



# WAYNE PREPARATORY ACADEMY

--CREATING A LEGACY OF LEADERSHIP AND LEARNING--

## Scholar-Parent Handbook

2016-2017

600 Tommy's Road  
Goldsboro, NC 27530

919-734-8085

[www.wpanc.org](http://www.wpanc.org)  
[info@wpanc.org](mailto:info@wpanc.org)

**Table of Contents**  
[Welcome and General Information](#)  
[Our Mission](#)

[School Information](#)  
[Board of Directors](#)  
    [Board Meetings](#)  
[School Calendar](#)  
[Bell Schedule](#)  
[Inclement Weather Procedures](#)  
[Notification of Information & Emergencies](#)  
[Dress Code](#)  
[Lost and Found](#)  
[Lunch and Snack Information](#)  
    [10-minute Healthy Snack Break](#)  
    [Birthday Parties & Special Events](#)  
[Requirements for School Entry](#)  
    [Physical Exam/Health Assessments:](#)  
    [Immunizations:](#)  
    [Medication](#)  
[Curriculum, Instruction, and Assessment](#)  
    [Universal Screeners](#)  
    [Testing Schedule](#)  
    [Multi-Level Prevention System - Tiered Levels of Instruction](#)  
    [Walk to Read & March to Math](#)  
    [Grading Scale](#)  
    [Progress Reports and Report Cards](#)  
    [Homework/Special Projects](#)  
    [Course Syllabi](#)  
[Culture, Classroom Management, & Discipline](#)  
    [Drop Off & Pick Up Policy \(K Facility & Main Cottages\)](#)  
    [Late Pick-Up](#)  
    [Attendance](#)  
    [Illness](#)  
    [Behavior Policy](#)  
        [Scholar Behavior Guidelines](#)  
    [Searches](#)  
[Scholar Rights](#)  
    [Parental Notification](#)  
    [Scholars with Disabilities](#)  
    [Scholar and Parent Greivance Procedure– 1740/4010](#)  
    [Responding to Complaints – 1742/5060](#)  
[Additional Information](#)  
    [Operating Committee Organizations](#)  
    [Visitors and Volunteers](#)  
    [WPA Ready Groups Monday Enrichment Program \(MEP\)](#)  
    [WPA Ready Groups Before & After School Learning Program \(BASLP\)](#)  
[Appendix A: School Calendar](#)  
[Appendix B: Mass Alert Registration Information](#)  
[Statement of Acknowledgement](#)

## Welcome and General Information

Welcome scholars and families to the 2016-2017 school year at Wayne Preparatory Academy. We are excited to begin our third year at WPA with a dedicated faculty, devoted Board of Directors, and enthusiastic families.

WPA is a Tuition-free Public Charter School currently serving Kindergarten–Sixth grade. Approved for Kindergarten-Eighth grade, WPA will be designed with a campus layout that facilitates long-term growth of the school and the vision of serving Kindergarten – 12<sup>th</sup> grade.

## Our Mission

To Create a Legacy of Leadership and Learning that Embraces, Enriches, and Engages Children’s Strength’s, One Child at a Time.

## School Information

### Location:

Wayne Preparatory Academy  
600 Tommy’s Road  
Goldsboro, North Carolina 27530

### Contact:

Main Office: 919.734.8085  
Email: [info@wpanc.org](mailto:info@wpanc.org)  
Website: [www.wpanc.org](http://www.wpanc.org)

Ready Groups: 919.394.5266  
Email: [readygroups@wpanc.org](mailto:readygroups@wpanc.org)  
Facebook: [www.facebook.com/WPA-Ready-Groups](http://www.facebook.com/WPA-Ready-Groups)

### WPA Hours of Operation

Monday: 7:40a-8:00a Drop-off  
8:00a-1:00p Instruction  
1:00p-1:45p Pick-up

Enrichment: 1:30p-2:30p Session 1  
2:30a-3:30p Session 2

Tuesday-Friday: 7:40a-8:00a Drop-off  
8:00a-3:00p Instruction  
3:00p-3:45p Pick-up

3:00p-3:15p K-2<sup>nd</sup>  
3:15p-3:30p 3<sup>rd</sup>-4<sup>th</sup>  
3:30p-3:45p 5<sup>th</sup>-6<sup>th</sup>

### WPA Ready Groups Hours of Operation

Before School: 6:30a-7:40a Drop-off  
After School: 3:30p-6:00p Pick-up

## Board of Directors

WPA is a North Carolina nonprofit corporation and, as such, ultimate responsibility for the overall operation of the school rests with its Board of Directors. WPA has no shareholders or owners, and Board members serve strictly as volunteers.

Consistent with its mission, the Board strives to achieve site-based management of WPA, encouraging input from administrators, faculty, parents, and scholars. With Board oversight, day-to-day operations are generally carried out by the administrator, faculty, and other administrative personnel supported by parent volunteers. Ultimately subject to Board approval, many operational aspects have been delegated to these individuals as well as various committees.

The Board is directly responsible for providing facilities and equipment, adopting curriculum, handling personnel matters, budgeting, setting the school calendar and school hours, managing admissions, and assuring compliance with applicable laws including the charter school statutes. The Board also adopts various policies to facilitate the implementation of WPA's educational mission.

WPA's Board of Directors for 2016-2017

|   |                     |
|---|---------------------|
| Mrs. Sharon Thompson, Chairman of the Board     | sthompson@wpanc.org |
| Mr. Michael Woodard, Vice Chairman of the Board | rmwoodard@wpanc.org |
| Mr. John Ankeney, Secretary                     | jankeney@wpanc.org  |
| Mr. L.J. Stanley                                | ljstanley@wpanc.org |
| Mrs. Amanda Wells                               | awells@wpanc.org    |

## Board Meetings

Board meetings are generally scheduled to be held on the second and last Tuesday of each month at WPA. Meeting dates and times are posted on the WPA's website. Additional meetings may be scheduled and notification of all meetings will be provided on the website.

## School Calendar

The school calendar is included in the handbook (Appendix A). Parents are asked to review the calendar carefully and to make plans for their children to be in attendance at the scheduled times. Workdays have been strategically established to coincide with progress reporting periods and end of grading periods. Holidays have been set with consideration for the schedule of the local community as well as for those parents who may have children in upper grades at other schools.

## Bell Schedule

On Mondays, all scholars follow an abbreviated school day from 8:00a-1:00p. Scholars must be picked up no later than 1:45p unless they are enrolled in WPA Ready Groups Programs.

Tuesday-Friday the school day at WPA is from 8:00a-3:00p. Scholars must be picked up by 3:45p unless they participate in the WPA Ready Groups Afterschool Program.

WPA will open its doors each morning at 7:40a for scholars and parents. No one is allowed to enter the Learning Cottages before 7:40a. Scholars are to use the main staircase to enter their grade level cottage. Parents are allowed to walk their scholar(s) to their classroom between 7:40a-8:00a for the first 10 days of school. Parents are then to engage in the "**Drop and Wave**" program by dropping off their scholar(s) using the driveline or at the entrance of the building. Drop-off is not an appropriate time for parents to engage teachers in an unscheduled parent-teacher conference. Should a parent

wish to schedule a parent-teacher conference please contact the teacher accordingly. Should a parent wish to schedule an observation please contact the Dean of Academics.

A scholar is considered tardy if they arrive at the school after 8:10a and must be signed in by a parent. Scholars must have a tardy slip to enter the classroom. Please refer to the Attendance Policy for more information.

