



Westlake

CHARTER SCHOOL

Home of the Explorers

2020-2021 Family Handbook

2680 Mabry Drive
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HANDBOOK DISCLAIMER

Westlake Charter School will comply with all applicable laws to the extent required by such law. To assist families in understanding their rights, Westlake Charter School has included summaries of some current legislation in this handbook. Of course, as those rights change due to revisions in applicable law, Westlake Charter School will comply with the revisions in applicable law. This handbook will be deemed to be revised to be consistent with appropriate legal revisions whenever such legal revisions become effective even though the handbook language has not been changed. This handbook does not create rights beyond those required by applicable law.

This handbook refers to many Westlake Charter School board policies. Some of the board policies are included in this handbook. To view the board policies in their entirety, please refer to the Westlake Charter School website at www.westlakecharter.com/board_docs.policies.php.

Westlake Charter School Mission Statement:

We demonstrate what is possible when school and community collaborate to create inspiring adults with the academic and social-emotional readiness to lead as Global Citizens.

Home of the Explorers

At Westlake Charter School, we place great value on the development of our school community. Our school's mascot is the Explorer, which helps to define the core purpose of our school. We expect our Explorer students, staff, and families to explore what is possible. Throughout this handbook, you will often see the term Explorer used interchangeably with the word student or used to identify members of our community, such as Explorer Staff, Explorer Families, etc.

SCHOOL DESIGN PILLARS

Westlake Charter School identifies four pillars of a strong school community. These values play an important part in building and supporting the school's culture. By focusing our school on these principles, our school creates a learning community in which students can develop the skills necessary for future success in any endeavor.

1. Our Place in a Global World

Westlake Charter School focuses on *Our Place in a Global World* by providing our students, whom we often refer to as Explorers, with the skills necessary to embrace cultural diversity. We use the strength of our families and their cultures to enrich the learning that happens in class. Students are involved in a spirit of mutual respect on and off-campus. Community members are actively involved in discussing and understanding current events and global topics. Students at Westlake Charter School are citizens of the world and are empowered to embrace the mindset that they can make a difference in the world.



2. Enriched Educational Opportunities

Westlake Charter School focuses on *Enriched Educational Opportunities* by recognizing that all Explorers benefit from experiences that go beyond the core subject areas. We provide art, physical education, and Spanish instruction through specialized teachers. Classroom teachers also implement lessons that integrate character traits and social development. We offer quality after school enrichment programs and provide activities that are hands-on, technology-infused, and Explorer centered. These enhanced educational opportunities cultivate globally-minded, reflective Explorers.

3. Personalization

Westlake Charter School focuses on *Personalization* by providing a rigorous and challenging program for all Explorers based on their individual academic and social needs. Our teachers have a vested interest in the development of each Explorer and strive to incorporate a wide array of teaching techniques to support individual learning. Explorer assessment data is used to guide instruction. Teachers include small and collaborative grouping to modify activities for individual Explorers. We utilize the skills and talents of our parent volunteers to support differentiation within our classrooms. Our program is Explorer centered, thematic, and project-based.

4. Teachers as Designers


Westlake Charter School focuses on *Teachers as Designers* by empowering shared leadership among its staff in order to build a culture of high expectations. Within a collaborative work environment, teachers strive to ensure the success of each Explorer. Teachers are expected to be reflective practitioners and work in Professional Learning Communities to develop an innovative, authentic, and rigorous learning environment. Through thoughtful instructional design, teachers create curriculum and learning opportunities that support Common Core Standards while incorporating a thematic and project-based approach.

Core Values:

At Westlake Charter School, we use our Core Values as the fabric that weaves together the demand for academic and social-emotional readiness called for in our mission statement. Each month our students and staff focus on a Core Value of the Month. During this time, instruction is designed to help students realize each Core Value: Academically, Personally, Within our Community, and as a Digital Citizen. After initial instruction of each core value, our staff spends time celebrating our students for their work toward bringing these values to life within our community. Many of our instructional, reinforcement, and celebration videos can be found at www.wcscorevalues.com.



