

WOODLAND PARK MIDDLE SCHOOL

STUDENT & FAMILY HANDBOOK

Woodland Park School District

2023-2024

We
R.O.A.R.!



Respect

Ownership

Achievement

Relationships

Principal

Bill Phalen



600 East Kelley's Road
Woodland Park, CO 80863
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www.wpsdk12.org/wpms

Supervised Hours: 7:40 AM – 3:15 PM

School Hours: 8:00 AM – 3:15 PM

Dean/Instructional Resource Teacher

Cathy Martin

Athletics/Activities Director

Caleb Kettler

Counseling

Lisa Harding



OUR SHARED BELIEFS	4
Our Vision	4
Mission Statement	4
OUR GUIDING PRINCIPLES	4
BEHAVIORAL SUPPORT	5
Philosophy	5
Interpersonal Relationships & Handling Conflict	5
Discipline	6
Administrative Referrals	6
Bullying Prevention	7
Social and Emotional Support	7
Career & College Readiness	8
GRADING AND REPORTING	8
Purpose of Grades	8
Terminology	8
Homework Policy	9
Grading Shared Beliefs	10
Grade Reporting	11
Core Grading Practice	11
Incomplete Student Work	11
Enrichment Classes Grading Practices	12
Mentor Time	12
PROTOCOLS AND REFERENCE MATERIALS	13
WPSD Parent Information and Students' Rights & Responsibility	13
Dress Code	13
Attendance	14
Advance Notice of Absence	14
Make-Up Work	15
Tardy Protocol	15
Lockers	15
Personal Property	15
Personal Cell Phones and Electronics	15
Chromebook Usage	17
Academic Assistance	17
Academic Integrity	18
Extracurricular Academic Eligibility	18
Responsibilities	18
Caring Active Parents (CAP)	19
School Accountability Team:	19
Parent Information/Communication	19
Student WPMS Website Log-Ins	20
WPMS Staff	21
Daily Schedule	23

OUR SHARED BELIEFS

Our Vision

We strive to inspire every student to learn, empower them to grow, and prepare them to succeed for the future.

Mission Statement

Woodland Park Middle School works to inspire learning and empower growth in each student as a whole. Woodland Park schools promote the academic, social, and exploratory growth of every student. As professionals, we will accomplish this through best instructional practices and looking through the lens of the whole student. We believe that by looking at student needs through that lens and evaluating current practices, instruction will be more effective. We will use the student-focused approach of “I am...I can...I will...” as our guidance and direction. As a staff we will challenge ourselves and each other to uphold these principles.

Our community is committed to...

Mentorship, Consistent Practices, a Research Based Instructional Approach, and Empathetic Practices.

Our Guiding Principles—

At WPMS we believe in and practice the 7 Mindset principles:

- Everything is Possible
- Passion First
- We are Connected
- 100% Accountable
- Attitude of Gratitude
- Live to Give
- The Time is Now

We work to instill these values in our school and community and model them for our students so they can see that we truly believe in them.

In addition, we use the 16 Habits of Success interwoven with the 7 Mindsets in order to prepare our students to succeed at their next stop on the educational journey in High School:

- Healthy Development: Attachment, Stress Management, and Self-Regulation
- School Readiness: Self-Awareness, Social Awareness & Relationship Skills, and Executive Function
- Mindsets for Self and School: Growth Mindset, Self Efficacy, Sense of Belonging, and Relevance of School
- Perseverance: Resilience, Agency, and Academic Tenacity
- Independence and Sustainability: Self-Direction, Curiosity, and Sense of Purpose

Much of the 7 Mindsets and the 16 Habits of Success are interwoven together and we as a school community see the value in all of them, both for our students in school today, for their future, and the students of the future.

For our parents—

We believe that parents and the school community are partners in our childrens' education.

We strive to engage our parents as active members of this process and encourage them to stay connected through a variety of methods:

- Talking with your students about their academic progress, needs, and goals.
- Participating in school activities along with their students.
- Helping the school foster active two-way communication with families so you are aware of what is happening at school, and the school is aware of any changing needs that students may have.
- Encouraging your students to have good habits, both academically and socially, so that they are making progress in school and in life.

BEHAVIORAL SUPPORT

Philosophy

Establish and maintain a safe and effective school environment that promotes the academic achievement and appropriate social behaviors of all learners. We believe that discipline encompasses the modeling and teaching of skills and strategies necessary for students to be successful members of the learning community. It is the responsibility as a school and staff to work together to:

- Establish positive relationships/connections with students
- Establish clear, consistent and attainable expectations and procedures
- Utilize multiple strategies to proactively promote positive student behavior
- Individualize rewards and consequences
- Utilize established department, grade-level, and building procedures and policies

We believe that students' behavior strongly relates to their sense of belonging to the school community and the quality of the relationships with adults within that community. As a result, it is vital that staff work to establish positive relationships and a sense of belonging for all students.

Interpersonal relationships and handling conflict.

All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive. We use a process that is grounded in building social capital and achieving social discipline through **participatory learning** and **decision making**.

The use of this process helps to:

- Prevent bullying
- Improve human behavior
- Strengthen community
- Provide effective leadership
- Restore relationships
- Repair harm

The social discipline window is a concept with broad application in many settings. It describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different

combinations of high or low control and high or low support. Our belief is to empower students to focus on both high control and high support, doing things **WITH** people, rather than **TO** them or **FOR** them.

