An Introduction
To Sebastopol Charter School

This handbook will serve as your basic guide to the School. You will find some of the basic information, including some rules, regulations, and policies. Please read it carefully and refer to it as you have questions about the School.

Always feel free to speak to your class teacher regarding your child’s education. Please refer any questions regarding school business and school rules to the administration. A chart in this handbook on “Who To Talk to About What” can help you decide whom to call if you are not sure.

Mission Statement
The Sebastopol Independent Charter School provides an alternative option within the public school system for families and children from kindergarten through grade eight. The mission of the School is to provide a balanced education to nurture the development of the whole child, to teach and encourage each child to become a life-long learner, and to become a benefit to the community and society. Using a Waldorf education curriculum and teaching methods, the School places equal emphasis on a solid academic foundation, artistic skills, social development and responsibility, physical fitness, and attention to the inner emotional life of each child.

Our School
At the heart of the Sebastopol Independent Charter School are the parents and children who make up the School community. The School Board of Directors, the Executive Director, the Operations Director, the administrative staff, and the faculty provide ongoing administration, management, and pedagogical orientation. The administrative staff supports the teaching faculty in their most important work of educating our children. The Charter Foundation is a separate entity responsible for fundraising and financial support of the Charter School. The State of California provides funding and regulation. The Charter School is sponsored by the Sebastopol Union School District, and is in regular communication with the District and other regulatory agencies.
School Verse

This is our school.
Let peace dwell here.
Let warmth flood our hearts,
Light, fill our heads,
And good flow from our hands.
Let us remember
That many hands built this place
So that many hearts could make a school.

Morning Verses

GRADES 1 – 4

The sun with loving light
Makes bright for me each day
The self with inward power
Gives strength unto my limbs
In sunlight shining clear
I do revere
The strength of humankind
Which so graciously grows within my being
That I with all my might
May strive to work and learn
Toward me come light and strength
From us rise love and thanks.

GRADES 5 – 8

I look into the World
In which the sun is shining
In which the stars are sparkling
Where stones in stillness lie
Where living plants are growing
Where animals move in feeling
And striving human beings
Give dwelling to living thought

I look into my heart
Where lies my inmost being
Life’s thinking lives and weaves
In light of sun and self
In heights of world without
In deepest depths within.
From that wide world around me
I ask that joy and strength
For learning and for work
In me may live and grow.
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Administration/Organization

School Office
The school office is located at the main campus, and is open on school days from 8:15 a.m. to 3:30 p.m. on M,T,W,F and from 8:15 to 1:30 on Thursdays. During school holidays and summer, the School has reduced hours, which will be posted in the Charter Notes, on the school website, and on the office door. The office is the busy, central hub of school business.

The office staff is here to help you – if you are not sure whom to call, call the office and the staff will direct you to someone who can answer your question or concern or see our Chart on “Who To Call for What” in this handbook. Teachers’ mailboxes, as well as a mailbox to collect pledges for the Charter Foundation, are in the office.

Executive Director
The Executive Director (ED) serves as the Head of School, providing leadership and support to all aspects of the school community. The ED is ultimately responsible for the success of the school and as such has the duties and powers to oversee and supervise all operations in accordance with school policy, applicable California Education Code, other state and federal legislation, and the school’s charter. The ED oversees pedagogy, and to that end, ensures the success of programmatic aspects of the school and the educational experiences of students at the school. The ED makes sure that the programs are in alignment with the mission, vision, and charter as a Waldorf methods public school.

The Director is available to answer any questions, and to hear concerns or ideas. You may stop in the office or call to make an appointment. The Director has an open-door policy and, time permitting, is often available for short, unscheduled conversations. Please be sure, however, to first speak directly with the person most immediately involved before seeking the Director’s assistance. The Director’s voice mail is 824-9700 x 306 and email is ctopham@sebastopolcharter.org.

Vice Principal/ Director of Student Services
The Vice Principal/ Director of Student Services oversees all student support services, student discipline, oversight of RTI assistants, oversight of special education personnel and English Learner assessments/classifications. The Vice Principal serves as the pedagogical leader and decision-maker in the absence of the Executive Director.

Business Manager
The Business Manager (BM) is designated to manage the business and non-pedagogical operational aspects of the school. These functions include: finance, accounting, and budget. The Executive Director may designate the Operations Director to fulfill some functions in his absence or as otherwise needed.

Operations Manager
The Operations Manager (OM) manages the facilities maintenance, repair, and upkeep; health and safety including the Emergency Preparedness Program; payroll, benefits, and human resources management functions; assists the BM with accounts payable and payroll, and managing school information technology and systems resources. The Operations Manager oversees the parking lot traffic management, crossing guard supervision, the meal program and aftercare operations. Concerns about school buildings and facilities should also be brought to the attention of the Operations Manager, so that repairs can be arranged and our school is maintained as a safe place for students.

Office Staff
In addition to the smooth day-to-day running of the busy school office, the Office Manager also serves as Enrollment Coordinator. Questions about enrollment, our lottery or transcripts should be directed to her/him. You should also contact the Office Manager for information and records related to Childhood Immunizations (excluding Covid) or Vision and Hearing testing.
The School Secretary is in charge of attendance reporting, the independent study program, standardized testing, the monthly newsletter, maintaining the school website, and creating the school directory. He/she handles field trip forms and scheduling, coordinates the Walk and Roll to School Program, and writes the weekly charter notes; manages the phone system; helps students with minor injuries and helps maintain a nurturing atmosphere in the office.

Board of Directors

The School’s Board of Directors serves as the decision-making body for many aspects of Charter School business. While the day-to-day management of the School is handled by the ED and OD, the Board approves or guides many budget and staffing decisions. In addition, policy-making and the long-term vision for the School are of primary importance to the Board.

The Board is usually comprised of five members. The Executive Director, while not a Board member, works closely with and reports to the Board.

Board meetings are held monthly and are open to the public. The board conducts their meetings according to the rules established in the Brown Act. Occasionally, special meetings may be called. The dates and times of the meetings are published in the Charter Notes prior to the meeting and on the School’s website. The agenda is posted in the Administration Building.

From time to time the Board may adjourn to a closed session to discuss potential litigation, personnel issues, employee negotiations, or sensitive topics regarding individual students. The closed sessions follow the restrictions created by the Brown Act.

The Board welcomes comments from parents in order to assist in its decision-making process. During the Board meeting, individuals may speak on agenda items but comments may be limited by time and length of the agenda. The audience will be given time to speak on topics not listed on the agenda during the “Public Comment” portion of the meeting.

Often, parental concerns can be addressed at the administrative level, but there may be times when an issue may need to be presented to the Board. In order to ensure that an item of concern or importance is placed on the agenda, the following conditions should be met:

1. The matter relates directly to Charter School business.
2. The request is given in writing with supporting documents and information, and submitted to the Board President or Secretary at least seven (7) business days prior to the posting of the agenda.

The Board President or Secretary will determine whether the request is or is not directly related to School business and whether the item should appear on the agenda.

The Charter Foundation

In order to assist in the funding of the Charter School, the founders of the School organized a separate tax-exempt, nonprofit corporation to conduct fundraising events and to receive pledges and donations intended for the support of the School. The Charter Foundation also holds title to the assets purchased or developed for the School’s use. The organization currently earmarks donations toward the payment of current assets, payments related to facilities, and support of the School’s current educational programs.
The Sebastopol Independent Charter School provides a free public education offering a rich Waldorf curriculum to all families. A child’s enrollment in the School is in no way dependent on family pledging to the Charter Foundation. It is important to recognize, however, that the public funding available is not sufficient to fully support the school’s curriculum and therefore the Charter Foundation exists to help bridge this gap.

Donations to the Charter Foundation have been a successful way to support the growth of our school. All donations are tax-deductible to the extent allowed by law and may be publicly acknowledged. All donations are submitted to the Charter Foundation. For more information about the Charter Foundation, we suggest you visit their website: www.thecharterfoundation.org.

Who to Talk to About What

It is normal for questions to arise during the course of your child’s education and we are committed to helping you understand our unique program. Questions that arise through participation in our school community are best addressed at the point of origin through direct and clear communication and it is important that you are guided to the proper source for answers.

The chart on the following page is designed to direct you to the best person most capable of addressing your concerns or questions. If your question or concern does not seem to be addressed below, please do not hesitate to contact the office for further direction.

Other non-student centered sources of information not indicated on the chart might also be helpful:

- Please contact The Charter Foundation with questions about pledging or otherwise donating funds to the school. Messages can be left at 824-8430.

- If you have questions about Board policy, you can contact the Executive Director, Office Manager or Board President. If you have other questions for the Board, please contact the School Board President, whose name can be found on the website or obtained from the office.
## Chart of Who to Talk to About...

<table>
<thead>
<tr>
<th>Role</th>
<th>Questions</th>
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<tr>
<td><strong>Executive Director</strong></td>
<td>Questions that you feel have not been addressed through other means.</td>
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<tr>
<td><strong>Office Manager &amp; Enrollment Director</strong></td>
<td>Questions about your child’s medical records</td>
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<td></td>
<td>Questions about your child’s academic records, including forwarding to high schools</td>
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<tr>
<td></td>
<td>Questions about enrollment process and the lottery</td>
</tr>
<tr>
<td>Rachael Flug</td>
<td><a href="mailto:rflug@sebastopolcharter.org">rflug@sebastopolcharter.org</a></td>
</tr>
<tr>
<td><strong>Executive Director</strong></td>
<td>Questions involving the curriculum you may still have after speaking with the class teacher</td>
</tr>
<tr>
<td></td>
<td>Concerns about classroom issues that have not been met after meeting with the teacher</td>
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<tr>
<td></td>
<td>School Policies</td>
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<tr>
<td></td>
<td>Enforcement of Board Policies</td>
</tr>
<tr>
<td>Chris Topham</td>
<td><a href="mailto:ctopham@sebastopolcharter.org">ctopham@sebastopolcharter.org</a></td>
</tr>
<tr>
<td><strong>Operations Manager</strong></td>
<td>Accounting questions, such as reimbursement for expenses</td>
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<td></td>
<td>Legal, facilities, financial, or other administrative topics</td>
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<tr>
<td></td>
<td>Facilities &amp; Emergency Preparedness Program</td>
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<tr>
<td>Jennifer Neylon</td>
<td><a href="mailto:jneylon@sebastopolcharter.org">jneylon@sebastopolcharter.org</a></td>
</tr>
<tr>
<td><strong>School Secretary</strong></td>
<td>Attendance</td>
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<td></td>
<td>Standardized testing</td>
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<td></td>
<td>Independent Study</td>
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<td></td>
<td>Field trips</td>
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<td></td>
<td>Volunteering</td>
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<tr>
<td>Emily Cortes</td>
<td><a href="mailto:ecortes@sebastopolcharter.org">ecortes@sebastopolcharter.org</a></td>
</tr>
<tr>
<td><strong>Vice Principal</strong></td>
<td>Questions about the Student Support System</td>
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<tr>
<td></td>
<td>Questions about discipline and truancy issues</td>
</tr>
<tr>
<td>Karen Perry-Erdman</td>
<td><a href="mailto:kperryerdman@sebastopolcharter.org">kperryerdman@sebastopolcharter.org</a></td>
</tr>
<tr>
<td><strong>Class Teacher:</strong></td>
<td>Questions about your child’s overall progress</td>
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<td></td>
<td>Questions about your child’s social experience at school</td>
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<tr>
<td></td>
<td>Waldorf pedagogy – what we teach and why</td>
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<tr>
<td><strong>Subject Teacher:</strong></td>
<td>Questions about your child’s experience in a subject class</td>
</tr>
<tr>
<td></td>
<td>Your child’s progress in subject classes</td>
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Educational Policies and Programs

Waldorf Education: Why Do I Need to Know About It?

