



Parent/Student Handbook

2023-2024



The Village Blacksmith

Henry Wadsworth Longfellow

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns what'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hands he wipes
A tear out of his eyes.

Toiling, -- rejoicing, -- sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.



Table of Contents

[Table of Contents](#)

[Message from Westlake Academy's Leadership Team](#)

[INTERNATIONAL BACCALAUREATE MISSION STATEMENT](#)

[IB Mission Statement](#)

[WA Mission](#)

[What is an IB Education?](#)

[International Mindedness](#)

[The IB Learner Profile](#)

[An Inter-Connected Curriculum in all three IB programmes](#)

[Approaches to Teaching](#)

[Approaches to Learning](#)

[In all IB programmes, the approaches to learning are based on five skills:](#)

[NONDISCRIMINATION POLICY](#)

[IB students strive to be:](#)

[Inquirers](#)

[Knowledgeable](#)

[Thinkers](#)

[Communicators](#)

[Principled](#)

[Open-minded](#)

[Caring](#)

[Risk-takers](#)

[Balanced](#)

[Reflective](#)

[IB parents strive to be:](#)

[Inquirers](#)

[Knowledgeable](#)

[Thinkers](#)

[Communicators](#)

[Principled](#)

[Open-minded](#)

[Caring](#)

[Risk-takers](#)

[Balanced](#)

[Reflective](#)

[WESTLAKE ACADEMY SCHOOL MANAGEMENT STRUCTURE](#)

Parent / Student Handbook 2023-2024



[Board of Trustees](#)

[Head of School](#)

[Elementary School \(Grades K-5\)](#)

[Middle School \(Grades 6-8\)](#)

[High School \(Grades 9-12\)](#)

[Additional Leadership roles](#)

[ROLES AND RESPONSIBILITIES](#)

[Board of Trustees](#)

[Head of School](#)

[Principals](#)

[Teachers and School Staff](#)

[Students](#)

[Parents](#)

[PARENTS AS PARTNERS IN THE IB](#)

[Late Start Wednesdays](#)

[PRIMARY YEARS PROGRAMME OVERVIEW](#)

[Early Dismissal for Kindergarten Students](#)

[The Curriculum](#)

[Agency-Voice, Choice and Ownership](#)

[The Five Elements of the PYP](#)

[Inquiry-based Learning](#)

[Kindergarten – Grade 5 Programs](#)

[Areas of Learning](#)

[The Exhibition](#)

[Supporting the Classroom Program](#)

[STEM Specialist](#)

[Literacy Specialist](#)

[PYP Academic Reporting Policies and Guidelines](#)

[Planning, Assessment, and Reporting](#)

[Types of Assessment - External](#)

[Diagnostic Reading Assessments](#)

[State Assessments](#)

[PYP Reporting Process](#)

[Two Components Reporting](#)

[The PYP Report Card](#)

[PYP Daily Schedule-](#)

[\(Please see below for Late Start Wednesday Schedule\)](#)

[PYP Late Start Wednesday Schedule](#)

Parent / Student Handbook 2023-2024



[PYP Homework](#)

[Reading for Pleasure](#)

[Class Placement](#)

[Retention](#)

[Promotion Under the Texas Education Code](#)

[MIDDLE YEARS PROGRAM ACADEMIC OVERVIEW](#)

[Conceptual Learning](#)

[The Personal Project](#)

[MYP Service as Action](#)

[MYP Service as Action Levels of Service](#)

[Level One](#)

[Level Two](#)

[Level Three](#)

[Level Four](#)

[MYP Student Assessment Guidelines](#)

[Student Assessment Policy](#)

[Middle Years Programme Guidelines](#)

[Criterion-related assessment](#)

[MYP Assessment Criteria](#)

[ALL MYP GRADE LEVELS:](#)

[MYP Semester Grade Boundaries](#)

[Middle School Grade Levels \(grade 6 to 8\):](#)

[High School Grade Levels \(grades 9 and 10\)](#)

[MYP Grade Conversion for State of Texas Reporting](#)

[Final IB Grade Levels* \(Semester Report Cards-January and June\)](#)

[MYP Reporting Cycle](#)

[DIPLOMA PROGRAMME OVERVIEW](#)

[Subject Group and Course Offerings Include:](#)

[Core Requirements of the Diploma Programme](#)

[Additional requirements for the state of Texas](#)

[Diploma Programme \(DP\) Assessment Guidelines](#)

[DP Summative Exam Retake Policy](#)

[Assessment in the Diploma Programme \(DP\) by the International Baccalaureate Organization](#)

[Internal Assessment](#)

[External Assessment](#)

[SECONDARY LATE WORK AND MAKEUP WORK POLICY](#)

[Homework](#)

[Late or Missing Work](#)

Parent / Student Handbook 2023-2024



[Middle School Late Work Policy](#)

[Late Work Policy \(G6-8\)](#)

[High School Late Work Policy](#)

[Late Work Policy \(G9-10\)](#)

[Late Work Policy \(G11-12\)](#)

[Makeup Work Policy](#)

[Middle School Makeup Work](#)

[High School Makeup Work](#)

[SECONDARY DAILY SCHEDULE](#)

[COURSE CREDIT POLICIES](#)

[Approved Courses Included in Formal Cumulative Grade Point Average \(CGPA\)](#)

[Quality Points for IB Courses](#)

[Secondary Retention Guidelines, Credit Recovery Policy, and Promotion](#)

[Retention](#)

[Promotion Under the Texas Education Code](#)

[Guidelines for Schedule Changes](#)

[Notice to Parents of Potential Course Failures](#)

[Evaluation of Credits for Transfer Students](#)

[Secondary Credit/Acceleration: Guidelines and Procedures](#)

[Off Campus Credit](#)

[GRADUATION GUIDELINES](#)

[Secondary Graduation Policy](#)

[Academic Recognition](#)

[Valedictorian, Salutatorian, and Top 10% Determination](#)

[Honor Graduate Determination](#)

[Academic Achievement Record/Transcript](#)

[STANDARDIZED ASSESSMENTS](#)

[Whole School Assessment](#)

[National French and National Spanish Exams](#)

[College Entrance Exams](#)

[ACADEMIC INTEGRITY](#)

[What is Academic Dishonesty?](#)

[Examples of academic misconduct, intellectual property, and authentic authorship](#)

[Examples of conventions for citing and acknowledging original authorship](#)

[Distinction between legitimate collaboration and unacceptable collusion](#)

[Academic Integrity Pledge](#)

[Consequences Related to Academic Integrity](#)

[Consequences for academic dishonesty in the elementary school:](#)

Parent / Student Handbook 2023-2024



[Consequences for academic dishonesty in the middle school:](#)

[Consequences for academic dishonesty in the high school:](#)

[Determination of academic dishonesty in the High School](#)

STUDENT SERVICES

SPECIAL EDUCATION AND SECTION 504

[Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services](#)

[Special Education Referrals:](#)

[Dyslexia Specialist/Language Therapist](#)

[Contact Persons for Special Service Referrals:](#)

[Section 504 Referrals:](#)

[Contact Persons for Section 504 Referrals:](#)

[Counseling Services](#)

[Program overview](#)

NOTICE OF POLICIES FOR REPORTING CHILD ABUSE AND NEGLECT

HEALTH AND SAFETY

[Medical Attention](#)

[Return to School after illness](#)

[Communicable Diseases/Conditions](#)

[Emergency Medical Treatment Consent](#)

[Westlake Academy Medication Administration Request](#)

FREE LUNCH AND SCHOOL ASSISTANCE

[Financial Assistance for IB Exams and AP Exams](#)

[Standardized testing \(SAT, ACT, PSAT\)](#)

[AP Exams](#)

[IB Exams](#)

[IB Assessment Fees and Services](#)

[Financial Assistance for School-Related Travel](#)

STUDENT AND PARENT'S RIGHTS AND RESPONSIBILITIES

STUDENT RECORDS AND PARENTAL RIGHTS

[Notice Of Parent And Student Rights Family Educational Rights And Privacy Act \(FERPA\) And Directory Information](#)

ATTENDANCE

[Parental/Guardian Cooperation](#)

[Compulsory Attendance](#)

[Exemptions to Compulsory Attendance \(§25.086\)](#)

[Medical Absences](#)

[International trips](#)

[College Visits, Career Exploration and Military Enlistment \(Exemptions to the 90% rule\)](#)

Parent / Student Handbook 2023-2024



[Attendance Review Committee and the 90% Rule](#)

[Know Your Number in Grades 6-12](#)

[Parental Notice of Excessive Absences](#)

[Failure to Comply with Compulsory Attendance](#)

[Students with Disabilities](#)

[Truancy](#)

[Documentation after an Absence \(All Grade Levels\)](#)

[Tardiness](#)

[Secondary Tardiness Consequences](#)

[Driver License Attendance Verification \(Secondary Grade Levels Only\)](#)

[Arriving And Leaving School](#)

[Closed Campus](#)

[Drop Off and Pick Up Procedures](#)

[Carline Procedures for Afternoon Early Dismissal in the Secondary](#)

[Leaving Early](#)

[DP Late Arrival/Early Release](#)

[IB Learner Expectations and Behaviors](#)

[Westlake Academy IB Learner Expectations and Behaviors](#)

[Expectations and Behaviors at Assemblies, Performances, Field Trips, Lunch and Recess Breaks](#)

[Expectations for lunchtimes](#)

[Lockers in the PYP](#)

[Parental Compliance](#)

[School and Personal Property](#)

[Electronic Devices and Cell Phones](#)

[Damage to School Property](#)

[Textbooks and School Materials Loaned to Students](#)

[Student Searches](#)

[Campus Vigilance](#)

[UNIFORM REQUIREMENTS](#)

[Primary Girl Casual Uniform \(Monday- Friday\):](#)

[Primary Boy Casual Uniform \(Monday- Friday\):](#)

[Additional Uniform Requirements](#)

[Secondary Uniform Requirements and Expectations](#)

[Secondary Girl Casual Uniform \(Monday- Friday\):](#)

[Secondary Boy Casual Uniform \(Monday- Friday\):](#)

[Student Picture ID](#)

[Picture ID](#)

[General Uniform Information:](#)

Parent / Student Handbook 2023-2024



[Spirit Days](#)

[Consequences of Uniform Violations:](#)

[Lost and Found](#)

[DISCIPLINE AND DISCIPLINARY PROCEDURES](#)

[Student Code of Conduct](#)

[PARENT/STUDENT QUESTION AND COMPLAINT PROCEDURES](#)

[Informal Resolution](#)

[Formal Complaint General Provisions](#)

[Formal Complaint Process](#)

[BULLYING GUIDELINES](#)

[Possible Signs](#)

[Encouragement to Tell](#)

[Active and Passive Bullying](#)

[Prevention](#)

[SECONDARY STUDENT LIFE](#)

[EXTRA CURRICULAR PROGRAMS AND ATHLETICS](#)

[Secondary Athletic Programs](#)

[Texas Association of Independent Athletic Organization \(TAIAO\)](#)

[Eligibility](#)

[Conduct](#)

[Athletics Transportation and Uniforms](#)

[Secondary Clubs and Organizations](#)

[Student Council](#)

[National Honor Society & National Junior Honor Society](#)

[STUDENT DRIVERS](#)

[STUDENT TRIPS](#)

[Planning and Organizing Student Trips for the 2023-2024 School Year](#)

[Chaperone Responsibilities](#)

[Financing](#)

[Transportation](#)

[HOUSE SYSTEM](#)

[Westlake Academy Houses](#)

[PARENT INVOLVEMENT & COMMUNICATION](#)

[WESTLAKE ACADEMY AFFILIATES](#)

[Westlake Academy Foundation \(WAF\)](#)

[House of Commons \(HOC\)](#)

[Campus Leadership Team \(CLT\)](#)

[Westlake Academy Athletic Club \(WAAC\)](#)

Parent / Student Handbook 2023-2024



COMMUNICATION

[Lines of Communication](#)

WEATHER RELATED CLOSINGS, DELAYS & EARLY DISMISSALS

[Who decides on whether the Academy will be delayed, dismissed early, or closed?](#)

[How do we decide to close, delay, or dismiss students early?](#)

[How will parents and students be notified?](#)

[Delayed Start](#)

[Early Dismissal](#)

TECHNOLOGY USE & ELECTRONIC COMMUNICATIONS

[Technology Terms and Conditions](#)

GENERAL IPAD EXPECTATIONS, USAGE, AND CONSEQUENCES

PRINTING AT WESTLAKE ACADEMY

[Appendix A : Student Request for International Travel Dates](#)

[Appendix B : Financial/School Assistance Form](#)

[Appendix D](#)

[WESTLAKE ACADEMY PARENT/STUDENT COMPLAINT FORM- LEVEL ONE](#)

[WESTLAKE ACADEMY PARENT/STUDENT COMPLAINT FORM - LEVEL TWO](#)

[WESTLAKE ACADEMY PARENT/STUDENT COMPLAINT FORM - LEVEL THREE](#)

[Parent / Student Handbook 2023-2024](#)

Message from Westlake Academy's Leadership Team

Dear Parents, Students, and Staff,

Welcome to the new school year of 2023-2024! As we start another academic year together, we want to extend a warm welcome to our new students and their families, and welcome back our returning students and staff.

At Westlake Academy, we believe in providing our students with the highest quality education through the International Baccalaureate continuum, with a focus on college preparation and skills for lifelong learning. We are committed to fostering an environment of academic excellence, where our students can learn, grow, and reach their full potential.



Parent / Student Handbook 2023-2024

This year brings new opportunities for all of us. Our dedicated teachers and staff have been hard at work preparing for the upcoming year, and we have many exciting plans in store. We are committed to providing a rigorous, challenging curriculum that will challenge and engage our students, and prepare them for success in college and beyond.

So let's work together to make this a successful year, filled with new opportunities and great achievements. I wish you all the best for the upcoming school year!

Westlake Academy Leadership Team



Parent / Student Handbook 2023-2024



WESTLAKE ACADEMY 2023-2024 ACADEMIC CALENDAR

AUGUST 2023							SEPTEMBER 2023							OCTOBER 2023							NOVEMBER 2023						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	{10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	{17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

DECEMBER 2023							JANUARY 2024							FEBRUARY 2024							MARCH 2024						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
					1	2	31	1	2	3	4	5	6					1	2	3						1	2
3	4	5	6	7	8	9	7	{8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	{8	9
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	{18	19	20	21	22	23
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30

APRIL 2024							MAY 2024							JUNE 2024							JULY 2024						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
31	1	2	3	4	5	6				1	2	3	4							1	30	1	2	3	4	5	6
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			

AUGUST

New Employee Orientation	3&4
Professional Development (No School)	8-16
First Day of School	17

SEPTEMBER

Labor Day Holiday	4
Late Start Wednesdays	6, 13, 20, 27

OCTOBER

End of First Quarter	5
Professional Development (No School)	6
Columbus Day Holiday	9
Late Start Wednesdays	4, 11, 18, 25

NOVEMBER

Veteran's Day Observed	10
Thanksgiving Break	20-24
Late Start Wednesdays	1, 8, 15, 29

DECEMBER

Late Start Wednesdays	6, 13
Semester Exams	14-19
End of Second Quarter	19
Professional Development (No School)	20
Winter Break	Dec. 20- Jan. 5

JANUARY

Professional Development (No School)	5
Classes Resume	8
Martin Luther King Jr. Day Holiday	15
Late Start Wednesdays	10, 17, 24, 31

FEBRUARY

Professional Development (No School)	16
Presidents' Day Holiday	19
Late Start Wednesdays	7, 14, 21, 28

MARCH

End of Third Quarter	7
Professional Development (No School)	8
Spring Break	11-15
Late Start Wednesdays	6, 20, 27
Bad Weather Day	29

APRIL

Bad Weather Day	19
Late Start Wednesdays	3, 10, 17, 24

MAY

Memorial Day Holiday	27
Semester Exams	28-31
Last Day of School	31

JUNE

Senior Commencement	1
Professional Development (No School)	3&4
Juneteenth Holiday	19

JULY

Independence Day Holiday	4
--------------------------	---

 Holiday/School Closed
 Professional Development (No School)
 Late Start Wednesdays - 9:30 a.m.
 Beginning/End of Quarter
 Exams
 Bad Weather Day

*Updated June 12, 2023



GUIDING PRINCIPLES

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

WA Mission

Westlake Academy is an IB Continuum School where students become compassionate, life-long learners through an internationally-minded, balanced education that empowers students to contribute to our interconnected world.

What is an IB Education?

As an IB world school offering the Primary, Middle and Diploma Years Programmes it is important to understand what and how an IB education is different from other education programs. Our IB philosophy pertains to students, teachers and the WA community. Westlake Academy acknowledges the importance of knowledge and a caring environment that develops international minded people with intercultural understanding and respect. Our IB programmes are challenging, significant and relevant to explore global perspectives to develop active and compassionate life-long learners.

Our IB Programmes develop rigor in content and assessment. The word rigor means more than the content, as it refers to the complexity elements or ingredients that develop an internationally minded people that can contribute to our complex and interconnected world.

There are four main ingredients of what it means to be part of an IB education.

International Mindedness

This is the individual's ability to recognize our common humanity and shared guardianship of the



planet. Students at every grade level have opportunities for sustained inquiry into a range of local and global issues and ideas. Students demonstrate how to reflect on their own perspectives, culture and identities.

The IB Learner Profile

This profile is the IB and Westlake Academy mission in action. The IB learner profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile provides an important foundation for international-mindedness. The learner profile supports students in taking action for positive change.

The IB learner profile develops students who are inquirers, knowledgeable, caring, open-minded, balanced, principled, risk-takers, communicators, thinkers and reflective learners. Traits to promote an internationally minded person.

An Inter-Connected Curriculum in all three IB programmes

PYP: Learning aims to transcend traditional boundaries between subject areas. Students explore six transdisciplinary themes of global significance: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet.

MYP: Students explore six global contexts that are developed from and extend the Primary Years Programme transdisciplinary themes: identities and relationships, personal and cultural expression, orientation in space and time, scientific and technical innovation, fairness and development, and globalization and sustainability.

DP: the curriculum consists of six subject groups and the three elements of the Diploma Programme core. As one of these core elements, the theory of knowledge course encourages students to become more aware of their own perspective and assumptions through an exploration of the fundamental question of how we know what we know.

All IB programmes also require the completion of a culminating project (the Primary Years Programme exhibition, Middle Years Programme personal project or community project, Diploma Programme extended essay). These projects provide an opportunity for students to showcase their knowledge, understanding and skills.

Meaningful assessment supports curricular goals. In IB programmes assessment is therefore ongoing, varied and integral to the curriculum. IB schools use a range of strategies and tools to assess student learning. Emphasis is placed on the importance of analyzing assessment data to inform teaching and learning, and on recognizing that students benefit by learning how to assess their own work and the work of others.



Approaches to Teaching

In all IB programmes, teaching is:

- Based on inquiry. A strong emphasis is placed on students finding their own information and constructing their own understandings.
- Focused on conceptual understanding. Concepts are explored in order to both deepen disciplinary understanding and to help students make connections and transfer learning to new contexts.
- Developed in local and global contexts. Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.
- Focused on effective teamwork and collaboration. This includes promoting teamwork and collaboration between students, but also refers to the collaborative relationship between teachers and students.
- Designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.
- Informed by assessment. Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.

Approaches to Learning

Through the Approaches to Learning (ATL), our students develop skills that have relevance across the curriculum that assist them in learning how to learn. ATL skills provide a solid foundation for learning independently and with others. ATL skills are the tools that our students need in order to become self-regulated, intrinsically motivated learners. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning (MYP: FPIP, 2014, p. 20 & 97).

In all IB programmes, the approaches to learning are based on five skills:

- **Thinking skills**, including skills such as critical thinking, creative thinking and learning transfer
- **Research skills**, including skills such as consuming and producing information
- **Communication skills**, including skills such as receptive and expressive communication, as well as multimodalities
- **Social skills**, including collaborative skills such as interpersonal relationships and social and emotional intelligence



Parent / Student Handbook 2023-2024

- **Self-management skills**, including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

These skills are grounded in the belief that learning how to learn is fundamental to a student's education. The skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. They also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process. The same five categories of skills span all IB programmes, with the skills then emphasized in developmentally appropriate ways within each programme. The development of these skills plays a crucial role in supporting the IB's mission to develop active, compassionate and lifelong learners. Although these skills areas are presented as distinct categories, there are close links and areas of overlap between them, and these categories should be seen as interrelated.

NONDISCRIMINATION POLICY

Westlake Academy does not discriminate on the basis of race, religion, color, national origin, gender, sexual orientation or disability in providing education services, activities, and programs in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA) as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 as amended. Westlake Academy representatives have been designated to coordinate compliance with nondiscrimination policies.

For concerns regarding discrimination on the basis of gender or sexual harassment, contact the Academy's Title IX Coordinator, Kriss Quintana at 817-490-5757.

For concerns regarding discrimination on the basis of disability, contact the Coordinator of Special Education, Nekia Moorehead at 817-490-5757 or the coordinator of 504, Mr. Samuel Febres.

The IB Learner Profile ~ Students

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB students strive to be:



Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IB Learner Profile ~ Parents

The IB Learner Profile are attributes that should be embodied not only by students and staff but also by parents. In our quest to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, it requires strong partnerships with parents.



IB parents strive to be:

Inquirers	They use their skills to actively encourage and support the curiosity of their child. They foster a love of learning and strive to help their child be an independent learner.
Knowledgeable	They strive to be open to concepts, ideas, and issues that have local and global significance. In doing so, you have a base of knowledge to encourage your child to develop understanding across a broad and balanced range of thinking.
Thinkers	Use critical thinking skills to creatively approach and solve complex problems and understand the significance of making reasonable and ethical decisions.
Communicators	They strive to understand and express ideas and information confidently with their children. They demonstrate how to work effectively and willingly in collaboration with the schools teachers and administration.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They teach their child to take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures, personal histories, and parenting philosophy. They are open to the perspectives, values, and traditions of the school's students, parents, teachers, and administration. They seek and welcome alternative points of view and are willing to grow as a person and parent from the experience.
Caring	They show empathy, compassion, and respect towards the needs and feelings of not only other students and parents but also the school's teachers and administration. They have a personal commitment to their child's education and take action to make a positive difference in the lives of the school community.
Risk-takers	They embrace positive change and encourage their child to explore new ideas and different approaches to learning. They teach their child to be brave and articulate in defending their own beliefs and opinions.
Balanced	They understand the importance for their child to have intellectual, physical, and emotional balance to achieve personal well-being.
Reflective	They give thoughtful consideration to the learning and growth of their child. They are able to assess and understand their child's strengths and limitations in order to support their learning and personal development.

WESTLAKE ACADEMY SCHOOL MANAGEMENT STRUCTURE

Board of Trustees

Westlake Academy's charter with the Texas Education Agency and Texas law grants the Westlake Town Council, serving as the Westlake Academy, grants the Board of Trustees power to govern and oversee the management of Westlake Academy. The Board is the policy-making body for the



Academy and has overall responsibility for the curriculum, annual budget, employment of the Head of School, facilities, and expansions. The Board has complete and final control over school matters within limits established by state and federal laws and regulations.

For the 2023-24 academic year, the Board of Trustees are:

- Board of Trustees President, Sean Kilbride
- Board of Trustees Members: Kim Greaves, David Quint, Victor Sansone, Tim Shiners, and Dr. Anna White.

Head of School

The Head of School reports directly to the Board, and is responsible for managing the financial aspects of the Academy, along with achieving the goals identified by the Board as vital to the Academy's success in educating the students. The Head of School works closely with the leadership team members to create a culture of continuous learning, to ensure academic excellence for all, and to build the capacity of leaders, teachers and staff members while securing the health and safety of the campus. The educational components of the Academy are directed through the Academy's Principals, who report directly to the Head of School

Elementary School (Grades K-5)

The Elementary School Principal oversees the IB Primary Years Programme (PYP), which is kindergarten through grade 5. The Elementary School Principal is supported by an Assistant Principal, the PYP Curriculum Coordinator, and the Counselor.

- Elementary Principal: Rod Harding
- Elementary Assistant Principal: Carolyn Anderson
- PYP Coordinator: Alison Schneider
- PYP/Elementary Counselor: Lynn Brizzi

Middle School (Grades 6-8)

The Middle School Principal oversees grades 6 through 8, which are the first three years of the IB Middle Years Programme (MYP). The Middle School Principal is supported by the Middle School Assistant Principal, Middle School Academic Advisor and the MYP Curriculum Coordinator.