Ready Groups Before-School scholars will be accompanied in the building and signed in by parents.

### Inclement Weather Procedures

WPA will follow the Wayne County Public Schools decisions for delays and closures during inclement weather. WPA will use a multi-media approach to keep parents informed about inclement weather. Information will be posted on the Main Website, Facebook, and through the Mass Alert System. Make-up days will be at the discretion of the Managing Director and approved by the Board.

- Directions on how to sign up for the Mass Alert System can be found in Appendix B.

### Notification of Information & Emergencies

WPA will use a multi-media approach to keep parents informed about general school events, special events, inclement weather, and emergency notifications. Information will be posted on

- WPA Website: [www.wpanc.org](http://www.wpanc.org)
- WPA Facebook Page: <https://www.facebook.com/wpanccharter>
- WPA Mass Alert: [www.remind.com/join](http://www.remind.com/join) [class code: wpaparents]
- Ready Groups Facebook Page: <https://www.facebook.com/WPA-Ready-Groups-496435727181397/>

WPA is also working on generating scholar/family based email accounts directly linked to the @wpanc.org domain in preparation for scholar access to technology based equipment in the secondary schools and to facilitate mass communications.

Please note that it is the parent's responsibility to sign up for the WPA Mass Alert system.

- Additional activation information for the Mass Alert System can be found in Appendix B.

### Dress Code

WPA scholars should be neat and clean in appearance. This is a reflection of our culture of leadership and is an indication that scholars understand and adhere to Habit 2: Begin with the End in Mind. WPA believes that the manner by which scholars dress has the potential to avoid unnecessary distractions in the academic environment and reflect a positive attitude in academic and societal pursuits. WPA has a set of general standards that all scholars will adhere to. While on campus or at school events WPA scholars will not:

1. Wear clothing that is dirty, ripped, torn, bleach spotted, or see-through
2. Have undergarments visible
3. Wear clothing that is not size appropriate (excessively large or baggy or unduly tight/formfitting)
4. Wear clothing that promotes gang affiliation, alcoholic beverages, tobacco, the use of controlled substances, depicts violence, has obscene designs or language, or is of a sexual or disruptive nature

Specific standards of dress at WPA and school events include:

Shirts:

- Crew-neck t-shirts are allowed – must adhere to General Standards
- Crew-neck or collared shirts with buttons must be buttoned within 2 buttons to the top
- For boys, all tops must have long, short sleeves
- For girls, all tops must have long, short, or cap sleeves – sleeveless knit style shirts may be worn if they cover the shoulder [sport type tank tops are not permitted]
- Shirts cannot be see-through, backless, side-less, or worn off the shoulder
- Shirts, though recommended to be tucked in, can be un-tucked as long as the shirt does not extend below the lower hip.
- When scholar's arms are raised overhead, the shirt must cover both the front and rear of the pant or skirt waistband
- Abdomen, chest, and back must be covered at all times
- Any display of cleavage is unacceptable

Pants:

- May include, slacks, khakis, chinos, jeans, cargo, and shorts – must adhere to General Standards
- Back pockets must be at hip level
- Pants should not drag on the floor
- Not Permitted:
  - Wind pants, sweat pants, or sport style or basketball style shorts are not to be worn as regular school attire (Exceptions allowed during Physical Education or Special Events)
  - Leather pants or tight knit pants
  - Leggings and tights are not to be worn as pants
  - Pajamas
- Overalls are not to be worn by middle or high school scholars

Skirts, Dress hems, and Shorts:

- Skirts and dress hems should reach the top of the knees
- Shorts should be no higher than 4 inches above the knee
- Leggings or tights may only be worn under skirts in alignment with the skirt rule
  - Leggings are not to be worn as pants
- No fishnet/mesh material

Shoes:

- Most shoes are acceptable as long as they are regular street-wear with no more than 1 ½ inch heels
- Open-toed sandals or dress boots are acceptable
- Shoes must be properly buckled or tied where applicable
- Appropriate shoes are required for Physical Education and recess
- Not Permitted:
  - Flip-flops (shower shoes), cleats, or shoes with built-in rollers
  - Bedroom slippers

Coats and hats:

- No hats, headgear of any type, hoods, or sunglasses are to be worn inside the building;
- Coats are not to be worn in class

Hair:

- Hair is to be neat and well groomed
- Hair must not draw excessive attention thereby disrupting the focus on learning
- No rollers, combs, or picks to be worn in a scholar's hair
- Hair color must be natural to human beings (special support group request will be considered on an individual basis with the Managing Director)

Piercing, Jewelry, and Tattoos:

- For girls, body piercing must be limited to the earlobes with no more than 2 sets of earrings
- Boys are not to wear earrings
- Any other piercing jewelry must not be visible
- No chains are to be worn. spiked collars, wristbands, or belts are prohibited
- No tattoos are to be visible

### Girl Scout, Boy Scout, 4-H, etc:

- Uniforms may be worn on meeting days

If the scholar's dress is such that it constitutes a threat to health or safety or otherwise creates a disruption in the school environment in the considered discretion of the Managing Director, the Managing Director or designee may require the scholar and the scholar's parents or guardians to take appropriate action to remedy the situation. If repeat violations occur, the scholar and scholar's parents will be called before the Board.

Remember in choosing dress as well as in behavior the prudence in following this one rule: Don't do anything that would embarrass you, your family, your value system, or your school.

### Lost and Found

Items that are found will be turned in to the office. scholars may search the lost and found for items they are missing before and after school or with a note from the classroom teacher during the school day. Lost and Found that is not claimed will be donated twice per year. Once in December prior to Christmas break and again in June after the final day of school year.

### Lunch and Snack Information

WPA is a nut free school. No food products will be knowingly provided by the school which contain nuts or any components of such. In addition, scholars must not bring to school any items which contain nuts.

Lunch at WPA will be eaten in the classrooms. There is no cafeteria and therefore no heating or cooling units accessible to scholars that bring their healthy lunch from home. While the staff may have access to small refrigerators and microwaves in the building, these are not meant to support our scholar population.

A Catered Lunch Service will be available for purchase. Menus will be made available in advance, and parents may place an order for their children online using the Pay4It system. Information on how to register for the Pay4It system is located on the website.

In the event a scholar forgets to bring their lunch and the parents/guardian of the scholar is not able to contact the school by 9:00a to make arrangements, a lunch will be provided to the scholar through the Catered lunch program and the parents/guardian will be billed accordingly. Please note that scholars who forget their lunch will not have a choice in the lunch provided since our lunches are catered and prepared prior to the start of the school day.

Scholars who are eligible for Free and/or Reduced Lunch will receive a meal through the Catered Lunch Service, but all parents are to register in the Pay4It system.

Parents should make known any other food allergies which their children may have and should work closely with the teacher and school staff to ensure appropriate options are available so that needs are met.

### 10-minute Healthy Snack Break

Scholars in all grade levels will also have an opportunity for a 10-minute healthy snack break during the day. A snack by definition is a small amount of food eaten between meals. Teachers will monitor

scholars during the healthy snack break to help ensure that only snack-type foods are eaten to help avoid scholars from accidentally eating part of their lunches. Parents are responsible for packing a healthy snack for their scholar if they choose to partake in the healthy snack break. Packing the healthy snack in packaging other than the scholar's lunch box/bag will facilitate confusion for the teachers and the scholars. Teachers may supply scholars that do not have a snack with a snack on a case by case basis.