Core Values

 Westlake <small>CHARTER SCHOOL</small>	Demonstrated through: Positive Decision Making	Demonstrated through: Self Awareness	Demonstrated through: Social Awareness	Demonstrated through: Digital Citizenship
Respect	Recognizing when it's time to listen and time to collaborate.	Believing in your ability to be successful.	Considering others by making safe choices.	Showing positive online communication.
Excellence	Trying your best to solve problems.	Setting high expectations for yourself when working with others.	Demonstrating leadership by valuing the perspectives of others.	Using devices correctly
Responsibility	Finding value in completing your work to the best of your ability.	Being mindful of your feelings and actions.	Communicating effectively with others.	Keeping personal information secure
Gratitude	Reflecting on your participation during class.	Setting time aside to appreciate those who help you.	Acknowledging the gifts within your community.	Using technology to show gratitude towards others
Inquisitive	Identifying opportunities to solve problems.	Seeking areas for self improvement.	Collaborating with others to extend your learning.	Identifying high quality sites
Joyful Learning	Evaluating the importance of your growth mindset.	Motivating yourself to explore new things.	Showing pride for our school.	Creating a positive online identity
Global Perspective	Thinking about ways to include everyone.	Being proud to tell the story of your culture.	Appreciating the diversity of your neighborhood.	Collaborating with others worldwide in a safe manner.
Stewardship	Identifying ways to improve our school.	Making healthy choices for your body and mind.	Solving problems by lending a helping hand.	Knowing how to search and give credit in the proper ways.
Perseverance	Assessing whether you have given your personal best.	Trying your best even when things are difficult.	Being a flexible thinker when faced with challenges.	Staying true to yourself online.
Reflective	Reviewing your past challenges and successes.	Recognizing your strengths.	Understanding the thoughts and feeling of others.	Understanding your growth this past year as a digital citizen.



Communication

Westlake Charter School demonstrates the Core Value of Perseverance through our clear and consistent communication. We know that each family desires to be connected to the school community, and our communications are designed to make that easy.

Westlake Weekly

The Westlake Weekly is a school communication which is posted to our website each week. Once the Westlake Weekly is published, each Westlake Family will receive a weekly phone call and email, directing you to access the Westlake Weekly. Please contact the front office if you are not receiving the weekly phone call and/or email.

Teacher Newsletters:

All classroom teachers send out a newsletter with updates from their classrooms at least once every week. Specialty teachers each have a website which will be updated with classroom information at least once a month. Links to all teacher websites can be found on our school website under the teacher tab. If you are not receiving consistent communication from your classroom teacher(s), you are encouraged to reach out to the teacher directly or communicate with anyone on our administrative team.

Social Media

Westlake Charter School uses social media such as Twitter, Facebook, and Instagram to celebrate our students, staff, and programs. We hope that you will follow our communications using these mediums and help to promote our school in a positive manner. Just as we teach the students the value of a positive online presence, our school models positivity online and expects our entire Explorer Community to model appropriate social media use as well.

Who to contact for what:

Classroom Teacher(s)	First Contact for all academic or social-emotional concerns and any questions regarding your student's academic progress
Specialty Teacher	First Contact for all academic concerns in the areas of PE, Spanish, or Art
Dean of Students	Contact for office referrals and attendance concerns
Principal	Contact for student and staff concerns and questions regarding school policies and day to day operations
Assistant Principal	Contact for questions Section 504 Plans, Student Study Teams, Multi-tiered Systems of Support (including, but not limited to ROAR, Intervention, Summer School, etc.), English Language Learners and



	GATE
Coordinator of Special Education	Contact for questions related to Special Education services
Executive Director	Contact for questions related to the Board of Directors

Dispute Resolution

After seeking a resolution to any concern by following the communication chain outlined above, If there is no acceptable resolution, the parent/guardian may file a formal complaint. Please see the Uniform Complaint Policy and Procedures #08-01 and Dispute Resolution Policy and Procedures #08-03.

Attendance

Respect – Excellence – **Responsibility** – Gratitude – Inquisitive – Joyful Learning – Global Perspective – Stewardship – Perseverance – Reflective

Westlake Charter School families and staff demonstrate the Core Value of Responsibility by using the academic calendar and bell schedule to ensure that their Explorer is in every class, on time, and ready to learn every day.

Attendance

When your child is going to be absent OR tardy, please contact the school office before 8:00 AM and leave a message on the Attendance Line (916-567-5760 ext.1) or email attendance@westlakecharter.com with the following information:

1. Student's first and last name
2. Teacher's name
3. Your relationship to the child
4. Reason for absence or tardy
5. When your child returns to school, please send a written excuse. If your child is marked absent and you have not contacted us by telephone, the office will contact you for verification and the reason for the absence. Excused absences are defined by the California Department of Education as student illness, bereavement of an immediate family member, or a student's medical appointment. Any other reason for your Explorer's absence is recorded as an unexcused absence.

