathers in professional relationships in a responsible manner. A family has the right to choose to be included or not be included in the family roster.

Student records are created and maintained to assist students, parents, and staff in achieving the student's educational goals. Student records are generally considered confidential and will be released only after written parent permission has been given or as deemed necessary to comply with state or federal law. However, there are exceptions to confidentiality. The sharing of student information among staff is permitted for educational or safety purposes.

DIVERSITY POLICY

Woodlands School is a diverse learning community dedicated to children, families and employees valuing race, religion, age, gender, marital, parental or financial status, national origin, ancestry, pregnancy, sexual orientation, or physical, mental, emotional or learning disability.

Woodlands School believes:

Every human being has value and Milwaukee is a diverse community. Woodlands School is committed to creating an inclusive learning environment where every child is successful. Woodlands School is committed to looking for opportunities to reflect the diversity of the children, families and staff participating in the Woodlands School community. The Woodlands School community (children, families, employees and Board of Trustees) is responsible for valuing, modeling and encouraging diversity in appropriate ways. Woodlands School will promote awareness, understanding and valuing of diversity to the Milwaukee community.

ADMISSIONS POLICY

As an "independent" charter school under Wisconsin law (i.e., one not chartered by a school district) the eligibility of a student to attend the School is governed by 118.40(2r)(c) of the Wisconsin Statutes, which provides that, in general, a student must reside in Milwaukee to attend Woodlands School. However, there is a special "grandfather" provision in the law which provides that a student may attend Woodlands School, regardless of the student's school district of residence, if the student attended Woodlands School in the 2003-04 school year, and beginning in 2005-06, in the prior school year, or if a member of the student's family who resides in the same household attended Woodlands School in the 2003-04 school year.

When enrolling a child at Woodlands, parents are required to have an understanding of the school's philosophy and goals. Families are expected to accept full participation in the school community (see Parental Expectations).

Woodlands School accepts students of all races, creeds, ethnic and national origins.

Children entering the four and five year old kindergarten programs must be four and five years old, respectively, by September 1 of the year they enter. 5K is an all day program. 4K is a half day program with an optional 5 day (Monday through Friday) child care component.

Woodlands School offers excellent educational opportunities, which need time and continuity for development. Therefore, we strongly urge families to make a long-term commitment to our type of education.

New and returning students must have the following information on file for each academic year:

- *Emergency information cards
- *An updated record of immunizations
- *A completed charter application and registration form
- *A signed copy of the Parent Commitment Form
- *Records from previously attended schools (in the case of transfer students)
- *Field trip permission/media form and website release

When enrolling for the next school year, an enrollment lottery will take place when classrooms are over subscribed. Siblings do have enrollment priority. See page 46 for *Lottery Admission Requirements*.

BOOK AND TECHNOLOGY FEE

A book and technology fee is assessed each school year for each student. The fee covers ACE participation, consumable workbooks, printer ink cartridges for classrooms, maintenance of classroom computers, student planners and a percentage of paper for classroom printers.

KINDERGARTEN ATTENDANCE/FIRST GRADE ADMISSION
POLICY
WOODLANDS SCHOOL INC.

As directed by the Wisconsin Legislature, through the enactment of Wis. Stat. Sec. 118.15(1)(am), Wis. Stat. Sec. 118.15 (1) and Wis. Stat. Sec. 118.33(6)(cm), the Woodlands School Board of Trustees, adopts the following policy effective for the 2011-2012 school year:

