



WISH Charter
Westside Innovative School House

Parent and Student Handbook

2010-2011

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www.wishcharter.org

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WISH Charter Elementary Directory 2010-2011

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Parent Association WISH Community Association

Co-President	Erika Ross	erikahiggins@yahoo.com
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Holidays for 2010-2011 School Year

First Trimester:

Labor Day	September 6
First Day of Fall Trimester	September 7
Veteran's Day	November 11
Fall Break	November 24 – 26
Last Day of First Trimester	December 6

Second Trimester:

First Day of Winter Trimester	December 7
Winter Break	December 20-31
Dr. Martin Luther King, Jr. Day	January 17
President's Day	February 21
Last Day of Second Trimester	March 22

Third Trimester:

First Day of Third Trimester	March 23
Spring Break	April 18 – 29
Memorial Day	May 30
Last Day of Third Trimester	June 30

About WISH Charter

Introduction

The purpose of this handbook is to provide information about WISH Charter for parents whose children attend the school. It contains important information about the school, as well as policies and procedures that are designed to ensure that the school functions as an effective *learning community*. Thus, it is important that all members of the learning community – students, teachers, parents, staff, and administrators – understand the expectations of each.

Charter Schools

Charter schools are public schools that have a specific mission or purpose. Individuals or groups of parents, professionals, or community members can create charter schools. These schools can be independent from normal school district and state regulations, although they must follow all laws such as those prohibiting discrimination on the basis of race, creed or disability. In exchange for increased flexibility and autonomy, charter schools must show that their students meet high academic standards. All charter schools in California must participate in statewide testing for academic achievement.

As public schools, charter schools may not charge tuition. They receive the same funding as other public schools, from the state and federal governments.

Each charter school has a charter petition, which describes the school's goals, curriculum, governance structure, employee qualifications and benefits, and other characteristics of the school. The charter petition functions as a contract between the school and the school district,

which approves it. Charters are granted for a period of 5 years, after which they must be reviewed for renewal.

Mission

The mission of the **Westside Innovative School House**, or **WISH Charter**, is to maximize every child's learning potential within an atmosphere of caring and belonging. The WISH instructional philosophy rests upon the concepts of hands on learning, meaningful instructional activities, systematic instruction, and a collaborative group of professionals working together to make the learning environment exciting for students. Evidence-based teaching strategies will be tailored to meet individual development, age, and grade level, with appropriate adjustments based upon ability. WISH is modeled after the award-winning CHIME Charter Elementary School in Woodland Hills, which received the distinction of "Charter School of the Year" by the US Department of Education in 2005. It will serve as a demonstration site for student teachers, supervisors, practicing educators, policy makers and parents.

Core Elements of the WISH Model

- **Optimal Class Size** All grade K-3 classrooms will have approximately 20 students. When grades 4 and 5 join our community, they will have approximately 25 students. We will begin serving students in Grade 4 in 2011 and grade 5 in Fall 2012.
- **Co-Teaching** Highly qualified, credentialed educators are partners in the planning, teaching and assessment of each child. In addition to classroom teachers, teaching specialists will support each grade level and move between classrooms to enrich learning opportunities.
- **Embedded Supports** All specialty professionals work within the classroom to provide optimal instructional supports for all students.
- **Collaborative Teaming** Highly qualified, credentialed teachers, designated instructional service providers, supervised student teachers, and paraprofessionals will work together in the classroom. Teams will hold daily collaboration meetings to develop and implement innovative curriculum and instructional strategies for all students.
- **Individualized Curriculum** Through individualized learning profiles WISH will empower and inspire learners to reach their highest potential. With an emphasis on developing character, technology skills, and a deep understanding of the world, WISH will prepare students to be leaders.
- **Family Partnerships** WISH looks forward to developing close partnerships with its community of families. There will be many opportunities for parents to contribute their time and talents to support the students at WISH; although it is not a requirement.
- **Affiliation with Loyola Marymount University's School of Education**
WISH will have an affiliation with the LMU School of Education that will provide the ability to collaborate, continually study, and improve the instructional model at WISH while maintaining "best practices." LMU's nationally recognized School of Education is located in close proximity to the WISH campus.

Themes at WISH Charter School

All children are welcomed as members of the learning community and learn together in the same classrooms. Inclusive schools and classrooms welcome children of all cultural and linguistic backgrounds, income levels, and abilities. We recognize that every child has talents as well as unique learning styles. Many children are gifted in some areas, yet have difficulty

with others. For example, a child may be a gifted artist, but have difficulty learning to read. WISH Charter will provide the services and support that every child needs to achieve his or her potential, and to reach high academic standards.