Discipline

Respectful behavior is essential to a safe environment conducive to learning. The following policies, procedures, and expectations are designed to make all students aware of the impact of their behavior. To achieve this goal, students, families, teachers, counselors and administrators must work together.

Woodland Park School District believes it is important to address all discipline issues consistently and to treat students fairly. The District Students' Rights and Responsibilities handbook describes specific rules and regulations regarding student conduct, including a student's right of due process. This document is posted on the district website. The following is a summary of these procedures.

While the categories of behavioral infractions below do not represent an all-inclusive list, they do provide a summary of the District handbook. Administration follows a progressive discipline process and utilizes Restorative Practice techniques when applicable. If a student's misconduct is repeated, disciplinary consequences will increase in severity. Additionally, the administration has the responsibility to enforce the discipline code and apply appropriate consequences as deemed necessary for the infraction. Parents are expected to support school officials in their effort to maintain a safe learning environment. Students are responsible for their actions, including responsibility for their learning. The basic rules of our community are expected to be followed in school and at all school-sponsored activities.

Administrative Referrals

Administrative referrals are infractions that are deemed to be more serious violations that undermine the safe learning environment and respectful relations that must be protected in school.

These are divided into three categories:

Tier III disciplinary infractions are those infractions that are to be addressed by the Principal (or his/her designee). School based alternatives, by the Principal (or his/her designee), where intervention, or prevention shall be required. Repeated infractions may result in further disciplinary action.

Tier IV disciplinary infractions are those infractions that are to be addressed by the Principal (or his/her designee) and for which suspension by the Principal (or his/her designee) shall be mandatory. *Tier IV disciplinary infractions are behaviors considered material and substantial disruptions to the learning environment and will be presumed to be initiated, willful, and overt on the part of the student.*

Tier V disciplinary infractions are those infractions that are to be addressed by the Principal (or his/her designee) and for which suspension by the Principal (or his/her designee) shall be mandatory. In addition, expulsion may be mandatory. Further disciplinary action, including involvement of law enforcement, where allowed by law, shall be optional. *Tier V disciplinary infractions are behaviors considered material and substantial disruptions to the learning environment and will be presumed to be initiated, willful, and overt on the part of the student. All recommended expulsions must be approved by the Superintendent or his/her designee.*

Bullying Prevention

Woodland Park Middle School promotes a safe, secure, and positive school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. Prohibited behavior includes

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of a physical act or gesture.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False Accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

We believe that the first step in addressing bullying is by creating a safe school climate. 7 Mindsets is our adopted social-emotional curriculum that is taught within Mentor classes. Students learn ways to cultivate productive relationships, to access support structures, and to advocate for their needs. When relationship issues arise, students are taught to utilize proactive social skills or to seek assistance from a trusted adult. Staff members assist students by affirming the student's feelings, asking questions to gather information, assessing what the student has tried to deal with the situation, and assisting the student in determining the next steps. Next steps often include trying new strategies, mediating concerns directly with a counselor, or involving administration. In all cases, staff will respect the confidentiality and wishes of each student. Continued concerns should be brought to the attention of school administration or law enforcement. Additionally, parents or students can make reports through the Safe2Tell system by calling 1-877-542-SAFE. Throughout middle school, students learn how to build healthy relationships and positive problem-solving skills.

Social & Emotional Support

Counseling services are available to all students. Many problems concerning both school and one's personal life can be helped by counseling. Students are encouraged to seek assistance from teachers, school counselors, and administrators when these problems arise. Appointments can be made in the counseling office, the main office, or through a teacher.

When should you see a counselor?

- When you are having a difficult time making a choice or decision
- When you are having trouble relating with teachers and classmates
- When you are concerned with changes in your life
- When you are feeling pressured by friends to make uncomfortable choices
- When you are having trouble in your classes
- When a school or family crisis has occurred

Career & College Readiness

Throughout the school year, our counselor will be working with a variety of college and career readiness professionals to offer opportunities for our students to learn more about their post-secondary options, and start looking at pathways to work toward their goals.

We are excited to host several career talks with local professionals and a schoolwide Career Day in the second semester. All students will also be introduced to YouScience aptitude tests and 8th graders will be introduced to Naviance as part of their ICAP plans.

Grading & Reporting

Purpose of Grades

To communicate student achievement according to the Colorado State Standards. It is essential for parents/guardians to be kept fully informed of their student's progress in school. You can use your student's login to access the Summit Platform. Core content grades from the Summit Platform will be transferred to Infinite Campus at the end of each semester. However, the students' grades are a year long effort and the final grade for the class will be entered after the last day of school. In year long classes, the grades from each semester are not averaged. The students receive their highest grade. Enrichment grades will always be available in Infinite Campus and are updated by 4:00 PM every Monday starting the third week of each quarter.

Terminology

What is the Student Learning Platform?

WPMS utilizes a student learning platform to empower teachers to customize instruction and meet students' unique needs. It helps students connect their long term goals to their daily actions. Students move at their own pace to learn skills, apply those skills to real world projects and reflect on their learning. Through the learning platform, students engage in weekly personalized learning time, project time, and mentoring in each content area. District approved curriculum is used in our student learning platform.

What is Self-Directed Learning Time (SDL)?

