

# Middle School Handbook

Dear Parents and Students,

This guidebook contains information on school policies, procedures and topics that will help you navigate the Middle School experience at SunRidge Charter School. In order for schools to operate safely and efficiently, it is important that students and families are familiar with, and abide by the expectations, procedures and rules outlined in this document. The guidebook is posted online and is subject to amendments during the school year. An up-to-date version will be maintained online at the [SunRidge School website](#).

Notice of any changes will be communicated via email and will take effect upon notification. The following page is an acknowledgement that you have read and understand the guide and policies and agreements therein.

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

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

NOTE: The School has the right to amend the guide for just cause. Parents will be given prompt notification if changes are made. This guide is designed to familiarize the reader with the major policies and practices in place at SunRidge in the Middle School at the time of publication. While every effort has been made to make this guide as complete and encompassing as possible, and does provide general guidance in many areas it cannot address all situations. All previously issued guidebooks and any inconsistent policy statements are superseded with the publication of this guide. SunRidge reserves the right to revise, modify, delete, or add to any and all policies and practices stated in this guide or any other document.

# Table of Contents

Direct Communication	2
Academic Integrity	3
SR Technology Acceptable Use Agreement	4
Dress Code Policy	6
Code of Conduct	9
Consequences for Inappropriate Behavior	11
School Policies and Procedures	15
Middle School Homework Guidelines and Late Homework Policy	17
Shadowing High Schools	19
Shadow Form	21
High School Application Process and Instruction	22
High School Recommendation Request Form	23
Guidelines for a Middle School Student Proposal	24
Healthy Food and Drink/Low Waste Agreement	25
Note Taking in the Middle School	26
The Block Switch and Electives	27
Student Social Action Committee	28
Middle School Dance Guidelines	29
Health Education and Social Emotional Development Topics	30
Textbooks in the Middle School	31
Comprehensive Sexual and Mental Health Education	32
Mental Health Resources	33

## Direct Communication

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

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

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

#### How to start

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

Who to talk to when:

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

## Academic Integrity

Please read and familiarize yourself with the SunRidge School Academic Integrity Policy.

Students should

- Be honest
- Do their own work without cheating

Students may

- Get help on homework from others as long as the helper is not providing answers or completing assignments for you.

Students should not

- Cheat
- Plagiarize
- Use AI to write papers

Consequences for violating the academic integrity policy

- Conference with teacher, parents, students, and/or director.
- Letter to Parents
- Reduced grade for re-written assignments.
- Permanent record in student file (second offense)
- No credit for assignments (second offense)
- Suspension/in-house suspension (third offense)
- Failing grade for block/subject (third offense)

## SR Technology Acceptable Use Agreement

During 3rd through 8th grade at SunRidge School, students will increase their use of electronic technology both inside and outside of the classroom. To support a healthy and productive learning environment for both the students and teachers, the following agreements are required:

*“THUSD Technology, Network, and Internet Student Acceptable Use Policy”*, which can be located on THUSD’s website

### **Use of School Chromebooks**

Students will be assigned a portable “Chromebook” and charger. Students may perform online research, project development, word processing, typing practice, or other applications permitted by the teacher. The following guidelines are required for SR Chromebook usage:

- Students may not use a personal Chromebook in class and must use their THUSD assigned Chromebook.
- Students may not install or add any software applications on the Chromebooks.
- Students may not download music or videos onto Chromebooks except as needed to complete school assignments.
- Students may not disable or bypass Securly apps on Chromebooks.
- Students must handle the Chromebooks with care and not modify any hardware.
- Students may not access personal social networking sites, computer games, chat rooms, or any other school inappropriate applications.
- Students may not put stickers on the school Chromebook or personalize in any way.
- Students may not use the Chromebook to take pictures, videos, or screenshots, except when required for assignments.
- Students may not access personal email accounts, and must only use their THUSD provided email address (@students.twinhillsusd.org) for school work.
- Students may only print if they have permission from the teacher.
- Students may only visit websites approved by the teacher.
- Damage to school Chromebooks due to misuse will result in repairs or replacement and parents may be billed.

### **The consequences for not following these guidelines for use of school Chromebooks are as follows:**

If the student does not follow these guidelines, the teacher will suspend their Chromebook privileges for a period of time and notify the parent. Usually this will be 24 hours for a first offense and 2 days for a second offense.

### **Use of Personal Electronics**

For students, whose parents choose to have their students bring personal electronic devices, including cell phones, smart watches, fit bit, music devices, etc. to school:

1. Devices will be powered down.
2. Devices will be stored in a specially designated location kept in the front office, and collected at the end of the day.
3. Devices will remain powered off until off campus. Use of devices is not permitted on campus at drop off or dismissal.
4. Parents and students acknowledge that bringing personal electronics to school may result in damage or theft to their devices, for which the school is not responsible for.
5. Parents will complete the authorization form below so that teachers know which students should be placing phones in the office location.

**The consequences for not following these guidelines for use of personal electronics are as follows:**

1) **First incident:** the electronic device will be confiscated and held in the office until the student's parent comes in to collect it.

2) **Second incident:** the electronic device will be confiscated and held until a conference between the parents is arranged. At the conference, the outcome of the meeting will result in either:

- a) Suspending the student's privilege of bringing an electronic device to school for any reason, for an agreed upon period of time, or
- b) Having the school write up a behavior report for the student's permanent file documenting the repeated disregard of the rule.

3) **Third incident:** the electronic device will be confiscated and must be picked up by the parent. There will be an automatic behavior report recorded in the student's permanent file followed by a school community service.

**Google Classroom and Student Aeries™**

Teachers may use Google Classroom to post class schedules, assignments, and other communications for the students. It is the student's responsibility to regularly check the Google Classroom and Aeries for information prior to emailing the teacher to request information about assignments. Parents can periodically check the status of assignments, as well as scores, on Aeries. Students are given time during the school day to check Aeries and Google Classrooms.

## **SunRidge School Expectation for Student Dress (revised and Charter Council approved 4/21/2026)**

SunRidge School strives to offer an educational environment that promotes academic achievement while it serves the healthy social and emotional development of every child. We believe it is important that the clothing of our students support this purpose and does not distract from it. A dress code should also be simple enough for everyone to understand and remember, so that both following and enforcing it are relatively easy.