Diversity

Children are diverse in learning styles, language and cultural backgrounds, developmental levels, social and emotional understandings, and learning abilities. Our goal is to respond in ways that honor the richness of this diversity. This means understanding instruction from the point of view of our students and using approaches that will help them be part of the academic and social life of the classroom and school community. Additionally, it means that students, teachers, and parents respect and appreciate diversity, realizing that everyone contributes in unique ways.

Multilingual Perspectives

An understanding and appreciation of students' home languages and cultures is an essential part of the WISH approach. Creating a learning environment where all language learners are accepted and valued is crucial to successful instruction, and builds students' positive self-concepts. Parents are encouraged to continue to use their home language with their children, both in conversations and in daily reading.

English-As-A-Second Language Programs

WISH will teach students whose primary language is not English using ESL.

- **ESL:** Children who are English language learners (those whose first language is not English and who are not yet proficient in English) will receive daily instruction in English as a Second Language (ESL). This ESL program will provide a rich learning environment that fosters development of oral and written English. At the same time, it will promote a belief in accepting, affirming, and accommodating the home language and culture of all students.

Integrated Coursework

WISH will integrate content from different curriculum areas. Integrated coursework helps students see how knowledge is connected, so that they can move away from viewing learning as the accumulation of isolated facts. Integration also helps develop life-long learning habits, in that it encourages students to look for meaning in everyday events, and to see that new information from other areas can be useful. Integration also offers the opportunity for students to apply their strengths in different areas of the curriculum.

An example of integration of curricular goals might be between language arts and mathematics, where students examine kinds of questions by collecting data on question usage in their own classroom. For example, how often do teachers ask Yes-No questions? Who asks more questions—students or teachers? Do all questions reverse the subject and verb? In this example, students would study language arts by learning about questions. At the same time, they would learn math while they collect and analyze data, using math to gain a deeper understanding of questions.

Technology

WISH will produce students who are capable information technology users. We will create students who are information seekers, analyzers, evaluators, problem solvers, and decision makers. Creative and effective uses of technology will be interwoven throughout the content areas so that not only will students become effective communicators, collaborators, publishers, and producers, they will also have the tools to be informed, responsible, and contributing citizens as they grow into adulthood.

Deep Learning

WISH resolves to take the time that it requires for students to “go deep” with their learning. Our goal is not to teach a list of skills “a mile wide and an inch deep.” Rather, the curriculum will be organized around central questions and themes which will encourage students to “uncover” the curriculum, taking the time required to construct meaning. At the same time, teachers adapt instruction for individual needs.

As with an integrated curriculum, the idea of going deep will provide a model for life-long learning habits. Studying in depth reinforces our goal of helping the students know what it means to be a reflective learner, of what it takes to truly understand something. Taking the time that one needs to understand in depth is to be expected and honored. Slowing down enough to be thoughtful workers and careful thinkers is a curricular goal, as well as a hallmark of an educated perspective.

Social Learning and Positive Behavioral Support

A strong social community among students, parents, and professionals is integral to WISH. When students feel safe, welcome and important to the community, they can operate at their maximum potential. This sense of well-being also allows students to actively participate in the life of the school community, by seeing themselves as part of something larger.

Because children are learning to understand their roles as social beings, the program will present positive behavioral support for them as they grow. Social skills instruction will be embedded in all areas of the curriculum. The goal is to help students to understand themselves as members of a community, to develop respect for others, to appreciate, to express their ideas, and to solve problems with others through positive, honest and direct interaction.

To establish a sense of community students will share their work with each other and with the community at large. For example, WISH will frequently hold exhibitions of student artwork, and will develop a library of materials written by students.

Positive behavior support programs emphasize respecting and valuing the learner; building new behaviors and skills to replace ‘problem behavior’. Teaching, encouraging, reminding and consistently reinforcing expected behavior will create a positive climate and less need for dealing with rule violations.

WISH Charter will use Schoolwide Positive Behavior Support (SWPBS) strategies to foster a safe and respectful community for all learners. SWPBS is a process for creating safer and more effective schools. It is a systematic approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school’s ability to teach and support positive behavior for all students. Rather than a prescribed program, SWPBS provides systems for

schools to design, implement, and evaluate effective schoolwide, classroom, non-classroom, and student specific plans. SWPBS includes specific procedures and processes intended for all students and all staff in all settings. SWPBS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn. We will adopt a unified set of community rules. In addition, with the students' input each classroom will also establish a set of rules. These rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified community rules found in every classroom and non-classroom setting at WISH are:

**Be Safe
Be Respectful
Be Responsible**

As part of our SWPBS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students focused on the rules in a positive manner, we do the following when teaching academics and behavior:

- Teach and refer to our school-wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using a positive voice tone.
- Actively engage everyone in the class during instruction.
- Use modeling, prompting, and redirecting as we teach.
- Look for the opportunities to identify when students demonstrate respectful character.
- Provide positive, immediate, frequent, and explicit feedback to students in a manner that respects their self-esteem.