1. All students admitted into 5-year-old-kindergarten (5K) will be obligated to complete the curriculum. Completion shall mean attendance at ninety percent (90%) of all scheduled class days, unless granted an exemption by the Woodlands School administration.
2. Students shall only be promoted from 5K to First Grade upon a determination that they meet the criteria in paragraph 1 above.
3. No child shall be admitted to First Grade at the Woodlands School unless the child has completed 5K, unless the child has been granted an exemption. This policy is not meant, or intended to make attendance in 5K mandatory, but is rather meant only to comply with the Wisconsin Statutes, as listed above. The exemptions from the prerequisite of 5K attendance are:
 - a. Entering Woodlands School immediately after moving from a state that does not require 5K and/or does not require 5K as a prerequisite to admission into First Grade. The child's parent or guardian will be responsible for providing Woodlands School administration with documentation showing the state of previous residence did not require 5K as a prerequisite for First Grade admission.
 - b. Entering Woodlands School immediately after moving from a country that does not require 5K and/or does not require 5K as a prerequisite to admission into First Grade. The child's parent or guardian will be responsible for providing Woodlands School administration with documentation showing the country of previous residence did not require 5K as a prerequisite for First Grade admission. If the documentation is written in a language other than English, the child's parent or guardian shall be required to have the documentation translated into English and submitted to the Woodlands School administration with a certificate from the translator, stating that the translator has accurately and completely translated the documentation.
 - c. The child was home-schooled for 5K and the Woodlands School administration is satisfied, within its sole discretion, that the home schooling has prepared the child for First Grade at Woodlands School.

- d. The child attended a licensed day care program for 5-year-old children. The parent or guardian shall provide a copy of the curriculum, or other documentation from the day care program to Woodlands School administration. The administration, in its sole discretion, shall determine if the day care program meets the standard to prepare a child for First Grade.
 - e. Requests for an exemption from the 5K attendance requirement for admission into First Grade must be made in writing shall be received by Woodlands School within 30 days of the student making an application for admission to Woodlands School. Failure to request an exemption within 30 days will require the school to discard the child's application, remove the child from the enrollment or waiting list and follow the school's internal procedures to enroll a different child in the First Grade class.
4. In the event a child is denied admission to First Grade at Woodlands School by the administration, the child's parent or guardian may appeal this decision to the Woodlands School Board of Trustees. The appeal must be made in writing, within seven (7) days of written notice from Woodlands School administration that admission to First Grade is being denied for failure to attend 5K, or fulfill one of the exemptions listed above. The written appeal shall be made to the Chair of the Woodlands School Board of Trustees at 5510 W. Bluemound Ave., Milwaukee, WI, 53208. Failure to deliver the appeal within seven (7) of the written notice of denial of admission shall constitute a waiver of appeal. The Board of Trustees shall convene within fifteen (15) days of receipt of the notice of appeal, in a special meeting, with the sole purpose of handling this appeal. The burden shall be on the child's parent or guardian to show that the child has either completed 5K, or is entitled to an exemption. The parent or guardian is entitled to be represented by counsel, at the parent or guardian's expense. The parent or guardian may present evidence and witnesses at the appeal hearing. The Board Chair, or his or her designate from the Board of Trustees, shall preside over the appeal hearing. A quorum of the Board of Trustees must be present for the hearing to proceed. A decision of a majority of the Trustees present at the meeting shall constitute the will of the Board of Trustees. The Board shall convene in private session immediately following the appeal hearing and shall notify the appealing parent or guardian of its decision in writing within five (5) days of the hearing.

Adopted this 17th day of May, 2011.

PARENT INVOLVEMENT POLICY

When parents register their children, they register themselves as active, contributing members of the Woodlands School community.

Woodlands has long recognized the importance of parental involvement in the education process. Parents are always welcome at the school and encouraged to make appointments to discuss the progress of their child. (When you visit the school, please be sure to let the office know that you are in the building.) Required parent/teacher conferences are scheduled twice each year. Attendance by parents at all meetings is beneficial to the child and the school.

Woodlands expects parents to participate in volunteer activities. Yearly requirements are stated in the commitment form completed during a formal meeting with the Principal. When parents volunteer time at a school activity, they record that information on a Volunteer Form and deposit the form in the box outside the office, give it to the event chairperson or email the information to the school. Parents should fill out a form for each activity, even after they have fulfilled their contractual obligation.

Entering the School

For the safety of those in the school, doors remain locked during the school day. Each door has a doorbell/intercom. Parents and visitors enter through the front north door only. Parents wishing to meet with a teacher should make prior arrangements. Teachers are not available during class time. All visitors and parents should check in with the office so that staff is aware of people in the building.