Below are examples of snacks from the Center for Science in the Public Interest:

[[cspinet.org/nutritionpolicy/healthy\\_school\\_snacks.html](http://cspinet.org/nutritionpolicy/healthy_school_snacks.html)]

- Fruits
  - Fresh fruit
  - Fruit cup
  - Canned fruit
  - Dried fruit
- Vegetables
  - Fresh vegetables
  - Cucumber slices
  - Carrot sticks
  - Celery sticks
- Healthy Grains
  - Tortilla chips, dry breakfast cereals, crackers, rice cakes, popcorn, granola bars, pretzels
- Beverages
  - Water
  - Seltzer

### Birthday Parties & Special Events

Please note that for health and safety reasons WPA does not permit homemade or unpackaged foods to be distributed to scholars. Food that is designated for Birthday parties and special events have to be packaged in their original packaging.

### Requirements for School Entry

Requirements by scholar age and grade are listed on the website.

### Physical Exam/Health Assessments:

In Compliance with North Carolina law, all scholars entering Pre-Kindergarten and Kindergarten must present a health assessment (physical exam report) by the first day of school entry. The assessment must have been completed within 12 months before the first day of school entry.

### Immunizations:

In compliance with North Carolina law, parents/guardian must present certification of immunizations by the first day of school entry. If documentation is not presented, parents and/or guardians have 30 calendar days to provide documentation or the scholar shall be excluded from school until proof is presented.

### Medication

If a scholar's health requires medication, a parent should administer medication before or after school. If prescribed medication must be administered during the school day, it must be sent to school in its original container, with its original prescription label. The medication must accompany a completed WPA Medication Form that can be requested at the Front Office.



Note: A physician's note may be required.

## Curriculum, Instruction, and Assessment

All teachers at WPA will follow the North Carolina Common Core State Standards which can be viewed through the N.C. Department of Public Instruction website at [www.ncpublicschools.org](http://www.ncpublicschools.org). Our teachers take every opportunity to enrich the daily learning experience for the scholars.

The school will follow the Core Knowledge Curriculum for grades K – 6. Core Knowledge provides a content rich, sequential plan for ensuring that scholars receive content as well as skill instruction in reading, language arts, history, geography, mathematics, science, and fine arts. The Core Knowledge Sequence can be viewed on our web site at [www.wpanc.org](http://www.wpanc.org) --Academics Tab.

## Universal Screeners

WPA's commitment to a Response to Intervention model includes the use of Universal Screeners. Universal Screening is conducted three times per year (Fall, Winter, Spring) to help identify a scholar's instructional level, set and measure academic achievement, and predict scholars who may be at risk for poor learning outcomes. Universal screening assessments are typically brief and conducted with all scholars at a grade level. Universal screening data is also used to validate the identification and use of evidence-based tools at WPA.

## Testing Schedule

WPA adheres to three primary forms of testing. Universal Screening, Formative Assessment, and State Testing.

### Universal Screening:

- DIBELS K-3
  - BOY September 6-26
  - MOY January 3-24
  - EOY May 8-26
  
- NWEA MAP
  - Fall: August 25th -December 18th
  - Winter: December 19th - April 27th
  - Spring: April 28th - June 15th

### State Testing:

- 3RD GRADE
  - BOG: September 14th
  - Read to Achieve: October 27th, June 1st
  - EOG Reading: May 24th
  - EOG Math: May 25th
  
- 4TH GRADE
  - EOG Reading: May 24th
  - EOG Math: May 25th
  
- 5TH GRADE
  - EOG Reading: May 30th
  - EOG Math: May 31st
  - EOG Science: June 1st

- 6TH GRADE
  - EOG Reading: May 30th
  - EOG Math: May 31st

#### Formative Assessments:

- Formative Assessments are “in-process” evaluations of scholar comprehension, learning needs and academic progress during a lesson, unit, or course. Formative assessments help teachers identify scholar instructional mastery for acceleration or the need for remediation. Within WPA’s Academic model our Direct Instruction programs include Formative Assessments every 5 – 10 lessons.

### Multi-Level Prevention System - Tiered Levels of Instruction

The multi-level prevention system also referred to as multi-tiered system of support, includes three levels of instructional intensity. The primary level (Tier 1) includes high quality core instruction and includes scholars identified as working on and above grade level. The secondary level (Tier 2) includes evidence-based intervention(s) of moderate intensity and may include additional intervention time as needed. Scholars receiving Tier 2 interventions are often identified as being on or slightly below grade level. The tertiary prevention level (Tier 3) includes individualized intervention(s) of increased intensity for scholars who show minimal response to the secondary level of intervention and include scholars as identified as working below grade level.

### Walk to Read & March to Math

To facilitate WPA’s commitment to teaching scholars at their instructional level, scholars transition during Reading and Math based on program placement. At times this may include cross grade Reading and Math classes. This process ensures true differentiation of instruction for scholars and provides teachers with the ability to deliver instruction at an accelerated rate.

### Grading Scale

WPA will operate on the following grading scale as it pertains to homework, projects, quiz, test, and classroom participation.

- A: 100-90
- B: 89-80
- C: 79-70
- D: 69-60
- F: 0-59

As a school committed to teaching scholars to mastery it is imperative for our Parents and Scholars to truly understand scholars’ program placement, lesson progress, and results on screening assessments. WPA uses multiple data points to support reporting on scholar progress and achievement.

### Progress Reports and Report Cards

Scholars will be issued progress reports and report cards four times a year. Progress reports will be issued at the mid-point of each grading period. Their purpose is to update parents and scholars on the scholar’s progress through the grading period. Report cards will be issued at the end of each grading period, providing a summation of the scholar’s work for that grading period. Please refer to the school calendar for specific dates. **Report cards will not be issued unless a parent-teacher conference has been held within the 9 weeks.**

## Homework/Special Projects

Kindergarten – 5<sup>th</sup> grade scholars will use school-home take home folders. 6<sup>th</sup> graders will be issued WPA agendas. Take home folders and agendas will be a prime source of communication between the school and home and include information regarding homework assignments, projects, quizzes, and tests.

WPA subscribes to homework as reinforcement of skill mastery. The primary focus for homework is twofold: (1.) provide scholars additional practice on skills being taught in the classroom, (2.) provide parents an indication of what scholars are working on in a specific course. Homework should not take more than 20 minutes per subject on a given day.

Special Projects provide an opportunity for scholars to manipulate and apply their academic learning across a multitude of platforms. Special Projects reinforce learning and encourage critical thinking. At WPA all Special Projects contain a grading rubric and instructions for scholars and parents. If there is ever a question or concern regarding a special project begin by contacting the assignment teacher and/or grade level lead.

## Course Syllabi

WPA will provide course syllabi for both our Reading and Math programs in the form of Newsletters for Kindergarten-5<sup>th</sup> grade. Sixth grade course syllabi will be generated by the teachers of each individual course and be sent home during introductory course work.

## Culture, Classroom Management, & Discipline

### Drop Off & Pick Up Policy (K Facility & Main Cottages)

The school day at WPA is from 8:00a to 3:00p Tuesday through Friday. On Mondays, all scholars will follow an abbreviated schedule from 8:00a to 1:00p. Scholars may enter the building no earlier than 7:40a. All scholars must be picked up no later than 3:45p Tuesday through Friday. Scholars must be picked up by 1:45p on Monday unless they are enrolled in The Ready Groups Monday Enrichment.

