



WEBER STATE
UNIVERSITY

Charter Academy

2026-2027 Family Handbook of Policies and Procedures

Department of Teacher Education Department of
Child & Family Studies Moyes School of Education

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The Weber State University Charter Academy (WSUCA) is a public charter school serving kindergarten students and is operated in collaboration within the Department of Teacher Education and the Department of Child and Family Studies, Jerry and Vicki Moyes School of Education, College of Social Science and Education of Weber State University. Established in 2014, WSUCA includes two primary grade school classrooms with individual observation booths

Mission

At Weber State University Charter Academy, learning is not theoretical—it is lived, practiced, coached, and measured in real classrooms. We provide a learner-centered environment that nurtures curiosity, emphasizes hands-on, experiential learning, and builds strong early literacy foundations, while serving as a dynamic laboratory for university students to develop, refine, and apply research-based teaching practices. Together, we prepare both children and future educators for lifelong success.

Vision

We envision becoming a premier university laboratory school where young children and teacher candidates learn and thrive side by side. We aim to cultivate an environment where children grow in confidence, creativity, and academic strength through learning experiences that honor childhood and inspire a lifelong love of learning. We strive to fully integrate the resources of Weber State University—leveraging faculty expertise, campus opportunities, and extensive field experiences—to create a seamless connection between theory and practice. Through intentional use of research-based instructional strategies, modeling, guided and real-time practice, feedback, and reflection, we will strengthen both educator preparation and student outcomes, setting a standard for excellence in K–2 learning and teacher development.

Core Values

Preserving the Joy of Learning

We honor the developmental needs of young children by creating a rich environment where curiosity, imagination, and wonder thrive. As a university lab school, we model how joyful, child-centered learning environments support both student growth and educator development.

Hands-On, Experiential Learning

We engage students in meaningful, active learning experiences that foster deep understanding and real-world connection, with minimal reliance on technology. As a living laboratory, our classrooms provide authentic opportunities for teacher candidates to observe, practice, and refine research-based instructional strategies in real time.

Expanding Literacy Impact

We are committed to developing strong, proficient readers while advancing the science and practice of literacy instruction. Through research-based strategies and clearly defined learning objectives, our classrooms serve as a laboratory where teacher candidates apply, practice, and refine effective literacy instruction with real students. By preparing skilled, confident educators, we extend our impact beyond our classrooms—positively influencing the literacy outcomes of thousands of students they will teach throughout their careers.

Providing Opportunities to Practice

We believe that learning develops into mastery when students are given meaningful and repeated opportunities to apply what they have learned. We value the critical role that practice plays in deepening understanding, building confidence, and refining skills. This commitment extends across

both elementary and university settings, where structured, intentional practice supports the growth of effective and reflective educators.

Curriculum

The WSU Charter Academy is committed to a whole-child curriculum grounded in contemporary educational theory and research that nurtures each student's natural curiosity, creativity, enthusiasm for learning along with attention to the social emotional and physical well-being of each individual in our school community. Our integrated approach to curriculum will meet the rigor of academic standards and requirements set forth by the Utah State Board of Education.

WSUCA Front Office Phone Number (801) 626-7116

WSUCA Website <https://www.weber.edu/charteracademy/>

WSUCA 2025-2026 School Calendar can be viewed [here](#).

WSUCA office hours are 8:00 - 4:00 Monday through Thursday, and 8:00 - 1:30 pm on Friday.

WSUCA Daily Student Schedule is as follows (subject to change based on special events, etc. Parents will be notified in advance of any daily schedule changes).

Monday - Thursday

8:00 Office Opens

8:15 Drop Off Begins

8:30 Drop-off ends/Class Begins

9:45 Morning Recess (15 minutes) OR 2:00-2:15 Afternoon Recess

11:30-12:15 Lunch/Recess

3:30 Dismissal

3:45 Pick Up Ends

4:00 Office Closes

Friday

8:00 Office Opens

8:15 Drop Off Begins

8:30 Drop-off ends/Class Begins

9:45 Morning Recess (15 minutes)

11:30-12:15 Lunch/Recess

1:00 Dismissal
1:15 Pick Up Ends
1:30 Office Closes

Staff

Visit our website, <https://www.weber.edu/charteracademy/staff.html>

Director - Lindsay Baird, [M.Ed.](#)

The director is responsible for the overall atmosphere and environment of the WSUCA. S/he oversees the daily maintenance of the school and provides on-going staff and student training to assure a continuity of philosophy throughout the school.

Administrative Assistant - Mealnie Feser

Mentor Teacher(s) - Alyson Yeates-Linford, M.Ed.

The WSUCA Mentor teacher(s) in each classroom have obtained at least a bachelor's degree in Early Childhood or Early Childhood Education. They are highly qualified professionals who have also obtained specialized training. Mentor teachers have several roles within the program. First, mentor teachers design and implement developmentally appropriate curricula for children in their classrooms. Second, they mentor student teachers, teacher assistants, volunteers, practicum students, and other adults who observe or do research in WSUCA. Mentor teachers represent WSU in the community by presenting at conferences and workshops and participating in community events and planning. Finally, Mentor teachers facilitate or participate in research projects that WSU faculty and students conduct in WSUCA.