Each student will engage in self-directed learning (SDL) for language arts, math, social studies, and science. During Self-Directed Learning, students set goals, make plans to achieve those goals, study, show evidence of their learning, and reflect on the effectiveness of their learning strategies. During this time, students work at their own pace, under the supervision of a teacher, to learn discipline-specific content and receive support from their teachers, mentors, and peers through data-driven workshops/interventions.

Our goal with SDL is to provide students with the **belief** that they can improve and the **tools** to improve, through 7 Mindsets curriculum, study skills instruction, and targeted practice time.

Self-directed learning Cycle	<ul style="list-style-type: none">● Goal setting (utilizing platform supports)● Plan● Learn● Show (scheduled time to take Power Focus Assessments)● Reflection (What worked? What will you do differently?)
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Habits of Success	<ul style="list-style-type: none"> ● Students will develop positive habits to support their academic success. Examples: <ul style="list-style-type: none"> ○ Time management ○ Study skills ○ Note Taking ● Graded on cognitive skills rubric
7 Mindsets	<ul style="list-style-type: none"> ● Regular lessons & discussions ● Support from Student Care Team

What is Project Time?

Students engage with project-based learning that connects the classroom experience to the real world. When students work in teams to apply what they're learning to projects that mimic and solve real-world problems, they develop strong collaboration, communication and critical thinking skills. Through the projects, students are assessed on the cognitive skills which are needed for college and career readiness.

What is Mentoring?

During bi-weekly mentoring time, teachers work with students to develop strong relationships that help them make a plan for success in WPMS, high school, college, career, and life. Mentors assist students in setting weekly academic goals while reflecting on their progress in personalized learning and project time. Students set and track their own personalized short-term academic goals.

My student is enrolling late in the school year. How does this impact their learning on the Summit Platform?

Students who enroll after Labor Day (Semester 1) or by the end of January (Semester 2) will be responsible for completing the individualized playlists they have missed from the start of that given semester. They will not be responsible for completing the project-based portion of the platform until they are on-track with their grade level peers. Students are asked to complete missed playlists to ensure they are learning and mastering all grade level content and standards.

What does it mean when a student is “off track” in core classes ?

Students are considered off track if :

- Overdue or incomplete projects (sometime students submit blank products so their project is not red)
- Cognitive Skills or Concept Scores are below grade level proficiency (below 70%)
- Behind in Power Focus Areas

Off track means that action must take place. For strategies to support your student, [click here](#).

Homework Policy

Purpose

Homework contributes toward building responsibility, self-discipline and habits of success. It is the intention of the Woodland Park Middle School staff to assign relevant and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply the information they have learned, complete unfinished class assignments, and develop independence.

Time

Actual time required to complete assignments will vary with each student’s study habits, academic skills, and selected course load. If your child is spending an excessive amount of time doing homework, you should

contact your child's teachers.

Grading Shared Beliefs

We believe students' grades should reflect their actual progress as learners so *they as students* are empowered to drive their own success and educators are empowered with the best information to provide the right support. Our approach to grading reflects that belief.

The table below summarizes the values that support this vision of grades, and how those values manifest in our grading practices:

Value / Principle	Related Grading Practices	What it looks like...	What it does NOT look like...
We assess what we value and value what we assess	<p>Student scores on Cognitive Skills/Math Concepts are weighted most heavily in a student's grade.</p> <p>We believe this is important because performance on rich, cognitively complex and demanding tasks is most relevant and important for skills-based outcomes and therefore scores on skills/concepts are weighted most heavily in students' grades.</p>	<p>- final product scores represent the demonstration of skill from a body of evidence</p> <p>-re-teaching/reinforcement of skills are embedded in the project as checkpoints are being completed (this helps to provide the body of evidence)</p> <p>-alternative options for demonstration of skills</p>	<p>- 0's for incomplete project scores with no interventions before final product when checkpoints incomplete/below grade level</p> <p>-Math units assessments below 60%</p> <p>-regurgitation of facts</p> <p>-not having students do level 3 & 4 tasks (Marzano)/cognitive lift</p>
Grades are informative, not punitive	<p>Grades are based on (1) Cognitive Skills (through Projects) and Concepts (through Math Units) and (2) Focus Area progress.</p> <p>We believe grades are based on what students can demonstrate they have learned, not on categories such as "participation" or "homework."</p>	<p>-Grades represent learning (not behaviors) valid, fair, consistent and clearly reflect what students know and are able to do.</p> <p>-Work is measured against Cognitive Skill Rubrics and Concept Unit</p> <p>-“stretch work” where a student extends his/her learning to a new level is allowed to improve a grade.</p> <p>-calibration across subjects and courses</p> <p>-various modalities of feedback</p> <p>-If something is red then there is a teacher action</p>	<p>-“reds” without intervention/action</p> <p>-“0” in final products/ end of unit</p> <p>-subtracting points for being late</p> <p>-teacher savior complex “I can help you”</p> <p>-Extra Credit (point capturing by doing something)</p> <p>-motivation by points</p> <p>-teachers doing “own thing” with grading practices.</p>

Assessments should be as precise and accurate as possible	Students are assessed on several skills multiple times throughout the year, either in the same course or across two or more courses. We believe this is important because assessing the same skill more than once ensures a more accurate reflection of students' ability in that skill.	-ELA, Social Studies, and Science may overlay cog. skill so it is assessed twice -Subjects may assess certain cog. skills more than once per year -End of the Unit assessments in math are a cumulation of practice and application of skills (i.e. cooldowns, portfolio problems lead to end of unit assessment)	-spoonfeeding students content knowledge -learned helplessness (dot checks, leading toward answers, giving answers) -labeling students -Students can't advocate for themselves (you can't take that Additional or PFA because I haven't taught that yet) -requiring "enough" notes from a student before they take a content assessment -allowing a student to take an assessment over and over again without a change in learning strategy
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Grade Reporting

Letter grades: A = 100 to 90, B = 89 to 80, C = 79 to 70, D = 69 and below are given at the end of each Semester. Report cards will be available on Infinite Campus.

