



**Home of the Explorers**

**2021-2022 Family Handbook**

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## Table of Contents

<b>Handbook Disclaimer</b>	2
<b>School Design-Pillars</b>	2
<b>Core Values</b>	3
<b>Communication</b>	5
<b>Attendance</b>	6
<b>Academics</b>	7
<b>School Culture</b>	10
<b>Get Involved</b>	14
<b>Student Technology-Use Guidelines</b>	15
<b>Health and Safety</b>	16



## **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](http://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 semester 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 both 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 to build both the 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](http://www.wcscorevalues.com).

## **Core Values**



 <b>Westlake</b> <small>CHARTER SCHOOL</small>	<b>Demonstrated through:</b>  Positive Decision Making	<b>Demonstrated through:</b>  Self Awareness	<b>Demonstrated through:</b>  Social Awareness	<b>Demonstrated through:</b>  Digital Citizenship
<b>Respect</b>	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.
<b>Excellence</b>	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.
<b>Responsibility</b>	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.
<b>Gratitude</b>	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.
<b>Inquiry</b>	Identifying opportunities to solve problems.	Seeking areas for self improvement.	Collaborating with others to extend your learning.	Identifying high quality sites.
<b>Joyful Learning</b>	Evaluating the importance of your growth mindset.	Motivating yourself to explore new things.	Showing pride for our school.	Creating a positive online identity.
<b>Global Perspective</b>	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.
<b>Stewardship</b>	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.
<b>Perseverance</b>	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.
<b>Reflection</b>	Reviewing your past challenges and successes.	Recognizing your strengths.	Understanding the thoughts and feelings of others.	Understanding your growth this past year as a digital citizen.



## Communication

Westlake Charter School demonstrates the Core Value of Respect through our clear and consistent communication. We know that each family wants 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 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:

Each week, on Friday, your student's advisory teacher will send out a communication chart. This chart will highlight the classroom activities and assessments that are upcoming in your student's classrooms.

### 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 media 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/Advisory Teacher(s)	First Contact for all academic or social-emotional concerns and any questions regarding your student's academic progress
Principal	Contact for student and staff concerns and questions regarding school policies and day to day operations
Director of Student Support Services	Contact for questions Section 504 Plans, Multi-tiered Systems of Support (including, but not limited to, Counseling, Interventions & Supports, etc.), English Language Learners.
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 the bell schedule to ensure that their Explorer is in every class, on time, and ready to learn.

### 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 (916-567-5780 ext.1) or email [attendance@westlakecharter.com](mailto: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

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 their classroom at the time the 2nd passing-period bell rings. Students who are not in class at that bell will be escorted by a staff member to the office and will be marked tardy. Any student who has had three or more tardies in a calendar week will take part in an formal restorative-justice conference with a their family and staff member to create a plan to ensure that the student is arriving to class on time.

### 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.



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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.

### **Independent Study**

Please contact the front office for more information.

## **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. 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**

9-12 Explorers receive a progress report halfway through each semester. Any questions regarding marks on the progress report should be directed to the classroom teacher.

### **Conferences**

Every family will attend a conference to discuss the Academic and Social-Emotional progress of their Explorer once a semester for 9-12. Refer to the academic calendar for conference-week dates. Information about scheduling conferences will be shared in the Westlake Weekly.

### **Report Cards**

9-12 Explorers receive a report card twice a year, at the end of each semester. Report cards are mailed home.



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### Grading Scale

Students will receive letter grades for all areas associated with their Graduation Requirements. The grading scale is:

- **A (90-100)** = Mastery: Demonstrates a thorough understanding of the course content and consistently applies the standards, skills, and/or concepts in a variety of contexts.
- **B+ (86-89)**= Proficient, With several elements of mastery: Demonstrates an understanding of the course content and consistently applies the standards, skills, and/or concepts in a variety of contexts.
- **B (80-85)** = Proficient, With elements of mastery: Demonstrates an understanding of the course content and consistently applies the standards, skills, and/or concepts in a variety of contexts.
- **C + (76-79)**= Proficient: Demonstrates a better than basic understanding of the course content; may need additional support to apply the standards, skills, and/or concepts in a variety of contexts.
- **C(69-75)** = Proficient: Demonstrates a basic understanding of the course content; may need additional support to apply the standards, skills, and/or concepts in a variety of contexts.
- **IE (<68)** Not enough evidence exists to be reported on