Communication

Woodlands School believes that direct communication between parents and teachers promotes understanding. Problems can be solved for the benefit of all, when brought to the right source and discussed with the people involved at the appropriate time and place. Regular conferences are provided, but teachers or parents may set up additional ones when needed. The answer to questions or problems is as near as the telephone. Please call the school when a question arises. Messages may be left for teachers who will contact you at their earliest convenience. Parents having a problem or issue with a particular student other than their child should address that problem **through the staff** and not directly with the student. In consideration of all students, birthday/party invitations should be mailed directly to the students' homes (invitations may not be delivered by backpack mail).

Parents with ideas regarding school programs, activities or curriculum should feel free to discuss such issues with teachers or the Principal.

Other regular communication includes:

Woodwinds-A weekly newsletter to keep you updated on what's happening, sent home with the youngest child (K4-8) or, if the parent desires, via email.

Conferences-required Parent/Teacher Conferences are scheduled twice, one in November and one in March, to allow in depth conversation about student progress. Parent or

teacher may request a final conference in June. Parents, teachers or students may request additional conferences.

Unit Notices-Information about what is happening with children in a particular unit may include field trip permission or requests from teachers.

August Packets-Contain all forms and initial information needed for each school year. Forms are due the first day of school.

School Forms-An important source of information for the school. (When forms are requested, it is important that they be returned promptly. All official information will be mailed to each family.)

Messages-When you need to get an emergency message to your child, you may call the school. Please call before 3:00pm to allow time to deliver the message to your child.

Email-All staff have access to personal computers or laptops and may be reached by email. Please confer with an individual staff person regarding their ability to access email throughout the day and respond to a communication.

Website-www.woodlands-school.org is updated regularly as an information resource.

Telephone-Students may use the school phone only with permission of the staff in case of an emergency. Students do not normally receive phone calls at school. Students should not bring cell phones to school.

SchoolReach-An automated system for direct calling to remind and inform families about school activities.

Since much of our communication is done through **BACK PACK MAIL**, it is important to check with your child each day for any news from school.

Progress Reports and Other Assessments

Because we are a school concerned with progress as related to potential, students are evaluated in terms of their individual competency rather than by comparative measures based on letter or number grades. Assessment is related to the student's individual learning rate, allowing each child to develop fully. Students are involved as much as possible in their own evaluation. Standardized testing is used as one of many evaluation tools. The Wisconsin Knowledge and Concepts Exam (WKCE) is given to 3rd through 8th grade students each year. Other assessment tools are used for diagnostic and benchmarking information. Measures of Academic Progress (MAP) are given three times a year to benchmark student growth in math and reading. Dibels monitoring is used for early readers and struggling readers as a diagnostic tool. Accountability notebooks document student growth from grade to grade over the years a student attends Woodlands School. Results are shared with the parents as one component of assessment. Permanent portfolios are kept throughout a student's enrollment at Woodlands School. During the spring conference the students share the artifacts in their annual working portfolios. The goal is to provide a variety of examples of a student's growth over time.

Teachers guide a student's learning building on the student's strengths. The goal is to help a student understand how he/she learns and her/his role as a learner. Woodlands believes that learning is lifelong, we continue to learn until we die. A student is encouraged to use his/her strength to overcome what is challenging. All of us have strengths and challenges. By reflecting back on prior experiences the learner sets goals and plans for the next day and the future.

Retention and moving students beyond age appropriate grade levels is not encouraged. In math and reading the students work at their own levels. The levels are determined by pre and post testing at various times during the school year. The teachers will encourage students to work to their capacity. Materials will be provided through integration of subjects and collaboration among teachers to meet a student's needs.

HEALTH, WELLNESS AND SAFETY POLICY

Wellness

Children and adolescents need access to healthful foods and opportunities to be physically active in order to grow, learn and thrive. Good health fosters student attendance and education.

Woodlands School is committed to providing a school environment that promotes and protects children's health, well-being and ability to learn by supporting healthy eating and physical activity.