Classroom Paraprofessional(s) - Elisha Lynch

Classroom paraprofessionals have earned an associate's degree or at least 48 college credit hours in Early Childhood Education, Elementary Education, or related field; or passing score on an education paraprofessional assessment. Their primary role is to support the mentor teacher in classroom instruction and behavior management.

Teacher Assistants - WSU students in a paid teaching assistant position. Many teacher assistants are current majors in Early Childhood, Early Childhood Education, Family Studies, Psychology, Social Work, Nursing, and other fields with a focus on children and families.

WSU Students - WSUCA is a lab setting where university students can gain guided apprenticeship under the supervision of faculty and supervising teachers that is necessary to learn to take on active roles in their future professions.

Air Quality

We often see inversions, fires and other factors that affect our outdoor air quality. As a result, there is concern about the effects of poor air quality on children's health. Our practice is to follow the direction given by the state and local health officials, whose information is located at <http://www.airquality.utah.gov/> or asthma.utah.gov.

Animals

No domestic animal is allowed on the grounds of the school, regardless of whether the animal is restrained by a leash, chain, rope, cord, or similar device. A pet owner who brings or permits an animal on school grounds has committed an act of trespass. If an animal is found running at large on school grounds, its owner will be deemed to have permitted the animal to enter school property. The Executive Director shall report to the appropriate municipal authorities any pet that runs at large on school property and any pet owner whose animal is present on school property without permission. Classroom pets require the approval of the Directors and consultation with class parents regarding allergies and other concerns.

Service Animal Policy

The Board of Directors of the Weber State University Charter Academy acknowledges the school's responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35 (as amended, 2010).

Attendance / Tardiness

If the child is ill or if there is an emergency, the parent will call the school promptly. It is very important that the child be in attendance every possible day. Absences create major obstacles for both teachers and students and inhibit academic growth for both those absent and those whose learning is delayed because of make-up instruction being given. Therefore, parents are expected to plan family vacations during school vacation time. Please schedule all student health appointments outside of school time if possible.

When students are absent, they are responsible for contacting the teacher to make up schoolwork or homework missed. They are to be given double the number of school days they were absent to complete all of the work they missed. For example, if a student is absent two school days,

he/she is given four school days to make up the missed assignments. The teacher directs all makeup work with the cooperation of parents. Work requested by parents may be picked up at the end of the school day. The Utah Compulsory Attendance Act will be followed for attendance violation.

It is the policy of WSU Charter Academy to have students arrive in classes on time. Parents are expected to teach their children the importance of punctuality. Students should be at school in time to attend morning greetings. If a child comes to school after the school's start time, the child will be recorded as tardy. Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. Efforts to correct repeated tardiness will be directed to the parents to develop habits of punctuality that reflect respect, courtesy and the value of school that is offered at WSU Charter Academy.

Parents whose students continue to have excessive tardies will be encouraged to find another school that better accommodates their circumstances, or to develop habits of punctuality that reflects respect, courtesy, and the value of school and the education it offers to children.

Birthdays / Parties

Parents are welcome to send a small treat or favor to celebrate their child's birthday. All food treats must be store-bought and commercially packaged, and families should be mindful of classroom allergies and dietary restrictions. Please check with the classroom teacher in advance before sending treats or favors. Non-food items, such as pencils, stickers, or bookmarks, are encouraged when appropriate.

Birthday celebrations at school should be simple and should not interfere with instructional time. Treats or favors should not require refrigeration, heating, cutting, or special preparation by school staff. Items that may create a distraction or safety concern, such as latex balloons, confetti, noisy toys, or small items that may present a choking hazard, should not be sent to the classroom.

Private birthday parties may not be arranged through the school or during instructional time. Families who would like to invite classmates to a private birthday party should coordinate directly with other parents during drop-off or pick-up. School staff will not provide parent contact information or distribute private party invitations.

If balloons, flowers, or other birthday deliveries are sent to the school, they will be kept in the office and given to the student at the end of the school day.

Checking Students In/Out

An adult must sign their student in by recording their name, date, and signature by scanning the QR code at the front door. In order to sign a student out, an adult must come into the office, show ID, and be listed on the student's emergency contact list.

Communication (Electronic) with Parents

We appreciate the technology that allows us to use the Internet, email and other electronic means to communicate with parents. Our web address is www.weber.edu/charteracademy/ and contains significant information about our schools. Classroom teachers also send regular newsletters to

families via e-updates through the app, ClassDojo We urge our families to use these conveniences for the school and home to keep in touch with each other. We also provide hard copies of these communications for those who request it.

Digital Media Devices

Digital Media Devices (including but not limited to, cell phones, smart watches, tablets, handheld games, etc.) are a useful and, in some cases, necessary tool. However, when used during school they can be a distraction and may infringe on the privacy or rights of others. Additionally, rather than calling parents during the day without the knowledge of school staff inhibits a student learning critical self-advocacy skills.