## Graduation Requirements

<b>High School Graduation Requirements</b>		
<b>A. HISTORY/SOCIAL SCIENCE</b> 50 Credits for Graduation Requirement 20 Credits for UC/CSU A-G Requirements		
9th: World Cultures & Geography Cultural Competency	10th: Ethnic Studies Cultural Competency	10th: World History Equity
11th: U.S. History, U.S. History (H)	12th: American Government/Economics	
<b>B. ENGLISH</b> 40 Credits for Graduation Requirement 40 Credits for UC/CSU A-G Requirements		
9th: English 9	10th: English 10, English 10(H)	
11th: English 11, English 11(H)	12th: English 12, English 12(H)	
<b>C. MATHEMATICS</b> 30 Credits for Graduation Requirement 30 Credits for UC/CSU A-G Requirements		
9th: Math 1	10th Math 2, Math 2(H)	
11th: Math 3, Math 3(H)	12th Statistics, Statistics(H), Calculus, Calculus (H)	
<b>D. SCIENCE</b> 30 Credits for Graduation Requirement - 10 Life and 20 Physical 30 Credits for UC/CSU A-G Requirements		
<b>Life Sciences:</b> Biology, Biology (H)		<b>Physical Sciences:</b> Physics, Chemistry, Chemistry(H)
<b>E. LANGUAGE OTHER THAN ENGLISH</b> 20 Credits for Graduation Requirement 20 Credits for UC/CSU A-G Requirements		
Spanish 1, Spanish 2, Spanish 2(H), Spanish 3, Spanish 3(H), Spanish Literature		



<b>F. VISUAL &amp; PERFORMING ARTS</b> 10 Credits for Graduation Requirements 10 Credits for UC/CSU A-G Requirements						
Art 1 Drumming Theater	Art 2 Animation	2D Studio Art Digital Photography	3D Studio Art	Drama Graphic Design	Dance Drama	Guitar Musical
<b>G. COLLEGE-PREPARATORY ELECTIVE</b> 10 Credits for Graduation Requirements 10 Credits for UC/CSU A-G Requirements (Any course that exceeds the requirement in Categories "A-F" will also count as a "G" Elective)						
Speech and Debate Web Design	Journalism Coding Robotics	Psychology Film Studies	Computer Programming Computer Science	Leadership Astronomy		
<b>H. ELECTIVE</b> 40 Credits for Graduation Requirements Any course that exceeds the minimum subject requirement will count as Elective credit						
Fitness for Life	Music Recording/Recording Studio					
<b>I. PE</b> 20 Credits for Graduation Requirements						
PE - Year 1			PE - Year 2			
<b>J. College-Proven</b> 10 Credits for Graduation Requirement - 1 college course						
Students will graduate college-proven, meaning that all students will pass one developmentally appropriate college course. These courses will be taken during the regular school day at no cost to the student.						
<b>Minimum 260 Credits for Graduation Requirement</b>						

### 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](mailto:admin@westlakecharter.com).



## 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.

## School Culture

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

### Advisory 9-12

Every Explorer in 9th-12th grade will meet with their advisory teacher four times a week. Advisory classes will stay together as a group for all four years. Advisory promotes communication and coordination between home and school. Families will also meet twice a year with their Explorer’s teachers during the 1st and 2nd semester Explorer-led conferences.

### Restorative Justice

Explorers will participate in a community founded in the beliefs associated with Restorative Justice. In a community based on restorative practices, all persons in positions of authority work **with** students to make positive changes. These practices include, but are not limited to:

**Restorative Circles:** Restorative Circles will be used to build community weekly in Advisory and also in other core classes.

**Informal Restorative Conference:** Informal conferences will be used for low- or medium-level behavior management. These may be held privately during a class period or through the front office. These typically include staff and students who were impacted by the behavior.



Formal Restorative Conferences: Formal Restorative Conferences are used for medium- to high-level behavior management. They are scheduled following a behavior incident. They typically include all staff, all students, and family members of students who were impacted by the behavior.

