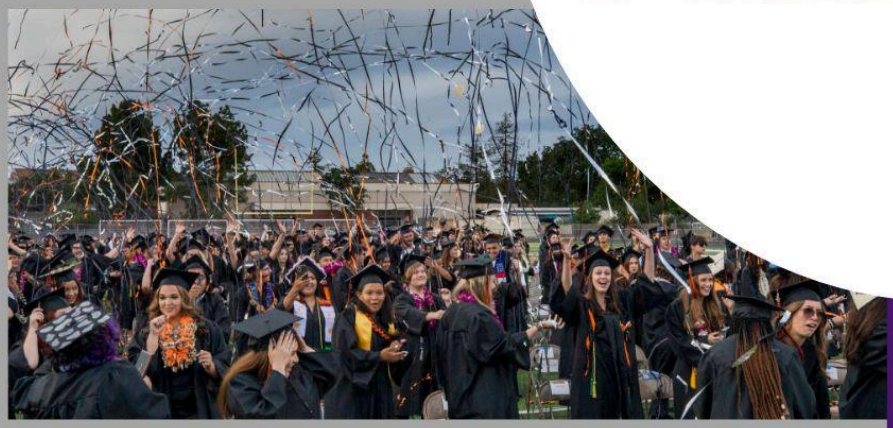


SANTA ROSA CITY SCHOOLS

Family Handbook

2026-2027







Santa Rosa City Schools will send students into the world empowered to find purpose, think critically, embrace diversity, work together, adapt to our changing planet, and lead healthy and fulfilling lives.

srcschools.org

(707) 890-3800

110 Stony Point Rd
Suite 210

Welcome to the 2026-2027 School Year

Dear Santa Rosa City Schools community,

We are excited to welcome you to the 2026-2027 school year. We look forward to partnering with you to best serve every student.

Each member of our Santa Rosa City Schools team, from the Board room to the classroom, is focused on improving student learning and outcomes for all. We will do this important work guided by the Board of Trustees' five strategic priorities

1. Academics and Enrichment: Provide outstanding educational and enrichment programs that motivate and prepare all students for their respective futures.
2. Safety and Security: Provide learning environments that are physically and emotionally safe for all students and staff.
3. Fiduciary: Act as a trusted agent of the community's educational assets.
4. Recruit, Retain, and Support Student-Centered Staff: Recruit, retain and support high-quality staff who center students and represent the District's core values.
5. Communication: Santa Rosa City Schools will communicate clearly, consistently and effectively to build trust, strengthen relationships, and engage the community in support of student success.

We encourage every member of our school community to become involved in meaningful ways. Your engagement creates a vibrant learning environment and builds the strong connections that benefit our entire community.

We hope that this school year is filled with new experiences, social connections, and unforgettable moments. We are excited to see your achievements, celebrate your progress, and explore the opportunities that lie ahead.

Elementary (TK-6th)

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Schools CLOSED **Summer Vacation**	**17 - School Opens / First Day of Instruction**	**7 -** Labor Day Holiday **Schools Closed** **10 -** Back to School Night **Minimum Day**	**5 - 9 -** Conference Week **Minimum Days**	**11 -** Veterans Day **Schools Closed** **23-27 -** Thanksgiving Break **Schools Closed**	**21-31-** Winter Break **Schools Closed**
JANUARY	**FEBRUARY**	**MARCH**	**APRIL**	**MAY**	**JUNE**
1 - New Year's Day **Schools Closed** **4 -** Return from Winter Break **18 -** Martin Luther King Day **Schools Closed**	**8 -** Lincoln's Birthday **Schools Closed** **15 -** President's Day **Schools Closed**	**22 -** Local Holiday **Schools Closed** **23-26 -** Spring Break **Schools Closed** **30 -** Potential Emergency Closure Day **29 -** Farmworkers Day **Schools Closed**	**30 -** Potential Emergency Closure Day	**13 -** Open House **Minimum Day** **28 -** Potential Emergency Closure Day **31 -** Memorial Day **Schools Closed**	**3 - Final Instructional Day**

Middle, Junior High, and High School

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Schools CLOSED **Summer Vacation**	**17 - School Opens / First Day of Instruction**	**7 -** Labor Day Holiday **Schools Closed** **17 -** Back to School Night - Middle Schools **24 -** Back to School Night - High Schools		**11 -** Veterans Day **Schools Closed** **23-27 -** Thanksgiving Break **Schools Closed**	**15-17** - Final Exams High School Only **Minimum Days** **18 -** Teacher Workday / Pupil Holiday: Secondary Only **21 - 31-** Winter Break **Schools Closed**
JANUARY	**FEBRUARY**	**MARCH**	**APRIL**	**MAY**	**JUNE**
1 - New Year's Day **Schools Closed** **4 - Return from Winter Break** **18 -** Martin Luther KingDay **Schools Closed**	**8 -** Lincoln's Birthday **Schools Closed** **15 -** President's Day **Schools Closed**	**22 -** Local Holiday **Schools Closed** **23 - 26 -** Spring Break **Schools Closed** **29 -** Farmworkers' Day **Schools Closed** **30 -** Potential Emergency Closure Day	**30 -** Potential Emergency Closure Day	**13 -** Open House **Minimum Day** **28 -** Potential Emergency Closure Day **31 -** Memorial Day **Schools Closed**	**2 - 4 -** Final Exams **Minimum Days** **4 - Final Instructional Day**

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Annual Student Notices

This form is available for electronic signature on your Aeries portal.

Section 48980 of the Education Code of California requires that notice be given at the beginning of the first semester or quarter of the regular school term to the parent or guardian of the minor pupils in the school district regarding the rights of the parent or guardian under sections 35291, 46014, 46015, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, and notice of the availability of the program prescribed by Article 9 (commencing with section 49510) of Chapter 9 and of the availability of individualized instruction under section 48206.3. Section 48982 requires that this Notice be signed and returned by the parent or guardian to the school. Signature and return of the attached form is acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. Pursuant to parent request, the annual notification may be provided to the parent or guardian in electronic format by providing access to the notice electronically. If the notice is provided in electronic format, the parent or guardian must submit to the school a signed acknowledgment of receipt of this notice through our online Aeries Parent Portal. If you need help filling out these forms or if you have any questions about any of the Annual Student notices, please contact the principal at your student's school.

Please review the following information carefully and acknowledge each required item, indicating that you have read and understand the information described.

1. **Parental Rights and Responsibilities**: You have read and understand Santa Rosa City School District's policy regarding parental rights and responsibilities; which is located in Chapter1 of this Parent Handbook.

2. **Academic Honesty**: You have read and understand Santa Rosa City School District's academic honesty policy.

3. **Family Educational Rights and Privacy Act (FERPA)**: You have read and understand the FERPA policy. FERPA requires school districts to ensure that parents and guardians are informed of the school district's policy regarding the release of student information. If you do not wish directory information released please opt out online and ensure receipt of this form by the school office by September 5, 2026. Note: This will prohibit the district from providing the student's name and other information to the news media, interested schools, parent-teacher associations, interested employers, and similar parties.

4. **Military Recruiters and College/University Recruiters**: You have read and understand the policy regarding the release of information to military recruiters and college/university recruiters; which is located in the Access to Student Records section in

Santa Rosa City Schools' Annual Notice. If you do not wish directory information released,please opt out online.

5. **Media Release**: You have read and understand the policy regarding news media which is located under Access to Student Records in Santa Rosa City Schools' Annual Notice. If you do not wish your student photographed, videotaped, or interviewed while at school, please opt out online.

6. **Emergency Medical Care Authorization**: You have read and understand the policy regarding emergency medical care authorization which is located under the Health and Wellness section in Santa Rosa City Schools' Annual Notice. If you **do not want** your student to receive emergency medical care, please opt out online.

7. **Firearm Safety Annual Notification**: You have read the annual notice that parents and legal guardians in the Santa Rosa City School District have responsibilities for keeping firearms out of the hands of children as required by California law.

Technology Acknowledgements

This form is available for electronic signature on your Aeries portal.

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY

The Santa Rosa City Schools District authorizes students to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use district technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally-owned equipment or devices, including tablets and laptops; USB Drives, MP3 players: computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, personal digital assistants, pagers and wearable technology; or any wireless communication device, including radios; and/or any future technological innovations.

Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only. The student in whose name district technology is issued is responsible for its proper use at all times.

Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned. Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

- Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive

- Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
- Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
- Infringe on copyright, license, trademark, patent, or other intellectual property rights
- Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)
- Install unauthorized software
- "Hack" into the system to manipulate data of the district or other users
- Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or district practice

Privacy

Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If a student uses a personally owned device to access district technology, he/she shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology,

he/she shall immediately report such information to the teacher or other district personnel.

Consequences for Violation

Violations of the law, Board policy, or this agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as Appropriate.

GOOGLE WORKSPACE FOR EDUCATION (GWE) NOTICE

At Santa Rosa City Schools (SRCS), we use Google Workspace for Education (GWE), and we are seeking your permission to provide and manage a Google Workspace for Education account for your child. Google Workspace 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 Santa Rosa City Schools, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st-century digital citizenship skills.

The GWE notice 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 Google Workspace for Education account?

Please read the GWE notice carefully as some conditions have changed from last school year. Please let us know of any questions, and then sign below to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, or we will disable their account if they have one.

I understand that if I don't give permission to Santa Rosa City Schools to create/ maintain a Google Workspaces for Education account for my child, my child will NOT be able to engage in instructional activities Santa Rosa City Schools offers via Google Classroom, Docs, Calendar, Sites, etc. Please contact the school office to discuss alternatives for your child.

I give permission for Santa Rosa City Schools to create/maintain a Google Workspace for Education account for my child and for Google to collect, use, and disclose information about my child in accordance with the Google Workspace for Education Notice to parents and guardians.

For more information on Google policy

SANTA ROSA CITY SCHOOLS CHROMEBOOK USE AGREEMENT

1. Purpose

The school district provides Chromebooks to students for educational purposes. By signing this agreement, students and parents acknowledge the responsibilities associated with using district-owned devices.

2. Student Responsibilities

- Use the Chromebook for educational purposes only.
- Follow all school district technology policies.
- Keep the Chromebook in good condition and report any damage immediately.
- Charge the Chromebook daily and bring it to school.
- Do not install unauthorized apps, extensions, or software.
- Do not share login credentials or allow others to use the Chromebook.
- Follow internet safety guidelines and avoid inappropriate websites.

3. Parent/Guardian Responsibilities

- Monitor the student's Chromebook use at home.
- Encourage responsible digital citizenship.
- Ensure the Chromebook is used for educational purposes only.
- Report any damage, loss, or issues immediately to the school.
- Understand that a replacement or repair fee may apply in cases of negligence.

4. Chromebook Care

- Keep the Chromebook away from food, liquids, and extreme temperatures.
- Transport your Chromebook safely—use a backpack and keep the lid closed.
- Do not attempt to repair the Chromebook yourself.
- Never leave Chromebooks plugged in and unsupervised for long periods.
- Use devices on surfaces that allow proper ventilation, like a desk or table.

5. Consequences for Misuse

Violating the district's ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS) may result in:

- Temporary or permanent loss of Chromebook privileges.
- Disciplinary action as per school policies.
- Financial responsibility for damages caused by negligence or intentional misuse.

6. Device Protection and Repairs

- The district does not provide protective cases; Chromebooks rely on built-in durability.
- For software issues, students should:
    - Update ChromeOS first.
    - If the issue persists, take the Chromebook to the library for exchange.
- For hardware issues, students must return the Chromebook to the library for inspection and potential replacement.
- Repair fees apply based on the damage:
    - $20 for key/keyboard issues.
    - $25 for power adapter replacement.
    - $50 for screen replacement.
    - Up to $300 for Chromebook replacement due to defacement or total loss.

7. Lost or Stolen Chromebooks

- If a Chromebook is stolen, parents must file a police report and provide it to the school.
- If a police report is not provided, the Chromebook is considered lost, and parents will be charged the full replacement value.

8. Legal and Policy Considerations

Chromebook use is governed by the Board of Education policy:

- **Policy 6163.4**: Student Use Of Technology
- **ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS)** - Exhibit (PDF) 6163.4-E PDF Student Use Of Technology

and California Education Code (EC). Relevant sections include:

- **EC Section 60010 (h)**: Defines instructional materials, including technology-based resources.
- **EC Section 60119(c)(1)**: Ensures students have access to instructional materials.
- **EC Section 48904(a)(1)**: Holds parents/guardians financially responsible for willful damage or loss of school property.
- **EC Section 48904 (b)(1) & (b)(2)**: Allows schools to withhold student grades, diplomas, and transcripts for unpaid damages, with an option for voluntary work instead of payment.

PARENT AUTHORIZATION

Please complete the Parent Authorization online through the Aeries Parent Portal.

Consent for Medi-Cal Reimbursement

This form is available for electronic signature on your Aeries portal.

Santa Rosa City Schools, like many school districts in California, participates in a program that allows the district to be reimbursed with federal dollars for some health services provided at school to students who are eligible for Medi-Cal. The money generated in this program goes to our schools and is spent on services directly benefiting our students. In signing this and confirming your consent, you are indicating that we have your consent to seek reimbursement when applicable on behalf of your child if your child is eligible for Medi-Cal or becomes eligible. There is no cost or penalty to you if you consent to this, nor if you do not consent to it. Information that may be shared includes your child's name and date of birth; and health-related evaluation/assessment, intervention, and referral information, for services received at school, all of which are shared securely.

PARENT CONSENT

Please provide your consent to release of your child's health related school records for the purpose of Medi-Cal billing/reimbursement to the school district online through the Aeries Parent Portal.

Consent for School Health Services

This form is available for electronic signature on your Aeries portal.

Many students benefit from school health services, which are available on the school site, at no cost to you. School health services provided by the school based team may consist of specialists from different organizations. The District team includes health & mental-health support staff who work for the school district such as nurses, psychologists, social workers, counselors and school-based mental health professionals. The team may also include mental health, substance abuse, and/or other health service providers who work for different community organizations, managed care plans or the county behavioral health department and have signed agreements with the district. Services may be offered in person or remotely/virtually via virtual platforms. In-person services will take place in a confidential location at the school campus.

By signing this consent I understand that:

- School health services for my child may include health assessment, referrals to other providers, case management, counseling/therapy and/or other wellness support. Services can also include mental health or substance-use counseling, anger management counseling, grief counseling, support and empowerment groups, skill building, and social-emotional groups or other healthcare support.
- Some of the healthcare team members may be trainees working toward undergraduate or graduate degrees in mental or physical health service fields. These trainees will be supervised by a credentialed or licensed staff.
- **I will not be charged an out-of-pocket or co-pay for the services provided to my student at school. (Fam. Code § 6924, subd. (e).)**
- My child's health insurance may be billed for the services received at school. If I consent to Medi-Cal, commercial and private insurance billing, I understand that I will **not be charged any fees** by the school or my health insurance provider. (Fam. Code § 6924, subd. (e); Welf. & Inst. Code, § 14132.06, subd. (k)(1))
- My child may have an independent right to consent to their own school services under California Law. (Fam. Code, §§ 6922, 6924, 6925, 6929, 7122; Health & Saf. Code, § 124260, subd. (b)(1).)
- If a student repeatedly declines to participate during counseling sessions or continually misses appointments, the student's case will be evaluated by SRCS Staff for possible closure. If the case is closed due to lack of participation, the student can be referred to counseling in the community.
- Participation in counseling is voluntary. You or the student, may withdraw the student from services at any time. If it is preferred to receive services from other professionals

in the community, on a voluntary basis or in order to fulfill mandatory counseling requirements, the school site can assist with providing referrals to outside agencies.
- This consent form is valid for one year. A new consent form is required annually.

CONFIDENTIALITY

Information shared in the school health and counseling sessions is confidential. You must give written permission before we can release information about you or your child. State and federal laws state the following exceptions to the confidentiality policy: Suspected child abuse, court orders, and when a child poses an imminent threat to him/herself or another person. A Notice of Privacy Practices will be provided upon request per adherence to HIPAA/FERPA requirements.

SHARING INFORMATION WITH OTHERS

I understand that the School Health team members:

- Will share my child's private healthcare information with each other for the purpose of coordinating and evaluating his/her care.
- May share my child's private healthcare information with healthcare professionals outside the school only in order to better provide services to my child.
- May talk to school officials including school counselors, staff, administration and teachers, on a need-to-know basis, about whether or not a student is getting services at school. This will make it easier to remind students of appointments, to excuse them from class, or to confirm referrals to the school health team. General information about your student's participation in school health services may also be shared in a multidisciplinary team.
- May disclose personal identifiable service data with contracted, state or federal program evaluators for research, evaluation, and for continued funding for the program.
- Mental and behavioral health service providers will always ask for parental or student (where applicable) consent before sharing any additional information beyond what is stated above.

Parental Notifications for Consent to Bill and Exchange Information with Medi-Cal, Disability, Commercial Health Insurances for Health-Related Services

SRCS seeks your consent to bill Medi-Cal, disability and commercial health insurance plans for reimbursement for the mental health and wellness services, as well as, other health related services provided to your child. Service reimbursement helps ensure funding for support services for students in our district.

- The limited information shared (i.e. student name and demographics, health insurance information and service documentation) with a third party billing vendor will be kept in strict confidentiality and transmitted through secure database platforms in accordance with HIPAA and FERPA policies.

- Your consent is voluntary and can be revoked at any time. Revocation is not retroactive and will not negate any billing that occurred after consent was given and before it was revoked.
- If you refuse to provide consent for the district to access your or your child's Medi-Cal, disability insurance or commercial health insurance to reimburse for covered mental and behavioral health, wellness, special education and/or related services, there will be no impact to your child's services.
- Consent to this form will not affect any insurance or benefits to you or your child. You will not be charged a copay or deductible for the services provided.
- You as a parent have a right to obtain a copy of this form at any time. Consent for exchanging information for the limited purposes of billing must be given annually.
- As a public agency, SRCS may also access parents' public benefits or insurance to seek reimbursement for health and related services required under the Children and Youth Behavioral Health Initiative Act7 and under Part B of the Individuals with Disabilities Act (IDEA), for free appropriate public education (FAPE).
- SRCS may not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE or services.
- SRCS may not use a student's or parent's benefits under Medi-Cal or commercial health plan if that use would:
    - Decrease available lifetime coverage or any other insured benefit.
    - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and are required for the child outside of the time the child is in school.
    - Increase premiums or lead to the discontinuation of public benefits or insurance.
- Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures.

NOTICE TO CLIENTS

Beginning July 1, 2020, all mental health counselors, whether licensed or unlicensed, are required to provide a notice to each of their clients regarding where they can file a complaint (AB 630, Chapter 229, Statutes of 2019).

FILING A COMPLAINT WITH SANTA ROSA CITY SCHOOLS:

The Wellness & Engagement Department of Santa Rosa City Schools receives and responds to complaints regarding the practice of psychotherapy by any Santa Rosa City Schools practitioner providing services at school. To file a complaint, contact sdesideri@srcs.k12.ca.us.

THE BOARD OF BEHAVIORAL SCIENCES MAY ALSO ADDRESS COMPLAINTS

FOR LICENSED PRACTITIONERS:

The Board of Behavioral Sciences receives and responds to complaints regarding services provided within the scope of practice of marriage and family therapists, clinical social workers, licensed educational psychologists or professional clinical counselors. You may contact the Board of Behavioral Sciences online at www.bbs.ca.gov, or by calling 1-916-574-7830.

PARENT CONSENT

Please provide your consent to the participation of my child in school health services online through the Aeries Parent Portal.

Consent for Medical Emergency Care

This form is available for electronic signature on your Aeries portal.

Santa Rosa City Schools seeks advance emergency authorization to ensure students receive immediate, uninterrupted medical treatment if a parent or legal guardian cannot be reached right away.

In the event of an emergency, consent is granted for the student to receive medical care such as X-ray examination, anesthetic, medical or surgical diagnosis/treatment, and hospital care deemed advisable by, and rendered under the supervision of, a licensed physician or surgeon. Treatment may be rendered at a physician's office, clinic, or hospital.

Authorization is provided in advance to prevent critical delays in necessary care and shall remain in effect for the duration the student is enrolled at a Santa Rosa City School, unless revoked in writing.

I. Annual Notices to Parents

Section 48980 of the Education Code of California requires that notice be given at the beginning of the first semester or quarter of the regular school term to the parent or guardian of the minor pupils in the school district regarding the rights of the parent or guardian under sections 35291, 46014, 46015, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, and notice of the availability of the program prescribed by Article 9 (commencing with section 49510) of Chapter 9 and of the availability of individualized instruction under section 48206.3. Section 48982 requires that this Notice be signed and returned by the parent or guardian to the school. Signature and return of the attached form is acknowledgement by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. Pursuant to parent request, the annual notification may be provided to the parent or guardian in electronic format by providing access to the notice electronically. If the notice is provided in electronic format, the parent or guardian must submit to the school a signed acknowledgment of receipt of this notice.

Some legislation requires additional notification to the parents or guardians during the school term or at least 15 days prior to a specific activity. (A separate letter will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate.) Other legislation grants certain rights that are spelled out in this form.
Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent or legal guardian):

STUDENT DISCIPLINE

CALIFORNIA PHONE-FREE SCHOOLS ACT (AB 3216): Per AB 3216, students shall not use smartphones and other mobile communication, digital, and entertainment devices while at a school site or under the supervision and control of a district employee.

RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC §35291): Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

DUTIES OF PUPILS (5 CCR §300): Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

HAZING PROHIBITION (EC §48900(q)): Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

DRESS CODE/GANG APPAREL (EC §35183): The district is authorized to adopt a reasonable dress code.

ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1; LC §230.7): If a teacher suspends a student, the teacher may require the child's

parent to attend a portion of the school day in his or her child's class. Employers may not discriminate against parents who are required to comply with this requirement.

SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256, 35258): Districts are to make a concerted effort to notify parents of the purpose of school accountability report cards, and ensure that all parents have access to a copy.

SAFE PLACE TO LEARN ACT (EC §234.1): The district is committed to maintaining a learning and working environment that is free from bullying, as defined in EC §48900(r). Any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. The district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be prominently and conspicuously displayed in schools and offices and on the local educational agency's internet website.

SCHOOL RECORDS AND ACHIEVEMENT

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49063 et seq., §49069.7, §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act): Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students"); (4) Pupils age 14 and over who are identified as both homeless and an unaccompanied youth; (5) Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; availability of certificated personnel to interpret records if requested; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232g).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49073, 34 CFR 99.37): The district also makes student directory information available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law). Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument.

Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian. However, in accordance with EC §49073, directory information of a pupil identified as a homeless child or youth, as defined in paragraph (2) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(2)) may be disclosed, as authorized by school district policy, to facilitate an eye examination by a nonprofit eye examination provider authorized by EC § 49455.5, or a free oral health assessment hosted by schools as authorized by EC §49452.8, unless the parent or pupil accorded parental rights, as identified in the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), has provided written notice to the school that they do not consent to the physical examination pursuant to EC §49451, subdivision (b) of, or subparagraph (C) of paragraph (2) of subdivision (d) of, EC §49452.8, or subdivision (f) of EC §49455.

RELEASE OF INFO TO MILITARY SERVICES REPS / RELEASE OF TELEPHONE NUMBERS (EC §49073.5; 20 USC §7908): Parents of secondary students may request in writing that the student's name, address, and telephone listing not be released to armed forces recruiters without prior written parental consent.

PARTICIPATION IN STATE ASSESSMENTS AND OPTION TO REQUEST EXEMPTION (EC § 60615, 5 CCR § 852): Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent

may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

HIGH SCHOOL CURRICULUM: NOTIFICATION REGARDING COLLEGE PREPARATORY COURSES (EC §51229): Districts are required to provide parents of each minor pupil enrolled in grades 9 to 12 written notice of college admission requirements and career technical education courses, including direction to the CaliforniaColleges.edu platform in order to access resources that help pupils and their families learn about college admissions requirements. The district may share pupil data with the California College Guidance Initiative to provide pupils and their families with direct access to online tools and resources for college and career planning must also be provided.

ADVANCED PLACEMENT EXAMINATION FEES (EC §48980(j), EC §52242): State funds are available to cover the costs of advanced placement examination fees.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER (EC §§49076 and 49077): Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT (EC §§49076(a)(1) and 49064(d)): Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

HEALTH SERVICES

DANGERS ASSOCIATED WITH SYNTHETIC DRUGS (EC § 48985.5): Districts must inform the parents or guardians of each enrolled pupil about the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl. If a district maintains an internet website, it shall post the information on their internet website and shall ensure that each individual school within the district that maintains an individual internet website also posts the information on that school's internet website.

SAFE STORAGE OF FIREARMS (EC § 49392): A local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, shall, based upon model content from the California Department of Education, inform parents or guardians of California's child access prevention laws and laws relating to the safe storage of firearms. The required notice must include the following information related to the safe storage of firearms: Incidents of children bringing firearms to school can be reduced by storing firearms in a safe and secure manner, including keeping them in a locked container or secured with a locking device that renders the firearm inoperable and storing firearms separately from ammunition.

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC §49451): A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

VISION APPRAISAL (EC §49455): The district is required to appraise each student's vision during kindergarten, upon initial enrollment, and in grades 2, 5, and 8. Appraisal in the year immediately following a student's first enrollment in grades 4 or 7 shall not be required. The vision appraisal shall include tests for near vision, far vision, and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. This appraisal is not required if a parent files a written objection based on a religious belief with the principal.

SCOLIOSIS SCREENING NOTICE (EC §§49451 and 49452.5): In addition to the physical examinations required pursuant to Section 100275 of the Health and Safety Code, the district may provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

DENTAL FLUORIDE TREATMENT (H&SC §104830 et seq.): Pupils will be provided the opportunity to receive the topical application of fluoride or other decay-inhibiting agent to each pupil's teeth if the parent, or eligible pupil submits a letter stating that the treatment is desired.

PUPIL NUTRITION/NOTICE OF FREE AND REDUCED PRICE MEALS (EC §§48980(b), 49510, 49520 and 49558): Needy children may be eligible for free or reduced price meals. Details, eligibility criteria, and applications to participate in a free or reduced price meal program if it is available are available at your child's school. Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school district employees to identify students eligible for public school choice and services pursuant to the federal Every Student Succeeds Act. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified.

For information about California's Universal Meals Program, visit the district's website or the website of the California Department of Education.

COMMUNICABLE DISEASES (EC §48216 and 49403): The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1, 2016, shall be allowed to continue enrollment until entering the

next grade span in the district. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized educational program.

MEDICATION (EC §49423, §49423.1): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription epinephrine delivery systems and prescription inhaled asthma medication upon the school's receipt of specified written confirmation with instructions for self-administration and authorization from the student's parent and physician or surgeon. The parent must release the school district and personnel from liability for any harm resulting from the self-administered medication, and provide a release for authorized school personnel to consult with the physician or surgeon.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC §§49471 and 49472): The district is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

AVAILABILITY OF INDIVIDUALIZED INSTRUCTION/PRESENCE OF PUPIL WITH TEMPORARY DISABILITY IN HOSPITAL (EC §§48206.3, 48207-48208): Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district(s) where the student attends, resides and/or where the student receives care if an individualized instruction program is desired.

CONTINUING MEDICATION REGIMEN (EC §49480): Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN (EC §35183.5): School sites must allow for outdoor use of sun-protective clothing and must allow students to use sunscreen, without a prescription or physician's note, during the school day.

ASBESTOS (40 CFR 763.84, 40 CFR 763.93): The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the district office. At least once each year, the district will notify parents of inspections, response actions, and post-response action activities that are planned or in progress.

USE OF PESTICIDES (EC §§17611.5, 17612 and 48980.3): School districts are required to inform parents about the use of pesticides on school grounds and provide access to the integrated pest management plan when certain pesticides are used. (*page 113*)

COMPREHENSIVE SCHOOL SAFETY PLAN (EC §§32280 et seq.): Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing.

NOTICE OF COMPLIANCE (EC §32289): A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures (5 CCR 4600 et seq.).

TOBACCO FREE SCHOOLS (HS §104420): Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and nonnicotine vaporized solutions. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

STUDENT SERVICES

MINIMUM AGE OF ADMISSION TO KINDERGARTEN (EC §48000): A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has their fifth birthday, respectively, on or before September 1. For the 2025-26 school year, and in each school year thereafter, any child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program in accordance with law and district policy. On a case-by-case basis, a child who has reached age five after September 1, but before the end of the applicable school year, may be admitted to transitional kindergarten with the approval of the child's parent and subject to board approval in accordance with EC §48000. A school district may place a child who will have their fourth birthday on or before December 1 and is enrolled in a California state preschool program into a transitional kindergarten program classroom in accordance with EC §48000.

PREGNANT AND PARENTING PUPILS (EC §§ 221.51, 222, 222.5, 46015): Districts may not exclude nor deny any pupil from any educational program or activity on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition. A pregnant or parenting pupil is entitled to 8 weeks of parental leave, or additional leave if deemed medically necessary by the pupil's physician. During parental leave, absences shall be excused and the pupil shall not be required to complete academic work or other school requirements. After return from parental leave, a pupil may resume the course of study in which he/she was previously enrolled, is entitled to make up work missed, and to take a fifth year of high school instruction if necessary to complete graduation requirements. A pupil may elect to

attend an alternative education option instead of returning to the school in which he or she was enrolled prior to parental leave. Schools shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A pupil shall not incur an academic penalty as a result of his or her use of these accommodations.

PROSPECTUS OF SCHOOL CURRICULUM (EC §49091.14): The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a fee not to exceed the actual copying cost.

NOTIFICATION OF APPRENTICESHIP AND PREAPPRENTICESHIP PROGRAMS (EC §48980.5): For pupils admitted or advancing to grades 11 and 12, a school district shall provide information on local apprenticeship programs and preapprenticeship programs by using the database of registered program sponsors provided on the internet website of the Department of Industrial Relations' Division of Apprenticeship Standards. A district may use contact information contained in the Division of Apprenticeship Standards' database to obtain information or materials, including, but not limited to, pamphlets or brochures. If a school district maintains an internet website, the school district shall make the Division of Apprenticeship Standards' database accessible through a direct link on its internet website.

NOTIFICATION OF INTERNATIONAL BACCALAUREATE COURSES (EC §48980.6): At the beginning of the first semester or quarter of the regular school term, a local educational agency shall notify the parents or guardians of pupils admitted to, or advancing to, grades 7 to 12, inclusive, of any dual enrollment or International Baccalaureate courses offered by the local educational agency.

MULTILINGUAL EDUCATION (EC §310): If the district implements a language acquisition program pursuant to EC §310, information on the types of language programs available and a description of each program will be made available with this notice or upon enrollment.

SPECIAL EDUCATION (IDEA): State and federal law requires that a free appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. More information concerning student eligibility, parental rights and procedural safeguards are available upon request.

SPECIAL EDUCATION; CHILD FIND SYSTEM (EC §56301): Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents and pupils of their rights pursuant to EC §56300.

SPECIAL EDUCATION COMPLAINTS (5 CCR §3080): State regulations require the district to establish procedures to deal with complaints regarding special education. If you believe that the district is in violation of federal or state law governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the district. State regulations require the district to forward your complaint to the State Superintendent of Public Instruction. Procedures are available from your school principal.

SECTION 504/DISABLED PUPILS (Section 504 of the Rehabilitation Act of 1973): Federal law requires the district to annually notify disabled pupils and their parents of the district's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act.

STATEMENT OF NONDISCRIMINATION (Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 *et seq*.): The district does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, immigration status, or the perception of one or more of such characteristics. The district's policy of nondiscrimination requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the district superintendent. A copy of the district's nondiscrimination policy is available upon request.

EDUCATIONAL EQUITY REGARDLESS OF IMMIGRATION STATUS, CITIZENSHIP, OR RELIGION (EC §234.7): Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/immigration status or Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. The district will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. The California Attorney General's website provides "Know Your Educational Rights" resources for immigrant students and family members online.

FINGERPRINTING PROGRAM (EC §32390): Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. If the district has adopted such a program, you will be notified of procedures, applicable fee and your right to decline your child's participation upon your child's initial enrollment.

CHILDREN IN HOMELESS SITUATIONS (42 USC §11431-11435): Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations.

SEX / HIV EDUCATION

INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION AND HIV PREVENTION (EC §51938): The district shall annually notify parents about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. If arrangement for the instruction is made after the beginning of the school year, parents will be notified no fewer than 14 days prior to the commencement of any such instruction if the district elects to provide the instruction by outside consultants in class or during an assembly. The notice must include the date of instruction, the name of the organization or affiliation of each guest speaker and information stating that the parent has the right to request a copy of the law pertaining to such instruction. Parents have the right to excuse his or her child from all or part of the comprehensive sexual health and HIV prevention education by submitting a written request to the district. Those students whose parents do not submit a written request to excuse them will receive such instruction. The law also authorizes the district, without prior parental consent, to use anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions in grades 7 to 12 about the student's attitudes concerning or practices relating to sex. The district must notify parents in writing before any such test, questionnaire, or survey is administered and provide them with an opportunity to review the materials. Parents have the right to excuse his or her child from such participation by submitting a written request to the school district.

HEALTH INSTRUCTION/CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS (EC §51240): Upon written request of a parent, students shall be excused from part of any school instruction in health if it conflicts with the religious training and beliefs of a parent.

SCHOOL ATTENDANCE/ATTENDANCE ALTERNATIVES

California law (EC §48980(g)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district in which the parent lives (intradistrict transfer), and potentially three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

Choosing a School Within District in Which Parent Lives:
The law (EC §35160.5(b)) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased," which generally means students

must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- Each district may adopt a school selection policy that takes into consideration special circumstances that might be harmful or dangerous to a particular pupil, whether the sibling of the pupil is already in attendance at the school, and/or whether the pupil's parent is employed at the school.
- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

Choosing a School Outside District in Which Parent Lives:

Parents have options for choosing a school outside the district in which they live. The options are:

Interdistrict Transfers (EC §46600 et seq.): The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. Districts of residence may not deny a transfer of a student whose parent is active duty military where the district of proposed enrollment approves the application, or for students who are the victim of an act of bullying unless the requested school is at maximum capacity. The law on interdistrict transfers also provides for the following:

- If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

Parental Employment in Lieu of Residency Transfers (EC §48204(b)): If at least one parent of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which their parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race, ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration. Other provisions of EC §48204(b) include:

- Either the district in which the parent lives or the district in which the parent works may prohibit the student's transfer if it negatively impacts a desegregation plan.
- The district in which the parent works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student.
- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.

- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent the specific reasons for denying the transfer.

Open Enrollment Act (EC §48350 et seq.)
Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, the student may apply to transfer to another school within or outside of the district, if the school to which they are transferring has a higher Academic Performance Index. Districts with a school on the List must notify the parents at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the district office.

This summary provides an overview of the laws applicable to school attendance for each alternative. Additional information is available upon request.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501):
State law authorizes all school districts to provide for alternative schools. Education Code section 58500 defines an alternative school as a school or separate class group within a school that is operated in a manner designed to:

(1) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
(2) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
(3) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
(4) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
(5) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance area shall have copies of the law available for your information. This law particularly authorizes interested persons to request that the governing board of the district to establish alternative school programs.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48980(i)): No student shall have a grade reduced or lose academic credit for any excused absence pursuant to EC §48205 if missed assignments/tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC §46010.1): Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request.

ABSENCE FOR RELIGIOUS INSTRUCTION (EC §46014): Districts may allow pupils with parent consent to be excused to participate in religious exercises/instruction.

NOTICE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980(c)): The district is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the scheduled minimum or student-free day. (***See attached.***)

MISCELLANEOUS

NON-MANDATORY PROGRAMS FOR PARENTAL/PUPIL PARTICIPATION (EC §49091.18): Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan.

SEX EQUITY IN CAREER PLANNING (EC §221.5(d)): Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917): Each district is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. (*page 151*) Districts are also required to display such policies in a prominent location and include it in orientation for employees and students, and provide a copy of such policy to new and continuing students as part of any orientation program held on a quarterly, semester or summer session basis.

DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education): Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §32255 et seq.): Pupils may choose to refrain from participating in educational projects involving the dissection or otherwise harmful or destructive use of animals in accordance with the procedures set forth in EC § 32255.1.

EVERY STUDENT SUCCEEDS ACT (20 USC §6301 et seq.): Under ESSA, parents have the following rights:

- **Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:** Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether she/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. The district shall also notify parents if their child has been assigned to

or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

- **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information regarding any State or local policy mandating pupil assessments and the level of achievement of their student on every State and districtwide academic assessment administered to the student.

- **Limited English Proficient Students:** The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.

The information provided above is available upon request from your child's school or the district office. Additional notices that may be required under the Every Student Succeeds Act shall be sent separately.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): The district is required to annually notify parents, pupils, employees, district and school advisory committees and other interested parties in writing of its required Uniform Complaint Procedures. (page 47)

SCHOOL BUSES/PASSENGER SAFETY (EC §39831.5): Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus.

MEGAN'S LAW NOTIFICATION (PENAL CODE §290.4): Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school district.

EXCUSED ABSENCES (EC §48205)
(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county/city health officer.
(3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.
(4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
(5) For purposes of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
(8) For purposes of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.
(9) For purposes of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.
(11) For purposes of participating in a cultural ceremony or event.
(12)(A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
(12)(B)(i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
(12)(B)(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(13)(A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
(14) Due to the pupil's participation in military entrance processing.
(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.
(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
(e) For purposes of this section, the following definitions apply:
(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
(3) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
(4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

INVESTING FOR FUTURE EDUCATION (EC §48980(d)):
Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

COMPLAINTS CONCERNING DEFICIENCIES RELATED TO INSTRUCTIONAL MATERIALS, ETC. (EC §35186):
A Uniform Complaint process is available to help identify and resolve deficiencies related to instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. Notice of the complaint process and location at which to obtain a complaint form should be posted in the classrooms.

SCHOOL ACCREDITATION (EC §35178.4): Districts are required to notify each parent of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's Internet Website, or by any combination of these methods.

PUPIL FEES (EC §49010 et seq.): The district is required to establish policies concerning the provision of a free education to pupils. The district is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the district's fee policies and complaint process shall be provided to pupils, parents, and employees on an annual basis.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (EC §§52059.5-52077): The district is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected spending toward goals and services. The following are the State priorities:

1. Providing all students access to fully credentialed teachers, instructional

materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation and family engagement;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to a broad course of study;
8. Measuring other important student outcomes related to required areas of study;
9. Coordinating instruction for expelled students; and
10. Coordinating services for foster children.

The Board of Education is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the Board of Education and the superintendent regarding the LCAP. (ELPACs are required if enrollment in the school district includes at least 15% English learners and the district enrolls at least 50 pupils who are English learners. Districts are not required to establish a new ELPAC if an English learner parent committee has already been established).

Each district is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, its special education local plan area administrator(s), and pupils in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. Districts must respond in writing to the comments of the PAC and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan, and then adopt (or officially update) the LCAP at a subsequent hearing.

Districts are required to post prominently on the homepage of the school district's website the LCAP approved by the Board of Education and any updates, revisions or addenda to the LCAP as well as post or link to the LCAP submitted by any charter school authorized by the district, and establish policies for filing a complaint of noncompliance under EC §52075 using the Uniform Complaint Procedures. Information regarding the requirements for a Local Control and Accountability Plan and the complaint process shall be provided to pupils, parents, and employees on an annual basis.

THE AGE DISCRIMINATION ACT (42 USC §6101 et seq.): The Age Discrimination Act prohibits discrimination in programs or activities receiving federal and/or state financial assistance.

THE BOY SCOUTS OF AMERICA EQUAL ACCESS ACT (34 CFR §108.6): The Boy Scouts of America Equal Access Act requires public schools to provide equal access to the use of school property to the Boy Scouts and other designated youth groups.

PROHIBITION REGARDING DISCRIMINATORY EDUCATIONAL MATERIALS, COMPLAINT PROCESS (EC §244): Districts shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, professional development materials, or curriculum for classroom instruction if the use of the textbook,

instructional material, supplemental instructional material, or curriculum would subject a pupil to unlawful discrimination pursuant to EC §220. Districts shall investigate and remediate any occurrence where materials were used in a classroom or an action occurred that violated this provision, which may include, but is not limited to, the implementation of restorative justice practices. Complaints of violation of this section shall be processed pursuant to the District's Uniform Complaint Procedures. A complaint may be filed by any member of the public, including anyone electing to file anonymously, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with EC §244(a).

CALIFORNIA KIDS INVESTMENT AND DEVELOPMENT SAVINGS PROGRAM (EC §51225.7): A district shall provide each pupil and the pupil's parent or legal guardian with information about the California Kids Investment and Development Savings Program established pursuant to Article 19.5 (commencing with Section 69996) of Chapter 2 of Part 42 of Division 5 of Title 3 and the pupil's potential eligibility for that benefit. The California Kids Investment and Development Savings Program (CalKIDS) was launched in 2022 by the State of California with a clear mission: to help jumpstart college savings for children statewide by awarding scholarship accounts to youth across the state. Administered by the ScholarShare Investment Board, CalKIDS takes the initiative by automatically offering children born in California and eligible public school students in California a CalKIDS Scholarship Account, along with other potential financial incentives. Further information is available at: https://calkids.org/about/.

II. Parental Rights and Responsibilities *(BP 5020 Parent Rights and Responsibilities)*

The education of the district's students is a shared responsibility. The Superintendent or designee shall work with all parents/guardians, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Family Engagement

Parents and guardians are encouraged and welcomed to become involved in the formal education of their children enrolled in public schools. This early and consistent parental involvement helps children to do well academically. When this involvement is combined with a partnership between home and school, the student, the school and the community benefit. Parents and guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children. These

rights are outlined in Chapter 864, Statutes of 1998, Education Code Section 51101 as follows:

Classroom Observations

The Board of Education believes that it is important for parents/ guardians and community members to take an active interest in the issues affecting district schools and students.

Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program. To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days guided by Board Policy and Administrative Regulation 5020. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time (Visitors/Outsiders).

Teacher Conferences

Parents have the right to request a conference with their child's teacher(s) or the principal.

Parents should contact the school to schedule a date and time convenient to all participants.

Volunteering

Parents have the right to volunteer their time and resources for the improvement of school facilities and programs. Volunteers will need to complete the Be A Mentor onboarding process prior to volunteering at the school. Volunteering in the classroom requires approval of the teacher. Parents should contact the school to determine other terms and conditions of this service.

Student Attendance

Parents have the right to be notified in a timely manner if their child is absent from school without permission. If the student is absent more than 10% of the school year (18 days), the student may receive support and sanctions under policies addressing Chronic Absenteeism or Truancy.

School Rules

Parents, legal guardians and educational-rights holders have the right to receive written notification of school rules, attendance policies, dress codes and procedures for school visitations.

Psychological Testing

Parents, legal guardians and educational-rights holders have the right to receive information on all psychological testing recommended for their child.

Parent Councils / Committees

Parents, legal guardians and educational-rights holders have the right to participate as members of a parent advisory committee, school site council, or site-based management leader according to established rules and regulations for membership.