In order to maximize a positive learning environment at WSU Charter Academy the following procedures concerning the use of DMD will apply:

- Devices are to be turned off and stored in the student's backpack.
- Students will be allowed to use them before or after school.
- If students need to call home parents during the school day, they should get permission from their teacher and call from the main office.
- Students will not be given access to the school phone to arrange playdates. These types of activities should be planned before coming to school.
- School personnel are not responsible for stolen, lost, or damaged devices.

Infractions of this policy will result in the following consequences:

- 1st offense - Student will be reminded of school policy and instructed to comply.
- 2nd offense - DMD will be confiscated from the student. Students will be allowed to retrieve their property at the end of the school day. Parent will be notified.
- 3rd offense - DMD will be taken from the student and given to the administration and will be held in the office until a parent/guardian can pick it up. Parent will be notified.
- 4th offense- same as 3rd offense and depending on the nature of the infraction, students are also subject to disciplinary action up to and including suspension from school at the discretion of the school administration.

Additional Provisions:

- Misuse of DMD is additionally addressed in Weber School District Policy 8350 (Digital Media Devices) and Policy 5200 (Student Discipline Policy. Safe School Policy).
- The teacher and the office personnel will do their best to guard and protect confiscated DMD but are not responsible for loss, damage, or theft.
- All devices that have not been picked up by the last day of school will be donated.
- Searches of DMD are only conducted if there is "reasonable suspicion" of prohibited content or to determine the owner.

Drop Off/Pick Up Procedures

To keep our students safe and ensure a smooth flow during busy drop-off and pick-up times, please follow the guidelines below:

1. Morning Drop-Off Procedure

- **Drive-Through Zone:** All vehicles arriving for drop-off must enter using the **A-2 parking lot** lane.
- **Staff Assistance:** Pull up along the designated drop-off curb. A staff member will open your vehicle door and assist your child out of the car safely.
- **Playground Transition:** Once unbuckled and out of the car, children will head directly onto the playground, where they will play under staff supervision until the morning bell signals the start of school.
- **Keep Traffic Moving:** Children's School parking spaces in Lot A-2 are strictly reserved for families with children attending the Melba S. Lehner Children's School. To prevent delays for everyone behind you, **we kindly request that parents remain in their vehicles and keep the drive-through line moving.** If you need to exit your vehicle or accompany your child inside, please park in a designated parking space rather than idling in the drop-off lane.
- **If you arrive after 8:45:** Please park below in the S-1 parking lot in the reserved parking and accompany your child into the school.

2. Afternoon Pick-Up Procedure

- **Drive-Through Zone:** For afternoon dismissals, vehicles will follow the same route by driving through the **A-2 parking lot** pick-up lane.
- **Staff Escort:** Please pull up to the designated pick-up curb. Staff members will supervise students in the dismissal area, escort your child to your vehicle, and assist them into the car.
- **Loading & Departure:** To ensure safety and efficiency, please stay inside your vehicle while staff help load your child. Once your child is safely inside and buckled, slowly exit the parking lot to keep the traffic moving.
- **Keep Traffic Moving:** As with morning drop-off, Lot A-2 parking is reserved for children attending the Children's School. Please keep the line moving steadily. If you need to speak with staff, assist with car seats, or walk up to collect your child, please park in a designated parking spot rather than holding up the drive-through line.

3. Half Day Kindergarten Pick-Up Procedure

- Park in Designated Charter Academy Stalls in S-1 parking lot.
- Come inside and pick up your child.

Key Reminders for All Drivers

- Please drive at a cautious, slow speed at all times in Lot A-2.
- Keep vehicle doors unlocked and students ready with backpacks in hand upon arrival.
- Never leave idling cars unattended in the active drop-off/pick-up lane.
- Avoid passing other stopped vehicles in line unless directed by traffic staff.

Donations

Donations of cash, equipment or supplies may be made to the schools for school use. Such donations will be received, inventoried, used and accounted for according to accepted business practices. Donated items will be used during the regular school day. They may be brought to school on a voluntary basis.

Emergency Plan

WSUCA has in place an [Emergency: Preparedness, Response and Recovery Plan](#) that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/ Armed Intruder
- Evacuations
- Accidental Injury or Illness procedures for life threatening and non-life threatening situations

Enrollment and Withdrawal

The Weber State University Charter Academy welcomes all eligible Utah students and provides a fair, non-discriminatory enrollment process in accordance with Utah law. If the number of applications exceeds available space, students are selected through a lottery after any allowable enrollment preferences have been applied. Families are responsible for completing all required enrollment forms and meeting published deadlines to secure their child's placement. Students who apply after a grade level reaches capacity will be placed on a waitlist.

If a family chooses to withdraw a student, written documentation is required before the student may enroll in another public school or charter school. The school will work with the receiving school and the student's district of residence to ensure a smooth transition and compliance with Utah enrollment requirements. Families are encouraged to notify the school as early as possible to support an efficient transfer process.

