



Student Handbook

131 Westmoor Avenue,

Daly City, California 94015

Jefferson Union High School District



We are here to help you!

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Preface

This handbook is our compendium of student policies and procedures. What goes in here is part of a living document, which adjusts and changes according to the needs of our students and staff.

District Vision Statement:

JUHSD is a premier learning community, where all students advance to and through post secondary learning careers.

Westmoor Vision Statement:

At Westmoor, our students become respectful, ambitious, motivated, and self directed learners upon graduation.

Westmoor Mission Statement:

Westmoor High School is dedicated to fostering college-and-career-ready students, who are both academically prepared and socially responsible global citizens.

Westmoor Goal Statement:

The goal of Westmoor High School is to address the diverse educational needs of our students through the integration of technology and a variety of teaching strategies. We engage the whole child and prepare students for success in advanced study and employment.

Schoolwide Learner Outcomes (SLOs)

At Westmoor,

- Students communicate effectively orally and in writing using academic language.
- Students think critically and answer complex questions using multiple sources of information to develop an analytical response.
- Students develop technology skills to be successful in the 21st century work environment.
- Students work collaboratively and cooperatively within a team of diverse members.
- Students possess the essential knowledge and skills of the academic content required for graduation and success in advanced study and employment.

Code of the RAM

R - Respectful

- A** - Ambitious
- M** - Motivated
- S** - Self-Directed Learner

Bell Schedule

Westmoor will be operating on a Regular Bell Schedule from Monday to Friday.

Every Wednesday, we use the Collaboration Day schedule and have early release at 2:30PM (while staff meet from 2:40 - 3:30PM for professional development). The following are the bell schedules: (Please check school website for current information)

REGULAR SCHEDULE:

Zero ^o	7:27	-	8:24	(Passing: 6)
1 ^o	8:30	-	9:27	(Passing: 6)
2 ^o	9:33	-	10:30	
BRUNCH	10:30	-	10:45	(Passing: 6)
3 ^o	10:51	-	11:51	(Passing: 6)
4 ^o	11:57	-	12:54	
LUNCH:	12:54	-	1:24	(Passing: 6)
5 ^o	1:30	-	2:27	(Passing: 6)
6 ^o	2:33	-	3:30	

FINAL EXAM SCHEDULE: (12/20, 12/21, 12/22, 5/29, 5/30, 5/31)

1/2/3 ^o	8:30	-	10:40	
LUNCH	11:40	-	11:05	(Passing: 6)
4/5/6 ^o	11:11	-	1:16	

COLLABORATION SCHEDULE:

Zero ^o	7:27	-	8:24	(Passing: 6)
1 ^o	8:30	-	9:20	(Passing: 6)
2 ^o	9:26	-	10:16	(Passing: 6)
3 ^o	10:22	-	11:12	(Passing: 6)
4 ^o	11:18	-	12:08	
LUNCH:	12:08	-	12:38	(Passing: 6)
5 ^o	12:44	-	1:34	(Passing: 6)
6 ^o	1:40	-	2:30	
Collaboration	2:40	-	3:30	

EXTENDED LUNCH SCHEDULE (FYI: IFD dates TBD)

Zero ^o	7:27	-	8:24	(Passing: 6)
1 ^o	8:30	-	9:25	(Passing: 6)
2 ^o	9:31	-	10:26	
BRUNCH	10:26	-	10:41	(Passing: 6)
3 ^o	10:47	-	11:47	(Passing: 6)
4 ^o	11:53	-	12:48	
LUNCH:	12:48	-	1:28	(Passing: 6)
5 ^o	1:34	-	2:29	(Passing: 6)

Lunch and Brunch

Westmoor is a Closed Campus. This means that during the school day students are expected to remain on campus until the final bell rings. Students may not leave campus during brunch or lunch. If students leave campus any time parents will be informed and discipline consequences will be assigned. Students are expected to conduct themselves in a kind and respectful manner during brunch and lunch. All school rules apply during brunch, lunch, before and after school. Boisterous play and play fighting will not be condoned. Students should avoid forming large groups in the halls so that all students can flow freely and unimpeded. The lines in the cafeteria should be neat and orderly. Cutting, or attempting to cut in line may result in detention or other disciplinary action. Students are expected to abide by the Code of the RAMS. Parents and guardians are the only folks who can drop off food to students. The food must be dropped off in the main office.

Passing Period

Westmoor has a 6-minute passing period between bells. Students should use this time wisely to make sure they get to class on time while taking care of any business, such as using the restroom, going to their lockers, or getting a drink of water. Care must be taken not to block hallways by standing in large groups and slowing down other students from getting to class on time. The halls should be considered an extension of the classroom. Play fighting, foul language, and loud disruptive behaviors are inappropriate in the halls. Students in Physical Education classes are expected to be in the locker room before the second bell rings. After Physical Education classes, students are to stay in the PE/Elective building until the bell rings.

Online Portal: ParentVUE and StudentVUE

Students and parents always have access to grades, attendance, and teacher emails. Links are available on the Westmoor webpage to access ParentVUE and StudentVUE. There are also apps available to access this information on your phone.

Students in Good Standing

To access all privileges on Westmoor campus, a student must be in good standing. Students may apply for a waiver under special circumstances. A student in good standing:

- Earned a 2.0 gpa or above on the most recent grading period
- Consistent attendance
- Has no unserved discipline consequences (Suspension, Detention, Saturday School)

Privileges that may be revoked for students not in good standing include (but are not limited to)

- Athletics
- Dances

- Rallies
- Work Permits
- Other school-sponsored activities

School Identification Cards

School ID cards are made at the beginning of the school year during student registration and orientation. If students are not present for those days before the first day of school officially begins, there is a makeup picture day to get an ID made after school begins. Students must always have their ID card with them while at school or attending a school-sanctioned event. Staff members have the right to ask any student to present their ID, particularly in cases of student safety issues. If you misplace your ID card, notify the attendance office for a replacement.

Field Trips

Field trips are academic events that enrich the course of a student's growth in high school. Students are not required to be in "Good Standing" in order to attend a field trip. Students will be given a form with field trip details and expectations to take home for parent/guardian approval. Students are expected to coordinate in advance to make up any school work missed. The deadline for fall semester for students to attend field trips is November 15, and for the spring semester is April 15.

Parking Permits

If a student wishes to park in the parking lot, she/he must register the car with Administration. Parking permit applications can be collected from the Attendance Office and Front Office. Copies of Driver's License, Car Registration, and Proof of Insurance with completed form should be turned in at the Front Office. Students will collect permits from the Front Office at a later date. Cars parked on campus are not to be used as lockers, and they cannot be accessed during the school day without permission from the administration team.

Work Permits

Students can get a work permit application from the Career Center. The first step is to take the application home to be filled out by students, parents, and employers. Next, a Vice Principal must sign and approve the application. Students must be in *good standing* in order to have the application approved. Finally, return the completed application to the Career Center to have a work permit issued.

Chapter I - Attendance

Attendance Policy:

Westmoor places a high value on instructional time. To that end, teachers and classmates depend on students to be in school on time to provide an uninterrupted classroom experience. When students have chronic unexcused absences or tardies, parents will receive a truancy notice in the mail and a conference will be scheduled. Discipline consequences will also be assigned.