Academic Honesty

Teachers are expected to carefully monitor their classes with regard to preventing cheating, collusion, plagiarism, and the use of electronic devices during state and classroom assessments.

Rules are to be established and uniformly enforced. The message given in every classroom will be that acts of cheating, collusion, plagiarism, and the inappropriate use of electronic devices during assessments are not tolerated. When class rules are published, they should explicitly state the sanctions for cheating, collusion, plagiarism, and the use of electronic devices during an assessment. Teachers must always use their best professional judgment with regard to evidence of cheating, collusion, plagiarism and/or the use of electronic devices and the seriousness of an incident. Cheating not only deprives the person doing the cheating from a meaningful learning experience but is unfair to the student who has earned a grade fairly. Individual teachers may implement class rules and sanctions for cheating, collusion, plagiarism and/or the use of electronic devices that are consistent with Board policy. School administrators will support teachers in establishing a climate of honesty, academic integrity, and fair play.

Information will be sent to parents/guardians enlisting their support. School rules and school discipline plans will address cheating. Effort should be made to respect the rights of the student. *(Administrative Regulations 5131.9)*

Damage to School Property

Students are expected to treat all school property with care and respect. If a student causes damage—whether intentional or due to negligence—they will be held responsible for the cost of repair or replacement. Disciplinary action may also be taken or other appropriate consequences based on the severity of the damage.

Parents or guardians may be held financially liable for damages caused by their student. Repeated or serious incidents will be subject to further disciplinary review and may result

in more significant consequences. EC Section 48904(a)(1). (Board Policy and Administrative Regulation 3515.4)

Non-Discrimination Compliance

The Santa Rosa City Schools District does not discriminate on the basis of race, color, national origin, sex, or disability, or any other basis protected by law or regulation in its program or activities and provides equal access to the Boys Scouts of America and other designated youth groups.

If you, or your student, have been subjected to discrimination, you should contact your school site principal and/or:

Title IX Coordinator -Stacy Desideri

110 Stony Point Road - Suite 105,

Santa Rosa, CA, 95401, (707-890-3800 x80413)

sdesideri@srcs.k12.ca.us;

Title II/ADA Coordinator - Monica Fong

110 Stony Point Road - Suite 210,

Santa Rosa, CA, 95401, (707-890-3800 x80805)

mfong@srcs.k12.ca.us;

504 Coordinator - Ashley Reich

110 Stony Point Road - Suite 210

Santa Rosa, CA, 95401, (707-890-3800 x80347), areich@srcs.k12.ca.us

Sexual Harassment is defined as: *Unwelcome conduct on the basis of sex that is so severe, pervasive and objectively offensive that it denies a person access to the school's education program or activity.*

STATEMENT OF NONDISCRIMINATION (Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC Education Code Section 51101(d)) states:

"This section does not authorize a school to inform a parent or guardian, . . . or to permit participation by a parent or guardian in the education of a child, if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction." § 200 et seq.) (Board Policy 0410)

This shall apply when applicable, to interns, volunteers, and job applicants. You must immediately contact the school site principal and/or the district non-discrimination officer (Title IX coordinator) listed below.

1. As a matter of principle and as required by Titles VI and VII of the Civil Rights Act of 1964, Title 5 of the California Code of Regulations, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Improvement Act of 2004 and any other category set forth by State or Federal laws, Santa Rosa City Schools shall be free from unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district programs and activities. This nondiscrimination policy covers admission and access to, and treatment and employment in, District programs and activities, including career technical education. The lack of English language skills will not be a barrier to admission and participation in the career-technical education or any other District program (Board Policy 0410 and 5145.3). Complaints regarding these areas may be pursued under the District's Uniform Complaint procedure (BP1312.3).
2. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity in the Santa Rosa City School District as it conforms with Title IX, State Law and CIF regulations. The District recognizes that sexual harassment is a form of sex discrimination. Sexual harassment is prohibited by Board Policy 1312.3, 4119.11 and 5145.7. Complaints with respect to sexual harassment may be filed pursuant to Board Policy 1312.3

Non-Discrimination Officer for Grades TK-12:

Stacy Desideri
Executive Director
Wellness & Engagement

Santa Rosa City Schools
110 Stony Point Road, Suite 105
Santa Rosa, CA 95401

(707) 890-3800 x 80413
sdesideri@srcs.k12.ca.us

Non-Discrimination Officer for Employees:

Dr. Vicki Zands
Assistant Superintendent
Human Resources

Santa Rosa City Schools
110 Stony Point Road, Suite 105
Santa Rosa, CA 95401

(707) 890-3800 x 80602
vzands@srcs.k12.ca.us

Any other individual having further questions or concerns regarding the nondiscrimination policy of the Santa Rosa City Schools or the filing of discrimination complaints should contact:

Dr. Tim McCarty
Assistant Superintendent, Educational Services
Santa Rosa City Schools
110 Stony Point Road, Suite 210, Santa Rosa, CA 95401
(707) 890-3800 x 80305 | tmccarty@srcs.k12.ca.us

Or

Section 504 Coordinator:

Ashley Reich
Section 504 Coordinator
Educational Services
Santa Rosa City Schools
110 Stony Point Road, Suite 105
Santa Rosa, CA 95401
(707) 890-3800 x 80898 areich@srcs.k12.ca.us

3. For assistance in filing a complaint regarding a district employee, please contact the Assistant Superintendent of Human Resources at **(707) 890-3800 x 80602**.
4. When requested, the Assistant Superintendent of Human Resources will provide referrals to outside agencies such as EEOC or DFEH (as to employment) or OCR (as to students or employees).

Public Agencies for Legal Assistance

Complainants may seek help from agencies such as legal assistance agencies or local mediation centers, or the county office of education.

The following local public agencies are provided for special education disputes:

Sonoma County SELPA Office
5340 Skylane Boulevard, Santa Rosa, CA 95403
(707) 524-2750

Community Alliance for Special Education
1031 Franklin Street, Suite B-5 San Francisco, CA 94109

(415) 928-2273

Public agency other than special education:

Amie R. Carter, Ed.D. | Sonoma County Superintendent of Schools
Sonoma County Office of Education
5340 Skylane Boulevard Santa Rosa, CA 95403-8246
(707) 524-2603

Uniform Complaint Procedures (BP 1312.3)

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin,

immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in a juvenile court school (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code section 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280- 32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8207-8225)
23. State preschool health and safety issues in license-exempt programs (Education Code 8212)
24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

If you have any questions, contact:

Ida Woldelassie

Human Resources Department Administrative Assistant

(707) 890-3800 x80602

or visit the Santa Rosa City Schools Website under District, Your Rights, Uniform Complaint Procedures.

Santa Rosa City Schools will investigate any complaint alleging district violation of applicable state or federal law or regulations governing all programs and activities implemented by the district that are subject to the UCP: adult education programs, after school education and safety programs, migrant education, agricultural vocational education, American Indian education center, bilingual education, career technical and technical education child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, early childhood education program assessments, California peer assistance and review programs for teachers, Every Student Succeeds Act, school safety plans, special education programs, state preschool, economic impact aid, regional occupational centers and programs, tobacco-use prevention education, course periods without educational content; Education of pupils in foster care and pupils who are homeless; Physical education instructional minutes; Reasonable accommodations to a lactating pupil and any other district implemented program that is listed in Education Code 64000(a) (5 CCR 4610).

The Uniform Complaint Procedures shall be used also to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, and the legal requirements pertaining to the Local Control Accountability Plan (LCAP).

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 complaint shall be filed no later than one year from the date the alleged violation occurred. The pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Santa Rosa City Schools shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 48853.5, 49069.5, 51225.1, and 51225.2. The notice shall include complaint process information, as applicable.

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:

Stacy Desideri
Executive Director, Wellness & Engagement
Santa Rosa City Schools
110 Stony Point Road, Suite 105 , Santa Rosa, CA 95401
(707) 890-3800 x 80413 | sdesideri@srcs.k12.ca.us

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only 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 it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (SCCR 4830)

The Board is required to adopt and annually update a local control and accountability plan (LCAP), in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

A complaint alleging unlawful discrimination, harassment,intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.

The complainant has a right to appeal the district's decision regarding specific programs to the California Department of Education (CDE) by filing a written appeal within 15 calendar days of receiving the district's decision. Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within

15 calendar days, file a written appeal to the California Department of Education. *(Education Code 49013; 5 CCR 4632)*

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision regarding specific programs and the appeal shall 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 the district's decision. *(5 CCR 4632)*

A complainant may pursue available civil law remedies outside of the district'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 Santa Rosa City Schools UCP policy and complaint procedures shall be available free of charge.

Complaints Concerning Schools or District Employees *(BP 1312.1 & AR 1312.1)*

The Board of Education Accepts responsibility for providing a means by which the public can hold employees accountable for their actions. Every effort should be made to resolve a complaint at the earliest possible stage. If a parent or guardian of a student enrolled in the district is unable or unwilling to resolve a complaint directly with the employee, they may submit an oral or written complaint to the employee's immediate supervisor or the principal within three months from the event giving rise to the complaint. To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees outlined in AR 1312.1:

A. **When a complaint is received,** the employee shall be notified within five days or in accordance with collective bargaining agreements.

B. **Staff responsible for investigating** complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

C. **Both the complainant** and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days.

D. **Parties should consider** and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.

E. **The Board may uphold** the Superintendent or designee's decision without hearing the complaint.

Any parent, guardian, or other person who upbraids, insults, or abuses any teacher or other employee on school property or in the presence of students shall be prosecuted by the district under the provisions of law. Legal representation shall be provided to district employees who are named defendants in civil lawsuits arising out of or as a consequence of the employees performing their assigned duties.

The normal channel for complaints concerning school personnel shall be from complainant to employee to principal to Assistant Superintendent (designee) or Superintendent to Board.

Complaints Concerning School Mental Health Counselors

All mental health counselors, whether licensed or unlicensed, are required to provide a notice to each of their clients regarding where they can file a complaint (AB 630, Chapter 229, Statutes of 2019).

FILING A COMPLAINT WITH SANTA ROSA CITY SCHOOLS

The Wellness & Engagement Department of Santa Rosa City Schools receives and responds to complaints regarding the practice of psychotherapy by any Santa Rosa City Schools practitioner providing services at school. To file a complaint, contact

Ashley Reich
Coordinator of Mental Health Services
Santa Rosa City Schools
110 Stony Point Road, Suite 105 , Santa Rosa, CA 95401
(707) 890-3800 x ????? | areich@srcs.k12.ca.us

THE BOARD OF BEHAVIORAL SCIENCES MAY ALSO ADDRESS COMPLAINTS FOR LICENSED PRACTITIONERS

The Board of Behavioral Sciences receives and responds to complaints regarding services provided within the scope of practice of marriage and family therapists, clinical social workers, licensed educational psychologists or professional clinical counselors. You may contact the Board of Behavioral Sciences online at www.bbs.ca.gov, or by calling 1-916-574-7830.

Complaints Concerning Instructional Materials, Facility Conditions, Vacancy

WILLIAMS COMPLAINT: A Williams Complaint allows a student, family, teacher, or any member of the public, to file grievances regarding:

- Insufficient textbooks and instructional materials
- Teacher vacancy or missed assignment
- Facility conditions

To learn more about filing a Williams Complaint:

To learn more about filing a Williams Complaint: Administrative Regulation - Williams Complaint Procedures

To file a complaint, use this Williams Complaint Form (in English) / Williams Complaint Form (in Spanish)

Pupil Fees (EC § 49010 et seq.) (BP 3260 Fees/Charges)

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 complaint shall be filed no later than one year from the date the alleged violation occurred. The pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Internet Access - Student & Legal Resources Websites *(BP 6163.4 Student Use of Technology)*

The Board of Education intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use. Before a student is authorized to use district technology, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

Legal Resources Websites

For more information about laws pertaining to education the following websites are available as resources:

California Education Code (as well as other California Code Sections) – www.leginfo.ca.gov

California Code of Regulations (Office of Administrative Law) – www.oal.ca.gov

California State Assembly – www.assembly.ca.gov

California State Senate – www.senate.ca.gov

California State Bar Association – www.calbar.ca.gov

California Courts – www.courts.ca.gov

Find Law (for the public) – https://codes.findlaw.com/ca/

III. Access to Student Information

Pupil Records/Notice Of Privacy Rights Of Parents And Students *(Ec § 49063 Et Seq., § 49069, § 49073, 34 Cfr 99.30, 34 Cfr 99.34, and The Federal Family Educational Rights And Privacy Act)*

Pupil Records/Notice of Privacy Rights of Parents and Students

When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232g).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

Release of Pupil Directory Information *(EC §49073, 34 CFR 99.37)*

The district also makes student directory information available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Names and addresses of seniors or terminating students may be given to public or private schools and colleges.

Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument.

Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled

in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.

If you do not want Santa Rosa City Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 9th, 2024 .

Santa Rosa City Schools has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Honors and awards received
- Previous school(s) attended

Release of Student Records to the California College Guidance Initiative

(EC §60900.5)

Santa Rosa City Schools releases educational records, without obtaining prior written parental consent, to the California College Guidance Initiative (CCGI), an authorized provider of institutional services to all California school districts of college and career planning tools designed to help students plan for and apply to California colleges and universities. The data we share provides students and families with access to free online tools and resources available at californiacolleges.edu and enables students to transmit information shared with CCGI to postsecondary educational institutions for purposes of (1) admissions and academic placement, and (2) the Student Aid Commission for purposes of determining eligibility for, and increasing the uptake of, student financial aid.

News Media & College/University Recruiters

Representatives from the news media often visit our campuses to take photographs or videotapes of students involved in various educational activities. Additionally, the district will take photographs of school activities to include in print and website publications, as well as digital or electronic promotional media forms. Parents or guardians have the right

to withhold permission to have their student photographed, videotaped or interviewed while at school and to have those images distributed through print or electronic media sources.

Participation in State Assessments and Option to Request Exemption *(EC § 60615, 5 CCR § 852)*

Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

High School Curriculum: Notification Regarding College Preparatory Courses *(EC § 51229)*

Districts are required to provide parents of each minor pupil enrolled in grades 9 to 12 written notice of college admission requirements and career technical education.

IV. Attendance and Enrollment

Attendance Legal Obligations

School attendance is required by law–and important to learning! Every child ages 6 through 18 years of age must attend school every day and be on time for the start of school. You are responsible for your child's school attendance. You must let the school know if your child is not in school and give a specific reason for the absence. The State of California has listed specific reasons that an absence can be excused. All other absences must be coded as unexcused. For example, absences due to activities such as babysitting, accompanying parents on errands, family trips, and attending music or sporting events are unexcused.

Excused Absences/Average Daily Attendance *(EC § 48205)*

A pupil shall be excused from school when the absence is:

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's

absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

11. For the purpose of participating in a cultural ceremony or event.

12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

13. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical

    a. to, the tests and assignments that the pupil missed during the absence.

    b. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

    c. "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

California Definition of Chronic Absenteeism

Chronic absenteeism means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901; 5 CCR 15497.5)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260).

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5) Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)

Grade Reduction/Loss Of Academic Credit *(EC §48980(j))*

No student shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC §48205 if missed assignments/tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

Absences for Confidential Medical Services *(EC §46010.1)*

Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing absences is defined under Education Code 48205 and 48225.5. A valid excuse also may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

School Attendance Review Board (SARB)

In accordance with law and administrative regulation, habitual truants may be referred to a School Attendance Review Board (SARB). The Board may submit a nomination to the County Superintendent of Schools for a person who will serve on the county SARB as a representative of school districts. (Education Code 48321)

The Board shall appoint members of the district's SARB, who may include, but are not limited to, a parent/guardian as well as representatives of the district; county probation

department; county welfare department; county office of education; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321).

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

The School Attendance Review Board meets with the student and the parent/guardian to discuss the truancy and impose consequences such as signing a contract for improved attendance, referral to outside agencies for assistance, transfer from one school to another, or referral to the District Attorney's office for prosecution.

Head Lice

Head Lice Policy

Head lice are common in school-aged children and are not a health hazard. According to medical experts, lice do not spread disease and are not a sign of poor hygiene. Based on current medical understanding and guidance from the California Department of Public Health (CDPH), our district policy follows a "no unnecessary exclusion" approach to managing head lice. This means students are not automatically sent home or kept out of school because of lice. Our goal is to balance student health, minimize disruption to learning, and prevent unnecessary embarrassment.

What Happens If a Student Has Lice

- If a student is found to have live lice, parents/guardians will be notified.
- The student **may stay at school for the rest of the day** and should avoid head-to-head contact with others.
- The student **should receive treatment at home** before returning to school.
- Students may return **as soon as treatment begins**. They do **not** need to be completely lice- or nit-free.

Our School Will:

- Maintain student privacy and dignity.
- Offer information on how to identify, treat, and prevent lice at home.

- Check siblings or close contacts as needed.
- Only conduct classroom-wide head checks when multiple cases occur in a short time.

What Parents Can Do:

- Regularly check your child's scalp, especially if they're scratching their head often.
- Use an over-the-counter or prescription treatment if lice are found.
- Use a fine-tooth comb to remove lice and nits daily for 1–2 weeks.
- Notify the school if lice are found, so we can provide resources and support.

Reminder: Head lice are not a reason for school exclusion under district and CDPH policy.

Enrollment in School

Minimum Age of Admission for Students in Transitional Kindergarten

Any child who will have his/her fourth birthday by September 1st for the applicable school year shall be offered a transitional kindergarten program in accordance with law and district policy. This includes any four year olds who are enrolled in a California state preschool program.

On a case-by-case basis, a child who has reached age five after the date listed above but before the end of the applicable school year, may be admitted to transitional kindergarten with the approval of the child's parent and subject to board approval in accordance with EC §48000.

Minimum Age of Admission for Students in Kindergarten

A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has his or her fifth birthday, respectively, on or before September 1st. Please bring proof of birth date, residence and immunization records to the school when registering your child. For more information contact your neighborhood school or the Office of Educational Services at 890-3800 ext. 80302.

Age of Admission to a Specific Grade Level

Date of Birth	Grade Level
On or After 09/02/2022	Not eligible for enrollment
09/02/2021 - 09/01/2022	Transitional Kindergarten
09/02/2020 - 09/01/2021	Kindergarten

09/02/2019 - 09/01/2020	1st Grade
09/02/2018 - 09/01/2019	2nd Grade
09/02/2017 - 09/01/2018	3rd Grade
09/02/2016 - 09/01/2017	4th Grade
09/02/2015 - 09/01/2016	5th Grade
09/02/2014 - 09/01/2015	6th Grade
09/02/2013 - 09/01/2014	7th Grade
09/02/2012 - 09/01/2013	8th Grade
09/02/2011 - 09/01/2012	9th Grade
10/02/2010 - 09/01/2011	10th Grade
11/02/2009 - 10/01/2010	11th Grade
12/03/2008 - 11/01/2009	12th Grade

Immunizations Requirements (Communicable Diseases) *(EC §48216 and 49403)*

The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Codes 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement.

All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code sections 130325 and 120335, unless the student provides the district with a valid exemption from a licensed physician.

No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1st, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through pre-school, K-6, including transitional Kindergarten and 7-12.

Students qualified for an individualized education program may access special education and related services as required by his or her individualized education program.

For a complete list of required immunizations, please visit the Shots for School website.

Students admitted at Transition Kindergarten or Kindergarten (ages 4-6 years) need these immunizations to attend school.

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) - 5 doses (4 doses are okay if one was given on or after 4th birthday, 3 doses are okay if at least 1 dose of Tdap, DTaP or DTP was given on or after 7th birthday)
- Polio (OPV or IPV) - 4 doses (3 doses are okay if one was given on or after 4th birthday)
- Hepatitis B - 3 doses
- Measles, Mumps, and Rubella (MMR) - 2 doses (Only doses given on or after 1st birthday meet the requirement)
- Varicella (Chickenpox) - 2 doses

Parents must show their child's Immunization Record as proof of immunization. These immunization requirements also apply to students entering transitional kindergarten.

Students advancing to Grade 7 need these immunizations:

- Tetanus, Diphtheria, Pertussis (TDAP) - 1 dose. (Whooping Cough booster usually given at 11 years and up)

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization. A copy of your child's immunization record can be requested online at https://myvaccinerecord.cdph.ca.gov/

Recommended Vaccines

Meningococcal Meningitis is easily spread by kissing, sharing drinks, coughing, or sneezing. The shot can protect your child from several types of this life threatening infection.

Human Papillomavirus – (HPV) This 3-shot vaccine series is recommended for both girls and boys ages 9 – 26 to help protect them from some types of cancer.

Seasonal Flu – The flu is a serious illness. Even young and healthy children need protection against the flu!

Kindergarten/TK Oral Health Requirement

AB 1433 requires your child receive an assessment of his or her oral health as part of school readiness activities for kindergarten entry (or first grade if this is your child's first year in public school). An oral health assessment conducted the year prior to kindergarten, or by May of your child's kindergarten year satisfies this requirement. Check with your child's school for details, as each school notifies parents and distributes the required form, which includes information about the law, consistent with school district policies.

Child Health and Disabilities Prevention Program *(H&SC §124085)*

Physical examinations are recommended as a good practice before a student begins school. Free health screening may be available through the local health department.

An annual physical examination is required of all secondary students who participate in interscholastic athletic programs. The coaches/ school staff will apprise parents of low-cost health screenings at the school if they are available. Complete physical exams by a personal physician are highly recommended.

Concussion Baseline Testing

Prior to each sports season students planning to participate in impact related sports (Boys and Girls Soccer, Football, Girls Flag Football, Volleyball, Wrestling, Basketball, Softball, Baseball, High Jump, Pole Vaulting, Diving) will receive concussion baseline testing by their school's Athletic Director and Athletic Trainer. Students must receive the concussion education presentation.