Tardies

Explorers are required to be in a class by the start time. Those who arrive after the start time must report to the office for an admit slip. If the tardiness is due to an appointment, a note from



the doctor's office is required. Please take this seriously and organize your mornings so that your child is on time every day. (This applies to when we are in Levels 2-5 in our school plan.)

Early Dismissal

If your child must leave school early because of a health appointment, please notify the classroom teacher in advance, and upon picking up, please sign your child out in the office. Please try to schedule appointments during non-school hours whenever possible. A student cannot be called to the office prior to the parent/guardian's arrival in the office. (This applies to when we are in Levels 2-5 in our school plan.)

Independent Study

If your child will be out of school for three or more consecutive days, Independent Study (IS) contracts are available so that the Explorer is still able to get credit for attendance. In order for an IS to be approved, a Request for Independent Study must be submitted to the office at least five school days prior to the start of the IS. This allows the teacher time to gather work and the parent/guardian and Explorer time to sign the Master Agreement. All work must be completed and turned in the FIRST day that the child returns to school, or the contract will be invalid. Please contact the office for more information. For more detailed information, please refer to Independent Study Policy #07-32.

Academics

Respect – **Excellence** – Responsibility – Gratitude – **Inquisitive** – Joyful Learning – Global Perspective – Stewardship – Perseverance – Reflective

Westlake Charter School demonstrates the Core Value of Excellence by providing a unique educational opportunity to each student based on our four educational design pillars.

Westlake Charter School demonstrates the Core Value of Inquisitive by leading Explorers to dig into their studies and to guide them to wonder, through thematic units and project-based learning opportunities. The vision that guides the Westlake Charter School academic program is documented in the WCS Charter that is regularly reviewed and approved by both the Westlake Charter and Natomas Unified School Boards.

Progress Reports

Explorers receive a progress report halfway through each trimester. Any questions regarding marks on the progress report should be directed to the classroom or specialty teacher.

Conferences

Every family will attend a conference to discuss the Academic and Social-Emotional progress of their Explorer during the first and second trimester. Refer to the academic calendar for conference week dates. Information for scheduling conferences will be shared in the Westlake Weekly.



Report Cards

Explorers receive a report card three times a year, at the end of each trimester. First and second-trimester report cards are distributed during conferences. Third-trimester report cards are distributed on the last day of school.

Infinite Campus

Attendance information for each student can be accessed through the Parent Portal on Infinite Campus. Any questions about logging into the Infinite Campus Parent Portal can be emailed to admin@westlakecharter.com.

Illuminate

Academic data for each 4th-8th grade student can be accessed through the Parent Portal in Illuminate. Any questions about logging into the Infinite Campus Parent Portal can be emailed to admin@westlakecharter.com.

ROAR

Westlake Charter School provides a targeted and remedial instruction time called ROAR (Reaching Outstanding Achievement Results) Club to Explorers who need targeted intervention in reading. ROAR Club is organized twice a year and is offered to Explorers in Kindergarten through 8th grade. Referrals to ROAR are made by the classroom teacher(s) in collaboration with Student Support Services. (Refer to the Distance Learning Handbook for details during Level 1 - Distance Learning)

Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Office of Education Charter SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.



GATE

The goal of Westlake Charter School's GATE (Gifted and Talented Education) Program is to provide differentiated learning opportunities during the regular school day for identified students. Differentiation is an effective approach to teaching and learning. It modifies the curriculum content and/or teaching methodologies used with the core curriculum so that Explorers may learn at their own ability levels and at their own pace. Differentiation is not a new concept but is based on best practices in education. Strategies used may include but are not limited to, flexible grouping, acceleration, in-depth study, complexity, and novelty. Promoting academic excellence, independent thinking, student responsibility, and self-confidence are key components of our program.

8th Grade Promotion

For Explorers in 8th Grade to Promote they must meet the following requirements:

Academic:

- Complete all benchmark assessments

Campus Culture:

- Participation in Advisory

Behavior Achievement:

- No suspensions during the 8th-grade year
 - An 8th-grade student who receives a suspension will need to enter a behavior contract with administration and teaching team.
- No more than six class suspensions during the 8th grade year.
- No missing benchmark assessments.