Parents are encouraged to call WHS Attendance Office: 650-550-7469 to excuse an absence or tardy in the morning students will be absent or late. Advance notice is appreciated when possible. **Our Attendance Technician @ 650-550-7489** or **Attendance Aide @ 650-550-7495** will be happy to help you if you want to speak directly to attendance office staff. If you haven't called, the student must report directly to the Attendance Office. Please leave a clear message if no one is able to answer.

Attendance notes must contain all of the following information:

- **Student's full name within the body of the letter**
- **Parent/Legal Guardian' telephone number**
- **Specific reason for absence (illness, doctor/dentist appt.)**
- **Dates and/or periods absent**
- **Signature of parent or legal guardian**

Excused Absences: For absences and tardies according to *California Education Code 48205* acceptable excuses include: illness, medical/dental appointments, attendance at a funeral (1 day in California, no more than 3 days outside of CA), court appearance, and observance of a religious holiday or ceremony (not to exceed 4 days in a year). During the school year, we expect some rainy mornings which may cause traffic delays as you bring your student to school. Please budget extra time for these delays as traffic delays/transportation difficulties are not excused pursuant to the Education Code.

Students may be excused as "ILL" no more than 14 days in a school year according to JUHSD board policy AR5113 B-C. Each excuse for illness after the 14-day threshold has been met must be accompanied by a note from a physician in order to be counted as excused. For support with an ongoing health concern, please contact your student's counselor or Health Aide.

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations. (Education Code 48205)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

If for any reason a student is late, she/he is expected to directly report to the intended class. E Depending on the student attendance history, the Vice Principal Dr He will issue.

Tardiness

Students will not be allowed into class late without a pass. Students who are not in class when the bell rings must receive a pass to enter the class, either from the attendance office or a Westmoor staff member. Tardies will be tracked and result in discipline consequences, such as after-school detentions or lunch detention, and potential Saturday school community services

Hall Passes

Students in the halls or anywhere outside of their classroom during a class period are required to have a hall pass. It is the student's responsibility to get a hall pass from a teacher before leaving class for any reason. Students must use the pass only for its intended purpose and return to class as quickly as possible. Socializing, wandering around, hanging out, and visiting other classrooms are inappropriate uses for a pass and may result in pass privileges being taken away. For special considerations please see an Administrator.

Chapter II - Behavior

Student Behavior Expectations

At Westmoor, students are expected to learn in a positive, equitable, and academically focused environment. Students are encouraged to be mindful of their learning goals. Students are expected to:

1. Come to school on time, prepared to work.
2. Attend all classes. Participate in class, behave respectfully, and cooperate with staff members.
3. Follow all school rules and policies.
4. Respect each and every staff member and student on campus. This includes respecting the property, privacy, and feelings of others.
5. Refrain from inappropriate behavior and comments that insult / ridicule / or demean any person (staff or student) on campus.
6. Resolve conflicts peacefully, express feelings in words, and avoid fighting inside/outside of school.
7. Take care of personal belongings and respect other people's belongings.
8. Share information with teachers/administration that might affect the health, safety, or welfare of the school.
9. Act in a way that keeps the campus safe for all.

Consequences are determined following an investigation of the issue and the appropriate application of Education Code, JUHSD Board Policy and a progressive discipline policy.

Dress Code

Westmoor is a professional learning community. To that end, students should plan to dress in a modest and professional manner. It is recommended that certain items of clothing are not worn at school such as:

- Bandanas
- Sagging pants (appropriate undergarments should be worn, but not seen)
- Shirts that expose chest, midriff, or area 4 inches or more below underarm
- Pajamas/bedroom slippers

Westmoor dress code places a high emphasis on ensuring equity when dealing with how a student dresses, regardless of that student's sexual orientation/ gender identification, religion, culture, etc. To that end, there are certain clothing items that Westmoor prohibits in order to ensure a fair, but distraction free and safe learning environment for all students and staff members. The following are restricted items that may result in disciplinary action:

- Clothing that depicts or advocates gangs, drugs, alcohol
- Clothing that depicts weapons, illegal or hateful behavior

- Profane/inappropriate language or pictures
- Clothing articles with spikes or other dangerous adornments

Electronics Policy

ED CODE 51512 UPDATE

The Legislature finds that the use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary schools, and such use is prohibited. Any person, other than a pupil, who willfully violates this section shall be guilty of a misdemeanor.

Any pupil violating this section shall be subject to appropriate disciplinary action.

This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.

Cell Phones and other personal electronic devices may be used during brunch and lunch provided that the device is being used *responsibly* and in accordance with all other behavioral expectations.

Students may not use personal electronic devices in classrooms without the teacher's permission. Once students are in a classroom doorway the teacher's classroom electronic policy begins. Violating a teacher's classroom electronic policy will result in discipline consequences such as after-school detention and parent contact. The teacher may issue a detention for violation of this policy. Repeated violations may be reported to the Administration for additional consequences.

*Cell phone usage is not a valid excuse for tardiness.

Prohibited Items

Students may not bring onto campus any weapons (real or fake), alcohol, tobacco, illicit drugs, vaping devices, or gang paraphernalia or other items that may disrupt the learning environment. While certain drugs may be legal outside of the school environment, all California Penal Codes for drug infractions and California Education Codes apply, regardless of medical statuses. Students with prohibited items on campus will receive disciplinary consequences and may be reported to DCPD.

Academic Honesty Code

Westmoor High School requires all students to demonstrate academic honesty and to abide by ethical standards in preparing and presenting materials, as well as in testing situations. Academic dishonesty, cheating, intent to cheat, and/or plagiarism involve an attempt by a student to receive credit for work that they did not create or complete themselves.

Any student who violates Westmoor High School's Academic Honesty Code will be subject to disciplinary action.

Cheating:

Cheating is the willful giving or receiving of academic materials designed to create an unfair advantage for a student on an assignment or test. Cheating can be avoided; always ask for help. It is stealing from another, inappropriate sharing, breaking test rules (working beyond time or talking during a test), duplicating (including electronic dissemination) a test for another, copying from another's test or paper, seeking or giving answers, or any attempt to do these things.

Examples of common cheating practices:

- Copying **ANY** assignments from another student.
- Giving one's work to be copied or used by another student for credit or grade.
- Looking at another student's paper during a test, quiz, or in-class assignment, or allowing a student to look at one's paper, or giving answers to another during a test, quiz, or in-class assignment.
- Looking at class materials during a test or quiz when not specifically permitted by the teacher.
- Doing homework for another student.
- Using technology such as a smartphone, calculator, internet device, or newer technology, to gain an advantage on a test or quiz when not specifically permitted by the teacher.

Plagiarism:

Plagiarism can be defined as directly copying from a source without giving credit to the source. Students must cite sources effectively according to their teacher's directions for an assignment. It is using another's ideas or words without permission and/or without giving credit whether found in print, electronic media or in the spoken word. You are to cite your references from any source including those from unsigned articles on the web.

Examples of common acts of plagiarism:

- Failing to use quotation marks when quoting directly from another author, whether it is a paragraph or a sentence; failure to properly cite other's work.
- Turning in a paper obtained from an internet resource.
- Giving a speech or oral presentation written by another person and claiming it as one's own work.