See the SRCS Athletic Clearance Packet for more details.

Athletic Eligibility and Athletic Transfer Rules

1. No 7th grade student can enroll in school, get a schedule, come to school, or play sports without PROOF of current TDAP (whooping cough) vaccination.
2. If a middle school student changes middle schools, he/she still maintains athletic eligibility.

3. A student entering high school from the 8th grade, who meets California Interscholastic Federation (CIF) and SRCS transfer policies for academics and undue influence, is immediately eligible for athletics.

4. Athletic eligibility is established when the student first enters 9th grade. This is called Initial Residential Eligibility and specific details are listed in CIF Bylaw 206 and CIF Bylaw 510.

5. A student entering 9th grade must meet all academic and citizenship requirements of the CIF and is subject to local school/ board policies in order to participate in CIF high school athletics.

6. Eligibility (including those transferring from one high school to another) is governed by the rules of the CIF which allows a high school student to be immediately eligible if:

The change takes place during the first 15 days of the year, CIF Bylaw 201 (A) and The receiving school attests that the selection process for approving student enrollment was not based on athletic eligibility. Maintaining eligibility under this rule may only occur once in a student's high school career. *CIF Bylaw 206 (C) 10*

Athletically-Motivated Valid Change of Residence

If a student completes a valid change of residence as provided in Bylaw 206.C.(1-5), a student may not be eligible to participate at the varsity level if there is evidence the move was athletically motivated or the student enrolled in that school in whole or in part for athletic reasons (See Bylaw 200; 510.B.-E.)

1. Transferring from one school to another school may affect a student's athletic eligibility under North Coast's Section (NCS) or CIF rules. Immediately contact the principal at the new school for a copy of the eligibility rules.

2. A student who transfers as a result of disciplinary action is subject to the conditions of Bylaw 209 may be ineligible for one calendar year from enrollment in the new school. Go to www.cifncs.org for further information. Click on "Eligibility Bylaw Forms", and then click on "Parent Handbook I – Understanding the Transfer Eligibility Procedure"

3. CIF Bylaw 202.B prohibits providing false information in regard to any aspect of eligibility.

4. CIF Bylaw 510 (Undue Influence – Recruiting) prohibits any person or persons to secure, retain or influence what high school a student attends.

Violation of CIF Bylaws 202 (B) or CIF Bylaws 510 will result in severe penalties for both the student-athlete and the school. The student- athlete penalty could include

ineligibility for up to 24 months. Please report unethical behavior immediately to your school principal to help protect your student-athlete eligibility.

For information regarding an athletically motivated valid change of address go to: Athletic transfers

5. For additional information on transfers, please visit the Santa Rosa City Schools website using the following link. Transfers

For additional information regarding interscholastic athletic eligibility, contact your school site Athletic Director or Administration.

School Transfers

Santa Rosa City Schools welcomes students who reside outside of our district and allows students within our district to transfer to a school outside of their neighborhood.

Intradistrict or Interdistrict? What's the difference?

Intradistrict transfer is a transfer from one school to another school within the same school district.

Interdistrict transfer is a transfer from one school district to another school district.

At Santa Rosa City Schools, students who live within a particular school zone have enrollment priority in that neighborhood school, and transfer students may be enrolled based on availability of space and acceptance of a transfer application. To determine the schools zoned for your home address, type your address into My School Locator.

Intradistrict Transfer

Parents can apply to attend a particular school within SRCS, but the superintendent makes the final determination based on school or program capacity.

Parents are responsible for providing transportation for a student on an intradistrict transfer. If an intradistrict request is denied, the decision may be appealed to the Wellness & Engagement Department.

The Intradistrict Transfer application window for the 2026-27 school year is October 1 - November 15, 2026.

You can find more information on SRCS website under Departments -> Wellness & Engagement -> Transfers.

Interdistrict Transfer

SRCS specifies the terms and conditions for allowing transfers from a different school district. Parents can request a particular school, but SRCS makes the final determination based on school or program capacity, student attendance, behavior and academic progress.

Parents are responsible for providing transportation for a student on an interdistrict transfer. If either SRCS or the district of residence denies a transfer request, that decision may be appealed to the Sonoma County Board of Education.

The Interdistrict Transfer application window for the 2026-27 school year is February 1 - March 15, 2027.

You can find more information on the SCOE website under Student/Families -> Attendance Options.

Charter School Attendance Lottery

Parents can apply to attend a particular charter school within SRCS. Each charter school will organize an attendance lottery if more applications than space available are received. Students may be placed on a waiting list and will be contacted if and when space become available. Parents are required to enroll their children into their school of residence while the wait for charter attendance lottery results.

Parents are responsible for providing transportation for a student attending a charter school.

The charter attendance lottery window for the 2027-28 school year is October 1 - November 15, 2026.

You can find more information on SRCS website under Charter Schools.

V. Course of Study and Curriculum

Course of Study

The California Education Code requires that "the governing board of every school district prepare and keep on file for public inspection the courses of study prescribed for the schools under its jurisdiction." The District provides its students with a rigorous standards-based curriculum appropriate for each grade level. A listing of California academic standards is available on the district's website at www.srcschools.org.

School Curriculum *(EC 49091.14)*

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. Each school site shall make its prospectus available for review upon request. When requested, the prospectus shall be reproduced and made available. School officials may charge for the prospectus an amount not to exceed the cost of duplication. The Board of Education annually reviews and approves the courses offered at its schools. The College and Career Readiness Curriculum Guide can be accessed through the district's website at www.srcschools.org or it can be reviewed in the Student Services office located at 110 Stony Point Road, Suite 210 in Santa Rosa.

Alcohol, Tobacco and Other Drug Use Prevention Education *(EC 51260)*

Instruction shall be given in the elementary and secondary schools on drug education and the effects of the use of tobacco, alcohol, narcotics, and dangerous drugs, as defined in Section 11032 of the Health and Safety Code, and other dangerous substances.

In grades 1 through 6, instruction on drug education should be conducted in conjunction with courses given on health or in any appropriate area of study pursuant to Section 51210.

In grades 7 through 12, instruction on drug education should be conducted in conjunction with courses given on health or in any appropriate area of study pursuant to Section 51220. Such instruction shall be sequential in nature and suited to meet the needs of students at their respective grade levels.

District Child Care Program

Students attending Santa Rosa Charter School for the Arts, French-American Charter, CCLA, Proctor Terrace, and Hidden Valley elementary schools are eligible for the District Child Care program. Students from other schools may transfer to a District Child Care

program if space is available in the program, as well as in the school. The centers are closed for major holidays. At least two centers will remain open during the winter, spring and summer vacations. Students enrolled in or out of the Santa Rosa City Schools may attend during vacation weeks, if space permits. For more information about the program, including costs, please go to www.srcschools.org.

Advanced Learner Identification

Santa Rosa City Schools' Advanced Learner Identification is based on our commitment to a school environment that fosters excellence and the achievement of one's potential.

Identification systems enable schools to engage equitably in nurturing and fostering students' abilities and potential.

We recognize that advanced learners, as well as all students, have special talents that must be nurtured, as well as unique needs that must be addressed through accommodations such as classroom-based differentiation of content, instruction, and assessment, as well as through careful attention to their social-emotional development.

For further information, contact Educational Services 707-890-3800 ext. 80302.

Home and Hospital Program

This program provides quality instruction by certificated teachers for students who are unable to attend school due to a temporary illness or injury and will need a home and hospital teacher for a minimum of two weeks.

Students may qualify for services if they:

- Are currently enrolled in grades K-12 and live within the Santa Rosa City Schools' boundaries.
- Live outside the Santa Rosa City Schools' boundaries but are temporarily hospitalized within the district.

SRCS students that are hospitalized or in a residential health facility outside of Santa Rosa City Schools' boundaries may be asked to enroll in the Home and Hospital program in the district in which the hospital or residential health facility is located.

The purpose of home and hospital instruction is to help students maintain continuity of instruction during a period of temporary disability. Any student with a temporary disability that makes attendance in regular classes or another education program impossible or inadvisable must receive individual instruction provided by the student's school district.

Requests for Home & Hospital begin at the school site. Please make your requests there. Students with an IEP must work through their Case Manager and H&H placement must be an IEP team decision.

A student with a temporary disability pursuant to Education Code 48208 means a physical, mental, or emotional disability incurred while a pupil is enrolled in regular day classes or an alternative education program which makes school attendance impossible or inadvisable shall receive individual instruction in the student's home or in a hospital or other residential health facility, excluding state hospitals.

This instruction applies to students who incur a physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026.

Procedures for providing home and hospital instruction to students identified with exceptional needs are described under 5 *CCR § 3051.4.*

The primary outcome of Home and Hospital Instruction is to maintain a student at the student's former level of performance while recovering from the temporary disability so as not to jeopardize the student's future performance upon returning to a regular day class or alternative education program; however, some specialized and advanced courses may not be offered through Home and Hospital instruction. To request home and hospital services and the Medical Verification form for your doctor to complete, contact the School Site or visit www.srcschools.org and search for "Home and Hospital".

Home and Hospital Application Process

Four forms need to be completed to enroll in the Home and Hospital program:

1. A medical verification form completed and signed by the student's Medical Doctor.
2. A Home and Hospital Request Form to be filled out by the parent/guardian prior to the Student study team meeting to determine placement.
3. A Consent to Release or Exchange Information form to be filled out by the parent/guardian and submitted prior to determination of placement.
4. A site administrator completes the Home and Hospital Checklist for Site Team requesting Home and Hospital Services and scans all forms provided by the family, doctor, and school site to the District Office.

Short-Term Independent Study Program

The District's Short-Term Independent Study Program (STISP) serves students who will be out of school for 15 or fewer consecutive school days due to an emergency, vacation, or illness. The student's classroom teachers are responsible for providing work, the student then completes assignments at home under parent/guardian supervision.

Participation in the program is voluntary, by parent request, at least one week prior to short-term ISP placement for vacation-related requests, and is contingent on approval of the referring school administration. Each student is allowed one short-term ISP placement per school year at the discretion of the site administrator. For students with IEPs, additional steps with your child's IEP team may be required.

For further information, contact your student's school.

Long-Term Secondary Independent Study Program (Grades 7-12)

The District's Long-Term Independent Study Program (ISP) consists of individualized instruction where students meet once a week for approximately 40 minutes with a teacher, then complete assignments at home under parent/guardian supervision.

Participation in the program is voluntary, by parent request and approval from the ISP program. Students are referred to the program by the comprehensive school for circumstances that require independent study for one or two semesters. For students with IEPs, additional steps with your child's IEP team may be required.

Please note that courses in the Independent Study Program are approved for SRCS graduation requirements. However, not all courses offered at our comprehensive high schools may be available through the ISP program. Students might be allowed to attend selected courses in person and on campus if requested and approved by the administration.

For further information, contact the secondary independent study office at 707-890-3800 ext. 60156.

Harmful or Destructive Use of Animals (EC 32255)

Students enrolled in agricultural education receive instruction on the care, management, and evaluation of domestic animals. Any pupil with a moral objection to dissecting, harming or destroying animals, or any part thereof, may notify his/her teacher in writing with substantiation of objection from parents or guardians. With teacher approval, the student may receive alternate education for obtaining the knowledge, information, or experience required by the course of study in question.

Health Education *(EC 51240)*

Whenever any part of the instruction in health, conflicts with the religious training and beliefs of the parent or guardian of any pupil, the pupil with written request of the parent or guardian shall be excused from the part of the training which conflicts with such religious training and beliefs. As used in this section, "religious training and beliefs" include personal moral convictions.

Instruction in Comprehensive Sexual Health Education/HIV and AIDS Prevention *(EC 51938)*

The district shall annually notify parents about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. If arrangement for the instruction is made after the beginning of the school year, parents will be notified no fewer than 14 days prior to the commencement of any such instruction.

Parents have the right to excuse his or her child from all or part of the comprehensive sexual health and HIV prevention education by submitting a written request to the school site. Those students whose parents do not submit a written request to excuse them will receive such instruction. The law also authorizes the district, without prior parental consent, to use anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions in grades 7 to 12 about the student's attitudes concerning or practices relating to sex.

In 5th grade students learn about healthy eating and hygiene habits, growth and development, peer relationships and communicable and non-communicable diseases. SRCS provides instruction to 7th and/or 8th grade students in middle school science classrooms along with 9th grade students in their PE1 classes as outlined in the California Healthy Youth Act (CHYA). SRCS has adopted the Advocates for Youth: Rights, Respect, and Responsibility (3Rs Curriculum) curriculum. Students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction.

Parents have the right to excuse his or her child from such participation by submitting a written request to the school site.

Physical Education Credit for Participation in Interscholastic School Sports

Students in grades 10, 11, and 12 who meet eligibility requirements may earn up to ten physical education credits in lieu of the second course of physical education when participating in an interscholastic sport.

To be eligible, the student must complete and submit the required form within the specified date established by the district office at the end of each season of school sport for credit to be accepted. Participation in school athletic events and practices must be under the supervision of a school-employed coach.

Please contact the high school or refer to "Board Policy 6146.11 – Alternative Credits Toward Graduation" for more details.

Field Trips

Field trips which are properly planned and implemented may supplement and enrich classroom procedures by providing learning experiences in an environment outside of schools. Recognized school or school club trips will be considered school-sponsored if students are under the direct supervision of a school employee. Private trips that do not include all students in a grade level, class, group or club may not be considered school-sponsored (Board Policy 6153.2)

No field trips may be made to locations, activities or programs where students will be treated unfairly based on disability, gender, sexual preference, race, or other characteristic which may identify them as part of a protected class. *(Education Code 220)*

Day Trips (Board Policy 6153)

Only district students may participate in school field trips. Students planning to participate in a field trip must obtain signed clearance from a majority of the teachers whose classes will be missed. In cases when a student's participation in the field trip may raise concerns, the principal will make the final decision. District teachers or other certificated personnel shall accompany students on all field trips. The student to adult ratio shall not exceed 13 students for each adult.

Written approval of a student's parent/guardian is required for participation in any field trip and parents or guardians will receive complete written information about each field trip, prior to its occurrence.

There will be no swimming or wading allowed during field trips near or in water, unless it involves instructional or sanctioned competition.

Extended Trips (Board Policy 6153.1)

Overnight trips must be planned at least 50 days in advance and be approved by the principal and the appropriate Assistant Superintendent of Instruction. The trip should have an overriding educational objective and be a direct outgrowth of the classroom curriculum.

No grade or extra credit will be given to a student for participation. The field trip or excursion is voluntary on the part of the student and is not required by the district. The ratio of students to adults must be no more than 9 to 1. Volunteers or chaperones must complete a fingerprint clearance. All participants of any out-of state or other overnight field trip must provide written proof of medical insurance. All students involved in the activity will be given an opportunity to fundraise sufficient money to completely subsidize the trip or be funded by a school organization.

VI. Multilingual Learners

Santa Rosa City Schools recognizes that Multilingual Learners (English Learners, or EL) have a demanding curricular load.

They must become proficient in academic English and they must master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful.

Providing Language Assistance to Multilingual Students (EL)

- EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.
- EL support includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs through the reclassification process.

Providing Meaningful Access to All Curricular and Extracurricular Programs

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including transitional kindergarten, gifted and talented, career and technical education, arts, and athletic programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

Avoiding Unnecessary Segregation of EL

School districts may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregated manner consistent with achieving the program's stated educational goals.

Evaluating EL Students for Special Education and Providing Dual Services

- EL students with disabilities must be provided both the language assistance and disability related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English Proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability-related services addresses the language related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs. Providing Meaningful Access to All Curricular and Extracurricular Programs.

Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services

All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program. School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out. A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL Services again if a student is struggling.

Language Acquisition Programs

Parents or guardians of students enrolled in the school may choose a language acquisition program that best suits their child pursuant to §310 of the Education Code. Schools in which the parents or legal guardians of 30 pupils or more per school or the

parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305. (b) If a school district implements a language acquisition program pursuant to this section, it shall do both of the following:

1. Comply with the kindergarten and grades 1 to 3, inclusive, class size requirements specified in Section 42238.02.

2. Provide, as part of the annual parent notice required pursuant to Section 48980 or upon enrollment, the parent or legal guardian of a minor pupil with information on the types of language programs available to pupils enrolled in the school district, including, but not limited to, a description of each program. Requests should be addressed to:

   Aida Diaz
   Santa Rosa City Schools
   110 Stony Point Road, Suite 210 , Santa Rosa, CA 95401
   (707) 890-3800 x 80420 | adiaz@srcs.k12.ca.us

English Language (EL) Program Descriptions

The English Language Acceleration Program (ELAP) is the base program for all EL programs. Specialized programs include all the elements of ELAP with specific additions and changes. Every site and nearly every classroom in SRCS will serve ELs at some point during the year, all sites and teachers shall be equipped to provide the required base program for ELs, the English Language Acceleration Program (ELAP). The ELAP instructional program will benefit all students because of its focus on building disciplinary language and general academic language. The instructional programs for ELs are special versions of the ELAP base program that provide additional benefits and/or more targeted language instruction for certain groups of students.

Instructional Programs for Multilingual Learners

This section describes each of the instructional programs available to ELs in SRCS. The Programs are:

- Structured English Immersion (Including Newcomer Services)
- Dual Language Programs (DLP)

When possible, support is given to both the students and the classroom teacher through a collaborative model of instruction where the EL Specialist pushes in and works

collaboratively with the classroom teacher. In this model, both teachers have a separate but collaborative function.

English Language Acceleration Program-ELAP

- Base program for all sites and classrooms serving ELs
- Strengthens grade-level instruction for ELs and ALL students
- Includes Integrated and Designated ELD
- All sites and staff shall have the skills and resources to effectively deliver an equitable and meaningful education

Structured English Immersion

- Intensive support in language & content learning, cultural knowledge building, & social emotional learning
- Includes both universal supports and intensive Newcomer Program versions
- Students in U.S. 3 years or less

Dual Language (DL) Programs ELAP plus

- All students in program become fully bilingual and biliterate
- Integrated and Designated Language support
- Development in BOTH English and target language
- Special staffing and training
- Chosen by families of Multilingual Learners (ELs), English Only (EO), Initial Fluent English Proficient (IFEP) and Reclassified Fluent English Proficient (RFEP) students

Program Features of the Structured English Immersion Program (ELAP)

Students Served and Exit Criteria

1. The program serves ELs from Pre-Emerging to Bridging (ELPAC Levels 1-4). EOs, IFEPs, and RFEPs enrolled in an ELAP classroom will also receive the support provided by Integrated ELD the ELAP model.
2. Once ELs are reclassified and become RFEP, they are "exited" from Designated ELD but they continue to receive all other supports provided in ELAP, including robust Integrated ELD.

English Learner Components

1. **For Designated ELD:**
   - Minimum 30 minutes per day as a protected time for Focused Language Study embedded in content. At least 60 minutes or two periods is recommended for newcomer ELs. See Designated English Language Development Course Descriptions for Secondary ELs for secondary Designated ELD course sequence.
   - Teachers should use district-adopted materials to support Designated ELD.**Both Integrated and Designated ELD will feature:**
   - Standards-based instruction with differentiation and language development strategies in all content areas including:
     - Use of Content-Language Objectives to articulate demands and expectations for both content and language mastery and use
     - The Three High-Impact Language Practices: Using Complex Text, Fortifying Complex Output and Fostering Interaction
     - SDAIE, GLAD and best first instructional strategies for making content instruction understandable for Designated and Integrated ELD.
     - Scaffolding calibrated by proficiency level to provide both rigor and sufficient support — Partner and group work to foster content and language learning, social- emotional learning and cultural competence
     - Use of both core and supplemental curriculum
     - Primary language support for content and language learning.

- Clear, predictable and supportive routines aligned with CCSS rigor and student engagement

– Monitoring of ELs to ensure progress towards reclassification

- Proficient (RFEP) for four years

– Intensive monitoring of newcomers, LTELS, and ELs at –risk of becoming LTELs, including twice-yearly assessment and creation of action plans by the site based Language Acceleration Review Committee (LARC).

– For ELs with IEPs, clear articulation and consistent implementation of IEP language development goals.

Family Engagement activities, bilingual support staff, and strong community partnerships will support the educational experience of ELs.

Newcomers

"Newcomer" is an umbrella term that includes various categories of immigrants who are born outside of the United States. It's important to note, however, that not all immigrants are ELs; some are fluent in English, while others speak little or no English. In this plan, we will refer to newly arrived immigrants (within 3 years) who are ELs as newcomers. The newcomer population has increased markedly in recent years in SRCS, including unaccompanied minors.

It's important to keep in mind that the challenge of integrating into their new home is compounded for newcomers who attend school, since they shall learn not only how to navigate a new culture socially, but also how to function effectively in an education system and language that typically differs from their prior experience (Jacoby, 2014; Suarez-Orozco & Suarez-Orozco, 2009).

Newcomers and their families have four basic needs:

1. A welcoming environment
2. High-quality academic programs designed to meet the academic and language development needs of newcomer students
3. Social-emotional support and skills development to be successful in school and beyond

4. Encouragement and support to engage in the education process

By recognizing these needs and developing strategies to meet them, schools can help newcomers build the necessary foundation to thrive both socially and emotionally, and to achieve academic success.

Emerging levels of language proficiency or gaps in a student's education (particularly for SIFE students) need careful attention since newcomers have less time to achieve the goal of graduation and college and career readiness. Preparing students for graduation within a compressed timeline means that sites and teachers should also be vigilant for signals that a student's learning trajectory is notably different than that of their newcomer peers. If this is the case, the site may consider whether further investigation or referral for testing for a learning disability is necessary.

