



**SEBASTOPOL CHARTER**  
A Public Waldorf School

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**Middle School Parent/Student Handbook  
2021-2022**

**1111 Gravenstein Hwy N. Sebastopol, Ca 95472**

**Phone (707) 824-9700**

**<http://www.sebastopolcharter.org/>**

Dear Parents and Students,

This handbook contains information on school policies, procedures, and topics that will help you navigate the Middle School experience at SICS. In order for schools to operate safely and efficiently, it is important that students and families are familiar with and abide by the expectations, procedures, and rules outlined in this handbook. The handbook is posted online and is subject to amendments during the school year. An up-to-date version will be maintained online at <http://www.sebastopolcharter.org> Notice of any changes will be communicated via email and will take effect upon notification. The following page is an acknowledgment that you have read and understand the handbook and policies and agreements therein. Please sign and return to your class teacher by the first parent evening.

When questions and concerns arise, the practice of communicating directly is an essential ingredient for both individual and community success. Towards that goal, we request that students and parents contact, and communicate directly with the person most closely related to the given subject of concern.

We look forward to a year of exciting learning opportunities and are glad you have chosen to be part of the vibrant SICS Middle School experience.

The Middle School Academic Team:

Chris Topham, Executive Director  
Heather Carpenter, 8<sup>th</sup> Grade Teacher  
Ashley Radzat, 7<sup>th</sup> Grade Teacher  
Shari Thierry, 6<sup>th</sup> Grade Teacher  
Kevin Davis, Middle School Math

*NOTE: The School has the right to amend the handbook for just cause. Parents are encouraged to check the website for the latest version. This handbook is designed to familiarize the reader with the major policies and practices in place at SICS in the Middle School at the time of publication. While every effort has been made to make this handbook as complete and encompassing as possible, it cannot address all situations and does provide general guidance in many areas. All previously issued handbooks and any inconsistent policy statements are superseded with the publication of this handbook. SICS reserves the right to revise, modify, delete, or add to any and all policies and practices stated in this handbook or any other document.*

THESE SIGNATURE PAGES ARE ONLY FOR PRINTED COPIES. THE ONLINE FORM REPLACES THE NEED FOR THESE PAGES.

## Middle School Handbook Agreements

*(Please Print)*

Parent 1 Name: \_\_\_\_\_

Student 1 Name: \_\_\_\_\_

Parent 2 Name: \_\_\_\_\_

Student 2 Name: \_\_\_\_\_

In order to save paper this year, all of the following documents are kept online in the Middle School Handbook on the school website (*Forms and Publications* section). Please access the documents online and then review and sign the information below, and, if possible, have both sets of parents sign the form. If you would like a hard copy please contact the office.

In the event there are updates, parents understand that it is their responsibility to keep abreast of the school's most current policies from the version available on the school's website.

1) We have read and understood the current **Academic Integrity Policy** for the 2021-2022 school year.

\_\_\_\_\_ (√ for yes)

2) We have read and understood the current **Student Responsible Use Agreement for School Computer Systems** for the 2021-2022 school year.

\_\_\_\_\_ (√ for yes)

3) We have read and understood the current **Dress Code Policy** for the 2021-2022 school year.

\_\_\_\_\_ (√ for yes)

4) We have read and understood the current **Student Behavior Report and Action Plan** for the 2021-2022 school year.

\_\_\_\_\_ (√ for yes)

5) We have read and understood the current **Homework Guidelines** for the 2021-2022 school year.

\_\_\_\_\_ (√ for yes)

6) We have read and understood the current **High School Shadow Process** for the 2019-2020 school year.

\_\_\_\_\_ (√ for yes)

7) We have read and understood the current **Guidelines for a Middle School Student Proposal**.

\_\_\_\_\_ (√ for yes)

By signing below, we have read and understood the Middle School Handbook Agreements.

\_\_\_\_\_

Parent 1 Signature

Student 1 Signature

\_\_\_\_\_

Parent 2 Signature

Student 2 Signature

**Thank you from the Middle School Team! (Ms. Carpenter, Ms. Radzat, Ms. Thierry, Mr. Davis and Mr. Topham)**

**Please return this form on or before August 26<sup>th</sup>**

# **Table of Contents**

**DIRECT COMMUNICATION**

**ACADEMIC INTEGRITY/ 8TH GRADE GRADUATION POLICY**

**TECHNOLOGY USE AGREEMENT**

**DRESS CODE POLICY**

**RESTORATIVE DISCIPLINE GUIDELINES**

**STUDENT BEHAVIOR REPORT AND ACTION FORM**

**NOTICE TO PARENT**

**HOMEWORK GUIDELINES AND LATE HOMEWORK PROCEDURE**

**HIGH SCHOOL SHADOW PROCESS & FORM**

**HIGH SCHOOL APPLICATION PROCESS & INSTRUCTIONS**

**HIGH SCHOOL RECOMMENDATION REQUEST FORM**

**PROCEDURES FOR STUDENT PROPOSALS**

**HEALTHY FOOD & DRINK/LOW WASTE PROCEDURES**

**NOTE TAKING IN MIDDLE SCHOOL**

**SUPPLEMENTAL PROGRAMS**

- a. *S.I.T* Restorative Justice Team
- b. Dances: Student and Chaperone Expectations

**8TH GRADE GRADUATION REQUIREMENTS**

**MENTAL HEALTH SUPPORT SERVICES**

## **Direct Communication & Empowering the Middle School Student to Self-Advocate in Preparation for High School and Life**

As with all skills, we always want to provide adult examples worthy of imitation. This means that teachers and parents should model healthy, direct communication with each other and with the students. As a developing skill, the students will need a lot of support and guidance throughout middle school. Learning to communicate effectively and solve problems is as important as doing well academically. These important life skills are highly emphasized on high school recommendations. The ability to clearly communicate and self-advocate is essential to students' success in high school and beyond.