The Sebastopol Independent Charter School is dedicated to bringing a public Waldorf curriculum to its students. Everything we do is based on this goal, so it is essential that all members of our community commit to learning about Waldorf education. In their daily and weekly work, the faculty studies Waldorf pedagogy and strives to bring it in new and deeper ways to their students. The administration works in a way that supports this process, and indeed studies and practices Waldorf methods in order to lead the school in a unified and appropriate manner.

It is our hope that parents will also strive to continue to read, learn, and grow in their support for Waldorf education. As you have probably come to realize, having a child in a Waldorf school is not an experience that can ripen fully if there is not support for the education at home as well. So many of the policies and programs at the school can only be successful with parent understanding of the deeper underpinnings of the education. All the things the school asks of families have been deeply considered and thought through – they are not random policies generated to be a burden. Rather, they are designed carefully to provide a solid basis for educational success.

We encourage parents to read, study, ask questions, and gain a continually deeper understanding of the Waldorf pedagogy. These underpinnings are complex and can involve just about every facet of family life. Some parents read articles to help them when they have questions and they attend class meetings regularly. Others extend this quest for understanding by going as far as taking a full Waldorf teacher training course. Whatever path you choose, we ask that you join the faculty and administration in constantly striving to learn and understand your child’s experience in a deeper way. Do not hesitate to ask your child’s teacher for more resources. But here are some resources you will find helpful:

- **You Are Your Child’s First Teacher**, by Rahima Baldwin. A classic parenting guide, especially for families of preschool and kindergarten aged children.
- **School as a Journey: the Eight-Year Odyssey of a Waldorf Teacher and His Class**, by Torin Finser. A lovely overview of the grades experience, with lots of helpful insights on child development. Has a wonderful appendix that helps anyone interested go further into their reading.

Enrollment at the Charter School

The Sebastopol Independent Charter School is a public, non-sectarian school that does not discriminate in its programs, enrollment procedures, employment practices, or any other operations. The School does not discriminate on the basis of race, national origin, ethnicity, gender, sexual orientation, perceived sexual orientation, home language, or disability. Diversity and opportunity are at the heart of the School’s mission. As a publicly funded Waldorf school, there is no tuition nor shall participation in the Charter Foundation’s pledge program be tied in any way to enrollment at the School.

Students are admitted to the Charter School by lottery for each grade, after ideally participating in a series of enrollment events in the early spring for entrance the following fall. For the kindergarten, separate lotteries are held for two-year and one-year students. Children of staff receive first priority, followed by siblings of students currently enrolled in the Charter School, residents of the Sebastopol Union School District, and then all other applicants. When
there are more applicants than spots available, an ordered waiting list will be formed, and any places that open will be offered following the waiting list sequence.

We do not enroll students on the basis of their knowledge of and commitment to Waldorf education. However, in the past, we have found that families who are not fully comfortable with the educational philosophy of Waldorf education at school and at home are ultimately not happy at the Charter School. For both the benefit of the individual child and the School community at large, the importance of self-selection with an eye to a good fit with our educational approach cannot be overstated. As you read through this Handbook, ask yourself whether your family and child will feel comfortable within this educational setting. Waldorf education is a very different approach to education and is not an appropriate choice for every family or even every child.

Ongoing participation in meetings and other parent educational events will ensure a strong basis by which parents can understand the curriculum and support the School’s goals at home.

Illnesses and Absences
When a child does not attend school on any school day, he or she is considered absent. The parent must call the office before 8:00 AM and press 8 when directed to leave a message on the Attendance Line. The teacher also appreciates your emailing them so that they know not to expect the child that day.

Please see important information in the following pages about Excused and Unexcused absences, Tardies, Truancy and Independent Study.

If your child has a fever, is sick to their stomach or has the flu, please keep the child home and in bed until symptoms are gone for 24 hours (without taking medicine). Law requires some childhood diseases must be reported to the School. Do not send your child to school if he/she has any of the following infectious diseases, and please notify the office if your child has contracted:

- Chicken Pox
- Conjunctivitis/Pink Eye
- Covid - must have a negative test to return to school. See our website for details
- Diphtheria
- German Measles
- Head Lice*
- Hepatitis
- Impetigo
- Impetigo
- Measles
- Mumps
- Poliomyelitis
- Pertussis/Whooping Cough
- Ring Worm
- Scarlet Fever
Lice Policy

Head lice are tiny insects that live on the scalp. They lay eggs, called nits, which cling tenaciously to the hair, close to the scalp. Head lice spread from person to person by direct contact or on items like hats, combs, sweaters, etc. They can be easily transmitted in a school setting. The purpose of this policy is to provide guidelines for prevention and control of head lice in our students and to maintain compliance with the California Department of Public Health guidelines.

- If a student has either nits or lice, parents inform the School office and child’s teacher. School employees shall report all suspected cases of head lice to the school office as soon as possible.
- The School will send communication home to parents in the affected classes describing what to do. We uphold strict confidentiality and do not reveal the identities of students and families.
- If nits or lice are found on the student, the School office staff will call parents immediately. Please follow the treatment below scrupulously, especially combing and removing nits daily for two weeks and cleaning your environment.
- Chronic Cases: If a student is found repeatedly infested with head lice for six consecutive weeks or in three separate months of the school year, the student will be considered a “chronic” head lice case per the CA Department of Public Health guidelines. Chronic cases will be referred to a care group to help the family determine the best approach to identifying and resolving the lice infestations.

**Recommended treatment:**

1) **Kill the Lice:** Parents should treat their child with an appropriate product immediately. We recommend that all family members are checked and treated if appropriate.

2) **Remove the Nits:** Check your child’s hair daily to remove all nits. Nits are removed by running the strand of hair between the thumb and forefinger or by gently pulling out the hair. The Licemeister™ comb is also an effective tool for removing lice and nits. The school office has some of these combs available for school families to check out. Place the nits or strands of hair in a plastic bag, tie it up and throw it away. Remove all the nits DAILY for 14 days. Treatment alone will not suffice without “nit picking”.

3) **Clean your Environment:** Do all of the following without skipping a single step:

   - Vacuum your house and car DAILY for 14 days, throwing away the vacuum cleaner bag. Animals cannot get human head lice and vice versa.
   - Wash all bed linens, towels, and clothes worn in the last 3 days with hot water (including hats, scarves, sweaters and jackets) and dry in a hot dryer. Sheets should be changed DAILY (yes, really) for 14 days.
   - Stuffed animals, pillows, toys or other items that cannot go in the washing machine must go in a hot dryer for 20 minutes or be bagged tightly in plastic for 14 days.
   - Hair brushes, combs and barrettes should be soaked overnight in the lice treatment of your choice. Again, do this daily for 14 days.

Work with the life cycle of the lice. There are several calendars and timelines available online to maximize the effectiveness of your efforts.

Diligence is the most important factor in getting rid of lice. Following the above practices for 14 days, even when it seems like the lice are gone, will help ensure the eradication of lice and/or nits. Keep in mind that if you find another nit after the two-week period, you must start the recommended treatment over. Parents should continue to check their child’s head whenever they wash their hair.
ATTENDANCE

Attendance at school each and every day is essential to your child’s academic and social wellbeing. In the Waldorf curriculum, much of the information is provided verbally or is experiential and hence is impossible to make up outside of school. Also, because it is a social education, involving relationships and connections that are dynamic, being absent can cause children to experience gaps in their social life/learning as well. These are both important things to consider before making a choice that requires your child to be absent from school. They are an essential component of your child’s Waldorf education. **The School strongly discourages removing a child from class for any reason other than illness.** In the rare event that a child must miss school for a reason other than illness, please notify the school office at least 5 days before the planned absence, as it may be possible to use the independent study option. This option is described more fully a few pages further on.

**There is one other really important reason to make sure your child is in school:**

*When a child misses a day of school, the School cannot receive state funds for that child for that day. Parents who decide to have a “down day” and keep their children at home when they are not really sick cause the School to lose approximately $50 per day, per child. Every year, absences result in over $100,000 revenue loss to the School. Please send your child to school every single day unless s/he is truly ill or you have a family emergency.*

**TO REPORT ABSENCES**

You must report each day that your child is not attending school by calling the school at 707-824-9700 extension 8 before school begins. You may also call the night before. Your Teacher also appreciates an email to let them know. Absences must be cleared within (4) days of the students return to school. Any failure to do so will result in an unverified absence (unexcused) that CAN NOT be changed.

**Excused and Unexcused Absences**

State regulations that apply to charter schools specify that students must attend all scheduled school days except for “excused” absences. Excused absences are defined as absences due to illness, including an absence due to mental health, medical or dental appointments, attendance at a funeral of an immediate family member, or observance of a religious holiday or event.

Unexcused absences include but are not limited to students who are on family trips or whose parents allow them to stay home on a day when they “don’t feel like going to school” or stay home to be with family visiting from out of state or car problems as some examples.

**Students not in attendance for three or more scheduled school days or tardy in excess of 30 minutes on each of three or more days in one school year are required to be recorded as truant in their student record.** (Ed Code #48261, #48262).
**Punctuality**

In the Waldorf classroom, there is a rhythm to the day, with opening activities which prepare the child to work effectively, as well as closing activities which allow the group to end as one and to bring a sense of completion. It is essential that your child arrive at school on time to benefit from the entire class day. Arriving late creates a disruption for the class and for the child. It also triggers a huge amount of administrative work. Mandatory attendance reporting to our accountant, our chartering district, the county office of education, and the state, add up to inordinate amounts of time spent whenever your child is even a few minutes tardy. Please respect everyone’s time and your child’s experience by arriving well ahead of the start time every day. Everyone will thank you!