Core Grading Practice

All core content grades in each class with the exception of math at all three grade levels are calculated within our learning platform as follows:

Self-Directed Learning Time (Content/Standards) = 30%

- 25% Power Focus Areas
- 5% Additional Focus Areas

Projects (Cognitive Skills) = 70%

In Math classes, grades are calculated as follows:

Self-Directed Learning Time (Content/Standards) = 30%

- 20% Power Focus Areas
- 5% Additional Focus Areas
- 5% Portfolio Problems

Projects (Concept Unit) = 70%

Incomplete Student Work

ISSUE	STRATEGIES & INTERVENTIONS
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Incomplete Checkpoint	<ol style="list-style-type: none"> 1. Teacher gives feedback in the Student Learning Platform to indicate incomplete (by turning red). 2. Students with incomplete checkpoints do not move on. Teacher facilitates interventions for checkpoint completion within a week. (i.e. separate space in the classroom, scaffold support, workshop etc.). 3. If after student communication, an additional checkpoint is missed OR if it is an essential checkpoint, communicate to students and parents (IC messenger, student conference, phone call) that the checkpoint was incomplete.
Multiple Incomplete Checkpoints-In one class	<p>See above steps.</p> <ul style="list-style-type: none"> ● Classroom teacher contacts the mentor teacher and/or counselor about concern. ● The Content Teacher (or mentor if the pattern is across classes) meets with the student to discuss concerns and develop an action plan. <ul style="list-style-type: none"> ○ Strategies for Action Plan Examples: <ul style="list-style-type: none"> ○ Attend Academic Assistance ○ Schedule appointment for support during office hours ○ Separate work space ● Additional Support Interventions: <ul style="list-style-type: none"> ○ Phone call to parent to share plan ○ Restorative Practice Referral ○ Counselor & Mentor Check in on progress
Incomplete Final Products	<p>Students that turn in blank documents, or fail to submit, final products should have the final product sent back for revisions.</p> <ol style="list-style-type: none"> 1. Communicate with parents, students, mentor, and any plan case managers that the product has been sent back due to it being incomplete. Email or phone call will include a deadline for resubmission (at least one additional week from time communicated). 2. After the deadline for resubmission passes, the teacher will mark any skill that the student has not demonstrated in the product as a "0". If a cognitive skill can be assessed in an earlier checkpoint a teacher can give that rubric score. If a student meets the deadline for resubmission, skill will be assessed based on quality of work (within one week). 3. Teacher will then communicate the missed resubmission deadline and identify when the missed cognitive skill will be assessed again. If a skill is not assessed in an upcoming unit, the student can make a personalized plan with the teacher.

Enrichment Classes Grading Practices

Infinite Campus allows staff, students and parents to access information regarding attendance and behavior. Grades for enrichment classes are recorded in IC. It is vital that staff verify and update information in a systematic and timely manner. Enrichment grades need to be updated by 3 PM every Monday starting the third week of each quarter.

Common grading notations include: **"Missing"(M)** for work that may still be turned in for credit, **"0 (Zero)"** for work that may no longer be turned in for credit, **"Late"(L)** for work that is turned in late and **"Turned-In" (T)** for major assignments that were turned in but may take some time to grade and enter. Parents who cannot

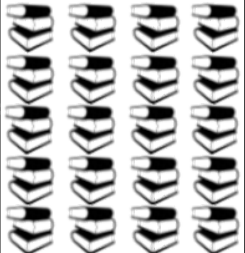


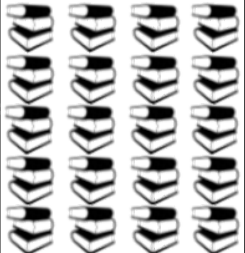


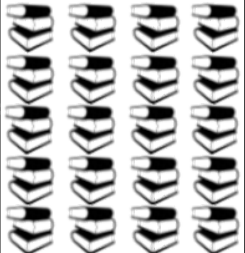


Updated: 10/27/23

12

access IC should be referred to the front office.

If an enrichment class is on the student learning platform, please refer to the platform for updated grades.