SunRidge School expects that students come to school dressed in a manner that allows for and encourages active participation in the entire school day, including a large variety of activities (games, gardening, woodworking, handwork, painting, etc), and strives to minimize distractions that do not support the learning environment or run counter to the values we are striving to develop.

The weather in our area varies considerably from early morning to late afternoon and children should come to school dressed for that variety. Except on the warmest days, every child should have several layers of clothing, including a warm sweater or coat, so that they can keep themselves warm when outdoors and remove layers as the temperature rises. All students should also have rain gear for rainy days. We allow outside play even when there's light rain if a child has proper protection (weatherproof coat, boots, and hood or hat).

While individuality and uniqueness and clothing can be a positive form of self-expression in a school, clothing fads, precocious behavior and self-absorption contribute to competitiveness, cliques, and conflicts between students, and between students and teachers (and at home between children and their parents). We help students focus and learn by minimizing distractions that do not support the learning environment or run counter to the values we are striving to develop. Keeping the rules simple also makes them easier for students, parents, and teachers to understand, thereby minimizing differences of interpretation, debate, and inconsistent application.

Young adolescents are searching for meaning and individuality - we need to guide them to find it within themselves and what they do in the world around them, not in a materialistic focus on "image." Early adolescent pressure for adult type experimentation in personal expression with one's body is best held off until the high school years. As a K-8 school, we must also be sensitive to the impact that behavior and dress of our older students has on the younger ones. These dress and appearance guidelines may not cover all situations. The general rule is that a student's clothing and grooming should be appropriate to K-8 school setting and be conducive to the educational purpose and activities of the school. Teachers and other school staff have the right to ascertain when clothing or appearance is unacceptable, even if the specific attire is not mentioned in these guidelines. Additional restrictions based on developmental concerns may be requested by teachers and discussion with parents of their students.

Students not adhering to these guidelines will be given other clothing to wear (if available) for the rest of the day. If necessary, parents will be called to assist their child in meeting the dress code.

## **Dress and Appearance Guidelines**

The following is mandatory:

Clothing or accessories with images, wording, symbols or references to drugs, alcohol, violence, or any form of prejudice or put down of others is prohibited.

Clothing must cover the body/torso, including the midriff and entire rear throughout the day including during all school activities. Exposing midriff while hands or arm is raised is acceptable.

Shoes must allow for safe, active movement during the school day. Shoes must be secured to the feet. No “flip-flops”, crocs or other loose heel type sandals or shoes are allowed.

Clothing shall cover all undergarments, except exposure of undergarment waistband (similar to midriff), or undergarment straps is acceptable.

Shorts shall have an inseam and may not be shorter at the hip than they are at the inseam. Additionally, shorts must cover the entire rear throughout the day. Wearing shorts with at least 4” below the bottom of the rear is strongly recommended. This means the shorts are still visible when a child places their entire hand horizontally under their rear. No volleyball shorts or similar are allowed (i.e. Nike Pros).

Skirts/dresses should be at least mid-thigh length. Wearing shorts or leggings under skirts is strongly recommended.

Clothing should stay securely on the body with straps, necklines, waistbands, belts, and sleeve holes that keep the torso and lower body covered. Shirts/tops must have either straps or sleeves, no tube tops are allowed.

No brimmed hats or hoods may be worn in the classroom. 6th-8th grade students may wear brimmed hats in the classroom the discretion of the teacher.

For safety and to encourage freedom of movement, no excessively oversized clothing. Students may wear ripped jeans or other pants with holes where the holes are such that the remaining pants meet the requirements for shorts.

In addition to the above, our teachers strongly request that parents have students wear clothing and accessories that have no media or advertising images and logos. Simple, solid-color clothing free of such images and words creates a social school environment most free of distractions and supportive of your teachers work with children.

## **Other Guidelines**

Perfume and other scents are discouraged in classes due to possible allergies some may have to these products.

Children in grades K-5 are expected to come to school free of make-up or nail polish and with their natural hair color. Students that come to school with nail polish may be asked to remove it. Children in grades 6-8 may wear makeup, nail polish, and have dyed/colored hair.

In general, jewelry must not present a safety concern (e.g. long necklaces, hoops or dangling earrings). Jewelry should not present a distraction to the educational focus of the school environment.

# MIDDLE SCHOOL CODE OF CONDUCT

The following behaviors are expected of SunRidge students to keep our school a safe and accepting learning community of caring students and adults who feel connected and treat each other with dignity and respect.

Area/ Expectation	Safety	Respect	Responsibility
<b>School Wide</b>	<p>Wait for an adult supervisor before entering any part of the school.</p> <p>Use common sense and caution.</p> <p>Wear school-approved appropriate clothing and footwear.</p>	<p>Use appropriate language, volume, and tone of voice.</p> <p>Leave all personal electronic devices such as cell phones, cell phone accessories, electronic organizers at the office.</p> <p>All personal property, clothing, items, etc. must be appropriate for a middle school learning environment and follow the dress code.</p>	<p>Leave gum at home.</p> <p>Clean up after yourself.</p> <p>Use all facilities (bathrooms, drinking fountains, etc.) appropriately.</p> <p>Use kind words and actions. Avoid profanity.</p>
<b>Classrooms</b>	<p>Enter and leave classrooms with adult supervision.</p> <p>Walk.</p> <p>Keep walkways clear.</p>	<p>Respect the learning environment and the learning of others, whether inside or outside the classroom.</p> <p>Use appropriate language, volume, and tone of voice.</p> <p>When outside during class time, be quiet to ensure other classes are not disrupted.</p>	<p>Be on time to class and be on task once arriving.</p> <p>Actively participate.</p> <p>Come to class prepared.</p> <p>Clean your area before leaving.</p>
<b>Chromebook, Computers, &amp; Technology</b>	<p>Always avoid sharing personal information online (name, address, phone #, age).</p> <p>Keep your privacy- avoid sharing your passwords with others.</p>	<p>Always get permission to touch another's workstation (i.e. mouse, keyboard, etc.).</p> <p>Keep all food and drink away from technology.</p>	<p>Gentle use of computer equipment.</p> <p>Leave settings alone or as the school has set them.</p> <p>Clean up your work area.</p> <p>Honor Chromebook and Internet Use Contract which can be found on the school website.</p>
<b>Gym/MUR</b>	<p>Walk when going to the Gym/MUR.</p> <p>Wait for the teacher before entering the gym with your class.</p> <p>Make room for others.</p>	<p>Keep hands and feet to yourself.</p> <p>Be considerate of speakers and/or performers.</p> <p>Comply with supervisory instructions for expected behavior: rally, performance, ceremony, sporting event.</p>	<p>Finish all food and drink before entering</p> <p>Clean up any trash.</p> <p>Keep backpacks outside the gym clear of doorways and walkways.</p> <p>Be a team player.</p> <p>Encourage others.</p>