New Student Registration Documents Checklist

- Registration filled out in Aspire (<https://webersu.usoe-dcs.org/Login.aspx>)
- Copy of Student Birth Certificate
- Utah School Immunization Records
- Laboratory School Notice and Parent Acknowledgment (in Aspire)
- Bullying, Cyberbullying, and Harassment Policy
- Computer and Device Usage Agreement (in Aspire)

- School Audio/Visual Opt Out Form (in Aspire)
- School-Wide Behavior Support Plan Acknowledgment (in Aspire)
- Student Directory Information Opt-Out Form (in Aspire)
- [Field Trip/Activity Permission Form](#) (in Aspire)
- Home Language Survey (in Aspire & Google Form)

Returning Student Registration Documents Checklist

Parents of returning students need to complete the following each year:

- Update Emergency Contact and Medical Information in Aspire
 - Aspire (<https://webersu.usoe-dcs.org/Login.aspx>)
- Computer and Device Usage Agreement (in Aspire)
- School Audio/Visual Opt Out Form (in Aspire)
- Bullying, Cyberbullying, and Harassment Policy
- Student Directory Information Opt-Out Form (in Aspire)
- [Field Trip/Activity Permission Form](#) (in Aspire)

Fees

It is the current policy of WSU Charter Academy to charge no school fees. All WSU Charter Academy students may enroll, fully participate, and have the opportunity to acquire all skills and knowledge required for full credit and highest grades in WSU Charter Academy classes without being charged fees. If at any time the WSU Charter Academy governing board, in collaboration with administration and financial consultants, determines a reasonable need to charge school fees, state law mandates that the governing board must develop, approve, publish and distribute to parents a detailed fee schedule and fee waiver policy, prior to charging or collecting any fees. WSU Charter Academy may apprise parents of the opportunity to voluntarily donate money or goods for field trips, class activities, Parent Organization activities, etc. No WSU Charter Academy student will be excluded from any such activity based upon their inability to donate.

School Lunch Program

The Weber State University Charter Academy offers a daily lunch program to support students' health, learning, and overall school experience. Lunches are prepared and served on campus and include a variety of kid-friendly entrée options, fruits, vegetables, and snacks. Meals are designed to provide simple, balanced, and nutritious choices for young learners.

Families may choose to participate in the school lunch program for a daily meal fee. Payments can be made conveniently through the school's online payment system. Students are also welcome to bring a nutritious lunch from home if that best meets their individual needs or preferences.

University Breaks: The Charter Academy's lunch program operates in coordination with Weber State University's academic calendar. On days when Weber State University student employees are not on campus due to a university break, holiday, or other scheduled closure—but the Weber State University Charter Academy

remains in session—the school lunch program will not be available. On these days, all students are required to bring a lunch from home. Families will be notified in advance whenever the lunch program will be unavailable.

Fundraising

Students will not be expected to sell anything for the purpose of fundraising. It is the policy of WSU Charter Academy not to have private businesses use the school as a marketing arm.

Grievance Policy

If a person is in a situation that calls for conflict resolution or has a grievance, he or she should first discuss the pertinent issue/problem/grievance directly with the individual/individuals involved, that is, Mentor teacher, paraprofessional, teaching assistant, WSU student, faculty, parent, kitchen student workers, or MSL Children's School Director. If the situation does not reach a satisfactory solution, the person is encouraged to include others in the conversation to assist in resolving the situation as outlined below:

- WSU student to Mentor teacher to course instructor to WSUCA Director to CHF/TED Department Chair to Dean.
- Parent to Mentor teacher to WSUCA Director, appeal to Governing Board
- Mentor teachers and paraprofessionals to WSUCA Director, appeal WSUCA Governing Board.
- Teaching assistant to Mentor teacher to WSUCA Director, appeal WSUCA Governing Board.

Appeals to the Governing Board will not be heard unless the issue has first been addressed with the WSUCA Director. The basis of the complaint should be submitted to the Governing Board in writing.

In compliance with the Weber State University Complaints, Grievances, Appeals, and Petitions policies. ([Student Grievance Policy](#) and [Staff Grievance Policy](#))

Health/Medication

Parents must complete the Emergency Medical information in Aspire for each child. Let us know how to contact you or another responsible, agreeable adult if your child becomes ill or is injured at school. List health problems, including allergies to food, medicine and insect stings. Please let us know if your address or any of the phone numbers (cell, home, business, emergency) change during the school year.

Like you, we want what is best for your child. If we cannot reach you in an emergency, we will call paramedics who may decide an ambulance should be called. The cost of this service is the parent's responsibility.

School personnel are sometimes asked to administer medication to students. When it is necessary for the student to take medication during school hours, school personnel may do so if the following conditions are met:

1. Whether a drug is prescription or non-prescription, the medication must come in its original container. The pharmaceutical label must be on the container of any prescription drug.
2. The parent must provide a current written and signed request and obtain a signed statement from the student's healthcare provider specifying the method, amount, and time of administration. For students with known risks, such as allergies, an Individual Emergency Medication Plan must be completed giving specific instructions for managing an emergency.
3. Where necessary, written provisions may be made for students to carry asthma inhalers, epinephrine auto-injectors, or diabetes medication.