Fabrication

Fabrication is making up answers without knowing the material or without having studied the subject. According to the *American Heritage College dic-tion-ary* it is “to concoct in order to deceive.”

Deception

Deception is pretending work not belonging to you is yours; making a false excuse for behavior or lack of work/compliance; attempting to shift the blame to the behavior or actions of others.

Sabotage

Sabotage is acting in a purposeful way in order to avoid work, tests or the actual production of assessable work. This includes hacking into a grade book, computer, or files owned by others, as well as the destruction of others’ work, physical or electronic. Self-sabotage is part of this definition and includes destroying one’s own work or not handing it in for grading.

Plagiarism/Cheating Consequences:

Each teacher will provide students with a cheating policy and the consequences for his/her class. Consequences can include notification of parent; destruction of work; failure on the assignment, unit, marking period, or semester; suspension from the class; removal from advanced placement; referral to a counselor, to an administrator; assignment to a research or tutorial project, inclusion of a letter in the student’s academic file, suspension from school, report of the student’s name to District officers, or any combination of these measures even on the first offense.

- Teachers have the option to report serious incidents of cheating to a Vice Principal.
- If a student cheats more than once or in more than one class, a Vice Principal or other school designee will determine the consequences based on a progressive discipline model.

Students who are accused of cheating or plagiarism may appeal to the Principal against any accusation they feel is unjust or inaccurate. The Principal may convene a group comprising the teacher and student in question, the parents of the student, other witnesses, and the appropriate Department Head with the permission of the parent/guardian.

Discipline

Progressive Discipline Policy

Westmoor utilizes a progressive discipline policy based on the [State Education Code 48900](#). Consequences for violating behavioral expectations will be dependent on the number of offenses as well as the severity of the offense. All incident decisions will be based on the San

Mateo County Threat Assessment Protocol, School Site, District Board policies and the State Education Codes. In particular, the administration will consider the disposition according to:

- Severity of the offense
- Severity of the items being possessed.
- Repeated Offenders receive additional interventions
- The impact on the victim

This is a guideline for administration to offer student support.

Tiers of Response - Interventions and Rationales

Tier 1: Classroom Interventions and Rationales

Classroom teachers are the primary source of support at this particular level. At least 3 classroom interventions (including a phone call home) are expected to address student behaviors before sending an administrative referral for higher tiered support. If unable to reach a parent/guardian by phone, send an email to the family. These pre-referral interventions could be:

- Positive Reinforcement
- Buddy Room
- Behavior Contract
- Conflict Mediation
- Modeled/Rehearsed Behavior Expectation
- **Parent/Guardian Consultation***
- Problem Solving Conference
- Prompt Desired Behavior
- Proximity
- Restorative Conversation
- Reviewed IEP/504
- Seat Change

The goal of offering these particular interventions is to offer social capital for students practicing the desired behaviors in the classroom setting, so that they can make better decisions in the future. These interventions are offered one at a time or several at a time according to the severity of the situation. In addition, these pre-referral interventions can be tailored and repeated if the desired result is not being achieved. As a result, the potential possible consequences could be:

- Behavior/Academic Contract
- Nonparticipation List/Loss of privilege
- Detentions
- Police notification
- Self Regulation Time

Tier 2: Targeted Interventions and Rationales:

The counseling, campus security and administrative teams are the primary sources of support at this particular level. The targeted student support often involves short-term removal of a student from the general student population due to severity of behavior that impacts safety and security of school. During the temporary student relocation, the counseling, campus security and administrative teams will provide a series of restorative interventions, which could be:

- Behavior/Academic Contract
- Conflict Mediation
- Modeled/Rehearsed Behavior Expectation
- **Parent/Guardian Consultation***
- Problem Solving Conference
- Restorative Conversation
- Review IEP/504
- Arrange SAT meeting/Student Success Team (SST)
- Admin monitoring progress
- Access to academic/wellness counselor
- Refer to Case Manager/academic counselor.
- Parent Shadow
- Family Liaison Referral
- Self Directed Learning Activity

The goal of offering these particular interventions is to create targeted support systems for individual students in addition to the classroom setting. These interventions are offered one at a time or several at a time according to the severity of the situation. In addition, the pre-referral Tier 1 interventions and targeted Tier 2 interventions should be consistently practiced in this particular level. As a result, the potential possible Consequences could be:

- Behavior/Academic Contract
- Nonparticipation List/Loss of privilege
- Stay-in Class
- Detentions
- Police Notification
- Suspension
- Self Regulation Time

Tier 3: Intense Interventions and Rationales:

The campus security and administrative teams are the primary sources of support at this particular level. The intense student support often involves removal of the student from the school environment due to severity of the behavior or Tier 1 and Tier 2 interventions have not resulted in improved behavior. Suspension/Expulsion is the last form of disciplinary action and therefore should be imposed after other means of corrections or interventions have failed.

During the student relocation in this level, campus security and administrative teams will provide a series of restorative interventions, which could be:

- Behavior/Academic Contract
- Conflict Mediation
- Modeled/Rehearsed Behavior Expectation
- **Parent/Guardian Consultation***
- Problem Solving Conference
- Restorative Conversation
- Review IEP/504
- Arrange Student Success Team (SST)
- Admin monitoring progress
- Access to academic/wellness counselor
- Refer to Case Manager/academic counselor.
- Incident Review / threat assessment protocol

The goal of offering these particular interventions is to create a comprehensive intense support system for individual students. These interventions are offered one at a time or several at a time according to the severity of the situation. In addition, the pre-referral Tier 1 interventions and targeted Tier 2 interventions should be consistently practiced in this particular level. As a result, the potential possible Consequences could be:

- Behavior/Academic Contract
- Nonparticipation List/Loss of privilege
- Stay-in Class
- In-house Suspension
- Police Notification
- Suspension

Bullying and Harassment

Westmoor encourages a positive attitude and does not tolerate bullying, teasing, taunting, or harassment of any kind. All staff and students should be treated with dignity and respect. Moreover, students are expected to speak courteously to others to ensure a safe and secure campus. While a student will sometimes say, "Oh, I was just joking," or "I didn't really mean it," those words do not excuse any student from making others feel powerless. We cannot and do not condone this behavior.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm.

Any student who feels like she or he is being teased, taunted, harassed or bullied, or any student who witnesses harassment or bullying should give clear, direct feedback to the harasser/bully that the behavior is unwelcome.

- If the bullying continues, report the behavior immediately to a teacher or other adult on campus.

- If it continues to persist, or if it occurs outside of the classroom, immediately report this behavior to a teacher, counselor or administrator, or any adult on campus.

We encourage you to be an “upstander”, not a bystander; if you see bullying happening, take a stand against it by defending the victim, discouraging the bully, and reporting the incident.

Types of Bullying and Harassment

Type	Examples
Physical	Hitting, kicking, pushing, biting, spitting, poking, throwing objects, taking personal belongings (such as a backpack), unwanted tickling, and so on. “Table topping” and “five-starring” are considered physical bullying.
Verbal	Taunting, teasing to hurt someone’s feelings, name-calling (can be swear words or racial slurs, but doesn’t have to be), threatening, gossiping, hurtful or harassing words, etc.
Psychological	Spreading rumors (true or untrue), deliberately excluding someone from a group, extortion (getting money or belongings through threats), intimidation (making someone fearful), etc.
Sexual	Exhibitionism, surveyance, propositioning, sexual assault, “pantsing”, physical contact of a sexual nature, sexually explicit or suggestive comments, jokes, and/or conversations, sexting, inappropriate drawings, etc.
Cyber	Verbal, psychological, and/or sexual bullying by electronic means, including, but not limited to, text messages, emails, postings on social media sites, video surveillance, etc.