<b>Office</b>	<p>Open the door slowly and hold it open for others entering and exiting.</p> <p>Use appropriate volume and tone of voice.</p>	<p>Wait your turn patiently.</p> <p>Be aware of visitors and/or parents.</p> <p>Remain in the front unless given permission to go past the gate.</p> <p>Be polite and use manners.</p>	<p>Enter with no more than one other person.</p> <p>Take care of business and exit.</p> <p>Obtain permission to use the phone.</p> <p>Must have adult permission to be in the office during class time.</p>
<b>Yard &amp; Field</b>	<p>Play safely.</p> <p>Stay in sight of campus supervisors.</p>	<p>Play in appropriate, specified areas.</p> <p>Get permission to leave the designated areas.</p> <p>Be a good sport.</p> <p>Let others join in activities.</p> <p>Treat others' property with respect.</p>	<p>Listen and follow directions from school staff.</p> <p>End game immediately after the first bell sounds.</p> <p>Be polite.</p> <p>Help bring sport equipment back to the storage bin.</p>
<b>Pick Up Area</b>	<p>Stand on the sidewalk behind the line.</p> <p>Keep hands and feet to yourself.</p>	<p>Wait for permission to enter the bus.</p> <p>Wait your turn.</p>	<p>Set a good example for younger students.</p> <p>Use kind words and actions.</p>
<b>Bicyclists/ Walkers</b>	<p>Cross only when the supervisor is present and gives permission.</p> <p>Cross only at designated areas.</p> <p>Wear helmets.</p>	<p>Touch others' property only with permission.</p>	<p>Ride or walk directly home unless parent permission and school authorization has been given.</p> <p>Secure bicycle to the bike rack.</p>
<b>Bathrooms</b>	<p>Flush.</p> <p>Wash hands.</p>	<p>Respect privacy.</p> <p>Use quiet voices.</p> <p>Treat facilities with respect.</p>	<p>Conserve paper.</p> <p>Be neat.</p> <p>Report any damage or mess.</p>
<b>Kitchen</b>	<p>Keep hands and feet to yourself.</p> <p>Use the service windows only and not the door.</p> <p>No glass containers on campus.</p>	<p>Wait your turn in line.</p> <p>Friends wait for you away from the line area.</p> <p>Use manners: Please and thank you.</p>	<p>Get your own food.</p> <p>Use products such as straws, condiments, napkins, etc. appropriately.</p>

# Consequences for Inappropriate Behavior

In an effort to keep SunRidge a safe and productive learning environment, the following procedures are utilized. In addition to consequences listed for failure to follow procedures, positive events and rewards such as Panther Pride Awards, assemblies, and field trips will be planned for those who have few infractions during the year.

Consequence	Abbreviation	Description	Equivalency	Notification Sent Home	Counts Against Eligibility
<b>CONDUCT MARK</b>	<b>C</b>	<p>Conduct marks due to a student's failure to follow established procedures. This is not counted towards loss of privileges unless it is repeated for similar behavior.</p> <p>Teachers may allow students to work off conduct marks <i>before</i> they get their third one.</p> <p>It is up to the student to arrange this with the teacher.</p>	3 C= D	No	No
<b>DISCIPLINE CARD (yellow card)</b>	<b>T</b>	A Discipline Card is issued to remind students when their behavior is having a negative impact on the classroom environment. This behavior includes harming others, destruction of property and overt defiance.	3 Repeated Behaviors = D	No	No
<b>DETENTION</b>	<b>D</b>	<p>A detention may be issued for failure to follow school rules inside or outside of the classroom. Students serve detention during or after school in an assigned room. A form will be sent home to parents for a signature whenever a detention is given, and it must be returned the next school day.</p> <p>Each detention is recorded and counts towards a student's eligibility for school activities. On the fourth detention in one quarter, the student could be ineligible for dances, and reward events.</p>	N/A	Yes	Yes
<b>LOSS OF PRIVILEGES</b>	<b>L</b>	<p>Students who repeatedly break school rules will be restricted from participating in sports and extra-curricular activities such as dances and reward trips.</p> <p>Each quarter semester grade period a student is allowed a maximum of three detentions. On the 4<sup>th</sup> detention, the student may become ineligible for activities.</p> <p>Significant behavioral infractions may be cause for removal from promotion activities.</p>	N/A	Yes	Yes

<p><b>ALTERNATIVE CONSEQUENCE S</b></p>	<p><b>A</b></p>	<p>At times, when standard consequences are ineffective in changing a student's negative behavior, our school Discipline Review Committee will be assigned to meet and consider alternative consequences for such students.</p> <p>After-school detentions, Saturday work sessions, structured day, in-school work sessions and a variety of other consequences may be considered to help the student modify the disruptive behavior.</p>	<p>N/A</p>	<p>Yes</p>	<p>Yes</p>
<p><b>EXPULSION</b></p>	<p><b>E</b></p>	<p>Following State Educational Code / district guidelines, an expulsion, which means the removal of a pupil from the immediate supervision and control of school personnel, shall be issued by the principal or the superintendent. See listed behaviors below.</p>	<p>N/A</p>	<p>Yes</p>	<p>Yes</p>

# CODE of CONDUCT (Continued)

## BEHAVIORS THAT MAY RESULT IN SUSPENSION FROM SCHOOL

California Educational Codes define what behaviors will result in student suspensions.