A good goal is to try to arrive at school a full ten minutes before the morning start time to enable your child to settle in and be ready for the school day, which begins promptly.

It is equally important to pick your child up promptly when the school day ends, and to properly supervise your child on campus and in the park once school is dismissed.

As a school, we are committed to teaching our children the importance of timeliness. The Enrollment and Admission Information all parents received states that parents insure regular and punctual attendance by their child. **The Charter School Board of Directors adopted a “Tardy Policy” to set out the process for dealing with the disruption of children arriving late (see below). Those families who arrive late to school on a regular basis must meet with the Director in person and there may be other more serious consequences as well. We take punctuality very seriously, as it is an essential component to a healthy Waldorf educational experience.**

School supervision does not begin until 8:00 am. The School cannot be responsible for unsupervised children. Therefore, upper grade children (1-8) should not arrive on campus before 8:00 a.m. They should go to the playground that is closest to their classrooms. Children in the Kindergartens should not arrive on campus before 8:15 a.m. We do encourage you to arrive in plenty of time to have your child, no matter their age, settle in with their friends and be ready for the start of the school day.

Children should be picked up promptly at the close of the school day. School supervision ends 20 minutes after the school day ends. Parents should make sure that their child is picked up before the end of that time. If children are not picked up, they are taken to the school office and the staff will contact the parents. We love it when parents walk in to pick up their children, but remember to help supervise your child during that time after dismissal, especially if you are in conversation with another parent or a teacher.

**Tardy Policy and Protocol**

At the Sebastopol Independent Charter School, the rhythm of the day necessitates that all students are in attendance from the very first minute of class. This means 8:30am grades Kindergarten through 4, and 8:20am grades 5 through 8. Therefore, the School defines tardiness as arriving at the classroom door after the
school day begins. Parents should realize that this means being even one minute late is considered tardy. **If you arrive after your child’s classroom door is closed, your child must proceed to the office to obtain a tardy slip before returning to his/her classroom to enter. If the tardy is due to an excused reason such as feeling ill (physical or mental illness) or a medical or dental appointment, then the student or parent must present a written note stating the excused reason. Otherwise it will be recorded as an Unexcused Tardy. All tardies due to car problem, tired, and oversleeping are considered unexcused.**

It is our goal at the Sebastopol Independent Charter School to communicate clearly with parents regarding our policy and the importance of being to school on time. We do this in a number of ways:

- Parent meetings and verbal or written communications with families
- Administration educates new families at Parent Welcome and Orientation at the beginning of the school year
- Personal administrative meetings with families to discuss the importance of being on time
- Information and clearly stated policy in the Parent Handbook as to how tardy and attendance problems affect the child, the class, and the school as a whole

Remember, tardiness is defined as arriving at the classroom door after the teacher commences class, even if only one minute late. Copies of attendance records and all correspondence and written communication about attendance-related problems will be placed in a student’s academic records.

**Unexcused Absences and Unexcused Tardies**

If 3 or more unexcused absences and/or tardies greater than 30 minutes occur, the following set of progressive steps may be taken by the school:

- Verbal reminders to the family from teacher or other school staff, as appropriate.
- First letter sent to parent/guardian from the Vice-Principal as a warning after the 3rd unexcused absence and/or unexcused tardy greater than 30 minutes for the year.
- Second letter home after 5th occurrence which may require parent(s) (and possibly older students) to speak with the Vice-Principal.
- Third letter home after the 10th occurrence. This letter will result in a mandatory meeting between school administration and the parent/guardian to discuss the causes and possible remedies for the truancies. A copy of this letter will be placed in the student’s CUM file. Families must make an appointment to speak with the Vice Principal or Principal about the attendance problem within two weeks of notice. At the conclusion of this conference an attendance contract will be signed. If this parent meeting does not result in a change of student behavior, the case may be referred to the Board of Directors of the School, which could jeopardize enrollment at the Charter School or jeopardize their re-enrollment for the following school year.
- Excessive unexcused tardies which are less than 30 minutes and occur more than 5 days in the school year may also result in notifications sent home and parent/guardian conferences as necessary with administration.
- All letters will be placed in the Student’s files. A Students’ absences and tardies whether excused or unexcused will be listed on the student’s report cards.

The school has an Attendance Policy that specifies that a student could get disenrolled from the school if too many unexcused absences have accrued. If a student reaches an excess of unexcused absences, the school is required to contact the Sonoma County District Attorney.
Independent Study

Independent Study Request Form
We encourage families to schedule trips during school breaks so students will not miss important lessons and shared experiences with their class during their absence. When a student must miss school because of family obligations or illness, the teacher can provide assignments to guide learning while the student is absent from class. This agreement assumes that the student is engaged in an educational activity for each school day absent. Please be aware that it is impossible for the teacher to provide the same experience that your child would have had at school. Students who successfully complete the Independent Study work will not be marked as absent. Please note, not all Independent Study requests will be granted approval.

Independent Study Process
Request an Independent Study (IS) at least five (5) school days prior to the expected absence. The form is on our website under Parents tab / Request Forms.

The office will prepare the Independent Study Agreement Form and give it to the teacher and IS administrator to prepare the assignment and approve the request. This form must be signed by a parent/guardian and the student prior to the commencement of the IS.

When your child returns to school, give the completed Independent Study work to your teacher. The work must be received within five (5) days of the last day of independent study.

Homework

Homework has become such an integral part of education that in some schools it is assigned as early as kindergarten. Parents are understandably concerned about homework because they are interested in how their children will develop self-discipline and how they will be prepared to move on to different academic environments later in life. In a Waldorf curriculum, there are several principles we consider when deciding when homework begins and what it should consist of.

- We attempt to offer thinking activities in the morning when the child is freshest, “will” activities in the afternoon, and ideally the evening time would be devoted to artistic pursuits. While it is difficult to reach this ideal, we attempt to follow this for as long as possible.
- Waldorf education has as one of its primary goals the strengthening of the will of the child. Our entire curriculum guides children toward responsibility and self-reliance. We do not depend upon homework alone to do this.
- Though individual teachers will choose what is right for their class, in general, we begin the process of homework with regular practice of a musical instrument in third grade. From the fourth grade on, teachers may choose to assign homework, but it is useful to think of the following timetable to understand what skills the teachers are seeking to develop in the children and to understand how parents may best support this process.
- K-2 – Nurturing Home Life: parents should provide regular chores, read aloud to the children, and do family artistic activities together in the evening.
- Grades 3-5 – Early Homework: Children begin slowly to develop habits of bringing work home, completing it, and returning it to school. We ask that parents are very involved at this stage, setting
aside a regular time to help their children, providing them with an adequate workspace, and checking to make sure that the child has completed their work. Parents must closely follow their own children’s development to understand their level of involvement in their child’s work. This will vary according to personality and temperament.

- Grades 6-8 – Homework: The Waldorf curriculum recognizes that sixth grade is a time when children are both able to take responsibility for their own work and are able to call up a complete picture of their schoolwork while away from school. Work at home now truly becomes “homework” as the children are asked to do deeper thinking and to develop their own individual perspective on the material they are offered. Homework now becomes something which occurs mainly between the teacher and the child, although parents must still be sure that their children have adequate time in their schedule to complete it and should be closely monitoring the work, assisting, supervising and guiding as needed.

The education of a child is a task that takes many hands and hearts in order to bear fruit. Parents at the School work in partnership with the teachers to provide support, love, and proper boundaries for children at home. Closely supervised, quiet time and space for homework is essential. Reading with children on a daily basis, practicing math facts, assisting with library research, and other such help are an important and necessary part of a parent’s role at home. Children in 3rd-5th grade usually need a parent sitting with them during homework time, helping to make spelling or math practice cards, keeping on task, etc.

Middle school children still need assistance and encouragement to do their homework and music practice each day. Older students should have direct supervision in any research done on the Internet. There is no such thing as “I don’t have homework” in grades 3-8! Even if there are not specific assignments due, as there might be in middle school, every child should read and practice music every single day. Ask your child’s teachers if you are unsure about what to expect at his/her age.

**Academic Integrity**

A central tenet of Waldorf philosophy is to develop students capable of independent and creative thought in their approach to academics. We encourage collaboration between and among students, but ask that their work on individual projects and assignments be their own. Behaviors such as copying work from another student when the assignment was intended to be a student’s original independent work, cheating on a test, plagiarizing a published source without properly citing the reference, or falsifying information (such as a parent signature) are antithetical to maintaining academic integrity. Students who do not adhere to appropriate conduct in this area will experience consequences as the teacher or administration see fit.

**Educational Support and Remediation**

At times during their education, many children struggle with parts of the curriculum or fall outside the usual range of child development patterns. The Waldorf curriculum is based on a specific model of child development and teachers look carefully at each child every single day to hold a vision of how they are proceeding on this path. It is completely normal for every child to struggle at times. In fact, we view this as a healthy way for them to learn and grow in a complex world. At school, the teacher presents living concepts
several times over a period of months and even years, to enable the children to slowly awaken to and understand in a deeper manner than might be possible with a more superficial approach. For example, we do not expect that children will completely grasp or even remember exactly how fractions work the first time they are presented in fourth grade. As fractions are revisited in fifth and sixth grade, the child gradually develops a deeper understanding. However, some children may need extra assistance to keep within the range of what we expect to see in the class. Like any school, ours has a program for helping students who need this extra help.

Our student support program is a multi-tiered system of support (MTSS) in which students identified as needing extra support can be offered a graduated level of intervention ranging from simple classroom accommodations to a pullout intervention group that meets one or more times each week over a specified period of time. Although most children will require extra help at some time, few will need formal special education services which are afforded to children who have an identified disability AND AFTER other interventions have been tried first. Identifying a child who may need extra assistance is the first step. Because they carefully observe each child in their class every day and within the context of the group, the class teacher is often the one to notice a child who needs this help. A parent may also notice a child struggling unduly or not seeming to grasp concepts that have been covered over a period of time, and should speak to the class teacher as a way to gauge whether the concern is normal for the child’s age. Additionally, a regular school screening may turn up a matter of concern—for example, a vision test that requires parents to bring the child for a more thorough test outside of school. A referral from an outside agency, such as a previous school or other individuals having knowledge of special needs, may also be a source of information showing the school that special attention is necessary.