- Middle School Principal: Maxwell Ituah
- Middle School Assistant Principal: Jennifer Phillips
- MYP Coordinator: Sarah Stack
- Middle School Academic Advisor: Rachel Gibson

High School (Grades 9-12)

The High School Principal oversees grades 9 through 12, which encompass the final two years of



the MYP (grades 9-10), and the two years of the IB Diploma Programme (grades 11-12). The High School Principal is supported by the High School Assistant Principal, High School Counselor, and College Counselor, alongside the MYP Coordinator for grades 9-10, and the DP Coordinator for grades 11-12.

- High School Principal: Dr. James Owen
- High School Assistant Principal: Beth Hughes
- MYP Coordinator: Sarah Stack
- DP Coordinator: Brandon Llewellyn
- High School Counselor: Lisa Phillips
- College Counselor: Carl Tippen

Additional Leadership roles

The Academy's leadership team also includes further roles, as outlined below.

Reporting to the Head of School:

- Westlake Academy Principals
- Director of Accountability: Darcy McFarlane
- Athletic Director: Gary Ponder
- Executive Director of Westlake Academy Foundation: Dr. Shelly Myers

Reporting to the Principals:

- Assistant Principals: Carolyn Anderson, Jenifer Phillips
- IB Coordinators: Alison Schneider, Sarah Stack, Brandon Llewellyn
- SPED Coordinator: Nekia Moorehead
- 504 and Testing Coordinator: Samuel Febres
- Instructional Technology/Student Life: Maria Busico-Flight

ROLES AND RESPONSIBILITIES

Board of Trustees

Provides policy direction that ensures individual student opportunity, excellence, and accountability for the Westlake Academy school community and considers appeals for parent complaints and certain disciplinary decisions. The Board will:

- Develop policies that communicate and uniformly enforce the Westlake Academy Code of Conduct in a manner that ensures their commitment and support;
- Seek input from students, parents, and staff and review their policies regularly; and
- Provide opportunities for staff to acquire the knowledge and skills necessary to



maintain excellence.

Head of School

Under state compliance and the direction of the Board, the Head of School is responsible for the enforcement of Board policies and for development of the annual budget and strategic planning to be submitted to the Board for approval. They are responsible for the daily activities of the school, including personnel decisions, enforcement of discipline matters other than expulsion, and compliance with state and federal reporting guidelines. The Head of School also establishes parental participation and involvement guidelines and regularly communicates with students, parents, Westlake Academy affiliated groups, and the school community.

Principals

The Principals are directly responsible for the organization and the administration of their respective sections. Principals oversee and work in collaboration with the teachers to maintain a positive and safe learning environment.

Teachers and School Staff

Under the leadership of the Principals, faculty and staff will maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behavior. As role models, faculty and staff uphold these high standards when they:

- Communicate regularly and meaningfully with parents when needed
- Maintain consistent standards of behavior for all students
- Demonstrate respect for all students, staff, and parents
- Prepare students for the full responsibilities of citizenship

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn;
- Comes to school properly dressed in school uniform;
- Shows respect for him/herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others or disrupt the school environment;
- Follows the established rules and takes responsibility for his or her own actions; and
- Is responsible for turning in all assignments on time.



Parents

Parents play a vital role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. They fulfill this responsibility when they:

- Show an active interest in their child’s schoolwork and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child’s absence or late arrival;
- Encourage and assist their child in following the rules of behavior;
- Assist school staff in dealing with disciplinary issues; and
- Follow the complaint procedure in case of a grievance.

PARENTS AS PARTNERS IN THE IB

Parents are the first and most significant educators of their children. From the moment your children are born, you have instinctively supported their learning. When they were learning to talk, you encouraged them by talking to them, praising and accepting their attempts, giving them immediate feedback, and showing real pleasure in their efforts. With this in mind it is not surprising that when parents are involved in their child’s learning, they learn faster.

... at home PARENTS:		... at school TEACHERS:
give children support and encouragement as they ‘have a go’ at things. They don’t expect that children will get everything right the first time around.	<p><u>S</u>upporting</p> <p><u>U</u>nderstanding</p> <p><u>C</u>aring</p>	provide a supportive, accepting classroom environment where the needs of individuals will be met.
understand that each of their children are different and provide lots of support as they develop in different ways.		understand that each child is different and will need to be supported in different ways in the classroom program
care deeply about their children, watching their progress and offering praise, help, and support when it is needed.		respond to the needs of all children in the class. They guide and facilitate learning efforts, offer praise, constructive feedback, and support when it is needed.



talk things through with their children, listen to what they are saying and answer their questions.	<u>C</u>ommunication <u>E</u>nquiring <u>S</u>haring <u>S</u>uccess	allow time for interaction, talking through ideas, understanding, and problems. They also make sure children believe and expect that they will succeed.
allow their children to inquire, guess, experiment, solve problems, and try things out.		provide opportunities for children to inquire and question for deeper understanding and solve problems that make sense to them.
encourage their children to talk about their feelings, experiences, and ideas and offer suggestions.		encourage children to discuss their ideas and how they solve problems; make suggestions on how they can develop their ideas.
praise their efforts as they attempt new things. When children are encouraged to have confidence in themselves and their own abilities, the foundations for successful learning are established.		recognize and praise children's achievements no matter how small they are. They build on previous knowledge, concepts, skills, dispositions to take appropriate action.

The descriptors for children's SUCCESS for parents as well as teachers are a mirror image of each other, varying in the use of vocabulary.

Late Start Wednesdays

The master calendar indicates the important dates and events for the academic year. Late start Wednesdays begins on September 6, 2023 and ends on April 24, 2024. Student arrival time and doors open on late start Wednesdays from 9:20-9:30 am. Class begins at 9:30 am. Teachers will use this valuable time from 7:30 am to 9:30 am for professional learning and collaborative planning within the IB programmes.

PRIMARY YEARS PROGRAMME OVERVIEW

Success in an IB World School is challenging for students, parents, and teachers as they develop an increasing understanding of the complexities of an IB PYP framework that gives meaning to State standards. The rigor of an IB education is not the content of any school-based, national, or state curriculum. It is placing that content within the framework of the PYP and creating meaningful connections to understand broader concepts for children's learning to transcend beyond the school to develop learning for life.

It is our intention to work and learn in tandem with parents by sharing children's achievements through the assessment and reporting program, parent programs, and conferences.



Early Dismissal for Kindergarten Students

The master calendar indicates the important dates and events for the academic year. To ensure our Kindergarten students have a gradual entry into the IB programmes they will be dismissed at 2:00 pm August 17 (first day of school) until September 4 (Labor Day). Kindergarteners will not be included in the all school dismissal process at 3:15 pm and this ensures the safety aspect, until the PYP carline settles into a routine.

The Curriculum

Agency-Voice, Choice and Ownership

Throughout the PYP, a student is an agent for their own and others' learning through the concept of learner agency. Learner agency is connected to a student's belief in their ability to succeed (self-efficacy).

PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others. Students take initiative, express interest and wonderings, make choices and are aware of their learning goals. They are actively engaged, and monitor and adjust their learning as needed. Students offer feedback to others and consult on decisions that affect them. In school, students take responsibility for their learning and collaborate with teachers and other students to plan, present and assess learning needs. Teachers recognize students' capabilities through listening, respecting and responding to their ideas. They make thoughtful considerations and decisions with an emphasis on relationships, dialogue and respect for one another.

When teachers acknowledge learner agency and the importance of self-efficacy, students become partners in the learning process. In this partnership, teachers work alongside students, meet with small groups and individuals as needed, and monitor learning and provide feedback. Students demonstrate agency when they:

- influence and direct their own learning
- make choices
- voice opinions
- ask questions and express wonderings
- communicate understandings
- construct new meanings
- participate in and contribute to the learning community.

The PYP written curriculum is 'housed' on the learning platform called Toddle. Upon enrollment at Westlake Academy, parents will be provided with access information to the Toddle platform which may contain the following information:



Parent / Student Handbook 2023-2024

- The PYP curriculum
- Messages posted to parents regarding curriculum information, weekly events and other class announcements.
- Digital learning portfolios
- Quarterly report cards

Students and teachers utilize Toddle as a digital tool to navigate instruction and highlight learning. This is a platform which showcases the active mind at work and allows the parents to have a window into the classroom. Teachers will send families information on how to navigate and access their student's Toddle account.

The Primary section has an international curriculum framework based on the International Baccalaureate Primary Years Program (PYP), which provides an overall philosophy and methodology from age 3 to 12 years. Our school-based curriculum is structured within this framework to provide a comprehensive and challenging education; one that helps develop a well-rounded, cultured person, with the attributes and disposition to act responsibly within the international community.



The aim of the program is to provide opportunities for students to show that they are inquirers, thinkers, risk-takers, and communicators. It also allows them to demonstrate that they are knowledgeable, principled, caring, open-minded, well balanced, and reflective.

As well as being valuable in themselves, these outcomes help students develop their awareness of local and global issues. Through the program of study, students channel the acquisition and application of knowledge into community action and service. Students are expected to demonstrate positive attitudes toward people, the environment, and learning.

The International Baccalaureate (IB) Learner Profile reflects the Mission, Vision, and Values at Westlake Academy. The Learner Profile aims to develop internationally-minded students who can help create a better and more peaceful world. The PYP Learner Profile describes the attributes and dispositions of an international person.

The Five Elements of the PYP

1. **Knowledge (What do we want the students to know about?):** We believe it is vital to build on students' prior knowledge base. Six transdisciplinary themes have been identified and serve as organizers for the selection of Units of Inquiry, which provide a meaningful context for learning. The organizers have specific inquiries for students to, 'inquire into.'
 - **Who we are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships, including families, friends, communities, and cultures; rights and responsibilities; what it means to be human



Parent / Student Handbook 2023-2024

- **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local to global perspectives
 - **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic
 - **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment
 - **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment
 - **Sharing the planet:** An inquiry into the rights and responsibilities associated with the struggle to share finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
2. **Concepts (What do we want students to learn?):** Concepts are powerful ideas that have relevance within and across many disciplines and which students must explore and re-explore in order to develop understanding; key concepts drive the inquiry that students undertake. These concepts focus the constant process of inquiry and learning that takes place in the community. These concepts are: form, function, causation, change, connection, perspective and responsibility. The disciplines of Mathematics, Language Arts (reading, writing, listening, speaking, and presenting), Social Studies, Science, The Arts (music and art), and Personal, Social, Physical Education are important knowledge that is integrated into the inquiry-based approach. Subject disciplines are only integrated if they fit naturally into the Units of Inquiry. Those areas of the subject that do not fit naturally are taught as a stand-alone (separate) component.
3. **Approaches to Learning (What do we want students to be able to do?):** Learning how to learn is fundamental to a student's education. The PYP has identified five categories of skills, known as the Approaches to Learning (ATLs). These five skills are: communication, thinking, social, self-management, and research. The ATLs support students of all ages in becoming self-regulated learners. Students learn how to ask good questions, set effective goals, and pursue aspirations with determination. The ATLs are developed in the context of meaningful situations through the units of inquiry and the subject-based curriculum.
4. **Agency in the PYP:** Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community. Agency is present when students partner with teachers and members of the learning community to take charge of what, where, why, with whom and when they learn. This provides opportunities to demonstrate



Parent / Student Handbook 2023-2024

and reflect on knowledge, approaches to learning and attributes of the learner profile.

Students with agency:

- have voice, choice and ownership; and a propensity to take action
- influence and direct learning
- contribute to and participate in the learning community.

5. **Action** (How do we want the students to act?): We develop in students a growing sense of social responsibility and the expression of that responsibility through positive action. The ability to choose wisely, act responsibly and to reflect on those choices is paramount if we are to develop responsible and respectful, life-long learners. Action is integral to PYP learning and to the programme's overarching outcome of international-mindedness. Student-initiated action will be considered a dynamic outcome of agency, and an essential part of the learning process that can arise at any time. Demonstrations of action can include:

- **participation – contributing as individual or group**
- **advocacy** – action to support social / environmental / political change
- **social justice** – relation to rights, equality and equity, social well-being and justice
- **social entrepreneurship** – innovative, resourceful and sustainable social change
- **lifestyle choices** – eg. consumption, impact of choices.

Inquiry-based Learning

Concept-based inquiry is the guiding approach to the PYP. Key concepts and questions drive student research. Inquiry is framed by a central idea and lines of inquiry, which are collaboratively designed by teams of teachers. Students are taught 'how to learn,' through an activity-based learning environment, where teachers are facilitators of knowledge and not the 'givers of facts,' presuming that students cannot find out or inquire for themselves. The ability for students to question and gain understanding, and then to question again in order to refine their understanding, is the heart of the inquiry process.

Kindergarten – Grade 5 Programs

The curriculum for grades 1 – 5 is comprehensive in nature and extends and develops the qualities and abilities of each student. By using inquiry-based approaches, children can apply their knowledge and skills in practical, everyday situations. Opportunities for interaction or discussion will also be in place to utilize questioning techniques and determine what the children know/understand about concepts before planning lessons. Throughout our educational lessons, our curriculum aims to build and support the Primary Years Program.

Areas of Learning

- Language Arts
- Spanish
- Mathematics
- Social Studies
- Science
- Art and Music



- Library
- Information Technology
- Physical Education

Westlake Academy uses the alignment of IB Learning Outcomes and the Texas Education Knowledge and Skills. Each subject area has an established continuum of learning. The purpose of learning outcomes is to identify the knowledge and skills that are necessary for each child to be successful at the next grade level.

The Exhibition

Students who are in their final year of the program (Westlake Academy fifth grade students) are expected to carry out an extended, collaborative inquiry project, known as the 'exhibition', under the guidance of their teachers.

The exhibition represents a significant event in the life of both the school and student, synthesizing the essential elements of the program and sharing them with the whole school community. As a powerful demonstration of agency, the exhibition has been repositioned to reflect students' capacity to take action on an issue they have chosen to explore.

This is an opportunity for students to exhibit the attributes of the student profile that they have been developing throughout their engagement with the program. It is a culminating experience, marking the transition from the PYP to the Middle Years Programme (MYP). IB schools are given considerable flexibility in their choice of the real-life issues or problems to be explored and investigated in the exhibition.

Supporting the Classroom Program

STEM Specialist

A STEM specialist works with students, teachers, and parents to develop an aligned program from Kindergarten through Grade 5.

The STEM specialist will extend, as well as support, student learning in the conceptual development of mathematics through in-class support.

Overall Program Goal:

- To support the classroom teacher in raising student performance and attitudes in Science, Technology, Engineering/Mathematics that will result in a deeper understanding of the relevance to everyday situations and life.
- Increase student academic achievement in the external assessments.
- Support the development of student needs in all areas of learning.

The STEM Specialist will:

- Extend student learning through problem-based learning and enrich academic vocabulary through oral and written formats.
- Support the foundational aspects of mathematics and Science and digital citizenship.



Parent / Student Handbook 2023-2024

- Use manipulatives and relevant digital applications for concept development and other resources within the PYP program.
- Promote students' responsibility as assessment-capable learners to see why and how they make mistakes and develop self-directed and self-regulated learners who take ownership for learning.

Literacy Specialist

The Literacy Specialist will aid in the recovery of reading through small group instruction and in class support. Materials, teaching and learning strategies and assessment approaches will be used to gauge progress and assist in determining the next steps for student learning.

Overall Program Goal:

- To support the classroom teacher in raising student performance and attitudes in literacy that will result in a deeper understanding.
- Increase student academic achievement in the external assessments.
- Support the development of student needs in all areas of literacy.

The literacy interventionist support teacher will:

- Support literacy through small group targeted instruction.
- Provide in class support for students and teachers in areas of literacy.

PYP Academic Reporting Policies and Guidelines

Planning, Assessment, and Reporting

The Primary section believes in the use of a range and balance of assessment strategies, designed or chosen to reflect a clear set of purposes and principles.

Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs. Assessing the students' prior knowledge and experience, as well as monitoring their achievement during teaching, will enable teachers to plan and improve their teaching accordingly. Teachers facilitate a well-designed learning experience that will provide data on students' knowledge, skills, and conceptual understanding, and is, consequently, a vehicle for summative or formative assessment.

Assessment for learning (formative) provides information that is used in order to plan the next stage of learning. It helps teachers and students find out what the students can do in the educational environment. Ongoing assessment promotes learning by providing students with consistent feedback. This helps learners to improve knowledge and understanding, to engage in thoughtful reflection, and self-assessment.

Assessment as learning provides opportunities for students to become assessment capable as they monitor and adjust using metacognitive strategies. Planning and monitoring learning goals throughout the learning process is an integral part of reflection. This allows the learner to become a self-regulated lifelong learner.



For IB learners, assessment does the following:

- Develops learner agency as students strive to reach their highest potential
- Promotes agency through self-evaluation, self-monitoring, and self-adjusting by the use of well-defined expectations and success criteria
- Communicates progress concerning what a student knows and is able to do
- Helps students develop agency as they set future goals and discuss their progress towards achieving these goals
- Connects how school relates to present world and future goals
- Offers multiple opportunities and ways through which to demonstrate proficiency

For IB educators, assessment does the following:

- Provides data to inform learning through analysis of what students know and can do
- Creates a learner-centered environment in which teacher and student work together to track progress and identify the next steps in the learning process (support or extension)
- Helps determine effectiveness of approaches and methods
- Allows for monitoring, documenting, measuring and reporting on learning

For administrators, assessment does the following:

- Assists in determining the effectiveness of programs and attainment of learning goals
- Assists in allocation of resources, including professional development
- Evaluate the depth of curriculum and the effectiveness of instruction

For parents, assessment does the following:

- Provides data about student learning and attainment
- Helps provide information of the strengths and weaknesses of individual learner
- Extends their child's understanding by supporting learning in real-world contexts

Types of Assessment - External

Diagnostic Reading Assessments

Kindergarten-Second grade reading diagnostics provide useful data that empowers teachers and administrators to analyze student strengths and opportunities for growth. The Texas Education Agency requires that the following early year reading diagnostics are conducted at the beginning, middle, and end of the school year.

- Kindergarten - Texas Kindergarten Entry Assessment (TX-KEA): Language and Literacy
- Grade 1 and Grade 2 - Texas Primary Reading Inventory (TPRI)

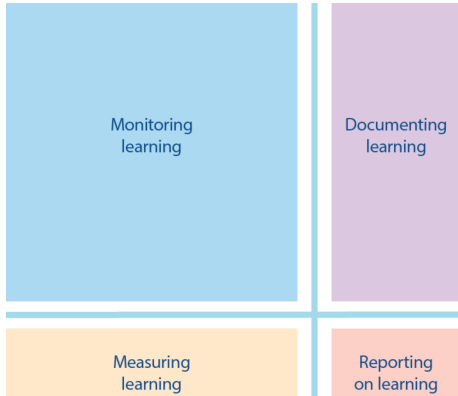
State Assessments

The State of Texas Assessments of Academic Readiness, or STAAR, is administered in grades 3-5. The Texas Education Agency sets testing dates in April and May.

- Grade 3 - STAAR Reading/Language Arts and Math
- Grade 4 - STAAR Reading/Language Arts, Math, and Writing
- Grade 5 - STAAR Reading/Language Arts, Math, and Science



PYP Reporting Process



According to the IB, there are four components of assessment in the Primary Years Programme. Teachers are responsible for: monitoring learning, documenting learning, measuring learning, and reporting on learning.

The reporting process focuses on measuring and reporting on learning.

Measuring Learning: captures what a student has learned during a specific point in time; supports student achievement and progress in learning; and provides analysis of data points to

evaluate student progress

Reporting on Learning: informs parents and students on progress made towards achievement; identifies areas of growth

Two Components Reporting

The PYP Assessment Folder (sent home at the end of the PYP Units of Inquiry and at the end of each quarter)

This folder provides parents with evidence of understanding related to the PYP Units of Inquiry. Inside the folder are student work samples, learning artifacts created by your child during the unit of inquiry. Each student should highlight at least three artifacts that evidence enduring understandings. We ask that parent’s remove the student’s learning artifacts, sign inside, and return the empty folder to the school the next day.

	<i>Parent/Guardian Signature</i>	<i>Initial here to Request a Conference</i>	<i>What feedback did you give your child? (Optional)</i>
<i>Quarter One: October</i>			
<i>Quarter Two: January</i>			
<i>Quarter Three: March</i>			
<i>Quarter Four: June</i>	<i>No signature needed (end of year)</i>		



The PYP Report Card

The Primary Years Programme (PYP) implements a K-5 report card that aligns with the International Baccalaureate’s stance on measuring and reporting on learning. This reporting process is designed in a manner that is objective and aligned with the state curriculum standards, the Texas Essential Knowledge and Skills (TEKS). Classroom learning experiences and inquiries are aligned with the TEKS and tracked for each individual to provide teachers with insight into where a child is performing. Teachers utilize a multitude of TEK aligned resources and measures to collect evidence and determine student mastery levels. The Westlake Academy written curriculum outlines the TEK standards to be introduced, taught, and assessed within the span of a unit of inquiry. This provides consistency across the PYP classrooms.

PYP reports are issued at the conclusion of a 9-week period, dividing the length of the school year into four quarters:

PYP Quarterly reports will be made available via Toddle at the end of each nine-week period			
Quarter One (Q1): October 13, 2023	Quarter Two (Q2): January 12, 2023	Quarter Three (Q3): March 22, 2023	Quarter Four (Q4): June 6, 2023

On the quarter report card, parents and students will clearly see what was taught during the nine week grading period and the degree to which the learner has mastered the taught curriculum. This will allow for enriched conversations with the teacher as all stakeholders clearly understand what grade level standards need to be targeted for growth and what standards have been mastered. Students will be able to use the reporting process to set specific goals to work toward mastery.

Primary Years Programme Student Mastery Levels			
IA	DA	AA	IP
Independent Application of Standard to New Situations	Demonstrates Achievement of Standard (the goal is for students to reach this level)	Approaching achievement of Standard with Support	Insufficient Progress Toward Standard
Correlation to the Assessment Tools Used in PYP Classrooms			
Child-friendly mastery levels used in instruction			
I can teach someone	I can do this by myself	I need help	I don't understand

Westlake Academy ATL rubric for PYP and MYP			
Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations



**PYP Daily Schedule-
(Please see below for Late Start Wednesday Schedule)**

7:30		Student Arrival	
7:50 - 10:45		Instructional -Teaching and Learning	
10:45 - 11:15		Kindergarten, 4th and 5th Lunch in MPH	Grades 1, 2, & 3 Recess
11:20 - 11:50		Grades 1, 2, 3 Lunch in MPH	Kindergarten, 4th, & 5th Recess
11:50 - 3:15		Instructional -Teaching and Learning	
3:15		Dismissal K-5	

PYP Late Start Wednesday Schedule

9:15		Student Arrival	
9:30		Instructional -Teaching and Learning	
10:45 - 11:15		Kindergarten, 4th and 5th Lunch in MPH	Grades 1, 2, & 3 Recess
11:20 - 11:50		Grades 1, 2, 3 Lunch in MPH	Kindergarten, 4th, & 5th Recess
11:50 - 3:15		Instructional -Teaching and Learning	
3:15		Dismissal K-5	



PYP Homework

All students in grades 1-5 have scheduled homework, and the amount and content is dependent upon the student's abilities. Students are to use a PYP Homework Planner (electronic or paper format) to record homework given, date given and completed, as well as other important information and reminders.

Teachers will communicate to parents, and we ask that a reciprocal exchange take place to maintain positive home-school relations. Homework is an important component of a child's education at Westlake Academy. Homework provides an opportunity for a student to reinforce concepts and practice skills, thus enriching their in-school program of studies. In addition, it serves as a valuable means of communication between home and school about a child's progress.

Homework should:

- Reinforce and support a child's in-school experience.
- Promote self-discipline, organization, and effective study habits.
- Promote positive attitudes towards independent and life-long learning.
- Provide parents with insights into their child's development and learning experiences, and invite their involvement in an appropriate way.

Students are responsible for:

- Completing assignments on-time and appropriately.
- Asking for assistance from the teacher if the assignment is not understood
- Developing a homework routine.
- Asking for assistance, if needed, after attempting to complete an assignment independently.

Teachers are responsible for:

- Providing a range of relevant and meaningful assignments during the school year.
- Modifying expectations when necessary to meet the needs of individual students.
- Reviewing homework so that student learning is enhanced.
- Ensuring that assignments are understood by students.
- Encouraging students to seek assistance when necessary.
- Maintaining effective communication with parents.

Parents are responsible for:

- Providing students with the time, materials, and facilities for work at home.
- Assisting students to develop a homework routine.
- Ensuring that students work on their assignments.
- Encouraging effort, achievement, and a positive attitude towards homework.
- Maintaining effective communication with teachers.