Sexual Harassment

Please Note: All adults at Westmoor High School are mandated reporters. This means that for everyone’s safety and security, information received by an adult that can harm you or others must be reported to the school administration or a government agency to address the safety concern.

Prohibited sexual harassment includes, but is not limited to: unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature, etc.

Other types of conduct which constitutes sexual harassment include:

- 1) Unwelcome leering, sexual flirtations or propositions.
- 2) Unwelcome sexual slurs, verbal abuse or sexually degrading descriptions.
- 3) Graphic verbal comments about one’s body.
- 4) Sexual jokes, stories, drawings, pictures or gestures.
- 5) Spreading sexual rumors.

- 6) Teasing or sexual remarks.
- 7) Touching one's body or clothes in a sexual way.
- 8) Cornering or blocking a person's normal movement.
- 9) Displaying sexually aggressive objects on school property.
- 10) Any act of retaliation upon an individual who reports a violation of the district policy.
- 11) Purposely limiting a student's access to educational tools due to the student's sexual orientation or preference
- 12) Information passed online via any electronic device or through social media that has a harmful effect on one's safety.
- 13) An act or conversation any individual can hear that creates a hostile and unsafe learning environment.

Disciplinary actions taken for violation of this policy vary from warnings to referral to law enforcement.

What Qualifies As Sexual Assault

Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient.

Who Do You Go To If You Feel You Are A Victim

- The Principal, Vice Principals,
- Wellness/Guidance Counselor
- Student Welfare and Attendance Monitor
- Any adult in the Main Office or Attendance Office
- Any teacher on campus

Complaint Procedures

All staff are encouraged to consider multiple approaches to report their concerns and complaints to the administration team. The district website has all complaint procedures listed [here](#).

Chapter III - Extracurriculars

Associated Student Body (ASB) Government

Student Government is composed of 60+ students who seek to be a greater part of their school's culture through collaborations with administration on their visions and ideas into action for the betterment of the student body. Leadership-Student Government is a class offered at Westmoor that allows students who want to make a school-wide difference and become "culture creators". The ASB's executive board, which is made up of 16 voting members, each with unique duties to the overall organization.

Student Government Mission Statement

Westmoor High School's Student Government is a leadership group that strives to unify students positively and productively by planning school activities, encouraging student participation, and building school spirit, making high school a positive experience for all.

ASB Vision Statement

To stand as leaders and have a positive impact in our school creating a culture of inclusion.

Westmoor Service Commission, aka "Green Hats"

Westmoor High School's commitment to academic excellence and public service extend beyond the classroom. The Green Hats are a special group of juniors and seniors that apply to become Service Commissioners at the end of each school year. Green Hats pledge to abide by all school rules and be role models of exemplary behavior, attendance, and service towards the school and overall community.

They are overseen by a certificated volunteer. The role of the Green Hats in event supervision, hallway monitoring, peer mediation, and community service cannot be overstated. They are a vital component to the smooth operation of the school.

Athletics

Westmoor is proud to offer a number of extra-curricular sport opportunities for our students.

Fall Season:

- Co-Ed Cross Country
- Girls Volleyball
- Girls Tennis

Winter Season:

- Boys and Girls Basketball
- Boys and Girls Soccer

Spring Season:

- Co-Ed Track and Field
- Co-Ed Badminton
- Co-Ed Swimming
- Boys Tennis
- Baseball

Clubs

All students are encouraged to join a club or create a club if their interests are not found with our current clubs. If a student would like to start a club, please visit the Westmoor Website and select “ASB Forms” under the “Quick Links” section to find the New Club Forms.

Club	Adviser
Anime	Morton
Bring Change 2 Mind	Diksa
Burmese Club	Alas
California Scholarship Federation (CSF)	TBD
Ceramics Guild	Shegoian
Chess Club	Murphy
Christian Fellowship	Sandoval
Class of 2023	Aluad and Polo
Class of 2024	Hambre
Class of 2025	Joe & Lasmarias
Class of 2026	TBD
Dance Nation	TBD
Dead Poets Society	Nemeth
Drama Club	TBD
Environmental Action Club	Tiatia
FBLA	Brower
Filipino Barkada	Truong-Vargas
Film Club	Nava
Fitness Club	McGraw
French Club	Mullin
Future Health Leaders	Aluad
Girls Who Code	Lavine
Hack Club	Polo
Interact Club	Collado
Key Club	Morton

Latin Dancing Club	Raskin
Music Leadership	Stewart
Next Generation Bible Club	TBD
Ping Pong Club	Aguilar
Polynesian Club	Romano
Pride Club	Nemeth
Red Cross Club	Alas
Robotics Club	Lavine
Science Club	Tiatia
Social Justice Coalition	Perez
UNICEF Club	TBD
W.H.A.T. Club	Shegoian

Chapter IV - Academics

WHS School Library

Westmoor's Library is a safe haven for students. The general hours are:

7:30AM - 4:30 PM on Monday and Wednesdays

7:30AM - 4:30 PM on Tuesdays and Thursdays

7:30AM - 4:30 PM on Fridays

Tutoring Assistance is available in the library on Monday, Wednesday, and Thursday from 3:45 - 4:45.

There are, however, certain rules associated with using the library. Those rules are as follows:

- All rules surrounding the use of school computers apply here, e.g. no food or drinks around computers.
- One person per computer.
- To use sound—you must use headphones.
- Students who want to use the computers for academic work take priority over those who are not.
- Non-Violent games may be played.
- Enjoy your food and drinks in the hallway
- Use your inside voices.
- Please push your chairs in and put away your trash.
- All WHS rules apply here.

On the topic of books:

- Each student checks out her/his own textbook.
- Students are responsible for their books.

During class time, students must have a pass from their teacher, with a note on it explaining why a student is using the library, and a pass must be shown to the library staff before beginning work.

Counseling Department

The Westmoor Counseling Department strives to meet the academic, social, and emotional needs of each student in the Westmoor Family. Each team member plays a unique role in supporting students, teachers, staff, and one another in building a healthy, positive learning community for all.

Our *Academic Counselors* answer questions about classes, schedules, and graduation requirements. They also support students with the college search, school and community resources, career exploration, personal counseling, and referrals to outside agencies. Students

are free to stop by before school, after school, brunch, or lunch. The student appointment request binder is also available outside the Counseling Office window. Parents can make appointments by calling or emailing the counselor assigned to their students.

Our *Wellness Counselors* offer support for students experiencing social or emotional challenges. The counselor provides both individual and group support and provides training and support for peer counselors.

Our *Registrar* provides support with transcript requests and record corrections.

Our *College and Career Counselor* provides support with work permits, financial aid for college, and exploration of college and career pathways.

Our *Vice Principals and Principal* provide leadership, guidance, and support for all team members.