Enrichment

The Renzulli Schoolwide Enrichment Model (SEM) will be employed by WISH to meet the needs of diverse learners through differentiation. According to the SEM, differentiation occurs within a classroom when teachers differentiate five dimensions: content, process, products, classroom organization and management, and their own commitment to change themselves into a learner as well as a teacher. Support for providing differentiation through each of these five dimensions is available through the Renzulli Learning System (RLS) Enrichment Differentiation Database (EDD). It provides activities, resources and lessons that fall into one of fourteen different enrichment categories.

Daily Schedule

Monday, Tuesday, Wednesday & Friday

6:30-8:30	Morning Care Program (Rainbow After-School Care)
7:30-8:30	Teacher/staff planning, collaboration, and professional development.
8:30-2:45	Instructional Day for Grades 1-3
8:40	Kindergartners will be walked to line up area.
8:45-1:45	Instructional Day for Kindergarten
End of day-6:00pm	After-school Care Program (Rainbow After-School Care)

Minimum Day Schedule

Thursday

6:30-8:30	Morning Care Program (Rainbow After-School Care)
7:30-8:30	Teacher/staff planning, collaboration, and professional development.
8:30-1:30	Instructional Day for Grades 1-3
8:40	Kindergartners will be walked to line up area.
8:45-1:45	Instructional Day for Kindergarten
End of day- 6:00pm	After-school Care Program (Rainbow After-School Care)

Kindergarten students with an older sibling may be dropped off at 8:30am and supervision will be provided. Additionally, supervision will be provided until 2:45 for Kindergarten students who have an older sibling.

*Enrichment classes available after school upon enrollment with specialty instructors.

First Day Admittance

The first day of school can be stressful for both parent and students. We want to recognize and support the emotional needs of each child, but at the same time support their independence and successful adjustment to school. We encourage you to do everything possible to help your child feel comfortable in his/her new environment, but also to recognize that sometimes it's best to leave and allow the teacher and others students to begin the process of building the classroom community. If you have concerns about your child's adjustment on the first day, please discuss them with your child's teacher so that a plan may be implemented to facilitate the transition. Please say goodbye to your child before the teachers walk the children into the classroom. It is helpful if you tell your child the routine prior to the first day of school so that they can be prepared.

WISH must receive a completed Enrollment Packet before the first day of school which should include:

- A Parent Intake Questionnaire
- Emergency Information Card/Emergency Medical Authorization
- Allergy/Medication Authorization and Request for Medication To Be Taken During School Hours
- Oral Health Assessment/Waiver Request Form
- Home Language Survey
- Email Address
- Parental Consent for Photography and Participation in Evaluation Studies
- Consent to Release Confidential Student Information
- Eligibility Survey for Federally Funded Programs
- Proof of age

Daily Arrival and Departure

Arrival

If students need to arrive more than fifteen minutes prior to the beginning of the school day then morning supervision is available for a small fee with our daycare vendor.

Kindergarten: Please drop your child off at the curb on La Tijera between 8:20 and 8:45 a.m. We will staff this area to assist your child in exiting the vehicle swiftly and entering the campus safely. Kindergarteners will be walked to the lineup area. Families are welcome to walk their children in daily. Please say goodbye at the line up area so the Teachers may walk in with the students.

Grades 1-3: Please drop your child off at the curb on Sepulveda Eastway between 8:05-8:30. We will staff this area to assist your child in exiting the vehicle swiftly and entering the campus safely.

* If you have a child in Kindergarten and in an older elementary grade please follow the Grades 1-3 drop off procedures and we will provide supervision for your Kindergarten student on the yard until his or her school day begins.

Late Arrival

If your child arrives late please accompany him/her to the office to sign in. This is necessary to ensure that we have accurate attendance records and that children arrive safely.

Dismissal

Kindergarten: Please pick your child up at the curb on La Tijera between 1:45 and 2:05 p.m. We will staff this area to assist your child in entering the vehicle swiftly and leaving the campus safely. If your child needs assistance putting on his or her seatbelt WISH staff will be happy to assist him or her to ensure a safe departure and efficiency with dismissal procedures.

Grades 1-3: Please pick your child up at the curb on Sepulveda Eastway between 2:45-3:05 p.m. We will staff this area to assist your child in entering the vehicle swiftly and leaving the campus safely. If your child needs assistance putting on his or her seatbelt WISH staff will be happy to assist him or her to ensure a safe departure and efficiency with dismissal procedures.