#### **Before School Procedures**

We will open Drop Off at 7:40a each morning. Scholars will be considered Tardy after 8:10a. Please do NOT drop your child off anywhere except the five designated stations on the Drop Off lane where an adult [or scholar ambassador] opens and closes the car doors. If you arrive after Drop Off has closed for the morning, you must park your car and walk your child into the main building so that you can check them in and receive a tardy slip.

Morning Drop Off is **a DOUBLE vehicle lane** upon entering the outer circle of our Pick Up lane. Please do not park or idle in the Drop Off lane to walk your child to the building.

Ready Groups Before School scholars must be accompanied in the building and signed in by parents.

#### **After School Procedures**

Afternoon Pick Up will begin at 3:00p and is staggered. The Front Office will be locked at 2:30p pending excused early dismissal. scholars that are consistently signed out prior to 3:00p without an approved excuse will be referred to the Board of Directors for assistance.

- 3:00-3:15p Grades K-1
- 3:15-3:30p Grades 2-3

- 3:30-3:45p Grades 4-5

If you have multiple children for pick-up please defer to the youngest child’s time slot.

Ready Groups After School scholars must be signed out by a parent by 6:00pm.

Afternoon Pick Up is ***DOUBLE Vehicle Lane*** upon entering the outer circle of our Pick Up lane. Access to all Learning Cottages will be suspended until the completion of Afternoon Pick Up for safety. Please read the instructions carefully.

1. **PLACARD:** Please make sure you obtain a car hangtag or poster Board to make your Afternoon Pick Up Placard. No colored markers, no decorations, no fancy fonts, just **BIG BOLD LETTERS** – this is critical for effectiveness and efficiency. Although we aim to know your faces and your children, remember that various factors can impact our sight and/or memory (lighting, shadows, tinted windows, weather, stress!) Therefore it is extremely helpful if you can put your placard tilted upwards in the front window nearest to rearview mirror.

PLACARD Sign Examples:

**FIRST NAME  
LAST NAME  
GRADE LEVEL**

**FIRST NAME LAST NAME – GRADE LEVEL  
FIRST NAME LAST NAME – GRADE LEVEL  
FIRST NAME LAST NAME – GRADE LEVEL**

2. **Photo Identification:** To ensure the safety of all of our scholars please make sure you have a valid drivers license or photo identification and that you are on the approved pick up list.
3. **Patience:** We have a very systematic approach to Pick Up. We ask that you stay patient with us as we work to make this process as smooth as possible. We know that our process will quickly improve in both efficiency and speed. We promise you that the leadership staff who stand in the heat, the cold, and the rain, would gladly be waiting in a car during Pick Up, so please be considerate and appreciative of how they receive and send home our scholars every day.
4. **Plan:**
  - a. To enter the Double Vehicle Lane you have to present both your Placard and your Photo ID to our stationed Leadership Team. It is critical to our process for everyone to have their Placard and ID.
  - b. While in the Double Vehicle Lane our Leadership Team Spotter will call in to the building for your child by announcing; Grade Level, Name, and Section. The section will coordinate to a numbered loading station in the Pick Up area.
  - c. 10 vehicles will enter the numbered loading station area at a time. The vehicles will not leave the numbered loading station until all of the vehicles are fully loaded. At that time a Leadership Team member will give an all-clear signal. All 10 vehicles will leave the loading station emptying it for the next 10 vehicles.
5. **Walk-up Pick UP:**
  - a. ***Walk-up Pick-up will begin at 3:30p.***
  - b. The Park to Pick Up designated area will be outside Cottage C. Parents will not be able to enter the Learning Cottages during Pick Up due to the complexity of Afternoon Pick Up.
  - c. Photo ID will be needed for Walk-up Pick-Up.

**Additional Notes In Case of an Emergency:**

If an additional family member or friend will be picking up your child at the school that is not on the approved pick up list, call ahead to the Receptionist and provide that information. The receptionist

will confirm by calling back a parent/guardian. Friends and Family members will need to adhere to the same policies as stated above. Scholars will not be permitted to stay with a staff non-family member while the staff member is working.

### Late Pick-Up

All scholars are to be picked up on time. The school does understand that emergencies arise and will deal with them on an individual basis. If a parent knows he/she is going to be late, he/she should call the school office. Recurrent late pick-ups will be handled as follows:

- 5 Occurrences:                      Formal Letter to Parent  
    Formal Letter Placed in Scholar Permanent File
- After 5<sup>th</sup> Occurrence: Scholar will be Escorted to After School Program and Fees will apply and scholar will be referred to the Board.

### Attendance

Regular school attendance is paramount for scholar success. In order to be considered in attendance, a scholar (except for hospital/homebound or staggered kindergarten) must be present in the school for the school day. A scholar must be present at least one-half of the school's instructional day in order to be recorded as present.

Frequent absences will have a negative impact on a scholar's ability to master the instructional material and grade level information for that school year. For that reason, WPA follows the State's Compulsory Attendance Law (GS 115C-378) very carefully.

- Three unexcused absences within a school year is considered Excessive Absences
  - Parents will receive a documented phone call from the Attendance & scholar Services Team Member
- At six unexcused absences the Managing Director or designee shall notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law.
  - Once the parents are notified, the Attendance & scholar Services Team Member shall work with the scholar and the scholar's family to analyze the causes of the absences and determine steps to eliminate the problem.
- At eight unexcused absences, the scholar and parents will go before the Board.
- After 10 accumulated unexcused absences in a school year, the Managing Director or designee shall review any report or investigation prepared and shall confer with the scholar and the scholar's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law.
  - If the Managing Director or the Director's designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the Managing Director shall notify the district attorney and the director of social services of the county where the child resides.

A scholar may be excused from attendance on an account of sickness or other unavoidable cause. Below are valid/lawful excuses for temporary nonattendance of a scholar at a school.

1. Illness or injury
2. Quarantine
3. Death in the Immediate Family
4. Medical or Dental Appointment (with a note from the doctor)
5. Religious Observation
6. Absence related to Deployment Activities

On the day of the absence, a parent should call the school and leave a message stating the reason for the absence and the scholar should bring an explanatory note upon his/her return to class. Scholars will need to make up all work that is missed as scheduled by the teacher.

**Tardy:** Scholars that are habitually tardy or excused early from school will be subject to formal notification from the school. If the behavior is not corrected parents/guardians may be subject to report to the Board of Directors.

## Illness

Regular school attendance is expected. However, if a scholar is ill he/she should not attend school. Please keep a scholar home in the morning if any of the following symptoms are present. Please note that the School will contact parents/guardians to pick up scholars if any of the following symptoms are present at school.

- Fever of 100 or higher
- Vomiting or diarrhea
- Evidence of a severe head cold, persistent cough, or sore throat
- Evidence of a suspicious rash or other contagious condition (i.e. pink eye, head lice)
  - Scholars must be symptom free for 24 hours before returning to school.

The school must be notified by the parents of a sick scholar if a scholar has a contagious condition such as, but not limited to, chicken pox, head lice, or pink eye.

## Behavior Policy

WPA will require good manners, respect for self and others, appreciation for property, honesty, punctuality, reliability, and responsibility from all scholars, staff, parents, and community participants. We fully expect the focus on leadership and learning to lead to an environment where good character is important to all. Our approach is based on the combination of Leadership, Cooperative Discipline, Positive Behavior Supports, and the use of Escalating Consequences.

### Leadership

The Leader in Me program, as our foundational core provides the school with a common language and 7 habits from which to dialogue when discussing our culture and addressing discipline concerns.