Academic Productive Struggle

Please note that all Westmoor administrators welcome all questions and concerns.

Yet, we are proactively supporting our students in learning the power of productive struggle. Productive Struggle is the process of solving problems or facing challenges as independently as possible at the lowest levels possible. In the context of school, with classroom teachers, a student takes the following steps to grow in their mastery of productive struggle:

1. If you have a minor challenge, try to resolve the issue on your own.
2. If you have a classroom concern, attempt to resolve the issue with your teacher.
3. Ask your parents / guardian to work with you and your teacher to try to resolve the issue.
4. Ask your academic counselor/case managers for students with IEPs to work with you and your teacher to try to resolve the issue.
5. If your academic counselor cannot resolve the issue by working with you and your teacher, the academic counselor will then refer the issue to a Vice Principal.

By taking these incremental steps in resolving issues, students will build their resilience, their collaborative problem-solving skills, their determination when facing challenges, and their ability to solve problems on their own. The Counseling Team will make sure that they are supporting students with this work.

A-G for College

The intent of the “a-g” subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.

Courses from California high schools and online schools used to satisfy the "a-g" subject requirements must be approved by UC and appear on the institution's "a-g" course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills.

The subject requirement

- **History/Social Science (“a”)** – *Two years*, including one year of World History, Cultures and Historical Geography and one year of U.S. History, or one-half year of U.S. history and one-half year of American Government or Civics.
- **English (“b”)** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- **Mathematics (“c”)** – *Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced Algebra and two- and three-dimensional Geometry.
- **Laboratory Science (“d”)** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of Biology, Chemistry and Physics.
- **Language other than English (“e”)** – *Two years* of the same language other than English or equivalent to the second level of high school instruction.
- **Visual and Performing Arts (“f”)** – *One year* chosen from Dance, Music, Theater or the Visual Arts.
- **College-preparatory elective (“g”)** – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

English Language Learners

The English Language Development Program at Westmoor High School is designed to support all English Language Learners, from students who have recently arrived in the United States and speak no English, to students who have lived here for several years but still need language support in order to succeed in all classes. In addition to a series of courses that serve various levels of language proficiency, the program provides content area courses in math, science, and social sciences specifically for English Language Learners.

The goal of the ELD Program is to prepare each student to be reclassified as English proficient and to be ready for both college and career. Each year, all English Learners take the English Language Proficiency Assessments for California (ELPAC), typically in February. The ELPAC measures students' skills in reading, writing, listening, and speaking in English. These tests help tell us if the student is ready to be reclassified as proficient in English. Once a student has been reclassified, that student no longer needs to take the ELPAC and is ready to “graduate” out of the ELD Program and take a full load of mainstream classes. If the student is not yet ready to be

reclassified, the ELPAC tells us which level of ELD courses the student is ready to take.

Westmoor also provides other kinds of support for students in the ELD Program, families, and teachers. The EL Family Liaison focuses on bridging communication between school and home to ensure students and their families have access to information, services, resources, and the support they need for academic, career, and social success in school. The EL Coordinator works with the Family Liaison, teachers, counselors, and other Westmoor staff to ensure that the ELD Program is meeting the needs of the students and preparing them to succeed in their academic, career, and personal goals. The Academic Counselors also support EL students by helping them navigate the school system and providing guidance on course selection, graduation requirements, college preparation and application, and career exploration.

Course Changes

Westmoor High School encourages all students to take the course selection process seriously. Students enrolled in year-long or semester-long courses are expected to fulfill the course requirements. Students will remain in courses for the entire school year. Every effort is made to give students their first elective choice. If an alternate selection is scheduled, students are not allowed to make an elective change. Schedules are only changed for academic misplacement or computer error. Teacher requests are not allowed.

Deadline for course request changes: All requests for a course change must be submitted by completing the **Online Course Change Request Form** on the school website.

Career Counseling & Course Selection

School personnel assist students with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

Advanced Placement Classes

Enrollment in AP and Honors courses is based on academic achievement, teacher recommendations, assessments, writing samples, and artwork submissions. Because of space limitations and high demand for these courses, students are encouraged to prepare themselves early. Students who wish to enroll in AP and Honors courses can do so if they meet the respective prerequisites and complete the appropriate registration process.

Westmoor offers the following Advanced Placement classes:

- **AP** English Language & Composition
- **AP** English Literature & Composition
- **AP** Gov & Politics
- **AP** Economics
- **AP** US History
- **AP** European History
- **AP** Statistics
- **AP** Calculus AB
- **AP** Biology
- **AP** Chemistry
- **AP** Physics

Career Guidance Counseling

During a student's time at Westmoor, they will have the opportunity to look at the options that are available to them after high school. After graduating from Westmoor students have an opportunity to apply to:

- A four year college/university
- A community college - certificate program and Associate Degrees
- Trade schools
- Military
- Full time employment

Teachers in all subject areas incorporate career guidance into their curriculum. California Colleges Guidance Initiative/CaliforniaColleges (CCGI) is a new tool that Jefferson Union High School District has adopted to support students in Career and College.

The platform provides high school students the tools to match their interests and skills to postsecondary college and career opportunities. They can take career assessments and use search tools to develop college, major, and career lists, write goals and journals, track activities, and read a variety of age-appropriate content to develop and expand their knowledge on all college, career, and financial aid planning topics. Students can also launch Cal State Apply, CCCApply, and FAFSA.

College Opportunities

University of California (UC)

The UC system serves the top 12.5% of high school graduates in the state of California. There are 9, four-year universities within the system offering a variety of Bachelor of Arts (BA) and Bachelor of Science (BS) degrees. Master and Doctoral postgraduate programs are also available. To qualify for admission as a Freshman, students must earn a high school diploma. Students must follow a college preparatory program and must successfully complete all "a-g" courses with a "C" grade or better each semester. Students must have a high school grade point average of 3.0 or higher to be eligible for the UC system. Those students with GPAs below 3.3 must score proportionately higher on the ACT with Writing or SAT Reasoning exams. (Beginning with the Class of 2012, SAT Subject tests are no longer required, but can be recommended for students applying to particular majors.) GPA requirements and subject requirements may vary depending on major and campus selected.

California State University (CSU)

The CSU system is designed to accommodate the top 1/3 of all high school graduates in the state. There are 23 CSU campuses throughout the state. The CSU system offers a variety of BA and BS programs. Master degree programs are also available. To qualify for entrance as a

Freshman, students must have a high school diploma. Students must follow a college preparatory program and must successfully complete all “a-g” courses with a grade of “C” or better. Students must have a high school grade point average of 2.0 or higher to be eligible for the CSU system. Those with GPAs between 2.0 and 3.0 must score proportionately higher on the ACT or SAT Reasoning exams. GPA requirements and subject requirements may vary depending on major and campus selected.

Private Colleges

There are more than 77 private colleges and universities in California. Entrance requirements for private colleges are similar to those of the University of California or the California State University systems. Consult the individual college for specific admission requirements.

Community Colleges

One hundred and twelve college campuses in California are part of the California Community College system. These campuses offer two-year Associate of Arts (AA) or Associate of Science (AS) degrees, certificate programs and training in specific trades and technical fields, and transfer programs where classes taken at the community college can be transferred to the University of California, California State University, and other colleges and universities.