Assignments may include:

- Review, extension, or application of work taught in class.
- Completion of unfinished class work.
- Book reviews/reports.
- Collection of materials and/or information for class.
- Independent research, reports, and projects.
- Student reflection.

The PYP philosophy emphasizes the IB Learner Profile attributes. Homework is given to motivate and reinforce good study habits, commitment, confidence, and independence. The responsibility for homework rests with the student; however, it is also a responsibility of the teacher and parents to provide a routine and structure to motivate the students to complete homework enthusiastically and with pride.

Parents are able to refer to the teacher website, or electronic communication tool for communication between home and school. Communications serve to inform both student and parent of the learning objective or outcomes desired for the homework. Student success at Westlake Academy is achieved by all of us working together.

We must also be more diligent with our consequences at school for those students who habitually do not hand in their homework to their teacher. Therefore, we will enforce our current policies - if and when necessary. The policy on homework is found in the Board of Trustees manual, located on the Academy's website, along with details of the responsibilities of teachers, students, and parents.

Late or Missing Work

To optimize access to learning for all Westlake Academy students, all student assignments/homework are required to be submitted on time and in the requested format to the appropriate teacher. Student assignments include not only items to be assessed and recorded in the teacher's gradebook, but any work that a teacher assigns whether officially assessed or not. Late work, missing work, and work not submitted according to guidelines and dates identified by the teacher are considered code of conduct violations and will initially be dealt with using the following proceedings:

- If a student does not turn in an assignment, the teacher will conference with the student.
- If the work is not turned in after the first contact, the teacher will notify the parents so they may partner in the students' education.
- If assignments are still not completed the teacher will contact the PYP Leadership Team. The Assistant Principal will conference with the student and may assign detention and/or Saturday school to make up work, if appropriate.

Reading for Pleasure

We expect that all children will experience at least 10-20 minutes of uninterrupted reading at home each day. The amount of time given will be dependent on the age and ability level of students. We ask that parents read to and with their children, irrespective of the grade level.



Parents who need assistance with book selection can speak to the librarian and/or their child's classroom teacher.

Class Placement

The PYP grade 1-5 class lists are drafted at the beginning of April, collated and decided by the PYP classroom teachers, specialists, Sped teachers, and the counselor by Mid-May. The PYP leadership does not make the decision for student placement in the grade area classes.

In the case of incoming Kindergarten students the process of selection of classes for the 2023-24 SY is accomplished through a rigorous process in the first three days of the new academic year. A survey is opened for parents to select morning or afternoon times. Students are not designated a specific class or teacher and rotate in small groups for a range of teachers to assess readiness in literacy and numeracy through screeners, as well as fine motor skills. Observations are also done to view social-emotional needs in working with other students. After the three days of mornings and afternoon observations and assessments teachers and specialists dialogue together to provide three balanced groups. Gender balance is also taken into consideration.

Texas Education Code [26.003\(a\)](#) (2) allows a parent access to the appropriate administrator for the purpose of making a request about a change of class or teacher assignment. It is not an entitlement to unilaterally move the parent's child. It is just to talk to the right person. Note that the section recognizes the need to balance the effects of an assignment on other students. Westlake Academy can consider the overall makeup of classes when assigning each student.

The parent's role in their son or daughter's future classes is to support and inform the teacher throughout the year of any information that would help teachers decide class composition (social-emotional or behavioral issues) for the following year. We ask that parents respect teacher decisions regarding the placement of students.

The other important component is the teacher. Yes, teachers are different; however, our approach to teaching is not. The IB Primary Years Programme mandates that all teachers teach with the same methodology to facilitate worthwhile and relevant concepts and content. The philosophy also encourages teachers to model the PYP Learner Profile attributes that make a harmonious classroom. Westlake Academy's Vision of creating, "a nurturing environment that fosters the traits of the IB Learner Profile" ensures that classroom teachers are caring and principled educators.

These important factors promote and maintain accountability for all teachers and administrators to meet the needs of a diverse range of student abilities. Thank you in advance for the trust that you have placed in our teachers and class groups for next year's student placements.



Parent / Student Handbook 2023-2024

Retention

Over the course of the academic year information is shared by the class teacher for students who are not progressing in the academic, social-emotional and the personal development programs. This information is shared through email communications and face to face meetings with the class teacher, the PYP leadership and specialist teachers. Parents also receive quarterly reports related to the IB Learner Profile, Approaches to Learning skills (Communication, Self-management, Social, Research and Thinking).

A parent may request in writing that a student repeat Kindergarten or any other grade through G8. Before granting the request, the Westlake Academy may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Promotion Under the Texas Education Code

A student must demonstrate academic achievement of the subject matter of the grade level in order to be promoted to the next grade. To determine whether this has happened, leadership will look at a student’s grades, teacher recommendations, State of Texas Assessments of Academic Readiness (STAAR) scores (if applicable), and other academic information. I

Along with the academic requirements the leadership in collaboration with the classroom teacher will also consider the age of the student and their well-being (social-emotional development) in promotion to the next grade level. Promotional decisions will be made in collaboration with parents and the final decision made by the section principal.

MIDDLE YEARS PROGRAM ACADEMIC OVERVIEW

Westlake Academy delivers the MYP in Grades 6 through 10. The MYP helps students develop critical thinking skills, become independent, work collaboratively, and take a disciplined approach to academic endeavors. The MYP also seeks to provide students with an international perspective and to foster a commitment to service.

In the MYP, students study eight subject groups:

Individuals and Societies
Mathematics

Language and Literature
Sciences

Language Acquisition

Arts

Physical and Health Education Design





Conceptual Learning

In the MYP curriculum framework, students engage with a defined set of key and related concepts. The exploration of concepts leads students toward a deeper understanding of the subject group, appreciation of ideas that transcend disciplinary boundaries, and engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations (Erickson, 2008).

Global Contexts

The six global contexts provide the starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement. The global contexts provide common perspectives within and across the disciplines and ground the studies in real world contexts.

The MYP identifies six global contexts for teaching and learning that are developed from and extend the PYP’s transdisciplinary themes. They are:

PYP Transdisciplinary Theme	MYP Global Context
Who we are	Identities and Relationships
Where we are in place and time	Orientation in Space and Time
How we express ourselves	Personal and Cultural Expression
How the world works	Scientific and Technical Expression
How we organize ourselves	Globalization and Sustainability
Sharing the planet	Fairness and Development

The Personal Project

In the final year of the MYP, Grade 10, each student must carry out an individual project on a topic that is of particular interest to the student. It is intended to be the culmination of the student’s experiences within MYP. All students must fulfill the Personal Project requirements with a passing score in order to earn their MYP certificate and to meet Westlake Academy’s graduation requirements. Failure to do so will result in the student continuing to work on the project until successfully completed.

The personal project encourages students to practice and strengthen their ATL skills, consolidate prior and subject-specific learning, and develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students’ individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.



Parent / Student Handbook 2023-2024

Students are expected to meet deadlines and submit deliverables as posted in Managebac. Deadlines and deliverables include but may not be limited to:

- Personal Project proposal
- Setting up and sharing process journal
- A minimum of three documented supervisor meetings
- Regular updates in the process journal
- Evidence of the product goal
- Report draft
- Final report
- Signed academic honesty form
- Preparation for the Personal Project Exhibition

The purpose of these deadlines and deliverables are to support students in self-management and successful completion of Personal Project. The self-management required by the Personal Project prepares students for the type of self-management required for success in the Diploma Programme.

The following consequences will apply to students who do not meet deadlines or submit deliverables on time for the Personal Project:

- First missed deadline: Email to parents and student assigned after-school detention
- Two more more missed deadlines: Email to parents and student assigned Saturday school for each missed deadline. The student is not eligible to receive the "Personal Project with Distinction" designation on their MYP certificate.
- Ineligibility for participation in athletics until deadlines are met.
- Additional support may be recommended during ATL time.

Personal Project is a graduation requirement at Westlake Academy. Students who do not successfully complete the Personal Project during 10th grade will not receive the MYP certificate and will be required to make it up independently during the summer between 10th and 11th grade. If it is still not complete at the start of the 11th grade year, students will be required to attend Saturday school until completed and DP privileges will be withheld.

Questions? Please contact Mrs. Katie Estrada at kestrada@westlakeacademy.org.

MYP Service as Action

The MYP service requirements encourage students to build authentic connections between what they learn in the classroom and what they encounter in the community. All MYP students are expected to engage in meaningful service activities in which they work with others in a shared commitment towards the common good. Through service as action, students should:

- become more aware of their own strengths and areas for growth;
- undertake challenges that develop new skills;



Parent / Student Handbook 2023-2024

- discuss, evaluate and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- develop international-mindedness through global engagement, multilingualism, and intercultural understanding; and
- consider the ethical implications of their actions.

In order to encourage meaningful and authentic service, MYP students will be held accountable through a leveled point system for their service experiences, rather than through a system of counting hours.

MYP Service as Action Levels of Service

Level One	Level Two	Level Three	Level Four
Isolated service: experiences not directly inspired by units of inquiry.	Ongoing service: experiences that are not directly inspired by units of inquiry.	Service as action: experience, that is initiated and organized by a student or teacher, that is inspired by a unit of inquiry.	Service as Action Leadership: experience, initiated, organized, and led by a student, that is directly inspired by a unit of inquiry.
1 point per service experience	4 points per service experience	6 points per service experience	8 points per service experience

- All MYP students are expected to meet the service as action requirements for their grade levels.
- In the 10th grade year, earning 18 service points is required for the MYP Certificate.
- Students who meet the requirement are eligible for the MYP service as action award:

Grade(s)	Service requirement award	Distinguished service award
6th	10	18
7th	12	18
8th, 9th, and 10th	18	25

- Students document service experiences and reflections in Managebac.
- Students should enter service by four checkpoints (checkpoint dates posted in Managebac).
- Students will receive feedback at each checkpoint (Managebac).



Through service as action, students should:

- become more aware of their own strengths and areas for growth.
- undertake challenges that develop new skills.
- discuss, evaluate and plan student-initiated activities.
- persevere in action.
- work collaboratively with others.
- develop international-mindedness through global engagement, multilingualism and intercultural understanding.
- consider the ethical implications of their actions.

Questions? Please contact Ingrid Thebault at ithebault@westlakeacademy.org

Service as Action & Personal Project Website: http://bit.ly/WA_MYP

MYP Student Assessment Guidelines

Student Assessment Policy

In order to accurately determine student progress, a variety of measures will be used to test student knowledge and educational attainment throughout the year.

In MYP courses in the Middle School (grades 6-8), a student will be administered a minimum of one summative assessment per quarter, with each MYP criterion being tested twice over the course of the academic year. To the teacher's discretion, students who fail a summative assessment may reassess after successfully completing a tutorial session with their teacher.

In MYP courses in the High School (grades 9-10), a student will be administered a minimum of one summative assessment per quarter, with each MYP criterion being tested twice over the course of the academic year. A student who fails a summative assessment may retake one per subject each semester for a maximum criteria-based grade of 4 (see table below for assessment criteria).

Middle Years Programme Guidelines

The MYP assessment results are reported in two ways:

1. MYP criterion-related assessment as required by the International Baccalaureate Organization
2. Percentage grades as required by the state of Texas

Criterion-related assessment

Assessment in the MYP is criterion-related, reflecting contemporary educational theory regarding assessment. Each subject in the MYP has its own assessment criteria that are age,



level, task specific, and based on core learning aims and objectives for that subject. In recent years, educational assessment has moved away from comparing a student's achievement against other students because this normative model for assessment provided students with continuously negative perceptions about learning.

The use of criterion-related assessment does the following: Compares student achievement with predetermined criteria that, over time, provides greater consistency in maintaining and raising standards in this method of student assessment helps learners plan their next steps for learning and set goals for improvement.

What should grades tell us about students?

- What things do they know and know how to do?
- How well can they apply what they know?
- Whether they are ready to move on?
- Whether they've reached a standard?
- What level their work is at?
- Can they solve real-world problems?
- What are their strengths and what are identified areas of growth?
- Have they improved during the marking period?

Knowledge and skills are assessed through the following criteria specifically designed for each subject. These form the basis of student reporting. Teachers will communicate to parents and students descriptors for the level of achievement for each criterion. These criteria are translated to the 1-7 overall achievement levels at the end of each semester.

(Please see assessment criteria chart on the next page)



MYP Assessment Criteria

Language and Literature (English Classes)			Mathematics Criteria		
Criterion A	Analyzing	Maximum 8	Criterion A	Knowing and understanding	Maximum 8
Criterion B	Organizing	Maximum 8	Criterion B	Investigating patterns	Maximum 8
Criterion C	Producing text	Maximum 8	Criterion C	Communicating	Maximum 8
Criterion D	Using language	Maximum 8	Criterion D	Applying mathematics in real-world contexts	Maximum 8
Language Acquisition (Spanish or French Classes)			Design Criteria		
Criterion A	Listening	Maximum 8	Criterion A	Inquiring and analyzing	Maximum 8
Criterion B	Reading	Maximum 8	Criterion B	Developing ideas	Maximum 8
Criterion C	Speaking	Maximum 8	Criterion C	Creating the solution	Maximum 8
Criterion D	Writing	Maximum 8	Criterion D	Evaluating	Maximum 8
Individuals and Societies Criteria (Social Studies)			Physical and Health Education Criteria		
Criterion A	Knowing and understanding	Maximum 8	Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8	Criterion B	Planning for performance	Maximum 8
Criterion C	Communicating	Maximum 8	Criterion C	Applying and performing	Maximum 8
Criterion D	Thinking Critically	Maximum 8	Criterion D	Reflecting and improving performance	Maximum 8
Sciences Criteria (Sciences, Biology, Chemistry)			Arts Criteria (Music, Theater, Visual Arts)		
Criterion A	Knowing and understanding	Maximum 8	Criterion A	Investigating	Maximum 8
Criterion B	Inquiring and designing	Maximum 8	Criterion B	Developing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8	Criterion C	Creating or Performing	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8	Criterion D	Evaluating	Maximum 8
Interdisciplinary Criteria (Two classes together)			Personal Project Criteria (10 th Grade Students)		
Criterion A	Disciplinary Grounding	Maximum 8	Criterion A	Planning	Maximum 8
Criterion B	Synthesizing	Maximum 8	Criterion B	Applying Skills	Maximum 8
Criterion C	Communicating	Maximum 8	Criterion C	Reflecting	Maximum 8
Criterion D	Reflecting	Maximum 8			



Parent / Student Handbook 2023-2024

ALL MYP GRADE LEVELS:

MYP Semester Grade Boundaries

During the five years of the programme, all schools offering the MYP are required to communicate student achievement in each subject group to parents. To determine the final achievement level in each of the criteria for each student, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. Due to Texas requirements, achievement levels for each criteria are converted to numerical grades. In addition to communicating achievement levels in each of the criteria, students receive a final IB grade. To arrive at a criterion level total, teachers add together the student's final achievement levels in all criteria of the subject group. The tables below provide a means of converting the criterion levels total into a final grade based on a scale of 1–7. Teachers will provide feedback to students via the ManageBac gradebook. Grades will be communicated within one calendar week after due dates.

Middle School Grade Levels (grade 6 to 8):

In the semester report, the MYP Criterion-referenced grades are converted to percentage grades in ManageBac. Please see the chart below to understand how teachers calculate numeric grades from MYP assessments. At the end of the semester, the MYP Criterion-referenced grades are converted to percentage grades in the PowerSchool Parent Portal.

For all G6 and G7 courses, during the semester exam week in the Fall, middle school teachers will close out the semester in one of the following ways:

- ❖ A summative task that is a continuation of the unit the teacher is closing.
- ❖ A newly created formative/summative task.
- ❖ A reflection of the unit of study.
- ❖ Middle of year benchmark and/or interim.

For the Fall Semester, for G8 students only, the MYP Criterion-referenced grades count for 90% of the overall grade for each subject. The remaining 10% for each subject is determined by a semester exam, which will be awarded a percentage grade without reference to the MYP Criteria. Students can expect to be assessed on content and skills learned during the Fall semester. Fall semester exams are not eligible for retake.

High School Grade Levels (grades 9 and 10)

MYP Grade Conversion for State of Texas Reporting

Please see the chart below to understand how teachers calculate numeric grades from MYP assessments. At the end of the semester, the MYP Criterion-referenced grades are converted to percentage grades in the PowerSchool Parent Portal. For the Fall Semester, the MYP Criterion-referenced grades count for 80% of the overall grade for each subject. The



Parent / Student Handbook 2023-2024

remaining 20% for each subject is determined by a semester exam, which will be awarded a percentage grade without reference to the MYP Criteria. For the Fall semester exam, students can expect to be assessed on content and skills learned across the entire semester. The philosophy behind this cumulative assessment is to help prepare students for the assessment-centric demands of the IB Diploma Programme. Given the demands of state and AP testing in the Spring, there will be no Spring Semester exam for 9th and 10th grade. Fall semester exams are not eligible for retake.

Final IB Grade Levels* (Semester Report Cards-January and June)

Criteria based boundaries (All four criteria, in each course, have a maximum of 8 points. Added together, this will total 32 potential points).	Final MYP Grade	% Conversion	MYP Achievement Grade Descriptor
1 2 3 4 5	1 (1-5)	50 51 52 53 54	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
6 7 8 9	2	55 56 58 60	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
10 11 12 13	3	62 64 66 68	Produces work of an acceptable quality. Communicates a basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
14 15 16 17 18	4	70 71 73 76 78	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
19 20 21 22	5	80 82 84 86	Produces generally high-quality work. Communicates reliable understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and



Parent / Student Handbook 2023-2024

23		88	skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
24 25 26 27	6	90 92 93 95	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
28 29 30 31 32	7	96 97 98 99 100	Produces high-quality, frequently innovative work, Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

NOTE: This will occur at the end of Semester 1 and at the end of Semester 2, once all criteria have been assessed.

*For Semester 1 in 9th and 10th grade, the final grade for each subject based on the MYP criteria boundaries will count for 80% of the subject grade, with the remaining 20% in each subject allocated to the Semester 1 final exam.

MYP Reporting Cycle

Throughout the year teachers communicate student-learning growth to parents by giving frequent and specific feedback. In addition to the opportunities outlined below many other avenues are available to parents to receive feedback. These include: Back to School Night, Academic Information Meetings, presentations for parents, and parent workshops.

Component	Timeline	Purpose
Course overview uploaded to ManageBac	Beginning of each semester/ school year.	To inform parents of the general course content/material for the coming months
Back to School Evenings	Beginning of school year	To inform the community of general course material and to introduce teaching staff.



Parent / Student Handbook 2023-2024

Progress Reports	Emailed progress reports sent home six weeks into each semester for students who are struggling and for others at the teacher's discretion. Formal progress reports are sent through ManageBac at the end of the first and third quarters.	To share the success or progress of students with parents. To document students of concern.
Semester Report Cards	January, June. Teacher comment provided on student achievement, learning attitudes and learning goals.	To share student growth and achievement.
Weekly/Biweekly Updates to ManageBac Gradebooks	Throughout the school year teachers provide regular grade and comment updates.	To share student growth and achievement.
Parent Conferences	On-going	To share positive feedback or concerns about student learning.
Contact through phone calls, emails, ManageBac messages, meetings with parents. Academic Notices (probation, academic misconduct, commendations)	May occur throughout the year. This provides a record of official communication with parents. The process documents students of concern.	To share positive feedback or concerns about student learning.
MYP Curriculum Meetings	Beginning of year and on-going, as needed.	To inform parents of MYP aims and objectives.



DIPLOMA PROGRAMME OVERVIEW



The International Baccalaureate Diploma Programme (DP) is a two-year curriculum, offered to students in their 11th and 12th grade years. The DP prepares students for a university setting and encourages them to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and build the ability to communicate with and understand people from other countries and cultures.

The curriculum contains six subject groups with three core requirements. Students study six subjects, one from each of the subject groups. Normally, each course lasts for the full two years of the DP, with three subjects studied at higher level (HL), and the remaining three subjects are studied at standard level (SL).

The culmination of the Diploma Programme is a series of externally-assessed exams taken in May of the Senior year which, along with IB coursework produced by the students, determines the award for the Diploma. For more details, see the DP assessment policy below. Westlake Academy's graduation policy states that all graduates must fulfill the requirements of being a diploma programme candidate. All Seniors will therefore register as diploma candidates in November of their Senior year and sit for the DP exams in May of their Senior year. The only exceptions to this are a) an Academic Review and Dismissal (ARD) committee determines the student will not be a DP candidate or b) there are documented extenuating circumstances.

Subject Group and Course Offerings Include:

GROUP 1: Studies in Language and Literature English A: Literature HL	GROUP 2: Language Acquisition Spanish B SL/HL Spanish AB Initio SL French B SL/HL
GROUP 3: Individuals and Societies History of the Americas HL Economics HL Business Management HL	GROUP 4: Sciences Biology HL Chemistry SL Physics SL/HL Environment Systems & Societies SL Computer Science SL
GROUP 5: Mathematics Mathematics: applications and interpretation SL Mathematics: analysis and approaches SL/HL	GROUP 6: The Arts/Electives Visual Arts HL One additional subject from either group 2, 3 or 4

*For details regarding course descriptions and explanations, please refer to the course catalog.

Core Requirements of the Diploma Programme

- Extended Essay (EE): The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with



Parent / Student Handbook 2023-2024

the independent research and writing skills expected at university.

- Theory of Knowledge (TOK): The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.
- Creativity, Activity, Service (CAS): Participation in the school's CAS program encourages students to be involved in artistic pursuits, sports, and community service work, thus fostering students' awareness and appreciation of life outside the academic arena.

Additional requirements for the state of Texas

- Students will take the US History End of Course (EOC) exam in May of their Junior year
- For the Class of 2025, the United States Government course is embedded in the first year of the History of the Americas HL course.
- Students must take at least one semester of Economics to fulfill state requirements. The Class of 2025 may either take one semester of state Personal Finance and Economics, or take the DP Economics HL course, in which it is embedded.

Diploma Programme (DP) Assessment Guidelines

In the Diploma Programme, assessment is provided by the IBO, both in the shape of internal assessments and the DP exams at the end of the two year programme. However, in order to successfully steer students through these, teachers will employ their own assessments. The Academy understands that student learning is not complete without providing timely and appropriate feedback throughout the two years of the DP learning process. Descriptive feedback is provided in the form of formative and summative student assessments.

Formative and summative assessments are inherently linked, and teachers use their knowledge of IB summative assessment expectations and practices to help students improve performance. Formative assessment provides feedback and information during the instructional process, allowing teachers to alter instruction to meet student immediate needs. According to the IBO, "Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment" (Guidelines for Developing a School Assessment Policy in the DP 1). The Academy's goals for summative assessments are to support student learning and also to contribute to the determination of an achievement level. In the DP, students will take a minimum of two summative assessments each quarter. Summative and formative assessments are weighted in a fair and equitable manner. IB criterion-based rubrics that are subject-specific (and are given to students with direct instruction of the rubric before the summative assessment is completed) are used to determine levels of achievement. Grades for both formative and summative assessments are entered into the gradebook on a 0-100 scale. A student who fails a summative assessment may retake one per subject per semester for a maximum grade of 70.

DP Summative Exam Retake Policy

DP students may retake one summative assessment per course per semester. The retake must



Parent / Student Handbook 2023-2024

adhere to the following rules:

- The original summative assessment was an in-class timed exam. The retake policy does not apply to any other kind of summative. The retake policy also does not apply to semester exams.
- The retake exam must be taken within one week of the student receiving the original, graded summative.
- The maximum mark that can be entered into the gradebook for a retaken summative assessment is 70%. This rule does not preclude teachers from giving feedback appropriate to the quality of the work done and letting the student know the grade that would be awarded if it was not a retake.
- If the mark of the retake is lower than the original, the original mark will stand.
- While the retake exam should be testing the same content and skills as the original, the question(s) in the retake exam itself should be different from the original where this is practically possible.
- Fall semester exams are not eligible for retake.

Assessment in the Diploma Programme (DP) by the International Baccalaureate Organization

Internal Assessment

Internal assessment work will be assessed and graded by the WA teacher. This mark is based on the rubric provided by the IBO. All Westlake Academy teachers will receive IB training in the internal assessment process. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations, and artistic performances.

External Assessment

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include essays for Theory of Knowledge and Extended Essays. However, externally marked examinations form the greatest share of the assessment for each subject because of the greater degree of objectivity and reliability provided by the standard examination environment in May of the Senior year.

SECONDARY LATE WORK AND MAKEUP WORK POLICY

Homework

Homework is a regular part of the academic program and is viewed as:

- An avenue to increase and enhance student learning;
- Useful to provide additional drill, practice, and study; and
- A vehicle for teaching and developing personal responsibility.