- o Alcohol, tobacco, and drug possession or use will result in automatic suspension and loss of school privileges for one month or more.
- o Fighting, unless clearly in self-defense, is grounds for suspension.
- o Disruption of school activities, refusal to follow reasonable directions, and bullying or intimidation are all listed in Educational Codes as offenses warranting suspension.
- o Vandalism, theft, and destruction of property are also listed as reasons for suspension.
- o Possession of weapons, fireworks, or other dangerous objects. (In most cases weapon possession results in the expulsion of students.)
- o Harassment of other students (This includes social harassment, sexual harassment, online harassment, or any other behaviors that impede our students from feeling safe and secure at school. See the definition of harassment that follows on the next few pages.)

## BEHAVIORS THAT MAY RESULT IN EXPULSION FROM SCHOOL

California Educational Codes and district board policy define what behaviors will result in student expulsions. A more detailed list may be viewed at the school or district office.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity on or off school grounds.
- Possessed, used, sold, otherwise furnished, or under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Robbery or extortion.
- Assault or battery, as defined in Section 240 and 242 of the Penal Code, upon any school employee.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, and chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid school authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school or private property.
- Possessed an imitation firearm.
- Committed sexual harassment as defined in Ed. Code Section 212.5.
- Caused, attempted to cause, threaten to cause, or participate in an act of hate violence as defined in subdivision (e) of Ed. Code Section 33032.5.
- Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently pervasive enough to create a hostile educational environment.

## HARASSMENT AND BULLYING

Our district is committed to providing an educational setting free from harassment based on race, gender, religion, national origin, physical or mental disability, sexual orientation, or age. We will not tolerate harassment of or by students or staff.

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile environment or that interferes with one's education. Harassing conduct can take many forms, and includes, but is not limited to, slurs, jokes, statements, gestures, pictures, or cartoons regarding another's sex, race, color, nationality origin, age, religion, physical or mental disability, medical condition, or sexual orientation.

Any incident of harassment should be reported promptly to a teacher or the principal of the school. Staff members who are so informed may take action, but they should also file a written report of such incidents with the principal for recording the incident. Depending on the seriousness of the incident, the situation may be turned over to the principal for immediate disciplinary action. Every incident will be investigated with an emphasis on thoroughness and confidentiality.

If harassment is established, the offender will be disciplined. Disciplinary action can range from verbal or written warning up to, and including, immediate suspension and possible expulsion, depending on the circumstances. Retaliation against a student or staff member reporting harassment is illegal and will not be tolerated.

### **SEXUAL HARASSMENT**

Sexual harassment is unwanted and unwelcomed behavior from students or staff members that is sexual and causes problems for you at school. The unwelcome behavior may be verbal, visual, or physical. Sexual harassment is against the law and should not be ignored. Some examples are:

- Commenting, writing notes or invitations of a sexual nature
- Making comments or jokes that are sexual
- Touching or gestures that are sexual
- Blocking or cornering in a sexual way
- Inappropriate pulling or grabbing of clothing
- Showing sexual interest in someone when the interest is not wanted
- Expressing sexual interest between adults and students
- Using sexual epithets, as verbal intimidation or name calling

### **BULLYING PREVENTION AND INTERVENTION POLICY**

**Purpose:** Our school is committed to providing a safe and supportive learning environment where all students can thrive academically, socially, and emotionally. Bullying, as defined by California Education Code Section 48900(r), is prohibited on school grounds, during school activities, and via electronic communication.

**Definition:** Bullying includes, but is not limited to, any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. This conduct can disrupt the educational process, create a hostile environment, interfere with a student's academic performance, or threaten their well-being.

#### **Procedures:**

- **Reporting:** Students, parents/guardians, and staff are encouraged to report incidents of bullying to any school staff member. Reports can be made anonymously.
- **Investigation:** Upon receiving a report, the school will promptly investigate all complaints of bullying. The investigation will be conducted in a fair and impartial manner, respecting the privacy of all involved.
- **Intervention:** If bullying is substantiated, appropriate disciplinary action will be taken. This may include counseling, corrective instruction, and/or other interventions aimed at preventing future incidents. Support will also be offered to victims.
- **Documentation:** All reported incidents of bullying, whether substantiated or not, will be documented and retained as part of the student's record.

#### **Prevention:**

- **Education and Training:** Students, staff, and parents/guardians will receive education and training on recognizing, preventing, and responding to bullying behavior.
- **Positive School Climate:** Our school promotes a positive school climate through programs that encourage respect, empathy, and inclusivity among students and staff.

**Legal Compliance:** This policy complies with California Education Code Sections 234.1, 32283.5, and 48900(r), which mandate the establishment of bullying prevention policies in California schools.

# School Policies & Procedures

## Academic Integrity

Please read and familiarize yourself with the SunRidge School Academic Integrity Policy.

Students should

- Be honest
- Do their own work without cheating

Students may

- Get help on homework from others as long as the helper is not providing answers or completing assignments for you.

Students should not

- Cheat
- Plagiarize
- Use AI to write papers

Consequences for violating the academic integrity policy

- Conference with teacher, parents, students, and/or director.
- Letter to Parents
- Reduced grade for re-written assignments.
- Permanent record in student file (second offense)
- No credit for assignments (second offense)
- Suspension/in-house suspension (third offense)
- Failing grade for block/subject (third offense)

## Dress Code

These dress and appearance guidelines may not cover all situations. The general rule is that a student's clothing and grooming should be appropriate to TK-8 school setting and be conducive to the educational purpose and activities of the school. Teachers and other school staff have the right to ascertain when clothing or appearance is unacceptable, even if the specific attire is not mentioned in these guidelines. Additional restrictions based on developmental concerns may be requested by teachers and discussion with parents of their students.

Students not adhering to these guidelines will be given other clothing to wear (if available) for the rest of the day. If necessary, parents will be called to assist their child in meeting the dress code.