Thursday, Grades 1-3 Early Dismissal: Please pick your child up at the curb on Sepulveda Eastway between 1:30 and 1:50. Same procedures as above will be implemented.

* If you have a child in Kindergarten and in an older elementary grade and would like pick up both children during the upper elementary dismissal time block please contact the school administrator.

In cases of emergency, during the school day your child will only be released into the custody of those people whom you have previously identified on the emergency card. Persons not identified on the emergency card can pick up a child only if the parent has sent a hand written note to the school notifying the school of this person's identity.

Leaving the School During the Day

If you must pick up your child early for an appointment during the day, please send a note to the classroom teacher or notify the office. The note should state the reason for leaving early. Please keep doctor and dental appointments during school hours to a minimum.

Parents must sign a logbook in the office, releasing the school from responsibility. Parents may not enter the classroom to pick up a student without an early leave notice from the office.

Visiting the School

All parents and other visitors must sign in at the office and wear a badge that is issued by the office. This is necessary to ensure a safe environment. Observations will be scheduled with the teacher, in advance, for a twenty-minute observation time period.

Site Emergency Preparedness

Closing of the School

Cancellation of school should only take place during extraordinary circumstances. Announcements will be released to radio, television and newspapers. If school must be cancelled DURING the school day, an adult on the Emergency Card will be contacted.

Evacuation

If it is necessary to evacuate the school site, all students will be led by their classroom teachers and staff to the open parking space adjacent to the school. A designated seating area will be marked off with cones and caution tape. All teachers will take their class rosters, emergency cards, and emergency supplies assigned to each class. Students will only be released to an adult listed on their Emergency Cards.

Emergency Supplies

In the case of a major earthquake or other disaster, emergency supplies are available for use should they be needed. Food, water, blankets, first aid supplies, tents, lights, temporary toilets, tools and other miscellaneous supplies are stored in the large container on the yard. The school Safety Committee will furnish and replenish these supplies.

All parents are requested to send in a picture of the family and a brief note, in a labeled bag provided at the start of each school year. This will be stored by your child's teacher in the Emergency Classroom Back Pack and given to your child for comfort in the case of a school-wide emergency.

Fire Drill Procedures

All students, teachers, and staff exit the buildings in an orderly fashion and line up by class in designated areas on the yard. This procedure is practiced monthly.

Lock Down

In an emergency, students may be required to remain on a locked campus. When the school is considered safe, parents are to come to the Main Gate on Sepulveda Eastway, which is the regular 1-3 Grade exit. Parents must show ID.

Policy

In compliance with the California Education Code, a Safe School Plan has been prepared. Its objective is to provide the staff with a guide for emergency procedures and duties, which will ensure the safety of pupils. Responsibilities for various duties are designated. As mandated by

LAUSD, emergency drills are practiced twice a year.

The Safety Committee

The Safety Committee works with LAUSD to ensure the safety of all students and staff at school. The Safety Committee manages emergency drills and plans and assembles classroom emergency backpacks, food, water and emergency supplies.

Health and Absenteeism

Illness

Please call the office before 9:00 a.m. when your child is ill. For your child's protection and the protection of others please do not send your child to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. If possible, please try to get a copy of the homework your child missed during his/her absence.

Absenteeism

Please read the school calendar carefully and plan your vacations around it. Regular attendance at school is necessary for children to progress academically, as well as to be part of the social community of the school.

In addition, the school receives funds based on the number of days that children attend school. Regular attendance of all children will help to assure that the School receives the funds needed to provide a high quality instructional program. Of course, children who are ill should be kept at home. However, we encourage you to do everything possible to assure good attendance.

When returning from an absence, children must bring a note indicating the reason for the absence. The state of California requires a written excuse signed by the parent/legal guardian for readmission to class. Please include date and reason of absence in your note.

Medication

Students can be assisted to take medication during school hours when there is written authorization from their health care provider and parent/guardian, medication supplied by parent/guardian is in an appropriately labeled container, and school personnel have received training.

1. The required written authorization permitting a medication to be administered in California schools shall be provided by an authorized health care provider who is licensed by the State of California to prescribe medications. Authorized health care providers include the following persons:
 - a. California-licensed physicians and surgeons
 - b. California-licensed dentists
 - c. California-licensed nurse practitioners and California-certified nurse midwives. (Must provide their furnishing numbers and the name, address, and telephone number of the supervising physician.)
 - d. California-licensed physician assistants. (Must provide the name, address, and telephone number of the supervising physician.)