During most children’s eight to ten year journey at our school, parents and teachers will meet to discuss ways to further support the development of a child. For example, a phone call home or a meeting between teacher and parents may be called to explore possible approaches in the classroom or at home which might mitigate the situation. Simple solutions such as placing the child closer to the blackboard or providing a modified homework assignment may be all that is necessary. Occasionally, children need extra focused help at home to gain mastery over a subject or exhibit control over behavior. If this approach does not seem to help or if the problem appears more serious, then the next step is to hold a Student Support Team (SST) meeting. This meeting is made up of the class teacher, the parents, the Student Support Services Director/ School Psychologist and possibly the Executive Director. A specialty teacher may also be invited. In some cases, the student may need to be observed and a Student Support Team is formed to meet and identify more extensive modification or support for the child. If problems persist, other tests and assessments may be necessary to research the situation further.

Depending on the results of teacher/parent meetings, Student Study Team and individual assessments, the student may qualify for special education support that the school would provide. The Team then works together with a more formalized approach through the special education process, which will be explained in more detail to the parents at that time in which the parents, teachers, and administration all play a role. In a few cases, a child may qualify for a Section 504 plan or an individualized education plan (IEP), each designed to provide a student with a diagnosed disability with an appropriate education in the public school system. The School complies with all state and federal special education requirements and works to accomplish this in a manner than respects the integrity of a Waldorf curriculum. Questions about special education should be directed to the Student Support Services Director.

Of course, every child has unique learning needs. While Waldorf education is excellent for many children, it may not suit the needs of some. The curriculum is primarily a teacher-directed, orally-presented, larger group type of instruction.
Teacher Assignment based on Looping / Grade Configuration

An extended relationship between the class teacher and the student is part of the foundation of the Sebastopol Independent Charter School pedagogical approach. The trust and understanding that builds in such an extended relationship allows the teacher to more fully understand and comprehensively address students’ social, emotional and intellectual needs during their enrollment at Sebastopol Charter.

In addition, there is a significant need for a specialized middle grades program that provides the academic rigor and comprehensive adolescent support elements that ensure positive early adult development. As such, Sebastopol Charter School will organize its looping program into an elementary and middle grade configuration. By design, a class will loop with an assigned teacher for grades 1 through 4 (or 1-5, depending on the situation). Upon grade 4 or 5, students will pass to a middle grades teacher, who will loop with the class from grades 5 through 8 or 6-8.

1. Elementary Grades
a. Elementary is defined as grades 1 through 4 (or 1-5, depending on the situation).
   b. Elementary Main Lesson Teachers will loop with their class starting in first grade and finishing in fourth grade or possibly fifth grade.
      i. Given the unpredictability of personnel congruence and efficacy, and in the ability to retain personnel to fulfill multi-year loop terms, deviation from the loop ideal may occur, the loop being carried by a different teacher for a portion or remainder of the loop as necessary.
      ii. Sebastopol Charter recognizes that different teachers have different capacities and preferences in regards to the ages of their students. Consequently, the number of years that any given teacher remains with their class is ultimately decided by the Executive Director in consultation with the Faculty Council.

2. Middle Grades
a. Middle is defined as grades 5 through 8 (or 6-8, depending on the situation).
   b. Middle Grade Main Lesson Teachers will loop with their class starting in fifth grade or 6th grade and finishing in eighth grade.
      i. Given the unpredictability of personnel congruence and efficacy, and in the ability to retain personnel to fulfill multi-year loop terms, deviation from the loop ideal may occur, the loop being carried by a different teacher for a portion or remainder of the loop as necessary.
      ii. Sebastopol Charter recognizes that different teachers have different capacities and preferences in regards to the ages of their students. Consequently, the number of years that any given teacher remains with their class is ultimately decided by the Executive Director in consultation with the Faculty Council.
   c. The Middle Grade Main Lesson Teacher will collaborate with the rest of the middle grade team to provide subject area leadership, which may result in mentoring and/or direct instruction of other middle grade classes within their assigned content area.
Music Program

Musical training is an integral part of a Waldorf curriculum through the grades. Musical instruction begins in kindergarten with songs and singing games. The teacher brings much of her direction throughout the day to the children through her singing voice.

The wooden pentatonic flute is studied in the first and second grades, transitioning to the soprano recorder in the subsequent grades. Beginning in fifth grade alto, tenor and bass recorder are introduced. Recorders are provided by the School, though you may also purchase an instrument for your child if you wish. Singing and playing of rhythmic games continues through the grades.

Formal violin study begins in third grade. The children learn the basics of handling a violin or viola, how to play, and how to care for the instrument. The School has string instruments that may be borrowed for the school year by families. String instruments may be rented or purchased by the parents as an alternative. In fourth grade, ensemble classes are begun and continue through grade 8. Students are also permitted to begin cello or bass, following a consultation between their parents and the music instructor. Children bring their portable instruments to school for the ensemble class. Please note: the School is not responsible for instruments that are left at school or stolen. Students are expected to give appropriate care to the safety and condition of their instruments. We want all students to enjoy the experience of playing in a musical group, therefore, this ensemble program, from grades 3 -8, is required and is not optional. The Music Director will be happy to answer your questions about ensemble and can often help families find outside lesson teacher.

Sometimes, parents ask why the violin is studied after the pentatonic flute and the recorder. Waldorf students are introduced to the violin in order to develop a capacity for hearing the tones through listening. Because the violin does not have keys, the child must find just the right finger placement to produce the correct notes. In this way, the child actively experiences the nature of tones. Some children may wish to continue with the violin or go on to take up another instrument.

It is important to note that participation in the school’s Music Program is required and is not optional, even for students joining the school later in the grades. Upon enrollment in the school, parents are committing to full participation in the music program all the way through the grades. If a student is behind in their musical studies upon joining the school, it is the duty of the family to supplement study through extra private lessons and/or extra practice.

Questions may be addressed to the Music Director.

Woodwork and Handwork Programs

In these lessons pupils have the opportunity to grasp the world in a tangible way and to give expression to their latent creativity. Crafts both bring order and bestow order. The craft process brings order to the materials used.

In woodwork, starting with a freshly felled log, we visualize a new potential within the log, then we split, saw, trim, cut, shape, sand, and finish it into something new and useful. Through this process, order is bestowed upon the maker.

The involvement in craft offers the challenge to learn to work from the conceptual through to the material. In this process the student is guided to experience and become conscious of exercising very human attributes, both on an emotional and intellectual level. Along with the development of a manual skill, we see the development of certain human qualities: rhythm, endurance, stamina, and focus. For the older students, it is also a useful introduction to real work.
Woodworking begins in 6th grade with a simple project such as carving a small tree from a branch. In the 6th and 7th grades, more complex and ambitious projects are introduced so that both the will and physical strength are challenged to rise to the task. By the middle of 7th grade, simple foot-powered machines (e.g., a treadle lathe) are introduced, and used to further advance both skill level and complexity of projects undertaken, while at the same time showing the practical application of levers and rotary motion. In the 8th grade, we complete our woodworking program with making a three-legged stool, and end the year by undertaking a project that involves the whole class, such as a dugout canoe.

Our woodwork program takes place year-round, outdoors, in the covered front corner of the school office building.

Students at our school study handwork all through the grades, learning many useful skills, but also a great deal more. Knitting is very arithmetical, reinforcing academic skills. Sewing involves careful planning, and consideration with respect to imagining a finished three-dimensional piece. Spatial relationship and awareness is reinforced, and the children become skillful, yet also sensitive to design and process. Through knitting, cross-stitch, crochet, weaving, hand and machine sewing, and embroidery the children become aware of their hand and the great gifts they can create.

In spending time each week in these creative processes, students are provided with a wonderful opportunity to learn practical activities that builds skill, aesthetic sense, and confidence.

**Spanish Program**

Our foreign language program is focused on children studying Spanish. We take an exposure approach to language teaching. Students in grades 6 through 8 have class twice a week. Our students develop wonderful language skills and cultural awareness, as evidenced by the tasks they are performing throughout the grades.

Sixth through eighth graders may write a report in Spanish about a specific Central or South American country its geography and date of independence, among other things, while eighth graders, who have been involved in a food and restaurant unit, can read and understand food labels, state opinions, compare Mexican and Colombian menus and typical dishes, and address problems that arise in restaurant scenarios.

Because the Spanish program is one that builds on experience and knowledge as the students travel through the grades, it is important for families who enter the school in later years to realize that they may need to consider outside tutoring for their child in order for him/her to catch up to the relative level of the rest of the class. The upper grades Spanish teacher can advise on this matter.

**Sports Program**

The Charter School participates in a small schools sports league in Sonoma County, which organizes 7th and 8th volleyball and basketball programs. All 7th and 8th grade students are welcome to play and it is a great opportunity for those new to team sports.

The program would not be possible without parent support. We always need coaches, team parents, and referees to organize the overall program. Contact the Athletic Director Chelsea Pricert (cpricert@sebastopolcharter.org) if you have questions or if you’d like to help with this exciting program.

**Social Inclusion**

The SICS Social Inclusion program is based upon the understanding that social conflict is a necessary aspect of any human interaction. The program seeks to guide social conflict in such a way that all children involved
learn and grow from the process. As a community we work to foster politeness and courtesy in the adult community as well as among the students. This means being aware of comments or actions, which put others down.

In the classroom the teachers promote a class habit, which encourages healthy social interactions. In the older grades class meetings take up issues of teasing and bullying. Children who are experiencing chronic problems may participate in various interventions which guide them warmly through their difficulties with each other while holding them accountable for their behavior.

The SICS faculty completed a three-year training program with Kim John Payne, who developed the “Social Inclusion Approach” for Waldorf Schools across the nation. As part of this program, upper grades students at the school receive training and take part in a program that engages them as active participants in the conflict resolution process with their peers and with younger students. SICS social inclusion program is evolving and is overseen by the social inclusion coordinator.

There are many ways in which parents may become involved in the social inclusion work. There are also many roles, which will be implemented as the program takes root. If you’re interested in participating, please speak with the social inclusion coordinator. If you have concerns about your child’s social experience at the school, talk to your teacher. He or she will look at the matter with you and determine which steps to take.

**Standardized Testing**

Each year, the state-mandated Smarter Balanced test is administered to grades 3 through 8. The Charter School does not “teach to the test,” nor do we view the test as an accurate reflection of the success of the curriculum, especially in the lower grades. Typically, our Waldorf students perform relatively poorly on the test in the early grades because of our non-academic kindergarten curriculum and our developmental approach to learning, but then rise to the top in later years. Although exemptions are available for this test, School funding and the renewal of the School charter are linked to the full student body participating. We strongly urge parents to have their children participate in the testing.

Our curriculum focuses on developing capacities, not imparting information, and standardized tests are more factual. Since our students “learn to learn,” they always surprise us with their performance on even the more trivial sections of the test material we haven’t covered at school. They score well when they are encouraged to do their best and show what they know. Our test scores are important to the health of our charter and to our funding. Parents should model a positive and inquisitive approach to the tests, and encourage their child to do their best in this exercise. We are proud of our scores, which are often much higher than those of traditional public schools, even when our students haven’t spent the year preparing for them!