## **Dress and Appearance Guidelines**

The following is mandatory:

- Clothing or accessories with images, wording, symbols or references to drugs, alcohol, violence, or any form of prejudice or put down of others is prohibited.
- Clothing must cover the body/torso, including the midriff and entire rear throughout the day including, during all school activities.
- Shoes must allow for safe, active movement during the school day. Shoes must be secured to the feet (no “flip-flops”, “crocs” or other loose heel type sandals/shoes).
- Clothing shall cover all undergarments, except exposure of undergarment waistband (similar to midriff above), or undergarment straps is acceptable.
- Shorts shall have an inseam, and may not be shorter at the hip than they are at the Inseam. Additionally, shorts must cover entire rear throughout the day, extending approximately 4” below the bottom of the rear.
- Skirts/dresses should be at least mid thigh length. Wearing shorts or leggings under skirts is strongly recommended.
- Clothing should stay securely on the body with straps, necklines, waistbands, belts, and sleeve holes that keep the torso and lower body covered. Shirts/tops must have either straps or sleeves (no tube tops).
- No brimmed hats or hoods may be worn in the classroom. 6th-8th grade students may wear brimmed hats in the classroom, at the discretion of the teacher.
- For safety and to encourage freedom of movement, no excessively oversized clothing or sleepwear is permitted. Students may wear ripped jeans or other pants with holes where the holes are below the requirements for shorts.

In addition to the above, our teachers strongly request that parents have students wear clothing and accessories that have no media or advertising images and logos. Simple, solid-color clothing free of such images and words creates a social school environment most free of distractions and supportive of your teachers' work with students.

### **Other Guidelines**

- Perfume and other scents are discouraged in classes due to possible allergies some may have to these products.
- Children in grades K-5 are expected to come to school free of make-up or nail polish and with their natural hair color. Students that come to school with nail polish may be asked

to remove it. Children in grades 6-8 may wear makeup, nail polish, and have dyed/colored hair.

- In general, jewelry must not present a safety concern (e.g. long necklaces, hoops or dangling earrings). Jewelry should not present a distraction to the educational focus of the school environment.

Rev. 10/24

## Middle School Homework Guidelines and Late Homework

Generally, homework is geared toward practice and mastery, such as reading, practice problems reinforcing math concepts, music instrument practice, and review and study of block material. These are areas where repetition is valuable in developing mastery and comprehension. Homework is often not an ideal setting for learning new material or applying very new concepts and we strive to do this during school hours. We dedicate extensive time at school to start and often complete assignments, and try to limit homework to allow for a student to have outside of school activities.

In middle school, the target is for approximately 60-90 minutes of regular homework five days a week. This will be toward the lower end of the range in 6<sup>th</sup> grade and toward the higher end by 8<sup>th</sup> grade. Sometimes during the year there will be projects, reports, and performances, and homework may become less predictable and dependent on the time management of the student, however teachers will try to adjust the regular homework load to accommodate these fluctuations. Teachers will conduct homework studies during the year where students will explicitly track all homework minutes to see how they are doing in general on meeting the homework targets.

Math is not typically assigned on Friday in 6<sup>th</sup> and 7<sup>th</sup> grades, and teachers try whenever possible to not assign new homework on Friday, but it is possible that there is some homework over the weekend that involves reading, studying, and/or catch up work from the week. Here is an estimated breakdown of daily homework:

### **Monday thru Friday in 7<sup>th</sup> and 8<sup>th</sup> grade, Monday thru Thursday 6<sup>th</sup> grade**

15-20 minutes of Math Practice (8<sup>th</sup> Grade Algebra 30 minutes)

15-20 minutes of specialty class homework (usually Music and Spanish)

20 minutes of Language Arts Practice (reading, vocabulary, writing)

\*15-20 minutes of Main Lesson (studying or writing, if not completed in class)

Obviously, there will be variation based on the student, and some students will require more or less than the target. Another variable is the amount of work that the student completes during work time made available at school. Another factor is the individual pace of the student. If your student is spending much more than is expected on a regular basis, that is a sign that the teacher, parent, and student should meet together to develop a plan to bring the student back in line with expected time for homework.

If on a particular evening a student is spending excessive time for current homework (make-up work excluded), a parent may send a homework log to the teacher logging the amount of homework completed by subject that evening and request an extension. The homework log is located in this handbook. Excessive time is considered to be more than twice the projected time amount of homework minutes. Should this become a repeated occurrence, **the teacher may ask to meet with parents.**

**Missing or Late Homework:** It is the middle school student's responsibility to turn in homework at the very start of the day when it is due. Homework not turned in at the very start of the day is considered late. Late homework will not receive full credit, and the grade is lowered by a full grade

each day the assignment is late (including the day of the assignment). Homework over one week late will receive a maximum 50% completion credit. If work is 1 to 2 days late a student loses 5%, 3 to 4 days 10%, 5 to 7 days 20% and 8 days and up 30%.

**Missed homework due to absences:** Students who are absent due to illness or shadowing high schools still must make up assigned homework on a timely basis. In the case of shadowing, the student is expected to make arrangements ahead of time to make up the homework that same day. If a student misses school due to illness, the student has one week to make up the homework assignment for full credit. After one week, only 50% credit is available for the assignment.

**Missed homework due to personal activities:** Students are not excused from completing homework due to personal after school activities or personal commitments. If a student has after school activities that prohibit them from completing homework, they are encouraged to complete homework during the school day at recess and to try to get assignments from the teacher in advance so they can work on them ahead of time.

**Missed tests due to absences:** If a student is absent when a test is given, they will be required to stay in at recess to make up the test. A recess time will be a quiet and productive setting that is closely supervised by a middle school teacher to ensure test integrity.

## Shadowing High Schools

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

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

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

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

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

## **SHADOW FORM INSTRUCTIONS**

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

REQUEST/PERMISSION TO SHADOW  
& ATTENDANCE VERIFICATION

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

**☐ PLEASE PRINT CLEARLY ☐**

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

Student Name: \_\_\_\_\_ Date of Request: \_\_\_\_\_

School of Attendance: \_\_\_\_\_ Date of Shadow Day: \_\_\_\_\_

School Site Shadowing: \_\_\_\_\_

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

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

School Site Shadowed: \_\_\_\_\_ Date Shadowed: \_\_\_\_\_

Principal/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## High School Application Process and Instruction

Dear 8th Grade Parents and Students:

<p>If your child is applying to any private high school or to a school-within-a-school program (MSA or STEM), let us know by December 1st. These schools ask for input from SunRidge School teacher recommendations, transcripts, discipline, attendance data and/or test scores. We need to have a release of confidentiality form from you before we release this data.</p>	<p>The final date to request recommendations and transcripts from SunRidge School teachers/Staff /Office is <b>December 1st</b>. Most high schools require our input by mid-January, and <b>we need time to write recommendations and prepare packets before their deadline</b>.</p>
<p><b>Forms Provided to SunRidge by Parents</b></p>	<p>Your student needs to provide a “brag sheet” to each teacher who agrees to write a recommendation. Check each high school’s website. Some schools (Marin Academy, Sonoma Academy, St Vincent’s) provide Transcript Request forms that must be signed by a parent and submitted to their student’s middle school. Some schools (Analy, Credo, ArtQuest, Tech High) have online processes set up, and they will ask parents to submit email addresses for teachers and/or a counselor/administrator. For the counselor/administrator’s email address.</p>
<p><b>Turn in Fee and Forms</b></p>	<p>Drop off the signed forms to the front office on or before December 1st.</p>
<p><b>Forms Provided to High Schools by SunRidge</b></p>	<p>Some or all of the following: teacher/counselor/administrator recommendations, transcripts, attendance data, discipline records, test scores. We are not able to accommodate requests made after December 1<sup>st</sup>.</p>

If you have any questions, please email the office

## High School Recommendation Request Form

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

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

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

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

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

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

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

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

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

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

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

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

6. SunRidge School requests a \$35 fee to cover staff time and office supplies. Please make checks payable to “SunRidge School”. **Please deliver the payment, any forms you need to submit to SunRidge a copy of your brag sheet, and a copy of this completed signed SRHigh School Request form on or before December 1<sup>st</sup> to the office.**

## Guidelines for a Middle School Student Proposal

Dear Middle School Student,

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

- o *Final Draft quality*
  - o Neat (typed or handwritten)
  - o Contains a date, opening and closing
  - o Contains the name of submitter
- o Clearly state the request and supporting ideas in a respectful manner.

You may choose to utilize a memo format as follows:

**To:**

**From:**

**Date:**

**Subject:**

**Opening**

**Summary**

**Conclusion**

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

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

Warm Regards,

MS Team

## Healthy Food and Drink/Low Waste Agreement

While the middle school student may be expected to pack their own lunch, it is important to provide them with plenty of healthy food options in packaging that can be easily reused and not generate waste or litter on campus. We strive to be zero waste, so any landfill trash brought in that is not recyclable needs to be packed back home. Please have all containers and lunch containers clearly labeled with your student name so misplaced items can be easily returned.

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

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

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

***Nut Free Zone.*** Please avoid raw nuts and peanut butter. In certain classes, where severe allergies are present, nuts are not allowed.

## **Note Taking in the Middle School**

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

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

- Note taking is introduced
- The focus is on format and how to organize notes (i.e., Cornell Notes)
- Students may rely on teacher or peer notes, as needed
- Notes are collected with main lesson work, but are not assessed.
- Guided notes can also be used to develop note-taking skills, and for students who need extra note taking support.

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

- Students are prompted to capture summary level (outline) information.
- Students are prompted to capture limited supporting details; the depth varies based on the individual.
- Students may continue to rely on teacher or peer notes, as needed.
- Notes are collected with main lesson work for completeness, but are not assessed.
- Guided notes can also be used to develop note-taking skills, and for students who need extra note taking support.

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

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

## **The Block Switch and Electives**

### **The Block Switch**

At SunRidge it is our intent to bring to the middle school students a greater variety of teachers that reflect the growing maturity of this population. While keeping the Class Teacher model, the middle school teachers work as a team to hold, guide and teach the middle school classes. In addition to the specialty teachers, the middle school experiences *The Block Switch*. Once a year each middle school class has a block with one of the other middle school teachers. For example, the 6<sup>th</sup> grade class, while having most of their Main Lesson Blocks taught by their class teacher, will have one block taught to them by the 7<sup>th</sup> grade class teacher, and another block taught to them by the 8<sup>th</sup> grade class teacher. In this way the middle school students will have three Main Lesson teachers each year.

### **Electives**

It is also our intent to bring more choice to the middle school students. In addition to the projects that have “choices” built into them, we also offer the middle school one double-period per week for *Electives*. Each Friday between the Fall and Spring Breaks is devoted to bringing a range of classes that the middle school student can choose from. Traditionally we will have 7-9 different elective classes, running the gambit from woodworking to clay, sports to gardening, and murals to Maker Space. We also offer a class we call “Fab Lab” for students who might choose to use that time to catch up on homework or research their own projects. We offer two sessions of electives each year, making a total of six elective choices during a student’s middle school career.

## **Student Social Action Committee**

Seventh and eighth grade students have the opportunity to participate in a student-led leadership and community service group called the Student Social Action Committee, or SSAC. The SSAC helps younger students and peers navigate social challenges by helping supervise recess areas and resolve social difficulties as they occur. They also promote a healthy social environment on campus by developing a “code of compassion” and by facilitating special events, such as No One Eats Alone Day. Students in the SSAC are led by NCS faculty to develop conflict resolution, communication, and leadership skills.

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

Then at a designated meeting in the fall, the student will read their letter aloud to the existing committee. An important part of being in the SSAC is the ability to talk to students about their personal experiences so this demonstration is essential. The faculty chair will notify students if they are selected into the SSAC, which has a limited number of members.

Students need to be aware that the SSAC requires volunteering their recess time (typically two recesses a week) and occasionally additional time commitments. Once a student is selected into the SSAC, they are expected to fulfill their commitment for the remainder of the year. Should a student miss a meeting or service duty, they will receive a warning. Should they miss a second meeting or service duty, the student’s parents will be notified. After a third missed meeting or service duty, the student will be removed from the SSAC. It is our intent that only students who are truly committed to improving the social environment at NCS are allowed to participate in the SSAC.

## Middle School Dance Guidelines

One SR staff member has to be present, a 6-8<sup>th</sup> grade teacher. A minimum of 6 chaperones is recommended.

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

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

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

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

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

### Check in procedures:

- Adults may “sign-in” the students they bring to the dance. This includes the cell phone number(s) of an available adult for pick-up. Alternatively, a dance permission with the required information can be accepted for every student.
- Only students on invited school’s rosters can attend. Class rosters are used to verify this. (Attending schools must provide student rosters at least 1 week prior to the dance)
- Student cell phones must be checked in at the door.

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

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

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

Music must be appropriate for age level and no explicit lyrics are allowed.