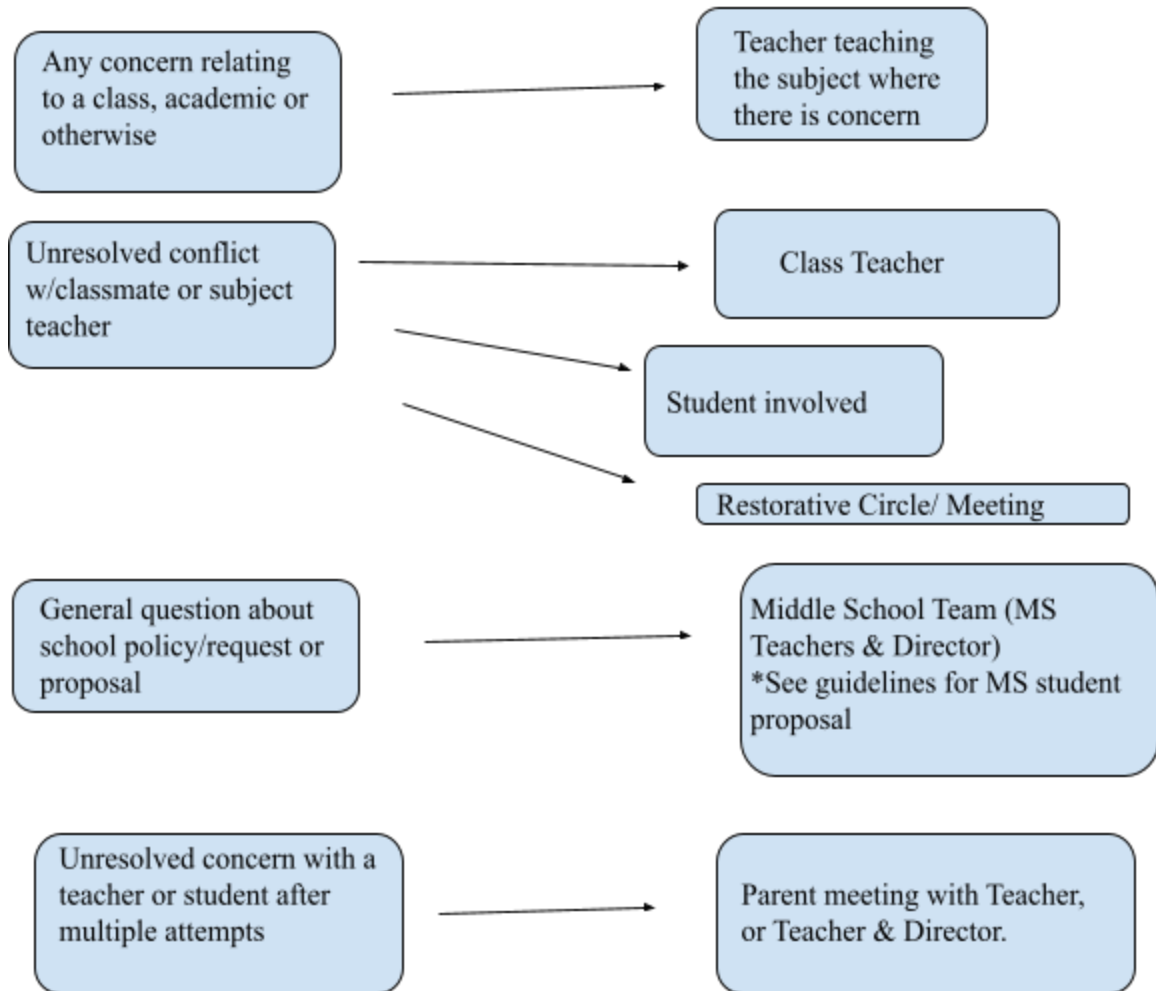
To begin with, we want to keep the student in the “center vs. middle” of the adult’s interactions. To do this, parents and teachers need to act as a team and not pit the student against the teacher or parent against the teacher. The adolescent in middle school at times may try to avoid responsibility or deflect blame by positioning adults against one another. The adults need to turn the focus back to the student to find some learning or area for which they can take responsibility. This is most easily accomplished when the adults assume goodwill from each other, and that the student, not the adults, are responsible for challenges. That is why if you hear something troubling from your student, directly contact the teacher via their preferred means, and whenever possible begin the discussion with a question, not an assumption or confrontation. For example, “My child told me about xxxx. Could you tell me more about it?” In this manner, you will add the teacher’s perspective to your student’s perspective before forming an opinion about or against a teacher or another student.

### **How to start**

Encourage your student to speak to her/his/their peers or teachers directly. While adults often naturally want to jump in to solve problems for their child, it doesn’t always work at this age and can disempower the student from true learning and growth. Instead, support your student by preparing for hard conversations through role-playing, offering help by framing an opening question, and letting them know that, while difficult, you know they can learn this skill. Reviewing each conversation afterward for what they felt went well and what could go better in future conversations is also helpful. Avoid joining in their “feeling life” and strong emotions, which is not always easy, especially if an adult has had similar issues in their own biography. Often what is most needed is for them to feel heard and that the adults have an understanding that they are juggling a lot during these critical years.

Who to talk to when:

<b>Topic:</b>	<b>Student to contact:</b>
Any concern relating to a class, academic or otherwise	Teacher teaching the subject where there is concern
Unresolved conflict w/classmate or subject teacher	Class Teacher and/or student involved
General question about school policy/request or proposal	Middle School Team (MS Teachers & Director) *See guidelines for MS student proposal
Unresolved concern with a teacher or student after multiple attempts	Parent meeting with Teacher, or Teacher & Director.



## SEBASTOPOL CHARTER'S EXPECTATIONS OF ACADEMIC INTEGRITY

### I. PURPOSE

- A. To foster an environment that encourages honesty, fairness, and high academic standards.
- B. To set clear guidelines and expectations for academic integrity.

### II. AUTHORITY

- A. Executive Director

### III. BACKGROUND

#### IV. The school's expectations are that:

- A. Students shall consistently represent themselves and their schoolwork with honesty and openness so as to always convey the complete truth. For example, students shall do his, her, their own work without cheating and without interfering with other students' efforts. If sources are allowed they must be properly acknowledged.
- B. Parents and other interested parties may assist students with assignments and homework so long as each of them complies with the teacher's instructions, school policies, and applicable laws. Parents and other interested parties shall not provide answers or directly perform students' assignments on their behalf.

### V. DEFINITIONS

Purposeful or negligent misrepresentation includes, but is not limited to, acts of cheating, collusion, and plagiarism that conflict with Sebastopol Charter School policies, teachers' instructions, or applicable laws.

- A. Cheating is the act of obtaining or attempting to obtain credit for academic work through dishonest means.
- B. Collusion is a secret and/or unallowed agreement or cooperation, especially for an illegal or deceitful purpose. Examples of cheating and/or colluding include, but are not limited to:
  - a. Copying, in part or whole, or otherwise acquired from another's examination, assignments (in class or homework) mathematical calculations(s), research, creative project or the like;
  - b. Submitting as one's own work an examination, assignments (in class or homework), mathematical calculations(s), research or creative project, or the like which has been purchased, borrowed, or stolen;



1. Intentional falsification or invention of data or a source in an academic exercise;
2. Using notes, or materials not specifically authorized by the instructor during an examination;
3. Any collaboration between a student and another person at times or in ways not permitted by the instructor;
4. Intentional falsification of academic records;
5. Providing materials, notes or assignments willingly or unwillingly to someone else without teacher permission.

b. Plagiarism is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without appropriate acknowledgment. Examples of plagiarism include but are not limited to:

1. Taking a fact or idea from another source (including text found on the Internet) but presenting it in your own words without disclosing the source.
2. Using some wording from a source, identifying the source, but not using quotation marks to identify the exact words of the source.
3. The act of incorporating another's intellectual or creative work such as musical composition, computer programs, photography, painting, drawing, sculpture, research, the like, into one's own without the proper permission and disclosure.
4. Copying one or more specific phrases or sentences from a source without disclosing the source. Turning in a paper written in part by someone else, including a friend or relative who helped you with your paper, with or without that person's knowledge and consent.
5. Turning in a paper purchased or otherwise obtained from a paper mill or other source or that was created or published in whole or in part by someone else.
6. Copying the order of ideas of a work completed by somebody else.