### Cooperative Discipline

Encouraging positive relationships between teachers, scholars, parents, and administration. Focused on making sure that our scholars are:

- **Capable** of the work/activity they are asked to do
- **Connected** to their teachers (and peers) through meaningful relationships
- Clear on how to **Contribute** to class in a meaningful way

### Positive Behavior Supports

An empirically validated, function-based approach to eliminate challenging behaviors and replace them with appropriate skills. PBS decreases the need for more aversive interventions (punishment) and can lead to school and individual change. The goal is to teach and reinforce appropriate behaviors that meet the needs of the school and the individual. PBS always involves data driven decision-making and ongoing monitoring of intervention impact. PBS encourages Positive Framing and Narrating Positive Behaviors.

## **Positive Reinforcement: What Constitutes Positive Reinforcement?**

### **Acknowledgement**

Acknowledgement when expectations have been met, "...describes what a scholar [or group of scholars] has done, often in an approving tone and often with explicit thanks."

### **Precise Praise**

Praising when the exceptional has been achieved. Describing what a scholar has done and placing exemplary value judgment on it.

### **Class Dojo**

Class Dojo is a digital tool used at WPA to make our scholar Behavior Policy conspicuous for scholars and parents. Class Dojo is subscription based so teachers will submit to parents login information including class codes. Specifically Class Dojo is used to:

- Reinforce Positive Behavior Support by encouraging scholars through using acknowledgement and precise praise
  - Green Points are awarded for meeting expectations, participation, and displaying Leadership traits
  - Share a timeline including pictures of scholar experiences within the classroom
- Easily engage parents will instant updates through instant message, announcements, and photos
- Aligns directly with WPA's process for Escalating Consequences
  - Red Points are earned indicating a scholar's behavior choices have escalated beyond a verbal redirect
  - Document use of Buddy Room

Teachers will assign class dojo classrooms for scholars for each major course that is taught; Reading, Math, Science (5th Grade), Homeroom (includes Leadership & Specials). Dojo Classrooms may have multiple teacher's assigned to them, as in the instance of Homeroom and Specials, to facilitate communication and reduce redundancy.

\*NOTE: Class dojo may be used to support data collection for use in executing mini Behavior Intervention Plans, completing Functional Behavior Assessments, and tracking resulting Behavior Intervention Plans. Parents and scholars will partner with the school in each of the above instances.

### **Escalating Consequences**

In the event that a teacher needs to redirect a scholar outside of the use of our system of Leadership, Cooperative Discipline, and Positive Behavior Supports, the following Escalating Consequences will be followed.

- Verbal Redirect that adheres to the formula of Target – Stop – Do
- If/Then Statement that clearly identifies the target behavior, replacement behavior, escalating consequence
- Escalating Consequences Resulting from If/Then Statement
  - 1<sup>st</sup> Offense
    - Loss of immediate social privilege
    - Get/Not Ready Chair
    - Parent Contact [Dojo Note]
  - 2<sup>nd</sup> Offense
    - Loss of additional social privilege (may include school function or extra-curricular activity)
    - Parent Contact [Dojo & Phone call]
  - 3<sup>rd</sup> Offense
    - May result in the identification of a class I or II offense and involve a Dean and Director

- Possible parent conference
- Buddy Room
  - There are times during a discipline event that a scholar may not respond appropriately to the Get/Not Ready Chair or escalate to a point that the teacher and the scholar both need time to reflect on a situation rather than react [Habit 1: Be Proactive]. For this reason we have instituted the Buddy Room system.
    - Used only after the teacher has completed all the other discipline steps
    - Used before sending a scholar to the front office for formal referral
    - Used in connection to our Leadership Program’s Proactive Pause as a “reflection” period
    - Documented in Dojo
    - No more than 10 minutes [scholar returns to room in the Get/Not Ready Chair]
    - Includes scholar reflection forms
      - Form 4200-BR0100, 4200-BR0200, 4200-BR0300
      - Dojo Note & Phone Call
- Front Office
  - There are times when an incident or situation may result in the need for Front Office Support. This may include:
    - A request by a teacher or a scholar for support in facilitating a situation
    - The identification of a Class II or III Offense
    - A concern with safety
  - Referral for Suspension
    - Teacher referrals for suspension are submitted to the Dean of scholars, Dean of Academics and/or the Managing Director



## Scholar Behavior Guidelines

WPA has adopted a description of violations defined as Class I, Class II, or Class III offenses. While class I offenses are categorized as Minor Behaviors that result in an office referral, in the event that a Class I behavior is identified as chronic (recorded as occurring at a frequency of greater than 3) such violation may be categorized by a Director as a Class II offense and result in a short-term suspension of 1-10 days from WPA. Similarly, chronic Class II offenses (recorded as occurring at a frequency of greater than 3) may be categorized by a Director as a Class III offense and result in Expulsion.

WPA holds its scholars to high expectations as provided in the development of our leadership culture while at school and in the community. The school therefore may authorize suspension for conduct not occurring on educational property, if the scholar's conduct otherwise violates the Code of Scholar Conduct listed within policy 4200-4210 and the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment.

| <b>Class I Offenses<br/>Behaviors Result in<br/>Office Referral</b>   | <b>Class II Offense<br/>Behaviors Result in Suspension</b>  | <b>Class III Offense<br/>Behaviors May Result in<br/>Expulsion</b>   |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Disrupting the learning environment</li> <li>● Disrespect or Defiance</li> <li>● Noncompliance</li> <li>● Diminished Participation</li> <li>● Deception - Lying</li> <li>● Roughhousing</li> <li>● Littering or Defacing School Property (less than \$50)</li> <li>● Non-Compliance with Dress Code</li> </ul> | <ul style="list-style-type: none"> <li>● Chronic Class I Offenses</li> <li>● Deliberately Disrupting the Normal Educational process in the classroom</li> <li>● Deliberately Failing to Respond to a Reasonable request by a School Official</li> <li>● Stealing or Possessing Stolen Property</li> <li>● Vandalizing School Property</li> <li>● Threatening to Commit Harm upon any person</li> <li>● Physical or Verbal Aggression toward any Person at School</li> <li>● Bullying (initial incident)</li> <li>● Leaving School Grounds without Permission</li> <li>● Inappropriate Display of Affection</li> </ul> | <ul style="list-style-type: none"> <li>● Chronic Class II Offenses</li> <li>● Serious Act of Violence toward any Person at School or during a School Event</li> <li>● Possessing or using any Item in a Dangerous Manner</li> <li>● Creating a Disturbance or Encouraging other scholars to join in a Disturbance Resulting in the Disruption of Normal School Operations</li> <li>● Bullying</li> <li>● Committing an Act in Violation of State and Local Laws or Ordinances</li> <li>● Touching Anyone in an Inappropriate Manner</li> </ul> |

### **Bullying:**

Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimization and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere: at school, traveling to and from school, in sporting teams, between neighbors or in the workplace.

Bullying behavior can be:

- Verbal: name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical: hitting, punching, kicking, scratching, tripping, spitting
- Social: ignoring, excluding, ostracizing, alienating, making inappropriate gestures
- Psychological: spreading rumors, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behavior is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation

Note: Any student who inadvertently possesses or finds a weapon or substance, which may subject the student to a possible expulsion, may or may not be recommended for these sanctions if the student voluntarily surrenders the property to a school staff person prior to discovery by another person. This acknowledgement should be done as soon as the student realizes that he/she is in possession of or has knowledge about the weapon or substance.