Parents are encouraged to support the school's instructional program by providing the student an appropriate time and place in which to complete homework. Doing so will help the student take responsibility for his or her own learning.

Late or Missing Work

To optimize access to learning for all Westlake Academy students, all student assignments are required to be submitted on time and in the requested format to the appropriate teacher. Student assignments include not only items to be assessed and logged in the gradebook but any work that a teacher assigns whether officially scored/graded as a formative or summative assessment or not. Students who fail to turn in homework assignments will be subject to an array of consequences such as, but not limited to, mandatory tutoring, detention, Saturday school, and/or suspension from extracurricular activities.

Middle School Late Work Policy

Assessment in the MYP is based on the assessment of multiple criterions, in addition to the demonstration of relevant ATL skills. In order to promote the development of skills related to the time management, organization, planning, and self-management, a scaffolded approach to feedback through the use of timely consequences is prescribed below:

Late Work Policy (G6-8)

First day late:

Assignments are during the respective class period when the teacher requests the assignments. Afterwards, the assignment is considered late. Students must turn in a late assignment by the next class meeting. For example, if a student has math during period 2 on an A Day on Monday, the assignment must be submitted at the beginning of 2nd period on Wednesday. **For one class period late assignments, students will have a one point criterion deduction.**

Second day late:

If the assignment is not turned in by the next class day (see example above), the student will be assigned detention (documented in Managebac).

- Detention takes place only Tuesday and/or Thursday from 3:25 to 4:30pm.
- Once a detention is assigned for late work, the detention must be served.
- Students should inform their teacher when later work has been submitted.

The student may receive a grade (maximum of a criterion mark of 5), but no additional feedback.

Multiple submissions of late assignments will result in a Saturday school assignment.

Late work after the second class period will not be accepted.

High School Late Work Policy



As Westlake Academy students complete the final two years of the Middle Years Programme, and prepare for the Diploma Programme, which is composed of advanced level courses which culminate in high-stakes assessments, it is essential that students complete assignments in a timely manner in order to receive the feedback needed to progress. To promote the essential skills of time management, organization, planning, and self-management, all High School classes will adhere to the following late work policy:

Late Work Policy (G9-10)

- A student who does not submit work by the designated due date and time will not be able to receive full credit for that assignment. The late work must be submitted by **the start of the next class period** (e.g. if the work was due for History A-day period 3, the work is due by the next A-day period 3) for a **maximum criterion grade of 4**.
- If the late work is not submitted by the start of the next class period, the student has **until the start of the next class period to submit the work for a maximum criterion grade of 3**.
- If the late work has still not been submitted by the **start of the next class period, a grade of 0 will be permanently assigned and an after school detention will be assigned**.
- If a student is absent on the day that the work is due, they must email the relevant teacher to inform them of their absence. A parent/guardian must also contact the school to ensure the absence is excused. The student should then follow the High School make up work policy outlined below.

Late Work Policy (G11-12)

As the Diploma Programme is composed of advanced level courses which culminate in high-stakes assessments, it is essential that students complete assignments in a timely manner in order to receive the feedback needed to progress. To promote the essential skills of time management, organization, planning, and self-management, all DP classes will adhere to the following late work policy:

- A student who does not submit work by the designated due date and time will not be able to receive full credit for that assignment. The late work must be submitted by **the start of the next class period** (e.g. if the work was due for History A-day period 3, the work is due by the next A-day period 3) for a **maximum grade of 70**.
- If the late work is not submitted by the start of the next class period, the student has **until the start of the next class period to submit the work for a maximum grade of 50**.
- If the late work has still not been submitted by the **start of the next class period, a grade of 0 will be permanently assigned**.
- If a student is absent on the day that the work is due, they must email the relevant teacher to inform them of their absence. A parent/guardian must also contact the school to ensure the absence is excused. The student should then follow the High School make up work policy outlined below.



Makeup Work Policy

Middle School Makeup Work

Students who have an excused absence may request and receive assignments during their absence. Students who are absent with a medically documented illness, requiring long or frequent periods of absenteeism, may request and receive assignments and directions for at-home work as medically required. Students are responsible for making up all work missed during an absence. One day to make up work will be given for each day of absence during the assignment. For example, if a student is absent on a Monday (A day), the assignment will be due Friday (A day).

Students are expected to check the Managebac Stream and Resources as they are still responsible for the work in all of their respective courses. This is highly important when they miss more than one concurrent class so as to stay up to date upon their return. For questions about coursework, students should feel comfortable reaching out directly to their teachers to inquire about any missing assignments; otherwise, the task stream is a great resource. Upon their return, they are welcome to attend tutorials for any concept they may need additional help with for the time that was missed and is best practice to let teachers know when they will attend.

Moreover, whether the absence is planned or not, these are key ways to stay current with coursework:

1. Check in with every teacher before an absence (if possible) and after. Ask for copies of missed handouts, class notes, and assignments.
2. Be sure students are clear about each teacher's deadline for submitting late work.
3. Schedule time to stay after school to make up any tests or summative tasks that may have been missed.
4. Schedule tutorials for any additional concepts they need additional support.
5. Check Managebac for announcements and assignments that were posted while they were out.

Teachers will not prepare separate work in the event of planned absences.

High School Makeup Work

Students who have an excused absence may request and receive homework assignments during their absence. Students who are absent with a medically documented illness, requiring long or frequent periods of absenteeism, may request and receive assignments and directions for at-home work. Students are responsible for making up all work missed during an absence.

- If a student was absent on the day an assignment was due, the assignment is to be submitted on the next class period when the student has returned. (e.g. if a student was absent on a Monday (A-day) when their Period 3 Spanish assignment was due, they will submit it on the first A-day period 3 following their return to school). Failure to do this will result in the above High School late work policy being enacted.



Parent / Student Handbook 2023-2024

- If a student missed an in-class assessment (formative or summative), it must be made up on their first day back at school. If the timed assessment is over an hour in length, and arrangements cannot be made for the test to be proctored, the student will make up the assessment in the next available Saturday school.
- If a student has had a lengthy absence that has resulted in multiple missed assignments, they should contact all relevant teachers as soon as possible to create a schedule for the timely make-up of the missing work.
- Students who have planned absences can retrieve assignments in real time via ManageBac or other online course management system. Teachers will not provide work in advance.

SECONDARY DAILY SCHEDULE

PERIOD	Daily Schedule	Minutes
1/5	7:50—9:25	95 mins
	Break (Passing Period) 9:25-9:35	
2/6	9:35—11:10	95 mins
3/7	11:10—1:15 6/7/8th Grade Lunch MPH 12:15-12:45	95 mins
	9/10th Grade Lunch Dining Hall 11:10-11:40	
	11/12th Grade Lunch Dining Hall 12:45-1:15	
4/8	4/8 1:20—2:55	95 mins
ATL/DP Advisory	3:00—3:20	20 mins

Parent / Student Handbook 2023-2024



PERIOD	Late Start (Wednesday) Schedule	Minutes
1/5	9:30—10:50	80 mins
2/6	10:55—12:40 6/7/8th Grade Lunch MPH 12:10-12:40 9/10th Grade Lunch DH 10:55 - 11:25 11/12th Grade Lunch DH 12:10-12:40	75 mins
3/7	12:45—2:00	75 mins
4/8	2:05—3:20	75 mins



COURSE CREDIT POLICIES

Incompletes (Cycle & Semester):

A student receiving an incomplete for a grading period has five school days after the end of the grading period to convert the incomplete to an earned grade.

- Extensions for extenuating circumstances must be approved IN WRITING by the applicable Principal and will be considered on an individual basis.
- Students who have an incomplete are ineligible to participate in any extracurricular activities until the "I" is replaced.
- All missing work must be made up in the allotted time to replace the "I" with an earned grade. If missing work has not been made up, the missing work will be counted as a zero and the cycle and/or semester grade will be averaged with grades in the gradebook.

All incompletes for the 4th quarter must be made up on or before the last day of school. Any incompletes after the end of the school year will become a zero and will be averaged in to the semester average.

This above procedure regarding receiving an incomplete does not supersede the middle-school and high-school late-work and make-up work policies.

Approved Courses Included in Formal Cumulative Grade Point Average (CGPA)

All courses taken at the secondary level for Westlake Academy, which contain specific objectives determined by the Texas Education Agency (TEA) will be included when calculating a student's grade point average. The following general criteria govern the process:

- Courses taken at the secondary level at Westlake Academy and other fully accredited schools that are not modified in content will be included when calculating CGPA.
- CGPA will be calculated by the Office of the Registrar and rounded up to the nearest hundredth.
- CGPA will be determined using semester grades for all courses from the 9th grade up to the time of reporting.

IMPORTANT: Please note that online courses and credit by exam course credits are factored into a student's GPA, but are not eligible for quality points. Pre-Advanced Placement, Advanced Placement, Honors, or International Baccalaureate courses that are taken online or credit by exam will be eligible for quality points. Credit for transfer courses with a grade of Pass (P) will be included on student transcripts for credit, but will not be calculated in a student's GPA.



Parent / Student Handbook 2023-2024

Quality Points for IB Courses

The Academy will award the following points based on the table below:

Course Type	Grade Level	Quality Points
MYP Core Courses	9-10	+5
AP Courses	9-12	+10
SL DP Courses	11-12	+10
HL DP Courses	11-12	+12

Raw grades obtained in the completion of the course must be a passing grade of 70% or above to receive the quality points. Raw semester grades are shown on a student's report card and Academic Achievement Record (AAR)/Transcript. Quality points will be included in CGPA calculation and this weighted GPA will appear on the student's transcript. No quality points are awarded for non-Diploma courses.

Secondary Retention Guidelines, Credit Recovery Policy, and Promotion

Secondary students who fail a course in any core area of study (mathematics, language & literature, individuals and societies, science and foreign language) must satisfactorily complete an equivalent course in either summer school or through an alternative educational program (if available). Courses that bear high-school credit must be remediated through a credit recovery program from an approved accredited institution (i.e. Algebra I and a foreign language).

Students who fail a course required for graduation by the state of Texas and Westlake Academy must complete the class through an approved summer or alternate educational program prior to next school year unless otherwise approved by the Principal or his/her designee. **All credit recovery must be completed prior to the first day of the next school year. The student will be re-enrolled in the course upon returning to school in the fall if they were unable to earn credit over the summer.** Since many courses have prerequisites, failure to attend summer school may impact a student's ability to graduate within four (4) years.

Retention

Over the course of the academic year information is shared by the class teacher for students who are not progressing in the academic, social-emotional and the personal development programs. This information is shared through email communications and face to face meetings with the class teacher, the PYP leadership and specialist teachers. Parents also receive quarterly reports related to the IB Learner Profile, Approaches to Learning skills (Communication,



Parent / Student Handbook 2023-2024

Self-management, Social, Research and Thinking).

A parent may request in writing that a student repeat Kindergarten or any other grade through G8. Before granting the request, the Westlake Academy may convene a retention committee to meet and discuss the request and will invite the parent to participate.

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless Westlake Academy has determined that the student has met all requirements for graduation. Before granting the request, Westlake Academy may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Promotion Under the Texas Education Code

A student must demonstrate academic achievement of the subject matter of the grade level in order to be promoted to the next grade. To determine whether this has happened, leadership will look at a student's grades, teacher recommendations, State of Texas Assessments of Academic Readiness (STAAR) scores (if applicable), and other academic information.

Along with the academic requirements the leadership in collaboration with the classroom teacher will also consider the age of the student and their well-being (social-emotional development) in promotion to the next grade level. Promotional decisions will be made in collaboration with parents and the final decision made by the section principal.

Any secondary student who fails two (2) or more core courses (mathematics, language & literature, individuals and societies, science and foreign language) may NOT advance to the next grade level. The retention committee may evaluate each individual case for the best decision in regards to student welfare and academic achievement.

Guidelines for Schedule Changes

- All schedule changes must be completed prior to August 30, 2023 in the Fall Semester and January 17, 2024 in the Spring Semester.
- Students may change a course at the end of the semester provided that it does not impact their MYP/DP Programme requirements and/or Westlake Academy graduation requirements.
- Under certain circumstances, students may drop to a lower level course at the 9 week period per written approval – Parent, MYP/DP Coordinator, Counselor, and Principal.

The following reasons are acceptable for changing student schedules:

- Medical/504/IEP (Principal approval required)



Parent / Student Handbook 2023-2024

- Going down a level (if a lower level course is offered, ex: APHUG→MYP World)
- Credit is obtained
- Errors in schedule

All other reasons must be approved by the current teacher, future teacher (if applicable), and principal.

No schedule changes will be permitted for the following reasons:

- Friends not in classes or friend in other classes
- Teacher preference
- Time of a class
- Wanting to be in a different elective

Notice to Parents of Potential Course Failures

The administration notifies parents in writing according to the following timeline:

Interim progress updates: parents with students failing a course will be notified at approximately the fourth week of the grading period

Quarter and Semester end progress reports: families will receive progress reports from teachers at the end of each quarter and semester communicating a student's progress in the course. Semester grades will include a percentage grade.

Counselors will provide credit recovery information for students who fail a class.

Evaluation of Credits for Transfer Students

Westlake Academy accepts credits from other schools accredited by the state of Texas. Subjects will be evaluated by a counselor to determine if the course meets the requirements for graduation from a Texas high school, as well as from Westlake Academy. All transfer grades earned in accredited schools will be converted to the Westlake Academy grading scale and course designation consistent with the Academy's standards. Students who have transfer grades that are designated as accelerated, honors, Pre-Advanced Placement, Advanced Placement, Dual-Credit, etc. will receive the appropriate quality points, which will be determined by the appropriate Westlake Academy counselor.

In order to receive credit for completed work, students entering Westlake Academy from a non-accredited school or from homeschooling must take the credit-by-exam (CBE) tests approved in advance by Westlake Academy. Students are responsible for any applicable fees associated with these tests and must achieve a passing test score. Students who are awarded credit by Westlake Academy in courses that require an EOC, the student must sit for and achieve passing performance.

Secondary Credit/Acceleration: Guidelines and Procedures

Westlake Academy recognizes the need for some students to accelerate within a course



Parent / Student Handbook 2023-2024

sequence to further challenge themselves. The continuum of IB programs already offers advanced curriculum at all levels. Credit/acceleration does not allow students to accelerate for the purpose of omitting a core class or graduating early. Students cannot accelerate beyond the prerequisites for the Diploma Programme (DP), and DP classes cannot be started prior to grade 11.

Credit/Acceleration by examination without prior instruction is offered to advance students in course sequence in order to challenge and enrich their educational plan, provided that all prerequisites are satisfied. **Due to state testing requirements, the following courses are not eligible for credit/acceleration purposes: English I, English II, Biology, Algebra I, and US History.**

- At Westlake Academy, credit/acceleration is limited to the subjects of **Mathematics**, and **Language Acquisition** (Spanish and French), unless approved by the Principal
- Secondary students may only accelerate **one** course per subject through credit/acceleration by examination at Westlake Academy.
- Secondary students seeking to accelerate using credit by exam (CBE) or outside courses must apply directly to the relevant Secondary Principal using the appropriate application listed on the school's website.
- Applications for credit/acceleration must be submitted prior to registration for the next academic year. Decisions will be made on a case-by-case basis using teacher recommendations, advanced study documentation, and aligned assessment performance.
- Secondary students planning to accelerate will take two CBEs or outside courses (semester 1 & semester 2) for each credit/acceleration course from an online provider determined by the school (e.g. Texas Tech Online High School).
- A secondary student will be given credit for an academic course if the student scores **90% or above**. Credit is only awarded for a course in its entirety (full year). An exception may be made by the appropriate Secondary Principal for a student from out of district entering with half-credit in a full credit course. This will allow the student to take a CBE for the missing semester to complete the credit in the course.
- All CBEs must be completed before the beginning of the new academic year. All credits must be received prior to attending a more advanced level course.
- Costs/fees for CBEs are the responsibility of the student.
- Grades earned through CBE or outside courses are **unweighted** and **are included in the GPA**.

To accelerate in math starting in grade 7, students must meet the following criteria:

- Students must have earned at least a criterion mark of **7** or higher in the current mathematics course.
- Students must score in the **96th percentile of Level 3 Mastery** on their STAAR/ EOC.
- **2 grade levels** advanced on iReady or applicable math benchmark.

To accelerate in science starting in grade 10, students must meet the following criteria:

- Students must have earned at least a 90% or better in their Biology course.



Parent / Student Handbook 2023-2024

- Students must score at Level 3 (masters grade level material) on the Biology EOC.
- Students must score at Level 3 (masters grade level material) on the Algebra 1 EOC.

A waiver, requiring parent signature, is available for those students who meet two of the three requirements.

Please note that credit/acceleration does not specifically prepare students for the next level of IB courses. Once an accelerated credit is received, the student must remain in the more advanced level course for the remainder of the year.

Off Campus Credit

The purpose of the **Off-Campus Physical Education (OCPE)** program offered by Westlake Academy is to accommodate students in **grade 9** who are involved in high level athletic programs that require a significant amount of individualized training.

The OCPE program is a cooperative arrangement between Westlake Academy and an approved off-campus sponsoring facility/provider. Activities are defined as those in which a student works with a single teacher/coach/team at an approved agency during the regular school year. Below are the general requirements:

1. Students in grade 9 will be eligible for consideration for the off-campus program.
2. Students will receive a maximum of one half (.5) credit per semester.
3. Students applying for OCPE require a minimum of fifteen (15) hours per week for highly intense, professionally supervised training.
4. Students qualifying at this level may be dismissed from school one period of eight for such participation.

More information and to obtain an application for off campus PE go to the Westlake Academy website.

GRADUATION GUIDELINES

Secondary Graduation Policy

Westlake Academy seniors who have satisfied all the requirements necessary for graduation are eligible to participate in commencement ceremonies. An exception may be made in the event a senior lacks one (1) credit towards the graduation requirements and a student has a plan approved by the Head of School or his/her designee to complete the course prior to the beginning of the next school year. No other exceptions to participation in the Graduation Ceremony will be granted.

Academic Recognition

Westlake Academy was founded upon the philosophy that students should strive to reach their individual maximum potential without focusing on their performance as it compares to their peers. Westlake Academy is non-ranking school, except for the purposes contained below:

- Reporting to Texas colleges and universities for automatic admission per TEC 51.803*;
- Reporting when required for a specific scholarship opportunity*;



Parent / Student Handbook 2023-2024

- Determining Valedictorian, Salutatorian, and Top 10%.

*Rank in class will be determined by cumulative grade point average (CPGA) and will be sent directly from Westlake Academy to institutions/organizations for admissions and/or scholarship purposes.

Valedictorian, Salutatorian, and Top 10% Determination

Graduating seniors with the top two Cumulative Grade Point Averages (CGPAs) will be recognized. In the event of a tie for Valedictorian, the Academy shall compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken. Additionally, valedictorian and salutatorian eligibility require attendance at Westlake Academy for six consecutive semesters preceding graduation. Further, the Superintendent or his/her designee may deem a student ineligible who is in violation of Westlake Academy's code of conduct and requirements, town code, or state codes.

*For details regarding the selection of the Valedictorian, Salutatorian, and Top 10%, please reference Board Policy No. 6.04.

Honor Graduate Determination

A graduating senior who has a weighted Cumulative Grade Point Average (CGPA) of 90% or above will be determined to be an Honor Graduate and will be recognized at commencement. The Secondary Principal and his/her designee are granted the authority to include students whose CGPA is 90% or above at the end of the final semester.

Academic Achievement Record/Transcript

Each student has an academic achievement record, which contains their grades, graduation credits, grade point average, and required state testing scores in high school level courses. A photocopy of the record is called a transcript and is required for admission by most secondary and post-secondary institutions. An official transcript will include an embossed seal and a signature from the Registrar or College Counselor. All official and unofficial transcripts require a written request from a parent or student before they are released. A transcript will not be released without the written request from a parent or student. Students who are over (18) years of age must individually request a transcript in writing. Students may request a transcript from the Registrar or College Counselor.

STANDARDIZED ASSESSMENTS

Whole School Assessment

Westlake Academy is an IB World School that is also responsible for teaching the Texas Essential Knowledge and Skills (TEKS) as contained in 19 TAC Chapters 110-128 and participates in the statewide assessment program, State of Texas Assessments of Academic Readiness (STAAR), to ensure accountability for student achievement. Students are assessed in reading and math in Grades 3-8, plus students in Grades 5 and 8 are assessed in science. Grade 8 students complete a Social Studies assessment. Students enrolled in certain high school level courses are required to sit for an End of Course (EOC) assessment. Assessed high school courses include: English I, English II, Algebra I, Biology, and US History. The completion of these five EOC exams is a



graduation requirement for the state of Texas. Westlake Academy also administers the Texas English Language Proficiency System (TELPAS) assessment to students who qualify. Information regarding all standardized assessments will be communicated to families throughout the school year.

National French and National Spanish Exams

The National Spanish Examination and the National French Examination, Le Grand Concours, are motivational contests to recognize student achievement and proficiency in the study of Spanish and French. In addition to the contest, this exam is an online, standardized assessment tool given to Grades 7-11 that measures content standards including vocabulary and grammar, and performance standards, including reading and listening comprehension. These assessments allow us to gauge student progress with national language acquisition proficiency standards.

College Entrance Exams

PSAT - All students in grades 10 and 11 are required to take the PSAT. The PSAT fee will be covered by Westlake Academy. Grade 11 students take the PSAT in order to be considered for the National Merit Scholarship Program.

SAT and ACT - Fee waivers for the SAT/ACT are available in the College Counselor's office. The Westlake Academy high school code for College Board and ACT is 447-468. Use this code for school identification on the SAT and ACT college registration forms. Westlake Academy's college counselor will provide families with information regarding these exams.

ACADEMIC INTEGRITY

A component of the mission statement for Westlake Academy is to strive to achieve academic excellence and develop life-long learning traits for the success of the students. As such, an academic honesty and honor code is necessary to support those endeavors. All students are expected to act with integrity in regards to academic and non-academic contexts.

The guidelines for academic honesty and honor code should be read in conjunction with Westlake Academy Board Policy No. 3.10 "Academic Honesty and Honor Code."

Teachers and students have the responsibility to help ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies and to continue this responsibility as a "lifelong learner" in post-secondary education and future career. All members of the Westlake Academy IB community must strive to be principled, acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.

How do students learn and act to reflect the ideals of academic integrity?

Students are exposed to the development of skills that have relevance across the curriculum to enable them to 'learn how to learn'. The skills are foundational for independent and



Parent / Student Handbook 2023-2024

collaborative learning to promote a common language to reflect and clarify the process of learning. These skills are the Approaches to Learning (ATLs) that are common in the PYP and MYP. In DP, the skills are based on Research and Self-management.

What is Academic Dishonesty?

- Engaging in any act of plagiarism by passing off ideas or words of another as one's own, using another's work without quoting sources, committing literary theft, or presenting an idea from an already existing source as new or original. This includes submitting AI-generated work as one's own work.
- Receiving or providing assistance on an assignment in or out of the classroom where collaboration is not explicitly condoned by the teacher. This does not include legitimate collaboration in a group project or assistance provided to help another student understand class material.
- Communicating or attempting to communicate with another student during an examination via verbal, nonverbal, written, or electronic means.
- Disclosing the content of assessment material to another student who is taking or has taken the same course but has not yet taken the assessment in question.
- Possessing or using forbidden materials or aids during an assessment; stealing, attempted theft, or collusion with any who attempt to steal assessment materials.

Examples of academic misconduct, intellectual property, and authentic authorship

Academic misconduct is behavior that results in or may result in, the student or any other student gaining an unfair advantage in an assessment. What does this behavior look like?

- Copying another student's work without explicit acknowledgment;
- Allowing another student to copy one's work (collusion);
- Taking unauthorized material into an examination;
- Behavior that disrupts an examination or may distract other students;
- Communicating with another student during an examination; and
- Using a translator in a language assessment without being given permission by the teacher.

Examples of conventions for citing and acknowledging original authorship

- All sources consulted are acknowledged in one's work using MLA referencing style.
- All information used in the body of the text is fully listed in the bibliography.
- Quotation marks or indentations are used to show all text that is someone else's exact words.
- All sources are cited so readers can find them.

Distinction between legitimate collaboration and unacceptable collusion

Legitimate collaboration occurs when two students or more share and use materials to complete a group project and acknowledge in their work who produced what. Moreover, a student acting in the place of a tutor for another, wherein one assists the other to learn the subject material through the use of class assignments, is legitimate collaboration. Unacceptable collusion occurs when students deliberately copy each other's work without referencing the other's student work; this also includes the lack of will to learn course material and simply use



Parent / Student Handbook 2023-2024

another's work and claiming it as one's own. Cheating, plagiarism, forgery, and any other forms of academic dishonesty are considered severe discipline infractions and will be subject to the progressive discipline process outlined in the Parent/Student Handbook.