## **VI. VIOLATION CONSEQUENCES**

The following stated consequences will be applied in cases of cheating and/or plagiarism at Sebastopol Charter School:

### **A. First Offense**

1. Conference with teacher(s), parent(s), student, and director in which this Policy is reviewed and signed by all parties.
2. Student work in question is copied and attached to an official letter sent to parents (see Exhibit A).
3. Student may rewrite the assignment for credit. A “C” will be the highest possible grade given for the rewrite.

### **B. Second Offense**

1. Conference with teacher(s), parent(s), student, and director.
2. Record in permanent cumulative file.
3. Student receives no credit for that assignment.

### **C. Third Offense**

1. Conference with teacher(s), parent(s), student, and director.
2. Suspension/In-House Suspension.
3. Record in permanent cumulative file.
4. Student receives a failing grade for block/subject.

**EXHIBIT A**  
**OFFICIAL LETTER OF POLICY VIOLATION**

Date: \_\_\_\_\_

Dear Parent or Guardian,

I regret to inform you that \_\_\_\_\_ has violated the Academic Integrity Expectations of Sebastopol Charter School for the \_\_\_\_\_ time. This offense occurred in \_\_\_\_\_ class on \_\_\_\_\_ date.

In our efforts to provide an effective educational environment we must maintain high academic standards for all our students. This includes the expectation that students will complete their own assignments without copying, plagiarism, or cheating. When research is necessary, it is the expectation that the proper acknowledgment of sources will be included along with the assignment.

This letter will be placed in your student’s discipline file and will be used as reference if further such activity should occur again in any class. Please review the Academic Integrity Expectations with your student (found in the Middle School Handbook in the Forms and Publications section of the school’s website: <http://www.sebastopolcharter.org>, or ask the main office for a hard copy).

Violation:

- Plagiarizing work for a report or assignment
- Copying another student’s work
- Cheating on an exam or other assignment
- Doctoring or modifying a score given by a teacher
- Aiding or abetting another student in cheating
- \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Director

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

# **Sebastopol Independent Charter School**

## **Student Responsible Use Policy for School Computer Systems**

(SICS Board approved 2017-11-06)

### **Overview**

Sebastopol Independent Charter School intends that computer systems provided by the School be used in a safe, responsible, and proper manner in support of the School's instructional program.

Computer systems include computers, the School's computer network, the Internet, email, and all other forms of electronic communication or equipment provided by the School. This policy applies regardless of the physical location of the user, including when School equipment (such as a laptop) is used off School property and when a non-School device accesses the School's network.

The School uses technology protection measures to block or filter access, as much as reasonably possible, to visual and written depictions that are obscene or harmful to minors over the network. The School can and will monitor students' online activities and access, review, copy, and store or delete any communications or files and share them with adults as necessary. Students should have no expectation of privacy regarding their use of School computer systems, including email.

### **Mandatory Review by Student and Parent or Guardian**

Students who are in a grade level authorized to use School computer systems for purposes other than mandatory state testing or applications and websites which are both COPPA and CIPA compliant are required to review this policy each school year. Each such student and his or her parent or guardian are required to acknowledge reading and understanding this policy as part of the annual registration process by signing and submitting an agreement form, which will be provided with registration materials.

### **Student Responsibility**

#### ***Acceptable Uses of School Technology***

- Students may use School computer systems for assigned educational activities, including research or writing.
- As part of an assigned educational activity, a student may use the device camera or microphone. The student must obtain permission before taking a photo, video, or audio recording of a person. If the person declines, the student shall not take the photo, video, or audio recording.
- Students agree to use School computer systems to communicate only in ways that are kind, responsible, respectful, and lawful.

### ***Prohibited Uses of School Computer Systems***

Students are prohibited from using School computer systems for improper purposes. For example, students shall not:

- Change settings without permission.
- Tamper with hardware. Use the School computer systems to obtain unauthorized information or attempt to access information protected by privacy laws.
- Install unauthorized software.
- Infringe copyright or other intellectual property rights.
- Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of a student, staff member, or another person without authorization.
- Access or participate in social networking sites for personal use.
- Agree to meet someone they have met through the Internet.
- Bully, harass, intimidate, or threaten other students, staff, or other individuals.
- Seek out, display, create or circulate material that is hate speech, indecent, obscene, violent, disruptive, illegal, or not related to an assigned educational activity.

### **Security and Account Integrity**

The student in whose name a School device or account is issued is responsible for its proper use. Students shall not share user names or passwords with anyone other than staff. Students shall not access or use the account information of others. Students shall log out of unattended devices and accounts in order to maintain privacy and security.

### **Care of School Devices**

Students are expected to:

- Keep School devices clean and free of stickers or similar items.
- Return a borrowed School device in a timely manner.

### **Reporting**

As soon as reasonably practicable, students shall report to a teacher or administrator the following:

- A security problem, such as a compromise of the confidentiality of login or account information.
- Misuse or prohibited use of School computer systems.
- Malfunctions, damage, or loss of a device.

### **Consequences for Violation**

Violations of this policy or the law may result in revocation of a student's access to School computer systems or other disciplines, up to and including suspension or

expulsion. Damage to any part of the School's computer systems from irresponsible use by a student may require that the student's parent or guardian pay for the repair or replacement costs.

## **Sebastopol Independent Charter School Student Responsible Use Agreement for School Computer Systems<sup>1</sup>**

### **Student Agreement**

I, (Print Name) \_\_\_\_\_, have read and understand the Student Responsible Use Policy for School Computer Systems. I will abide by it in letter and spirit. I understand that violating it may result in disciplinary action.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

### **Parent Agreement**

As the parent or guardian of this student, I have read and understand the Student Responsible Use Policy for School Computer Systems.

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

Please Print Name of Parent/Guardian \_\_\_\_\_

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<sup>1</sup> (This page doesn't need to be signed and turned in when the parent has signed and turned in the Middle School Handbook Agreements signature page. This page is illustrated as being part of the board-approved policy).

# SEBASTOPOL CHARTER SCHOOL DRESS-CODE POLICY

## I. PURPOSE

- A. To define acceptable apparel and personal grooming at Sebastopol Charter School.
- B. To define enforceable standards of apparel and personal grooming.
- C. To define procedures to be followed should the enforceable standards be violated.

## II. AUTHORITY

- A. First Amendment and Fourteenth Amendment of the Federal Constitution; the California State Constitution

## III. BACKGROUND

- A. This policy has been developed after extensive comments from Faculty, Parents, Middle School Students.
- B. The desire for individuality in clothing is strong in our modern culture and seeps down to the youngest ages due to the effectiveness of advertising. Yet within the Waldorf approach, the unfolding of the child's individuality is best marked in the student's work and relations with classmates. It is our humanness that needs development, not our responsiveness to advertising, slogans, sports allegiances, etc. Clothing fads, competitiveness, precocious behavior, and self-absorption can contribute to unnecessary conflict between students, between students and teachers, and between children and parents, undermining a productive learning atmosphere.