Universal Newcomer Supports

All newcomers at SRCS sites shall receive baseline Universal Newcomer Supports, which consist of additions to the baseline ELAP instructional program. For example, Universal Newcomer Supports include a more robust intake process at the site and additional Designated ELD each day.

Features of Universal Newcomer Supports

Students Served and Exit Criteria

1. Universal Newcomer Supports serves students 2nd through 12th who have been in the U.S. three years or less with a Novice to Emerging (ELPAC 1/low 2) level of language development. Generally, KA, K and 1st grade and some 2nd grade students who are also newcomers will receive lighter Universal Newcomer Support, including more targeted instruction and differentiation within their regular classroom. As ELs with beginning levels of English proficiency, newcomer students are placed in the ELAP instructional program, but are fully informed of their option to request an appropriate Dual Language instructional program if they are Spanish or French dominant.

2. Generally, students will exit the extra period of Designated ELD after one year, but students will still receive the other Universal Newcomer Supports for at least two years as needed.

Universal Newcomer Program Components

In addition to the Program Components from the ELAP instructional program above, Universal Newcomer Supports should include:

1. A robust newcomer intake process at the site, including transcript analysis to identify prior schooling as well as proficiency levels in math, home language, and literacy, and the flagging of any newcomer who might have or need an IEP
2. Special attention to literacy development and early reading skills as needed
3. At least 2 periods daily of specialized Designated ELD plus Integrated ELD that teaches language and literacy while developing content and cultural knowledge as well as social emotional learning skills.
    - For elementary, a period is defined as a discrete block of at least 30 minutes.
    - For secondary, one of the periods should be a course from the ELD course sequence.
4. Independent computer-based learning is in addition to, not in lieu of, the minimum 2 periods of Designated and Integrated ELD mentioned.
5. When possible, leverage primary language:
    - To develop content knowledge and enhance oral and written comprehension of English
    - To provide content area instruction in the primary language when resources are available, especially at sites with appropriate Dual Language instructional programs.
6. Heterogeneous grouping that provides structured opportunities for newcomers to work collaboratively with more advanced ELs and EOs
7. Additional steps for access to the core (a-g graduation requirements at the secondary level) over and above the points listed in standards based instruction with differentiation and language development strategies in all content areas" in the ELAP Instructional Program Components including:

    More targeted scaffolding and differentiation in all content areas" including small group work and the use of language partners.

8. Extend Learning Opportunities including summer school and after school programs that specifically target newcomers at the secondary level
9. Counseling and other services, both within and outside of the school, to support newcomer students who have experienced trauma or who are unaccompanied minors

10. Family engagement activities, bilingual support staff, and strong community partnerships to provide extra support

Dual Language Programs (DL)

These programs are designed to support EL, IFEP and EO students to develop language and academic content in two languages, with the goal of achieving full bilingualism and biliteracy. Two-Way programs provide instruction for at least 50% of the time in the target language (e.g. Spanish). SRCS is engaged in fully expanding our Dual Language programs.

Dual Language Two-Way Immersion Program

The goal of the Dual Language Two-Way Immersion Program is full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, EOs, and IFEP/bilingual students. This model is open to students of all language backgrounds, however, students who enroll in a Dual Language program after first grade should demonstrate a minimum level of competency in the target language in order to ensure they are successful with this model of instruction. Ideally, classes are composed of a balance of EOs, ELLs and bilingual students. Content learning in both languages facilitates language learning among the students as they engage in a collaborative learning experience that values both languages equally. English by 4th grade. In secondary, English may increase to 70%.

Program Features of Dual Language Two-Way Immersion Program

Students Served and Exit Criteria

1. ELs of any proficiency level, including newcomers and students with disabilities, as long as they have proficiency in the target language, currently Spanish or French. Note that for students with certain disabilities, such as language processing disabilities, special supports may be necessary in order for the Dual Language program to be successful.

2. After the end of first grade, students who enroll in a Dual Language program should demonstrate a minimum level of competency in the target language.

3. Since Dual Language is being built out to a full TK-12 education program, there is no “exit” apart from graduation. In the event that a family chooses to discontinue their child’s participation in the Dual Language instructional program, parents shall be informed of the possible negative effects of changing language programs from one

year to the next, and ELs should be monitored to ensure their academic success during their transition to the ELAP instructional program.

4. Each class has ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent).

Dual Language Two-Way Immersion Program Component

In addition to the Program Components bullets from the ELAP instructional program above, the Dual Language Two-Way Immersion Model should include these features.

1. Clearly articulated TK-12 Dual Language Pathway
2. BOTH Integrated ELD and Integrated Spanish Language Development (SLD) or French Language Development (FLD)
3. Daily focused language study for all students in BOTH languages: ELLs in Designated ELD, EOs/IFEPs in Designated SLD /FLD
4. Purposeful and strategic separation of languages during the instructional day.

Each of the options listed for dual language two-way immersion components is designed to ensure that Multilingual Learners (EL) learn English quickly enough and fluently enough to participate in academic work through integrated and designated English Language Development (ELD).

Designated and Integrated ELD: A Framework for EL Instruction

At the heart of both the 2012 California ELD Standards and the 2014 CA ELA/ELD Framework is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated and Designated ELD are used throughout the 2014 CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

In order to deliver quality Designated and Integrated ELD to all SRCS ELs, schools with ELs shall provide a minimum 30 minutes a day of designated ELD that:

- Is targeted at EL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the 2012 California ELD Standards and the 2017 California English Learner Roadmap

- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes Focused Language Study (FLS) to help students understand how language works in meaningful contexts.
- Includes systematic development of academic vocabulary.
- Requires students to spend at least 50% of instructional time producing oral and written language.

Quality Designated and Integrated ELD At the secondary level

- Includes at least one period of Designated ELD per school day as long as the student is an EL, with two periods for newcomers.
- Is part of a comprehensive Designated ELD Course sequence.

Provide Integrated ELD across content areas that:

- Has clear articulation, instruction, and assessment of Content and Language Objectives.
- Provides students appropriate levels of language focused scaffolds in content area instruction.
- Intentionally develops students' academic language and literacies specific to each discipline (the language of math, science, history, etc.), a practice sometimes referred to as Discipline specific and Academic Language Expansion (DALE) Requires ample oral and written production of language.
- Intentionally incorporates the Three High-Impact Language Practices (Using Complex Text, Fortifying Complex Output, and Fostering Interaction) into content area instruction and core routines such as Reading and Writing Workshop.

Effective provision of Designated and integrated ELD rests on the specific investments from key stakeholders below:

1. All teachers with ELs in their classrooms, TK-12:

- Shall be skilled at providing Integrated ELD, including careful consideration of the language demands of a task (see Content- Language Objectives) and carefully planned language learning embedded in engaging content and activities.
- Shall be skilled at providing content-embedded Designated ELD when they teach this period or course.
- Need ongoing training in effective planning and delivery of Designated and Integrated ELD.

2. The District and School Sites shall:

- Ensure effectively Integrated ELD is provided in all elementary and secondary classrooms.
- Provide ongoing professional development that allows ALL teachers TK-12 to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.
- Ensure all ELs receive at least 30 minutes per day of Designated ELD until they reclassify.

Parents are informed of the initial ELPAC results and the instructional program that has been selected for their student in a Parent Notification Letter within 30 days of assessment. If the parent does not agree with the program placement or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter and/or to select a different instructional program.

Opting Out of EL Services

If the parent chooses to opt the student out of EL services, a Parental Request for Opting Out of EL Services Form shall be signed by the parent and school administrator yearly. However, it is important to note that any student whose parent opts the student out of the ELD program and related services still retains their English Learner status. SRCS is still obligated to take the affirmative steps and appropriate actions required by Civil Rights laws to provide the EL student meaningful access to the full educational program. This means that Multilingual Learners should have access to the full core curriculum with a focus on preparing all students for college or career readiness. SRCS shall then continuously monitor the opted-out student's academic progress on a regularly scheduled basis, no less than twice per year and assess students' yearly using the English

Language Proficiency Assessments of California (ELPAC). A copy of the signed form opting the students out of services is to be filed with the Multilingual Services department and also placed in the Cumulative folder (CUM).

Reclassification Criteria

At least twice per year, in the fall and spring, the school site will:

Collect and review test results, the latest official ELPAC scores, other assessment data, student grades, and teachers' recommendations, for all EL students. On the basis of this review, the sites staff or through the LARC committee will identify those students who are eligible for reclassification.

The reclassification criteria include multiple measures:

- Demonstration of English-language proficiency, as measured in English, with an overall ELPAC score of a 4.
- Local and/or state standardized assessment of English proficiency given to all students.
- Teacher recommendations based on English proficiency, not other factors unrelated to language (e.g. attendance, behavior, homework completion).
- Parent consultation. The school will notify parents and guardians of their rights and invite them to participate in the reclassification process meeting. Efforts should be made to schedule this meeting at a convenient time for the parent/guardian. If the parent or guardian is not able to attend this meeting, the staff members shall make every attempt to involve the parent/guardian in the Reclassification Process via parent letters, phone calls, and if possible, home visits.

Some EL students with unique needs, or dually-identified students, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP).

The site may elect to take the following additional steps for involving parents or guardians in the Reclassification Process:

- Meet with parents/guardians of ELs who are close to meeting reclassification criteria to explain the process and steps needed to reach the goal.
- Invite parents/guardians and teachers to a meeting, school assembly, and/or celebration to acknowledge that their child/ student met all the criteria to be reclassified.

Multilingual Learners Additional Support & Resources

EL students will show growth toward fluency as described in the SRCSMaster Plan for English Learners. Students will be provided appropriate intervention programs and/or strategies that may include but are not limited to:

- Supplementary books and instructional materials
- Tutoring
- Title I services at designated sites
- Assistance from appropriate staff

EL students should not be considered for retention due to lack of English proficiency.

VII. Graduation & Promotion

High School Graduation Requirements

The Board of Education believes that the completion of an organized and sequential course of study is the foundation that prepares students for post-secondary education and/or employment. In grades 9-12, 220 credits are required for graduation. Students who successfully complete a year-long course will receive 10 credits (5 credits for each semester). In addition to the required core courses, students will complete other elective courses to reach the required 220 credits.

Details of the district's graduation requirements are found in Board Policy 6146.1 or information may be obtained from a high school counselor.

Core Curriculum Requirements

Completion of the following courses will total 220 units of credit towards graduation. These courses are all A-G approved. In order to be eligible for admission to a University of California or California State University, students must earn a C or better in these courses.

- Four courses in English.
- Three courses in mathematics, including Integrated Mathematics I and two courses that exceed the Integrated Mathematics I curriculum.
- Four courses in History, including World History, United States History, American Government, and Economics.
- One visual or performing arts course, or a career technical education (CTE) course requiring creative self-expression.
- Two world language courses for the same language.
- Two science courses, including a life science and physical science course.
- Two-year long courses in Physical Education and/or Dance.
- Five elective courses. A high school may develop a required specialized elective course which a student must successfully pass in order to graduate.

Ethnic Studies Graduation Requirement

Beginning with the class of 2025, successful completion of a single two-semester course or two semesters (10 credits) of any A-G offerings in Ethnic Studies, including courses offered through dual or concurrent enrollment. Any Ethnic Studies course taken will meet

a UC/CSU A-G course requirement and shall also accrue credit for coursework in the subject that course is offered.

Completion of the middle school Ethnic Studies elective course with a grade of 'C' or better prior to grade 9 shall satisfy the graduation requirement, though high school credits will not be awarded.

Waivers to Core Curriculum Requirements

A waiver is a process that intentionally excuses a student from specific graduation requirements based on certain factors. By waiving one or more required courses, students will remain on track toward graduating with a Santa Rosa City Schools diploma; however by utilizing a waiver, students will not be eligible to apply directly to a CSU or UC college because the A-G requirements have not been fulfilled. A waiver is initiated by specific paperwork that must be completed by a student, the student's guardian, and school personnel.

Mathematics Waiver

Students shall be encouraged to complete A-G requirements in mathematics, but may omit the third year of math upon written, knowledgeable application by a student's parent/guardian.

Please note that these waivers for mathematics courses do not exempt the student from the two-year California Department of Education (CDE) mathematics requirement (20 credits) which includes the state requirement of students having to pass Integrated Mathematics 1 or equivalent. Students still must earn 20 math credits to graduate from SRCS.

This waiver only exempts a student from one year of the three years of the SRCS math requirement for graduation.

Graduation Alternatives under AB 1806 (130 Minimum Diploma)

Eligible pupils may be exempted from SRCS graduation requirements adopted by the governing body of SRCS. This policy aligns with Section 51225.1 of the California Education Code, which aims to support pupils who may face unique challenges in completing their education, and allows a student to graduate by meeting the Basic California graduation requirements, which requires 130 academic credits.

To be eligible for this exemption, a student must transfer between schools (in or out of district) at any time during their 3rd or 4th year of high school or changing status into one of these categories during their 3rd or 4th year of high school and be a:

- student in foster care
- Homeless student
- Current or Former juvenile court school student
- Child of a military family
- Migratory child
- A newcomer student

The school counselor will guide the student and family through this process.

Custom Graduation Requirements

The individualized education program (IEP) team can develop custom graduation requirements in accordance with the student's Individual Transition Plan (ITP). These pathways include:

- An SRCS 180 graduation alternative pathway at the student's home school,
- The State 130 graduation alternative pathway,
- The Alternative Diploma Pathway,
- The Certificate of Completion graduation pathway.

Alternative Graduation Requirements

Alternative pathways to graduation are available to students at the Ridgway Continuation High School and students in the Grace Program at Piner High School. Please contact your student's counselor to discuss these options.

Specialized Programs

Specialized programs have been developed to meet specialized academic or career needs of groups of students at individual high schools. For further information regarding these programs, see the information below.

Career Technical Education

Career Technical Education (CTE) programs consist of a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. SRCS offers a variety of CTE programs to ensure that students are meeting the workforce needs of local and regional employers, to support relevant and meaningful learning experiences for students, and to prepare students for college, career, and life.

For more information about the CTE programs offered throughout the district, please review the College and Career Readiness Page on the district website at www.srcschools.org..

Independent Study

Students enrolled in the Independent Study Program are required to meet all graduation requirements of Board Policy 6146.1. Students in the program remain enrolled in their attendance area comprehensive high school which issues their diploma.

Intervention Programs

It is in the interest of the student for schools to provide early identification and intervention of students who are performing below grade level and are at risk of retention. Identified students will be enrolled in academic support programs that may include but aren't limited to:

- Intervention services
- In-class intervention curriculum and instruction
- Extended day tutorials
- Summer school

Parents/guardians will be notified in a timely manner when their student is not making adequate progress in the achievement of academic standards and is in need of one or more intervention strategies. Our intervention programs are designed to provide challenging opportunities to help students improve their skills.

Plan for College

We encourage all of our graduates to plan to attend college or a technical training program after graduation. Start early by helping your child envision themselves in college. Students and parents need to know the series of college preparatory classes to take in high school. Private colleges, universities and merit scholarships may require scores from the SAT and ACT to be submitted for admission and/or scholarship opportunities. The requirements vary, depending on the selected college or university.

Both the SAT and ACT tests are offered several times during the year at various school sites. However, students have the opportunity to take the PSAT/NMSQT, (preliminary SAT), in their sophomore or junior year and the SAT at least once in their junior year, so they have scores when applying for college in the first semester of their senior year.

For information about testing dates and deadlines contact the Counseling Office at your high school. You can find more information about the SAT at www.collegeboard.com, and

about the ACT at www.actstudent.org. Santa Rosa Junior College provides opportunities for dual enrollment to provide current high school students an early start on their college experience as well as enrichment opportunities for students who can benefit from college level programs and instruction. Additionally after high school, students can earn Associate Degrees, complete the requirements to transfer to a four-year college or complete career certification in a wide variety of industries.

For information about Santa Rosa Junior College, consult the website at www.santarosa.edu or contact the Counseling Office ~~Center~~ at your high school. Families should also know that there are many scholarships, grants and loans available to offset the costs of college.

Santa Rosa City Schools is also partnered with CaliforniaColleges.edu to provide our students with the tools they need to develop their college and career plans.

CaliforniaColleges.edu is a FREE platform where students can explore careers, majors, and colleges, plan post-secondary pathways, and learn how to pay for college/training after high school.

Students can use CaliforniaColleges.edu to:

- Match interests to career goals and make plans to achieve them
- Research colleges & view progress toward CSU/UC eligibility
- Learn about and submit financial aid applications
- Launch and monitor their community college, CSU, & UC applications

For more information on how access the CaliforniaColleges platform and additional information related to post-secondary planning, please review the College and Career Readiness page on the district website at www.srcschools.org.

The Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA)

Each high school provides support with accessing financial aid, which is key to college enrollment. Applications are due on March 2nd of every school year. Information on financing your college education is available in the Counseling Office ~~College and Career Center~~ at your high school or from the financial aid office at the college to which you are applying.

Promotion/Retention

The Santa Rosa City Schools Board of Education expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety

of ways that students learn and include strategies for addressing academic deficiencies when needed. Instances of acceleration shall be handled on a case-by-case basis. For more information please see Board Policy 5123.

Promotion is the advancement to the next grade level for a student who has met or exceeded the criteria for promotion. The criteria are grade level indicators of achievement in:

- Reading for grades K-3
- Language arts & mathematics for grades 4-8.
- Core and courses to meet graduation requirements

Retention means that a student is remaining in his/her current grade level for the next school year. A student is retained when he/she hasn't met the minimum grade-level criteria for promotion. Details about minimum grade-level criteria follow below. Parents and guardians will be notified in a timely manner regarding their child's academic achievement and promotion or retention decisions.

Elementary (K-6)

If a student is failing to make normal progress, the parent/guardian must be notified as early as possible in the school year, but no later than the end of the second report period. Notification of possible retention will be provided in writing.

Students identified as at risk of retention or below grade level standards shall be provided targeted support within the classroom environment. By implementing support systems such as differentiated instruction, tutoring, and individualized learning plans, educators can address the diverse needs of their students. This approach fosters a more inclusive and supportive learning environment, allowing students to progress alongside their peers while receiving the necessary resources to overcome their challenges. Through continuous assessment and tailored interventions, schools can ensure that every student has the opportunity to achieve their full potential without the setbacks associated with grade retention.

Middle School (7-8)

If a student isn't making appropriate progress toward promotion, parents/guardians will be notified as early in the school year as practical, but not later than the end of the first grading period. A variety of academic support programs will be offered. By the end of each semester, a student with an "F" in English or mathematics will enter into a Remediation Agreement between the school, student and parent/guardian. The Agreement will define what the student must do to be promoted to the next grade level. It may include, but isn't limited to: drop an elective to enroll in an academic support class; or enroll in a site-based, after-school or weekend class.

High School (9-12)

In order to graduate from any district high school, a student must earn 220 credits during grades 9 through 12. Parents/guardians will be notified no later than the end of each grading period if a student isn't making adequate progress toward graduation. A variety of academic support programs or classes will be offered, including summer school, based on the availability of funds.

All high school students are subject to the graduation requirements in Board Policy 6146.1.

High School Graduation Requirements

VII. Health and Wellness

Wellness Policy

The Board of Education recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle. For more information, please refer to Board Policy 5030: Student Wellness.

School Funding Data Collection

California funds its schools based on needs. To qualify for additional funding, Santa Rosa City Schools collects household income information annually. All parents can complete the Aeries Parent Data Confirmation by logging into Aeries and completing the survey, or a paper School Funding form available at your child's school or on the district's website. Students may be eligible for additional benefits, such as money for food or reduced exam fees.

Individual records pertaining to household income information are confidential and are not shared with school administrators or teachers. Under appropriate circumstances, these data may be used by school district employees to identify students eligible for additional services pursuant to the federal Every Student Succeeds Act.

Regardless of whether you believe that your household might be eligible for benefits, Santa Rosa City Schools requests all families complete the school funding form by October 31, 2026 to maximize the state and federal funding for our schools.

Pupil Nutrition/Notice of Free and Reduced Price Meals (EC §§48980(b), 49510, 49520 and 49558)

All students will be offered breakfast and lunch during the 2026-27 school year at no charge. All Santa Rosa City School sites are operating under the Community Eligibility Provision. For more information, contact Child Nutrition Services at 707-890-3807.

Communicable Disease Control and Immunization (EC 49403)

Notwithstanding any other law, the governing board of a school district cooperates with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children. For that purpose, the board may use any funds, property, and personnel of the district, and may permit a licensed physician and surgeon, or a health care practitioner listed in subdivision who is acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil whose parent or guardian has consented in writing to the administration of the immunizing agent.

1. The following health care practitioners, acting under the direction of a supervising physician and surgeon, may administer an immunizing agent within the course of a school immunization program:
    a. Physician assistant
    b. Nurse practitioner
    c. Registered nurse
    d. Licensed vocational nurse
    e. A nursing student who is acting under the supervision of a registered nurse, in accordance with applicable provisions of law.
2. A healthcare practitioner's authority to administer an immunizing agent pursuant to this subdivision is subject to the following conditions:
    a. The administration of an immunizing agent is upon the standing orders of a supervising physician and surgeon and in accordance with any written regulations that the State Department of Public Health may adopt.
    b. The school nurse is notified and he or she maintains control, as necessary, as supervisor of health in accordance with Sections 44871, 44877, 49422, and subdivision (a) of Section 49426.
    c. The health care practitioner may only administer immunizations for the prevention and control of any of the following:
        i. Annual seasonal influenza
        ii. Influenza pandemic episodes
        iii. Other diseases that represent a current or potential outbreak as declared by a federal, state, or local public health officer.

d. As used in this section, "supervising physician and"surgeon" means the physician and surgeon of the local health department or school district that is directing the school immunization program.