Mentor Time

<p>Mentoring</p>	<ul style="list-style-type: none"> • Every student will have a 10 minute mentoring meeting every other week. • Students will set academic goals, work towards goals, and reflect on the learning cycle. 			
<p>Daily Reading</p>	<ul style="list-style-type: none"> • Students will be given time for silent reading during the day • Students are encouraged to read outside of school <div data-bbox="496 590 1234 1209" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">WHY READ 20 MINUTES A DAY?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <ul style="list-style-type: none"> ❖ Student A reads 20 minutes per day. ❖ 3,600 minutes per school year. ❖ 1,800,000 words per year. ❖ Scores in the 90th percentile.  </td> <td style="width: 33%; padding: 5px;"> <ul style="list-style-type: none"> ❖ Student B reads an average of 5 minutes per day. ❖ 900 minutes per school year. ❖ 282,000 words per year. ❖ Scores in the 50th percentile.  </td> <td style="width: 33%; padding: 5px;"> <ul style="list-style-type: none"> ❖ Student C reads an average of 1 minute per day. ❖ 180 minutes per school year. ❖ 8,000 words per year. ❖ Scores in the 10th percentile.  </td> </tr> </table> </div>	<ul style="list-style-type: none"> ❖ Student A reads 20 minutes per day. ❖ 3,600 minutes per school year. ❖ 1,800,000 words per year. ❖ Scores in the 90th percentile. 	<ul style="list-style-type: none"> ❖ Student B reads an average of 5 minutes per day. ❖ 900 minutes per school year. ❖ 282,000 words per year. ❖ Scores in the 50th percentile. 	<ul style="list-style-type: none"> ❖ Student C reads an average of 1 minute per day. ❖ 180 minutes per school year. ❖ 8,000 words per year. ❖ Scores in the 10th percentile. 
<ul style="list-style-type: none"> ❖ Student A reads 20 minutes per day. ❖ 3,600 minutes per school year. ❖ 1,800,000 words per year. ❖ Scores in the 90th percentile. 	<ul style="list-style-type: none"> ❖ Student B reads an average of 5 minutes per day. ❖ 900 minutes per school year. ❖ 282,000 words per year. ❖ Scores in the 50th percentile. 	<ul style="list-style-type: none"> ❖ Student C reads an average of 1 minute per day. ❖ 180 minutes per school year. ❖ 8,000 words per year. ❖ Scores in the 10th percentile. 		

Protocols & Reference Materials

WPSD Parent Information and Students' Rights & Responsibility

Found here: <https://wpsdk12.org/uploads/forms/Parent-Info-Student-Rights-2021-22.pdf> Policies are subject to change without notice and kept up to date on our website. The District encourages parents and students to read and become familiar with these district policies, rules, and regulations.

Dress Code

Our student Dress Code is intended to provide students with a framework for how they will be expected to dress in the real world for their job or for higher education. The point of enforcing our dress code is not about distractions but about expectations for life after they are done with school. The only time we address student dress as a distraction is if there is something obviously inappropriate, such as the image of illegal drugs on a t-shirt.

Students are expected to dress in a manner that fosters a respectful, positive, and academically focused environment. Students should exercise good judgment and be appropriately attired for the classroom. Any clothing, accessories, or body adornments that interfere with or distract from the educational environment are unacceptable. In addition, any clothing that shows images or text about controlled substances, marijuana, weapons, or alcohol are not acceptable.

Clothing should fit, be neat and clean, and conform to standards of safety, good taste, and decency. In general, clothing must not be too revealing, undergarments must be covered (including straps), shoes must be worn at all times, tops must cover the student's entire torso (meaning no skin visible between the top and bottom), and shorts and skirts/kilts should be mid-thigh length or longer. Clothing that occasionally or incidentally reveals undergarments or bare skin is also considered inappropriate. This includes crop tops as well as loose-fitting shirts or pants.

Additionally, sleepwear (pajama tops or bottoms) or loungewear are not appropriate for school.

If a student wears inappropriate clothing, he/she will be asked to change or parents will be contacted to bring a change of clothing. Students may be kept in the main office until they have appropriate clothing to change into. If a student repeatedly violates the dress code, staff will utilize a restorative practice approach and disciplinary action will be taken. It is always far more productive if students can wear appropriate clothing to school in the first place, so that no action will need to be taken, or if their clothing is identified as a concern then we hope students will work with us to remedy the issue without turning it into a major issue.

Hats—while we discourage wearing hats in school, it has become a more acceptable practice in recent years. Hats are permitted, provided they are not distracting or show any unacceptable images or text. In the event a staff member asks a student to raise their hat up so their face is visible, it is expected that students will be respectful and comply with the request.

Hoods are **never** acceptable indoors during school hours. Students will be asked to remove their hood. In the event that a student is asked multiple times to remove their hood, that student may be subject to disciplinary action.

Attendance

One criteria of a student's success in school is regular and punctual attendance. Frequent absences or tardiness may lead to poor academic work, lack of social development and/or possible academic failure. Consistent attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. Regular school attendance is mandated and regulated by Colorado State Law. Excessive absences or tardiness to school will result in administrative actions, including legal actions.

In case of injury, illness, extreme weather or extenuating circumstances, it is the responsibility of the parent to notify the school attendance office when a student is absent and the reason for the absence. If a parent or guardian does not contact the school, and a student fails to report on a regularly scheduled school day, school personnel shall make a reasonable effort to notify the parent. Upon a student's return to school, if a parent did not call in to excuse the student, a written excuse for the absence must be submitted to the office. Any unverified absences will become unexcused after seven school days. Students must check-in with the attendance office if they arrive late to school or upon return from any absence.

If a student must leave school during the day, please send a note or call the attendance office in advance. **Only authorized persons will be allowed to sign-out students and will be required to present a photo I.D.** Upon his/her return to school, the student must sign back into school with the office. Otherwise, once a student is on school grounds, he/she is not to leave for any reason without permission from the office.