Academic Integrity Pledge

The Integrity Pledge that follows has been a collaborative process, drafted and discussed by students across all IB Programmes, subject-based teachers, and the administration. By means of a pledge, students practice responsible leadership, accept personal responsibility, develop strong character, and create an atmosphere free from suspicion. At its core, the pledge is based on mutual respect and trust, serving as a written model for what is expected from students in terms of behavior, as well as a pledge to live by the school's values. Parents and community members are important partners in promoting academic integrity.

All students will be required to support the traits identified in the IB Learner Profile by committing to the following:

As an IB student, I am responsible to uphold a principled perspective in my personal and academic life.

Consequences Related to Academic Integrity

Students who have chosen not to uphold the Academic Integrity Pledge regarding academic honesty will be subject to the following consequences:

Consequences for academic dishonesty in the elementary school:

1st Offense - The incident will be documented in writing to the parents. The student will redo the assignment;

2nd Offense - A parent, teacher, student conference will be conducted and the student will redo the assignment during after school detention;

3rd Offense - A parent, teacher, student conference will be conducted and the student will redo the assignment during Saturday school; and

4th Offense - A parent, teacher, student conference will be conducted and the student will redo the assignment during an in-school suspension

Consequences for academic dishonesty in the middle school:

1st Offense - Zero on Assignment, formative or summative, with no opportunity to make up and assignment to Saturday School;

2nd Offense - Zero on Assignment, formative or summative, with no opportunity to make up and assignment to In-School Suspension;

3rd Offense - Zero on Assignment, formative and summative, with no opportunity to make up and assignment to Out-of-School Suspension; and

4th Offense - Zero on Assignment, formative or summative, with no opportunity to make up and Expulsion

Please note that measuring a learner's progression on the learning continuum is imperative. As



such, a teacher may assign an alternative assessment to determine student progress. This alternative assignment will provide feedback but will not be assigned a mark.

Consequences for academic dishonesty in the high school:

First offense - An automatic zero for the work in the case of a first offense. No opportunity is to be given to make up the zero grade. An alternative assignment may be given to determine student progress, but no grade will be awarded. Saturday school will be assigned. The document/incident is to be collected by the teachers and filed with the Principal, who will record the incident. Parents are to be notified.

Second offense - An automatic zero for the work with the same above specified notifications and qualifications for a second offense. An alternative assignment may be given to determine student progress, but no grade will be awarded. Additionally, an out-of-school suspension is to be assigned and a meeting of the parents, student, teacher and college counselor called by the Principal.

Third offense - Indefinite suspension pending a recommendation for expulsion for a third offense.

In case of academic dishonesty being committed in either a) the submission of work that is to be assessed or moderated by the IB or b) during IB external assessments, the DP Coordinator shall immediately inform the IB. This will likely result in the student being excluded from being eligible for the receipt of an IB diploma.

Determination of academic dishonesty in the High School

A determination of whether academic dishonesty has been committed shall be made, in the first instance, by the teacher of record. If the teacher is uncertain, they will consult with the MYP or DP Coordinator, as appropriate. In instances where "evidence beyond reasonable doubt" is not available, and the offense is disputed by the student, a meeting will take place between the teacher, student, parents and the appropriate administrator to discuss the evidence presented by the teacher. If a consensus can not be reached, the appropriate administrator will make a determination on the "balance of probabilities" approach, as outlined by the IBO.

STUDENT SERVICES

SPECIAL EDUCATION AND SECTION 504

Special education at Westlake Academy is built on the belief that all students can and will learn. It is the school's responsibility to provide appropriate learning experiences, to recognize and understand the unique nature of each student, and to promote the worth and dignity of each student to enhance their educational success in the least restrictive environment possible. To the extent appropriate, instruction for special education students will be provided in the classroom setting.



The goals are as follows:

- Ensure that all students receive a free, appropriate public education which may include special education and related services to meet their unique needs.
- Provide a full range of educational opportunities in the least restrictive environment for each student.
- Ensure that the rights of Special Education students and their parents are protected.
- Assess and ensure the effectiveness of efforts to provide appropriate educational programs for all Special Education students.

Westlake Academy adheres to all state and federal regulations. For detailed information regarding Westlake Academy's Special Education policies, please visit the following webpage:

<https://www.westlakeacademy.org/academics/special-education>

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RTI). The implementation of RTI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students. If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the Coordinator of Special Education Services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education services.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school



Parent / Student Handbook 2023-2024

during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process. This guide can be accessed through the Academy's website. See link above.

Dyslexia Specialist/Language Therapist

This position supports students who have been identified as having reading difficulties. This is a pull-out program with classroom teacher follow up in the learning environment. The Dyslexia Specialist/Language Therapist implements the Scottish Rite Take Flight program, which is an intensive two-year program.

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders, mandates screening and testing students for dyslexia and the provision of instruction for students with dyslexia and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with dyslexia. Texas Education Code §7.028(b) assigns the responsibility for school compliance with the requirements for state educational programs to the local district board of trustees. Title 19 of the Texas Administrative Code (TAC) §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia. Finally, two federal laws, the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, Section 504, establish assessment and evaluation standards and procedures for students (34 C.F.R. Part 300 (IDEA), Part 104 (Section 504)).

Contact Persons for Special Service Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

- Carolyn Anderson (Assistant Principal PYP) canderson@westlakeacademy.org
- Beth Hughes (Secondary Assistant Principal) bhughes@westlakeacademy.org
- Amy Henderson (Diagnostician) (ahenderson@westlakeacademy.org)
- Phone Number: 817-490-5757

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that



Parent / Student Handbook 2023-2024

includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Persons for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Persons: Samuel Febres - 817-490-5757.

The following websites provide additional information and resources for students with disabilities and their families:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)
- [TEA: Section 504 Resources](#)
- [Parent and Educator Resource Guide to Section 504](#)

Counseling Services

In line with the **mission** of Westlake Academy, the Counseling Department will:

- provide a comprehensive counseling program which fosters academic success, college and career preparation, and social and emotional development. Through effective communication, Westlake Academy school counselors will consult and collaborate with students, parents, teachers, and members of the community to advocate on behalf of all students.
- create a safe, nurturing and internationally minded environment that fosters the traits found in the IB Learner Profile. In doing so, Westlake Academy students are able to maximize their personal development, achieve academic excellence, demonstrate personal responsibility, and exhibit compassion and understanding for self and others.

Program overview

The role of the school counselor is to assist students in the areas of:

- Academic achievement;
- Personal/Social Development; and
- College/Career Development.

There are four components to the overall comprehensive Counseling Program at Westlake Academy. These components include the following:

- **Counseling Curriculum** - Counselors provide social emotional lessons developmentally appropriate within a variety of formats for students.
- **Responsive Services** - Counselors provide individual counseling sessions, parent consultations regarding individual student needs, and coordination with outside referral sources.



Parent / Student Handbook 2023-2024

- **Individual Planning** - Counselors provide academic and career guidance along with goal-setting and interpretation of assessment instruments.
- **System Support** - Counselors provide community outreach, parent education programs, teacher consultation, and school improvement planning.

For more information go to the Westlake Academy website.

NOTICE OF POLICIES FOR REPORTING CHILD ABUSE AND NEGLECT

The Academy acknowledges the role that CPS investigators play in securing the safety of our students. The following protocol will be followed should a CPS agent arrive on campus:

- The front desk administrative assistant will contact the programme level guidance counselor and the programme principal or assistant principal.
- The front desk administrative assistant will sign the investigator in through raptor and make a copy of the investigator's badge. All copies will be kept on file in the main office.
- The student requested will be called to the main office.
- The counselor will request to be present during the interview. If the request is denied, the counselor will wait for the interview to be conducted and will support the student once the interview is completed.
- The principal will notify the parent if CPS allows such contact to be made.
- Questions or concerns about the welfare of any student may be directed to the Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the Web at www.txabusehotline.org.

HEALTH AND SAFETY

Medical Attention

Parents are asked to keep the health clinic and classroom teachers fully informed of significant changes to their child's health in order to ensure student safety. When students must take medication at school, either by a physician's orders (prescription medication) or by parent or guardian request (non-prescription medication), the Medication Administration Request Form must be filled out and submitted to the clinic/nurses office.

Some medications which students take at school fall under the strict requirements of the Controlled Substances Act and require that special effort be exercised in their safe distribution. Your attention to the following guidelines will help facilitate the safe administration and handling of any medication administered to your student at school. Only FDA approved drugs and prescription drugs ordered by a physician licensed to practice in the United States will be given.

The clinic/nurses office does not supply any medication.

1. The parent/guardian must complete the Medical Administration Request Form. Physician's directions and signature are required for medication given longer than 10 days.
2. Changes in dosage must be verified by a written or faxed order from the physician,



Parent / Student Handbook 2023-2024

- unless the physician's original order specifies a scheduled dosage adjustment.
3. Milligram dosage indicated on the prescription bottle must match the milligram tablet in the container.
 4. An adult should bring medication to the nurses office. Students must not transport their own medication to the nurses office.
 5. Any over-the-counter medications should be in the original container and be accompanied with the Medication Administration Request Form.
 6. Morning and afternoon doses should be given before and/or after school unless otherwise
 7. requested by your physician. **Antibiotics should be given at home 24 hours before returning to school.**
 8. At the end of the school year any medication remaining will be discarded if you do not retrieve it by the last day of school. No medication will be sent home with students.
 9. Students may carry epi-pens, inhalers and diabetic supplies with education on the use and doctor's written permission. The student is responsible for any self-carry medication. Parents must complete a Medication Administration Request Form and provide the appropriate care plan from a physician.
 10. These guidelines also apply to ALL school sponsored field trips and overnight camps.

The school nurse is responsible for health records, hygiene counseling, and general medical conditions. He or she keeps records of students' health and performs vision and hearing screenings for students. Also, he or she screens for acanthosis nigricans which is a precursor to diabetes Type 2. The nurse cannot make a diagnosis or write prescriptions.

Return to School after illness

It is the goal of Westlake Academy to provide an environment that is conducive to learning for all students and staff. Some communicable diseases or conditions may warrant exclusion from school to avoid exposing other students. If your student exhibits any of the following symptoms, please keep your student home until the child is **free of the symptoms for 24 hours** and has been satisfactorily treated.

- Temperature of 100 degrees or above;
- Vomiting and/or diarrhea;
- Persistent cough;
- Rash;
- Open, itchy or draining lesions;
- Red, itchy, draining eyes;
- Presence of live lice or nits in the hair;
- Suffering from a reportable disease, as defined by the [Texas Board of Health](#); and
- Undiagnosed scaly patch(es) on the body or scalp.

Your child must be free of fever for 24 hours without the use of Tylenol or Advil and not vomiting for 24 hours before they return to school. Antibiotics must also be taken for 24 hours before returning to school.



Teachers will not allow the student to call their parents from the classroom. All students should report to the nurse if feeling ill. If your child becomes ill, you or someone designated by you will be contacted to pick up your child. All students need to be picked up within one hour of receiving a call from the nurse. It is imperative that all phone numbers be completed on the students enrollment contact form and be updated immediately should they change during the year.

Communicable Diseases/Conditions

Parents of students with a communicable or contagious disease are asked to telephone the school nurse so that other students who have been exposed to the disease can be alerted. Students with certain diseases are not allowed to attend school while their disease is contagious. These include COVID 19, chicken pox, mumps, measles, ringworm, lice, fever, pink eye, fifth disease, strep throat, and flu.

For more details about COVID 19, see the Academy's [Health Office page](#) on the website.

Emergency Medical Treatment Consent

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will follow emergency procedures and transport if possible to the facility of your choice. Parents should keep emergency information up-to-date, including the name of the doctor, emergency phone numbers, allergies, etc.

Westlake Academy Medication Administration Request

The WA Medication Administration Request form can be downloaded and filled in by following [this link](#).

FREE LUNCH AND SCHOOL ASSISTANCE

Although Westlake Academy does not participate in the National School Lunch Program, we recognize the importance for each student to have nutritious, balanced meals to support increased concentration and performance in school.

Through a generous grant from our school caterer, Viandas Foods, we are able to offer subsidized lunch assistance to our families who are in need, by providing free lunches.

Families who meet the Federal Income, [Eligibility Guidelines](#) <https://www.fns.usda.gov/cn/income-eligibility-guidelines>, may apply for the Free Lunch Program by completing Westlake Academy's Free Lunch and School Assistance Application located in Appendix A of the Parent Student Handbook and submitting it to the Registrar at registrar@westlakeacademy.org at the beginning of each school year. Applications must be



Parent / Student Handbook 2023-2024

received by Sept. 1st of each year to be considered for the program and a lunch account for each student, must be established with our school caterer: Viandas Food by contacting walter@viandasfood.com.

Once approved for the program, students will receive the standard meal offered for the day. Additional items (i.e. chips, cookies, yogurt, etc.) are not included in the Free Lunch Program. If you have questions or need assistance, please contact registrar@westlakeacademy.org.

Financial Assistance for IB Exams and AP Exams

Students who qualify for the Free Lunch and School Assistance Program will also receive reduced pricing on IB, AP and standardized exams.

Standardized testing (SAT, ACT, PSAT)

AP Exams

The College Board provides reduced pricing on AP Exams taken by students who qualify for the Free Lunch Program. In addition, schools are expected to forgo their administrative fee for these students. The state of Texas also subsidizes a portion of the AP exam for qualified students. See below for the current year cost for these exams.

IB Exams

The TEA provides a subsidy to reduce the price of IB exams for students who meet the eligibility requirements for Westlake Academy's Free Lunch Program. Please see below for the current year cost for these exams.

[IB Assessment Fees and Services](#)

Financial Assistance for School-Related Travel

Student Travel Scholarships are available to Westlake Academy students who would like to participate in educational enhancement activities through international travel opportunities and class trips (not including single day field trips). These awards are based on financial need and may fully or partially cover expenses. Should a student require assistance paying for a school-sanctioned class trip, parents may apply for a travel scholarship of up to \$1,000 through the Westlake Academy Foundation. Awards are considered on an individual basis and WA administration will confirm financial need. Every effort is made to support all requests, but funds are limited so receipt of a scholarship award is not guaranteed. The Scholarship Application can be found [here Bradley Travel Award application](#). For more information, please contact Dr. Shelly Myers at smyers@westlakeacademy.org.

Students in the Free Lunch Program will receive the following at reduced or no cost during the 2023-2024 school year:



Parent / Student Handbook 2023-2024

- Free pizza during all Student Council Pizza Days
- Free Ice Cream for G6-12 on Ice Cream Days
- Free Dress Days on All School Free Dress Days
- Class Field Trip fees will be covered for single-day field trips
- AP exams at a discounted price of \$14 per exam
 - Total cost of 2023 AP exams: \$97.00 per exam
 - College Board fee reduction: \$35.00 per exam
 - TEA subsidy per AP Exam: \$39.00
 - Administrative fee provided by Westlake Academy: \$9.00
- IB exams at a discounted price of \$80 per IB exam
 - Cost of May 2023 IB exams: \$119 for each exam (DP candidates take six, at a total cost of \$714)
 - Cost with TEA subsidy per exam: \$80 for each exam (total cost for a DP candidate would be \$480)
- Standardized exams (SAT, ACT, PSAT)



STUDENT AND PARENT'S RIGHTS AND RESPONSIBILITIES

STUDENT RECORDS AND PARENTAL RIGHTS

According to federal law, parents and students 18 years of age or older have the right to inspect and review a student's educational records and request applicable amendments to ensure the records are not inaccurate, misleading, or in violation of the student's rights. The parent/student shall follow these guidelines when making a request:

- A **written** request will be submitted to Westlake Academy with the necessary information to identify the student and records to be reviewed.
- After receipt of the request, a school official will schedule an appointment with the parent/student within 10 days. Requests made during the summer season and customary holiday periods will require additional time to gather the information and schedule a meeting.
- Any requests from the parent or student to amend the student's record will need to be submitted in writing to the Principal for the respective student – Secondary or Primary.

Notice Of Parent And Student Rights Family Educational Rights And Privacy Act (FERPA) And Directory Information

Westlake Academy maintains general education records which are available to the parent, guardian, or person standing in lawful control of the student under a court order. Both parents/guardians have access to the records unless the school is in possession of a court order limiting access.

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Westlake Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Westlake Academy may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with Westlake Academy's procedures. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications. Examples include but are not limited to:

- The annual yearbook;
- Westlake Academy newsletters and Communique;
- Westlake Academy website;
- Social media posts of student participation in school events (class trip/activity);
- Honors programs or other recognition lists;
- Graduation announcements and programs;
- School playbills showing your student's role in a play;
- Sports activity sheets and programs; and
- Student or parent directories and/or promotion published by Westlake Academy affiliate groups (House of Commons, WA Foundation and WAAC).

Directory information, which is information that is generally not considered harmful or an



Parent / Student Handbook 2023-2024

invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. If you do not want Westlake Academy to disclose (except as may be required by law) any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Westlake Academy in writing within the first ten (10) instructional days of the school year. Westlake Academy has designated the following information as directory information:

- Student's name;
- Address;
- Phone number;
- Email address;
- Photograph;
- Date of birth;
- Dates of attendance;
- Grade level;
- Participation in officially recognized activities and sports;
- Video of participation in school sponsored event or extracurricular activity
- Weight and height of members of athletic teams;
- Degrees, honors and awards received;
- Student ID number, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity.

Please see the policy regarding access to student records in the Board Policy Manual on the [WA website](#).

ATTENDANCE

Under Texas Education Code 25.085, compulsory attendance applies to students who are at least six years old as of September 1 of the applicable school year. The law requires a student to attend public school until the student's 19th birthday unless the student is exempt under §25.086. Compulsory attendance is enforced through §25.093, 25.094, and the new Chapter 65, Texas Family Code.

Developing a habit of regular and punctual attendance will help a student throughout his/her educational experience. Poor attendance is a contributing factor to poor grades often resulting in additional work for both the student and the teacher. Absences have a detrimental effect on learning due to the nature of the IB programs.

Parental/Guardian Cooperation

Westlake Academy requires cooperation from parents in the matter of school attendance and punctuality. Parent's responsibilities regarding attendance are:



Parent / Student Handbook 2023-2024

- Ensure your child is at school ready to begin class by 7:50 a.m. by physically being in the classroom, ready to start the day.
- September thru April, follow the Late Start Wednesday schedule and ensure that your child is at school and ready to begin class by 9:30 am on Wednesdays. (See the 2023-2024 School Calendar.)
- EMAIL your teacher AND Attendance (attendance@westlakeacademy.org) by 8:30 a.m., if your child will be absent or tardy.
- Schedule routine medical and dental appointments after school hours, when possible.
- If your child misses school for a state exempted reason (see below), send the attendance office the required documentation so he/she can be marked as present for the day(s).
- Schedule family vacations during the school's vacation days.

Parents who schedule trips during the school year which are not officially sanctioned by the Academy subject their student(s) to unexcused absences. Approved trips can be excused by administration but those absences still count against the student's goal of 90+% attendance and will require credit recovery attendance hours for grades 6-12. Unapproved trips will be an unexcused absence, count against the student's 90+% attendance goal, and follow the guidelines in the Parent/Student Handbook for make-up work and attendance consequences.

Compulsory Attendance

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session. Students enrolled in kindergarten are required to attend school and are subject to the compulsory attendance requirement.

Exemptions to Compulsory Attendance (§25.086)

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. Exemptions are excused and they do not count against the student's 90+% attendance goal, but require documentation. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Serving as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus;
- For students in the conservatorship (custody) of the state;
- An activity required under a court-ordered service plan;
- Any court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours; or
- Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or



Parent / Student Handbook 2023-2024

immediately returned from certain deployments.

- For High School students, no more than one day may be excused/exempted for the purpose of obtaining a driver's license or learner's license.

Medical Absences

- If a student misses class due to an illness and we receive written/emailed notice from the parent, his/her absence will be marked as excused and you may disregard any automated unexcused alerts you receive during this time.
- A student may be counted as present for the day only if they show up on campus at any time during the day, before or after a medical appointment, with a note from a medical practitioner.
- All attendance notes including medical/dental excuse notes should be sent to the office with your child, or emailed to attendance@westlakeacademy.org on the day of the appointment or the first day the student returns to school after being out.
- Students must be fever and symptom-free for 24-hours without the use of medication before returning to campus.

International trips

The principals recognize that Westlake Academy is an IBO World School and under certain circumstances, student international travel can be a supplemental experience for promoting the IB Learner Profile traits. Please note that domestic trips will not be considered for an excused absence as the established school holiday schedule will allow the necessary travel time for trips within the United States. These absences count against the students 90% attendance goal.

International trips may qualify for up to three (3) days of international travel excused absences each school year, provided the student adheres to all of these conditions:

1. Students must submit a written request to the student's principal with **at least 45 days' notice prior** to the anticipated travel period.
2. Students must submit an official letter from an NGO (non-governmental organization) or similar organization that will provide the student with a community service project.
3. Students must be in good-standing in school; no pending disciplinary actions and/or suspensions.
4. Students must provide a three (3) page (minimum) reflective essay that incorporates the IB Learner Profile traits within an account of the trip activities, photos of the places visited, and travel dates. The paper is due to the Principal within five (5) days of the student's return to the Academy.

Request form for International Travel may be found in Appendix A.

College Visits, Career Exploration and Military Enlistment (Exemptions to the 90% rule)

Junior and Senior students are allowed up to two days' absences related to visiting a college or university or engaging in a career exploration experience. These absences will be considered an exemption to compulsory attendance provided that the student submits proof to verify such a visit and makes up any work missed.



Parent / Student Handbook 2023-2024

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Attendance Review Committee and the 90% Rule

TEC Sec. §25.092. Minimum Attendance For Class Credit or Final Grade states:

A student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered.

A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade for the class if the student completes a plan approved by the school's principal and the Attendance Review Committee which consists of the following members: Principal or Assistant Principal, Counselor, Nurse (if needed), and Teacher Representative. Our practice in Westlake Academy's middle and high school is to provide a variety of [options](#) for attendance make up time and learning equal to 50% of the time missed. All make-up time assigned must be made up before the last day of school, May 31, 2024.

For students in PYP, an award of a final grade shall be based on attendance during the entire scheduled school year rather than on semesters. In Grades 6-12, award of a final grade shall be based on attendance during each the fall and the spring semesters independently.

Know Your Number in Grades 6-12

Semester: Tracked PER COURSE	90% Lose Credit on absence #	75% Lose Credit on absence #
Fall 2023	On absence #5	On absence #10
Spring 2024	On absence #5	On absences #11
Attendance recovery options are provided for absence #5 through absence #9 (fall) or #10 (spring). Course credit is not awarded to students with attendance below 75%.		

Parental Notice of Excessive Absences

Written notice of attendance status will be provided to parents on the 3rd absences and again if their child falls below the 90% rule through a posted letter in PowerSchools. Families with extenuating circumstances should communicate with the assistant principals so that they can assist wherever possible to improve student attendance.

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school will be considered in violation of the



Parent / Student Handbook 2023-2024

compulsory attendance law and subject to disciplinary action.

When a student reaches ten (10) total unexcused absences within a six month period (10 PYP, 5A/B days for G6-G12), or 3 days within a four week period (3 PYP, 2A/B for G6-G12), communication with parents/guardians will be sent indicating that continued absences may materially affect the student's progress and will put the parents/guardians in jeopardy of violating truancy laws.

Unexcused absences are any absences that have not been excused as defined above and outlined by the Texas Education Agency. Parents/guardians can log into PowerSchool Parent Portal ANYTIME to view your student's attendance. You may set up attendance alerts there as well.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate. The section 504 plan cannot exempt students from the mandatory compulsory attendance requirements in Texas.

Truancy

A parent/guardian commits an offense of thwarting compulsory attendance, if after having been warned in writing, a child has unexcused voluntary absences on 10 or more days or part of days within a 6-month time frame. An offense under this section is a Class C misdemeanor punishable by a fine not to exceed \$500.00 Education Code 25.093

A student who has been absent without excuse on three days or parts of days will be issued a warning notice to inform the parents that the student is subject to truancy prevention measures in addition to other statutory requirements in existence. Referral to court for truant conduct may occur if a student fails to attend school without excuse on 10 or more days or parts of days within a six-month period.

A parent/guardian of a school age child has the responsibility to require that their child attend school regularly. When sickness or higher obligation necessitates an absence, a note or email signed by the parent/guardian explaining the reason for the absence is required the day the student returns to school. If a student fails to submit a written documentation, the absence will be considered unexcused.