Technical & Business Schools

These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or equivalent. Students who take advantage of high school preparation courses can complete training in a minimum amount of time.

College Testing Information/Registration

ACT – www.actstudent.org

SAT- www.collegeboard.org

Westmoor offers PSAT 9/ NMSQT 10-11/SAT for all 9th -12th grade students on a SAT School Day in October.

Vocational Programs

California Programs – www.calapprenticeship.org

National Programs – www.rwm.org/rwm

Credit Recovery Options

If a student earns an F or D in a class there are a couple of options to recover those grades. If you need it for graduation you can take a class through the following programs:

APEX after school online credit recovery. This program takes place after school twice a week for one hour and half totalling three hours of class time per week. Students should also be able to work on the program at home or in the library outside of the APEX class. Students must be self motivated and self driven to complete APEX. Each class is worth 5 credits per semester course completed. Limited classes are available and none are college prep.

JUHSD Summer School. This program is during the summer and lasts 4-6 weeks depending on the course. Information is shared with students and families during March/April. The electronic Google application must be submitted online by parent and student.

3 week courses = 5 credits

6 week courses = 10 credits

Skyline Concurrent Enrollment courses. Skyline and JUHSD have an agreement that 9th-12th grade students can take courses at Skyline for free (books and supplies are extra). Students must first apply to Skyline and be registered at Skyline. Students can take courses throughout the year and must get the Concurrent Enrollment form signed by their parents and counselor. The Counselors and Career and College Center advisor will work with students to help select the appropriate class.

0.5 units = 1.5 Westmoor credits

1 unit = 3.3 Westmoor credits

1.5 units = 5 Westmoor credits

2 units = 7 Westmoor credits

3 units = 10 Westmoor credits

5 units = 17 Westmoor credits

Students and parents need to be aware that if a student takes a class at Skyline and then brings the Skyline transcript to Westmoor, their overall G.P.A. can increase or decrease.

Skyline Jumpstart program. Jump Start is a six-week summer program designed to help high school students with college potential upgrade their skills in English, math, critical thinking, and college success skills. Students will receive concurrent enrollment at Skyline College, receiving college credit for the courses they take when they complete the program.

Student Eligibility Criteria:

- Must be a California Resident.
- Should have a grade point average of 2.00 or below.
- Must be nominated by a teacher, counselor, or school administrator

Students can expect to:

- Build foundational skills that help them to succeed in college level courses.
- Receive instruction that is presented in a non-intimidating manner and engages a variety of learning intelligences.
- Receive opportunities to explore future career paths and related college majors in a realistic context.
- Be a part of a supportive environment that fosters self-awareness and self-responsibility, sets clear expectations and motivates students to meet challenges.

Thornton High School is the continuation program serving the Jefferson Unified High School District. The objective of this program is to provide the opportunity for students to earn academic credits enabling them to meet requirements for a high school diploma. Thornton's mission is to

build an educational community through the reintegration of at-risk students to educational, social, and community activities designed to enable those students to become productive and responsible citizens and to develop feelings of self-worth, tolerance and community awareness. Thornton has a small teacher-to-student ratio to offer a supportive program. Curriculum is individualized based on credits earned and assessed skill levels.

The Community Environmental Education Program (CEEP) fosters life enhancing educational experiences by offering opportunities for learning, leadership, and personal development. At the same time, we provide a unique opportunity for students to give back to their community by planning and carrying out community service projects. Program Details:

- Intense environmental awareness and community involvement program
- Interdisciplinary and experiential approach to environmental education
- Program components involve a Wilderness Orientation Trip and a project phase
- Learning is project centered
- A full-time, one semester program
- Open to 10th through 12th graders
- Students earn a semester's worth of credits
- Located on the Thornton High School campus
- Open to students from any of the JUHSD High Schools

Golden State Seal Merit Diploma (GSSMD)

Assembly Bill 3488, approved in July 1996, called for the development of the Golden State Seal Merit Diploma (GSSMD) to recognize public school graduates who have demonstrated their mastery of the high school curriculum in at least six subject matter areas, four of which are English-language arts, mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student. The GSSMD is awarded jointly by the State Board of Education (SBE) and the State Superintendent of Public Instruction (SSPI).

Is the awarding of the GSSMD mandatory? Yes. Each local educational agency (LEA) that confers high school diplomas is required per California *Education Code (EC)* sections 51450–55 to maintain appropriate records in order to annually identify students who have earned a GSSMD and to affix the GSSMD insignia to the diploma and transcript of each qualifying student.

What courses and/or assessments would qualify for "other two subject matter areas?" The intent is for the course and grade, or examination and score, to signify to the LEA that the student mastered the high school subject area completed or assessed. The LEA will not be required to report the other subject criteria selected for use by the LEA to the CDE.

What are the business rules for determining the grade mentioned? LEAs should use the same course grade rules they used to determine the student's eligibility to be awarded a high school diploma.

What will eligible students receive? For each eligible senior, school districts and charter schools will receive two GSSMD insignias: (1) a gold, embossed insignia to be affixed to the student's high school diploma; and (2) a black-and-white insignia to be affixed to the student's transcript (EC Section 51453 [b]).

Do students apply for the GSSMD? Individual students do not apply to the state for the GSSMD; rather, school districts and charter schools are required to identify eligible graduates and submit the Insignia Request Form to the CDE.

California State Seal of Biliteracy

The State Seal of Biliteracy (SSB), per Assembly Bill 815, became effective January 1, 2012, and was amended in 2017 per AB 1142. The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

What are the requirements for earning the California State Seal of Biliteracy? The student will demonstrate English proficiency through:

- Completing all ELA graduation requirements with 2.0 GPA or higher
AND
- pass the CAASPP test with "Standard Met" or higher.

If the student is an English Learner, the student has to demonstrate English proficiency through ELPAC testing.

In addition, student demonstrate Second Language proficiency through:

- Passing the AP test with 3 or higher **OR** passing the SAT II foreignLanguage exam with 600 or more.
- The student can also demonstrate Second Language proficiency through course work of completing a 4 year high school course of study with a 3.0 GPA or higher, and demonstrating oral proficiency in the language.

English Proficiency + Second Language Proficiency = State Seal of Biliteracy

Chapter V - Wellness

When Do You Know You Need Help?

There are often many warning signs that indicate you might need to seek support, but often, we are never fully aware of how we're doing emotionally. However, here are some warning signs that you may be in need of a assistance:

- Suicidal thoughts
- Feelings of extreme highs and lows
- Prolonged sadness
- Excessive fears, worries and anxieties
- Social withdrawal
- Dramatic changes in eating or sleeping habits
- Strong feelings of anger
- Delusions or hallucinations
- Changes in sleeping and/or eating habits
- Body dysmorphia
- Frequent outbursts of anger
- Poor grades despite strong efforts
- Persistent nightmares
- Persistent disobedience or aggression
- Unhealthy or unsafe relationships
- Drug and alcohol use/abuse
- You are/are thinking of becoming sexually active and need confidential information

How to Get Help

Westmoor is staffed with four full-time academic counselors and two full-time wellness counselors. All counselors are equipped to handle any sort of socio-emotional support, but Wellness Counselors are on site specifically for crisis assistance, referrals and brief intervention services. Here are the different ways you can reach out for assistance:

1. Stop by Room 100 and check in with the counseling assistant to connect you with the correct counselor. If you do need immediate assistance, the counseling assistant will check to see if a Wellness Counselor is available. If a wellness counselor is not available, the assistant may connect you with your academic counselor or other onsite staff. If it is not an emergency but you need to check in with a wellness counselor, you will fill out an "Appointment Request Form," which contains very important information that will assist the Wellness Counselor in assisting you. This form will be provided to the assistant who can then provide it to the Wellness Counselors for check in at their earliest availability.
2. If the counseling assistant is not available, fill out an appointment request form located next to the doors of the wellness counselors office. Fold the form and place it back in the

- envelope. The wellness counselors will then check in at their earliest availability.
3. Email your Wellness Counselor and set up an appointment or ask for help.
 4. Drop by during brunch or lunch and request a time to meet with the Wellness Counselors.