**Student Records**

As required by law, the school maintains records for each student who attends our school. These records include such things as academic reports, attendance information, state test results, and discipline records. Generally, the only information that goes into a child’s file is also sent to the parent, so whatever is in your child’s file, you should already have copies. Parents may review their child’s file upon request, and the school will set a time for this to take place within three working days of the request.

We never release student records to another school without written parent permission. If your child will be applying to a new school, high school for example, that school will provide you with a form to sign, then
they will send the records request to the Charter School. It is the policy of the Charter School to send all records directly from school to school, never through a parent or other party. If the school to which you are applying has different practices, please have them contact the office directly.

The School sends out only one copy of a mid-year student report, a year-end student report and one state test report for each child. Families that have separate households will each receive a copy.

**Discipline**
The primary duty of the School is to ensure the safety and wellbeing of the enrolled children. The word discipline is related to the French word discere: to learn. School is a safe place to learn. It is the teacher’s responsibility to conduct classes in a way that maintains a learning environment while allowing for spontaneity and differences in temperament. The teacher presents the students with loving authority. Chronic disruptions to the program or threats to the safety of other children are not tolerated.

**Restorative Discipline**
The SICS faculty participated in professional development with Restorative Resources for using a restorative discipline process in which conflicts between students are resolved by a trained facilitator. All teachers are trained facilitators, but sometimes a higher level situation is resolved by our social-emotional program coordinator.

In cases of misbehavior, the teacher may find a corresponding consequence, e.g., if an item is broken, the child repairs it or makes another item; if several children are fighting, a challenging team project requiring cooperation might be given. The School practices the Restorative Justice method of discipline which seeks to hold the student accountable without blame or shame. Students are provided a Reflection Form to complete for each incident followed by a private check-in by the teacher addressing the misbehavior. Parent(s) are notified by email that the Reflection Form is to be signed and returned. Behaviors are recorded and in cases of on-going discipline challenges with a student, parents are asked to work with the teacher, Student Services Director and in some cases, the Executive Director, to help support the child’s best behavior in the classroom. Persistent misbehaviors could result in suspension and/or expulsion.

**Suspension and Dismissal**
The Sebastopol Independent Charter School follows the policies and regulations of the California Education Codes 48900-48927 related to student discipline, suspension and expulsion. Some examples of behaviors that cannot be tolerated are hitting, spitting, kicking, inappropriate use of language, harassment or intimidation, sexually-oriented behaviors, stealing, bringing a dangerous weapon to school, etc. A child may be suspended from class for the remainder of the day or longer if s/he displays such poor behaviors or is defiant/disobedient despite efforts by adults to rectify the situation. Where health or safety issues are involved, such as biting, kicking, hitting, threats, or other forms of abuse, swift action will be taken.
Parents are urged to consult the California Education Code 48900 for further details about suspension and expulsion in the charter school realm. Copies may be found online or can be obtained in the school office. If parents need further clarification of these policies or have other concerns or questions regarding discipline procedures, please make an appointment for a conversation with the School Director.

**Dress Code Guidelines**
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.

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. Disregard for 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. We respect cultural decisions for certain appearances and appreciate you communicating with us if we are unaware of a certain appearance in conflict with our dress code but related to your child’s cultural background.

**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 instruction of reading time
- No devices that make noise
- No internet connected devices
- No hair coloring
- No extreme hair styles that are distracting (such as mohawk)

**Dress Code Allowances for 7th & 8th Grades:**
- Light make-up
- Fingernail polish
- Natural hair color
Media

Waldorf education fosters enthusiasm and reverence for the highest in our human potential. Parents and teachers working with Waldorf education make particular efforts to provide protection from negative outside influences for the developing child. Among the assaults on childhood, none is more powerful than television, movies, videos, video games, and Internet/computer usage experienced at too young an age (below age 12). Even after age 12, parents need to be wary of their children’s exposure to media. It is important that parents educate themselves about technology communication such as social media, email, and texting, and carefully monitoring their children’s activities. These ways of communicating can be extremely dangerous for children of any age.

Young children are particularly susceptible to the influence and effects of the media. Its detrimental effects on behavior, ability to learn, and development of values in culture are increasingly recognized and documented scientifically. Recent research alerts us to the harmful effects not only of program content but also of the detriments to a child’s physical and psychological processes when engaged in viewing a screen. Our children need to participate with and experience active adults engaged in real life experiences. They need to hear real human voices. They need the interaction with us and with the qualities and values we are striving to achieve.

We wish the children’s experience in performance to live in their memory and in their own deep inner processes. The video image replaces these memories with pictures seen from the outside. Filming can also create a premature self-consciousness that compromises the children’s innocence. Future performances become less free and focused. Photographing during a play distrubs the audience and can disturb the players. While we understand that photos can be a valuable record, please arrange for a photo before or after the performance or during a rehearsal. We may have a designated photographer for a special event to minimize the effect of having many cameras, and have pictures available to parents through our website.

The integrity of the Waldorf curriculum for each child in the School depends on the community-wide embrace of a no-media childhood. **We strongly urge all parents to educate themselves about this critical topic.** There are some excellent articles available in the office. Some further resources are:

**Books:**

*Endangered Minds: Why Our Children Don’t Think,* Healy, Jane.  
*The Plug-In Drug and Unplugging the Plug-In Drug,* Winn, Marie.  
*What To Do After You Turn Off the TV,* Lappe, Frances Moore.
Medications at School

Students are not allowed to bring medication of any kind to school without a written doctor’s note and proper paperwork, nor is office staff allowed to administer any oral pain medication, such as Tylenol or aspirin.

The California Education Code Section 49423, allows school personnel to assist students who are required to take medication during the school day under specific circumstances. Please call the school office for details. Emergency medicine such as an EpiPen and asthma inhalers may be carried by the student when recommended by an authorized health care provider and parent. Parents and an authorized health care provider must fill out the appropriate form available in the office or school website. The form is available on our website on the Parent’s tab - forms and publications. Here is the link.

All prescription and nonprescription medication (including vitamins) given in school require written authorization from your child's doctor, as well as parent written consent. These forms must be completed each and every year.

Parking, Arrivals and Departures

The Traffic Management Plan serves as the working document in support of these essential goals:

· to ensure the safety and efficiency of student arrival to and departure from school
· to ensure the safety of users of the West County Trail at our school’s crossing of that trail
· to avoid school traffic impact on neighbors
· to reduce car traffic to the school through the support of carpooling, biking and walking, and use of public transportation

Each of these goals is supported both by the physical design of the school campus, and by school operations and the training of our community.

SAFETY AND EFFICIENCY OF STUDENT ARRIVAL AND DEPARTURE

Design Features:

The campus design includes a number of on-campus and off-campus design features to enhance the safety and efficiency of student arrival to and departure from school.

The school’s car circulation and parking lot includes two designated drop-off/pick-up zones that are removed from the flow of traffic. Sidewalks surround the parking lot, and a central walking island leads to crosswalks at either end. Pedestrian islands and “bump outs” shorten the crossing distance.
Two one-way traffic loops increase the efficiency of circulation. Loop 1 primarily serves families in younger grades who tend to park and walk their students to class as well as serving as the carpool “express lane” for cars dropping off or picking up three or more students. Loop 2 provides additional parking along with a well-identified and generous student drop-off/pick-up zone and extensive on-site queuing. The drop-off/pick-up zone will be denoted with pavement striping and signage.

Off-campus pedestrian improvements include a continuous sidewalk connecting the eastern side of Hwy 116 at the south side of the Mill Station Road intersection to the campus. A new sidewalk and access path connects the existing crosswalk at the north side of the Hwy 116/Mill Station Road intersection to the West County Trail.

Two pedestrian paths, along with the sidewalk adjacent to the school driveway, provide access from the West County Trail to the school campus. The West County Trail itself as a Class 1 traffic-separated trail runs immediately adjacent to the campus, providing a protected path of travel for walking and biking to school. Per recorded easement agreement with Regional Parks, 5 parking spaces including 1 ADA are reserved for public trail users.

No student access is provided or permitted from Hurlbut Avenue or Apple Blossom Lane.

**Operations and Training:**

The school will provide staff and volunteer monitors at the parking lot to direct traffic and to provide additional protection for students in crosswalks during drop-off and pick-up times. Drivers will be instructed never to block the drive aisles should the drop-off or pick-up zone be full; because of the on-site circulation loops, drivers will be instructed to make another circuit through the lot if required, preventing any off-site queuing back-up onto the driveway.

The maximum allowed speed on the off-campus driveway and the on-campus parking lot will be 10 m.p.h.
The school will provide a crossing guard at the crosswalk across Hwy 116 at the Mill Station intersection during school peak arrival and dismissal times for grades 1 through 8.

Formal signed agreement to the Traffic and Safety Guidelines will be required as part of the enrollment process.

School staff will enforce student and parent/adult compliance with the school’s Traffic and Safety Guidelines. (Attached below.) A first violation will result in a written warning issued to the parent. A second violation will result in a meeting with school’s Traffic Monitor. A third violation will result in a meeting with the school’s Executive Director or a member of the Board of Directors.

The school will communicate regularly through the school newsletter and class meetings to remind the parent community about various traffic safety and efficiency issues.

Sebastopol Charter will continue to be an active participant in the Safe Routes to School program and will provide in-class instruction to students in safe pedestrian and bicycling practices.

**SAFETY AND CONVENIENCE FOR WEST COUNTY TRAIL USERS**

**Design Features:**

The school driveway’s crossing of the West County Trail provides a number of safety features for the safety and convenience of trail users, developed in collaboration with Regional Parks.

Trail users will enjoy the right-of-way while in-going and out-going school traffic will stop. Removable and fixed bollards on either side of the driveway will serve a dual purpose, providing one of several visual indications to trail users that there is a driveway crossing, and preventing any drivers from turning onto the trail. White diagonal stripes across the trail will provide additional visual cues to trail users.

**Operations and Training:**

For the first two weeks of every school year, and at additional times as necessary, the school will provide staff and/or volunteer monitors to ensure that all in-going and out-going school traffic comes to a complete stop and allows the right-of-way to any trail users before proceeding, and that the 5 designated parking spaces are reserved for trail users.

The importance of strict compliance with the stop signage and reserved parking spaces will be emphasized in both the written Traffic and Safety Guidelines that all school parents agree to in writing, and in the meeting with the Executive Director that all new parents to the school must attend. Periodic reminders will be issued to school parents through various means of communication.