Meals served through the National School Lunch Program will be appealing and attractive to children. Lunches will be served and enjoyed in a clean and pleasant setting. The food served will meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations. Qualified nutrition professionals will administer the School hot lunch program. Monthly menus will be provided to families.

Lunches will be served and eaten in an inviting atmosphere. The cafeteria environment encourages healthy eating and polite conversation. Students will have access to hand washing or hand sanitizing before they eat meals or snacks. Students will be provided a reasonable amount of time to consume lunches and snacks. Students will be discouraged from sharing foods or drinks with one another during meals or snack times, due to concerns about allergies and other restrictions on some children's diets.

Health

If there is any question of whether or not to keep a child home because of illness, a simple rule to follow is that children learn very little when they do not feel well. If a child has a fever or is vomiting, he/she needs to stay home. If a child has a fever he/she needs to be fever free for 24 hours before returning to school. Many children's diseases are easily transmitted; no parent wants his/her child exposed if preventable. When a child contracts a communicable disease, the School should be notified and a doctor's release form presented when the child returns to school.

Parents should notify the school of any pertinent health data such as chronic illnesses, allergies, seizures and any physical problem, which affects the child's participation in school. If a student cannot participate in a regular gym class or any other activity, a note from the parent and a doctor's verification should be sent to the gym teacher and the School office.

In cases of minor accidents, first aid, limited to cleaning and applying band aids/ice, will be administered. In cases that appear serious parents are contacted and every effort is made to carry

out the instructions on the Emergency Card. The school will transport seriously ill or injured students using 911 and the Milwaukee Paramedics.

If a child becomes ill or injured during the school day, parents will be notified and will be responsible for making provisions for taking the sick child home.

If your child needs to take cough drops, aspirin, or medications of any kind during the school day a Medication Consent form must be turned in to the office along with the medication, which will be kept in the school office. Additional forms are available in the office. Parents' requests for the administration of medication should be written and should include times and amounts. Confirmation of medication being given will be kept in the office. Reasonable medical assistance is available with directions, but parents may need to be present for extraordinary measures.

To reduce the danger of head lice infestations please be aware of the following:

- If nits or live lice are found on any student, a parent will be called and the child will be sent home to be treated.
- Classrooms will be treated for lice after any incident and all students/siblings in contact will be checked.
- Parents will be notified if a student in their child's classroom was found to be infested so that parents can take precautionary measures.
- Students who have been treated for lice will not be admitted back to class until a check by classroom staff reveals that the child is nit free.

Safety

When students arrive for school in the morning they are expected to go directly to the playground or into the school building.

Arrivals before 8:00am must go to Extension. Children enter the building at 8:00am from the playground. **Students are not permitted to leave the premises of the school during school hours without the permission of the Principal** and with written permission from the parent. Students who take the bus to school are expected to come directly to the building and proceed directly to the bus after school.

Safety precautions that are a regular part of School procedure include fire and evacuation drills, review of proper use of playground and other equipment each year and education that teaches students to be aware of their surroundings and to act safely.

7th and 8th grade students are assigned lockers. Lockers are meant to hold items appropriate for school use. Lockers are school property and Woodlands School reserves the right to periodically inspect lockers to assure compliance with school rules.

Student Drop-off and Pick-up

Before School

Children arriving at school between 8:00 and 8:15 come directly into the building and proceed to their homerooms. Parents are welcome to escort any child into the building. Please park along the fence on the Playground if you choose to come into the building with your child/children. Staff members will be at the door and on the Playground until 8:15, when the door is locked. Students arriving after 8:15 must enter the building through the main entrance off of the parking lot around the back of the building and proceed to the office to report their arrival.

After School Dismissal

The carpool line begins forming at 3:00pm on the playground. Drivers place their carpool number (assigned yearly to each family and included in the August Packet) in the car window so that it is visible to staff and cadets working during dismissal. Car numbers are read and relayed into the School where they are announced in line order over the public address system. Students hear their numbers and proceed to the West playground doors where they meet their car. Three staff members' monitor and supervision dismissal on the playground. 7th and 8th grade cadets assist with dismissal by escorting students to cars, opening car doors, helping with seat belts, calling car pool numbers in the office and assisting teachers in homerooms.