The School asks that clothing remain simple and functional. Movement is a part of every school day. The student's clothing should be appropriate for running, bending, jumping, etc. Shoes should be appropriate for participation in our physical education classes.

Children are unable to learn well if they are cold and their circulation is poor. Our foggy mornings necessitate layers of clothes that can be peeled off as the children warm up. Coats are necessary during cold weather and legs must be covered.

Please label everything your child wears or brings to school: footwear, lunch baskets, backpacks, sweaters, sweatshirts, bags, hats, etc. Remember to check the

lost and found baskets for missing items. The lost and found baskets are periodically emptied and donated to charity.

C. School administrators may prohibit clearly-specified types of clothing or accessories it reasonably believes lead to disruption of the School's educational environment, to foster a safe, non-violent atmosphere (*Jeglin v. San Jacinto Unified Sch. Dist.* (C.D. Cal.1993) 827 F.Supp. 1459, 1460-1461).

D. Public school students have free speech rights under the First Amendment of the Federal Constitution and also under the California Constitution. The Fourteenth Amendment of the Federal Constitution also provides the right to liberty. These rights do not disappear once the student enters school grounds.

#### **IV. DEFINITIONS**

A. **Media** means any of the following:

- References to television shows and characters.
- References to movie & video characters.
- References to popular consumer products.

#### **V. POLICY**

Class teachers and school staff reserve the right to ascertain when clothing or appearance is unacceptable (regardless of whether the attire conforms to the "letter of the law.") Anything that might become a distraction to learning should be avoided. Class teachers may have additional guidelines for their classes. Disregarding any of these standards may result in the parents being contacted to bring other clothes to school. Repeated offenses may result in disciplinary action and/or the student being provided with other clothing by the school.

Please observe the following dress code standards:

- Closed-toe shoes
- No see-through clothing
- No bare midriff
- No strapless shirts
- No graphics that are inappropriate
- Shorts with adequate coverage
- Skirts/dress with reasonable length and/or shorts underneath
- No make-up
- No fingernail polish
- No perfume
- Jewelry should not prevent participation in any school activities
- Watches can be worn after the instruction of reading time



- No devices that make noise
- No internet-connected devices
- No hair coloring
- No extreme hairstyles that are distracting (such as mohawk)

Dress Code Allowances for 7<sup>th</sup> & 8<sup>th</sup> Grades:

- Light make-up
- Fingernail polish
- Natural hair color

## **VI. PROCEDURE/ Enforcement**

- A. The teachers and staff shall monitor the dress standards at the Sebastopol Charter School in accordance with the Dress Code Policy. The teachers and staff may counsel students with reference to the Dress Code Policy.
- B. If a student is found to be in violation of the enforceable standards of this policy, the teacher or staff member will take action in the following successive steps or take action on one of the most applicable steps depending on the situation:
  1. Speak to a student privately – suitable, alternative clothing may be provided by the school.
  2. Call a student’s parents to provide a change of clothing.
  3. Issue a Behavior report.
  4. Meet with a student and his/her/their parents; restorative meeting.
  5. Suspend a student.

## **Discipline Guidelines**

Our goal at SICS is to create a positive learning environment and support healthy social interactions where students have the necessary skills to self-regulate their own behavior and learning. We primarily use a restorative discipline approach that is aimed to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. This provides specific pathways for students to take responsibility for their actions, repair harm, increase social and emotional skills, and come to an agreement about setting things right.

Depending on the situation, teachers usually start with the use of the Reflection Form and possibly a lateral send to another classroom for reflection. The Student Behavior Report and Action Plan are for serious or repetitive behaviors.\* The use of the Student Behavior Report results in a phone call home, accumulates per year, and becomes part of the student's permanent school record. In some situations, a student may need to be suspended.

\* These actions are general guidelines. School may use discretion when using these restorative discipline guidelines.



# Student Behavior Report and Action Plan

Report # \_\_\_\_\_

**The Student must return this completed form to the class teacher the following school day in order to be readmitted to class.**

Student Name:

Date:

Teacher:

Grade:

The goal of this Student Behavior Report and Action Plan is to support each student in the following three areas:

1. **Accountability** – to provide opportunities for students to be accountable to those they have harmed, and enable them to repair the harm they caused.
2. **Community safety** – to help students learn to identify solutions that repair harm and keep the community and individuals safe.
3. **Interpersonal development** – to develop healthy social and emotional skills for individual and community benefit.

Teacher description of incident:

Action taken:

Teacher signature \_\_\_\_\_

Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_

original: parents cc: office, teacher, rsp

# SEBASTOPOL INDEPENDENT CHARTER SCHOOL Suspension Form

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher in Charge \_\_\_\_\_

Class Teacher \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

**Reason(s) (Pursuant to Ed. Code 48900):**

- |  |  |
|--|--|
| <input type="checkbox"/> Rude/Defiant Behavior               | <input type="checkbox"/> Unacceptable Language                   |
| <input type="checkbox"/> Repeatedly Disruptive/Uncooperative | <input type="checkbox"/> Fighting or Threatening another Student |
| <input type="checkbox"/> Harmed School Property              |  |
| <input type="checkbox"/> Other: _____                        |  |

**Action(s) Taken Prior to Notice:**

- |  |   |
|--|---|
| <input type="checkbox"/> Had Conference with Student | <input type="checkbox"/> Had Meeting with Parents                       |
| <input type="checkbox"/> Telephoned Parent           | <input type="checkbox"/> Used Classroom Discipline Plan to Handle Issue |
| <input type="checkbox"/> Other: _____                |   |

**Present Action and Recommendation(s):**

- Student Suspended/Sent Home (teacher must phone parent and alert Director (or designee) on same day)
- Parent Conference Recommended
- Meeting with School Director Requested
- Change Plan or Behavior Plan Scheduled/In Progress
- Contractual Agreement made with Student and Family
- Student Reparation Recommended (written apology, replace/repair property, etc.)
- Other: \_\_\_\_\_

**Number of days (including partial days) suspended:** \_\_\_\_\_

**Date student may return to school** \_\_\_\_\_ (Discuss with Director)

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Signature of Teacher Date

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Signature of Director Date

Office use only:  Original to student's file  Copy to parent(s)  Copy to Discipline Data Reporting file

## Notice to Parents

Regular and timely communication between school and home is vital for student success. Report Cards are issued after each semester (January and July) for grades 6-8. In between semesters, teachers periodically send home *Notice to Parents* to inform a family if a student has excessive absences, tardies, lower academic performance (in danger of not passing), or a behavior that is continuously interrupting their learning or the success of the classroom. This notice can come from the classroom teacher or a specialty teacher for any student. This communication is intended to provide you with information early in the term so that you may discuss this with your student and develop a plan for corrective action, prior to the end of the grading terms. The following page is a blank *Notice to Parents* for your preview.