**AVOIDING SCHOOL TRAFFIC IMPACT ON NEIGHBORS**

**Design Features:**
All student access to the campus is via the school’s driveway off of Highway 116. There is no access to the campus from Hurlbut Avenue or Apple Blossom Lane. Any use of Joyce Drive, a private road to the north of the campus, will be strictly prohibited.

The existing paved driveway off Hurlbut Avenue will have a locked gate and will be used for emergency vehicle access only. The existing farm road will have a locked gate and will be extended to allow emergency vehicle access and access to the utility barn and future farm buildings.

Operations and Training:

For the first two weeks of every school year, and at additional times if necessary and at neighbor request, the school will provide staff and/or volunteer monitors to ensure that there is NO student drop-off or pick-up along Hurlbut Avenue.

The traffic and Safety Guidelines that all school parents agree to in writing will FORBID parents from using Hurlbut Avenue, East Hurlbut Avenue, Joyce Drive or any other Hurlbut neighborhood streets to travel to the school (apart from school families who themselves live in the Hurlbut/Joyce Drive neighborhood).

Students arriving at school by walking or biking along the trail will access the campus from a new connector path approximately 400 feet west on the trail from Hurlbut Avenue, connecting the West County Trail to on-site sidewalks and paths.

The school will designate a Traffic Monitor to serve as the liaison for any neighbor concerns about traffic and will annually notify neighbors of the Traffic Monitor’s contact information.

REDUCTION OF SCHOOL TRAFFIC THROUGH CARPOOLING, BIKING & WALKING, and PUBLIC TRANSPORTATION

Design Features:

The school campus is located immediately adjacent to the West County Trail, which will encourage families to walk or bike to school. Sonoma County Transit bus routes 20 and 24 both have stops near the school, and the school is providing a new sidewalk and bus stop pad at Hwy 116, north of Mill Station Road.

Operations and Training:

The school will actively encourage carpooling by making school family address lists available (as authorized by parents) and will regularly promote carpooling in its parent communications. In addition, the school will create a committee of interested parents to develop practices supporting safe walking and biking to school, and means of facilitating and encouraging carpools, such as the development of a “School Pool” program.

The school will continue to participate in the Safe Routes to School program, and in Bike-and-Walk to School days. After-school bicycle safety classes will continue to be offered to interested students. The school will support parents in developing “walking-school-buses” along the West County Trail. The development of a “park and walk” program to make use of off-site locations for parking and walking to school will be encouraged.
Any use of the private road Joyce Drive, whether by car, bicycle, foot, or any mode of transportation, will be strictly prohibited.

The school will work with Sonoma County Transit to make scheduling and stop adjustments as needed to accommodate student arrival and dismissal times. Although public transportation will likely be used primarily by students in the older grades, it provides an option for student travel to school that reduces car trips.

The school will develop incentive programs, such as the current “Golden Sneaker Award” for individuals and classes with high levels of biking and walking or use of public transportation. Cars carrying three or more students will be allowed to use the “carpool lane” express drop-off/pick-up zone.

**SUMMARY OF TRAFFIC MANAGEMENT PLAN IMPLEMENTATION**

- Provide ongoing staff and volunteer monitoring of parking lot drop-off and pick-up zones and crosswalks
- Provide staff and volunteer monitoring at trail crossing, for first two weeks of each school year and intermittently as required thereafter, to ensure school traffic always stops and grants trail users the right-of-way
- Provide crossing guard at signalized crosswalk at Hwy 116 and Mill Station Road during drop-off and pick-up hours
- Train parents in and rigorously enforce Traffic and Safety Guidelines that all school parents must sign and agree to, specifically:
  - Train and enforce safe and efficient school arrival and departure, including making additional transit of parking loop if pick-up/drop-off zone is full
  - Train and enforce the importance of always stopping at the trail for trail user right-of-way
  - Train and enforce maximum driveway and campus speed of 10 m.p.h.
  - Train and enforce strict prohibition of drop-off or pick-up at Hurlbut Avenue
  - Train and enforce strict prohibition on use of Hurlbut Avenue, East Hurlbut Avenue, Joyce Drive or any other Hurlbut neighborhood streets for travel to school
  - Train and enforce no student access from Hurlbut Avenue: school trail users will use access paths from trail to campus
  - Train and enforce the prohibition of any use of Joyce Drive, a private road, whether via car, bicycle, foot, or any other mode of transportation
  - Train and enforce prohibited use of designated parking spaces for West County Trail users
  - Train and enforce prohibited crossing at Hwy 116 and Danmar Drive pending completion of new pedestrian-activated crosswalk, and train and enforce alternate travel route via the existing signalized crosswalk at Hwy 116 and Hurlbut Avenue and the existing sidewalk at the east side of Hwy 116 between Hurlbut Avenue and Mill Station Road
- Prior to the start of the school year, provide the following written notice by individual letter to all parents:
  - Issue written warnings and require meetings with administration for failure to comply with Traffic and Safety Guidelines
  - Communicate regularly with the parent community about traffic and safety issues
- Provide in-school pedestrian safety training for students
- Provide staff and volunteer monitoring at Hurlbut Avenue for the first two weeks of each school year and intermittently as required thereafter, to ensure no student drop-off or school traffic
- Provide staff contact and board liaison for any neighbor traffic concerns
- Support and provide incentives such as carpool “express” drop-off/pick-up zone
- Form a committee of interested parents to develop practices supporting walking and biking, and carpooling
- Support use of public transportation; work with Sonoma County Transit to make scheduling and stop adjustments as needed
- Support and provide incentives for biking and walking through continued participation in Safe Routes to School and Walk-and-Bike to School days
- Offer bicycle safety training to students
- Develop “walking school buses” for West County Trail and other “park and walk” programs
Communications at School

Charter Notes
Many avenues of communication are in place at the Sebastopol Independent Charter School. The weekly Charter Notes is distributed by email. This newsletter is the best place to get information about what is currently going on at school, announcements, and school news. It is the responsibility (and we hope, the pleasure) of the parents to read the Weekly Charter Notes. Important information is contained in it and it is an essential way for the School to communicate with you.

If you would like to suggest something for posting please email your content and a brief explanation to the School Secretary by Thursday of the previous week. We avoid political content in the newsletter, and the school does not in any way endorse events or services offered outside of our community that are listed in the Charter Notes.

Bulletin Boards
Our campus has a bulletin board for information about school events. If space is available, parents may request to post items of direct interest to the School community. You should give this to the School Secretary who will be able to decide if it can be posted. (The campus bulletin board is located in the school office. Please save the glass-covered bulletin board on campus for school events only.)

Schoolwide Messages
The Sebastopol Independent Charter School has SchoolWise to assist in communicating important information about school events. You will periodically receive emails and texts from the Principal or school staff with information relevant to the school operations, curriculum or facilities. We also use Schoolwise to send important forms that require your attention as well as our Parent and Middle School Handbooks. This system will also be used in case of emergencies such as flooding, fire, earthquake, in which case Schoolwise will automatically call parent or guardians phone numbers that you have given permission for us to call, including home, work, and cell numbers. If you find you are not receiving School Wise messages, please notify the office so we may assist you. **It is very important that you notify the school office for any changes to your phone number, email or home address.**

Email
Email can be used as a convenient and effective means of communication for class information. Because email cannot express inflections of the human voice or facial expressions that help convey meaning, we request that parents and teachers alike use it only for informational purposes (such as meeting times, field trip information, and assignment due dates) and not as a forum for discussion or debate. If you have questions about how your class teacher would like the class parents to communicate, please ask him/her.

A group email to parents and/or teachers is only authorized from the class teacher or school administration. Parents should not send group emails to other parents without explicit permission from the class teacher and/or Executive Director.

School Board Meetings
Parents are welcome to attend school board meetings as a way to learn more about the functioning of the Charter School. The time and place of the board meetings is announced on the home page of our website and meeting agendas are posted on the office window several days in advance of the meeting.
Communication Basics
In order to ensure good communications in our school community, keep in mind the following:

- Talk to the person most immediately involved FIRST. A healthy community depends on direct, honest, respectful communication.

- For questions regarding your child’s education, always feel free to speak to your class teacher or, if appropriate, a subject teacher. You may leave a message at a teacher’s school voice mail at any time. Please be sensitive to the teaching demands of our teachers: they are not available for lengthy discussions while the children are at school, but will arrange time to meet as necessary.

- Refer to the chart on page 6 for a guide regarding who to speak with about various questions that may arise.

And don’t forget: our community is one whose educational program is, in part, built upon adults modeling behavior for students. Please, do not gossip, spread or listen to rumors, or allow others to communicate in this unhealthy manner. Every year people get upset about things that never happened or were widely exaggerated because adults succumbed to this less-than-ideal way of communicating. Part of our new program of Social Inclusion encompasses healthy adult and student behavior, and it values a “no blame,” “no put-down” environment. Honesty, directness, and politeness are wonderful qualities for us adults to model for our children.

Concerns about Your Child and Classroom
Please bear in mind that teachers make decisions taking into consideration both the individual child and what best serves the class as a whole. This may require compromise and flexibility on the part of individual students and families.

If you have a concern about your child’s experience in the classroom, it is very important that you first approach the teacher for a meeting. Sometimes several discussions may be necessary to continue making progress on problem areas. If a parent feels that this route has not addressed their concerns, the matter should be brought to the Director.

Concerns about School Policy
Problems with school policies and procedures should be brought to the school office, either in person or in writing. You may also make an appointment with the Director if you feel that would be helpful.

If these steps fail to resolve the issue of concern, then parents may bring an item to the Board of Directors for final resolution. The School Director or the Board President can be contacted for information on Board procedure.

Class Meetings
Throughout the year, teachers schedule class meetings with the parents of their class. The purpose of these meetings is to explore the meaning of the curriculum, particularly as it relates to the development of the child, provide a picture of what is happening in class, handle class business, deal with issues the class is facing, and come together as the parent group that holds these children as they grow. We believe that parents need to understand their children’s developmental needs and how the teacher, through the Waldorf curriculum, is attempting to meet those needs. It is expected that at least one of a child’s parents will attend all class meetings.
Parent-Teacher Conferences
At least once each year, an individual parent-teacher conference is held. The purpose of this meeting is to discuss your child’s overall social and academic progress. It is expected that all parents and/or guardians of the child will attend this important meeting.

Student Reports
The Charter School issues student comprehensive mid-year and year-end reports with grade level curriculum overviews at the middle of the year and the end of the school year for grades K – 8 by email. Only middle school students receive letter grades. These reports will provide you with a picture of your child’s growth during the year, areas of strength, and areas to improve. Questions about the student reports should be directed to the teacher who wrote them.