*If a student needs assistance during class or has an emergency, they are required to come to Room 100 or the Counseling Hallway with a green "Hall Pass" from your classroom teacher. Teachers may also opt to escort students with a Campus Security Officer to the counseling hallway if they have any reason to believe that the student will need a staff member's support.

What Do You Do if You Know Someone Who Needs Help?

There are many options for students to get help at this school. We always want our students to be upstanders, not bystanders, but sometimes, doing that in a public setting around 1,600 other students can be difficult. To remedy this, you can always see an adult in confidence. Our wellness counselors reside in the counseling hallway, and all meetings with them are under strict confidentiality rules. However if you cannot find an adult, or you don't want to discuss something in person, we have other options.

On the school website, there are two links titled, "See Something, Say Something" and "Stand Up, Speak Out". They can also be found about halfway down the school website. In Appendix B, you will also find a confidential help form that can be downloaded and printed at any time. Simply fold that form in half and return it to an adult in the main office or attendance office.

CONFIDENTIALITY:

"Confidentiality is a professional's promise or contract to respect clients' privacy by not disclosing anything revealed during counseling, except under agreed upon conditions."

- Journal of Professional School Counseling

- **Important exceptions to confidentiality (you = student client):**
 - You intend to seriously hurt someone or yourself
 - An adult (someone over 18 at the time of the event) has ever abused you or another minor in anyway (physical, sexual, psychological, neglect)
 - Any sexual abuse, assault or rape
 - A crime has been committed against you (school related)
 - You are under the age of 16 and sexually active with someone 21 or older
 - You are over the age of 14 and are sexually active with someone under the age of 14

Community Resources

EMERGENCY / CRISIS INTERVENTION

EMERGENCY CALLS for ambulance, fire, highway patrol and police services 911
Non-emergency calls for health and human service programs 211
. (800) 273-6222

www.211BayArea.org

211 is free, confidential and available 24 hours a day in more than 150 languages.

24-HOUR EMERGENCY NUMBERS / WEBSITES

StarVista 24 hour support line for students that is free and anonymous (800)273-TALK (8255)
Spanish Crisis Line 1–9 pm (800) 303-7432

Free and Anonymous 24 hour Text line for students: TEXT “home” to 741-741

StarVista www.onyourmind.net

Teens obtain support and talk live to trained peer mentors.

Youth Crisis Line (24/7) (800) 843-5200

Youth Line (support from trained teenagers answer calls 6-10 pm (PST) everyday)

. (800) TLC-TEEN (852-8336) or (310) 855-HOPE (4673)
. TEXT to 839863

Childhelp National Child Abuse Hotline (24/7). (800) 4-A-CHILD (422-4453)

The Childhelp National Child Abuse Hotline is dedicated to the prevention of child abuse. The hotline offers crisis intervention, information, and referrals to thousands of emergency, social service, and support resources.

Community Overcoming Relationship Abuse (CORA) (800) 300-1080

Provides crisis intervention, counseling and civil legal services for victims of domestic violence.

National Eating Disorder Hotline (800) 931-2237

Hours: Monday-Thursday from 6AM to 6PM (PST) and Friday from 6AM to 2PM (PST)

Contact the Helpline for support, resources and treatment options for yourself or a loved one.

National Runaway Safeline: (800) RUNAWAY (786-2929)
. TEXT to 66008

National Sexual Assault Telephone Hotline (800) 656-HOPE (4673)

National Teen Dating Abuse Hotline: (866) 331-9474
Hotline to help anyone affected by abuse in a dating relationship.

Rape Trauma Services (RTS) (650) 692-RAPE (7273)
Provides 24 hour crisis counseling, advocacy and accompaniment for survivors of sexual assault.

ReachOut www.reachout.com
ReachOut helps teens and young adults facing tough times. This interactive site allows young people to learn more about mental health issues.

SF Drug Info & Referral (415) 362-3400

ALCOHOL / TOBACCO / DRUG ABUSE

Cannabis Decoded www.cannabisdecoded.org
Cannabis Decoded is used to educate youth and young adults about the facts on cannabis use.

Marijuana Anonymous
www.ma-sf.org (415) 325-4785

Alcoholics Anonymous: (650) 577-1310
2215 S. El Camino Real, Suite 204, San Mateo
www.aa-san-mateo.org

Alcohol and Drug Helpline: (650) 573-3950
24-hour information about and referral to substance abuse services.

Al-Anon / Alateen: www.ncwsa.org
North County (650) 873-2356
Spanish Line (650) 794-9654
For anyone affected by someone else's drinking.

California Smokers' Helpline 800-NOBUTTS
www.nobutts.org 800-662-8887

Cocaine Anonymous (415) 821-6155
www.norcalca.com

Crystal Meth Anonymous: (415) 692-4762
www.norcalcma.org or www.crystalmeth.org

Nar-Anon (800) 477-6291

www.naranoncalifornia.org

For anyone affected by someone else's drug abuse.

Narcotics Anonymous:

(650) 802-5950

www.peninsulana.org

Self-help organization for men and women who desire to stop drug/alcohol use.

National Institute on Drug Abuse (NIDA) teens.drugabuse.gov

The latest on how drugs affect the brain & body.

COUNSELING SERVICES

Kara:

(650) 321-5272

www.kara-grief.org

457 Kingsley Ave., Palo Alto 94301

Offers emotional support and information to adults, teens and children who are grieving a death or coping with a life-threatening illness, including individual peer counseling, grief-related therapy and support groups, outreach, education, consultations and referrals.

Pyramid Alternatives:

(650) 355-8787

www.pyramidalalternatives.org

480 Manor Plaza, Pacifica 94044

Rape Trauma Services (RTS)

(650) 652-0598

www.rapetraumaservices.org

Provides short and long term counseling for individuals, families and support groups for survivors of sexual assault and their loved ones.

StarVista

(650) 591-9623

www.star-vista.org

610 Elm St., Suite 212, San Carlos, 94070

Crisis Services:

(650) 579-0350

Provides crisis counseling, outreach and community education.

Pacifica Youth Service Bureau

(650) 355-3900

435 Edgemar Ave., Pacifica 94044

www.youthservicebureaus.org

Youth Service Bureaus are the community mental health arm of the YMCA, specializing in counseling for youth and families, crisis intervention, prevention programs for at-risk youth, and parent education and support.