Parents of K4 and K5 students should notify the homeroom teachers if their child will attend Extension. K4 and K5 students are taken to Extension at 3:15 (the beginning of carpool) in order to acclimate these students to the after school program ahead of the older students arriving.

WOODLANDS SCHOOL PLAYGROUND EXPECTATIONS

1. All forms of play should be respectful of adults and other students on the playground.
2. At no time is rough play allowed (i.e. tackling, dragging, pushing, kicking).
3. If any of these expectations are not met or the equipment guidelines below are not followed, the student will be warned and on the next offense timed out. If the first offense is serious enough a time out may be given immediately. For any action that a teacher or teaching assistant considers really serious, the student will be sent to the principal's office.
4. Tag is only allowed on the blacktop playground further away from the building than the structure.

GUIDELINES FOR EQUIPMENT

MAIN STRUCTURE:

- * Tag is not allowed **on** the structure and in rubber chips.
- * Don't jump off from the platform above the cargo net.

- * One student at a time **feet** first down the slide.
- * Keep all chips on the ground and inside the timbers.
- * No **digging, throwing** or **kicking** of chips allowed.
- * CP, K, 1&2 **may not** go on the monkey bars.

- * BASKETBALL:
- * Do not jump and touch the net (it's metal and could cause injury).
- * Do not wrestle for ball – either jump it, call “First” or rock, paper, scissors.

- * EQUIPMENT:
- * Care should be taken to keep equipment within the boundaries.
- * Please notify an adult if a ball goes into the street, into a yard or under a car.

GUIDELINES FOR GARDEN

- * The garden should be used for quiet time – no running or shouting.
- * Do not gather in the library stairwell.
- * Enjoy the fountain but don't play in the water.
- * Treat plants with care.

GUIDELINES FOR LITTLE PLAYGROUND

1. Enter and exit structure from the lowest timber area
2. Go across the monkey bars from the ladder to the structure
3. Go down the twirly climber
4. Go up the other ladder
5. Don't walk under the monkey bars

GUIDELINES FOR USING WOODLANDS SCHOOL PREMISES

Various school sponsored organizations use the building for activities after school hours. These guidelines are an attempt to help everyone keep the School at its best.

Rooms for Use

Meetings for student groups may use the cafeteria, the gym and the extension rooms. Occasionally, classroom space is made available if there is a need. Meetings and all room usage should be scheduled with the Principal.

Safety

Be familiar with and observe the fire and tornado evacuation plans posted in each room.

Children should never be left without adult supervision. Two adults with any group is the suggested minimum. A team of adults allows for more supervision and group control.

Rules for behavior, which reflect Woodlands' philosophy of being responsible for one's actions, should be clearly shared and enforced. Only proper use of equipment is allowed. The group cannot use school supplies. Children participating in the activities must help with clean up. Rooms should be left in the condition and arrangement in which they were found.

Participants should be in the assigned rooms only (or using the rest rooms). Students should remember to take belongings with them to their meeting/practice. They may not return to classrooms or lockers.

As Meetings or Practices End

After a meeting/practice, the adult advisor will wait until all children have been picked up. Students who are not immediately called for should be escorted to the Extension Services where they can be supervised and parents called, if necessary.

STUDENT EXPECTATIONS

Because students are developing at different rates and have arrived at different stages in their search for self-discipline and self-actualization, each student has certain rights and responsibilities, which are outlined here. Growing is a process and just like academic learning, each of us learns in different ways at different speeds. Our Rights and Responsibilities are seen as goals—for all of us as citizens of Woodlands and for the students as they become citizens of the world.

MY RIGHTS AS A STUDENT AT WOODLANDS SCHOOL

I have a **right** to be happy and to be treated with compassion in this school
Without being laughed at or having my feelings hurt.