Events for 8th Grade Promotion: (as permitted by health and safety recommendations)

- 8th Grade Dinner - all 8th graders invited
- Optional 8th Grade Field Trip to Washington DC. While this is not a school program, it is organized with the help of the staff. If you would like your student to participate in this fee-based program, please contact our principal.
- 8th Grade Santa Cruz Trip takes place during the last week of school - *Promotion requirements must be met prior to attending*
- 8th Grade Promotion will take place on the final school day at 4 PM - *Promotion requirements must be met before attending.*



Westlake Charter School demonstrates the Core Value of Joyful Learning through Responsive Classroom practices in all of our K-8 learning spaces which focus on building a safe learning community for all of our Explorers.

Westlake Charter School demonstrates the Core Value of being Reflective through guiding Explorers to learn from past experiences and successes, by regular celebration of Explorers' accomplishments and with logical consequences as a response to misbehavior.

School Culture

Respect – Excellence – Responsibility – Gratitude – Inquisitive – **Joyful Learning** – Global Perspective – Stewardship – Perseverance – **Reflective**

Responsive Classroom

The Responsive Classroom Model is used in all of our classrooms, Kindergarten-8th grade. Responsive Classroom is an approach to elementary and middle school education that emphasizes social, emotional, and academic growth in a safe school community.

What you will see in a Responsive Classroom Learning Space:

Morning Meeting K-5

K-3rd classes meet each morning at 8:45 AM and 4-5 grade classes at 8:30 AM to greet one another, share news, and participate in an activity. The practice of Morning Meeting builds the community in the core K-5th classroom. Throughout the year it gives each Explorer a place to feel safe and show their true self.

Advisory 6-8

Every Explorer in 6th-8th grade will meet with their advisory teacher five mornings a week at 8:30 AM. Advisory classes will stay together as a group for all three years. Advisory promotes communication and coordination between home and school. Families will also meet twice a year with their Explorer's advisory teacher for the 1st and 2nd trimester Explorer-led conferences.

Rule Creation

Explorers help create classroom rules that allow all members of the classroom community to reach their learning goals.

Interactive Modeling

Explorers are explicitly taught to notice and practice expected behaviors in order to demonstrate and internalize them.



Positive Teacher Language

Adults use carefully selected, respectful words and tone to promote active learning and self-discipline.

Logical Consequences

Adults respond to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls.

Behavior Management

The Response to Misbehavior Model in practice at Westlake Charter School is in line with our Responsive Classroom practices and relies upon clear logical consequences for all levels of misbehavior.

Low	Possible Staff Response
<p>Examples of low level misbehavior include:</p> <ul style="list-style-type: none"> ● Interrupting ● Disregarding/not following directions (more isolated, non-recurring cases) ● Inappropriate language ● Disrespect of staff and peers ● Distracting others ● Play fighting ● Low level theft (snacks, pens, toys) ● Inappropriate use of technology <p>Notes:</p> <ul style="list-style-type: none"> ● <i>Recurring low level behavior issues might result in further review to support that Explorer.</i> ● <i>Persistent low level behaviors may require medium level responses.</i> 	<ul style="list-style-type: none"> ● Proactive strategies (positive reinforcement, redirection, reminding) ● Restorative Justice - Explorer directed to make amends for the situation ● Verbal warning ● Natural/logical consequence (loss of privilege) ● Reset protocol (Defined break time in a separate setting, such as a buddy classroom) ● Parent communication (May include Ongoing Parent communication agreement)
Medium	Possible Staff Response
<p>Examples of medium level misbehavior include:</p> <ul style="list-style-type: none"> ● Regular and outward defiance & disrespect of staff and peers ● Emotional disrespect (i.e. repeated exclusion, teasing) ● Encouraging or engaging in physical disrespect (i.e. intentional pushing, 	<p>Teachers and staff will use low level response possibilities when appropriate. At teacher or staff discretion, an office referral may be submitted. If a referral is submitted, the situation <i>may</i> be remediated by the office through:</p> <ul style="list-style-type: none"> ● Low level response options ● Notifying and engaging parents in