SEBASTOPOL CHARTER SCHOOL  
Notice to Parents

For Office Use Only
Mailed ____/____/____
Initials _____

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Current Grade in Subject: \_\_\_\_\_  
(Middle School only)

Dear Parent of Guardian:

*Presently, your child is **not meeting** classroom standards. The attitude, habit, or behavior listed below is interfering with your child's success in the classroom.*

**BEHAVIOR**

- Excessive talking
- Disrupts learning environment
- Inattentiveness
- Lack of effort
- Coming to class unprepared
- Unwilling to work cooperatively

**ACHIEVEMENT**

- Not mastering grade-level work
- Incomplete assignments
- Missing assignments
- Poor test scores
- Poor performance on classwork

**ATTENDANCE**

- Excessive tardies
- Excessive absences
- \_\_\_\_\_

**Additional concerns:**

**Suggestions for improvement:**

- Please contact teacher to confirm receipt of this notice.  by phone  by email
- Please contact teacher to schedule a conference.  by phone  by email
- Please discuss this with your child.

Teacher contact:

Student signature: \_\_\_\_\_  
Teacher signature: \_\_\_\_\_

(optional/teacher discretion)  
Date: \_\_\_\_\_

## **Middle School Homework Guidelines, Late Assignment Policy, and Lunch Study Hall**

Generally, homework is geared toward practice and mastery, such as reading, practice problems reinforcing math concepts, music instrument practice, and review and study of block material. These are areas where repetition is valuable in developing mastery and comprehension. Homework is often not an ideal setting for learning new skills or applying very new concepts and we strive to do this during school hours. We dedicate extensive time at school to start and often complete assignments, and try to limit homework to allow for a student to have outside-of-school activities. However, due to the fact that The Sebastopol Charter School offers such a rich and diverse curriculum, it is difficult to allow sufficient time during Morning Lesson alone, for all of the academic mastery.

In middle school, the target range for time spent on homework will be approximately 60-90 minutes, five days a week, for a student performing at grade level. Homework load will progressively increase through the grades. Sometimes during the year, there will be projects, reports, and performances, and homework may become less predictable and dependent on the time management of the student, however, teachers will try to adjust the regular homework load to accommodate these fluctuations.

Obviously, there will be variations based on the student, and some students will require more or less time to complete their assignments. If your student is spending much more than is expected on a regular basis, that is a sign that the teacher, parent, and student should meet together to develop a plan to bring the student back in line with the expected time for homework.

**Missing or Late Assignments.** It is a middle school student's responsibility to turn in assignments when they are due. Assignments not turned in on time are considered late unless the teacher makes an exception. Late assignments will not receive full credit, and the grade is typically lowered by a half grade each day the assignment is late. Assignments that are two weeks past due will receive zero credit. Should missing or late work become a repeated occurrence, **the teacher may refer the student to Lunch Study Hall for additional support with homework completion.**

**Missed assignments due to absences.** Students who are absent due to illness or shadowing high schools still must make up assigned classwork and homework on a timely basis. In the case of 8th Grade shadowing, the student is expected to make arrangements ahead of time to make up their assignments that same day. The students will be granted time to make up assignments based on the amount of days absent for full credit. For example, if they missed two days of school, they will receive two additional days to turn in their work. For each day an assignment is past due, a half grade will be deducted from their total grade. If a student repeatedly turns in homework assignments



late or has frequent absences, **the teacher will refer the student to Lunch Study Hall for additional support with homework completion.**

**Missed tests due to absences:** If a student is absent when a test is given, they will be required to make up the test at a time decided upon by the teacher.

## Shadowing High Schools

Most high schools provide an opportunity for 8th Grade students to “shadow” for one academic day. The practice of “shadowing” means the 8th grader attends the high school for a school day by joining an assigned high school student as they attend their regularly scheduled classes. This allows 8th Grade students the opportunity to learn more about the high school and discern their interests. Most shadowing takes place in 8th grade from September through early December. On occasion, students will shadow in 7th grade. If a 7th grader shadows a particular school they will not be granted an excused absence for shadowing that same school in 8th grade. In general, SICS recommends that students wait until their 8th-grade year to begin the shadowing process.

While shadowing is beneficial to help students determine the next steps for high school, it can negatively affect their acquisition and performance with the 8th-grade curriculum. Students will be expected to inform teachers of the upcoming absence due to shadowing and to preview what instruction they will miss and ascertain how to complete the work for that day.

Students will be responsible for turning in their schoolwork on the day they return from the shadow day and are not given additional time as they are when absent due to an illness.

When a school is under serious consideration by a student, SICS fully supports shadowing. To avoid unnecessary shadow days, SICS encourages parents and students to attend open houses offered in the evening or weekends prior to shadowing to carefully determine whether a shadow day is needed. Shadowing can negatively impact a student’s access to instruction and even academic performance and presents challenges for both students and teachers to plan for the missed instructional time. When anticipating upcoming shadow days, students (with support from their parents) must adhere to the following steps.

1. Email both the teacher and receptionist ([ecortes@sebastopolcharter.org](mailto:ecortes@sebastopolcharter.org)) with the scheduled shadowing date at least two weeks in advance.
2. An SICS Shadowing Form, obtained at the office (or school website) before the visit, must be signed by the teacher or administrator at the High School visited on the date of the visit. This form must then be returned to the SICS office for the absence to be excused the next school day.
3. The student is responsible for ensuring that his/her/their absence will not adversely affect his/her/their schoolwork, and current assignments must be submitted upon return for full credit in most cases.

## SHADOW FORM INSTRUCTIONS

- Form must be signed by student and parent and approved by the principal/designee of student's school of residence prior to shadowing
- The student must bring the form to the school they are shadowing and present it when checking in
- The principal/designee of the shadowing school must sign the form verifying the student's participation in shadowing that day
- It's the student's responsibility to bring the completed form to the attendance office the following day to clear the absence (keep with attendance/absence records)
- The record-keeping for a shadow day reflects the absence as an Excused Absence

# **REQUEST/PERMISSION TO SHADOW & ATTENDANCE VERIFICATION**

**STUDENT: RETURN THIS FORM TO YOUR SCHOOL'S ATTENDANCE OFFICE,  
FAILURE TO DO SO MAY RESULT IN AN UNEXCUSED ABSENCE**

**▶ PLEASE PRINT CLEARLY ◀**

## **SECTION A: REQUEST / PERMISSION (completed by student, parent, and school of attendance)**

Student Name:

Date of Request:

School of Attendance:

Date of Shadow Day:

School Site Shadowing:

Student Signature:

Date:

Parent Signature:

Date:

Principal/Designee Signature:

Date:

## **SECTION B: ATTENDANCE VERIFICATION (completed by school shadowed)**

School Site Shadowed:

Date Shadowed:

Principal/Designee Signature:

Date:

## High School Application Process and Instruction

Dear 8th Grade Parents and Students:

<p>If your child is applying to any private high school or to a school-within-a-school program (example: magnate programs), <b>let us know by December 1st</b>. These schools ask for input from Sebastopol Charter School: teacher recommendations, transcripts, discipline, attendance data, and/or test scores. We need to have a release of confidentiality from the parents before we release this data.</p>	<p>The final date to request recommendations and transcripts from Sebastopol Charter School teachers/Staff /Office is <b>December 1st</b>. Most high schools require our input by mid-January, and <b>we need time to write recommendations and prepare packets before their deadline</b>.</p>
<p><b>Office Processing Fair Share Request</b></p>	<p>We request, but do not require, a \$35 fair share donation to cover our staff time, clerical supplies, and postage. Payment may be made by check to: SEBASTOPOL CHARTER SCHOOL.</p>
<p><b>Forms Provided to Sebastopol Charter by Parents</b></p>	<p>Your student needs to provide a “brag sheet” to each teacher who agrees to write a recommendation. Check each high school’s website. Some schools (Summerfield, Sonoma Academy) provide Transcript Request forms that must be signed by a parent and submitted to their student’s middle school. Some schools have online processes set up, and they will ask parents to submit email addresses for teachers and/or a counselor/administrator. For the counselor/administrator’s email address, please use <a href="mailto:ctopham@sebastopolcharter.org">ctopham@sebastopolcharter.org</a>.</p>
<p><b>Turn in Forms</b></p>	<p>Drop off signed forms to Linden in the front office on or before December 1st.</p>
<p><b>Forms Provided to High Schools by Sebastopol Charter</b></p>	<p>Some or all of the following: teacher/counselor/administrator recommendations, transcripts, attendance data, discipline records, test scores. We may not be able to accommodate requests made after December 1<sup>st</sup>.</p>

*If you have any questions, please email Rachael Flug, Office Manager at [rflug@sebastopolcharter.org](mailto:rflug@sebastopolcharter.org).*

# High School Recommendation Request Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Need a letter of recommendation for high school?**

Complete and return this form no later than December 1<sup>st</sup> to the office.

1. **Write a “brag sheet” about yourself.** Your brag sheet should contain any or all of the following: your positive personal qualities, your favorite subjects (and why), your hobbies, your interests, your activities (sports, clubs, youth groups), your accomplishments, your talents, any hardships or challenges you have overcome, any awards you have received, any leadership roles, any work experience, and any volunteer experience.

2. Make copies of the brag sheet. Keep one for yourself, provide one to each teacher who you ask for a recommendation.

3. List the private high schools and/or school programs that you are applying to:

Write name of school here	Write name of school here
Write name of school here	Write name of school here
Write name of school here	Write name of school here

4. Visit each teacher who you would like to write a recommendation **on or before December 1<sup>st</sup>**. Politely ask the teacher whether he/she/they will write a recommendation for you. If he/she/they says yes, give them a copy of your brag sheet. **Fill in their name below and ask the teacher to sign by their name. Write the name of the school/program that the teacher will write a recommendation for.**

Name of teacher/ other	Signature of Teacher	School/Program/Subject
Name of teacher/ other	Signature of Teacher	School/Program/Subject
Name of teacher/ other	Signature of Teacher	School/Program/Subject

5. For every school/program you’re applying to, check their website for forms that you need to submit to Sebastopol Charter School (for example: Transcript Releases). Many schools/programs require transcripts, grades, attendance, discipline, and test scores.

**Your parent must sign here to authorize the release of this data:**

Signature of Parent	Signature of Student
---------------------	----------------------

6. Sebastopol Charter School suggests a \$35 donation to cover staff time, postage, and office supplies. Please make checks payable to “Sebastopol Charter School.”

**Please deliver any forms you need to submit to Sebastopol Charter, a copy of your brag sheet, and a copy of this completed signed SICS High School Request form on or before December 1<sup>st</sup> to Linden in the office.**

*If you have any questions, please email Rachael Flug, Office Manager at [rflug@sebastopolcharter.org](mailto:rflug@sebastopolcharter.org).*

## Guidelines for a Middle School Student Proposal

Dear Middle School Student,

As a school, we are committed to utilizing Direct Communication with each other. This means that when we have a request, concern or question we direct it to the person most closely associated with the topic. For the most part, this means that when a topic arises you will direct your inquiry to your class teacher. At times you may want your topic considered by a larger audience or the topic might be relevant to a larger decision-making group i.e. the Middle School Team. When this is the case, you may submit your proposal, request, or topic of consideration to the MS Teaching Team. Below we have outlined the format for submitting your proposal. The Middle School Team is composed of the MS Teaching Faculty and Mr. Topham. We generally meet every other Thursday afternoon and are usually able to review requests **submitted by the Monday before that Thursday meeting**. If we have a full agenda we will notify you that your proposal will be reviewed at the following meeting. For consideration your proposal must meet the following criteria:

- *Final Draft quality*
  - neat (typed or handwritten)
  - Contains a date, introductory statement, and closing statement/conclusion
  - Contains the name of the submitter
- Clearly state the request and supporting ideas in a respectful manner.

You may choose to utilize a memo format as follows:

**To:**

**From:**

**Date:**

**Subject:**

**Opening**

**Summary**

**Conclusion**

A Middle School Team member will follow up with you regarding your proposal within a week after the Thursday it was considered.

Please feel free to ask any MS Team member for clarification.

Warm Regards,

MS Team

## Healthy Food and Drink/Low Waste Agreement

While middle school students may be expected to pack their own lunch, it is important to provide them with plenty of healthy food options in packaging that can be easily reused and not generate waste or litter on campus. Please have all containers and lunch containers clearly labeled with your student name so misplaced items can be easily returned.

**Sweets and Treats.** Students are not allowed to bring sweets, treats, or candy in their lunches. We do allow for treats to be served on special occasions (birthday celebrations, etc.).

**Drinks.** The only drink that is allowed to be brought to school is water in a refillable water container. We do not allow carbonated, flavored, or caffeinated drinks, milk, chocolate milk, juices, teas, or other sugary drinks. When these drinks are spilled on the floor they are difficult to clean up. Also do not send students on campus in the morning with drinks from the local coffee shop in single-use containers. Again, these produce waste in the classroom and the potential for spillage or exploding.

**Messy Food Items.** Please be aware that we often eat in the classroom, and that messy food items often fall on the floor. Particularly messy are larger bags of chips or popcorn. These items, if brought to school, should be in individual serving sizes. Larger bags tend to be shared around and subsequently spilled and ground into the floor.



## Note Taking in the Middle School

It is recognized that a variety of learning styles must be accommodated to support note-taking in middle school and that there is no single way for taking notes. Sebastopol Charter School utilizes the practice of teaching Hochman Method Note Taking and Cornell Note Taking Method. The Waldorf curriculum stresses oral storytelling, and listening remains the primary method for receiving information from class. But as the content increases, methods for capturing information in written form are developed and supported through instruction and modeling by the teacher.