Generally, office personnel administer any necessary medication with exceptions being made for field trips, etc.

Illness Policy-Should I Keep My Child Home from School

An ill student cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping an ill student home prevents the spread of illness in the school community and allows the student an opportunity to rest and recover.

- **Diarrhea/Vomiting:** A student with diarrhea and/or vomiting should stay at home and return to school only after being symptom free for 24 hours.
- **Fever:** The student should remain home with a fever greater than 100 degrees. The student can return to school after he/she has been fever free for 24 hours.
- **Rashes:** Common infectious diseases with rashes are most contagious in the early stages. A student with a suspicious rash should return to school only after a healthcare provider has made a diagnosis and authorized the student's return to school.
- **Conjunctivitis (Pink Eye):** A student with redness in the eye(s) AND white, green, or yellow discharge must be excluded from school until seen by a healthcare provider. If there is a diagnosis of pink eye, the student is given an antibiotic. The student may then return to school after being on antibiotics for 24 hours.
- **Strep Throat:** After a diagnosis of strep throat, the student may return to school after being on antibiotics for 24 hours.
- **Head Lice:** After a confirmed case of head lice, the student may return to school the day after being treated with a medicated product. Please also read the WSUCA [Head Lice Policy](#).

INJURY OR ILLNESS TO A STUDENT DURING SCHOOL HOURS

A school staff member who is trained in BASIC FIRST AID will manage illness or injury to a student while at school. Minor injuries will be given first aid in the school. If possible the student will return to class. THE OFFICE STAFF WILL ASSIST THE STUDENT WITH A TELEPHONE CALL TO THE PARENT WHEN NECESSARY. If school staff feels your student is ill, has an injury needing the attention of a physician, or there is a question of whether a rash could be contagious, the parents will be called to pick up their child. If the medical situation is an emergency the school staff will call 911.

EMERGENCY LOCATOR INFORMATION: It is important for parents to keep student emergency phone numbers up to date, including family and friends that would be available to pick up a student in the event the parent or guardian is not available.

LAND Trust

The State Legislature manages the LAND (Learning And Nurturing Development) Trust Program to provide financial resources to enhance or improve student academic achievement. The purpose and membership structure is driven by state statute and/or board rule. A school LAND Trust committee of parents and faculty members develops measurable academic goals, steps for achieving these goals and plans for expenditures of LAND Trust funds.

Lost and Found

We urge parents to inventory and label children's clothing (especially outerwear during winter) and lunch containers. If you are missing something, please check with your child's teacher to locate it as soon as possible. We periodically take unclaimed and unlabeled items to charitable organizations.

Parent/Guardian Rights Notice

**For the purposes of this form, parent includes legal guardian*

- I. A parent has primary responsibility for the education of his/her child; the state is in a secondary and supportive role to parents.
- II. A parent has the right to reasonable academic accommodations from WSU Charter Academy as specified below.
- III. WSU Charter Academy will make a determination of what is reasonable based on the factors provided in Utah Code Ann. 53A-15-1501(2)(a) and (b), as outlined below.
- IV. "Reasonably accommodate" means:
 - A. WSU Charter Academy shall make its best effort to enable parents to exercise their rights without substantial impact to staff and resources. Impact to staff and resources includes, but is not limited to:
 1. employee working conditions,
 2. safety and supervision on school premises and for school activities, and
 3. the efficient allocation of expenditures.
 - B. In accommodating a parent request, WSU Charter Academy will balance the following:
 1. the rights of parents;
 2. the educational needs of other students;
 3. the academic and behavioral impacts to a classroom;
 4. a teacher's workload; and
 5. the assurance of the safe and efficient operation of a school.
- V. WSU Charter Academy will consider each accommodation on an individual basis.
- VI. WSU Charter Academy will consider all students equally in granting accommodations.
- VII. Parents' Rights:**
 - A. WSU Charter Academy will make its best efforts to allow parents to exercise the rights below but may deny a request for accommodation that:
 1. substantially impacts staff and resources, or

2. infringes on the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operation of a school.
- B. Parents have the right to have reasonable accommodations for their students by WSU Charter Academy as specified below:
1. Pursuant to a written request, to have a student retained based on the student's academic ability or the student's social, emotional, or physical maturity;
 2. Pursuant to a written request, to excuse a student from attendance for a family event or visit a health care provider without requiring a note from the provider;
 - a) WSU Charter Academy may require a student to complete make-up work missed due to an absence excused for a family event.
 - b) WSU Charter Academy may offer positive incentives for students to attend school.
 3. Pursuant to a written request, to place a student in a specialized class or advance course, based on multiple academic points;
 4. To initially select a teacher;
 5. To request a change of teacher;
 6. To visit and observe any class the student attends;
 7. To meet with a teacher at a mutually agreeable time, other than regular parent/teacher conferences.
- C. WSU Charter Academy will:
1. allows a student to earn course credit towards graduation without the course by testing out of the course or demonstrating competency in course standards.
 2. pursuant to a written request, excuse a student from taking a statewide or NAEP testing.
- D. The parental rights above do not include all rights that may be available to parents.