Transcripts and student records are kept on file at the school as long as the student is enrolled. When a student graduates or moves away, the parent must fill out and sign a Request for Records form at the new school. When our school receives that form, we send the child’s complete academic file directly to the new school.

Safety
The safety of the children is of the highest importance. We have an active emergency preparedness plan which is renewed and board-approved annually.

Emergency Contact Information
It is of the utmost importance that the Charter School has up-to-date emergency contact information for each child. If you move, get new phone numbers, or have a change in who can pick up your child for emergencies, contact the office immediately. Please refer to the handbook section on Emergencies for further detail.

Emergencies
Each year, prior to enrollment, parents must fill out a new Student Emergency Contact form, Medical Information form and Consent to Emergency Treatment. This is part of the Online Re-Enrollment process. For new families it will be part of their new enrollment forms. These are kept on file in the school office. In addition, a copy accompanies drivers on field trips. Telephone numbers of parents at home and at work, health insurance, and other important information are all used in case of illness or medical emergency or a disaster during school hours.

Not only do these forms authorize the School to release a child to listed persons in the event of an illness, medical emergency or disaster such as flooding or earthquake, they tell us whom to call if a parent has not arrived to pick up a child at the close of the school day. Remember to notify the office if any of this information changes throughout the school year. The School would not be able to locate you or your authorized persons in an emergency if you/they cannot be reached at the numbers indicated on the forms.

If parents or other authorized persons cannot be reached in a medical emergency, these forms give the School permission to have the child treated. This would include consent to x-ray examination, anesthetic, medical or surgical diagnosis or treatment, hospital care or dental care. Parents also agree to cover the costs of such treatment as well as any ambulance services that may be required.

The teachers and administration have taken every precaution to ensure that the campus is free of safety hazards. Parents are encouraged to notify the office immediately if they observe any unsafe conditions. In the unfortunate event of an accident at school, the School carries accident insurance to cover the cost of treatment which would not be covered by the student’s own medical insurance. All injuries must be reported to the office promptly. If necessary, inquires regarding the School insurance policy should be directed to the office.

Emergency forms also give permission to the School to take supervised walks with the class around the neighborhood.

If, in an emergency, you need to change the arrangements for picking up your child, please notify the office promptly.
Emergency Procedures

The Charter School is committed to providing for the safety of the students and our community as a whole. A team of staff and parent volunteers work to ensure we have the appropriate supplies and training at both campuses that will allow us to act when any emergency occurs. Regular drills and practice events help us to be ready to put these resources to use. Anyone interested in helping with this effort should call the office for more information.

In case of an emergency, parents will be notified via the School’s message system. Remember to update any changes, as this system will call home, cell and work numbers.

All classes regularly practice fire and earthquake drills. Our teachers will cope with emergency situations such as flooding, fire, earthquake or facility problems. Our school buildings are well constructed and evacuation plans are in place. Your children will be well cared for until it is safe for you to pick them up.

During severe storms, or flooding, if you have questions as to whether school is in session, please DO NOT CALL THE OFFICE. Most likely, no one will be in the office early in the morning or if during the day, phone lines will be needed to call out. Radio station KSRO (1350 AM) will be notified and will announce school closings. The Sonoma County Office of Education has a list of all school closures on their website www.scoe.org. We will use the message system to notify you as well.

During flooding, please listen to the radio and always use good common judgment. If you live a distance from the School and have to pass through an area that typically floods, pick your child up early, even if we haven’t called. If a fire occurs during school hours, the children will be evacuated and parents will be notified via the message system.

In the event of a major earthquake, you should stay at home or work until it is safe to pick up your child. Traveling may be dangerous and power lines may be down. Listen to 1350 AM for information on conditions. Remember to follow your own personal preparedness plan. When you do arrive to pick your child up, you will be asked to follow a specific sign-out before you will be given permission leave the School grounds with your children. We will not release your child to a friend unless they are listed as being authorized to pick up your child. Again, make sure your emergency form is updated with this information.

Field Trips

Field trips can be an important supplement to our regular curriculum, providing they do not take away from essential classroom instruction. The teacher follows a set procedure for requesting approval for a field trip. Parents are often asked by the teachers to attend the field trips to help with driving and supervision of the children while off campus. Parents wishing to attend a class field trip are subject to teacher approval. Due to insurance requirements, siblings are generally not allowed to attend field trips; contact the Director if you have questions about this policy.

Parents who drive on any class outings are required to fill out the appropriate forms and give a copy of proof of insurance coverage within required limits of coverage with the office. Current insurance requirements for drivers are as
follows: $100,000 – $300,000 bodily injury liability; $50,000 property damage liability; and $5,000 medical payment. Field trip drivers are provided with emergency forms for the children they are transporting.

Car Pool and Field Trip Safety Basics

Here are some helpful tips and guidelines for transporting a group of children:
- Make sure your car is in good repair and your gas tank is full.
- Pick up and drop off children only at the curb next to homes or school. Don’t make them cross a street to get where they are going.
- Insist that each child is buckled up in individual seat belts and that the doors are locked before starting the motor.
- If possible, lock power window and door controls from the driver’s seat.
- Set rules and maintain strict discipline in the car. Do not allow talking or behavior to become a distraction to your driving.
- Pull over if any child in the group gets out of control. If a child consistently presents a problem, exclude him/her from the car-pool until he/she can promise appropriate conduct.
- Do not play the radio or music, or use the cell phone, while you drive. It will allow you to monitor the children better and allow you to concentrate on your driving.
- Remove hard or heavy objects from the interior of the car during the trip. Loose objects can pose a danger during a crash.
- Have emergency contact and health information for each child who rides in your car.
- Make sure your car is equipped with a well-equipped first aid kit; the office has kits you may borrow if you feel yours is inadequate.
- Be sure your insurance coverage is adequate, up to date, and filed with the school office if driving for a school function.

How Can I Help?

Parent Participation at School
The Sebastopol Independent Charter School cannot thrive without the time, effort, and energy offered by the parent community in support of the School and its programs. We welcome parent involvement through volunteer time, classroom involvement, and fundraising. Through these contributions we build a strong community and the world around us becomes a better place to live. The following are detailed ways in which parents lend support to the growth of the Charter School.

8th Grade Class Fundraising
It is the tradition of most Waldorf schools for the 8th grade to celebrate the culmination of their educational journey with a class trip. The trip is chosen by the class teacher and the Director and approved by the School Board. The School’s first two graduating classes went on a sailing ship out of southern California where the students learned to man every aspect of the ship by themselves. The third graduating class traveled to Ashland, Oregon for the Shakespeare festival. The fourth class attended an environmental program on Catalina Island. The School always considers safety and pedagogical appropriateness when choosing a trip. The trips require fundraising and this section provides a brief outline of how that works.
• General Guidelines:
  o **All fundraising ventures must be approved by the Executive Director prior to beginning the activity.**
    The class should present the fundraising event/idea as well as the duration, location of the event(s), and projected money to be raised. The Director will make decisions based on pedagogy and appropriateness of proposed idea for students, soliciting input from the Class Teacher. Fundraisers should be designed and run by the students as much as possible.
  o Class fundraising is a privilege given by the Charter Foundation and no class fundraiser shall interfere with an all-school fundraiser, such as the Annual Auction/Evening Event.
  o The School encourages students to be involved in the fundraising projects in a direct way.
  o Parents of the students may guide them in their fundraising efforts, but the bulk of the planning, accounting, coordination, and actual work should be done by the students themselves.

8th Grade Field Trip

- Cost limit of $600/student, adjusted for inflation over time
- Nature based
- Ideally includes a community service component
- Include closure activities between class teacher and students
- Consider a challenge for the students, instead of just making it social
- Be considerate of students with disabilities
- Teacher chooses the trip with ED approval
- Suggest “tried and proven” organizations, such as Nature Bridge, Synergia, Green Tortoise, Deer Hill Expeditions
- Not extravagant and ritzy
- Preferred to not include parents if possible. The organization provides chaperones.
- Preferred to have the trip catered rather than making students responsible for preparing and cleaning for all meals
- Destination reached within one day of driving. No flying.
- Not necessarily curriculum based

8th Grade Trip Fundraising

- Retail based
- No quota requirement on students
- Limited to 6-8 grades
- One dance per year in 7-8 grades OK, but not mandatory
- Recommended fund raisers:
  o 6th grade – wreath sale tied to business math studies
  o 7th grade – bake sale
  o 8th grade – May Faire booth
- Consider food safety
- All income processed by the foundation’s account
- No events, such as “spaghetti dinner” or “hoe down” because they compete with the school’s fundraiser event and online auction

**Class Traditions**

A number of traditions exist at our School from grade to grade. Here are some you and your children can expect to experience:
- Kindergarten – Winter Spiral planned by the teacher with parent helpers.
- 1st grade – Class swimming lesson in May given by the Sebastopol Rotary Club.
- 2nd grade – Santa Lucia celebration and Lantern Walk.
- 3rd grade – Farm and Practical Arts trips planned by the teacher with parent help.
- 4th grade – Fort Ross field trip, an immersion of Russian settlers.
- 5th grade – Greek Games Pentathlon; nearly a dozen Waldorf schools (charter and private) participate in a stylized, cooperative competition.
- 6th grade – Medieval Games; over a dozen Waldorf schools (charter and private) participate in a rollicking, cooperative competition.
- 7th grade – School team sports begin often with parent coaches.
- 8th grade – An 8th grade trip planned by the teacher with parent help, as well as a full-length play production, and events surrounding graduation.

Fundraising Events
Each school year brings fundraising events in varying formats that might include our annual May Faire Festival, a gala event and an auction. These events are coordinated through the auspices of the Charter Foundation and their success depends on school-wide support and enthusiasm. Other events may occur from time to time as well that may be Charter Foundation or parent initiatives. If you have a fundraising idea, please contact the Development and Community Outreach Director with the Charter Foundation.

Amazon Smile and E-scrip
Signing up for AmazonSmile and eScrip is a simple and effective way to raise additional funds for the School. After you register, a percentage of each purchase you make at certain stores (such as Oliver’s Market) and online is donated to our school, at no additional cost to you!

The Charter Foundation sends out registration information each year with the pledge package and is happy to assist you in signing up. Please visit the Charter Foundation website at: www.thecharterfoundation.org or sign up directly on their websites.

Amazon Smile - Visit www.smile.amazon.com, sign into your existing Amazon account (or create one) and choose Charter Foundation as your designated charity. In the future, remember the smile prefix when shopping on Amazon and you will be fundraising automatically.

eScrip - Visit www.escrip.com, create an account, input your varying payment methods and grocery rewards cards, and designate our school using Group ID# 137346502.

We ask all families to sign up and use both of these fundraising vehicles.