When a student's absence for personal illness exceeds five (5) consecutive days, the Academy requires a note from a physician. The administration may, if the student has established a questionable pattern of absences, also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances

When a child is absent from class without permission or misses one or more classes or part of



Parent / Student Handbook 2023-2024

classes without prior parental authorization, he/she is subject to disciplinary action. Students are truant if: 1) they leave class or campus without permission from both a parent and a school official; 2) they are on campus, but not in their assigned location/on-campus truancy; 3) they leave school during the day without first providing the office with a note from their parents giving permission for them to leave; 4) they go home sick without going through the nurse; 5) they call parents and leave without checking out through the office; 6) they don't sign out in the office.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, parents are asked to contact the school each day the student is absent. If the contact is made by phone, the parent must also provide written notification of the reason for the absence. Notes to excuse absences are due within 2 days upon return to campus.

Please note that unless the absence is for a statutorily allowed reason under compulsory attendance laws, the Academy is not required to excuse any absence, even if the parent provides a note explaining the absence.

Students who have an appointment with a healthcare professional and either commence class or return to school on the same day of the appointment have an exempt absence which does not count towards the 90% attendance goal if a note from the doctor's office is provided. Students must be signed in and out through the PYP or Secondary office.

Tardiness

Tardiness is disruptive to the learning process and often causes students to miss important announcements and information shared at the beginning of the period. Tardiness also has a negative impact on the entire class. Parents and students share responsibility for being on time to school. If your student is tardy because of a medical appointment, they should check in through the front office to turn in their medical note, as documented medical appointments provide an attendance/tardy exemption.

Secondary Tardiness Consequences

Unexcused tardies to each class are cumulative in each nine (9) week period. Students who arrive more than 30 minutes late to class will be counted absent. Students are expected to be in class on time (before 7:50 a.m. for first period). Failure to do so will result in the following sanctions:

- 1st Tardy: No action, documentation only
- 2nd Tardy: No action, documentation only
- 3rd Tardy: Warning posted in PowerSchool
- 4th Tardy: After school detention assigned; parents notified via ManageBac note
- 5th Tardy: Another after school detention assigned; parents notified via ManageBac note
- 6th Tardy: Saturday school assigned; parents notified via ManageBac note
- 7 or more: Parent meeting with administration and behavior contract created



Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Arriving And Leaving School

Westlake Academy does not provide transportation to or from school. For the safety of our students and staff, visitors are to follow the designated traffic flow patterns and speed limits. Please be extra cautious when dropping off or picking up children, and be patient and courteous.

State law prohibiting the use of cellphones in school zones is posted and will be enforced.

Students are welcome on campus at or after 7:30 am. In order to avoid being counted tardy to first period, students must be in their classroom by 7:50 am.

The school days end at 3:20 pm for secondary and 3:15 pm for primary. Students must be picked up no later than 3:40 pm unless they are engaged in a school sanctioned activity. It is a safety risk to leave children at school past 3:40 pm, and families who repeatedly fail to pick up their child by this specified time may be reported to Child Protective Services as recommended by local law enforcement.

Closed Campus

Westlake Academy maintains a closed campus, and all students are required to remain at school until 3:20pm. Only those students participating in off campus, school-sponsored activities or who have an approved off period are allowed to leave during the instructional day. Students returning to the Academy from a non-school sponsored activity must check in at the secondary front office and be given a pass to return to class. *Any student who leaves the campus early without authorization is not eligible to participate in extracurricular activities or sports that day. Additional sanctions may be given by the Administration team for repeated violations of this requirement (see Truancy under the Discipline and Disciplinary Procedures section).*

Drop Off and Pick Up Procedures

- Cars dropping off and picking up PYP students must use the main entrance (first entrance with IB World Sign).
- All vehicles must display the school issues placard.
- Cars dropping off and picking up Secondary students should use the drop off area in front of the school Dining Hall.
- For all Secondary school access, cars must use the North Drive entrance/exit and circle



Parent / Student Handbook 2023-2024

all the way through to the back of the parking lot and then drop off in front of the Dining Hall.

- Once cars are backed up to the short drive - directly before the drop off/pick-up area - drivers should form a double line.

In addition to the above mentioned information, please be aware that students **cannot** be picked up or dropped off at the small turning circle adjacent to the covered walkway (accessed via the North entrance/exit). This location is reserved for designated transport vehicles and students with physical limitations **ONLY**.

PYP students in Grades 4 - 5 with siblings in MYP will be picked up in the MYP dismissal area (outside the dining hall).

MYP students may be picked up at the PYP entrance area to leave with their siblings.

Student drivers who will be driving siblings to and from school will use the designated drop off and pick up areas only.

Carline Procedures for Afternoon Early Dismissal in the Secondary

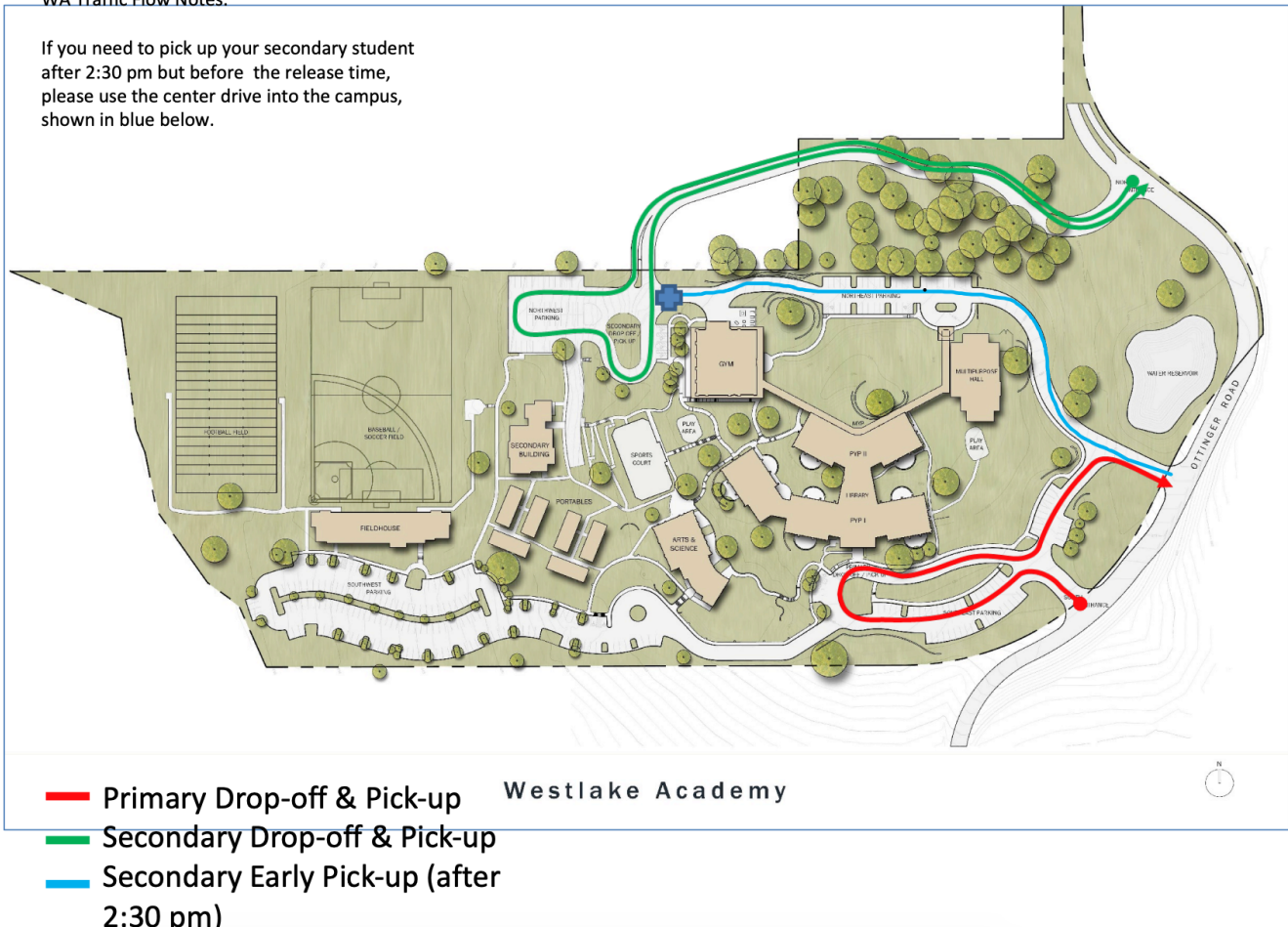
If you need to pick up your student for early dismissal after 2:30pm, we ask that you please enter campus using the middle entrance (Gym entrance). This is important because after 2:30pm, the secondary carline has begun and cars pull into the far right lane and line up when the line is allowed to pull forward at 3:00pm, therefore making it unsafe for incoming cars to proceed. Please see the image below for clarification. Thank you for keeping our campus safe.



Primary and Secondary Drop-off & Pick up

WA Traffic Flow Notes:

If you need to pick up your secondary student after 2:30 pm but before the release time, please use the center drive into the campus, shown in blue below.



Leaving Early

If a parent or guardian needs to pick up a child from school prior to the regularly scheduled dismissal time, the administrative office will call for the student once the parent has arrived. Parents should not expect students to leave their classrooms unless called by the front office. Parents and/or guardians will be required to sign the child out according to the appropriate procedures established by the front office. Student drivers must also wait to be contacted by the front office to check out of school. Parents who have student drivers should not text or call their students to ask them to leave during the school day.

Currently, we utilize a computer-based tracking system whereby parents/guardians, visitors, and students are required to sign out upon exiting the school grounds. Students will only be released to individuals authorized in writing by parents and/or guardians. Those individuals will be required to show identification.

For security reasons, students will not be permitted visitors on campus without a Principal's approval.

DP Late Arrival/Early Release

DP students may earn the right of late arrival/early release if they have an assigned first or last



Parent / Student Handbook 2023-2024

period study hall AND remain up to date necessary assignments for the Extended Essay, CAS, and any other coursework. Students must complete a DP late arrival/early release form which is signed by a parent/guardian. Students with a first period off-campus must arrive prior to the second period. Likewise, those that have last period off-campus must leave at the conclusion of the third period. Students with late arrival/early release privileges are also exempt from DP advisory. Students who have been assigned "off campus" for period 1 and 5 are not required to sign in when they arrive on campus unless they arrive early to meet with a teacher. If they do arrive early during their off-campus period they must sign in at the front office. All students who are off campus period 4/8 must leave campus at the end of period 3/7.. They do not need to sign out. If they intend to stay on campus, they must sign in at the Secondary front office, and indicate where on campus they are staying and who is supervising them. **Please note that academic dishonesty, disciplinary action, misuse of this privilege, or failure to meet internal deadlines for the Extended Essay, Internal Assessments or CAS will result in this privilege being revoked at any time.**

In the interests of safety, DP students who have a 4th or 8th period **must remain on campus for their lunch**, which will be eaten on campus. **DP late arrival/early release privileges do NOT permit students to leave campus at lunchtime and return in time for their 4th or 8th period class. If a student with a 4th or 8th period class leaves campus for lunch, their late arrival/early release privileges will be removed.**

IB Learner Expectations and Behaviors

As an IBO World School, our IB values apply directly to the student expectations and behaviors (code of conduct). Westlake Academy's student expectations and behaviors are drawn from the IB Learner Profile, which is designed to promote a knowledgeable, principled and caring approach for maintaining a safe learning and teaching environment. Specifically, students are expected to strive toward becoming respectful life-long learners. These values are crucial in providing an orderly and safe environment for the serious pursuit of academic excellence. Likewise, all the members of a community benefit when expectations are understood, the rules are clear, there are consequences for actions that disrupt the environment, and guidance is available for individuals that may need support. As a community of learners (students, teachers and parents) we share the responsibility and work together for student success. To this end, there are four essential principles that should guide student expectations and behaviors:

- Individuals are responsible for their own behavior
- Students must be proactive in preventing problems
- When an individual has caused a problem, they must take ownership and take steps to resolve the problem
- Students will be provided guidance and assistance from adults when necessary

Westlake Academy IB Learner Expectations and Behaviors

1. All members of the Westlake Academy school community – students, parents or



Parent / Student Handbook 2023-2024

guardians, volunteers, teachers, staff, and administrators – must observe the IB Learner Expectations and Behaviors.

2. All members of the school community are to be treated with dignity and respect.
3. Responsible citizenship involves appropriate participation in the Westlake Academy school community. Each member accepts the responsibility to participate in a manner reflecting dignity and respect.
4. Positive reinforcement of good behavior and recognition of a job well done are the most effective means of promoting high standards of behavior and academic achievement.
5. Westlake Academy does not employ corporal punishment.
6. Disruptions of class impede student learning and teacher productivity. All members of the school community are responsible for maintaining a positive learning environment.
7. All students are expected to act with integrity in regards to academic and non-academic contexts. The Academy will not tolerate any form of plagiarism, including downloading and using information from the internet without quoting sources. Violations will result in disciplinary consequences in accordance with the provisions of this Handbook and the school's Academic Honesty and Honor Code Board policy.

Please see the policy regarding the Honesty Code located in the Board Policy Manual on the WA website.

Expectations and Behaviors at Assemblies, Performances, Field Trips, Lunch and Recess Breaks

The IB Learner Expectations and Behavior will be used in regard to the IB Learner Profile traits of students being knowledgeable, principled and caring towards others. Students are expected to model:

- Entering and exiting in a quiet and orderly manner
- Respectful listening
- Remaining in place unless excused
- Adhere to all policies and guidelines as set forth by the off campus venue

Expectations for lunchtimes

- No shouting or engaging in horseplay or dangerous activities;
- Students must be seated when eating;
- Table manners are expected to be adhered to at all times;
- Students are to clean up after themselves, checking all eating areas and throwing away trash;
- Students are not to share, trade, or take other students' food; and
- Please see information concerning food allergies on our website and in this handbook.

No students are allowed in the classrooms during lunchtime unless they have written permission from the teacher.

Students are only permitted to have packed lunches or a meal provided in the Dining Hall. If a parent/guardian wishes to drop off a lunch, it must be dropped off in the Secondary or Primary



Front Office. Parents are not permitted to use the carline circles to deliver lunches to students as this violates campus safety protocol. Food is also not permitted to be ordered by any student in any programme to be delivered on campus; food that is delivered will not be accepted. Please note: PYP does not allow any fast food to be dropped off.

Lockers in the PYP

Lockers are provided for convenient storage of personal items such as books, coats, and other necessary belongings. The school is the owner of, and has control of, students' lockers. Students in the MYP/DP are not assigned a locker.

Following are the general rules and guidelines for locker use:

- The school is not obligated to issue a locker to students, nor are students required to have a locker.
- Students must keep their lockers neat and clean. A student that would like to have a locker should request one through the office staff.
- Students may not share their lockers with anyone and are not to use a locker assigned to someone else.

Students may decorate the inside of their lockers as follows:

- Any materials used in decorating lockers must be easily and completely removable. Stickers and other materials that cannot be completely removed without locker defacement may not be used.
- Any expenses incurred in removing decorations will be charged to the student.
- As with any materials placed in lockers, decorations may not include displays that are offensive in nature, including those of a sexual nature or that display alcohol, tobacco, firearms, drugs, etc.
- Students should not keep valuables in lockers.

Students should have *no expectation of privacy* related to the contents of a school locker. Staff may inspect lockers without prior notice or consent to ensure compliance with expectations related to cleanliness, order, and adherence to school rules. School officials will suspend locker privileges for students not complying with locker rules.

Parental Compliance

Westlake Academy is a school of choice. By enrolling their children in the Academy, parents agree to the Mission, policies, and curricular program as defined by the Academy. No parent has the right to impede the education and/or educational program of Westlake Academy.

- The Academy asks parents to refrain from the following activities:
- disruptions to the normal running of the school



Parent / Student Handbook 2023-2024

- false accusations against any member of the Westlake Academy community
- forming groups/committees/associations without approval of school authorities
- undermining the performance of duty and authority of teachers
- discussing confidential student, parent, or family information
- threatening students, staff, or teachers
- derogatory and demeaning behavior aimed at students, teachers, staff, or other parents

Failure to comply may result in restrictions of the parents' access to school premises.

School and Personal Property

Personal items not related to academic instruction, including but not limited to electronic devices, are not allowed during school hours. All sports equipment, except clothing, must be taken to the gymnasium/fieldhouse upon entrance to the school. Please know that skateboards, hoverboards, and roller skates are not allowed on campus.

Electronic Devices and Cell Phones

Westlake Academy recognizes the importance of communication and collaboration, and provides devices for students to be productive in and out of the classroom. Westlake also seeks to develop the IB Approaches to Learning (ATL) skills including communication and self-management and believes that the removal of personal electronic devices fosters a safe and positive learning environment for all learners. To keep the focus on academics, reduce unnecessary distractions, and ensure the safety and security of all students and staff, the school enforces the following for students in Grades K-12:

- Cell phones and all electronic devices shall be **TURNED OFF** and not simply in airplane mode or silent during school hours (7:50am - 3:20pm);
- **Cell phones and all electronic devices shall be kept in a student's backpack or locker or in a holder located in the classroom - not in clothing pockets;**
- Cell phones and all electronic devices are not allowed to be used during transition times (between classes), during lunch, or during breaks;
- The use of any device capable of capturing images is strictly prohibited at all times in locker rooms or restroom areas while at school or at school-related or school-sponsored events;
- Parents may reach students by calling the school main office line and the message will be relayed to your student;
- If a student needs to reach their parents for any reason during the school day, there are phones located in every classroom in addition to phones in the front office that students may use with the permission of appropriate staff; and
- The Academy is not responsible for any damaged, lost, or stolen electronic device.

Students in the Diploma Programme (Grades 11-12) will be allowed to use their phones ONLY when eating in or around the dining hall during the designated lunch period. Phone use is not allowed during class, transitions or at any other time on campus.

"Electronic Devices" includes but is not limited to:



Parent / Student Handbook 2023-2024

- Cell phones;
- Smart watches;
- Headphones;
- AirPods;
- Handheld gaming devices;
- Personal tablets;
- Cameras/video recording devices; and
- Voice recording devices.

Damage to School Property

Students who destroy or vandalize school property will be required to pay for any loss or damage. If school property is damaged by accident, it should be reported to the Principal, teacher, or school office immediately.

Textbooks and School Materials Loaned to Students

All textbooks and e-books are on loan to students for use during the school year. It is expected that textbooks will be kept clean and handled with care. Students will be required to pay for lost or damaged books and will also be responsible for returning the specific books assigned to them.

Student Searches

Searches of a student's outer clothing, belongings (such as backpacks, purses, etc.), locker or vehicle may be conducted at any time there is a reasonable suspicion that the student is in possession of any contraband in violation of school rules or any time a student provides consent. Contraband items include, but are not limited to, illegal drugs, tobacco in any form, alcohol, weapons, or any other items that are prohibited by the student code of conduct. More intrusive searches of the student's person shall be conducted only if reasonable cause exists to believe that the search will uncover evidence that the student possesses contraband and only in accordance with the procedures allowed by law.

The Academy may use special-trained, non-aggressive dogs to sniff out and alert to the current presence of concealed prohibited items, illicit substances, and alcohol. This program is implemented in response to drug and alcohol use problems in public schools and to maintain a safe school environment for all students. This notice is intended to inform students and parents of the following:

1. Lockers may be sniffed by trained dogs at any time without further notice.
2. Vehicles parked on school property may be sniffed by trained dogs at any time without further notice.
3. Classrooms and other common areas may be sniffed by trained dogs at any time students are not present without further notice.
4. If contraband of any kind is found, the student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.



Campus Vigilance

In an effort to promote pride and responsibility for our school campus, all staff and students have become familiar with the slogan, '**DON'T WALK BY.**' This simple yet powerful, three-word statement places responsibility on everyone to:

- Pick up trash in classrooms, hallways, performance hall, gymnasiums, and other common areas
- Put resources and other items back where they belong
- Report any damaged property to a teacher or administrator
- Report any potential threat of danger to the administration

UNIFORM REQUIREMENTS

All students [must wear a prescribed uniform at all times while on campus.](#)

Students found in violation of the uniform policy will be subject to disciplinary actions. *Students who consistently challenge the uniform policy may have such actions noted in their applications for NHS, NJHS, and other honors organizations that inquire about a student's overall character and adherence to school policy.*

Students will wear casual uniforms Monday through Thursday. Spirit Wear or House Shirts are allowed on Friday with **uniform bottoms**. Spirit sweatshirts will be allowed in the classrooms on Fridays. Seniors are permitted to wear appropriate free dress on Fridays.

Outerwear: Only Westlake Academy branded sweatshirts and hoodies in addition to the uniform fleece and rain jackets can be worn Monday through Friday.

- The Westlake Academy branded sweatshirts must be in one of the following colors: **Navy, Maroon or Gray.**
- In the winter, students may wear appropriate outerwear while outside such as heavy winter coats when it is cold, but these must be removed upon entering the building.

For all Westlake Academy students, hats and caps may **not** be worn inside buildings or during instruction time. At no time may students wear any article of clothing that depicts weapons, alcohol, tobacco, drug use or drug paraphernalia, or any item determined to degrade individuals on the basis of race, gender, ethnicity, religion, or sexual orientation.

Primary Girl Casual Uniform (Monday- Friday):

1. Khaki or navy skort from either Mills or Ivy
2. Khaki or navy shorts/pants from either Mills or Ivy
3. Navy or maroon Westlake Academy logo polo (short or long sleeve)
4. Westlake Academy navy sweater (optional)
5. Hair accessories must be in school colors (navy, maroon, white)



6. White/black socks
7. Shoes must be in the following colors: navy, maroon, white, black, grey with an enclosed toe and heel
8. Outerwear must be a Westlake Academy branded navy, grey or maroon fleece/sweatshirt

Primary Boy Casual Uniform (Monday- Friday):

1. Khaki or navy shorts/pants from either Mills or Ivy
2. Navy or maroon Westlake Academy logo polo (short or long sleeve)
3. Westlake Academy navy sweater (optional)
4. White/black socks
5. Shoes must be in the following colors: navy, maroon, white, black, gray with an enclosed toe and heel
6. Outerwear must be a Westlake Academy branded navy, grey or maroon fleece/sweatshirt

Additional Uniform Requirements

Students shall be required to show proper attention to personal cleanliness, neatness, and school standards of dress and appearance.

- Kinder students are **not** expected to wear belts with their dress or casual uniform.
- All students are expected to have shirts tucked in.
- For health and hygiene, socks must be worn at all times.
- In the event of cold weather or rain, students may wear appropriate coats/jackets and accessories such as hats and gloves, while outside. These coats/jackets and accessories will need to be removed upon entering the building and left in lockers. If students need an additional layer in the classroom, they may wear their Westlake Academy fleece.
- Haircuts/styles are limited to natural colors. Any hair style that presents a substantial distraction to the learning environment (as determined by the administration) is prohibited.
- Jewelry and piercings must be small and discrete. As all PYP students participate in recess and PE, it is preferred that no jewelry be worn

Secondary Uniform Requirements and Expectations

Secondary Girl Casual Uniform (Monday- Friday):

1. Khaki, navy, or plaid skirt from either Mills or Ivy
2. Khaki or navy shorts/pants from either Mills or Ivy
3. Navy or maroon Westlake Academy logo polo (short or long sleeve)
 - DP students have the option to wear light blue Westlake Academy polos
4. Westlake Academy navy sweater (optional)
5. Hair accessories must be in school colors (navy, maroon, white)
6. White/black socks
7. Shoes must be in the following colors: navy, maroon, white, black, grey with an enclosed toe and heel



Parent / Student Handbook 2023-2024

8. Outerwear must be a Westlake Academy branded navy, grey or maroon fleece/sweatshirt
9. Westlake Academy ID is required to be visible above the waist.

Secondary Boy Casual Uniform (Monday- Friday):

1. Khaki or navy shorts/pants from either Mills or Ivy
2. Navy or maroon Westlake Academy logo polo (short or long sleeve)
 1. DP students have the option to wear light blue Westlake Academy polos
3. Westlake Academy navy sweater (optional)
4. Belt
5. White/black socks
6. Shoes must be in the following colors: navy, maroon, white, black, grey, brown with an enclosed toe and heel
7. Outerwear must be a Westlake Academy navy, maroon, or gray hoodies, sweatshirt or fleece.
8. Westlake Academy ID is required to be visible above the waist.

Student Picture ID

In order to make Westlake Academy a safe learning place for all students, for the 2023-2024 school year, all students will be required to wear a Westlake Academy ID at all times.