In cases of emergency at school, it is imperative that the school has complete and current contact information on file. Please update contact and emergency information when appropriate.

Advance Notice of Absence

If you know your child will be absent in advance, please call the Attendance Secretary or send a note with your student at least three days prior to the absence for a pre-excused absence form. Work assigned prior to leaving will be due upon return. If the student is failing classes, he/she will be required to attend Saturday School. Students missing class for a school-sponsored event must obtain work for classes that will be missed prior to leaving. Additionally, all work will be due on time for these classes; deadlines for work will not be changed.

Make-Up Work

When a student returns from an absence, it is his/her responsibility to go to the teachers to collect any missed work. The make-up work will be due the next day that the class meets. If a student misses more than two days, teachers will assign due dates for missed work. In the case of long-term assignments assigned prior to a student's absences, the due date will not change.

Tardy Protocol

Tardiness is defined as the *appearance of a student without proper excuse after the scheduled time that a class begins*. Because of the disruptive nature of tardiness and the detrimental effects on a class, appropriate consequences shall be imposed for excessive tardiness.

- When a student is starting to make it part of their routine to be tardy, teachers will have a conversation with the student.
- Students who exceed three tardies to class in a semester will be assigned a staff member referral and an after school detention.
- If excessive tardies continue, additional interventions including but not limited to, formal Restorative Practice conference, lunch detention, loss of passing period privileges, a parent meeting, tardy behavior plan, or Saturday school may be implemented.

Lockers

Lockers are to be kept neat and clean (inside and out). Remember, they are the property of the school and subject to inspection at any time. Students assume responsibility for their assigned locker and its contents. Sharing locker combinations and/or lockers compromises student security. Additionally, vandalism or abuse of lockers may result in loss of locker privileges and/or fines. Backpacks and coats must be stored in lockers during the school day. Backpacks are not permitted in classrooms, small cinch sacks for carrying your chromebook and water bottle is recommended. Students may decorate lockers with school appropriate content. No stickers, contact paper, or tape is allowed. The use of magnets is encouraged.

Personal Property

Bringing personal property to school involves risk. We strongly advise that students and parents discuss these risks and make decisions based on the level of responsibility and ability to keep the item secure. In addition, we suggest that students **label all personal property clearly with a permanent marker, label, or engraver**. The school assumes no responsibility for lost or stolen items and may not investigate theft or loss. Personal property distracting to the learning process may be confiscated by staff or administrators and may result in further consequences, loss of privileges, and/or parent pick-up of property.

Personal Cell Phones & Electronics

WPMS Away For The Day Philosophy

We believe that having cell phones turned off and in the student's locker is best practice. When students do not have the freedom of accessing their phones during school hours, they are more engaged socially and academically. It has also been demonstrated that when students are not posting to social media during the school day, there are fewer discipline problems and instances of harassment or cyberbullying decrease dramatically.

- Students must adhere to the guidelines established through the [Student Responsible Use Policy](#). Please be aware that students are not permitted to use or create a wireless access point (mobile hotspot, external access point, etc) that is not provided by the District—this would be considered a breach of internet security and may result in suspension for multiple days.
- **Students are expected to keep phones off and out of sight at all times during school hours. (This includes in class, the hallways, bathrooms, lunchroom, and outside during lunch.)** It is understood that some parents/guardians want their children to have access to cell phones. In those cases, we ask that parents contact your child's mentor teacher or an administrator and let them know when their child might need to access their phone. If students are distracted by their phones while in class, a staff member will ask that student to turn off the phone and place it in a monitored location in the classroom. The student may pick up the phone at the end of class. Further distractions will result in action as outlined below.
- Unauthorized use of these devices disrupts the instructional program and distracts from the learning environment. School officials, including classroom teachers, may take the device away from students if used during the times not permitted. Repeated unauthorized use of such devices will lead to parent/guardian contact so an appropriate plan can be put in place as follows:
 - First offense—student asked to turn off the device and put it away (warning). Staff member will inform the main office of the warning.
 - Second offense—staff member advises the main office of unauthorized phone use and the phone must be turned in to the teacher for the duration of class. Administrator or counselor will have a conference with the student and the parent will be notified.
 - Third offense—staff member advises the main office, phone is confiscated by office staff. Student may pick up the phone at the end of the school day.
 - Fourth offense—staff advises the main office, the phone is confiscated, and parents must pick up the phone from the office.

Updated: 10/27/23

16

- Fifth offense—staff advises the office, phone is confiscated, parents must pick up the phone, and **student is not permitted to have a phone in their possession during school hours.** The phone must be checked into the office in the morning and picked up at the end of the school day.
- Any further offenses will result in consequences possibly including suspension and referral as a habitually disruptive student.
- Students may **not** use electronic devices during the lunch period or passing periods.
- Texting and recording are not permitted during the school day **unless** a teacher gives permission for a class activity. The phone must be turned off and put away immediately after the activity is over.
- Absolutely no electronic devices with cameras will be permitted in the PE locker rooms or any restrooms.
- Social media should not be used at school. These forms of communication lead to increased conflict and are avenues for bullying. Students that use electronic media to harass or bully others will be subject to disciplinary action as outlined by the District.