## Searches

The staff at WPA reserves the right to search a scholar's belongings if an imminent danger to the scholar or others is suspected. At the time of the search, only the scholar and involved personnel will be present so as to maintain the scholar's privacy. Parents of any involved scholars will be notified as soon as possible if such action is required.

## Scholar Rights

### Parental Notification

Scholar and parents will receive a WPA scholar Handbook at the beginning of the year. Parents/guardians and scholars will sign a form acknowledging receipt of the book and understanding of and consent to the discipline code in it. Expectations, as well as scholar rights and responsibilities, including the right to appeal, will be discussed during scholar orientation and in advisory seminars at the beginning of the school year.

### Scholars with Disabilities

Scholars who have been identified as handicapped or disabled are not exempt from the rules regarding behavior as outlined above. All disciplinary action involving these scholars will be addressed in accordance with state and federal law. The School policy on suspension and expulsion of scholars with disabilities will adhere to the specific procedures for disciplinary actions that involve scholars with disabilities as outlined in the IDEA 1997 Amendments (Special Education or under Section 504 of the Rehabilitation Act of 1973). scholars who are served under IDEA or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws

## Scholar and Parent Greivance Procedure– 1740/4010

### **A. OPTIONS FOR RESOLVING COMPLAINTS**

The Board strives to resolve concerns and complaints of scholars and parents whenever possible. To this end, the Board has provided opportunities for scholars and parents to express their concerns through processes established in Board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the Board encourages resolutions of complaints through informal means, it recognizes that at times a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

This policy does not apply to grievances alleging discrimination, harassment or bullying, including complaints arising under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act. Such grievances shall be processed under policy 7225, Discrimination, Harassment and Bullying Complaint Procedure.

Any parent or scholar who has questions about the options for proceeding with a complaint or concern may contact the dean of academics, HR, or Managing Director for further information and copies of all applicable Board policies.

### **B. DEFINITIONS**

- Days are working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.
- Final administrative decision means a decision of a school official from which no further appeal to a school administrator is available.
- Grievance means a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a scholar or parent believes that Board policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific Board policy providing a process for addressing the concern, or upon which the Board is without authority to act.
- Grievant means the parent, scholar or group of parents or scholars submitting the grievance.
- Official means the school system personnel hearing and responding to the grievant.

### **C. INFORMAL RESOLUTION**

Whenever a scholar or parent or guardian believes that he or she has been adversely affected by a decision of a school official, the scholar, parent or guardian should first try to resolve the matter with the dean of academics and the Managing Director. If the matter is not resolved satisfactorily by the dean of academics and the Managing Director, the scholar or parent or guardian may file a grievance as provided in this policy.

### **D. PROCESS FOR GRIEVANCE**

#### 1. Reporting Grievance

- A scholar, parent or guardian dissatisfied with the decision of the dean of academics may file a grievance within five days after the disposition of the matter by the dean of academics, and in no case later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted outside these timelines that claims a violation, misapplication or misinterpretation of state or federal law the Managing Director or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school to investigate and respond to the complaint; and whether the

investigation of the complaint is necessary to meet any legal obligations. However, scholars and parents or guardians should recognize that delays in reporting may significantly impair the ability of the school to investigate and respond effectively to such complaints.

- A scholar or parent or guardian who has a grievance must provide the following information in writing to the appropriate school official (Managing Director): (1) the name of the school employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any Board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or scholar believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in Board policy 1742/5060 is appropriate and the Managing Director or designee shall address the concern following that Board policy.
- If the Managing Director is the employee whose decision or action is at issue and the decision or action directly and specifically affects the scholar, the general process described in this policy will be used, except that the grievance will be submitted to human resources, who shall forward the grievance to the Board chairperson.

## 2. Investigation

- The Managing Director or designee shall schedule and hold a meeting with the scholar and/or parent or guardian within five school days of receiving the request. The scholar may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the scholar.
- The Managing Director or designee shall conduct any investigation of the facts necessary before rendering a decision.

## 3. Response by School Official

- The school official shall provide a written response to the written grievance within 10 days of the meeting. The response will include the school official's decision regarding resolution of the grievance and the basis for the decision. In responding, the school official may not disclose information about other scholars or employees that by law is considered confidential.
- A copy of the grievance and the school official's response will be filed with the Managing Director.

## 4. Response by Managing Director

- If the grievant is dissatisfied with the school official's decision, the grievant may appeal the decision to the Managing Director. The appeal must be made in writing and submitted to the Managing Director's office within five days of receiving the school official's decision.
- The Managing Director may review the written documents and respond, or the Managing Director may schedule and hold a conference with the grievant, dean of academics, school official, and any other individuals the Managing Director determines to be appropriate within five school days after receiving the appeal. The scholar may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the scholar.
- The Managing Director shall provide a written response within 10 days after receiving the appeal. In responding, the Managing Director may not disclose information about other scholars or employees that by law is considered confidential.

## 5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or school policy or procedure, the grievant will have a right to appeal a final administrative decision to the Board of directors.

If the grievant is dissatisfied with the Managing Director's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local school policy or procedure, the grievant may appeal the decision to the Board within seven days of receiving the Managing Director's response. The appeal to the Board shall be submitted to the Managing Director, who shall notify the Board of the appeal request.

A hearing will be conducted as soon as practicable.

The Board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

## **E. TIMELINESS OF PROCESS**

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by the school at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The school official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the school official has consented in writing to the delay.

#### **F. GENERAL REQUIREMENTS**

- No reprisals of any kind will be taken by the Board or by an employee of the school against any grievant or other scholar or employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
- All meetings and hearings conducted pursuant to this policy will be private.
- The Board and school officials will consider requests to hear grievances from a group of grievants, but the Board and officials have the discretion to hear and respond to grievants individually.
- The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

#### **G. NOTICE**

The Managing Director or designee is responsible for providing effective notice to scholars, parents and school employees of the procedures for reporting and investigating grievances.

### [Responding to Complaints – 1742/5060](#)

#### **A. OPPORTUNITIES TO ADDRESS CONCERNS AND COMPLAINTS**

The Board welcomes constructive criticism of the school whenever such criticism is motivated by a sincere desire to improve the quality of the educational programs or to equip the school to carry out its mission more effectively. The Board is committed to providing an effective means for parents and the community to voice such concerns and complaints. The Board also strives to resolve concerns and complaints whenever possible.

#### **B. GENERAL PROCESS**

Complaints that are not specifically designated to be addressed in other policies should be addressed in the following manner:

- The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the dean of academics.
- Any Board member or employee receiving a complaint should verify that the complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint. Criticism of any personnel made to the Board as a whole or to any individual Board member shall be referred to the Managing Director for study and recommendation
- Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
- A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, scholars and parents, should discuss the issue and make recommendations to appropriate personnel or to the Board.

- Public complaints concerning individual employees of the school will not be accepted by members of the Board without specific documentation. Such complaints will be referred to the Managing Director, who, after attempting to resolve the problem, may address the Board in executive session.

The Board will address complaints only after they have been explored at the appropriate administrative levels as described in this policy.

## Additional Information

### Operating Committee Organizations

The WPA Operating Committee Organization (OCO) functions as the day-to-day collaborative body between the WPA Board, the WPA Leadership Team, and WPA Parents/Guardians. The WPA OCO will collegially and constructively support the WPA Leadership Team. Each OCO Committee will include 2-3 Parents, a WPA Board Member and WPA Team members (with the exception of the Community Relations Committee – see below).