VIII. Notice to parents and students

- A. This policy serves as notice to parents of their rights under Utah Code §53A-15-1502.
- B. WSU Charter Academy will distribute the school's Conduct and Discipline Policy to students (including to students enrolled for the first time).
- C. Parents will be notified and provided with an opportunity to acknowledge receipt of WSU Charter Academy School's discipline and conduct policy.
- D. WSU Charter Academy will notify a parent of a student's violation of the discipline and conduct policy and allow a parent to respond to the notice in accordance with Chapter 11, Part 9, School Discipline and Conduct Plans.

Parent Visits to the School

Parents are encouraged to visit frequently and take an active role in the education of their children. All non-employee adults must check in at the school office and pick up a visitor's badge upon entering the school. We encourage parents to leave small children at home since they often distract

students and the teacher. Parents wishing to volunteer in the classroom must complete a background check. Information regarding the **volunteer background check** process can be obtained from the front office staff. We also ask that parents avoid conferences with the teacher during the visit, so that the teacher may conduct class as usual. Please schedule teacher conferences before or after school at a time when students are not in class. Students are not allowed to bring visiting children, either friends or relatives, to school with them.

Classroom Expectations

Our classroom expectations are intentionally simple, positive, and easy for young children to understand and remember. By using a consistent set of schoolwide expectations, we create a safe, predictable, and supportive learning environment where students know what is expected of them. These broad guiding principles allow teachers to provide consistent instruction and feedback while addressing a variety of situations in developmentally appropriate ways. This shared approach helps maximize instructional time, encourages positive relationships, and supports every student's academic, social, and emotional growth.

Our Schoolwide Expectations

Be Safe

- Keep your hands, feet, and objects to yourself.
- Walk safely indoors.
- Use materials and equipment appropriately.
- Follow adult directions.

Be Respectful

- Use kind and respectful words.
- Listen when others are speaking.
- Take turns and include others.
- Respect personal space and school property.

Be Kind

- Show empathy and help others.
- Encourage classmates.
- Care for classroom materials and shared spaces.
- Treat everyone with kindness and compassion.

Do Your Best

- Participate actively in learning.
- Put forth your best effort.
- Learn from mistakes and keep trying.

- Celebrate growth, perseverance, and achievement.

These expectations are explicitly taught, modeled, practiced, and reinforced throughout the school day and serve as the foundation of our positive school culture. When students need additional support in meeting these expectations, staff work with them to understand their choices, repair harm when appropriate, and learn more effective behaviors.

When inappropriate behavior occurs, appropriate consequences may be implemented as needed. Consequences are individualized and are determined by considering the student's age and developmental level, the nature and intensity of the behavior, the frequency of the behavior, and the circumstances surrounding the incident. Whenever possible, staff use natural and logical consequences that help students understand the connection between their actions and the outcome. Depending on the situation, consequences may range from redirection, reteaching expectations, problem-solving conversations, or repairing harm, to the temporary loss of preferred activities or privileges. More serious or repeated behaviors may require additional interventions or disciplinary action consistent with school policy.

By working together, students, families, and staff create a learning environment where every child feels safe, respected, supported, and empowered to learn and succeed.

Teaching School-Appropriate Behavior

Our classroom is committed to proactively teaching and reinforcing positive behaviors. We understand that kindergarten is a crucial time for developing social-emotional skills and understanding classroom expectations. Our teaching strategies include:

- **Explicit Instruction:** Directly teaching rules and routines through lessons, role-playing, and discussions. This includes demonstrating what expected behavior looks like and sounds like in various classroom settings (e.g., carpet time, learning centers, group work).
- **Positive Behavior Interventions and Supports (PBIS):** Implementing a classroom framework that defines, teaches, and supports positive behaviors. This involves clear expectations, consistent reinforcement, and data-driven decision-making.
- **Social-Emotional Learning:** Integrating activities that focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making relevant to classroom interactions.
- **Visual Schedules and Reminders:** Using visual aids throughout the classroom to help students remember rules and transitions.
- **Modeling:** Teachers and staff consistently model appropriate behavior and positive interactions within the classroom.
- **Positive Reinforcement:** Regularly acknowledging and celebrating students who demonstrate expected behaviors through verbal praise, stickers, class rewards, and other positive incentives.
- **Morning Meetings/Circle Time:** Dedicated time for building community, discussing social skills, and reviewing expectations in a supportive group setting within the classroom.

- **Buddy Systems/Peer Mentoring:** Pairing students to help reinforce positive behaviors and support each other in the classroom.