<p>tripping, challenging someone to fight, encouraging others to fight)</p> <ul style="list-style-type: none"> • Academic dishonesty • Signs of early patterned bullying (i.e. threats, intimidation) • Low level vandalism/destruction of property • Recurring disruptive emotional outbursts • Inappropriate behavior by means of an electronic act <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Recurring medium level referrals may result in collaboration with the MTSS team to review data and develop supports/interventions including individual behavior management plans.</i> • <i>Several recurring medium level referrals may be escalated to a severe designation if not remediated.</i> 	<p>corrective action</p> <p><i>Note: All office referral forms will be kept on file in the WCS office. For other Explorers involved in an incident or on the receiving end of disrespectful behavior, WCS staff will support the child and may communicate with families to inform them and to describe the action plan.</i></p>
<p>Severe</p>	<p>Possible Staff Response</p>
<p>Examples of severe misbehavior include:</p> <ul style="list-style-type: none"> • Willful violence/fighting resulting in physical injury • Possession or use of drugs, alcohol, tobacco • Stole or attempted to steal school property or private property • Use of racial slurs/comments with the intent to harass, intimidate, discriminate, and bully • Property damage/vandalism • Severe disruption/defiance/obscenity/profanity/harassment • Bullying (including by means of an electronic act) • Hazing • Witness harassment or intimidation • Possession and brandishing of a dangerous object (including imitation firearms) • Hate violence or speech (Motivated by, but not limited to, disability, 	<p>Teachers and staff will use low or medium level response possibilities when appropriate. At teacher or staff discretion, an office referral may be submitted. If a referral is submitted, the situation <i>may</i> be remediated by the office through:</p> <ul style="list-style-type: none"> • Low or medium level response options • Notifying and engaging parents in corrective action • Other corrective actions <p><i>Note: All office referral forms will be kept on file in the WCS office. For other Explorers involved in an incident or on the receiving end of disrespectful behavior, WCS staff will support the child and may communicate with families to inform them and to describe the action plan.</i></p>



gender, nationality, race or ethnicity, religion, sexual orientation) <ul style="list-style-type: none">• Terroristic threats• Inappropriate sexual behavior	
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Harassment, Intimidation, Discrimination, and Bullying

All Explorers have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with Explorers' ability to learn, negatively affect Explorer engagement, diminish school safety, and contribute to a hostile school environment. As such, WCS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. Families and students have the ability to report bullying behavior through our bullying report button located on the Westlake Charter website. Please see our Harassment, Intimidation, Discrimination & Bullying Policy #0812- 01 in the Board Policies Section of this handbook for additional information.

Uniform

The uniform policy of WCS was adopted as a means of enhancing positive interaction between students and eliminating issues surrounding attire. Uniforms are to be worn Monday through Thursday. On Fridays, blue jeans and a spirit shirt or a college-logo printed shirt can be worn. Uniform clothing must be kept clean and in good repair, free of rips and tears. Patches for holes and any reinforcement must be on the inside of the garment.

Field Lessons

During the 2020-21 school year, there will be no off site field lessons. There may be opportunities to participate in in-house or virtual field lessons.

Birthdays

Birthdays are an important celebration. Explorers can be celebrated in their classrooms with a birthday bag. The birthday bag is a sealed bag brought in on their birthday with a non-food treat for the birthday boy/girl, or the entire class.

Balloons, flowers, or other gifts cause a distraction in the classroom and cafeteria. These items should not be sent to school. Any such deliveries will be held in the office until dismissal time.

Birthday treats (cake, cookies, cupcakes, pizza, etc.) are not allowed in the classroom or cafeteria. Please check with your child's teacher for individual grade level traditions to honor Explorers.



Get Involved

Respect – Excellence – Responsibility – **Gratitude** – Inquisitive – Joyful Learning – Global Perspective – **Stewardship** – Perseverance – Reflective

The Westlake Charter School community demonstrates the core value of Stewardship by volunteering with our W.A.V.E. parent group and in our classrooms.

Westlake Charter School demonstrates the core value of Gratitude by helping others in our community to make our school a better place for our Explorers to learn.

W.A.V.E. (Westlake Association of Volunteer Explorers)

All families are part of WAVE. WAVE works hand in hand with the school administration and the WCS board in fulfilling the stated mission of our school. Since WAVE recommends that all families volunteer a minimum of thirty hours per year, WAVE offers a conduit through which parents can connect to the many volunteer needs of the school. Opportunities include leadership roles within the WAVE, as well as within various committees, such as Fundraising, Hospitality, Communications, and Parent Participation. Families can also easily earn hours by attending field trips, helping in the classroom, volunteering at WCS events, attending meetings, and more.

Volunteering at Westlake Charter School

To ensure the safety of our on campus community, non-essential visitors will not be allowed on campus during the 2020-21 school year. We will continue to review this Policy as information evolves. We are committed to continuing to collaborate with families and are seeking ways to involve parent volunteerism in new and exciting ways that meet these guidelines.