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

\_\_\_\_\_ Chaperone Signature

## **Health Education and Social Emotional Development Topics**

Our Middle School curriculum is rich in social emotional topics. Our Digital Literacy curriculum is rich in social emotional learning content. Teachers also cull from resources such as Teaching Tolerance, Facing History/Facing Ourselves and Welcoming Schools. Besides these ongoing lessons, the Middle School offers and incorporates lessons through special guest speakers, field trips, class meetings and targeted lessons. Presenters have included Beyond Differences, Spectrum, Story Project, Beyond Hunger, Project Kasai, and Sonoma Waste Management.

Suicide Prevention/Stress Management/Coping Mechanisms

HIV/AIDS/STDs – Risky Behaviors (8<sup>th</sup>)

Drug and Alcohol Abuse

Gender Identity/LGBTQIA+

Eating Disorders/Body Image

Social Isolation/Bullying

Sexual Harassment/Rape

Environmental Awareness and Stewardship

## **Textbooks in the Middle School**

During the course of Middle School students will be loaned textbooks in Math, Science, Spanish, as well as, readers\* in Language Arts. It is expected that students will return loaned books in the same condition that they received them. In the case of damaged or lost books, families should make checks payable to SunRidge School to cover replacement costs.

Below find the costs of some of the books that we use.

\*Cost of readers varies from book to book.

ELA readers will be replaced at the value of the book

## **Comprehensive Sexual and Mental Health Education**

During middle school, students are exposed to a comprehensive health education curriculum and are automatically opted in to the programs at SunRidge School. As a public school, we are required by legislation from the State to of California to educate students on such topics as: AIDS/HIV/STD's and risky behaviors that lead to their transmission, human trafficking, healthy relationships, and suicide prevention. Should you want to review curriculum materials or opt out of any of the following programs, please contact your class teacher for additional information. Here are some of the major topics/blocks you can expect:

- 6<sup>th</sup> and/or 7<sup>th</sup> Grade: Discussion of Stress and Healthy vs. Maladaptive Coping Strategies, Discussion of Healthy Relationships
- 7<sup>th</sup> Grade Human Physiology: Coming of Age (Puberty) and Reproductive Anatomy
- 8<sup>th</sup> Grade Physiology: Sensory and Nervous System and Effects of Drugs and Alcohol on these systems
- 7<sup>th</sup> and 8<sup>th</sup> Grade: Comprehensive AIDS/HIV/STI Prevention (curriculum provided by the Red Cross and other reputable 3<sup>rd</sup> parties).
- Not grade specific (pending 3<sup>rd</sup> Party speaker availability): Gender Sensitivity/LGBTQIA+ Awareness, Healthy Body Image, Social Isolation (Beyond Differences), Cyberbullying and Online Predators/Human Trafficking (Polly Klaas Foundation).

## Mental Health Resources

### Crisis Support at School

SR encourages strong relationships to be built between students and teachers. Students may feel closest to their class teacher who loops with the class, guiding them over the course of a few years. Sometimes students develop closer relationships with specialty teachers who guide them in their education of specific subject matter. We encourage students to notify appropriate school personnel or other adults if they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.



**Sonoma County**  
Office of Education

## Mental Health Resources for Sonoma County Youth

En Español

Mental Health Resources For Sonoma County Youth Spanish 1.pdf

[Download File](#)

## 24 Hour Emergency Mental Health Hotlines/Emergency Numbers

### Local Mental Health Hotlines / Emergency Numbers:

- North Bay Suicide Prevention Hotline 855-587-6373
- Sonoma County Suspected Child Abuse Hotline 707-565-4304/800-870-7064
- Sonoma County Emergency Mental Health Hotline 800-746-8181
- Verity Sexual Assault Hotline 707-545-7273
- YWCA Domestic Violence Services 707-546-1234
- Crisis Stabilization Unit 800-576-8181
- Social Advocates for Youth Crisis Center 800-544-3299

### State-wide/National Mental Health Hotlines / Emergency Numbers:

- National Suicide Prevention Lifeline 800-273-8255
- NAMI (National Alliance on Mental Illness) 866-960-6264 (Call or Text)
- National Helpline 800-662-4357
- The Trevor Project (LGBTQ Youth) 866-488-7286
- The TALKline 415-441-KIDS (4357)
- California Youth Crisis Line 800-843-5200 (Call or Text)
- Crisis Text Line Text: "Hello" to 741-741
- Anonymous reporting weapon threats at school 866-SPEAK-UP
- Teen Line (Teens can talk to other teens who are trained to support peers through tough times) 310-855-4673 or Text: "Teen" to 839863 (6-9pm PST)

## Shelter, Food, Medical, Mental Health, Disaster Resources

### United Way Local Assistance

Call 211 or Text your zip code to 898211

<http://211sonoma.org>

Comprehensive local service for information regarding housing, food, transportation, mental health, medical care, legal assistance, job assistance and more. Information in English/Spanish and 150 other languages.

### SAMHSA Disaster Distress Helpline

800-985-5990 (Call or Text)

<https://www.samhsa.gov/find-help/disaster-distress-helpline>

Crisis counseling, support and referrals for people experiencing distress due to a natural or human caused disaster, pandemic, or community unrest/violence. Press 2 for Spanish when calling, interpretation in 100 different languages available as well.

### Emergency Shelters / Drop-in and Teen Centers

Abraxis Transition Program (Mon-Fri, noon-8pm) 707-568-4415

The Coffee House Teen Shelter: 707-546-3432

VOICES Sonoma 707-579-4327

CHOPS 707-579-4327

Valley of the Moon 707-939-1452

### West County Free or Low Cost Counseling Services

#### West County Community Services

707-823-1640 x391 | <https://www.westcountyservices.org/counseling-services/>

Free Behavioral Health Services in West County include individual and group support through Peer Counseling, Crisis Counseling, School based Counseling for youth, and Senior Counseling Services.

#### Forestville Teen Clinic

707-887-0427 | <https://www.wchealth.org/service/mental-health-services/>

Behavioral Health Services include: Group and individual therapy, behavioral health for adults and children, Gender Affirming Behavioral Health Service for youth and adults.

### Sonoma County Free or Low Cost Counseling Services

#### Child Parent Institute

707-585-6108 | <http://calparents.org>

No-cost counseling services for children birth-18 including trauma treatment, mental health treatment, and family therapy.