Please note—Woodland Park Middle School, its staff, and the Woodland Park School District are not responsible in any way for any personal electronic devices that are brought to school. Any loss or theft of, or damage to, these devices is completely the responsibility of the student and Woodland Park Middle School will not repair, replace, or reimburse the cost of any personal electronic devices.

Chromebook Usage

Receiving and Returning the Chromebook:

- Prior to receiving the device, the student and parent/guardian must read and agree to [Student Responsible Use of Technology Policy](#).
- Students will have a Chromebook assigned to them for the school year that is used in each classroom. Students do not need to take devices from class to class during the school day.
- Chromebooks will remain at school overnight and over the weekend unless parents/guardians sign an agreement that allows for the chromebook to go home. This agreement can be obtained from the school library.

Care and Handling:

- Students are expected to be responsible for securing their device, maintaining good working order of the Chromebook, and reporting any issues promptly.
- Students are responsible for devices from the time it is checked out and the time it is checked back in. Lockers are recommended to secure your device. Do not leave it in an area where it can be stolen or damaged. It is recommended that students utilize school cinch sacks during hallway movement.
- Students will only use the Chromebook assigned to them.
- Each device has been labeled. If you notice this label is wearing off or removed, report to the librarian.
- Vandalism or defacing/destruction of school property may result in in-school or out of school suspension, restitution, school counseling or recommendation for expulsion depending on the severity of the offense.
- If the device is damaged, lost or stolen you must report it to your mentor teacher or an administrator immediately.
- If you misuse this device, it can be taken by a teacher or administrator.

Updated: 10/27/23

17

Responsible Use of the Chromebook:

- Students are expected to follow district usage policy, use the Chromebook responsibly and to only use it for academic work assigned by school staff and administrators.
- Students must not attempt to unlock or disable any of the security features on the Chromebook, or to download any material.
- You must respect any limits, restrictions or filters placed on your device and not attempt to reset, bypass, or remove any security settings.
- The device assigned to you is the property of Woodland Park Middle School, and is therefore subject to inspection at any time upon request.
- You may face disciplinary actions if you do not follow these policies or guidelines.
- Headphones may be used during independent work time if teachers permit (*One ear-bud in on Chromebook-not phone*).

Academic Assistance

The Middle School offers opportunities for students to receive assistance with assignments on Tuesdays and Thursdays after-school and on designated Saturdays (starting sometime after Labor Day). Please check with the front office for specific dates and times. Students may also schedule an appointment to meet with their teacher before or after school or during lunch dependent on student needs and teacher availability. Parents are encouraged to communicate via email with teachers to address further student needs and/or additional support.

Academic Integrity

At Woodland Park Middle School students are expected to demonstrate a high level of academic integrity. Academic integrity is defined as completing and submitting work that is entirely your own, including words, thoughts, ideas, concepts, images, and data and properly giving credit to other's work. Teachers may use a variety of web-based systems to screen student papers for originality and plagiarism. Students violating this code of conduct may experience a range of consequences, including a Restorative Practice Referral or disciplinary action.

Extracurricular Academic Eligibility

Students are expected to maintain a high level of academic achievement. For students to be eligible to participate in extracurricular activities or events, they must meet academic and attendance standards. In order for a student to be eligible to participate in an afternoon or evening activity, he/she must have been in attendance at school for at least four hours on the day of the activity and have an excused absence for the periods missed. Students with appointments that prohibit the minimum attendance time will be considered on an individual basis. Students are required to be passing all classes and/or be "on track" and meet behavior expectations to be eligible for reward days, field trips, and dances. Additionally, a student who is failing one or more classes OR has a D in two or more classes will be ineligible to participate in any extra-curricular competition that week. Furthermore, they will be required to attend academic assistance during the week of ineligibility. Please refer to the [Athletic/Activity Handbook](#) for further details.

Responsibilities

Students succeed by:

- Setting goals in the learning platform
- Writing down assignments in an academic planner
- Understanding all assignments; asking questions if necessary
- Setting aside a regular time and area for studying
- Working on work independently whenever possible, so that it reflects students' ability
- Producing quality work
- Completing assignments on time
- Managing demands and activities to allow sufficient time for work completion

Parents help by:

- Setting a regular, uninterrupted study time and area each day
- Monitoring student's organization and daily list of assignments in their agenda
- Assisting, but not doing the actual work
- Supporting students if they get frustrated with difficult assignments
- Contacting teachers to stay well informed about the student's learning process
- Accessing Summit Learning & Infinite Campus regularly to help monitor their child's progress.
- Set goals and celebrate with your student as he or she develops good learning and study habits.

Staff support by:

- Assigning relevant and meaningful work that reinforces classroom learning
- Giving clear instructions and making sure students understand the purpose
- Providing timely and specific feedback
- Communicating with other teachers to manage student workload
- Involving parents and contacting them if a pattern of late or incomplete work habits develop
- Regularly giving student feedback to communicate student progress

Caring Active Parents (CAP)

The WPMS parent group aims to enrich the learning environment through the enhancement and promotion of parent and community involvement. The group provides multiple avenues for parents to become involved in their student's experience at Woodland Park Middle School. Members of the CAP steering committee meet monthly to outline upcoming volunteer opportunities and requests for assistance.

School Accountability Committee (SAC)

The WPMS school accountability team consists of the school administration, at least one classroom teacher, at least three parents, and a representative of our community. This committee is charged with making *recommendations* to the school principal on such decisions as spending money and school improvement planning. The team meets at least quarterly to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance and improvement.