Addressing Mistakes

Our approach focuses on teaching appropriate behavior and providing opportunities for students to make amends within the classroom setting. Most infractions will be handled without much fuss in the classroom through reteaching, teacher proximity, cool-down time in the classroom to help with self regulation, briefly missing out on a preferred classroom activity, and conversations centered around making things right. More severe or persistent infractions will be addressed as a team including the support of parents and school administration. Parents will be contacted, and we'll try to identify appropriate solutions and strategies together.

Parents need to know and understand the general rules and expectations at school. Please teach this information to your child. If you, or your child, have questions about the rules or procedures, please talk to your child's teacher or the principal.

General School Expectations

The following rules apply when a student is on school grounds or at a school activity, function or event that is held off the school grounds, or any place where the student is under the jurisdiction of school personnel. Teachers are expected to teach their classroom and the general school rules on the first day of school. We encourage parents to do the same.

1. Be polite, courteous and exercise safe behavior at all times.
2. Keep hands and feet to yourself at all times.
3. Stay on the school grounds during school hours. Keep hands and feet off fences. Stay in supervised areas at all times.
4. Be respectful in talking with and interacting with adults. Talking back is not permitted.
5. We expect students to treat one another with acceptance and respect. Name calling, swearing and other bad language will not be tolerated.
5. For SAFETY: Fighting, wrestling, kicking, tackling, tripping, hitting each other with lunch boxes or items of clothing are not permitted – even if in fun – because of potential for injury. Horseplay that turns into fighting is still fighting. Likewise, we do not permit the throwing of rocks, ice or snow.
6. Additionally, for SAFETY: Students do not spit or bring weapons (even toys) to school. Please WALK on the school grounds unless the activity is a supervised game.
7. Keep school grounds litter free.
8. Leave toys, including balls, at home.
9. Leave chewing gum at home.

Playground

1. Play in designated, supervised play areas only.
2. All classmates must be allowed to play in a game.
3. Children should ask permission to go after balls when they leave the playing area.
4. Balls are not to be thrown against the buildings.

Playground Equipment

1. Please do not jump off equipment.
2. Please go down slides in the correct direction – no running up the slides – no pushing students down the slide – do not block the slide path.
3. Please use the swings properly and safely: twisting, jumping out of, running between, or throwing swings up over the bar are not acceptable.

Safe School Policy

It is the policy of WSU Charter Academy to assure a safe school environment for all students. Inappropriate conduct that is subject to more serious disciplinary actions includes but is not limited to these examples:

- Academic Misconduct/cheating
- Alcohol violation
- Arson
- Assault/hitting, biting, kicking and verbal threats
- Dangerous instrument or weapon possession or the use of an object to inflict bodily injury
- Deadly weapon/firearm violation
- Defiance of authority
- Discrimination
- Disorderly conduct
- Drug violation (distribution/ possession)
- Forgery
- Gambling
- Gang activity or association
- Harassment, bullying, hazing
- Internet computer violation
- Lying/false accusations
- Medication or dietary supplements unauthorized possession
- Robbery/extortion
- Sexual assault
- Sexual harassment
- Sexual offense
- Student speech violations, including profanity and threats of violence
- Theft/plagiarism
- Threats violation (per Utah code)
- Tobacco violation

- Trespassing
- Vandalism Individuals who notice violations in any of these areas should report them to the principal immediately

Student Dress Code

Our goal is to develop a healthy school-time environment by guiding children toward appropriate school attire. This policy may not cover all situations and teachers may have special needs to address particular attire. Please contact your class teacher(s) if you have any questions about specific articles of clothing.

Parental support is needed and appreciated in the following areas.

- To ensure a safe environment for our children, have them:
- Come well dressed for the weather and/or come anticipating the weather.
- Come wearing comfortable, practical, flat-soled shoes that are firmly attached to the feet. Shoes should be free of lights and/or wheels.
- Come wearing attire that will allow the student to actively participate in all school related activities without being inappropriately revealing.
- Clothing and accessories (including backpacks and lunchboxes) should be free of offensive material, including advertisements for products that would be illegal for our students to possess.

Children shall not wear:

1. Hoods or hats indoors.
2. Outdoor boots or coats in the classroom.
3. Dangling jewelry (including necklaces, earrings, etc.)
4. Watches or other devices that have computing capacity.

Student Privacy

- WSU Charter Academy is committed to make every effort and best practice to ensure that all regulations which protect the privacy of student records are followed. These Laws and Regulations include: FERPA, IASA, IDEA, PPRA, and 42 CFR.
- FERPA: The Family Educational Rights and Privacy Act of 1974 provides for the right to inspect and review education records, the right to seek to amend those records, and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.
- IASA: Improving America's Schools Act contains components that clarify FERPA.
- IDEA: Individuals with Disabilities Educational Act pertains to Special Education. It includes protection of Special Education children.
- PPRA: The Protection of Pupil Rights Amendment pertains to programs that receive funding from the Department of Education. Schools must have written consent before minor students are required to participate in a survey, analysis, or evaluation that reveals certain information.

- 42 CFR: Code of Federal Regulations #42 protects the records of students who receive assistance or treatment through the Federal Substance Abuse and Mental Health Services Administration.