3. While nothing in this section shall be construed to require the physical presence of the supervising physician and surgeon, the supervising physician and surgeon shall require a health practitioner under his or her direction to do both the following:

    a. Satisfactorily demonstrate competence in the administration of the immunizing agent, including knowledge of all indications and contraindications for the administration of the agent, and the recognition and treatment of emergency reactions to the agent that constitute a danger to the health of life or the person receiving the immunization.

    b. Possess the medications and equipment that are required, in the medical judgment of the supervising physician and surgeon, to treat any emergency conditions and reactions caused by the immunizing agents that constitute a danger to the health or life of the person receiving the immunization, and to demonstrate the ability to administer the medications and use the equipment as necessary.

4. It is the intent of the Legislature to encourage school based immunization programs, when feasible, to use the California Immunization Registry to assist providers to track patient records, reduce missed opportunities, and to help fully immunize all children in California. *(Amended by Stats. 2010, Ch. 203, Sec. 1. Effective August 27, 2010.)*

Confidential Medical Services (EC§ 46010.1)

The governing board of each school district shall, each academic year, notify pupils in grades 7 to 12, inclusive, and the parents or guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parents or guardians.

If you have any questions concerning the coverages available or need help with enrollment, please call Myers-Stevens & Toohey at (800) 827-4695. Bilingual representatives are available for parents who need assistance in Spanish.

Emergency Medical Care Authorization (EC §44871, 44873, 44874, 44875, 44876, 44877, 44878, 49400, 49422(a), and 49423; CCR, Title 5, sections 600 and 601)

In the event of an unexpected medical situation, we need your authorization to take necessary steps to ensure their well-being. This will allow us to perform basic first aid procedures and provide emergency treatment as needed.

The medical services that your student might receive can include but are not limited to:

- First aid administration, such as applying bandages or splints;
- Medications, including prescription medications carried by the school for authorized students only;
- Access to urgent medical care, including transportation to a hospital if necessary

Please note that our staff is not trained to provide advanced medical treatment and will only take steps to stabilize your child until emergency services arrive. If you would like to opt out your student from receiving emergency medical care, please complete the online Parent Data Confirmation form or contact your child's school.

By granting this authorization, you are giving us permission to take these necessary steps to ensure your child's safety and well-being in an emergency situation. Your prompt response is greatly appreciated, as it will enable us to provide the best possible care for your child in an unexpected medical event.

Pregnant & Parenting Pupils (EC § 221.51, 222, 222.5, 46015)

Districts may not exclude nor deny any pupil from any educational program or activity on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition.

A pregnant or parenting pupil is entitled to 8 weeks of parental leave, or additional leave if deemed medically necessary by the pupil's physician. During parental leave, absences shall be excused and the pupil shall not be required to complete academic work or other school requirements. After returning from parental leave, a pupil may resume the course of study in which he/she was previously enrolled, is entitled to make up work missed, and to take a fifth year of high school instruction if necessary to complete graduation requirements.

A pupil may elect to attend an alternative education option instead of returning to the school in which he or she was enrolled prior to parental leave. Schools shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A pupil shall not incur an academic penalty as a result of his or her use of these accommodations. For more information please refer to Board Policy 5146.

Board Policy 5146-Married/Pregnant/Parenting Students

Medical and Hospital Services for Pupils (EC 49471 and 49472)

The district is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

Medication Administration at School (EC 49422 and 49423)

(All standard forms located in office/health office and on the SRCS website)

To assist you in keeping your child as safe and healthy as possible, the following state guidelines are provided: Any medications, including over-the-counter medications such as Tylenol or cough drops and/or supplements, that need to be taken at school require the parent/guardian to contact their student's health care provider. The provider will complete and sign an SRCS medication administration form/or alternately a similar form before the medication is brought to school.

The following information is required:

- Student name and birthdate Parent signature, phone number Name of the medication
- Health condition for which it is prescribed
- Time to be taken (i.e. 1:30pm) or the specific signs/symptoms indicating when to take for an as needed medication
- Dosage in milligrams, milliliters
- Method of administration Precautions-possible side effects
- Physician's printed name, phone number and signature

All medication must be in the original pharmacy container, except for over-the-counter medication, which must be in a new sealed container. The medication from the pharmacy must also be clearly labeled by the physician or pharmacy with the following information:

- Student's name Physician's name
- Name and dose of medication Directions for use

- Expiration Date of the medication

Most medications are kept in a locked cabinet in the health office. Students will be assisted to take medication by trained office staff, according to healthcare provider instructions. No student may self-carry a medication unless it is an emergency medication (i.e. albuterol, epinephrine, insulin). If a student needs to self-carry an emergency medication the healthcare provider must also provide a written statement that the student is allowed to self-carry (or check the box on SRCS' Medication Administration Form) and self-administer the emergency medication.

Parents/ guardians who request school staff members to administer medications, perform procedures or provide health-related accommodations at school must recognize that school health personnel will communicate with the student's prescribing health professional if the school requires clarification about that procedure, accommodation, or medication delivery. No other prescription or over-the-counter medications, vitamins, herbs, or alternative medications may be carried by students on their person, in a backpack or other container except as indicated above and with the express knowledge and permission of the school nurse.

If possible, in order to maximize classroom time, parents/guardians are asked to work with the healthcare provider to minimize/eliminate the need for medications to be given at school.

Parents/guardians agree to pick up all unused medications during, and/or at the close of the school year. Medication remaining after the last day of school will be discarded in the appropriate medical container. A new form is required each school year for each prescription.

Medication at Home

The parent/guardian of a student on a continuing medication regimen at home is requested to inform the school nurse or other designated school employee of the medication being taken, the current dosage, and the name of the supervising physician. The information is gathered annually in the Aeries portal under Medication Home and/or on the student's emergency card. Please update information if new medications are started at any time during the school year.

Emergency Care Plans/Action Plans

These plans, for students with additional healthcare needs, need to be reviewed by the student's healthcare provider and signed and dated by the parent and healthcare provider each new school year. The following plans are available on the Santa Rosa City Schools Website and through your school's office/health office:

- Asthma (Asthma Action Plan)

- Seizure Disorder/Epilepsy (Epilepsy Foundation Seizure Action Plan)
- Severe Allergy/Anaphylaxis (Food Allergy and Anaphylaxis Care Plan)
- Diabetes Medical Management Plan (Typically the health care provider uses their form)

Please provide the form to your student's healthcare provider for completion and signature. The parents/guardians must also sign the form and return it to their school's health office.

For conditions not listed above that require specialized care or may need emergency treatment at school, a healthcare provider's letter or care plan is required. These letters/plans are needed before the start of each school year, by the district school nurse, to arrange for safe care. The nurse will work with you and your student's healthcare provider to design a care plan and to request additional staff as needed.

Health Related Legal Requirements for California Schools

Epinephrine-California law SB 1266 requires school districts to provide emergency epinephrine for students suffering, or reasonably believed to be suffering, from anaphylaxis. Each site stocks epinephrine auto injectors for emergency use by trained staff or administrators.

AEDs-Education Code §35179.6. Requires school districts or charter schools that have interscholastic athletic programs to acquire at least one AED for each school within the school district or the charter school to be available on campus and maintained. Every school in our district has at least one AED available for cardiac emergencies during school hours

Naloxone/Narcan- Assembly Bill 19 proposed 12-2-2022, California Education Code 49413, California Civil Code § 1714.22

Proactively, due to the devastating effects of the opioid epidemic, each school site stocks at least two doses of naloxone, the generic drug known also sold as brand name Narcan, on campus. The drug can reverse the effects of an overdose and save lives.

Existing law authorizes school districts, county offices of education, and charter schools to provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or voluntarily trained personnel, and authorizes those nurses and voluntarily trained personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Physical Examination; Parent Refusal to Consent (EC 49451)

A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to a routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

Scoliosis Screening (EC 49452)

Scoliosis California Education Code 49452 no longer requires school districts to provide mandatory scoliosis screenings. If you have any concerns, reach out to your healthcare provider.

Specialized Physical Health Care Services (EC 49423.5)

Notwithstanding Section 49422, an individual with exceptional needs who requires specialized physical health care services, during the regular school day, may be assisted by any of the following individuals:

A. Qualified persons who possess an appropriate credential issued pursuant to Section 44267 or 44267.5, or hold a valid certificate of public health nursing issued by the Board of Registered Nursing.

B. Qualified designated school personnel trained in the administration of specialized physical health care if they perform those services under the supervision, as defined by Section 3051.12 of Title 5 of the California Code of Regulations, of a credentialed school nurse, public health nurse, or licensed physician and surgeon and the services are determined by the credentialed school nurse or licensed physician and surgeon, in consultation with the physician treating the pupil, to be all of the following:

1. Routine for the pupil.
2. Pose little potential harm for the pupil.
3. Performed with predictable outcomes, as defined in the individualized education program of the pupil.
4. Do not require a nursing assessment, interpretation, or decision making by the designated school personnel.
5. Specialized health care or other services that require medically related training shall be provided pursuant to the procedures prescribed by Section 49423.

6. Persons providing specialized physical health care services shall also demonstrate competence in basic cardiopulmonary resuscitation and shall be knowledgeable of the emergency medical resources available in the community in which the services are performed.

7. "Specialized physical health care services," as used in this section, includes catheterization, gastric tube feeding, suctioning, or other services that require medically related training.

8. Regulations necessary to implement this section shall be developed jointly by the State Department of Education and the State Department of Health Care Services, and adopted by the state board.

9. This section does not diminish or weaken any federal requirement for serving individuals with exceptional needs under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), and its implementing regulations, and under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and its implementing regulations.

11. This section does not affect current state law or regulation regarding medication administration.

12. It is the intent of the Legislature that this section not cause individuals with exceptional needs to be placed at school sites other than those they would attend but for their needs for specialized physical health care services.

(Amended by Stats. 2008, Ch. 179, Sec. 48. Effective January 1, 2009.)

Specialized Physical Health Services shall be provided in accordance with the sections described above and in the least restrictive setting that maintains student safety and health. In such cases where specialized physical health care is needed and in the view of the District are deemed unreasonable to provide at each individual site, such services may be served at designated sites.

For the 2026/27 school year, such designated sites are James Monroe Elementary School and Montgomery High School. These placements shall maintain an LVN or equivalent position each day the school is in session. Students requiring such placement shall be served through section 504 accommodations or the IEP process. The student shall be placed at one of the sites listed above that allows for parent convenience and the capacity of the Specialized Health Care Services.

Vision Appraisal (EC 49455)

1. During the kindergarten year or upon first enrollment or entry in a California school district of a pupil at an elementary school, and in grades 2, 5, and 8, the pupil's vision shall be appraised by the school nurse or other authorized person under Section 49452.

   A pupil whose first enrollment or entry occurs in grade 4 or 7 shall not be required to be appraised in the year immediately following the pupil's first enrollment or entry.

2. The appraisal shall include tests for visual acuity, including near vision, and color vision; however, color vision shall be appraised once and only on male pupils, and the results of the appraisal shall be entered in the health record of the pupil. Color vision appraisal need not begin until the male pupil has reached the first grade.

3. The appraisal may be waived, if the pupil's parents so desire, by their presenting of a certificate from a physician and surgeon, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or an optometrist setting out the results of a determination of the pupil's vision, including visual acuity and color vision.

4. A pupil's vision may be appraised by using an eye chart or any other scientifically validated photo screening test. Photo screening tests shall be performed, under an agreement with, or the supervision of, an optometrist or ophthalmologist, by the school nurse or a trained individual who meets requirements established by the department.

5. Continual and regular observation of the pupil's eyes, appearance, behavior, visual performance, and perception that may indicate vision difficulties shall be done by the school nurse and the classroom teacher.

6. This section shall not apply to a pupil whose parents or guardian file with the principal of the school in which the pupil is enrolling, a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depend for healing upon prayer in the practice of their religion.

7. The department shall adopt guidelines to implement this section, including training requirements and a method of testing for near vision

(Amended by Stats. 2014, Ch. 925, Sec. 2.5. Effective January 1, 2015.)

Evaluation of Hearing (EC 49452 and 49454)

The governing board of any school district shall, subject to Section 49451, provide for the testing of the sight and hearing of each pupil enrolled in the schools of the district. The test shall be adequate in nature and shall be given only by duly qualified supervisors of health employed by the district; or by certificated employees of the district or of the county superintendent of schools who possess the qualifications prescribed by the Commission for Teacher Preparation and Licensing; or by contract with an agency duly authorized to perform those services by the county superintendent of schools of the county in which the district is located, under guidelines established by the State Board of Education; or accredited schools or colleges of optometry, osteopathic medicine, or medicine. The records of the tests shall serve as evidence of the need of the pupils for the educational facilities provided to physically handicapped individuals. The equipment necessary to conduct the tests may be purchased or rented by governing boards of school districts. The state, any agency, or political subdivision thereof may sell or rent any such equipment owned by it to the governing board of any school district upon terms as may be mutually agreeable

(Amended by Stats. 1993, Ch. 226, Sec. 7. Effective January 1, 1994.)

A person employed by a school district in a position requiring certification qualifications who holds a valid special credential authorizing the teaching of lip reading or the teaching of the deaf and hard of hearing or a standard teaching credential with specialized preparation in the area of the deaf and hard of hearing or in the area of the speech and hearing handicapped or who holds a certificate of registration to serve as a school audiometrist issued by the State Department of Health Services may, subject to Section 49451, test the hearing of pupils of the district through the use of an audiometer for the purpose of detecting pupils with impaired hearing.

(Amended by Stats. 1981, Ch. 714, Sec. 96.)

The California Code of Regulations, Title 17, § 2951 requires that:

(1) Each pupil shall be given a hearing screening test in kindergarten or first grade and in second, fifth, eighth, tenth or eleventh grade and first entry into the California public school system.

(A) A school district may request a waiver of the hearing screening test for tenth and/or eleventh grade pupils once each school year. The request for a waiver must be in writing and addressed to the State Department of Health Services, Hearing Conservation Specialist. The waiver request must include the dates of the school year for which the waiver is requested and an alternative testing plan that will insure that each pupil at risk of hearing loss will receive testing services. Pupils at risk of hearing loss are: those exposed to loud noises, including loud music; pupils that have been referred for testing by a parent or teacher; repeat tests for those pupils for whom there was a previously documented problem, pupils who have not had a hearing test for three years; and any pupil who has enrolled for the first time in the school district. An approved waiver of the hearing screening test does not exempt a school district from reporting requirements contained in Section 2951, (e).

(B) Each pupil enrolled in a special education program (as described in Section 56001 of the Education Code), other than those pupils enrolled for a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individual education program team's evaluation of each individual pupil.

Dental Fluoride Treatment (H&SC §104830 et seq.)

Pupils may be provided the opportunity to receive the topical application of fluoride or other decay-inhibiting agent to each pupil's teeth if the parent, or eligible pupil submits a letter stating that the treatment is desired.

Dental Screening

"Dental decay… is the number one health problem for children in California" (Dental Health Foundation, 2006) and continues to be a "significant public health problem in California" (CDPH, 2021).

As part of a pilot program Santa Rosa City Schools (SRCS) Nurses, in conjunction with Santa Rosa Community Dental Clinic (SRCDC), may provide dental health screening. This screening may be conducted along with state-mandated vision and hearing screening in TK, K, 2nd, and 5th grades. Nurses also provide dental screening when a student complains of pain and/or dental concern.

Both parents and SRCDC will be notified of any concerns. If a concern is found SRCDC will contact your family, and if needed will assist in scheduling a dental appointment. SRCS Nurse screening is a quick look for obvious dental concerns, there is no cost to you. However, it does not replace regular dental exams by a qualified dentist. If desired you may complete a form to opt your child out of physical exams.

Federal Medi-Cal Reimbursement

The District, in cooperation with the California Departments of Health Care Services and Education, participates in a program that allows the district to be reimbursed with federal Medi-Cal dollars for select health services provided to enrolled Medi-Cal students at school. The money received through this program is directly reinvested into expanding and improving health and social services for all students.

In accordance with state and federal rules and guidelines, we are notifying you that some information may be released from your student's records to our reimbursement recovery vendor, Paradigm Healthcare Services, LLC and to the Department of Health Care Services (DHCS) for claiming purposes only (and your child's Medi-Cal benefits may be accessed). This information is only released if we have received your consent to do so. Your consent may have been provided to the district when you registered your student

for school, as part of your back-to- school paperwork, or during the IEP/IFSP/504 Plan development and review process (if applicable).

All information that is shared is encrypted and transmitted securely to both our vendor and to DHCS. The education records that may be shared as a result of our participation in this program include:

- Student name, date of birth, and health-related evaluation, intervention, and referral information (for services received at school).
- Practitioners' notes related to these health services and select data from child's IEP/IFSP (if applicable)

You have the right to withdraw your consent to disclose your student's information at any time–feel free to visit your school to discuss this program. Please note that students will not be denied services they require to attend school, and parents will never be billed by the school district for services provided as a result of your consent, or nonconsent. Further, while Medi-Cal is reimbursing the district for select health services, your child's Medi-Cal benefits will not be impacted in any way. We participate in this program in an effort to obtain federal funding for the Medi-Cal reimbursable health services already being performed at school, and then use this funding to expand services that are available to all students.

Additional notes: Confidentiality & Privacy

The district's reimbursement recovery vendor is bound by a contract that contains specific provisions to keep student records confidential, ensuring information is not used or disclosed inappropriately; further, our vendor is HIPAA compliant. In addition, the district and DHCS are bound by agreements that include specific provisions about the use of the information shared in this program, and governing security protocols.

Third Party Liability

If your student is enrolled in Medi-Cal and is also covered by a third party insurer, DHCS may attempt to recover third party liability if they pay a school-based claim submitted by us. This occurs due to the assignment of third-party liability rights that was provided when your application to Medi-Cal was approved.

Pesticide and Herbicidal Spraying

The Healthy Schools Act of 2002 (AB 2260) requires all California school districts to notify parents and guardians of pesticides that may be used during the school year. Santa

Rosa City Schools expects to use some of these pesticides at school sites in 2021-2022 Spraying will be done on weekends, holidays and non-school days.

INSECTICIDE	ACTIVE INGREDIENT	APPLICATION
Hot Shot Fogger	Tralemethrin, Cypermethrin/Piperonyl butoxide	Insect control
Orange Guard/Natural Causes	Orange peel extract	Insect control
Hot Shot Roach Bait	Cholorpyrifos	Insect control
Sevin/Attractant	Carbaryl Naphthyl Methycarbonmate/Heptylbutyrate	Insect control
Sweeney's Mole & Gopher	**Zinc phosphide/fosfurodezinc**	Mole & gopher control
Jet Force	Tetramethrin Sumithrin	Insect control
Amdro	Hydramethylnon	Insect control

The Santa Rosa City Parks and Recreation Department could possibly use the following pesticides at:

- Abraham Lincoln Elementary/Jacobs Park
- Helen Lehman Elementary/Jennings Park
- Hilliard Comstock Middle/Northwest Community Park

INSECTICIDE	ACTIVE INGREDIENT	APPLICATION
Round-up Pro	Glyphosate	Weed control
Surflan A.S.	Oryzalin	Weed control
Gallery	Isoxaben	Weed control
Devrinol 50-DF Ornamental	Napropamide	Weed control

Pendulum WDG	Pendimethalin	Weed control
Scythe	Pelargonic acids, Fatty acids	Weed control
Tri-Die/Wasp Freeze	Pyrethrins, Piperonyl Butoxide, Silica Dioxide	Weed control
Pyronyl Crop Spray	d-trans Allethrin Phenothrin	Weed control

More information about these pesticides and pesticide use reduction is available at the Department of Pesticide Regulation's web site at www.cpr.ca.gov. Click "School IPM Program." Santa Rosa City Schools is already complying with AB 2260 by posting provisions for on-site spraying. If you have any questions, please contact the Maintenance and Operations Department at 707-890-3800 ext. 80232.

Under the new law, parents and guardians also have the right to receive prior notification of pesticide applications at the school site. If you would like to be notified at least 72 hours before pesticides are applied at your child's school site, please fill out the notification form available at all school sites in the main office.

Asbestos (40 CFR 763.84, 40 CFR 763.93)

The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the district office. At least once each year, the district will notify parents of inspections, response actions, and post response action activities that are planned or in progress.

Type 1 Diabetes Information

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.

The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts

- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse or health care provider if you have questions.

Type 2 Diabetes Information (EC 49452.7)

Pursuant to California Education Code Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh-grade students beginning July 1, 2010.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes

Association, California School Nurses Organization, and Children's Hospital of Orange County. Also see available translations of this information.

Type 2 diabetes is the most common form of diabetes in adults

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight:** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes:** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity:** Being inactive further reduces the body's ability to respond to insulin.

- **Specific racial/ethnic groups:** Native Americans, African Americans, Hispanics/Latinos, or Asian/ Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty:** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially, there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity Increase physical activity to at least 60 minutes every day.
- Take medication If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests that are Available from your Doctor

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, or health care provider if you have questions.

Information Regarding Individual Student Reports on Statewide Assessments

Upon request, parents have a right to information regarding any State or local policy mandating academic assessments and the level of achievement of their student on every State and district wide academic assessment administered to the student.

Education of Homeless Students *(BP 6173)*

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services

necessary for them to meet the same challenging academic standards as other students.