#### Jewish Community Free Clinic

707-585-7780 | [www.jewishfreeclinic.org](http://www.jewishfreeclinic.org)

Offers short-term solution focused therapy at no cost to all members of the community.

#### SAY (Social Advocates for Youth)

707-544-3299 x237 | [www.saysc.org](http://www.saysc.org)

Counseling services for children, adolescents or families who have Medi-Cal.

#### Bucklew Programs

707-571-8452 | <https://www.bucklew.org/>

The Family Service Coordination team provides a Resource Clinic every Tues from 3-4:30pm, and has groups for supporters of loved ones with mental, behavioral, or situational challenges.

### Petaluma People Services

707-765-8488 | <http://petalumapeople.org/counseling/>

Counseling services offered for children, adolescents and families for a low sliding scale fee.

### Life Works

707-568-2300 x105 | <https://www.lifeworkssc.org>

Counseling services offered for children, adolescents, adults, couples and families for a sliding scale fee. They also offer services for families dealing with substance abuse, and behavioral or emotional challenges.

### Santa Rosa Community Health

707-303-3600 | <https://srhealth.org>

Counseling services offered for individuals and families. They take Medi-Cal and many other health insurance companies, and also offer a sliding scale for those who are uninsured.

### Sonoma County Indian Health Project

707-521-4550 | <https://www.scihp.org/behavioral-health-services/>

Counseling services offered to Sonoma County American Indians, as well as non-Indians with Medi-Cal on a limited basis.

### NAMI Sonoma County

866-960-6264 | <https://namisonomacounty.org/>

Support Groups for those living with mental illness and their families/caregivers. Also information and resources for mental health.

### Sonoma County Psychotherapy Group Practices

#### Sonoma Family Therapy

707-483-9061 | [www.sonomafamilyinc.com/](http://www.sonomafamilyinc.com/)

Sliding scale offered for pre-licensed staff therapists, “superbill” option to submit to insurance companies for all other therapists.

#### PsychStrategies

707-303-3243 | <https://psychstrategies.com/>

Therapists accept most major health insurance plans, but do not take Medi-Cal.

### Sonoma County Grief Counseling

### Sutter Care at Home Bereavement & Grief Support

707-535-5780 | [www.sutterhealth.org/services/home-health-hospice/grief-support-santa-rosa](http://www.sutterhealth.org/services/home-health-hospice/grief-support-santa-rosa)

Free counseling, community education and school-based groups. All ages.

### St. Joseph Health Hospice Grief Services

Memorial Hospice Santa Rosa 707-568-1094; Hospice of Petaluma 707-778-6242; North County Hospice 707-431-1135 | <http://www.sonomacountyhospice.org/about-grief-services.html>

Free counseling, community education and school support. All ages.

### Social Advocates for Youth School-based Grief Services

707-544-3299 x234 | [www.saysc.org/programs/say-grief-services](http://www.saysc.org/programs/say-grief-services)

Free school-based support groups and workshops for youth.

### Spanish/English Bilingual Mental Health Resources

Departamento de Salud Conductual del Condado de Sonoma

707-565-6900 | <https://sonomacounty.ca.gov/Health/Behavioral-Health/>

Mental and Substance Use Disorder Services.

Accepts Medi-Cal

### Humanidad-Therapy and Education Services

707-525-1515 | <http://srosahtes.org>

Non-profit multicultural community mental health agency offering low-fee mental health services in Sonoma County

### Social Advocates for Youth (SAY)

707-528-7500 | <https://www.saysc.org>

Individual and Family Therapy, Functional Family Therapy and SAY Grief Services.

Accepts medi-Cal in addition to free services and workshops.

### Petaluma People Services Center

707-765-8488 | [www.petalumapeople.org](http://www.petalumapeople.org)

Counseling services offered for children, adolescents, elderly and families in Sonoma County.

Low sliding scale fee.

### Latino Service Providers

707-837-9577 | <https://latinoserviceproviders.org>

Counseling resources, youth learning programs, mutual aid assistance for Latinx; youth and adult communities, immigrants and agricultural workers.

### Centro La Luz

707-938-5131 | [www.laluzcenter.org](http://www.laluzcenter.org)

Group and Individual Counseling Services, Financial Aid, rent assistance, food and other resources.

### Verity

707-545-7270 | <https://www.ourverity.org>

Rape Crisis Intervention, Trauma Counseling, Individual and family Therapy, Support Groups. Services based on sliding scale.

### COVID-19 / Shelter-in-Place Sonoma County and National Information and Resources

211 Sonoma County Local and National resource information and referrals

Local: <https://211sonoma.org/>

National: <http://211.org/services/covid19>

Dial 211 or 800- 325-9604 ; Text your zip code to 898211 for all resources, or Text “Covid19” to 211211 for Coronavirus information.

### World Health Organization (WHO)

General Information: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

How to Protect Yourself:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>

California Department of Public Health: COVID 19:

<https://www.cdph.ca.gov/Programs/OPA/Pages/New-Release-2020.aspx>

SoCo Emergency:

Covid-19 Information: <https://socoemergency.org/emergency/novel-coronavirus/>

Emergency Preparedness: <https://socoemergency.org/home/prepare/>

National Center for Transgender Equality, The Coronavirus (COVID-19) Guide:

<https://transequality.org/covid19>

Food and Body Related Counseling in Sonoma County

ANAD Eating Disorder Support Group of Petaluma 707-778-7849

## Alcohol and Substance Abuse Resources

- Sonoma County Al-Anon/Alateen 707-575-6750 <https://sonapal-anon.org/>
- Alcohol and Drug Abuse Helpline 800-729-6686
- Alcohol Treatment Referral Hotline 800-252-6465
- Families Anonymous 800-736-9805
- National Council on Alcoholism and Drug Dependence Hopeline 800-622-2255
- Poison Control 800-222-1222
- National Institute on Drug Abuse Hotline 800-662-4357
- Cocaine Anonymous 800-347-8998
- National Helpline for Substance Abuse 800-262-2463

## [National Suicide Prevention Lifeline](#)

Call 1-800-273-8255; Spanish Language phone line at 1-888-628-9454

Available 24/7

## [Student Mental Health/Suicide Prevention](#)

Resources and information about suicide prevention, intervention, and postvention