I have a **right** to be myself in this school, whether I am black, white or brown,
big or little, boy or girl.

I have a **right** to be safe in this school.
I have a **right** to hear and be heard in this school.

I have a **right** to learn about myself in this school and
to reasonably express my feelings and opinions.

MY RESPONSIBILITIES AS A STUDENT AT WOODLANDS SCHOOL

I have a **responsibility** to see that my rights and those of my fellow students are respected.

I have a **responsibility** to respect the feelings of other students and to think before I act-how
others will feel because of what I want to do or say.

I have a **responsibility** to think of the consequences
of my speech or actions before I speak or act.

I have a **responsibility** to be fair—with myself and with others.

I have a **responsibility** to act in the ways that would make my parents, my teachers and me
proud, wherever I am and whatever the company.

I have a **responsibility** to be a good listener--
to respect the rights of others to be heard.

I have a **responsibility** to think of peaceful ways of
solving problems and disagreements with my classmates.

I have a **responsibility** to myself to try to do my best in everything I do.
I have the **responsibility** to share my concerns about how my environment and I are being
treated. Peaceful resolutions can only be reached when concerns are shared

STUDENT ATTIRE

Students should wear clothes that are “clean, decent, and comfortable.” That means midriffs and cleavage should not be exposed, nor should boxer shorts be visible by low-slung pants. Clothing should not have logos relating to alcoholic beverages, tobacco, illegal activities or other information or illustrations that may be in poor taste or deemed inappropriate for school. Hats, scarves, and bandannas are not to be worn in the buildings. Hats should be removed as one enters the buildings. Only closed toe shoes / sneakers are permitted. No open-toe sandals, flip-flops or other footwear with the toes exposed are allowed. This is a safety issue towards fewer toe/foot injuries on the playground, during class activities, and in passing in the halls.

WHAT BELONGS AT SCHOOL?

For students, school is a work place and the environment for study and learning must be maintained. Therefore, toys of any type should not be brought to school, unless specifically requested by a teacher. Equipment such as tape/cd players, I pods or mp3 players, hand held computer games, laser pointers, and any other equipment that may disrupt the academic process should not come to school. Using school equipment allows all students to participate in activities. When personal toys or sports equipment are brought, students believe they can determine who may participate. Students should not bring cell phones, pagers, computer games or other electronic communications devices to school. Any communication between the student and other adults can occur using the school phone.

EXTRA-CURRICULAR AND ACADEMIC POLICY

WHEREAS, Woodlands School embraces an educational model that nurtures the whole child;
and

WHEREAS, Woodlands School offers extra-curricular activities, including sports, athletic, artistic and educational activities outside of the classroom and regular school hours; and

WHEREAS, Woodlands School also offers additional academic help for students, including tutoring, mentoring, counseling and therapy, outside of the classroom and regular school hours;
and

WHEREAS, Woodlands School believes, as part of its goal to nurture the whole child, that students should have access to both extra-curricular activities and additional academic help.

NOW THEREFORE, the Woodlands School Board of Trustees resolves as follows:

1. Students shall not be excluded from, or have their involvement in extra-curricular activities reduced because they are receiving academic assistance from Woodlands School, its staff, or its contractors. Staff and volunteers leading extra-curricular activities shall allow students absences from the activities for academic assistance, without penalty to the student.

2. Where the staff or volunteer feels the absences justify some penalty against the student's participation or that the student should be excluded from the activity, the staff or volunteer must consult with the Principal, Dean of Faculty or Dean of Students before taking action regarding the student and the participation in the extra-curricular activity.

Adopted this 19th day of July 2012.

ACCEPTABLE USE POLICY

Purpose: Why do we have computers at Woodlands?

The Woodlands School philosophy asserts “the belief that learning to live with a flexible environment and an openness to change fosters in the child the ability to cope with an increasingly complex body of knowledge and a rapidly changing society.” In support of that philosophy Woodlands School will provide computers, access to the internet, and other technologies in classrooms, the library and other resource centers and provide instruction in their use as educational resource tools to support and enhance the curriculum.