Pledging
Sebastopol Charter School provides a free public education offering a rich Waldorf curriculum to all families. A child’s enrollment in the School is in no way dependent on family pledging. It is important to recognize, however, that the public funding available is insufficient to fully support our curriculum.
Pledge donations to the Charter Foundation – the separate, tax-exempt, fund-raising entity for the School – have been a successful way to support the growth of our school. These resources are heavily depended upon as they are used to support our dynamic accredited Public Waldorf curriculum’s immediate programming needs here at Sebastopol Charter. All donations are tax-deductible to the fullest extent allowed by law.

Each year, the Charter Foundation sends pledge forms to each school family. Please be aware that the Foundation’s capacity to support the School, and therefore the School’s annual budget, is based on the pledge revenues collected by the Foundation. While recognizing that family finances are diverse and subject to change, it is extremely important that each family fully contribute their pledged amount. The Charter Foundation will happily assist in setting up a monthly automatic payment to make your pledge.

It is important to understand that the Foundation and the School both have expenses that are on a 12-month basis, therefore, the Foundation encourages pledges to be given on a year-round basis. We understand that not all families are able to contribute at this level. It is vital, however, that each family contributes to the extent they are able. Because many outside funding resources such as grant foundations look at the percentage of families pledging as an indication of the viability of the Foundation and the School, your wholly voluntary pledge at any level, whatever the size, is a strong indicator of our community commitment.

The health and vitality of Sebastopol Charter School is sustained by families pledging what they can. Pledges to the Charter Foundation help to fully sustain the rich programming at our School.

Annual Parent Survey of the School
At the end of each school year, an Annual Parent Survey regarding aspects of the School is emailed to all school families. Parents are asked to respond to the survey regarding all aspects of their child’s school experience. The report card asks for feedback on the child’s classroom experience, the curriculum, the faculty, the administration, foundation fundraising, facilities, volunteering opportunities, etc. General suggestions, concerns, or comments are also welcomed.

The survey is an opportunity for the parent body to offer positive or negative constructive criticism and to thoughtfully consider the progress their child has made on the stated educational goals of the School. It is also an opportunity for the School administration to receive such information and to make any appropriate changes.

Other Volunteer Opportunities
Volunteer opportunities abound at the Sebastopol Independent Charter School. The School relies on the dedicated hours of service from parent volunteers, which support virtually every aspect of the School and its facilities.

Each teacher works with at least one volunteer “class parent” who gives ongoing support towards the smooth functioning of the classroom. Class Parents coordinate classroom volunteers (such as helpers in handwork), make field trip arrangements, notify parents of important news and class meetings, arrange the cleaning of the classroom, organize the class phone tree, assist in the parent evenings, help the teacher move and set up the classroom each year, etc.

Each class is responsible for cleaning their child’s classroom. In the younger grades, parents help with this task. As the students get older, they take on more of this responsibility. Parents volunteer in their child’s classroom as requested by the teacher, assisting with school projects, making repairs, doing light construction, maintaining the grounds, etc. At times the administrative staff will also request parent help, posting current needs in the Charter Notes.
IN A NUTSHELL:
A Summary of Essential Guidelines

➢ Keep a simple, consistent rhythm in your home life.

➢ Come to school every day when well – and be on time.

➢ Know and follow the dress code.

➢ Park and drive politely.

➢ Get involved and support the School with your time and financial resources to the greatest extent possible.

➢ Protect your child from the harmful impact of TV, movies, videos, computers, and computer games.
Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
   Parents or eligible students should submit to the School Director a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
   Parents or eligible students who wish to ask the School to amend a record should write the School Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
   Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5920
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents;
  8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of* –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- *Inspect*, upon request and before administration or use –
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Sebastopol Independent Charter School has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. SICS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. SICS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. SICS will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
· Administration of any protected information survey not funded in whole or in part by the Department of Education.

· Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Uniform Complaint Policy And Procedures

Scope

Sebastopol Independent Charter School’s (“SICS” or “Charter School”) policy is to comply with applicable federal and state laws and regulations. SICS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any SICS program or activity; and

2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Foster and Homeless Youth Services, and Special Education Programs.

3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

   a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

   b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

      i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

      ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

      iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

   c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

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d. If SICS finds merit in a pupil fees complaint SICS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by SICS to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If SICS finds merit in a complaint, or if the Superintendent finds merit in an appeal, SICS shall provide a remedy to the affected pupil.

SICS acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. SICS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, SICS will attempt to do so as appropriate. SICS may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

SICS prohibits any form of retaliation against any complainant in the complaint process including, but not limited to, a complainant’s filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure SICS’s compliance with law:

Chris Topham
Executive Director
Sebastopol Independent Charter School
1111 Gravenstein Hwy N, Sebastopol, CA 95472
Telephone: 707-824-9700

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the SICS Board of Directors.
Notifications

The Executive Director or designee shall annually provide written notification of SICS’s uniform complaint procedures to employees, students, parents and/or guardians, and advisory committees.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in SICS speak a single primary language other than English.

The Executive Director or designee shall make available copies of SICS’s uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that SICS is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal SICS’s decision to the CDE by filing a written appeal within 15 days of receiving SICS’s decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that SICS has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by SICS.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained
knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, SICS staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If SICS and the complainant agree to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend SICS’s timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant’s refusal to provide SICS’s investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

SICS’s refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of SICS’s investigation and decision, as described in Step #5 below, within sixty (60) days of SICS’s receipt of the complaint.
Step 5: Final Written Decision

SICS’s decision shall be in writing and sent to the complainant. SICS’s decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant’s right to appeal SICS’s decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of SICS’s expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with SICS’s decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving SICS’s decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of SICS’s decision.

Upon notification by the CDE that the complainant has appealed SICS’s decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by SICS, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of SICS’s complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by SICS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with SICS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of SICS’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if SICS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.
Uniform Complaint Procedure Form

Last Name: _________________________________________ First Name/MI: _____________________________________________________________________

Student Name (if applicable): _______________________________ Grade: _____ Date of Birth: ________ __

Street Address/Apt. #: ______________________________________________________________________________

City: ___________________________________________ State: ___________ Zip Code: ________________

Home Phone: __________________ Cell Phone: _________________ Work Phone: ________________

School/Office of Alleged Violation: ____________________________________________________________________

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- Special Education
- Pupil Fees
- Foster/Homeless Youth
- Lactating Pupils
- Local Control Funding Formula

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Gender / Gender Expression / Gender Identity
- Genetic Information
- National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
2. Have you discussed your complaint or brought your complaint to SICS personnel? If you have, to whom did you take the complaint, and what was the result?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. Yes No

Signature: ____________________________ Date: ______________

Mail complaint and any relevant documents to:

   Chris Topham
   Executive Director
   Sebastopol Independent Charter School
   1111 Gravenstein Hwy N, Sebastopol, CA 95472
   Telephone: 707-824-9700
Uniform Complaint Policy and Procedures (“UCP”) – Annual Notice

SICS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

SICS shall investigate and seek to resolve complaints using policies and procedures known as the UCP adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, disability, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any SICS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Foster and Homeless Youth Services
- Special Education Programs
- Lactating Pupils
- Local Control Funding Formula

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints, in addition to complaints relating to pupil fees, must be filed in writing with the following compliance officer:

Chris Topham  
Executive Director  
Sebastopol Independent Charter School  
1111 Gravenstein Hwy N, Sebastopol, CA 95472  
Telephone: 707-824-9700

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first
obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Executive Director or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the SICS’s procedures.

The complainant has a right to appeal SICS’s Decision to the California Department of Education (“CDE”) by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of SICS’s Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of SICS’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director at 707-824-9700.
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, directly at 707-824-9700 or 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 a 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

Naturopathic and Anthroposophical (Waldorf) Doctor:
Dr. Schmitt's Office
511 Petaluma Ave., Sebastopol, CA 95472
Schedule online or by calling or emailing the office info@threefoldmed.com
707-634-6340
www.threefoldmed.com

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
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  

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

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
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
AlysonFilippaLCSW@gmail.com

Sara Cicero, LMFT
www.saracicero.com
707-540-3601
Offices in Sebastopol

Rima Roberts, LMFT
rimarobertsmft.com
707-634-4778

Telehealth:
Elizabeth Sockolov, AMFT
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
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

**Petaluma People Services Center**
(707) 765-8488
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
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
G Suite For Education

At Sebastopol Charter School, we use G Suite for Education as part of our curriculum and instruction. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At Sebastopol Charter School, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child’s personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child’s personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the G Suite for Education account?

G Suite for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://gsuite.google.com/terms/user_features.html):

- Gmail (Middle School only)
- Calendar (Middle School only)
- Chrome Sync
- Classroom
- Cloud Search
- Contacts
- Docs, Sheets, Slides, Forms
- Drive
In addition, we may also allow students to access certain other Google services with their G Suite for Education accounts. Specifically, your child may have access to the following “Additional Services”:

- Google Cloud Print
- Google Data Studio
- Google Earth
- Google Groups
- Google Maps
- Google Photos

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html You should review this information in its entirety, but below are answers to some common questions:

**What personal information does Google collect?**

When creating a student account, Sebastopol Charter School may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the G Suite for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;

- log information, including details of how a user used Google services, device event information, and the user’s Internet protocol (IP) address;
• location information, as determined by various technologies including IP address, GPS, and other sensors;

• unique application numbers, such as application version number; and

• cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

How does Google use this information?

In G Suite for Education Core Services, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

In Google Additional Services, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.

Does Google use student personal information for users in K-12 schools to target advertising?

No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with an G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using an G Suite for Education account.

Can my child share information with others using the G Suite for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

Will Google disclose my child’s personal information?

Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:

• With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents’ consent (for users below the age of consent), which may be obtained through G Suite for Education schools.

• With Sebastopol Charter School. G Suite for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.
● For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.

● For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:

  ○ meet any applicable law, regulation, legal process or enforceable governmental request.
  ○ enforce applicable Terms of Service, including investigation of potential violations.
  ○ detect, prevent, or otherwise address fraud, security or technical issues.
  ○ protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information – such as trends about the use of its services – publicly and with its partners.

What choices do I have as a parent or guardian?

You and your child can visit https://myaccount.google.com while signed in to the G Suite for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the G Suite for Education Privacy Center (at https://www.google.com/edu/trust/), the G Suite for Education Privacy Notice (at https://gsuite.google.com/terms/education_privacy.html), and the Google Privacy Policy (at https://www.google.com/intl/en/policies/privacy/).

The Core G Suite for Education services are provided to us under Google's Apps for Education agreement (at https://www.google.com/apps/intl/en/terms/education_terms.html).