This definition includes children and youth who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

It is the intent of the federal legislation, as much as possible, to keep homeless students in the schools they attended when permanently housed or in which they were last enrolled, unless doing so is against the parents' or guardians' wishes. Homeless students:

- May stay in those schools the entire time they are homeless and until the end of any academic year in which they move into permanent housing, and
- Must be provided, to the extent feasible, at parent/ guardian request, with transportation to and from school, and to and from the students' temporary residences.

Parents/guardians of homeless students also may choose to enroll their children in any public school that students who live in the attendance area of the homeless family's temporary housing are eligible to attend when it is in the best interest of the child to do so.. If the school district decides to send a homeless student to a school other than that school, the district must provide the parent/guardian with a written explanation of the decision and of the parent's/guardian's right of appeal.

During an appeal process, the homeless student will be allowed to attend the school of residence.

Homeless students must be allowed to enroll in school and attend classes even if they do not have all of the required medical records and proof of residency. Personnel at the

school of enrollment will work with the parents/guardians to obtain all required documents.

Children in Homeless Situations *(42 USC §11431-11435)*

Each local district shall appoint a McKinney-Vento liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations.

For further information regarding homeless students please contact the SRCS District Liaison for Homeless Students:

Stacy Desideri

Executive Director, Wellness & Engagement

Santa Rosa City Schools

110 Stony Point Road, Suite 105 , Santa Rosa, CA 95401

(707) 890-3800 x 80413 | sdesideri@srcs.k12.ca.us

Migrant Education

Migrant Education

Our mission is to advocate for and empower students and families who are eligible for the Migrant Education Program and reside within the Santa Rosa City Schools district.

The Migrant Education Program is a federally funded program designed to ensure that migrant education students who move among states are not penalized by disparities in curriculum, graduation requirements, or academic content and achievement standards.

We are committed to:

- Ensuring that migrant ed students have the opportunity to meet the rigor of state content standards that all students are expected to meet
- Supporting high-quality educational programs for migrant ed students to help reduce educational disruptions and other challenges that result from repeated relocations
- Ensuring that migrant ed students receive appropriate educational services, including support services, that address their unique needs in a coordinated and efficient manner
- Designing programs to help migrant ed students overcome educational disruptions, cultural and language barriers, social isolation, health-related challenges, and other factors that may prevent them from succeeding in school, and to help prepare them for a successful transition to post-secondary education or employment

Eligibility Requirements

To qualify for the Migrant Education Program, the following criteria must be met:

- Eligibility is established through an interview process conducted by a Certified Recruiter from Region #2 of the Butte County Office of Education Migrant Education Department
- The student must be between 3 and 21 years of age
- The family must work in, or have relocated to seek work in, agriculture, forestry, or fishing within the last 3 years
- Young adults may qualify independently if they work in, or have relocated to seek work in, agriculture, forestry, or fishing
- The type of work must be temporary or seasonal in nature

Programs and Services

The Migrant Education Program offers a range of academic and enrichment opportunities to support migrant ed students and their families:

- **Migrant After School (MAS) English Language Arts** — This program supports and extends English Language Arts learning opportunities for elementary and secondary students, while fostering self-pride and cultural learning within the migrant and Latino experience during the regular school year.
- **Migrant After School (MAS) Mathematics** — This program supports and extends Mathematics learning opportunities for elementary and secondary students, while fostering self-pride and cultural learning within the migrant and Latino experience during the regular school year.
- **Case Management** — Supports migrant ed students 9-12th grades; grade monitoring, credit evaluation, referrals to support programs, and college and vocational career awareness. Services also include educational trips and college visits in partnership with district and region programs, as well as assistance with college and university applications, scholarships, and financial aid during the regular school year.
- **Credit Recovery** —The program provides credit recovery opportunities during the regular school year.
- **Migrant Ed Summer School** — This program extends learning through the summer and offers engaging project-based learning options.
- **Adelante** — A summer program for 6th through 12th graders, run in partnership with Santa Rosa Junior College and the Butte County Office of Education Migrant Ed Department. The program provides credit recovery while celebrating cultural pride in the migrant and Latino experience.

- **Fresno State Summer Bridge** — This is an immersive one-week residential program for incoming 7th and 8th grade students, run in partnership with California Teaching Fellows and Butte County Office of Education Migrant Education Department. The program provides an engaging, college-like experience that supports students in transition through middle school and to begin preparing for high school. Through dynamic academic enrichment, personal development, health and fitness, and cultural awareness activities, the program builds foundational skills, confidence, and college-going mindset at an early stage.
- **Fresno State Summer Residential** — This is a two-week residential program for incoming 9th graders through incoming 12th graders that provides an immersive college experience, run in partnership with California Teaching Fellows and Butte County Office of Education Migrant Education Department. Students live on campus and participate in health and fitness classes, English Language Arts, STEM, cultural awareness, higher education exploration, and structured university-life activities. The program is designed to build college readiness, confidence, and a strong college-going mindset, with continued engagement through two one-day follow-up field trips to two different universities during the academic year (Fall and Spring).

Parent Services

Parent participation is key to the success of the Migrant Education Program. Parents are given the opportunity to develop or strengthen their leadership and parenting skills by participating in activities such as:

- Migrant parent needs assessment
- Migrant Parent Advisory Council (PAC) meetings
- Participation in district, county, and regional conferences
- Referrals to district and community support programs

For further information about the Migrant Education Program, please contact:

Jackie Bautista | Migrant Ed Support — Student Services, Santa Rosa City Schools Phone: (707) 890-3800 x 80429 | Email: jbautista@srcs.k12.ca.us

Doris Ugarte | Migrant Ed Family Support — Student Services, Santa Rosa City Schools Phone: (707) 890-3800 x 80423 | Email: dugarteromero@srcs.k12.ca.us

Native American Indian Education

The Indian Education Program is designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students, including preschool children, so that these students can achieve the same challenging

state performance standards expected of all students. The federally funded program is the principal vehicle for addressing the particular needs of Indian children.

For further information regarding Native American Indian students, please contact:

Elizabeth Billy | Native American Student Services, Santa Rosa City Schools Phone: (707) 890-3800 x 80427 | Email: ebilly@srcs.k12.ca.us

Local Control and Accountability Plan *(EC 52059.5-52077)*

The district is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected spending toward goals and services. The following are the State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation and family engagement;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to a broad course of study;
8. Measuring other important student outcomes related to required areas of study.
9. Coordinating instruction for expelled students
10. Coordinating services for foster children.

The School district is required to establish a parent advisory committee as well as an English learner parent advisory committee (ELPAC) to provide advice to the Board of

Education and the superintendent regarding the LCAP. In 2023 the superintendent established a superintendent advisory network (SAN). (ELPACs are required if enrollment in the school district includes at least 15% Multilingual Learners and the district enrolls at least 50 pupils who are Multilingual Learners.)

The district is also required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, its special education local plan area administrator(s), and students in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the Superintendent Advisory Network and the District English Learner Parent Advisory Council. The advisory committees can review and comment on the proposed plan. Districts must respond in writing to the comments of the SAN and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan, and then adopt (or officially update) the LCAP at a subsequent hearing.

Districts are required to post prominently on the homepage of the school district's website the LCAP approved by the Board of Education and any updates or revisions to the LCAP as well as the School LCAP submitted by any charter school authorized by the district, and establishes policies for filing a complaint of noncompliance under EC §52075 using the Uniform Complaint Procedures. Information regarding the requirements for a Local Control and Accountability Plan and the complaint process shall be provided to pupils, parents, and employees on an annual basis.

Parent Engagement

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents or guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Title 1 Program

Title I, Part A of the Every Student Succeeds Act (ESSA), provides financial assistance to local education agencies (LEAs) and schools, with high numbers or percentages of

children from low- income families, in order to assist schools in ensuring that all children meet challenging academic standards.

Districts or schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities in order to obtain a high-quality education and to reach—at a minimum proficiency on challenging state academic standards and assessments. Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement.

The Superintendent or designee shall put in place and maintain specific district strategies, practices and procedures listed below. (20 USC 6318)

District Strategies for Parents/Guardians to actively contribute by becoming a member of school and district committees that guide the development of school and district plans

1. **LEA Plan**

   As a proponent of Community Schools, SRCS values collaborative decision making with our parent community. Therefore, SRCS Involves parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318) (cf. 6171 - Title I Programs)

2. **Participation in the District level committee**

   Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education

   a. Invite input on the LEA plan from other district committees and school site councils (cf. 0420 - School Plans/Site Councils) (cf. 1220 - Citizen Advisory Committees)

   b. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input

   c. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand

   d. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan

e. Ensure that school-level activities on parent involvement addresses the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

3. **Provide coordination, technical assistance, and other support necessary** to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318).

District Strategies for Guidance, Training and Professional Development to schools and parents/guardians that promote strong parent involvement

1. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues

2. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities

3. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents or guardians in developing the workshops

District Strategies for parents/guardians to better understand educational curriculum, instructional materials and assessment

1. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children (cf. 6011 - Academic Standards) (cf. 6162.5 - Student Assessment) (cf. 6162.51 - Standardized Testing and Reporting Program) (cf. 6162.52 - High School Exit Examination).

2. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

3. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with

parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/ guardians and the schools (cf. 4131; cf. 4231; cf.4331- Staff Development).

4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start and other reputable early childhood education centers.

5. Ensure that information related to school and parent/ guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.

6. Provide other such reasonable support for parent involvement activities as parents or guardians may request.

7. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

8. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training.

9. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.

10. Train parents/guardians to enhance the involvement of other parents/guardians.

11. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, consider in-home conferences between. parents/guardians and teachers or other educators who work directly with participating students.

12. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

13. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/ or other services that help to improve the conditions of parents or guardians and families.

14. Provide a master calendar of district activities and district meetings.

15. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means.

16. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions (cf. 1230 - School-Connected Organizations).

17. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.

18. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.

19. Regularly evaluate the effectiveness of staff development activities related to parent involvement (cf. 4115 - Evaluation/Supervision) (cf. 4215 - Evaluation/ Supervision) (cf. 4315 - Evaluation/Supervision).

District Strategies to assist parent involvement in Early Education

Santa Rosa City Schools coordinates and integratesTitle I parent involvement strategies with Head Start and other reputable early childhood education centers (cf. 5148.3 - Preschool/Early Childhood Education)

District Strategies to involve parents in the evaluation of parent/guardian practices

1. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318)

2. Ensure that the evaluation includes the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)

3. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)

4. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular

school communications mechanisms, and provide a copy to parents/guardians upon their request. (Education Code 11503)

5. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
6. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
7. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement

District strategies to Involve parents/guardians in the communication about activities of schools served by Title 1 (20 USC 6318)

1. Include information about school activities in district communications to parents/guardians
2. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents or guardians with special needs.
3. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children
4. The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318) (cf. 5145.6 - Parental Notifications) School-Level Policies for Title I Schools

District Strategies to Develop and Monitor the School Plan for Student Achievement (SPSA)

For each school receiving Title I funds, a school level plan on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. **Such plans shall describe the means by which the school will:**

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform

parents/ guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/ guardians to be involved.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314.

4. Provide the parents/guardians of participating students all of the following:

    a. Timely information about Title I programs

    b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet (cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 5123 - Promotion/ Acceleration/Retention)

    c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, any parent/guardian may submit comments when the school makes the plan available to the district.

District Strategies to Involve Parents in Developing a School Compact

Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/ guardians will build a partnership to help students achieve state standards.

This compact shall address:

1. The school's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

2. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

   (cf. 1240 - Volunteer Assistance)

   (cf. 5020 - Parent Rights and Responsibilities)

   (cf. 5113 -Absences and Excuses)

   (cf. 6145 - Extracurricular/Co-curricular Activities)

   (cf. 6154 Homework/Makeup Work)

Meaningful Communication in a language that can be understood

The importance of communication between teachers and parents/guardians on an ongoing basis will be stressed and practiced through, at a minimum:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
2. Frequent reports to parents/guardians on their children's progress
3. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.

To the extent practical, provide full opportunities for the participation of parents or guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

Access to and Monitoring of Parent Involvement Practices

Each school's parent involvement practices shall be made available to the local community and distributed to parents/ guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's school plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's practices to meet the changing needs of parents/guardians and the school. (20 USC 6318).

IX. Safe Schools and Discipline

Comprehensive School Safety Plan (EC 32280 et seq.) (BP 0450 Comprehensive Safety Plan)

Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing.

Academic Honesty

Teachers are expected to carefully monitor their classes with regard to preventing cheating, collusion,plagiarism, and the inappropriate use of electronic devices during state and classroom assessments.

Rules are to be established and uniformly enforced. The message given in every classroom will be that acts of cheating, collusion, plagiarism, and the inappropriate use of electronic devices during assessments are not tolerated.

When class rules are published, they should explicitly state the sanctions for cheating, collusion, plagiarism, and the use of inappropriate electronic devices during an assessment. For more information please refer to Administrative Regulations 5131.9.

The Santa Rosa City School District's Board Policy 5131.9 states: Academic Honesty describes plagiarism as the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own (including text found on the Internet) without the necessary and appropriate acknowledgment. Specifically, plagiarism is:

1. The act of incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work.

2. The act of representing another's intellectual or creative work, such as musical composition, computer program, photograph, painting, drawing, sculpture, research, or other intellectual property, as one's own.

Child Abuse

The district's instructional program shall include age-appropriate and culturally-sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free

of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse. For more information please refer to BP 5141.4.

Multi-Tiered System of Support (MTSS)

The Board of Education desires to provide high-quality, data-driven educational programs to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students.

This multi-tiered systems framework and approach composed of academic, behavioral, and social interventions, and these supports will strengthen SRCS schools to be safe, caring and effective learning environments for ALL members of the school community. Students who are not making academic progress pursuant to district measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs. For more information about MTSS please refer to BP 6120.

Conduct Policy (BP 5131)

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Santa Rosa City Schools has adopted Positive Behavioral Interventions and Supports (PBIS) and Restorative practices as a model to support students, staff and families. These frameworks are used to support the social and behavioral needs of all students in our schools, through a tiered continuum of intervention levels to address student needs close the gap and establishing disciplinary processes that effectively respond to and address behavior infractions. Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

Prohibited student conduct that is related to school attendance or school activities includes, but is not limited to:

1. Conduct that endangers students, staff or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment of students or staff, including bullying, intimidation, “cyberbullying,” hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.

4. Damage to or theft of property belonging to students, staff or the district.
5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty in school work or on tests.
7. Inappropriate attire as defined by published school site dress codes.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.

Duties of Staff (EC §44807)

Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground or school grounds. The Board of Education recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities. For further information please refer to BP 5142.

Duties of Pupils (5 CCR §300)

Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language. The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Please refer to BP 5131 Conduct for further information.

Duties of Parents (BP 1313)

Parents and guardians are essential partners in creating a safe, respectful, and positive school environment. In line with Board Policy 1313 – Civility, parents are expected to model respectful behavior in all interactions with school staff, students, and other families. This includes using courteous language, avoiding disruptive or aggressive conduct, and working collaboratively to resolve concerns. We ask that parents approach school communications with patience and understanding, just as we strive to support families

with professionalism and care. By working together in a spirit of mutual respect, we help foster a school climate where all students can thrive.

Safe Schools and Discipline Safe Place to Learn Act *(EC §234.1)*

The district is committed to maintaining a learning and working environment that is free from bullying, as defined in EC §48900(r). "Bullying", as legally defined by California education code 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Any student who engages in bullying of anyone in the district may be subject to disciplinary action up to and including expulsion. The district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient.

For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti- bullying policies or to report incidences of bullying, please contact the district office. These policies shall be posted in schools and offices.

For more information please refer to BP 5131.2 Bullying, BP 0415 Equity, BP 5131 Conduct, Board Policy 5145.7 Sexual Harassment (students) and Uniform Complaint Procedures.

Bullying/Cyberbullying

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying, including the use of the StopIT app. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in law and practice.

When a student is suspected of or is reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of its impact.

Students are encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance will be subject to discipline in accordance with district policies and regulations. If the student is using a social-networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee may file a complaint with the Internet site or service to have the material removed.

For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be posted in schools and offices.

Hazing Prohibition (EC §48900(q))

Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing. Please refer to BP 5131 for further information.

Dress Code/Gang Apparel (EC §35183) (BP 5132 Dress and Grooming)

The Board of Education believes that appropriate student dress contributes to a productive learning environment, and that students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. At the beginning of each school year, students and parents/guardians shall be informed in writing about the school dress code. A student who violates the school dress code shall be subject to appropriate disciplinary action. When gangs constitute a danger to students, the Superintendent or designee may restrict student dress, as necessary, to comply with Board policy related to school safety and gang activity.

Discipline and Expected Student Behavior

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, or expelled, and/or arrested as per California Education Code as well as state law. The Governing Board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education for the government and discipline of the schools under its jurisdiction *(§35291)*.

Participation and attendance at extracurricular activities are considered a part of the educational program. Participants or spectators carry responsibilities as representatives

of the schools/communities. All rules of student conduct apply to extracurricular activities as well.

Santa Rosa City Schools recognizes that school suspension (EC§48700) and expulsions contribute to poor academic achievement, lower graduation rates, and higher dropout rates. It is the intent of the Santa Rosa City Schools to minimize the use of out-of-school suspension and expulsions and its impact on student achievement by reducing the number of days that students are excluded from school due to disciplinary action through alternative means of correction. To accomplish this, Santa Rosa City Schools will approach school discipline through a positive and restorative lens that strives to minimize unwanted and harmful behaviors through a disciplinary process of high accountability, meeting the needs of all parties involved, and taking actions to restore and sustain the school community environment to one that fosters social and academic success for all. Santa Rosa City Schools uses a collaboratively developed Student Behavior, Intervention and Discipline Matrix designed to calibrate and align practices and procedures in responding to student discipline across all schools in our district.

Statement or Response to Disciplinary Action (EC 49072 Summary)

Whenever there is information included in any pupil record concerning any disciplinary action taken by school district personnel in connection with the pupil, the school district maintaining such record or records shall allow the pupil's parent/guardian to include in such pupil record a written statement or response concerning the disciplinary action.

Restorative Practices

Restorative Practices will be used to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships.

Through use of Restorative Practices, schools will focus both on prevention and intervention techniques to be used in the multi-tiered model.

Prevention techniques encompass a set of relational and problem-solving practices that affirm trusting relationships among all members of the school community. Restorative prevention techniques provide opportunities for social emotional learning and empathy development.

Restorative Practices emphasize the value and importance of inclusive decision making practices where all voices are heard and valued. The Restorative Practice techniques apply practices such as a proactive relationship building circle to reaffirm relationships which build upon the unique cultures of all members of the community, and reinforce the common agreements and expectations across the school.

Behavior infractions are supported through the lens of Restorative Practices philosophy. Restorative practices strive to bring all parties affected by an incident together in an

inclusive process to discover the root cause/s of challenging behavior and determine resulting impact/harm with intention to repair relationships and restore the community by following through with a strong plan of action to make things as right as possible. This approach views behavior infractions as an offense against individuals and the greater community, and places stronger emphasis on the harm/s caused and reparation of relationships/community above the need for assigning blame as well as dispensing consequences . Students may be invited to meet to resolve an issue between classes or during class with the permission of an administrator or teacher.

When appropriate, students may also be referred for additional support services such as connection with a school counselor, school based therapist, or community-based organizations and resources.

Restorative Principles:

The following principles reflect the values and concepts for implementing restorative practices in the school setting. Under each principle are some of its important implications.

- Acknowledges that relationships are central to building community.
- Ensures equity of voice among all members of the community. All voices are valued, everyone is heard.
- Establishes a culture of high expectations with high support, emphasizing doing things "WITH" not "TO" or "FOR".
- Builds systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only viewing the behavior through the lens of rule breaking.
- Engages in collaborative problem solving.
- Enhances accountability, responsibility and empowers change and growth for all members of the community.

(Modified from Amstutz, L., & Mullet, J., (2005), pg 29-32.The Little Book of Restorative Discipline, pg 26-28; San Francisco Unified School District)

Rules and Procedures on School Discipline (EC §35291) (BP 5144.)

Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are

available upon request from the school. For further information, contact Wellness & Engagement at (707) 890-3800 x80418.

Suspensions/Expulsions

There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome in our schools. The Board of Education and district staff, recognizing that we are a multi-racial, multi-ethnic, multilingual school district, believe it is part of our mission to provide a positive, harmonious environment in which respect for the diverse makeup of the school community is promoted. The school district will not tolerate behavior by students, staff or visitors which insults, degrades or stereotypes any race, gender, disability, physical characteristics, ethnic group, sexual preference, age, national origin or religion.

Teacher Suspension

Per California Education Code 48910, Administrative Regulations 4144.1 and Article 8 of the teacher contract, a student may be suspended from class, when other means of correction have been attempted, for the rest of the day and the next day by the teacher who will report the suspension to the principal and send the student to the principal or designee for appropriate action. As soon as possible, the teacher will contact the parent/guardian requesting a parent/ teacher conference. A school counselor or psychologist may attend, and the parent/guardian or the teacher may request that an administrator attend the conference.

During the suspension, the student may not return to the teacher's class without the consent of the teacher and the principal, and shall not be placed in another regular class. If the student has other classes during the day, the suspension only applies to the class he/she was suspended from.

School Suspension

The principal may suspend a student from 1-5 days per event, up to twenty (20) days per school year, if the principal determines the student has committed any of the acts in Section 48900 or 48915. The student may be suspended if the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the principal or superintendent within any other school district(s), including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the school campus.
- During, or going to, or coming from a school-sponsored or school-related activity.