Acceptable use: How do we use computers to support our mission?

Students will use computers:

- as a learning tool supporting diverse learning styles and abilities
- in all disciplines to promote integrated learning
- to develop information literacy and problem solving skills for lifelong learning

Woodlands’ teachers use a variety of tools to help students learn in a variety of modes that reflect our students’ different abilities and learning styles. Computers and related technologies are viewed as educational tools. Our goal is to help each student learn to access, integrate and communicate information within and beyond the school setting.

As they use computers to support their learning in all disciplines, students will be taught:

- information literacy skills: locating, evaluating, and selecting information sources
- data processing: word processing, data base, spreadsheet
- communication and presentation: creating knowledge, sharing knowledge
- social responsibility: ethical use of resources, etiquette in communication
- responsibility for technology resources: proper use and care of equipment, conserving resources

Internet service is provided as a privilege to students for limited educational purposes. This acceptable use policy (AUP) defines the expectations and the responsibilities of the user, and the consequences of failure to abide by the policy. Age appropriate measures will be taken to minimize the risk of students accessing inappropriate materials while using the internet. Students will be instructed in proper procedures to use the internet, including personal safety and conduct.

Inappropriate use: What is not allowed?

Enrollment at Woodlands School assumes access to computer technology and the internet. Rules, policies, and behavioral expectations will be established by grade level units at age appropriate levels, including consequences for failure to comply.

Inappropriate uses include:

- nonacademic activities,
- commercial purposes,
- unauthorized copying of software,
- attempting to go beyond authorized access,
- vandalism, illegal activities, and plagiarism.

Consequences of inappropriate use: What happens?

Any staff member who becomes aware of any inappropriate use by a student will suspend that student's computer use privilege immediately. This suspension applies to all computers throughout the School and remains in effect until all consequences established by the student's grade level unit are met. Consequences of inappropriate use by a student will address the student's understanding of personal and social responsibility, include parent or guardian notification, and may include loss or restriction of computer use privileges. If the nature and severity of the offense warrant, law enforcement authorities will be notified.

LIBRARY SELECTION POLICY

OBJECTIVES

Library materials are selected to make available a collection of materials:

- to enrich and support the curriculum
- to provide for a wide range of abilities
- with diversity of appeal
- respecting differing points of view
- to serve the needs and interests of students and faculty

RESPONSIBILITY FOR SELECTION

The responsibility for coordinating and recommending the selection and purchase of library materials should rest with professional library personnel. The librarian will work cooperatively with staff members to interpret and guide the application of the policy in making selections; however, final responsibility for selection of materials for the library lies with the professional librarian.

CRITERIA

Staff members involved in selection of library materials shall use the following criteria as a guide:

- high standards of quality in factual content and clarity of presentation
- contribution the subject matter makes to the curriculum and/or to the interests of the students
- favorable reviews found in standard selection sources
- favorable recommendations based on examination of materials by professional personnel
- reputation and significance of the author, illustrator, and producer or publisher
- appropriateness for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are intended
- contribution the material makes to diversity of representative viewpoints on controversial issues
- fair and unbiased presentation of information
- high degree of potential user appeal
- high degree of artistic quality and/or literary style, meriting inclusion in the collection
- quality and suitability of format
- timeliness or permanence of value to collection
- integrity

Review sources

The following recommended lists and review media shall be consulted in the selection of materials, but selection is not limited to their listings.

American Association for the Advancement of Science Best books for Children

Book links
Booklist
Cooperative Children's Book Center Choices
Horn Book
Kirkus Reviews
National Council for the Social Studies Notable Trade Books in the field of Social Studies
School Library Journal and supplements
Wilson's Children's and Middle and Junior High School Catalogs

PROCEDURES

In selecting resources, professional personnel will determine curriculum and collection needs, evaluate available resources, and consult recommended lists and review media. The actual resource will be examined whenever possible to the extent necessary or practicable to apply criteria.

Requests, suggestions and recommendations for purchase may originate from administrators, teachers, students, and community members, as appropriate, particularly in their areas of expertise. Final responsibility for selection of materials for the library lies with the librarian.