Student Safety

Our schools have a plan to handle situations to preserve student safety. This plan includes evacuation from the building (fire drills, etc.), restriction inside the building (holds, secures, and lockdowns for concerns inside or outside the school), drop-off and pick-up guidelines, reporting and treating student injuries, and addressing student health concerns. Parents should also be advised that school personnel are obligated to report signs of child abuse to the appropriate governmental agencies.

Schedule of Start and End of School



WEBER STATE UNIVERSITY
Charter Academy

Daily Schedule 2026-27

School Times

Grade	Arrival	Dismissal	Early Out
Half Day Kindergarten	8:30	12:00	10:30
Full Day Kindergarten	8:30	3:30	1:00
First Grade	8:30	3:30	1:00

Recess Times

AM	Lunch	PM
9:45-10:00	12:15-12:30	2:00-2:15

Lunch	Snack
12:00-12:15	2:15-2:30



Drop Off/Pick Up Procedures

To keep our students safe and ensure a smooth flow during busy drop-off and pick-up times, please follow the guidelines below:

1. Morning Drop-Off Procedure

- **Drive-Through Zone:** All vehicles arriving for drop-off must enter using the **A-2 parking lot** lane.
- **Staff Assistance:** Pull up along the designated drop-off curb. A staff member will open your vehicle door and assist your child out of the car safely.
- **Playground Transition:** Once unbuckled and out of the car, children will head directly onto the playground, where they will play under staff supervision until the morning bell signals the start of school.
- **Keep Traffic Moving:** Children's School parking spaces in Lot A-2 are strictly reserved for families with children attending the Melba S. Lechner Children's School. To prevent delays for everyone behind you, **we kindly request that parents remain in their vehicles and keep the drive-through line moving.** If you need to exit your vehicle or accompany your child inside, please park in a designated parking space rather than idling in the drop-off lane.
- **If you arrive after 8:45:** Please park below in the S-1 parking lot in the reserved parking and accompany your child into the school.

2. Afternoon Pick-Up Procedure

- **Drive-Through Zone:** For afternoon dismissals, vehicles will follow the same route by driving through the **A-2 parking lot** pick-up lane.
- **Staff Escort:** Please pull up to the designated pick-up curb. Staff members will supervise students in the dismissal area, escort your child to your vehicle, and assist them into the car.

- **Loading & Departure:** To ensure safety and efficiency, please stay inside your vehicle while staff help load your child. Once your child is safely inside and buckled, slowly exit the parking lot to keep the traffic moving.
- **Keep Traffic Moving:** As with morning drop-off, Lot A-2 parking is reserved for children attending the Children's School. Please keep the line moving steadily. If you need to speak with staff, assist with car seats, or walk up to collect your child, please park in a designated parking spot rather than holding up the drive-through line.

3. Half Day Kindergarten Pick-Up Procedure

- Park in Designated Charter Academy Stalls in S-1 parking lot.
- Come inside and pick up your child.

Key Reminders for All Drivers

- Please drive at a cautious, slow speed at all times in Lot A-2.
- Keep vehicle doors unlocked and students ready with backpacks in hand upon arrival.
- Never leave idling cars unattended in the active drop-off/pick-up lane.
- Avoid passing other stopped vehicles in line unless directed by traffic staff.

Supervision Before and After School

The Weber State University Charter Academy provides supervision only during the regular school day and approved school-sponsored programs. Students should not arrive early or remain on campus after dismissal unless they are participating in a supervised school activity or are enrolled in the Charter Academy After-School Program.

Students enrolled in the After-School Program are supervised by staff until the program concludes. All students must be picked up promptly at the designated end time. Repeated late pickups may result in late fees or loss of program privileges.

Students who are not enrolled in the After-School Program or another supervised activity are expected to leave campus immediately after dismissal. There is no adult supervision after the school office closes (Monday–Thursday: 4:00 p.m.; Friday: 1:30 p.m.). Any student remaining on campus after that time will be escorted to the Weber State University Police Department to await pickup by a parent or authorized emergency contact.

Telephone Use By Students

Student use of school telephones is restricted to emergencies and only with permission of and under staff supervision. Cell phone use by students is prohibited during the school day.

Transportation

Parents are responsible for the transportation of their children to and from school.

Weather Inclement / Inversions

Recess spent outside is an important part of a student's day. Always dress your students under the assumption they will have outside recess. Decisions to have indoor recess are based on the following conditions. The decision for indoor recess will be decided by the principal or principal designee (Ranel Cox).

- Temperature below 20 degrees (including wind chill)
- Rainy conditions that create unsafe playing conditions
- Lightening that is close and frequent to the school building
- Air Pollution is above 55.5 PM
 - Students with respiratory symptoms and sensitive students stay indoors when pollution is between 35.5 and 55.4 PM

Students should not bring anything from home for school recess. Appropriate and approved recess equipment is provided for them. Students are not allowed to take food (snacks or lunch) out onto the playground during recess. Due to health and safety protocols, only Riverdale Elementary personnel are allowed on the playground during recess.