Parent Information/Communication

WPMS utilizes several platforms on which we communicate important announcements, upcoming events, and messages from our administrative team.

Email/Phone: Email and phone are our main method of communication, especially for important announcements and notifications. Emails will come to you from “messenger@wpsdk12.org”. We encourage you to ensure current phone numbers and email addresses are included on your Infinite Campus portal and to set up your notifications settings by following these steps:

1. Log in to your Infinite Campus portal:
<https://woodlandparkco.infinitecampus.org/campus/portal/woodlandpark.jsp>
2. Click the person icon in the upper right corner of your screen
3. Click “Settings”
4. Click “Contact Preferences”
5. Check that your phone numbers are current and correct (you can update these by following the directions below)
6. Check each box beside the type of communication you wish to receive via phone
7. Click the “Email” tab
8. Check that your email addresses are current and correct (you can update these by following the directions below)
9. Check each box beside the type of communication you wish to receive via email
10. Click “Save”

To update your phone numbers or email addresses:

1. Log in to your Infinite Campus portal:
2. <https://woodlandparkco.infinitecampus.org/campus/portal/woodlandpark.jsp>
3. Click “More” on the menu on the left hand side
4. Click “Family Information”
5. Click “Update” next to the information you want to update, make your changes, click “Save”

Grade-level Newsletters: emailed to families weekly via Infinite Campus Messenger from teachers and administration, contains grade-specific news and updates

WPMS Website: Updated several times a week with detailed information on upcoming events, news, links, and forms; event calendar; athletics schedules; handbooks; meal menus; staff directory; etc. We encourage you to bookmark our website and check it often. <https://wpsdk12.org/wpms/>

Facebook and Instagram: Updated several times a week with photos and school happenings - follow us!
<https://www.facebook.com/WPSDWoodlandParkMiddleSchool/>,
https://www.instagram.com/wpsd_wpmiddleschool/

Family Meetings: An opportunity for you to meet with your child’s teachers to discuss academic performance. Occurs once in October and once in February (dates and links for scheduling will be posted in the school-wide email at those times)

Student WPMS Website Log-Ins

Updated: 10/27/23
20

Student Google Log-In:

username: <first initial><middle initial><last name>
password: student ID number

Student Summit Learning Log-In: www.summitlearning.org

username: <first initial><middle initial><last name>@wpsdk12.org
password: student ID number

Student Infinite Campus: woodlandparkco.infinitecampus.org/campus/portal/woodlandpark.jsp

username: student ID number
password: <first initial> <last initial><6 digit date of birth> (month/day/year)
example: Mary Smith January 1, 2002 = ms010102

To contact your child's teachers and/or staff members by email, use the following address:

First letter of first name
Last name
@ wpsdk12.org
Example for Yvonne Goings: ygoings@wpsdk12.org

Woodland Park School District Re-2 does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, ancestry, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth; is also prohibited in accordance with state and/or federal law.

WPMS Staff

ADMIN	
Phalen, Bill	Principal
Martin, Cathy	Dean/IRT

CERTIFIED	
Aragon, Eric	Social Studies (8th)
Benjamin, Justin	Science (8th)
Bradley, Kelly	Library & Media Specialist
Garcia, Kayla	Vocal & Instrumental Music
Hand, Anna	Language Arts (8th)
Harding, Lisa	Counselor
Javernick, Logun	Special Education


Updated: 10/27/23
21

Jones, Amy	Social Studies (7th) - AM
Kettler, Caleb	Athletic Director/PE
Rohman, Stefanie	Interventionist
Rodine, Jody	Social Studies (7th) - PM
Rucker, Stephanie	Family & Consumer Sciences
Schoudel, Mike	Math (8th)
Schultz, Ryan	STEAM
Smith, Amy	Language Arts (7th)
Strelec, Lindsay	Interventionist
Tipton, Traci	Math (7th)
Vergenz, Nicole	Physical Education
Wahl, Amanda	Art
Warner, Judy	Special Education
Wiley, Mindy	Science (7th)

CLASSIFIED	
Adams, Brenda	Library Aide
Depietro, Giuseppe	Campus Monitor
Grive, Danielle	Paraeducator
Farmer, Rachel	Paraeducator
Owens, Ashley	Paraeducator
Parker, Tami	Paraeducator
Pitts, Kelsey	ParaeducatorPara
Sullivan, Donna	Athletics & Activity Secretary
Torres, Aurora	Paraeducator
Torres, Jazmine	Paraeducator
Walma, Heather	Building Secretary
Wilson, Julie	Attendance Secretary/Receptionist
Wolf, Erin	Health Aide

Daily Schedule

Woodland Park Middle School Schedule 2023-2024

	7th and 8th Grade
7:40 - 7:50	Breakfast & Warning Bell
8:00-8:40 (40 mins)	Mentor & Announcements
8:44-9:39 (55 mins)	Period 1
9:43 -10:38 (55 mins)	Period 2
10:42-11:37 (55 mins)	Period 3
11:40-12:10 (30 mins)	Lunch
12:13-1:08 (55 mins)	Period 4
1:12-2:07 (55 mins)	Period 5
2:11-3:06 (55 mins)	Period 6
3:09-3:15 (6 mins)	Mentor Check In

Updated: 10/27/23

24