Purchases will be made following school budget and purchasing procedures. Vendors will be selected based on availability of materials, quality of bindings, cataloging and processing options provided, competitive pricing, and reliability of service.

Gifts and Donations

Gifts and donated materials shall be judged by the criteria outlined in this policy and accepted or rejected by those criteria. Designated monetary gifts shall be accepted if the designated use meets the criteria of this policy.

Sponsored materials

Sponsored materials (free materials from corporations or organizations) shall be judged by the criteria outlined in this policy and shall be accepted or rejected by those criteria. Many sponsored materials are suitable as teacher resource material rather than in the Library collection.

Weeding

Selection is an ongoing process which should include the removal of materials no longer appropriate (weeding) and the replacement of worn materials still of value. Administrators, teachers, students, and other community members may be asked to advise on the continued suitability of materials in their areas of expertise. The on-line Weed-of-the-month

club (<http://www.sunlink.ucf.edu/weed/>) provides guidelines on one topic each month and is a useful tool to promote regular weeding.

Additionally, the following guidelines (based on Milwaukee Public School guidelines) are helpful in making decisions to discard materials.

”D” is for discard

- damaged, defaced, dirty, dog-eared books will not foster a love of libraries or reading
- dull - books that are not visually attractive do not circulate
- dated - check for accuracy, or stereotyping
- date due history - how recently and how frequently has it been used
- defensible - related to curriculum, appropriate level for the subject material, contributes to overall collection
- depository - the library is not a storage facility; material that does not meet criteria or is not used should be removed

POLICIES ON CONTROVERSIAL MATERIALS

The school library subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association LIBRARY BILL OF RIGHTS, a copy of which is appended to and made a part of this policy.

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries, which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948; amended February 2, 1961, and January 23, 1980, by the ALA Council.

[Made available by permission of the American Library Association.]

RECONSIDERATION

Occasional objections to instructional materials will be made despite the quality of the selection process; therefore, the procedure for handling reconsideration of challenged materials in response to questions concerning their appropriateness is established, defending the principles of freedom of information, the student's right to access of materials, and the professional responsibility and integrity of the school faculty. The principles of intellectual freedom are inherent in the First Amendment of the Constitution of the United States and are expressed in the LIBRARY BILL OF RIGHTS adopted by the Council of the American Library Association. In the event instructional materials are questioned, the principles of intellectual freedom should be defended rather than the materials.

Procedure for handling complaints

No duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a review committee (as provided for below) with the concurrence of the principal.

Procedures to be followed:

- a. All complaints to staff members shall be reported to the principal, whether received by telephone, letter, e-mail, or in personal conversation. A "Request For Reconsideration Of Materials" form is available in the Library.
- b. The principal shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school and/or the library.
- c. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the school's instructional goals and objectives, materials selection policy statement, and the procedure for handling objections. This packet will also include a standard printed form, which shall be completed and returned before consideration will be given to the complaint.

d. If the formal request for reconsideration has not been received by the principal within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.

e. No questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the child (or children) of the parents making the complaint, if they so desire.

f. Upon receipt of a completed objection form, the principal will call together a committee to consider the complaint. This committee shall include, at a minimum, the principal, the librarian, a teacher, and a parent representative.

g. The committee shall meet to discuss the material, following the guidelines set forth in Instructions to Evaluation Committee and shall prepare a report on the material containing their recommendations on disposition of the matter.

h. The principal shall notify complainant of the decision. In answering the complainant, the principal shall explain the book selection system, give the guidelines used for selection, and cite authorities used in reaching decisions. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the committee determines that the work does not meet the selection criteria as described above, the principal will acknowledge it and make recommended changes.

Woodlands School Student Disciplinary Policy

Adopted March 11, 2015

NOTE: By enrolling your child in Woodlands, you acknowledge the Discipline Policy set forth herein and agree to abide by the Policy, and to cooperate in any manner necessary to ensure that the Policy is effectively carried out.

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