2. The written statement for medication administration at school must contain all information on the form.
 - a. For medication prescribed on an as needed basis (PRN), the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation.
 - b. A written statement cannot be required when a parent, guardian or designee administers medication to their child in school.
 - c. A faxed copy is acceptable as long as the authorization is clear and legible.
 - d. Telephone (verbal) authorization is NOT acceptable.
3. Parent or guardian obtains written authorization from the student's health care provider. Each medication requires a separate written authorization.
4. Written authorization for medication administration at school must be renewed yearly (see Attachment B), whenever there are changes in medication (including dose, time or method of administration), or a change in health care provider.
5. Over-the-counter medications require written authorization from the licensed healthcare provider and parent/guardian.

Parent or Guardian Written Statement

1. The parent or guardian shall provide the school with a written authorization indicating their desire that the school assist the student with medication administration.
2. Written authorization must be renewed annually or whenever there is a new written authorization from the authorized health care provider.
3. The parent or guardian has a right to rescind their consent for administration of medication at school at any time.
4. Parent or guardian generated changes or modification to the medication administration directions cannot be accepted or acted upon unless such changes are received from the authorized health care provider in writing.
5. Medication must be in a container labeled by a pharmacist licensed in the United States.
6. If multiple medications are to be administered at school, each medication must be in a separately labeled container.
7. Over-the-counter medication that has been prescribed by an authorized health care provider must be delivered to school in the original container.
8. All medications must be stored in a locked cabinet or, if required to maintain effectiveness, a locked refrigerator. Refrigerators used for medication storage must be used exclusively for medication storage.

Lunch and Snacks

Please send a healthy snack each day. There will be an opportunity for children to eat snacks in the morning, and after school if they stay for the after school program. The following are suggested healthy snacks: fruit, vegetables, sandwiches, crackers, cheese, bread, milk, water, beans, pretzels, corn nuts, granola bars, nuts, and seeds without shells. **Please do not send soda or candy.**

Morning/After School Program

A for fee after school program will be available from 6:30-8:30 a.m. and from the End of the Day–6:00 p.m. on a daily basis. Due to liability issues, your child must be enrolled prior to attending. Completion of membership forms is necessary. For more information regarding this program please contact Tay Norton at 714-846-8386.

Off-Track Enrichment Programs

5 Star Sports and Enrichment will provide a variety of for fee courses available on the WISH Charter campus. For more information please contact Stuart Bramer at 818-597-1550 or CoachStu@att.net.

Birthdays

Many grade levels identify one day a month for birthday celebrations. If you would like to celebrate your child's birthday during school, contact your child's teacher in advance and plan a convenient time. Please bring healthy snacks to share if you would like to celebrate at school. Unless all children in the class are invited to your child's party, invitations should not be given out in school.

Homework Policy

Homework will be assigned 4 days a week, Monday through Thursday.

Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, please do not do it for him/her. Please guide your child, allowing him/her the opportunity to do their own work.

If your child's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible!

Please have the following materials available at home for homework assignments:

sharp pencils	lined paper
crayons and/or markers	ruler
glue	dictionary
scissors	tape

Ways to Support and Monitor Homework

By looking over your child's schoolwork, you can learn about what is happening at school and spend quality time with your child. Here are some ways to make the most of this experience:

- Establish a regular quiet place and time for homework. This helps children to develop good study habits that can last a lifetime.
- Sit down with your child and give him/her your full attention. Turn off the television and do not allow interruptions during this special time.
- Ask your child to tell you about the work as s/he shows it to you. Ask your child to point out his/her favorite and least liked kinds of schoolwork. Ask what was most and least difficult.
- Do not expect your child's work to be perfect. Making errors is part of learning. If you emphasize your child's errors, he/she may discard papers that are less than perfect, and be reluctant to share work.

- Let your child choose a few samples of his/her schoolwork to display on a bulletin board or the refrigerator, or to paste in a scrapbook. An inexpensive photo album works well for this.
- If you have faraway friends and relatives, have your child select a sample of his/her schoolwork to mail to them. Sending samples of schoolwork is a quick and easy way to stay in touch with relatives. And it helps your child take pride in his/her work.

Dress Code

All students attending the WISH Charter School will be expected to follow the School dress code. A common dress code promotes a team spirit and the idea that the mind and body are more important than clothing. Additionally, the dress code supports a safe school environment by helping staff to identify children who are – and are not -- part of the school community, both on-campus and on field trips.

Boys:

- Solid colors only
- Blue (any shade including denim is acceptable) or beige pants (long or short)
- White, red, beige, or blue shirt or the school logo shirt, which will be available at cost (short or long sleeves, sleeveless and tank tops are acceptable)
- Closed-toe shoes

Girls:

- Solid colors only
- Blue (any shade including denim is acceptable) or beige pants (long or short), skirt or jumper
- White, red, beige, or blue shirt or the School logo shirt, which will be available at cost (short or long sleeves, sleeveless and tank tops are acceptable; no spaghetti straps)
- Closed-toe shoes

See the School Principal if you believe your child needs an accommodation.