Picture ID

- On August 21, 2023, each student that is in attendance at school will have their picture taken and receive an ID, WA lanyard and ID sleeve.
- G6-12 students must wear his/her ID while on campus.
 - IDs must be visible at all times above the waist. If a lanyard is used, it must be Westlake Academy branded.
 - In case of a lost or damaged ID, a student may go to the Secondary front office to purchase a replacement ID for \$10. The cost will be added to the student's SchoolsBuddy account and parents can pay for the fees online with a credit card or send a check to the secondary office..
- The ID policy is a part of the Uniform Policy. If a G6-12 student is out of compliance with the ID policy, upon the third occurrence, they will be assigned detention.

General Uniform Information:

- Students are expected to **wear belts** with their uniform if wearing pants or shorts.
- All students are expected to have shirts tucked in.
- For health and hygiene, socks must be worn at all times.
- In the event of cold weather or rain, students may wear appropriate coats/jackets and accessories such as hats and gloves, while outside. These coats/jackets and accessories will need to be removed upon entering the building. If students need an additional layer in the classroom, they may wear their Westlake Academy fleece.



Parent / Student Handbook 2023-2024

- Haircuts/styles are limited to **natural** colors. Any hair style that presents a substantial distraction to the learning environment (as determined by the administration) is prohibited.
- Any application of makeup that presents a substantial distraction to the learning environment (as determined by the administration) is prohibited.
- Shorts, skirts, or any bottoms must be no more than 3 inches above the knee. Long pants must reach the top of the shoe.
- Boys are required to be clean-shaven or have groomed facial hair.
- Boots are allowed in inclement weather.
- No visible holes, patches, or tattered clothing.
- No visible tattoos.
- Jewelry and piercings must be small and discreet. Face piercings are not permitted.
- No baseball caps on campus during the school day.
- Ladies are welcome to wear tights or leggings under their skirts. Sweatpants are not permitted.

Spirit Days

Every Friday will be a Spirit Day (unless otherwise communicated by the administration). Students are permitted to wear a spirit shirt with their uniform bottoms. Seniors are permitted to wear appropriate free dress on Fridays.

All uniform tops, bottoms, and ties must be purchased from one of the following two vendors:

Ivy School Uniforms

[1101 Cheek Sparger, Suite 106](https://www.ivyschooluniforms.com)

Colleyville 76034

(817) 557-7788

<https://www.ivyschooluniforms.com>

Mills Uniform Company

5460 E Loop 820 S

Fort Worth, TX 76119

(817) 563-7100

www.millsweat.com

Consequences of Uniform Violations:

Students in violation of dress code will be referred for correction. Written warnings will be issued and parents will be contacted to rectify the situation. Multiple offenses may require further intervention and disciplinary action. Please note that adhering to school policies is a reflection of one's character and self-discipline. Student behavior and character are taken into consideration when reviewing student applications for National Honor Society, National Junior Honor Society, college letters of recommendations, and other applications.

There are no exceptions to the uniform policy. When there is a doubt over the uniform policy, the Principal's judgment will be final.

Lost and Found

Westlake Academy will not be responsible for the loss of students' personal property; however, measures are taken to return found property to the rightful owner. Lost and found items will be



kept in a designated area adjacent to the main office of the Primary and Secondary buildings. It is the student's responsibility to reclaim personal items from these areas. Small items turned into the office such as watches, jewelry, etc. will also be kept in the main office. Periodically unclaimed clothing will be displayed for parents/students to claim. Periodically, all items unclaimed remaining in the lost and found will be donated to a local charity. In the case of unclaimed uniform items, they will be donated to the House of Commons for use in uniform resale events. Articles may be claimed before or after school and during lunch periods. To assure that lost items are returned promptly, students and/or parents should label all clothing and personal items with the student's name.

DISCIPLINE AND DISCIPLINARY PROCEDURES

Student Code of Conduct

Please follow this link to visit the [Student Code of Conduct](#).

PARENT/STUDENT QUESTION AND COMPLAINT PROCEDURES

Informal Resolution

Students and parents are encouraged to discuss concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.

It is the policy of the Westlake Academy Board to encourage early resolution of concerns at the lowest possible staff or, if necessary, administrative level. Concerns should be expressed, informally if possible - and as soon as possible.

In that regard, Westlake Academy teachers can be contacted on a daily basis via the student planner, e-mail or telephoning and leaving a voicemail. Although detailed concerns regarding a particular situation may not be an appropriate subject for email communications, you may use this avenue to contact the teacher and schedule a face-to-face meeting at your earliest convenience. Teachers unable to deal with a concern may refer to:

- School counselors;
- Elementary, Middle or High School Assistant Principal
- Principal;
- Head of School and/or Superintendent

If the informal process does not resolve the complaint, the complainant may initiate the formal complaint process. Notwithstanding any attempt to informally resolve a complaint, a formal complaint must be initiated within 10 days of the date the complainant first knew, or with reasonable diligence should have known, of the existence of the complaint. All formal complaints must be filed utilizing the Westlake Academy Parent/Student Complaint Form.



Formal Complaint General Provisions

- "Complaints" and "Grievances" have the same meaning.
- Complaints arising out of an event or a series of related events must be addressed in one complaint. A student or parent may not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a prior complaint.
- Complaints and appeal notices must be in writing utilizing the formal complaint form and may be filed by hand-delivery or email. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. E-mail filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the email copy.
- "Days" shall mean school business days. In calculating time lines, the day a document is filed is "day zero." The following business day is "day one." In calculating time lines under this policy, the day a document is filed is "day zero." The following business day is "day one."
- "Response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
- A student may be represented by an adult at any level of the complaint. The student or parent may designate a representative through written notice to the Academy at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the Academy before a scheduled conference or hearing, the Academy may reschedule the conference or hearing to a later date, if desired, in order to include the Academy's counsel. The Academy may be represented by counsel at any level of the process.
- All time limits shall be strictly followed unless modified by mutual written consent. If a complaint or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Formal Complaint Process

In an effort to provide clarity and a step-by-step process for students/parents as it relates to the complaint process, the procedures have been assigned a "level" designation with specific time requirements for filing and staff response. Forms may be found in appendix D.

Level One – Complaints (grievances) must be:

1. In writing, dated, and must describe the subject matter of the complaint, the date of the occurrence(s), and identify any persons with knowledge of the alleged complaint;
2. Filed within 10 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or



- grievance; and
3. Submitted to the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the assistant principal. If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint was received and should immediately forward the complaint to the appropriate administrator.

The appropriate administrator shall investigate as necessary and may hold a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the student or parent a written response within ten days of receiving the complaint or within ten days following the conference, whichever is later. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent is not satisfied with the Level One response, or if the time for a response has expired, the student or parent may request a conference with the Principal or designee to appeal the Level One decision. The appeal notice must be filed in writing, within five days of the date of the written Level One response or, if no response was received, within five days of the Level One response deadline.

Upon notice of the appeal, the Principal or designee shall review the Level One record including:

- The original complaint and any attachments.
- All other documents submitted by the student or parent at Level One.
- The written response issued at Level One and any attachments.
- All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Principal or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented at Level One and identified in the Level Two appeal notice. At the conference, the student or parent may provide information concerning any documents or information included in the Level One record. The Superintendent or designee may set reasonable time limits for the conference.

The Principal or designee shall provide a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Principal or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Principal or designee believes will help resolve the complaint.



Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Head of School. The appeal notice must be filed in writing within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Head of School or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board. The Head of School or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record. The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

BULLYING GUIDELINES

Bullying of any kind is completely unacceptable and will not be tolerated.

The state of Texas defines bullying in TEC 37.0832 as:

Bullying:

(A) means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements provided by Subsection (a-1), and that:

- i. has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- ii. is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- iii. materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- iv. infringes on the rights of the victim at school; and

(B) includes cyberbullying.

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.



"Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

"Hit List" means a list of people targeted to be harmed using: a firearm, as defined by Section 46.01(3), Penal code; a knife, as defined by Section 46.01(7), Penal Code; or any other object to be used with intent to cause bodily harm.

All members of the Westlake Academy community have a right to a safe working and learning environment. This is characterized by tolerant and friendly contact both across and within year groups and with positive involvement from adults. Independence of thought and action should be respected, allowing individuals to flourish without any fear. Every member of the school community has the right to be safe and happy in the school and to be protected from feeling vulnerable.

Possible Signs

Students who are being bullied may show changes in behavior, such as becoming shy and nervous or feigning illness. There may also be changes in their work patterns. Their concentration may fall off, while they do anything to avoid prominence in class. They might try to avoid certain places or activities in school or stop coming to school. Any signs should be reported to school counselors and the administrative team for investigation.

Encouragement to Tell

It is vital that there is an atmosphere in the school whereby any student who is being bullied, or others who know about it, feel confident that they will be listened to and believed, and that swift, effective, and sensitive action will be taken. Westlake Academy has an anonymous tip line, P3 Campus, in which any student or adult can access on the WA website. All tips are investigated in a timely manner.

Active and Passive Bullying

Since bystander support of harassment or bullying can encourage these behaviors, the school prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority. Keeping quiet only protects the bully and implies that the bullying is acceptable and can continue.

Prevention

- Westlake Academy will prevent bullying through:
- Education: An effective and sensitive educational program on bullying, involving role-play where appropriate, should be presented to all students. This work will be coordinated by the Programme Principal or his/her designee and counselors and can be taught through school or class assemblies or related subject classes.



Parent / Student Handbook 2023-2024

- Supporting actual or potential victims: It is often only too easy to spot an actual or potential victim. The staff as a whole will adopt an approach that seeks to involve them in group activities, while teachers can help to make them aware of tactics to avoid becoming or continuing as a victim and how to avoid potential bullying situations. It must be made clear to the victim that revenge is not appropriate.
- Dealing with the bully: The bully or bullies must be left in no doubt that their behavior is unacceptable, has caused distress, and must stop immediately. This will involve informing their parents and punishment will be carried out as stated in the Parent Student Handbook. Counseling will be available and may be required.
- False Accusations: Westlake Academy prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension.
- Sharing all-school concerns: It is vital that the whole school community address the issue of bullying. Such behavior is unacceptable to everybody: staff, students and parents. Students should know that they can turn to anybody within that community, be it teachers, fellow students, or the counselors, knowing that their complaints will be taken seriously and sympathetically, and that the community as a whole will take active steps to support the victim or victims. Those who receive such messages of concern or observe bullying must accept that a failure to act appropriately will be seen as a serious misdemeanor.

SECONDARY STUDENT LIFE

EXTRA CURRICULAR PROGRAMS AND ATHLETICS

Westlake Academy believes that its students should strive to be well-balanced. We aim to provide an extra-curricular program that offers opportunities for all students to develop their talents. We also strive for [a wide array of clubs, teams, and after school activities](#). Please know that persistent issues with academic performance and/or behavior may result in loss of privileges to participate in extra-curricular activities.

Secondary Athletic Programs

Philosophy - Participation in team sports emphasizes the learning of skills and sportsmanship, providing for the development of character, self-respect, physical dexterity, and personal discipline. At the same time it fosters the concepts of teamwork, fair play, and self-reflection.

Westlake Academy will endeavor to offer students a wide variety of sports, depending on student interest and participation. Current athletic teams are:

Women	Men
--------------	------------



Parent / Student Handbook 2023-2024

Cheer Volleyball Basketball Soccer (Co-ed) Tennis Softball Golf Cross Country Track & Field Women's Soccer Cheer & Dance Drumline (Co-Ed)	Football Basketball Soccer (Co-Ed) Tennis Baseball Golf Cross Country Track & Field Drumline (Co-Ed)
--	--

Texas Association of Independent Athletic Organization (TAIAO)

Westlake Academy participates in the Texas Association of Independent Athletic Organization for Junior High and High School Sports, and as such athletes, teams, and coaches must abide by their policies and procedures. This is non-negotiable and any non-compliance may result in suspension or expulsions of individuals, teams, or the whole school.

Eligibility

Academic Eligibility – All players must have a passing average of 70% in all subjects in order to remain eligible for participation in extracurricular programs and/or sports competition. For the purpose of eligibility, an “I” (Incomplete) in a subject has the same effect as being below the 70% mark. Should a player’s average fall below this level in one subject, the player will be required to show within a period of three weeks – through work, homework, exams and/or projects – significant improvement to bring their grade above 70%. Failing to demonstrate improvement may result in game suspension or expulsion from the team.

Suspension Status – Students who are on academic suspension due to a disciplinary issue with the school may not participate in extracurricular activities or sports programs. Students that are assigned a detention or a Saturday school may not participate in Athletics on the day the detention or Saturday School is assigned and served. Students that are placed in either In School Suspensions or Out of School Suspension may not participate until the day following the conclusion of the suspension and have gained the permission of the Athletic Director or the AD’s designee.

Eligibility Period – Upon the initial grade check, which begins on Friday of the sixth week of school, students who have a failing grade or an incomplete in a course will be ineligible for the next three week period while they demonstrate improvement in the subject and bring their grade above the 70% mark. Being ineligible means that the student may practice with their respective team, however they will not be allowed to compete in the contests or travel with the team, etc. This grade check will be repeated until the student has brought their numerical grade



to the acceptable level (i.e., grade checks will be performed every three weeks until passing).

Students who are passing all of their courses at the initial grade check and are considered eligible during the six week grade check will remain eligible and shall be reviewed during each subsequent six weeks period.

A player may participate at a higher level than his/her age, but no player will be allowed to play below his/her age or grade level. In TCAF policy (and Westlake Academy), a grade 8 student may participate on a high school team including varsity. Once a grade 8 student participates on a high school team they cannot return to the Junior High team in that sport. Once a student enters grade 9 they are not eligible to participate on a junior high team. A grade 8 player will only be considered for advancement to the high school level based on: roster need or advanced skill for this age. Only on rare occasions will a grade 8 student/athlete be advanced to a high school team.

Once a student enters grade 9, they will have 8 consecutive semesters of athletic eligibility. At the conclusion of the 8 semester a student who remains in school will not be allowed to participate in athletics.

Conduct

Westlake Academy expects model conduct from all members of the school community. All team members must meet the expected level of respect for authority and peers, adhering to all rules and regulations of the game as well as exhibiting good sportsmanship. No team member is permitted to make derogatory or humiliating comments to anyone, on or off the sports field. Violations of the rules of good conduct may result in suspension or expulsion from the team.

The above expectations also apply to spectators of the sport. Violations may result in a warning, suspension, or expulsion from audience attendance.

All parents/guardians of participants in any sport will be required to sign the Medical Consent and Release of Liability forms before the student may be registered.

Athletics Transportation and Uniforms

Uniforms are supplied through the registration costs of each sport and are property of Westlake Academy. Student athletes will not be allowed to move to the next sport until the uniform has been returned.

Transportation to and from away games will be provided by the school. All players are required to ride school provided transportation to a contest or practice not held on Westlake Academy campus. The parents of an athlete may sign out the student through the head coach after a contest and bring ONLY their child home. Any alteration to this arrangement (i.e. use of the school buses), will be communicated via the coaching staff and/or Athletic Director.

Athletics Registration: Every athlete is required to complete the online registration for each spot that will be participated in. The link can be accessed through the athletics website. All monies generated



through registration are used to pay expenses such as travel, officials, uniforms, equipment, entry fees, coaching stipends, etc., to help support the athletics program.

Secondary Clubs and Organizations

Westlake Academy strives for [a wide array of clubs, teams, and after school activities](#)

Student Council

Our Westlake Academy Student Council is structured as follows: Grades 6-8 and Grades 9-12

This type of breakdown allows our students to have opportunities to lead grade-appropriate programs and also provides more opportunities for our student leaders to serve. Officer elections are held in the spring of each year and class representative elections are held in the fall of the new school year. Student council sponsors will be in contact with the administration to schedule events and functions that foster an inclusive student leadership program. The Student Council will sponsor multiple events throughout the year which include, school dances, pizza day, and OSS (Operation Secret Service).

National Honor Society & National Junior Honor Society

Membership in the National Honor Society and National Junior Honor Society represents the highest honor and trust that can be bestowed upon a student. These societies recognize students for scholarship, leadership, service, and character.

To be eligible for membership in the **National Honor Society**, a student must be in Grade 10, 11 or 12 and must have a cumulative grade point weighted average of **94% or higher** for three semesters of high school. Freshmen (ninth graders) are not eligible for membership in the National Honor Society. A student must have been in attendance at Westlake Academy for an equivalent of one semester. The faculty council in consultation with the principal may waive this requirement.

To be eligible for membership in the **National Junior Honor Society**, a student must be in Grade 7 or 8 and must have a minimum cumulative grade point average of **90% for three semesters of middle school**. Membership in the National Junior Honor Society is not based on scholarship alone. Also included for consideration are the student's leadership abilities, service as action, and character.

The process of selecting new members is as follows:

- The student must have earned the cumulative grade point stated above.
- An eligible student will be invited to complete and return a membership application following the specific workflow by the designated deadline stated by the Chapter Advisors.
- Teachers will complete an evaluation form rating each eligible student on leadership, service and character.
- The student will be evaluated based on character, leadership, and service.
- Selection of members to the chapter will be by a majority vote of the faculty council. The



Parent / Student Handbook 2023-2024

faculty council will be made up of faculty members of Westlake Academy. The Chapter Advisors do not serve as members of the Faculty Council.

- Students who have committed Level II and/or Level III disciplinary infractions during the current school year of application will not be considered for membership..
- Academic dishonesty at all levels will immediately disqualify any student from consideration for membership.
- Recurring instances of failing to turn in homework/complete assignments will be taken into account when applications are reviewed.

Membership requirements include:

- Attendance at NJHS / NHS meetings during the school year;
- Membership dues;
- Participating in service projects each year following the Chapter Advisors guidelines;
- Meeting the service experiences (DP CAS)/points (MYP) requirements by each check point each year; and
- Any member who falls below the Westlake Academy standards of scholarship, leadership, character and/or service may be dismissed from the Westlake Academy chapter of the National Honor Society. or National Junior Honor Society.

STUDENT DRIVERS

Students may apply for a parking permit once they have a fully authorized state driver's license, present insurance papers, and parental authorization and liability forms. Information may be obtained on the Academy's website and through the administration office. Each year, the student will receive a Westlake Academy parking sticker to place on the car, and all student vehicles must use the parking spaces reserved for them according to the location and permit fee remitted to the office. **Please see the front office for additional information and/or to obtain a parking permit map and schedule of fees.**

At this time Westlake Academy parking spaces are outnumbered by student drivers. Parking spaces are numbered and reserved. Obtaining a student parking space will be given in the following order: (1) Seniors, (2) Juniors, (3) Sophomores. When all reserved parking spaces are filled no student without a parking permit will be allowed to park on campus.

Westlake Academy may suspend the permit of any student vehicle from driving or parking on campus for the violation of any rule or regulation or for unsafe driving, whether or not the incident occurs on campus, or if the student's driving privilege is interfering with class attendance or academic performance, as determined by the Principal's or their designee. In the case of suspension, the permit may be reinstated, with the assessment of new fees, at the discretion of the Principal or the Principal's designee. **Students are also not allowed to go to their vehicles during the school day without permission from an administrator. Doing so can and will result in the loss of parking privileges.**

All laws regulating traffic on public roads, in addition to laws pertaining to licensed drivers under



Parent / Student Handbook 2023-2024

the age of 18, apply to the operation of vehicles on campus. We would like to remind students and parents that the Texas law applicable during the first 6 months of the driver license (These persons may not operate a motor vehicle with more than one passenger in the vehicle under the age of 21 who is not a family member) will apply at Westlake Academy. All student drivers must comply with the rules and policies of Westlake Academy. All students issued a permit are subject to vehicle searches.

Students will be allowed to drive and park on campus between the hours of 6:00 a.m. and 9:00 p.m. Students are to drive in a safe and slow manner, never more than 10 mph. Students may not leave school without an authorized excuse before the end of the school day or allow another student to use their automobile during the day for such a purpose. Student drivers must exit the campus only after the regular dismissal line. Student drivers will not be allowed to operate a motor vehicle while using a wireless communication device.

MYP student drivers (grade 10) are not permitted to self check-out. MYP students must be checked out by a parent/guardian (ID required) in the WA front office.

- In the event of an emergency and/or medical appointment only, a parent must email lguillet@westlakeacademy.org and/or call the front office. Upon the students return, a signed parent/guardian note or valid appointment documentation must be provided to the programme's principals.

Seniors will have the option to purchase a dedicated parking space and paint the space with Academy approval. Details regarding this process will be made available to all students and parents and communicated via the Communique.

The school reserves the right to search vehicles parked on the campus as outlined in Board of Trustee Policy No. 3.15.

STUDENT TRIPS

In an effort to provide the safest possible environment for the students of Westlake Academy, this policy for student trips will be enforced on any and all trips that require students to be away from the property (located at 2600 J. T. Ottinger Road, Westlake, Texas, 76262).

Any trip taken away from the school is a privilege, not a right, and as such, students are required to represent the school in a responsible manner. This privilege can be revoked, and/or students could subject themselves to the discipline policy, up to and including expulsion for inappropriate behavior as deemed necessary by the school administration.

Planning and Organizing Student Trips for the 2023-2024 School Year

In an effort to provide as much notice for planning and budgeting purposes, the following schedules will be in place for the 2023-2024 school year.



Parent / Student Handbook 2023-2024

Primary Grades	Trip Format/Location	Date of Occurrence
K – 2	Local, daytime field trips, no overnights	
3	Unit of Inquiry related trip (domestic) Example ~ Camp Jolt	Spring
4	Local, daytime field trips, no overnights	
5	Unit of Inquiry related trip (domestic) Example ~ Camp Jolt	Fall
Secondary Grades	Trip Format/Location	Date of Occurrence
6	Team Building (domestic) Example ~ Camp Eagle, Rocksprings, TX, 3 night stay	Fall
7	Local, daytime field trips, no overnights	
8	Historical Trip (domestic) Humanities (U.S. History) Example ~ Washington D.C.	Spring
9	Local Daytime Trips, No overnight	
10/11	International Student Leadership Symposium (if selected)	Spring
9/10/11	Student Exchange with Argentina / Costa Rica (if selected)	Summer
12	Senior Retreat Team Building (domestic)	Fall
12	Senior Week Daytime Trips (domestic)	Spring

Requests to organize student trips other than those identified above must be submitted to the Executive Director or his/her designee by an Academy employee in compliance with Board Policy at least 12 months prior to the proposed departure date. Trip submittals will then be reviewed according to the applicable Board Policy and any administrative guidelines. All trip approval must be obtained from the Superintendent or Board of Trustees prior to the expenditure of any public funds. Any expenses incurred prior to approval may not be reimbursable.

Chaperone Responsibilities

An Academy employee must be designated as the Trip Leader for each school-sponsored trip. This individual is responsible for the appropriateness of all decisions concerning the students while away from Westlake Academy. The Trip Leader is also responsible for ensuring that the required number of chaperones is available.

The Trip Leader is responsible for providing information prior to the trip to all chaperones, students, and parents related to the social norms of the trip destination and any specific behavior expectations related to the culture of the destination.



Parent / Student Handbook 2023-2024

Chaperones are expected to make the supervision of Academy students their priority during a student trip. For residential trips, the Trip Leader will be responsible for developing a schedule that provides each chaperone an appropriate amount of off-duty time. The school will fund all chaperone trips; however, chaperones will be fully responsible for their own personal expenses. Chaperones are not permitted to bring a spouse or other children that are not otherwise eligible for participation in the student trip as their guests, even at their own expense.

All chaperones for school-sanctioned trips will be members of the Westlake Academy faculty and staff. Parents may be provided the opportunity to attend certain domestic student trips with their child. Such opportunities will be identified in the information distributed about the trip to Westlake Academy families.

An appropriate ratio of faculty to students will be established by the Executive Director for all approved trips and will include at least one male and one female faculty member.

Financing

Parents will be given adequate notification about the payments for the trips. Trip leaders in consultation with the respective principals will ensure that trips are not out of the 'normal range' of costs to make it equitable for all parents. Participation in school-sanctioned trips is voluntary and all students participating shall be responsible for all fees and costs associated with the trip. Students are also responsible for all incidental costs associated with travel, including, but not limited to fees associated with transportation to airports or other departure locations, passport fees, required vaccinations and/or suggested medications, and money for souvenirs, snacks, and other incidentals.

Generally, all trip expenses are non-refundable. An explanation of any refund opportunities will be included in the trip-specific information provided to families prior to committing to participation on a school-sanctioned trip.

If an insufficient number of students commit to attend a trip, the trip may be canceled or postponed. If the trip is canceled or postponed, all monies collected will be returned to the parents with the exception of nonrefundable fees.