**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 Restorative Justice 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"> <li>● Interrupting</li> <li>● Disregarding/not following directions (more isolated, non-recurring cases)</li> <li>● Inappropriate language</li> <li>● Disrespect of staff and peers</li> <li>● Distracting others</li> <li>● Play-fighting</li> <li>● Low-level theft (snacks, pens, toys)</li> <li>● Inappropriate use of technology</li> </ul> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>● <i>Recurring low-level behavior issues might result in further review to support that Explorer.</i></li> <li>● <i>Persistent low-level behaviors may require medium-level responses.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Proactive strategies (positive reinforcement, redirection, reminding)</li> <li>● Restorative Justice - Explorer directed to make amends for the situation</li> <li>● Verbal warning</li> <li>● Natural/logical consequence (loss of privilege)</li> <li>● Reset protocol (defined break time in a separate setting, such as a buddy classroom)</li> <li>● Parent communication (may include Ongoing Parent-Communication Agreement )</li> </ul>
Medium	Possible Staff Response
<p>Examples of medium-level misbehavior include:</p>	<p>Teachers and staff will use low-level response possibilities when appropriate. At teacher or</p>



<ul style="list-style-type: none"> <li>● Regular and outward defiance &amp; disrespect of staff and peers</li> <li>● Emotional disrespect (e.g. repeated exclusion, teasing)</li> <li>● Encouraging or engaging in physical disrespect (e.g intentional pushing, tripping, challenging someone to fight, encouraging others to fight)</li> <li>● Academic dishonesty</li> <li>● Signs of early patterned bullying (i.e. threats, intimidation)</li> <li>● Low-level vandalism/destruction of property</li> <li>● Recurring, disruptive, emotional outbursts</li> <li>● Inappropriate behavior by means of an electronic act</li> </ul> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <li>● <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></li> <li>● <i>Several recurring medium-level referrals may be escalated to a severe designation if not remediated.</i></li> </ul>	<p>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"> <li>● Low-level response options</li> <li>● Notifying and engaging parents in corrective action</li> </ul> <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 will communicate with families to inform them and to describe the action plan.</i></p>
<p><b>Severe</b></p>	<p><b>Possible Staff Response</b></p>
<p>Examples of severe misbehavior include:</p> <ul style="list-style-type: none"> <li>● Willful violence/fighting resulting in physical injury</li> <li>● Possession or use of drugs, alcohol, or tobacco</li> <li>● Stealing or attempting to steal school property or private property</li> <li>● Use of racial slurs/comments with the intent to harass, intimidate, discriminate, and bully</li> <li>● Property damage/vandalism</li> <li>● Severe disruption/defiance/obscenity/profanity/harassment</li> <li>● Bullying (including by means of an electronic act)</li> <li>● Hazing</li> </ul>	<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"> <li>● Low- or medium-level response options</li> <li>● Notifying and engaging parents in corrective action</li> <li>● Other corrective actions</li> </ul> <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</i></p>



<ul style="list-style-type: none"><li>● Witness harassment or intimidation</li><li>● Possession and brandishing of a dangerous object (including imitation firearms)</li><li>● Hate violence or speech (Motivated by, but not limited to, disability, gender, nationality, race or ethnicity, Religion, and sexual orientation)</li><li>● Terroristic threats</li><li>● Inappropriate sexual behavior</li></ul>	<p><i>support the child and may communicate with families to inform them and to describe the action plan.</i></p>
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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.

**Closed Campus**

Westlake Charter High School is a closed campus. Once students arrive at school they may not leave the campus without parent/guardian permission in the form of an early dismissal cleared through the front office



## **Dress Code (9-12)**

*(In lieu of Board Policy 07-36)*

The intention of the high school dress code is to create a safe learning environment for all individuals. All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

### **Students Must Wear:**

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/legging
- Shoes; activity-specific shoes requirements are permitted (for example, for sports)
- The fabric covering the chest area, genitals, and buttocks must be opaque.

\*Courses that include attire as a part of the curriculum (for example, professionalism, public speaking, and job readiness) may consist of an assignment-specific dress code.