The WPA OCO will meet for scheduled meetings throughout the school year as scheduled by the respective committee. The tentative schedules are as follows:

- |   |                              |
|---|------------------------------|
| • Finance Advisory Committee: 2-3 Times Per Year  | Contact: tforgette@wpanc.org |
| • Academic Advisory Committee: 3-5 Times Per Year | Contact: apreskitt@wpanc.org |
| • Community Relations Committee: Monthly          | Contact: rmwoodard@wpanc.org |
| • Scholar Services Committee: As needed           | Contact: jpreskitt@wpanc.org |

Scholars' Parents that are interested in formally serving on the Finance, Academics, or scholar Services committee are encouraged to express their interest by contacting the Managing Director. Scholar Parents that are interested in serving on the Community Relations Committee should contact Mr. Michael Woodard [rmwoodard@wpanc.org].

### **\*Community Relations Committee:**

The CRC is the largest OCO committee at Wayne Prep. Academy as it will consist of multiple parent coordinators to support many school initiatives. Opportunities for parents to sign up for and volunteer for committee positions will be available throughout the year.

### Visitors and Volunteers

Parental involvement, particularly parent volunteers, are key to the success of small learning communities like WPA. Parents are needed to serve in numerous ways. Examples of some of the volunteer and parent support opportunities include:

- Car Pool Assistance
- Copy Room
- Bulletin Board Updates
- Lunch Support
- Fundraising – (see Operating Committee Organization: Community Relations)
- Recess Support
- School Care
- Technology
- OCO

Parents are encouraged to inquire directly with homeroom teachers, the deans, and the Managing Director to volunteer within the classroom. Each volunteer will need to sign in at the front desk and will be subject to background check using WPA's Ident-A-Kid sign-in system. Parent Volunteers hold a special role in the work of the school but do not serve in a decision-making role, as this is a responsibility of the Board of Directors. WPA reserves the right to deny any parent volunteer status.

### WPA Ready Groups Monday Enrichment Program (MEP)

On Mondays after the WPA 1:00p dismissal there is a Monday Enrichment program available. All After-School scholars are required to participate in the Monday Enrichment program and will be provided preferred status in class selection.

- Programs may include classes such as music, art, math, technology, reader's theater, and drama activities.
- Each program meets Monday after school and lasts from 1:30 until 3:00. Scholars must be picked up by 3:45.
- Class sizes are limited. scholars may enroll on a first-come, first served basis.
- Class fees will be determined by the instructor in conjunction with the Dean of Ready Groups and approved by the Board. Parents interested in volunteering for WPA Ready Groups Monday Enrichment Program can contact The Dean of Ready Groups at [readygroups@wpanc.org](mailto:readygroups@wpanc.org)

### WPA Ready Groups Before & After School Learning Program (BASLP)

WPA Ready Groups provide structured Before & After School Programs on location at WPA. Scholars have guided programs that offer time for homework, outside play, reading, and teamwork building through games and activities. For more information please contact the Dean of Ready Groups at [readygroups@wpanc.org](mailto:readygroups@wpanc.org).

# Appendix A: School Calendar

H = Holiday  
 WD = Teacher Workday  
 ED = Early Dismissal for Scholars  
 OH = Open House

   First Day / Last Day

## WAYNE PREPARATORY ACADEMY 2016-2017 SCHOOL CALENDAR

*Creating A Legacy of Leadership and Learning*

| JULY      |     |     |     |     |     |     |
|-----------|-----|-----|-----|-----|-----|-----|
| SUN       | MON | TUE | WED | THU | FRI | SAT |
|           |     |     |     |     | 1   | 2   |
| 3         | H   | 5   | 6   | 7   | 8   | 9   |
| 10        | 11  | 12  | 13  | 14  | 15  | 16  |
| 17        | 18  | 19  | 20  | 21  | 22  | 23  |
| 24        | 25  | 26  | 27  | 28  | 29  | 30  |
| 31        |     |     |     |     |     |     |
| AUGUST    |     |     |     |     |     |     |
|           | 1   | 2   | 3   | 4   | 5   | 6   |
| 7         | 8   | 9   | 10  | 11  | 12  | 13  |
| 14        | WD  | WD  | WD  | WD  | WD  | 20  |
| 21        | WD  | WD  | WD  | WD  | OH  | OH  |
| 28        | 29  | 30  | 31  |     |     |     |
| SEPTEMBER |     |     |     |     |     |     |
|           |     |     |     | 1   | 2   | 3   |
| 4         | H   | 6   | 7   | 8   | 9   | 10  |
| 11        | 12  | 13  | 14  | 15  | 16  | 17  |
| 18        | 19  | 20  | 21  | 22  | 23  | 24  |
| 25        | 26  | 27  | 28  | 29  | 30  |     |
| OCTOBER   |     |     |     |     |     |     |
|           |     |     |     |     |     | 1   |
| 2         | 3   | 4   | 5   | 6   | 7   | 8   |
| 9         | 10  | 11  | 12  | 13  | 14  | 15  |
| 16        | 17  | 18  | 19  | 20  | 21  | 22  |
| 23        | 24  | 25  | 26  | 27  | WD  | 29  |
| 30        | 31  |     |     |     |     |     |
| NOVEMBER  |     |     |     |     |     |     |
|           |     | 1   | 2   | 3   | 4   | 5   |
| 6         | 7   | 8   | 9   | 10  | H   | 12  |
| 13        | 14  | 15  | 16  | 17  | 18  | 19  |
| 20        | 21  | 22  | ED  | H   | H   | 26  |
| 27        | 28  | 29  | 30  |     |     |     |
| DECEMBER  |     |     |     |     |     |     |
|           |     |     |     | 1   | 2   | 3   |
| 4         | 5   | 6   | 7   | 8   | 9   | 10  |
| 11        | 12  | 13  | 14  | 15  | 16  | 17  |
| 18        | ED  | H   | H   | H   | H   | 24  |
| 25        | H   | H   | H   | H   | H   | 31  |



| JULY  |                                    |
|---|------------------------------------|
| July 4  | Holiday                            |
| AUGUST  |                                    |
| Aug. 15-26  | Workdays                           |
| Aug. 26   | Open House 5-6 <sup>th</sup> Grade |
| Aug. 27   | Open House K-4 <sup>th</sup> Grade |
| Aug. 29   | First Day of School                |
| SEPTEMBER   |                                    |
| Sept. 5   | Holiday                            |
| Sept. 14  | 3 <sup>rd</sup> Grade BOG          |
| OCTOBER   |                                    |
| Oct. 27   | End of Grading Period              |
| Oct. 28   | Teacher Work Day                   |
| NOVEMBER  |                                    |
| Nov. 4  | Report Card Distribution           |
| Nov. 11   | Holiday                            |
| Nov. 23   | Early Dismissal                    |
| Nov. 24-25  | Holiday                            |
| DECEMBER  |                                    |
| Dec. 19   | Early Dismissal                    |
| Dec. 20-31  | Holiday                            |
| JANUARY   |                                    |
| Jan. 2  | Holiday                            |
| Jan. 13   | End of Grading Period              |
| Jan. 16   | Holiday                            |
| Jan. 17   | Teacher Workday                    |
| Jan. 20   | Report Card Distribution           |
| FEBRUARY  |                                    |
| Feb. 20   | Teacher Workday                    |
| MARCH   |                                    |
| Mar. 23   | End of Grading Period              |
| Mar. 24   | Teacher Workday                    |
| APRIL   |                                    |
| Apr. 13   | Early Dismissal                    |
| Apr. 14-22  | Holiday                            |
| MAY   |                                    |
| May 29  | Holiday                            |
| JUNE  |                                    |
| June 9  | Last Day of School/Early Dismissal |
| June 11-15  | Teacher Workday                    |
| <b>End of Year Testing:</b>                             |                                    |
| • Reading BOG Sept. 14                                  |                                    |
| • Reading 3 <sup>rd</sup> &4 <sup>th</sup> Grade May 24 |                                    |
| • Math 3 <sup>rd</sup> &4 <sup>th</sup> Grade May 25    |                                    |
| • Reading 5 <sup>th</sup> &6 <sup>th</sup> Grade May 30 |                                    |
| • Math 5 <sup>th</sup> &6 <sup>th</sup> Grade May 31    |                                    |
| • Science 5 <sup>th</sup> Grade June 1                  |                                    |