If and when it is safe to do so the following guidelines will be followed for volunteering:

WCS values our family volunteers. The needs of each classroom teacher differ when it comes to classroom volunteers. Please follow these guidelines when planning to support your classroom or specialty teacher:

1. Connect with your classroom teacher at least 24 hours before coming to volunteer in the classroom. This will give the teacher a chance to be prepared and make your volunteer time as efficient as possible.
2. Check-in at the front office to receive a volunteer badge.
3. If volunteering in a classroom, support all Explorers in the classroom, or your group, as instructed by the classroom teacher.
4. If volunteering to prepare materials, please respect the teacher's workroom shared space.



All volunteers are asked to wait until after the first eight days of school are completed before coming on campus to volunteer. This allows our Explorers and their teachers to build community within their classroom spaces.

Student Technology Use Guidelines

Respect – Excellence – Responsibility – Gratitude – Inquisitive – Joyful Learning – **Global Perspective** – Stewardship – Perseverance – Reflective

WCS demonstrates the core value of Global Perspective through our use of technology as a tool to develop 21st-century skills in our Explorers, which will allow them to lead as Global Citizens.

Internet Acceptable Use Policy

Families are asked to sign an acceptable use agreement each year. The acceptable use agreement states the following. The acceptable use agreement will be sent home separately from the handbook at the start of the school year.

In addition, my use of any technology issued by the school will be for educational purposes only.

1. I will not misuse the technology issued by the school.
 - a. I will not download inappropriate “Apps” on the technology issued by the school. This means Apps that are not academically related and/or approved by my Teacher, Principal, or the Executive Director of Westlake Charter School.
 - b. Although my email account can only communicate with staff email accounts, I will not send emails other than for school-related purposes.
 - c. I will not browse websites that are inappropriate or contain inappropriate content. This includes websites that are harmful to the technology issued by the school, offensive to other students, or that are not academically related.
 - d. I will not take or keep inappropriate videos/pictures on the technology issued by the school. This means videos or pictures that are not academically related and/or approved by my Teacher, Principal, or the Executive Director of Westlake Charter School.
2. I will surrender any technology issued by the school to any staff member of Westlake Charter School at any time for inspection.
3. The penalty for violating either items 1 or 2 will include appropriate school consequences, beginning with communication between the school and Parent/Guardian.



Health & Safety

Respect – Excellence – Responsibility – Gratitude – Inquisitive – Joyful Learning – Global Perspective – Stewardship – Perseverance – Reflective

Westlake Charter School demonstrates the Core Value of Respect in our response to the health and safety needs of our Explorers. The health and safety of our Explorers is the priority in all areas of campus and our policies regarding health and safety mirror that belief.

Nut Caution Zone

At WCS, we ask families to pack lunches and snacks for their Explorers that are peanut-free. We also limit the food that is kept in the classroom during the school day. In classrooms where there are more severe allergies, extra precautions may be put in place.

Medication at School

Explorers needing medication during school hours must have a Physician's Authorization for Medication at School form signed by their doctor, on file in the health office.

Emergency Procedures

In the event of an emergency (fire, earthquake, storm, etc.), WCS staff will follow the safety guidelines outlined in the WCS Safety Plan. This plan can be produced upon request in our front office. Typically, during a safety emergency, all staff will remain at the school until all children have safely exited the site, in a place of safety, or released to parents/guardians unless directed otherwise. Teachers will keep their classes in their rooms unless directed otherwise by an administrator or designee. Teachers will remain with their classes and are responsible for accounting for each child in their class. Teachers will be responsible for signing out children to parents/guardians or other designated adults.

Suicide Prevention

WCS recognizes that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, WCS has developed strategies for suicide prevention, intervention, postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. Please refer to WCS Board Policy #BP0817-01 for more information.



Westlake Charter School's Governing Board

The Board meets every month. Meetings are open to the public except during closed session. All parents/guardians are invited to attend board meetings and to address in person or in writing any concerns, questions, or feedback concerning the governance of the school. Agendas and minutes of all meetings are posted on the school bulletin board located outside the school office and on www.westlakecharter.com.

Our Relationship with the Natomas Unified School District

Westlake Charter School is a California public charter school operating under the sponsorship of the Natomas Unified School District. Westlake Charter School is a non-profit public benefit corporation and adheres to the laws governing nonprofit corporations in the state of California.