Parental Involvement

Parent involvement and collaboration are central to the mission of WISH Charter. The school design incorporates the following aspects of parent involvement:

Understanding and Supporting the School Mission

The development of a learning community will require the support and collaboration of all stakeholders including parents. To this end, policies and procedures will be developed to ensure that all parents fully understand and are committed to supporting the mission, vision, and goals of the school. Examples will include:

- Orientation for new families to clarify the goals and mission of the school, educational approach, and expectations for parent partnerships;
- Home-school agreement detailing family and school responsibilities
- Parent Handbook providing information about the school's mission, vision, goals and educational program, as well as parent responsibilities
- Volunteer workshops for families who work in classrooms directly supporting students. Workshops are designed and implemented to support families and other volunteers to effectively provide assistance in classrooms.

- Family education forums where families can learn more about best practices in education, including positive behavior support, inclusive and accessible education, individual differences represented by students in the school population, educational approaches used in the classrooms, and strategies for supporting children's learning at home and in the community.

Involvement in their Children's Individual Programs

WISH supports a family centered approach, which honors parents' priorities, concerns, and goals for their children. Parents are valued members of the educational team, contributing experience and knowledge about their individual children's characteristics, motivators, learning styles, needs, and preferences. Ongoing communication with the family, as well as a respectful and collaborative approach, helps to assure meaningful participation by families. Such participation will be supported through strategies like those enumerated below:

- Regular parent-teacher-student conferences including: Team Meetings, Goal Setting Conferences and Student Led Conferences to assess each child's progress and to develop or modify goals.
- Parent observation and/or volunteering opportunities in children's classrooms.
- Collaboration with faculty and staff in the form of Team Meetings when problems or concerns arise.

Involvement in School Decision-Making

Parents are considered integral to the effective governance of the school. Parents will be involved in decision-making in regard to the overall school program in the following ways:

- Parent representation on the Board of Directors.
- Parent participation in the WISH Community Association, as described below.
- Parent representation on a monthly basis at Faculty Meetings.
- Annual family/staff meeting to assess WISH Charter's Strategic Plan and progress toward its goals, identify concerns, and plan for the coming year.

WISH Community Association

All parents of enrolled students shall be members of the WISH Community Association. The Community Association will facilitate open communication among the entire WISH community through monthly meetings where parents share information and have the opportunity to learn more about WISH activities and educational programming. Meetings will feature updates on committee work, parent education events conducted by WISH staff and outside guest speakers, and opportunities for open discussion and mutual support. The Community Association will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the Community Association will be elected by the membership each spring to serve the following year. (In the first year, this post will be filled through board appointment).

Serving as Resources to the School

Parents will be asked how they would like to share their time and expertise to support WISH Charter. Each parent will be asked to commit a minimum of eight hours per year, either by volunteering in the classroom or by contributing in some other way. However, families that

cannot meet this expectation will not be penalized. Examples of parent volunteer opportunities include the following:

- Participation on the Board of Directors;
- Providing assistance in the classroom;
- Providing enrichment experiences in various subject areas including music, drama, computers, sharing information about their cultural background and experience with children and staff;
- Working on fund raising projects; and
- Facilitating community service or service learning projects.

Home/School Communication

WISH Charter School has a strong commitment to parent/teacher collaboration. Parents are encouraged to stay in contact with their child(ren)'s teacher(s) throughout the year.

Communication with Teachers

Please connect with Teachers through e-mail and by sending notes. We are committed to responding swiftly and know how important this is to you.

Communication from Your School

Essential school-wide information will be sent to parents through an electronic weekly flyer distribution. If you do not have access to electronic mail, please make arrangements with the office to receive a hard copy.

Communication with the Office

Please call the School office if you need to speak with the Principal or Office Manager. If someone is not available to speak with you immediately, please leave a message and someone will return your call. If your conversation will require a long time, please schedule an appointment.

Communication with Children During the Day

If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. A child will be called to the phone only in an emergency. Please make all car-pool and after school pick up arrangements with your child in advance.

Team Meetings

Team meetings will be held to discuss your child's progress and are available throughout the school year. These meetings can be scheduled in advance with the teacher.

The following are suggestions to help you get the most out of these experiences:

- Think about your questions in advance, and write them down.
- Think about your goals and priorities for your child, and write them down.
- Think about issues or concerns that you want to share with the teacher. It is helpful for a teacher to know what is influencing a child's attitude, behavior or performance.
- Take notes during the meeting.