Transportation

Westlake Academy students must ride in the transportation provided by the school unless prior written permission has been given in advance for the child to ride with his/her parents.

For trips that require airplane transportation, the official starting point of the trip is the designated airport. Parents are required to drop off and pick up students from the airport.

HOUSE SYSTEM

Westlake Academy has chosen to implement a House system with each student and faculty



Parent / Student Handbook 2023-2024

member assigned to a House named after people who represent qualities important to and inherent in our Mission/Vision Statement. The House system encourages school and team spirit, integration, responsibility, and a sense of community. Membership in a House is life-long; each student should feel responsible for the wellbeing of the members and be proud to work for the betterment of the House. Houses will work together and compete in academic, sporting, service projects, and events. All siblings will be assigned to the same House.

Westlake Academy Houses

Keller: In 1882, at the age of two, Helen Keller became deaf and blind. Nevertheless, she learned to read, write, and speak; attended the most prestigious women's university in the USA; and became a spokeswoman for all people with disabilities. She represents determination, perseverance, and passion. The color for Keller House is red, the color of the heart.

Thoreau: Henry David Thoreau was a writer, thinker, and naturalist. He was one of the country's first environmentalists. He represents a love of nature, independent thinking, and standing up for one's convictions. Green – the color of the earth -- is the color of Thoreau House.

Wheatley: Sold into slavery at the age of seven, Phillis Wheatley nonetheless learned to read and write in English, Greek, and Latin and published her first poem at the age of 13. She was the United States' first African-American poet. She represents our search for spirituality and cultural diversity. Orange is the color of Wheatley House.

Whitman: Father of free verse, Walt Whitman was truly an innovator. His poetry exalts the democratic spirit and a love of country. Blue – the color of the wide expanse of ocean – is Whitman House's color.

PARENT INVOLVEMENT & COMMUNICATION

WESTLAKE ACADEMY AFFILIATES

Westlake Academy Foundation (WAF)

The Westlake Academy Foundation was established in 2003 as an independent, non-profit 501(c)3 corporation to raise and receive contributions in support of the quality education at Westlake Academy. Foundation efforts fund school operations, academic programs, teacher training, capital improvements and expansion, equipment, technology, and an endowment. Initiatives include the Blacksmith Annual Fund and North Texas Giving Day online event, "Westlake Baja" fundraiser and "Gallery Night" benefit auction. The Foundation provides approximately \$1.5M annually to support daily Academy operations and to fund teacher grant requests and student travel scholarships. A volunteer Board of Directors composed of parents and community members meets monthly; an independent auditor reviews financials annually. To reach the Foundation, please contact Dr. Shelly Myers, Exec. Director (817-490-5722; smyers@westlakeacademy.org).



Parent / Student Handbook 2023-2024

House of Commons (HOC)

The House of Commons, the 501(c)3 Parent-Teacher Organization, is guided by its mission statement and its primary goal to enhance the education of our children by:

- Promoting the Learner Profile
- Promoting high academic standards
- Promoting the philosophy, direction, and image of Westlake Academy
- Increasing and facilitating communication between home and school
- Providing a forum for discussion for any school related issues
- Maintaining a network for parental participation
- Creating and maintaining a sense of community

Mission Statement: In addition to the purpose of building, serving, and supporting the Westlake Academy Community, the Corporation has its purpose the fostering of a first class education for all of the students of Westlake Academy, and all other purposes are in furtherance of this underlying goal.

Campus Leadership Team (CLT)

The Campus Leadership Team will facilitate the flow and exchange of ideas between members of the Westlake Academy community, including students, staff, parents, and Westlake residents, and plan and implement ways to increase the school's effectiveness in allowing students to maximize their potential.

Major Objectives:

1. Identify the educational needs of the community.
2. Give advice on educational, social, and physical events which can benefit the school and community.
3. Recommend strategies for improving communication between school-parent, parent-teacher, teacher-student, and school-community, and implement these strategies when appropriate.
4. Complete initiatives and projects assigned by school leadership.

The Campus Leadership Team consists of school leadership positions, two community members, six student members, three parent members, and three faculty members. Student, parent, and faculty members must represent the three sections of the school: the PYP, MYP, and DP programs. Meetings are to be held regularly and not less than four times a year.

Westlake Academy Athletic Club (WAAC)

The Westlake Academy Athletic Club is the athletic booster club for all of Westlake's athletic programs.

WAAC's purpose is to raise funds, provide volunteers, and generate moral support for the athletic programs of Westlake Academy. The WAAC will be made up of students, parents, staff, and community partners who work together to provide financial resources and support to our



Parent / Student Handbook 2023-2024

athletes, coaches, and teachers.

Support is provided by selecting a WAAC membership and joining our sports families for the school seasons. We have several levels of memberships and some include season passes to our home games in multiple sports. Please visit www.thewaac.com to learn how your family can help support our athletes and our championship traditions in junior high and high school competitive sports.

COMMUNICATION

At Westlake Academy, establishing and maintaining fluid communications with the home enhances a child's success at school. To foster communication, Westlake Academy will post current events and other important school related information on the [website](#) at and in the weekly e-newsletter, The Communique.

Lines of Communication

Maintaining open lines of communication are vital to the success of the student and the creation of a positive home and school relationship. In pursuit of that effort, the below guidelines will help to ensure that all communication is timely and effective.

If you have a question or concern contact your child's classroom teacher via email. Please allow 24 hours for your teacher's response. If you are unable to resolve your concern, please contact the Programme coordinator if it relates to curriculum or the Assistant Principal if it relates to discipline.

WEATHER RELATED CLOSINGS, DELAYS & EARLY DISMISSALS

When there is the potential for severe or inclement weather, the Town of Westlake staff will begin to travel the roads and visit the campus in the early morning to make a decision to delay or close the campus if necessary. Westlake Academy will also work with local and state authorities to monitor road conditions. A decision will be made and parents notified at the earliest depending on weather conditions.

Who decides on whether the Academy will be delayed, dismissed early, or closed?

The superintendent or their designee will determine whether or not the school is closed, delayed, or ending early in consultation with the Facilities Director, Head of School or designated administrator.

How do we decide to close, delay, or dismiss students early?

When we have the possibility of severe weather incidents, there are a number of factors that are considered prior to the Academy being closed, delayed, or ending the day early. They include the following:

- The safety and welfare of students, staff, and parents;
- Information on the road conditions and the ability of parents to safely transport students from their home to school and back and the ability of our student drivers to get home



Parent / Student Handbook 2023-2024

safely;

- The amount of snow/ice accumulated, and whether conditions are continuing to worsen;
- Building and facility conditions (electricity, heat, and water);
- Parking lot conditions;
- Temperature and wind chill;
- Weather predictions;
- Sidewalk conditions; and
- What other school districts are doing.

How will parents and students be notified?

- A telephone notification will be made to all numbers provided to the Academy;
- Westlake Academy's website and social media page will be updated;
- An email notification and sms will be sent to all families;
- The Academy will notify local news media to be included on their website and broadcasts.

Delayed Start

If conditions appear to be improving, school may be delayed by two hours. If the conditions do not improve, the Academy may be closed based upon the criteria listed above. Please make sure to continue monitoring the notification mediums. The decision to close following a delayed start will be posted no later than 7:30 a.m.

Early Dismissal

Students are safe at the Academy, and we are concerned with sending students home without supervision in inclement weather conditions. The Academy, guided by the Emergency Operations Team, may determine, based upon weather and road conditions, to end school early. If this occurs, parents will be notified through the described channels. Parents are always welcome to come and get their children if they feel that is the best decision for them, but if we are in a severe weather event, the Academy goes into lockdown and students are not allowed to leave until the event expires.

TECHNOLOGY USE & ELECTRONIC COMMUNICATIONS

Westlake Academy believes technology, when used in a responsible, efficient, ethical, and legal manner offers valuable, diverse, and unique resources to administrative staff, teachers, and students that promote educational excellence. Westlake Academy is committed to helping students and staff use technology as an effective educational and administrative tool and to meet state and national educational standards. It is understood that students and staff will use technology in a mature and professional manner in accordance with [2022-2023 Westlake Academy's Student Parent Property Agreement regarding electronic devices](#).

Technology and electronic communication device (ECD) users (administrative staff, faculty, and students) are responsible for appropriate behavior and acceptable use when accessing



Parent / Student Handbook 2023-2024

technology in the school. General school rules for conduct and communication apply to Internet and network use or the use of any ECD. This includes but is not limited to computers, scanners, still and video cameras, cell phones, mobile hotspots, document cameras, SmartBoards, LCD projectors,, iPads, iPods, Kindles, charging devices, and all electronic devices. Use of technology shall be considered a privilege, not a right of each individual. Failure of a user to follow acceptable use standards may result in termination of technology privileges, appropriate disciplinary action as stated in school policies, and possible notification of law enforcement. Westlake Academy will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted within or through the school system.

Internet, email, and phone use within Westlake Academy should be used solely for educational purposes, although It is important to recognize that traditional instructional resources and library materials can be screened with reasonable selection criteria. Technology that links to any public file server provides access to material that may not be considered educationally sound in the context of the school setting. Westlake Academy has taken precautions to restrict access to unacceptable information in accordance with CIPA rules by employing the use of a firewall/filter, which is automatically and continuously updated to provide protection against current threats. However, it is important to understand that no solution is 100% perfect, and at times educational sites may be inadvertently blocked and conversely, inappropriate sites may be accessible. Students will be provided with guidance and instruction in the appropriate use of technology resources including the Internet so that responsible choices can be made in the event that such a breach occurs. Westlake Academy will make no guarantee relating to the reliability of the data connection and therefore will not be held liable for any data loss or data corruption resulting while using Westlake Academy's network.

Student use of technology will be permitted upon verification of the signing of the student technology use agreement form. The principal or designee will maintain signature records, and will be responsible for enforcing the Technology & Electronic Communication Device Acceptable Use Policy. Westlake Academy reserves the right to make amendments to the terms and conditions of this policy without notice.

Technology Terms and Conditions

1. User Personal Safety includes, but is not limited to:

- Users will not post personal information about themselves or others. Personal information includes, but is not limited to the following: name, address, profiles, telephone, date of birth, pictures, etc.
- Users will never arrange for meetings with anyone they have met online without the knowledge of the school and permission of a parent/guardian.
- Users will promptly disclose to their teacher or administrator any message they receive that is inappropriate or makes them feel uncomfortable.
- Users will not harass another person or engage in personal attacks, including those prejudicial or discriminatory in nature following the guidelines of the anti-bullying policy.



2. Respecting Technology Equipment

- Users will exercise caution when handling technology devices.
- Users will follow guidelines for proper usage of equipment.
- Users will not use another person's computer resources without authorization.
- Users will not knowingly destroy any Electronic Communication Device technology equipment including but not limited to keyboards, cases, mice, charging devices, accessories and peripherals.

3. Westlake Academy System Security

- Users should take all reasonable precautions to prevent others from gaining access to their account(s). (Example: private strong passwords)
- All users are responsible for their individual account(s).
- If an individual suspects a possible security breach, the user will immediately contact their teacher, the building principal, or technology coordinator.
- Users will not disseminate passwords, codes, telephone numbers, account numbers, grades, or other individuals' documents to unauthorized persons.
- Westlake Academy ECDs, network, and related technologies are the property of the school and subject to inspection by administration at any time.
- Users should not have a privacy expectation in the contents of their personal files on Westlake Academy's network including all ECDs or on web-based systems that Westlake Academy has contracted with to provide storage or services (Google Workspace for Education/offsite backup facility).
- Westlake Academy reserves the right to monitor, or spot check, any Internet or ECD activities occurring on school equipment or accounts.

4. Illegal Activities includes, but is not limited to:

- Users will not attempt to gain unauthorized access to Westlake Academy's system(s), or to go beyond their authorized access.
- Users will not deliberately attempt to disrupt the performance of any computer system or destroy data via a virus or any other means.
- Users will not use Westlake Academy's system to engage in any illegal act.
- Vandalism of any kind will require restitution for costs associated with hardware, software, and system restoration and cancellation of ECD privileges.

5. Plagiarisms and Copyright Infringement:

- Users will respect the rights of all copyright owners, recognizing that infringement occurs when a person reproduces a work that is protected by a copyright. Students should check with teachers and support staff regarding laws.
- Users will not plagiarize; therefore, they should cite all quotes, references, and sources following the WA Academic Honesty Policy and assignments requirements stated by teachers
- Acknowledging the source of a copyrighted material does not substitute for obtaining reproduction rights.
- Users may reproduce copyrighted works within the limits of fair use and using



Parent / Student Handbook 2023-2024

proper citation. Fair use is explained at: <http://www.copyright.gov/fls/fl102.html>

- Users of Westlake Academy ECD's will not install pirated software. All users should be aware that disseminating illegally obtained software (pirated) is a federal offense which is punishable by imprisonment, fine, or both.

6. Technology Etiquette includes, but is not limited to:

- Be polite. Do not get abusive in your messages to others.
- Exercise caution when using sarcasm and humor. Without face-to-face communications, a joke or statement may be misunderstood.
- Show consideration and respect for others at all times.
- Be respectful of the rights of other network users and do not violate their privacy.
- Be aware of the intent and function of an individual or group before sending a message.
- Deliberately posing as a user other than yourself is prohibited.
- At the conclusion of a user's session that user will log off the system he/she is using.
 - **Do not use inappropriate language or actions on ECDs which include, but is not limited to:**
- Posting of public and private messages on web pages, cell phones, and other devices.
- **Users will not use obscene, profane, lewd, vulgar, offensive, inflammatory, discriminatory, threatening, or disrespectful language.**
- Users will not participate in hate mail, harassment, discriminatory remarks, and other harmful or inappropriate behaviors.
- Respect for privacy includes, but is not limited to:
- Users will not forward or post a message that was sent to them privately without the consent of the person who sent it.
- Users will not post private information about another person.
- Users will not interfere with other users' ECD work or files.

7. Inappropriate Access to Material includes, but is not limited to:

- Users will not use Westlake Academy technology to access material that
- is profane or obscene (pornography)
- advocates illegal or violent activities, or
- advocates discrimination towards other individuals or groups.
- If a user inadvertently accesses inappropriate material, he/she should immediately notify his/her teacher or administrator, thereby avoiding an allegation of intentional violation of the Technology & Electronic Communication Device Acceptable Use Policy.
- Users will not deliberately attempt to override/circumvent the firewall or encourage others to do so.

8. Respecting Resource Limits:

- Users will use technology specifically for educational or career development activities.
- Users will not download large files or software programs without the authorization



Parent / Student Handbook 2023-2024

of the systems administrator. Sometimes software, particularly if it is offered as “free”, comes with undetectable spyware and advertising that can disable a computer or an entire system.

- Users will not post chain letters or engage in “spamming” (sending unnecessary messages to a large number of people).
- Users may not use the network for personal and commercial purposes, such as, but not limited to, offering or purchasing goods and/or services for personal use.
- Users will not alter in any way the configuration of a computer or network without permission of authorized staff.
- Users will not intentionally waste resources, such as paper, ink cartridges, storage space, batteries, etc.
- Users acknowledge that data will be retained only until August of their graduation year and it is their responsibility for transferring data off any Westlake Academy system.

9. Unacceptable Use can be defined as but not limited to:

- Furthering personal causes such as political, religious, or commercial views
- Disseminating threatening or harassing messages
- Disseminating sexually explicit or otherwise inappropriate material
- Attempting to gain unauthorized access to computers, servers, Google Workspace for Education accounts, voicemails, or other ECD’s
- Purposely infecting the network or computers with spyware, malware, or viruses
- Gaining access by using another’s credentials
- Using the Internet to access bandwidth grabbing programs unless authorized to do so
- Violating copyright laws (anything from the Internet should be regarded as copyright protected)
- Downloading or uploading any data or material not specifically related to school work.
- Users will not download, store, create, or forward any information/data that is inflammatory, or defamatory to any race, creed, ethnicity, religion, sexual orientation, or political beliefs of any individual or group
- Users will not download any unauthorized software, file, or program
- Users will not download, store, create, or forward any information regarding explosives or weapons unless as information for a specific class assignment.

10. Appropriate / Inappropriate Use of Educational Technology:

- Users will not use any Westlake Academy technology to play games that have been downloaded onto a technology device, or that are played on the Internet.
- Assigned, teacher-approved interactive tools, which are directly related to the curriculum, are permitted.
- Users will not use the Internet or other technology media to access chat rooms or any type of instant messaging.
- Users will not access personal accounts including, but not limited to email, music, banking, shopping, and other personal accounts.



Parent / Student Handbook 2023-2024

- Users will not access the Internet or other technology media for financial or commercial gain. Ex. gambling, ebay
- Users' activities, projects, or materials developed with technology and ECDs of Westlake Academy must reflect our educational standards and policies. This includes, but is not limited to web page designs, PowerPoint presentations, radio broadcasts, etc.
- Users will not impersonate other individuals, real or fictional.

11. Google Workspace for Education:

- Google Workspace for Education is currently provided to all staff, faculty members, and students in grades K through 12.
- Email that originates from or is received by a school owned computer or its contracted hosting company, in our case Google Workspace For Education, is the property of Westlake Academy and can be used for or against during a legal proceeding. The same holds true for voicemails stored on Westlake Academy phones and systems.
- All users of Westlake Academy email system should know that when writing or responding via email please remember that the Secretary of State's Office has determined that email is a public record.
- All e-mail communications sent or received by persons using the Westlake Academy network are subject to disclosure under the [Public Information Act, Texas Government Code Chapter 552](#) and the Federal Freedom of Information Act (FOIA).
- Westlake Academy reserves the right to terminate either temporarily or permanently a Google account if used inappropriately.
- Students will not identify their home telephone numbers, home addresses, or any personal information in any email correspondence.
- No assumption of privacy should be assumed with Westlake Academy assigned Google accounts.
- Westlake Academy administrative and technology staff reserves the right to go into a user's mailbox to find lost messages, to conduct lawful investigations, or to comply with investigations of wrongful acts. Westlake Academy will cooperate fully with any law enforcement investigation.
- Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.
- Westlake Academy reserves the right to change email providers without notice.
- Following usage of a Westlake Academy ECD the user will log off so as to prevent another user from using his/her account.
- Since Westlake Academy assigned Google accounts can be accessed outside the boundaries of our schools (web-based accounts) users are required to maintain the same behavior that is expected of them while in school.

12. Removable Media:

- Removable media can be defined as but not limited to: CD, DVD, USB devices, camera flash media cards, hard drives physically removed from their laptop or computer based machine.



Parent / Student Handbook 2023-2024

- Westlake Academy reserves the right to pre-scan any removable media that an individual wants to bring into Westlake Academy's network for viruses and other unwanted malware and spyware.
- Extreme caution is to be exercised by any individual who uses removable media with regards to the safe handling and security of the removable device and its contents. No confidential data is to be transported using removable media.

13. Laptops/iPads:

- Defined as small portable computers: Even when removed from the premises they are considered the property of Westlake Academy and all policies and good faith efforts as previously outlined apply to using them away from the classroom.

14. Limitation of Liability:

- Westlake Academy makes no expressed or implied guarantees that the activities or services provided by Westlake Academy technology or ECDs will be error-free or without defect.
- Westlake Academy will not be responsible for any damages to users including but not limited to loss of data, interruptions of service, personal or psychological damages, or financial losses.
- Westlake Academy is not responsible for the accuracy or quality of content obtained through our network or stored on our systems.
- Finally, Westlake Academy will not be responsible for unauthorized financial obligations incurred from use of our ECDs or any components of our technology system.

GENERAL IPAD EXPECTATIONS, USAGE, AND CONSEQUENCES

General iPad Expectations and Usage	Consequences
<ul style="list-style-type: none"> • Do NOT loan iPads or other equipment to other learners. • Do NOT borrow an iPad from another learner. • Do NOT share passwords or usernames with others. • Do NOT download and use apps or games that are not approved by your instructor. • Use the school issued login and password. • Mute your device at all times unless permission is obtained from the educator for instructional purposes. • Use earbuds or headphones when given permission by the instructor. 	<ol style="list-style-type: none"> 1. Teacher intervention 2. Teacher will contact parent/administrator 3. Discipline referral and use of school technology is removed.



Parent / Student Handbook 2023-2024

<p>Wallpaper</p> <ul style="list-style-type: none"> • Inappropriate media may not be used as wallpaper. • Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, or gang related symbols/pictures will result in disciplinary action. 	<p>Discipline referral and use of school technology is removed.</p>
<p>iPad Covers, Accessories, and Care</p> <ul style="list-style-type: none"> • All students will be required to use the school issued iPad protective case. • The iPad should come to school fully charged every day. • The iPad must be transported in a backpack, case, and appropriate manner. • Individual educators may require a stylus for learning in the classroom. 	<ol style="list-style-type: none"> 1. Teacher intervention 2. Teacher will contact parent/administrator 3. Discipline referral and use of school technology is removed.

Random iPad checks will be conducted to ensure that students are in compliance with the expectations of technology use.

PRINTING AT WESTLAKE ACADEMY

Westlake Academy uses a print credit system to provide more services to students and to allow students to better meet their changing academic needs. This print credit system provides students with the following benefits:

- Students take responsibility for their printing.
- Students print to meet their academic needs.
- Students have more flexibility to meet their own printing needs.

Printing Information FAQs

How does the print credit system work?

Each student is given printing "credit" at the beginning of the school year to use at one of the Westlake Academy designated student printers.

Is there a fee for printing?

An initial credit of \$1.00 will be given to students at the beginning of each school year. Additional credits can be purchased by students and parents. Printing credits cannot be transferred to other users, and at the end of the school year, any remaining balance will be rolled to the following school year.

How is the cost of a print job calculated?

Printing is provided by Westlake Academy at the following rates:

- Ten cents (\$0.10) for 1 single-sided Black & White sheet.



- Twenty Five cents (\$0.25) for 1 single-sided Color sheet.

There is no refund option once the printing credit is used, so please proofread your work before printing. If you experienced a printing problem due to a printer malfunction, report it to the IT Staff for a reprint at no cost.

How can students check their print credit balance?

Students can view their current printing credit balance, overall print usage, and the environmental impact of their printing by visiting the printing portal and logging in using their WA Student ID and password. Students must be on the Westlake Academy network to access this service.

What if students exceed their initial print credit?

Students who expend all of their \$1 allotted printing credit may purchase additional printing credit:

Printing Guidelines

1. Students can only use the designated student printers.
2. Students are encouraged to use double-sided printing when available and appropriate.
3. Printing should be conducted outside of class time.
4. Students are to print only school related assignments and materials.
5. Teachers and staff are not allowed to print for students.
6. Teachers & Staff have the authority to restrict printing from any student who abuses printing policies.



Appendix A : Student Request for International Travel Dates

Please [follow this link to the student request for travel dates form.](#)



Appendix B : Financial/School Assistance Form

Part 1: ALL HOUSEHOLD MEMBERS

Names of <u>all</u> household members (First, Middle Initial, Last)	Grade	Check if a foster child (legal responsibility of welfare agency or court)	Check if NO income

PART 2: BENEFITS

If any member of your household receives [State SNAP], [FDPIR] or [State TANF Cash Assistance], provide the name and case number for the person who receives benefits and **skip to part 4.** (if no one receives these benefits, skip to part 3.)

NAME: _____

CASE NUMBER: _____



PART 3: TOTAL HOUSEHOLD GROSS INCOME. YOU MUST TELL US HOW MUCH AND HOW OFTEN.

1. Name (List only household members with income)	2. Gross income and how often it was received			
	Earnings from work before deductions	Welfare, child support, alimony	Pensions, retirement, Social Security, SSI, VA benefits	All Other Income
(Example) Jane Smith	\$199.99/weekly	\$149.99/every other week	\$99.99/monthly	\$50.00/monthly
	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____
	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____
	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____
	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____
	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____	\$ ____ / ____

PART 4: SIGNATURE AND VERIFICATION

An adult household member must sign the application.

I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is required by the Texas Education Agency and school will get State and Federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose benefits, and I may be prosecuted.

Signature: _____

Printed Name: _____ Date: _____



Appendix D
WESTLAKE ACADEMY PARENT/STUDENT COMPLAINT
FORM- LEVEL ONE

Please [follow this link to the parent/student complaint form Level I form.](#)

WESTLAKE ACADEMY PARENT/STUDENT COMPLAINT
FORM - LEVEL TWO

Please [follow this link to the parent/student complaint form Level II form.](#)

WESTLAKE ACADEMY PARENT/STUDENT COMPLAINT
FORM - LEVEL THREE

Please [follow this link to the parent/student complaint form Level III form.](#)