### **Students Cannot Wear:**

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal activity item or activity) or the use of the same
- Hate speech, profanity, or pornography
- Images or language that creates a hostile or intimidating environment based on any protected class
- Visible underwear
- Bathing suits
- Helmets or headgear that obscures the face (except as religious observance)

## **Field Lessons**

During the 21-22 school year, Westlake Charter High School will continue to follow health and safety guidelines when it comes to planning field lessons.

## **Birthdays**

Birthdays are an important celebration. Explorers can be celebrated in their advisory 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.

Students are also asked at the beginning of each year if they would like to have their birthday celebrated on campus. If they elect to have their birthday celebrated on campus they will be a part of announcements so that all staff and students can celebrate them throughout the day.



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 WAVE 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 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 to start the 2021-22 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:

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:

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.



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**Cell Phones on campus:**

*(In lieu of Board Policy 08-04)*

Cell phones may be on campus. Teachers are permitted to allow students to use devices in their class for the purposes of school-based activities. Any student who uses their cell phone during a class period, outside of the instructions of the teacher, will receive a warning.

**1st violation:**

In-class warning from the staff member in the learning environment

**2nd violation:**

Referral to administration. Families will be contacted and a plan to prevent future violations will be crafted.

**3rd violation:**

Formal Restorative Justice conference with all affected parties to desemesterine logical consequences and next steps.

Cell phones will be off and away during non-class periods. Cell phones and other personal electronic devices may not be used during lunch times or other “free” periods during the school day, unless under the direction and supervision of a staff member.

The use of cameras or recording functions on electronic devices is prohibited unless under the direction and supervision of a staff member. Students in possession of cell phones or other devices on school grounds that contain inappropriate, violent, or pornographic pictures/video; inappropriate or harassing text messages; or information stored for the purposes of cheating academically will face serious discipline. Any individual who uses a wireless communication device to photograph, videotape, or otherwise record individuals without their permission will face serious disciplinary action.

Ed Code § 51512. Prohibited use of electronic listening or recording device



## 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.

### Medication at School

Explorers needing medication during school hours must have a Physician's Authorization for Medication at School form signed by their doctor and 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, are in a place of safety, or have been 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 to 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 #0817-01 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](http://www.westlakecharter.com).



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## **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.

## **Academic Integrity**

As an expectation of our College-Proven graduation requirement, Westlake Charter School expects all students to adhere to the highest standards of academic honesty and integrity. Violations of academic integrity include cheating, plagiarizing, turning in another's papers or projects as your own, giving one's work to others, passing test information to others, misrepresenting others' work as their own, or being found in possession of another's work.

### What Is Plagiarism?

Definition: Plagiarism is the use of another person's words, ideas, or facts as if they were your own, without giving credit to the original source.

### Examples:

You are plagiarizing when you use information from another source without including proper documentation (e.g. citations and a list of works cited or a bibliography).

You are plagiarizing when you turn in another student's work as your own or allow someone else to copy your work; this work might include homework, tests, papers, or other assignments.

You are plagiarizing when you copy materials from sources such as the internet, books, or periodicals without introducing the material or using citations to show the beginning and end of the "borrowed" material.

*(Adapted from the OCTE pamphlet "What's Plagiarism and How Can You Avoid It?")*

### Guidelines for Avoiding Plagiarism:



Indicate clearly when you use anything from another person's work, even if only a phrase or a single keyword, by using quotation marks. If you use more than three words from a source in a row, put them in quotations and cite the source.

When summarizing or paraphrasing, distinguish clearly where the ideas of others end and your own comments begin.

When using another person's ideas, credit the author by name and identify the work in which you found the idea.

Err on the side of caution by giving credit whenever you suspect you are using information, other than general knowledge, from a source.

If you are unsure if you are plagiarizing, it is your responsibility to consult with your teacher regarding the work before the assignment is due.

*(Adapted from Write for College, published by Write Source.)*

### **Selling/Buying Personal Property**

Students may not arrange the buying or selling of any personal property, including food, on a campus. Students found doing this will be subject to both appropriate consequences and the items and money involved being confiscated by the administration and returned to the parents, once it has been determined that the items involved are not illegal or stolen.