### 6<sup>th</sup> Grade

- Lecture based note-taking is introduced
- Students may rely on a teacher or peer notes, as needed
- Notes are collected with main lesson work
- Guided notes can also be used to develop note-taking skills, and for students who need extra note-taking support.

### 7<sup>th</sup> Grade

- Students are prompted to capture summary level (outline) information.
- Students are prompted to capture limited supporting details; the depth varies based on the individual.
- Students may continue to rely on a teacher or peer notes, as needed.
- Notes are collected with main lesson work.
- Guided notes can also be used to develop note-taking skills, and for students who need extra note-taking support.

### 8<sup>th</sup> Grade

- Students are prompted to capture summary level (outline) information.
- Students are prompted to capture sufficient supporting details; the depth varies based on the individual.
- Notes are collected with main lesson work.
- Guided notes can also be used to develop note-taking skills, and for students who need extra note-taking support.

## **Social Inclusion Practice**

### **S.I.T Team- Stop, Inquire, Teach- Student Justice Team**

Eighth-grade students have the opportunity to participate in a student-led community service group called the *Stop, Inquire, Teach or S.I.T Team*. The *S.I.T Team* helps younger students and peers navigate social challenges by helping supervise recess areas and resolve social difficulties as they occur. They also promote a healthy social environment on campus by developing a “code of compassion” and by facilitating special events or assemblies. Students in the *S.I.T Team* are led by Sebastopol Charter’s Social/Emotional Coordinator (Ashley Radzat) to develop conflict resolution, communication, and leadership skills.

To be considered for the *S.I.T Team*, a student must formally write a statement that explains their motivation and interest in joining the *S.I.T Team*. In the statement, they must include one or more examples where they have been involved in bullying, teasing, or social exclusion/isolation and how they can empathize with others who experience this. Their experience can be as the target (victim), the bystander, or the perpetrator (bully). All of these perspectives are valuable to the *S.I.T Team*.

In the Fall, the students will be picked for the *S.I.T Team*. There are limited spaces for this Team. Therefore, students need to be aware that the *S.I.T Team* requires volunteering their recess time (typically two recesses a week) and occasionally additional time commitments. Only students in satisfactory academic standing can be considered. Training for the Team occurs during the Fall and may interfere with another class. Once a student is selected into the *S.I.T Team*, they are expected to fulfill their commitment for the remainder of the year. Should a student miss a meeting or service duty, they will receive a restorative conversation and a warning. Should they miss a second meeting or service duty, the student’s parents will be notified. After a third missed meeting or service duty, the student will be removed from the *S.I.T Team*. It is our intent that only students who are truly committed to improving the social environment at SICS are allowed to participate in the *S.I.T Team*.

## **Middle school Dance Guidelines (7-8 grade)**

One SICS staff member has to be present (typically the 7th or 8th-grade teacher). A minimum of 6 chaperones is recommended.

Chaperones will be given designated sections to supervise by SICS staff. (2 at door, 2 bathrooms, 2 roaming dance floor area)

All issues and concerns that arise will be directed to the teacher chaperone.

Students may not leave the dance once admitted except to go to the bathroom.

Chaperones are on duty and they are responsible for the safety of the students and the smooth operation of the dance. *Please keep the focus on the students.*

Chaperones are responsible for the receipt of money and check-in procedures.

### **Check-in procedures:**

- An adult can sign in the students they bring to the dance. If a student is signing themselves in they must present the signed dance permission to be allowed to enter. The Check-in procedure includes storing the cell phone and taking the phone number(s) of an available adult for pick-up.
- Only students with a signed dance permission slip can attend. Class rosters are used to verify this. (Attending schools must provide student rosters at least 1 week prior to the dance)

Students not abiding by expectations or who demonstrate inappropriate language or behavior will be asked to leave and adults will be called.

- No inappropriate dancing. No bumping, inappropriate touching, freaking, etc.
- Anyone who behaves inappropriately will be removed from the dance. Parents will be called to provide transportation.
- No alcohol or drugs
- Appropriate dress: no bare midriffs and no shoulderless tops or dresses. No clothing with inappropriate logos.

Students' parents must be available for pick up at any point during the dance if these guidelines are not followed.

**I have read, understand, and agree to uphold the middle school dance guidelines.**

---

Chaperone Signature

# Sebastopol Independent Charter School

## 8<sup>th</sup> Grade Graduation Requirements

*(revised 2019-8-5)*

1. Completion of required 8th-grade work on all main lesson blocks with a minimum cumulative score of 60%, which includes main lesson books, tests, projects, and reports.
2. Minimum score required is 60% in accumulated academic classes including, but not limited to Math, Language Arts, and Science.
3. Completion of assigned 8th-grade presentation with a passing score of 60%.
4. Participation in assigned role/job for the 8th-grade play.
5. Participation in the 8th-grade trip (unless extenuating circumstances exist in which case specific educational accommodations will be arranged by the teacher and parent.)
6. No more than four F's during 7<sup>th</sup> and 8<sup>th</sup> grades.
7. A student with an IEP may have different graduation criteria specified in his/her/their IEP.

Students who do not submit main lesson books within one week of the due date, without express approval from their teacher, may result in follow-up. This includes the following:

1. SST meeting with a teacher, student, and parent/guardian(s) to formulate a written plan to finish work in a timely manner without falling further behind on current work.
2. Afterschool/weekend and vacation work time may be required.

### **Parent Communication:**

Parents are to be informed of SICS graduation requirements no later than the beginning of the 8th-grade year. For students in danger of failing a subject or not satisfying other requirements, teachers will communicate to the parents in November, February, and April. If, by the April notification, the student is still or newly in danger of failing, all work must be completed satisfactorily by May 15.

Students who do not qualify for graduation may incur any or all of the following consequences to be determined by a graduation committee consisting of the morning lesson teacher, second teacher, administrator, and any other appropriate individuals:

1. Retention in current grade for the following year.
2. Permanent record/transcript to reflect non-graduation.
3. Non-participation in graduation ceremonies.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# Mental Health Support Services

Dear Parents and Guardians,

Sebastopol Independent Charter School is deeply committed to supporting the mental health development of its students.

For those students you believe may be in need of counseling services please contact Jeff Lough, our school psychologist, and Student Support Services Director, directly at 707-824-9700 or [jlough@sebastopolcharter.org](mailto:jlough@sebastopolcharter.org).

Additionally, you must complete a **counseling referral form** located in the main office and return it to your child's teacher or in the office. You will receive a phone call back regarding your referral within 2 business days. **DO NOT use the counseling referral process if you feel your child is in immediate danger or is having a mental health crisis.**

When making a referral, please be aware of the following:

- School-based counseling occurs on campus with one of our 2 counselors during the regular school day. School-based counseling is not meant to be long-term and is initiated *as supplemental support to the student's educational program.*
- A counselor may see a student either as a self-referral or in a "crisis situation" *one time without* prior parent/guardian permission. Should additional counseling be deemed appropriate, a permission form must be signed by the parent/guardian.
- Signed permission forms are only valid for the school year in which they were signed.