An informal conference will be held by the principal or designee with the student and, whenever practicable, the person who referred the student for suspension. The purpose of the conference is to inform the student of the reason for the suspension and the evidence against him/her and to give the student an opportunity to present his/her version and evidence. The principal or designee will also discuss prior interventions attempted to change the student's behavior. Unless the student waives his right to the conference or is physically unable to attend, the conference will be held within 2 school days. The conference may be omitted if it is determined that there is a clear and present danger to the lives, safety or health of students or school personnel.

At the time of the suspension a school employee will make a reasonable effort to contact the parent/guardian in person or by telephone. A notice in the primary language of the parent/guardian (if it is practicable) will be mailed requesting that the parent/guardian attend the conference and listing the rights of the student and parent/guardian.

The suspension and the cause will be reported to the Superintendent. Law enforcement authorities will be notified under the direction of Education Code 48902.

The school will refer a recommendation for expulsion to Wellness & Engagement, who will notify the parent and request a conference with the parent and student.

For further information, contact the Wellness & Engagement office at (707) 890-3800 x80418.

Grounds for Suspension or Expulsion (EC §35291)

As per Education Code 48900, parents, guardians and students are hereby notified that in schools of the Santa Rosa City Schools District a student may be suspended or be recommended for expulsion from school if the principal or designee determines that the student, while on school grounds, or during a school-related activity off grounds, or while going to or from school, has committed any of the following offenses:

A. Caused, attempted to cause, or threatened to cause physical injury to another person. Willfully used force or violence upon the person of another, except in self defense.

B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the principal's designee.

C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, listed in Chapter 2 (commencing with

Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind,

D. Unlawfully offered, arranged, or negotiated to sell any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.

E. Committed or attempted to commit robbery or extortion.

F. Caused or attempted to cause damage to school property or private property.

G. Stole or attempted to steal school property or private property.

H. Possessed or used tobacco, or any products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

L. Knowingly received stolen school property or private property.

M. Possessed an imitation firearm, meaning a replica of a firearm so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

N. Committed or attempted to commit specified acts of sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

O. Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Q. Engaged or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying.

T. Aids or abets the infliction or attempted infliction of physical injury to another person.

Additional grounds for suspension or expulsion

Education Code 48900.2 (Grades 4-12)

Committed sexual harassment such as gestures, verbiage, or unsolicited, inappropriate touching as defined in Section 212.5.

Education Code 48900.3 (Grades 4-12)

Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of section 233.

Education Code 48900.4 (Grades 4-12)

Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment.

Education Code 48900.7 (Grades K-12)

Made terroristic threats against school officials or school property or both. "Terroristic threat" shall include any statement, written or oral, by a person who willfully threatens to

commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. The school is encouraged to provide alternatives to suspension that are age appropriate, research based, and designed to address and correct misbehavior.

Education Code 48915 A

The district shall recommend expulsion from school for a student who is determined be in violation of the subsections of Education Code 48915 a and is found to have: caused serious physical injury to another person except in self defense; be in possession of any knife or dangerous object of no reasonable use to the pupil; be in possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, engaged in robbery or extortion; or engaged in assault or battery on any school employee. The school shall make this recommendation unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct. In addition, any student who commits one of the aforementioned violations will be referred to the criminal justice or juvenile delinquency system.

Education Code 48915 C

The district is required to expel from school for a period of not less than one year a student who is determined be in violation of a subsection of Education Code 48915 c and is found to have possessed, sold, or otherwise furnished a firearm; brandished a knife at another person; unlawfully sold a controlled substance while at school; committed or attempted to commit a sexual assault, or committed a sexual battery; or possessed an explosive. In addition, any student who commits one of the aforementioned violations will be referred to the criminal justice or juvenile delinquency system.

Alternative Means of Correction before Suspension (EC 48900 v)

The administration and school district are encouraged to provide alternative means of correction prior to suspension or expulsion, using a research-based framework with strategies to improve behavioral and academic outcomes that are age appropriate and designed to address and correct misbehavior.

Alternative Means of Correction for Truancy and Absenteeism (EC 48900 w)

Alternatives to suspension or expulsion shall be used to address and correct students who are truant, tardy, or otherwise absent from school activities.

Drug Free Campus: Alcohol & Other Drug Use Prevention Education (BP 5131.6)

Possession, use, or sale of narcotics, alcohol, or other controlled substances are prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations. Drug Free Campus

Use of Contraband-Detection Dogs (Board Policy 5145.12 Search and Seizure)

In an effort to keep the schools free of drugs, the district may use specially trained non-aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events as long as they are not allowed to sniff within the close proximity of any students.

Tobacco Free Schools (HS §104420) (BP 3513.3 Tobacco and Cannabis-Free-Schools)

Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. Exceptions may be made for the use or possession of prescription nicotine products.

Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Opioid Prevention, Response and Intervention (BP 5141.21, AR 5141.21)

This plan provides a structured approach for opioid prevention, response, and intervention in accordance with California Education Code § 49414.3 and § 49423.1, California Department of Education recommendations, and Board Policy 5141.21 and Administrative Regulation 5141.21, this plan is designed to protect students, staff, and visitors by addressing opioid-related risks and ensuring prompt life-saving responses in school environments and includes:

1. **Prevention Strategies**
    a. Education & Awareness

i. Implement evidence-based **opioid prevention curricula** in health education classes.
ii. Conduct annual training for students, staff, and parents on opioid risks, including fentanyl dangers.
iii. Display **information and resources** about opioid dangers and available support services.

b. Partnerships & Community Engagement
i. Collaborate with **local health departments, law enforcement, and community organizations** to enhance prevention efforts.
ii. Provide **parent workshops** on substance abuse prevention and intervention strategies.
iii. Engage **peer support groups** for at-risk students.

2. Life-Saving Response Procedures
a. Emergency Protocols for Suspected Overdose
i. **Recognize Symptoms** – Signs of opioid overdose include slow or no breathing, blue lips/nails, unresponsiveness, and pinpoint pupils.
ii. **Call 9-1-1 Immediately** – Report a suspected overdose and follow dispatcher instructions.
iii. **Administer Naloxone (Narcan)** – If available, trained staff should administer **intranasal naloxone** following CDE guidelines.
iv. **Perform Rescue Breathing/CPR** – If the individual is not breathing, initiate rescue breathing or CPR as needed.
v. **Monitor & Support** – Stay with the individual, monitoring for responsiveness and signs of improvement.
vi. **Inform Parents/Guardians** – Contact the student's emergency contacts as per school policy.
vii. **Incident Reporting** – Document the response in accordance with district and CDE policies.

3. Naloxone (Narcan) Availability & Training
a. Schools will stock **naloxone kits in designated areas** (e.g., nurse's office, front office, security stations).
b. **Staff training** (including school nurses, administrators, and volunteers) on naloxone administration will be conducted annually.
c. **Good Samaritan protections** apply to staff administering naloxone in good faith.

4. Post-Incident Follow-Up & Student Support

   a. Provide **counseling and substance use intervention** for affected students.
   b. Refer students to **community treatment programs** as needed.
   c. Conduct a **debriefing with staff and responders** to assess response effectiveness and identify areas for improvement.
   d. Offer **re-entry planning and support** for students returning to school after substance use treatment.
5. Staff Roles & Responsibilities
   a. **School Nurses & Health Personnel**: Primary responders, oversee naloxone administration and training.
   b. **Administrators**: Ensure compliance with state laws and facilitate staff training.
   c. **Teachers & Staff**: Recognize signs of opioid use/overdose and follow emergency protocols.
6. Communication & Reporting
   a. Maintain **confidentiality** while ensuring appropriate notifications.
   b. Submit **incident reports** per school district and state requirements.
   c. Notify **local health agencies** for additional support and monitoring trends in opioid use.
7. Review & Continuous Improvement
   a. Conduct **annual policy reviews** to ensure alignment with updated laws and best practices.
   b. Perform **annual training** for opioid overdose response.
   c. Gather feedback from staff, students, and community partners to refine strategies.

Educational Equity Regardless of Immigration Status, Citizenship, or Religion (EC §234.7) (BP 0415 Equity)

Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/ immigration status or Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may

enable a trusted adult the authority to make educational and medical decisions for a minor student (please contact your child's school site for more information). Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. The district will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at Educational Equity Immigrant Students and Families Rights. For more information regarding Uniform Complaint Procedures please see the Uniform Complaint page on the district website.

Personal Property Loss

The District does not carry insurance against loss or damage to personal property such as automobiles, bicycles, cameras, electronic devices including telephones, jewelry, clothing, musical instruments and sporting equipment. The District does take reasonable care to provide for the safekeeping of students' personal property, but thefts and damage do occur and it is appropriate to file claims under individual homeowners' or renters' policies in those instances. Because small electronic devices are frequently stolen, students are advised that school administration may not conduct investigations into their loss. The school accepts no responsibility in the theft of these personal electronic devices. Students bring them to school at their own risk.

Sexual Harassment Policy (EC §231.5; 5 CCR §4917)

Each district is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification.

Districts are also required to display such policies in a prominent location and include it in orientation for employees and students, and provide a copy of such policy to new and continuing students as part of any orientation program held on a quarterly, semester or summer session basis. For information on Santa Rosa City Schools Sexual Harassment Policy please see Your Rights page on the SRCS website. Also, please refer to Board Policy 5145.7.

Informal Resolution

Employees, students, or other individuals who feel wronged because of conduct that may constitute sexual harassment are encouraged, but not required, to directly inform the person engaging in such conduct that it is offensive and to stop. An aggrieved individual is not required to complain first to his or her supervisor (in the case of an employee) or to his or her instructor (in the case of a student), if that supervisor, or instructor, is the individual who is harassing the employee or student.

The District's Non-Discrimination Officer and the Title IX officer for employees is the Assistant Superintendent for Human Resources. The District's Non-Discrimination Officer for Students and the Title IX Officer is the Executive Director of Wellness & Engagement. These appointed officials serve as facilitators and sources of information, as well as to assist in resolving matters informally when requested to do so, or if anyone would like a referral to an outside agency, such as EEOC or DFEH (as to employment) or OCR (as to students or employees).

Employees serving in supervisorial or managerial positions who receive complaints or observe harassing conduct by or of employees, students, or others, shall immediately inform their administrator and the Executive Director of Wellness and Engagement. While complaints should be in writing, any complaint received, whether in writing or not, shall be investigated.

Complaints shall be filed with:

For Employees:

Dr. Vicki Zands, Assistant Superintendent

110 Stony Point Road, Ste. 105

Santa Rosa, California 95401

(707) 890-3800 x 80602 | vzands@srcs.k12.ca.us

For Students:

Stacy Desideri, Executive Director Wellness and Engagement

110 Stony Point Road, Ste. 105

Santa Rosa, California 95401

(707) 890-3800 X 80413 | sdesideri@srcs.k12.ca.us

Complaints should be filed as soon as reasonably possible after the conduct in a question has arisen. All complaints shall be promptly and thoroughly investigated in a confidential manner. The investigation, including a written report, shall be completed within thirty (30) calendar days.

All decisions made under this procedure may be appealed by the aggrieved person to the Superintendent and, thereafter, to the Board of Education. Santa Rosa City Schools Sexual Harassment policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies.

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of complaints, and the appropriateness of specific solutions in disposition of

complaints. For student assistance in these matters, an complainant may contact Wellness & Engagement. For employee assistance in these matters, an complainant may contact Human Resources.

Parent Right to Visit Classroom (EC 48900.1)

The governing board of each school district may adopt a policy authorizing teachers to provide that the parent or guardian of a pupil who has been suspended by a teacher for reasons specified in subdivision (i) or (k) of Section 48900, attend a portion of a school day in his or her child's or ward's classroom.

The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

According to Labor Code Section 230.7, no employer shall discharge or in any manner discriminate against an employee who is the parent or guardian of a pupil for taking time off to appear in the school of a pupil pursuant to a request made under Section 48900.1 of the Education Code. Labor Code Section 230.8 further states that no employer, who employs 25 or more employees working at the same location, shall discharge or in any way discriminate against an employee who is a parent or guardian of any child in kindergarten or grades 1 to 12, inclusive for taking off four (4) hours each school year, per child, to visit the school of the child, if the employee, prior to taking the time off, gives reasonable notice to the employer of the planned absence of the employee. An employee shall utilize existing vacation, personal leave, or compensatory time off for purposes of this planned absence, unless otherwise provided by a collective bargaining agreement.

Safe Firearm Storage Annual Notification

Parents and legal guardians in the Santa Rosa City School District have responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely

to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades transition kindergarten through twelfth grade, or to any school- sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.[1]
Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.[2]
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

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[1] *See* California Penal Code sections 25100 through 25125 and 25200 through 25220.2
[2] *See* California Penal Code section 25100(c).3
[3] *See* California Civil Code Section 29805.
[4] *See* California Civil Code Section 1714.3.

X. School Site Information

School Accountability Report Cards (EC §35256, 35258)

The SARC provides information about the condition and performance of a school. The SARC report for each school is available electronically on the district and school website, and a hard copy is available to view in the administration office. For more information please refer to the School Accountability Report Card (SARC) page on the Santa Rosa City Schools website.

Transportation (BP 3250 Transportation Fees, AR 3250 Transportation Fees)

Students can ride the bus if they are:

- Elementary students who live more than 1 mile from school
- Middle and high school students who live more than 3 miles from school
- Special education students with services written into their IEP.
- Students who qualify for transportation under McKinney Vento or the Foster Youth act.

Visit the **West County Transportation Agency** website (www.schoolbusing.org) for more information. To see where the buses stop, find your school on this list of bus routes.

Bus pass applications will be mailed to current riders during the summer. They will also be available at each school or from the bus driver. Free bus passes are available to students who qualify. Drivers can also get the application to your child. The reverse side of the application must be completed. Income levels are subject to review and audit. Families will be charged the full price for the pass for the first and second child. Any additional students in the family will be issued a pass free of charge.

Students who are suspended from bus riding privileges due to misbehavior are not eligible for a refund of bus pass fees. Students and families are encouraged to apply for and receive the pass as soon as possible. There will be an announcement that the deadline passes approximately two weeks after the beginning of the school year. Any students without the bus pass are subject to refusal of riding privileges.

Passes will need to be carried with students and will be required to board the bus. The passes have an embedded RFID chip in them that identifies your child. The passes will have to be carried with students and will be required to board the bus. There will be an electronic device that will record when students board the bus in the morning and depart at the home bus stop in the afternoon.

Students will bring the pass with them daily and scan it every time they board and exit the school bus.

For bus passes, please call: 707-206-9988 x218.

For bus route information, please call: 707-206-9988 x219.

School Buses/Passenger Safety (EC §39831.5)

Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus.

Video Security Cameras (BP/AP 3515 Summary)

The Board of Education authorizes the use of video security cameras in District buildings and grounds to promote a safe school environment for students, staff and visitors.

Appropriate signs will be posted in building entrances and at other locations throughout the school to inform visitors, staff, students and parents/guardians that video recordings may occur on District property.

The District may rely on the images obtained by the video security cameras in connection with the enforcement of Board policy, administrative regulations, building rules, and other applicable law including disciplinary proceedings and matters referred to local law enforcement agencies. The cameras will not record audio or other sound.

XI. Special Education

General

Special Education is instruction designed to support the educational needs of students with disabilities. Santa Rosa City Schools provides appropriate special education services to students with an identified disability who are determined to be eligible by an IEP team through an assessment process. An Individualized Education Program (IEP) is developed annually for each such eligible student to provide appropriate services and supports to enable the student to make meaningful educational progress.

Identification of Students with Disabilities (Child Find)

SRCS is committed to identifying and serving all children from birth to twenty-two with an identified disability who are determined eligible for special education. This process, called Child Find, offers assessment for any child with a suspected disability to determine if that child is eligible for special education services. Parents/legal guardians of school-age children who suspect their child may have a disability and may need special education services should contact the administrator of their neighborhood public school. Parents/legal guardians of non-enrolled preschool age children who suspect their child may have a disability and may be eligible for special education services should contact either their neighborhood public school, or Santa Rosa City Schools Special Services Department (707) 890-3800 Ext 80810.

Once a child is referred for assessment for special education services, SRCS will have 60 days in which to complete the assessment, and hold an IEP meeting to determine whether your child is eligible for special education services. If your student is found eligible, then the IEP team, which includes parents, will develop an appropriate IEP to support your student.

Serving Students with Disabilities

Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents/legal guardians. These services are based on assessments and are determined by an Individualized Education Program (IEP) team, which includes the student's parent(s)/legal guardian(s) as participants. SRCS values diversity, equity, inclusion, and works to ensure that students are full participants in the school they attend. IEP teams work to develop supports and services that provide educational benefits to students with disabilities. To the maximum extent appropriate, students with disabilities are to be educated with their nondisabled peers in the general education environment. An IEP team should only offer supports and services outside of the general education classroom or remove a student from the general education classroom and environment when the nature or severity of a student's

disability is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily. Further information about the special education process, including your rights, the rights of your child is available on the Santa Rosa City Schools, Special Services webpage.

Parents/legal guardians are encouraged to address any special education matters with school administrator, special education teacher, or service provider. Alternatively, parents/legal guardians may contact the Division of Special Education's School and Family Support Services office at any time regarding special education inquiries at (707) 890-3800.

STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

To receive protection under Section 504, the student must have a physical or mental impairment that substantially limits one or more major life activities. A qualified student with a disability may be referred and evaluated for accommodations or services in the general education or special education setting. Under Section 504, the District must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate.

If you suspect your student may have a disability and wish to have your student evaluated for a Section 504 Plan:

- Ask to speak to your child's principal or the School Site Section 504 Coordinator, and request an evaluation for a Section 504 plan.
- Usually, parents/guardians, teachers, and school staff will first convene through the school's Student Study Team to discuss all relevant information, consult with persons knowledgeable about the student, and determine if a Section 504 referral is appropriate.
- If the Student Study Team suspects that the student has a disability, then the team will recommend a Section 504 meeting to determine initial eligibility under Section 504. A medical diagnosis alone is not enough to demonstrate a student's eligibility under Section 504. The eligibility determination must be made according to a variety of sources of information.
- Once the Section 504 team determines the student is a qualified individual with a disability, then the team will evaluate whether the student requires accommodations or services in a Section 504 plan in order to receive equal access to the educational program. If the student is found eligible, a Section 504 plan will be developed to meet the individual needs of the student.

District Office Directory

Business Services .....(707) 890-3800 ext. 80201

Child Nutrition Services ..... (707) 890-3800 ext. 80701

Educational Services ..... (707) 890-3800 ext. 80301

Human Resources ..... (707) 890-3800 ext. 80602

Maintenance & Operations ..... (707) 890-3800 ext. 80232

State & Federal Programs ..... (707) 890-3800 ext.80424

Superintendent's Office ..... (707) 890-3800 ext. 80101

Wellness and Engagement..... (707) 890-3800 ext. 80418

Special Services ..... (707) 890-3800 ext. 80810

Technology Services ..... (707) 890-3800 ext. 80501

Santa Rosa City School District Listings

Elementary Schools

Luther Burbank 203 A Street, Santa Rosa CA 95401	707-890-3902
Hidden Valley 3435 Bonita Vista, Santa Rosa CA 95404	707-890-3925
Helen Lehman 1700 Jennings Avenue, Santa Rosa CA 95401	707-890-3935
Abraham Lincoln 850 West 9th Street, Santa Rosa CA 95401	707-890-3940
James Monroe 2567 Marlow Road, Santa Rosa CA 95403	707-890-3910
Proctor Terrace 1711 Bryden Lane, Santa Rosa CA 95404	707-890-3950

Middle Schools

Rincon Valley 4650 Badger Road, Santa Rosa CA 95409	707-890-3870

High Schools

Elsie Allen 599 Bellevue Avenue, Santa Rosa CA 95407	707-890-3810
Maria Carrillo 6975 Montecito Blvd., Santa Rosa CA 95409	707-890-3820
Montgomery 1250 Hahman Drive, Santa Rosa CA 95405	707-890-3830
Piner 1700 Fulton Road, Santa Rosa CA 95403	707-890-3840
Santa Rosa 1235 Mendocino Avenue, Santa Rosa CA 95401	707-890-3850

Continuation High Schools

Ridgway Continuation 325 Ridgway Avenue, Santa Rosa CA 95401	707-890-3770

Preschool

Santa Rosa Early Learning Academy 2140 Jennings Ave, Santa Rosa, CA 95401	707-890-3825

Charter Schools

Santa Rosa Accelerated 4650 Badger Road, Santa Rosa CA 95409	707-890-3860
Santa Rosa Charter School for the Arts 756 Humboldt Street, Santa Rosa CA 95404	707-890-3920
Santa Rosa French-American 1350 Sonoma Avenue, Santa Rosa, CA 95405	707-890-3930
Cesar Chavez Language Academy 2480 Sebastopol Road, Santa Rosa, CA 95407	707-890-3890

District Office

110 Stony Point Ave, Suite 210, Santa Rosa CA 95401	707-890-3800
Website	www.srcschools.org

Board of Education Meetings

Meetings are held every second and fourth Wednesdays, except during November and December when there is only one regular meeting per month. There are no regular board meetings in July. Additional meetings are scheduled as necessary. The calendar of the meetings can be found on the district website.

Meetings are held in the City Council Chambers at City Hall, located at 100 Santa Rosa Avenue unless otherwise specified on the meeting agenda.

The public can attend and comment in person by presenting a blue card to the Executive Assistant during the board meeting or view/listen to the meeting in a virtual format via Zoom. No public comments will be taken via the virtual format.

To view recordings of past board meetings, visit our YouTube channel.

For More Information, visit Santa Rosa City Schools Website or call (707) 890-3800 Ext. 80101