Parents in the Classroom

All parents are encouraged to participate in their children's classroom(s) as volunteers.

The teacher will coordinate and schedule all parent volunteers in the classrooms. To become a classroom volunteer, you must follow these procedures:

- Contact the teacher by calling the school office, and indicate you're preferred days and times to volunteer.
- Complete required orientation sessions with an administrator prior to service.
- To assure student health and safety, all classroom volunteers will be required to provide TB test results.
- Before entering the classroom, you must sign in at the office and obtain an identification tag. Display this tag at all times.
- In the classroom, please follow directions of the teacher and instructional assistants.
- Please ask questions if anything is unclear to you.

If your schedule only permits you to volunteer in the classroom every once in awhile you are still welcome to volunteer. Please attend a volunteer training and provide TB test results so that you are ready to participate in the classroom when your schedule permits.

Education is one of the most important components of WISH Charter. The school's success depends upon the quality and commitment of all adults, school personnel, and volunteers. We are all models to the student body. We thank all volunteer parents who give their time to our students. They are very important contributors to our student's education. We would appreciate the volunteer parents to follow these guidelines:

- **Use Positive Behavior Support.**
- **Respect confidential information.**
- **Do not discuss students with anyone.**
- **Know and support the school rules and procedures.**
- **Model peaceful solutions and encourage cooperation at all levels.**

WISH Charter School as a Laboratory School

WISH Charter was developed as a model of best practices in education. It is being operated by the WISH Board of Directors and is affiliated with Loyola Marymount University, and will serve as a laboratory and demonstration site for preparing teachers and other educators.

Partnership activities may include:

- University faculty involved in school governance, design of the curriculum, and they will be available to consult with classroom teachers and other staff.
- University students from many fields may participate in the classrooms. In addition to providing extra help for classroom staff, these students will enrich the program by bringing in new ideas and expertise.
- University personnel may assist with grant writing and development efforts, to obtain resources that will support the School's mission.

Some aspects of a laboratory school require special understanding by parents. A laboratory school serves as a place where University students can learn and practice their skills as educators, with modeling and guidance of experienced teachers and staff. It is important to remember that these students are *learning*. While they should be (and usually are) well prepared for their assignments, they will not perform perfectly or demonstrate best practice in every instance. Parents should be assured however, that teachers and staff have the welfare of the children as their top priority and will always assure that children are safe and well served. Moreover, most parents and teachers find that University students are a great help in the classroom, and that they often contribute by bringing in current practices that are informative for the teachers and staff, and beneficial to the children.

Parents are urged to communicate directly with their child(ren)'s teacher(s) if they have questions about University students. The University students themselves may be unsure of how to answer questions or may lack the background knowledge needed to respond to parent concerns.

School Organization and Governance

At WISH, "governance" is viewed as an opportunity to achieve the vision our learning community by using collaborative decision-making processes that involve the entire school community. WISH will be governed in a manner that ensures staff and families share decision-making responsibility and that will assure the viability of local school control and accountability.

The Westside Innovative School House, Inc., also known as "WISH" will be a directly funded independent charter school and will be constituted as a California Non-Profit Public Benefit Corporation pursuant to California law. Westside Innovative School House Inc. shall operate the Westside Innovative School House charter school. WISH has filed Articles of Incorporation with the State of California, and is a 501(c)(3) non-profit corporation.

WISH will comply with the Brown Act.

WISH will operate autonomously from LAUSD, with the exception of supervisory oversight, as required by statute. Pursuant to California Education Code Section 47604(c), WISH and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school. LAUSD shall not be liable for the debts or obligations of WISH, or for claims arising from acts, errors, or omissions by WISH.

Members of the WISH's Board of Directors, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

The Governing Board

The WISH Board of Directors will govern WISH pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board of Directors' major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff.

Board Committees

At the beginning of the school year, the Board shall initiate the formation of the following standing board committees:

- Finance and Capital Development
- Partnerships
- Governance and Personnel

Teachers, parents and community stakeholders shall be recruited to fill these committees, along with Board Members, and will help ensure their respective missions are accomplished. Because parent involvement is critical to the success of the school, the Board shall ensure adequate representation of parents on the committees. Each committee shall elect a chairperson and a recording secretary. Each committee shall be comprised of at least one teacher, one parent, one community stakeholder and two Board Members for a total of no more than 5 members. Committee members will be appointed by the Board in its reasonable discretion, based upon an assessment of the qualifications and expertise needed for the subject area, along with the interest and commitment level of potential nominees. The committees shall keep meetings that do not involve confidential matters open and public to all interested parties. Meetings of these committees are subject to the rules of the Brown Act. As such, the chairperson will need board approval. If need be, the Board will provide special training to the chairperson to ensure adherence to the law prior to approval. Committees shall meet no less than once per quarter, and more often when required. Committees will not have power of attorney for the school, unless designated by the Board.