Based on the student or family's needs it may be recommended that you seek mental health services outside of school. An abbreviated counseling resource list is with this letter. Please note that Sebastopol Independent Charter School does not endorse any one counselor or mental health agency. Parents/Guardians are encouraged to seek mental health professionals that meet their individual needs and financial situations.

Please do not hesitate to contact me directly with any questions you may have.

Sincerely,

Chris Topham  
Executive Director

## **Medical Services**

### **Integrative and Anthroposophical (Waldorf) Medical Doctor:**

**Dr. Daci (Daciana Iancu M.D.)**

632 Petaluma Ave, Sebastopol, CA 95472

Tel # 707-295-3755 Fax # 707-827-8382

### **Biodynamic Osteopathic Doctor:**

**Dr. Jennifer Weiss, Osteopathic Physician**

1212 Farmers Lane Suite 3, Santa Rosa, CA 95408

Tel # 707-829-9788

Osteopathicphysician.net

## **Counseling Referrals**

### **Santa Rosa:**

#### **Sliding Scale Clinics:**

##### **Social Advocates For Youth (SAY)**

Address: 3440 Airway Dr. (707) 544-3299

##### **Chrysalis Counseling Services**

1821 4th St · (707) 545-1670

##### **Support Our Students**

319 S E St · (707) 284-3444

##### **Family Service Agency**

751 Lombardi Ct (707) 545-4551

##### **Lomi School Foundation and Psychotherapy Clinic**

534 B Street

Santa Rosa, CA 95401 (707) 579-0465

##### **Sonoma Family Therapy**

2635 Cleveland Ave Ste. 10

(707) 483-9061

<http://www.sonomafamilyinc.com/>

##### **Santa Rosa Center for Cognitive-Behavioral Therapy**

613 College Avenue

707-545-4600

<http://srcbt.org/>

##### **Anita LaFollette, LMFT**

\* MediCal

132 Leland St., Santa Rosa, CA 95404

707-774-4888

**Jennifer Ballard, MFT, LPCC** \* MediCal  
2635 Cleveland Ave. Suite 10, Santa Rosa, CA 95403  
707-483-9061  
<http://www.jenniferballardmft.com/>

**Rosa Toral, LMFT**  
825 College Ave., Ste. 10, Santa Rosa, CA 95404  
707-737-6426  
[www.rosatoraltherapy.com](http://www.rosatoraltherapy.com)

**Mary Hirsch, LMFT**  
360 Tesconi Cir # C, Santa Rosa, CA 95401  
707-481-3449

**Patricia Stenger, MA, MFT**  
4912 Stonehenge Dr, Santa Rosa, CA 95405  
707-537-1511

**Relationship Center for Change**  
884 3rd Street Suite A (lower floor)  
Santa Rosa, CA 95404-4567 **(707) 523-8009**

**Treatment Center for Eating Disorders:**

**Full Heart Treatment Center**  
606 Beaver Street  
Santa Rosa, CA 95404  
707-544-5717

**Community Group**  
Wednesdays 6:30-7:30pm  
Open to anyone with disordered eating  
Free for all to attend

**Private Practice: (May take medical or insurance)**

**Lisa Rohe, PSY.D**  
1008 Fifth St  
Santa Rosa, CA 95404  
**707-849-8324**  
[Sonomateentherapy.com](http://Sonomateentherapy.com)

**Erica Lindstrom-Dake, MFTI (worked at Credo as a counselor for one year)**  
**Family and Teen Therapy**  
2460 West 3rd Street, Suite 230  
707-477-1724

**Mark Falls, PhD**  
**Teens and Addiction Therapy**  
1160 N Dutton Ave  
Santa Rosa, CA 95401  
707-525-9300

## **Sebastopol:**

### **Private Practice:**

#### **Takes insurance and medi-cal:**

**Tonya Stoddard, LCSW, Threefold Counseling**  
**Anthroposophically (Waldorf) Informed Counseling**  
[www.threefoldcounseling.com](http://www.threefoldcounseling.com)

632 Petaluma Ave, Sebastopol, CA 95472  
Tel # 707-295-3755

**Anne Gibson**, Marriage & Family Therapist, MA, LMFT  
Past SCS Waldorf parent  
707--820-2104

**Shannon Roggee**, LMFT \* MediCal  
9060 Graton Rd., Graton, CA 95444  
415-533-7282  
<http://www.shannonrogge.com/>

**Ronald Haimowitz**, Ph.D. \* MediCal  
6741 Sebastopol Ave. Ste. 230, Sebastopol, CA 95472  
707-861-9685

**Alyson Filipa, LSW**  
6741 Sebastopol Ave. #160 [707.827.1942](tel:707.827.1942)  
[AlysonFilippaLCSW@gmail.com](mailto:AlysonFilippaLCSW@gmail.com)

**Sara Cicero, LMFT**  
[www.saracicero.com](http://www.saracicero.com)  
707-540-3601  
Offices in Sebastopol

**Rima Roberts, LMFT**  
[rimarobertsmft.com](http://rimarobertsmft.com)  
[707-634-4778](tel:707-634-4778)

## **Telehealth:**

**Elizabeth Sockolov, AMFT**  
[Elizabeth@OneMindTherapy.com](mailto:Elizabeth@OneMindTherapy.com)  
(707) 780-3003  
Offering video chat or phone sessions  
Specializes in working with teens and substance use disorders

## **Rohnert Park:**

**Patricia Yardley**  
[pyardley1@comcast.net](mailto:pyardley1@comcast.net)  
[707-322-8528](tel:707-322-8528)



**Vanessa Eyen, LMFT**  
7765 Healdsburg Ave, Suite 13  
Naturebasedtherapy.com  
707-861-8555

**Bob Leopard, LMFT**  
7765 Healdsburg Ave Suite 13  
415-250-6814

## **Petaluma:**

### **Sliding Scale Clinics:**

**Petaluma Counseling Center**  
855 Lakeville St., Suite 108 707-782-1222  
[contact@petalumacounseling.com](mailto:contact@petalumacounseling.com)

**Petaluma People Services Center**  
(707) 765-8488  
[admin@petalumapeople.org](mailto:admin@petalumapeople.org)

**Hope Counseling Petaluma**  
941 B Street  
(707) 763-9484

### **Other Clinics:**

**Petaluma Family Therapy**  
405 East D Street, Suite 105  
Petaluma, CA 94952  
[www.petalumafamilytherapy.com](http://www.petalumafamilytherapy.com)  
707-772-5085

### **Private Practice: (may take insurance or medical)**

**Dyer Passano Manning**  
320 Western Ave  
Petaluma, CA  
(415) 323-0989

## **Sonoma:**

**Katherine Hargit, PsyD (Sonoma) former Waldorf teacher**  
707-235-8488