Larkin Street provides care to help young people get off the streets for good, while also providing outreach/engagement services, health/wellness, housing, education and employment.

National Runaway Safeline: (800) RUNAWAY (786-2929)
 TEXT to 66008

www.1800runaway.org

The National Runaway Safeline (NRS) listens whether you are thinking about running away or already have. Their services are confidential and nonjudgmental.

Your House South (StarVista) (650) 367-9687

394 Sequoia Ave., Redwood City 94061

Counseling for youth ages 10-17 experiencing family problems or who have run away from home. Offers emergency and temporary housing. Temporary housing and counseling center for youth experiencing family problems or who have run away from home.

LGBTQ SERVICES

GLBT National Help Center (888) 843-4564

www.glnh.org

Peer support and local resources.

LGBTQ Commission of San Mateo County (650) 363-4872

lgbtq.smcgov.org

Provides online resources, policy advocacy, and educational events.

LYRIC - Center for LGBTQ Youth (415) 703-6150

<http://lyric.org>

LYRIC supports and empowers thousands of LGBTQ youth on their journey to becoming healthy, successful, and thriving adults.

SF LGBT Center (415) 865-5555

<http://www.sfcenter.org>

The center allows LGBT people to connect and organize with others and access many free resources. The Center is truly the heart, home and hands of the San Francisco LGBT community

Appendices

Appendix A

[EMERGENCY EVACUATION MAP](#)

See current maps posted in classrooms and across campus.

For drills and emergencies, follow the instructions provided by staff members and emergency responders.

Appendix B - Current Staff List

[Link to WHS Staff Page](#)

Appendix C - PTSA Application

Dear Parents, Guardians, Students, Teachers, and Supporters of Westmoor High School:

Welcome to Westmoor High School! The Westmoor's Parent-Teacher-Student Association (PTSA) encourages parents, guardians, students, teachers and friends to join our PTSA for the 2021-2022 school year. If you have never joined a PTSA before, now is a great time! It is very important for the community to take an active interest in our students' school, education and activities.

Monthly meetings are held on the second Tuesday of each month. These meetings provide parents with an opportunity to meet other parents and to find out what's happening at Westmoor. Our first meeting will be in September 2021. Please check the school website for updates.

Membership dues are \$10.75 per member. Funds raised from these dues and donations will provide funds to continue programs to support the Westmoor High School community. Key programs include the gift wrap fundraiser, community meetings, scholarships, teacher appreciation events and the annual senior class picnic.

To join, please complete the form below and return with your payment. Return the lower portion with your payment to the Westmoor Main Office or Principal Ahrens. Membership cards will be delivered through the school or by mail. Donations are much appreciated as well! Please also complete the "I can help with" information below if you'd like to help out during the school year. If you have any questions, please email us at westmoorptsa@gmail.com.

Westmoor High School PTSA Application

- 1) Member's Name _____ Parent/Guardian Student Teacher/Staff Other
- 2) Member's Name _____ Parent/Guardian Student Teacher/Staff Other
- 3) Member's Name _____ Parent/Guardian Student Teacher/Staff Other

of member(s) _____ x \$10.75 = \$ _____ | Additional Donation (optional): \$ _____ | Total enclosed: \$ _____
 Cash Check# _____ (Please make checks out to "Westmoor High School PTSA")

Address: _____ City: _____ Zip: _____

Email address: _____ @ _____

Phone: _____

I prefer to be contacted by: Phone Email Mail

I have students in (please list names):
 Class of 2023 _____
 Class of 2024 _____
 Class of 2025 _____
 Class of 2026 _____

I can help with (check all that apply):
 Back to School Night Bake Sale Event Planning
 Fundraising activities/sales Senior Breakfast
 Teacher Appreciation Day Teacher/Staff Grants
 Dance coat check Scholarships
 PTSA Board/Officer Other _____

Appendix D - Work Permit Application



Westmoor High School Work Permit Student Agreement:

All applicants must be in good standing to be issued a work permit for employment. Students are required to remain in good standing to continue receiving the benefits of work permit.

To be a student in good standing and able to have guest passes signed, attend off-campus dances, participate in ASB events, and get a work permit signed, a Westmoor RAM must meet the criteria below:

- GPA: 2.0 or higher cumulative, unweighted GPA
- Truancy/Attendance: No more than 12 unexcused absent class periods (there are 6 class periods per school day)
- Behavior: No suspensions and/or not being sent out of class 5 times

For a student to regain all privileges he/she must meet the following requirements below:

- GPA: Reclaim a 2.0 cumulative, unweighted GPA in a grading period
- Truancy/Attendance: Have no unexcused class periods or days over a 6-week period
- Behavior: Have no suspensions or further incidents (e.g. sent out of class) over a 6-week period

*Extenuating and mitigating circumstances are always evaluated at discretion of administrators in each individual case.

Students must have full privileges or the employer may be notified and the permit revoked. If a student becomes at risk of losing their good standing or has lost their good standing, the administrator may, as a condition of employment, require a satisfactory weekly progress report. The principal or their representative may contact the student's employer if the student is not in good standing and may revoke the permit until the student changes their status.

I understand the Westmoor High School Work Permit Policy and Westmoor High School Work Permit Student Agreement.

Student Signature: _____ Date: _____

Dr. He's Signature (9th grade): _____ Date: _____

Dr. He's Signature (10th grade): _____ Date: _____

Mr. Zou's Signature (11th grade): _____ Date: _____

Ms. Yee's Signature (12th grade): _____ Date: _____

Appendix E - Parking Permit Application

STUDENT INFORMATION

NAME _____ STUDENT I.D. # _____
(LAST) (FIRST)

Driver's License Number _____ Proof of Insurance _____

Vehicle Registration _____ Vehicle License Plate Number _____ Vehicle Year _____

Vehicle Color _____ Vehicle Make _____ Vehicle Model _____

Guardian Name _____ Guardian Phone Number _____

Student received rules _____ Date _____
(STUDENT SIGNATURE)

Westmoor Staff/VP _____ Permit Expires: Dec/Jun _____ (YEAR)

-----FOLD AND CUT-----FOLD AND CUT-----

Westmoor Parking Permit Application **STUDENT'S COPY**

Process:

1. Pick up a parking registration form from the Attendance Office or Front Office, and fill out the digital copy.
2. Copies of Driver's License, Car Registration, and Proof of Insurance with completed form should be turned in together for the application at Front Office
3. Collect the Parking Permit from the Front Office at a later date

In order to park my car in the student parking area during school hours, I agree to:

1. Observe the 10 mph speed limit and obey all traffic laws. I am aware that any violations may involve DCPD and my car may be towed away.
2. Not park in the Auto Shop, Woodshop area, or the Giammona Pool parking lot.
3. Only park in the student designated parking area. (See Map at the back of this application)
4. Not access my car during brunch or lunch.
5. Return the parking permit to the Front Office or be billed \$20. Due by the end of the school year.

In addition, I also understand that:

1. Westmoor High School is a closed campus, and I will not be able to leave campus without specific authorization from the Westmoor administration office.
2. My parking permit may be revoked or suspended due to failure to follow school and district rules and regulations, as well as other city, state or federal ordinances.

3. Students are not permitted to access student cars during school hours without the permission of the administration team.