Administrative Committees

In addition to the Board committees listed above, WISH Charter will have the following administrative committees initiated by the Principal at the school-site level:

- Curriculum and Instruction
- Fundraising
- Facilities

Teachers, parents and community stakeholders shall be recruited to fill these committees for a total of up to 5 members and will help ensure their respective missions are accomplished. Because parent involvement is critical to the success of the school, the Principal shall ensure adequate representation of parents on the committees. Parents will have an instrumental advisory role on administrative committees. Teachers will also take an active part in committee structure, as curriculum experts and the standard-bearers of the WISH mission and vision. The Principal can select committee members at his or her discretion or preference. However, to ensure that parents actively participate in the selection of their representatives, each grade has the option to elect one parent as a representative in these committees. The Administrative Committees will meet at least once per quarter, or more often when required.

Board Meetings

The Board will meet at least once a month and as needed to ensure the appropriate development of and seamless operation of the school. In addition, the Board will meet annually for the summary purposes of organizational review, appointment of officers and the transaction

of all business. The annual meeting will be held at a specified time, date and place established through a board resolution.

Once school begins, regular public meetings of the Board, including annual meetings, shall be held at such times as may from time to time be fixed by the Board. Board meetings will be held in places accessible to the public, such as the school building or available public facilities nearby. In accordance with the Brown Act, at least 72 hours before a regular meeting, the Board, or its designee, shall post a notice and an agenda in a public space at the school (e.g., exterior door of school office), on the website and via listserv. The notice will specify the location and time of the board meeting and the agenda shall contain a brief description of each item of business to be transacted or discussed at the meeting.

The Board President, the Vice President, Secretary, or a majority of Board Members may call special meetings of the Board of Directors for any purpose at any time. The party calling the special meeting shall determine the place, time, and date thereof.

In accordance with the Brown Act, special meetings of the Board may be held only after 24 hours notice is given to each board member and to the public through the posting of a notice and an agenda in a public space at the school (e.g., exterior door of school office), the website and distributed via listserv. Additional details regarding the notice of special meetings can be found in the WISH Bylaws.

Minutes for regular and special meetings will record all actions taken by the Board. All recorded minutes as well as public documents will be archived and available to parents and the community in general for review, at a) the WISH school office, b) the WISH website, or c) both.

WISH Board of Directors

To contact the Board of Directors, please call WISH Charter at (310) 642-9474, or email the Board as follows:

Officers:

Board Members	Position	Email
Suzanne Madison Goldstein, Attorney	Chair and President	suzanne@wishcharter.org
Wendy Ackerman, Business/Marketing Consultant	Vice President	wendy.ackerman@yahoo.com
Stephanie Shulenberger, Licensed Marriage and Family Therapist	Secretary	stephanie@wishcharter.org
Juliana Fabrocini, Ed. D. Executive Director ,CHIME Institute Principal, CHIME Charter Elementary School	Member	jfab@chimeinstitute.org
Victoria Graf, Ph.D., Professor of Education, Loyola Marymount University, School of Education	Member	vgraf@lmu.edu

Audrey Griesbach, M.D., Developmental Pediatrician	Member	mamadoc10@aol.com
Irene Oliver, Ed.D. Chair, Elementary and Secondary Education Director, Elementary and Secondary Program Loyola Marymount University, School of Education	Member	ioliver@lmu.edu
Michelle Pearlman Windmueller, Ph.D. Principal, Selma Avenue ES Adjunct Faculty, Loyola Marymount University, School of Education	Member	mwindmueller@ca.rr.com
<i>The Board will expand to include nine to 11 voting members.</i>		

Members (ex officio):

Ms. Jennie Brook, WISH Finance Manager and Parent

Ms. Shawna Draxton, WISH Principal and Parent

Discrimination and Harassment Policy

WISH prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender identity, pregnancy, childbirth or related medical condition); ethnicity (such as race, color, national origin, and ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by WISH. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admission or access to, or treatment or employment in the administration of any of its employment, educational programs, admissions policies, athletics, recreational, and other school-administered programs. The lack of English language skills will not be a barrier to admission to or participation in programs or activities.

The Principal is designated to handle all inquiries or complaints regarding its efforts to comply with and carry out its responsibilities related to discrimination or harassment based on a student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504).

If you have questions, which are not answered here, please call the WISH Charter Elementary School Office at (310) 642-9474 or visit our website at <http://www.wishcharter.org/>