| JANUARY  |     |     |     |     |     |     |
|----------|-----|-----|-----|-----|-----|-----|
| SUN      | MON | TUE | WED | THU | FRI | SAT |
| 1        | H   | 3   | 4   | 5   | 6   | 7   |
| 8        | 9   | 10  | 11  | 12  | 13  | 14  |
| 15       | H   | WD  | 18  | 19  | 20  | 21  |
| 22       | 23  | 24  | 25  | 26  | 27  | 28  |
| 29       | 30  | 31  |     |     |     |     |
| FEBRUARY |     |     |     |     |     |     |
|          |     |     | 1   | 2   | 3   | 4   |
| 5        | 6   | 7   | 8   | 9   | 10  | 11  |
| 12       | 13  | 14  | 15  | 16  | 17  | 18  |
| 19       | WD  | 21  | 22  | 23  | 24  | 25  |
| 26       | 27  | 28  |     |     |     |     |
| MARCH    |     |     |     |     |     |     |
|          |     |     | 1   | 2   | 3   | 4   |
| 5        | 6   | 7   | 8   | 9   | 10  | 11  |
| 12       | 13  | 14  | 15  | 16  | 17  | 18  |
| 19       | 20  | 21  | 22  | 23  | WD  | 25  |
| 26       | 27  | 28  | 29  | 30  | 31  |     |
| APRIL    |     |     |     |     |     |     |
|          |     |     |     |     |     | 1   |
| 2        | 3   | 4   | 5   | 6   | 7   | 8   |
| 9        | 10  | 11  | 12  | ED  | H   | 15  |
| 16       | H   | H   | H   | H   | H   | 22  |
| 23       | 24  | 25  | 26  | 27  | 28  | 29  |
| 30       |     |     |     |     |     |     |
| MAY      |     |     |     |     |     |     |
|          |     | 1   | 2   | 3   | 4   | 5   |
| 6        | 7   | 8   | 9   | 10  | 11  | 12  |
| 13       | 14  | 15  | 16  | 17  | 18  | 19  |
| 20       | 21  | 22  | 23  | 24  | 25  | 26  |
| 27       | 28  | 29  | 30  |     |     |     |
| JUNE     |     |     |     |     |     |     |
|          |     |     |     | 1   | 2   | 3   |
| 4        | 5   | 6   | ED  | ED  | ED  | 10  |
| 11       | WD  | WD  | WD  | WD  | WD  | 17  |
| 18       | 19  | 20  | 21  | 22  | 23  | 24  |
| 25       | 26  | 27  | 28  | 29  | 30  |     |

### HOURS OF OPERATION

7:40a – 8:10a Drop-off  
 8:10a – 1:00p Instruction  
**1:00p – 1:30p Pick-up**  
**1:30p-3:00p Enrichment**

7:40a – 8:10a Drop-off  
 8:10a – 3:00p Instruction  
**3:00p – 3:15p K-1-2 Pick-up**  
**3:15p – 3:30p 3-4 Pick-up**  
**3:30p – 3:45p 5-6 Pick-up**

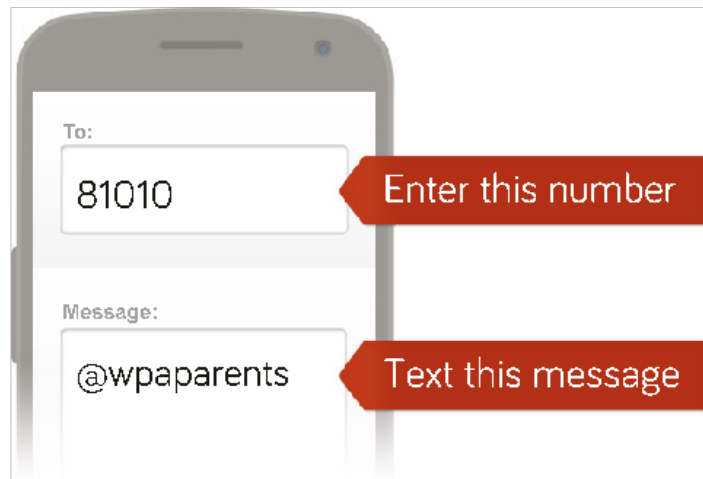


## Appendix B: Mass Alert Registration Information

WPA Alert would like you to join WPA Parents!



To receive messages via text, text **@wpaparents** to **81010**. You can opt-out of messages at anytime by replying, 'unsubscribe @wpaparents'.



\*Standard text message rates apply.

Or to receive messages via email, send an email to **wpaparents@mail.remind.com**. To unsubscribe, reply with 'unsubscribe' in the subject line.



### WHAT IS REMIND AND WHY IS IT SAFE?

Remind is a free, safe, and simple messaging tool that helps teachers share important updates and reminders with students & parents. Subscribe by text, email or using the Remind app. All personal information is kept private. Teachers will never see your phone number, nor will you see theirs.

Visit [remind.com](http://remind.com) to learn more.

## Statement of Acknowledgement

Scholar Name: \_\_\_\_\_

First Class/Homeroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

By signing this document I acknowledge that I have read and understand the 2016-17 WPA Scholar-Parent Handbook and agree to abide by the terms and conditions contained within. I understand that the Scholar-Parent Handbook may be updated throughout the year at the discretion of the school and that any changes will be presented to scholars and parents and updated within the handbook accordingly.

\_\_\_\_\_  
(parent signature)

\_\_\_\_\_  
(printed name)

\_\_\_\_\_  
(scholar signature)

\_\_\_\_\_  
(printed name)

### Release for Media Recording

I hereby  grant |  deny permission to WPA to use my scholar's image for social media and marketing. Such use includes the display, distribution, publication, transmission, or other use of photographs, images, and/or video taken of me for use in materials that include, but may not be limited to, brochures, banners, newsletters, videos, and digital images such as those on the WPA website. I understand and agree that WPA shall retain all rights to any media created by or for WPA regardless of my presence therein.

I also understand that any media created for WPA is solely the property of WPA and that as such, it is confidential information. I further agree that I will not redistribute any confidential media recordings to any unauthorized individuals. I understand that granting permission above gives WPA the right to use such images without my input or notification for any business purpose.

*I acknowledge and understand that my denial of permission for use of my scholar's image for social media and marketing does not preclude my child from being photographed and recorded for internal school use including progress monitoring of academic achievement and professional development purposes.*

\_\_\_\_\_  
(parent signature)

\_\_\_\_\_  
(Date)