

**Sonoma Charter School
Truth, Growth, and Respect**



**Student & Parent Handbook
2024 – 2025**

17202 Sonoma Hwy, Sonoma, CA 95476

Dr. Mary Reynolds, Director

Visit us on the web at: <https://www.sonomacharterschool.org>

**Office Hours: 8:00 a.m. - 4:00 p.m.
Main Office Phone: 707-935-4232
Main Office Fax: 707-935-4207**

Administration, Office and Support Staff

**Office Manager: Paloma Quintero
School Secretary/Health Tech:
Brayan Martinez
Food Service Manager: Patty Silva
Facilities Manager: Victoria Wilson
Custodian: Carlos Crespo
Tech Specialist: Erica Harwood
Athletic Director: Jason Page**

**Student Supervisor: Christine
Velarde
Creative Arts Director/Leadership:
Julie Calhoun
Academic Coordinator: Casey Forbes
School Psychologist: Danett Williams
Speech Pathologist: Mikaela
Kalafate-Lucchetti
School Counselor: Caitlyn Blair
Campus Supervisor: Victoria Skinner**

Teaching Staff

Transitional Kindergarten: Rachelle Engebretth

Kindergarten: Elizabeth Marinovich

1st Grade: Olivia Gearing

2nd Grade: Angela Thibault

3rd Grade: Brittany Jones

4th Grade: Alexandra Sanchez

5th Grade: Elizabeth Bissiri

6th Grade: Raegen Headley

7th/8th Grade Math/Science: Becky Perkins

7th/8th Grade: English Language Arts/Social Studies: Jason Page

Special Education: Cinthia Landau

Physical Education: Cole Aviles

Music and Performing Arts: Liz Fanora-Jones

Comprehensive Health Education (5th – 8th grade): Marika Neto

Reading Intervention: Judy Moses

ELD Instruction/ Community Liaison: Yolanda Rodriguez

Instructional Assistants:

Ilse Arias

Erika Nieves

Angie Farias

Susie Gutierrez

Evelyn Martinez

Tatiana Martinez

Alicia Robledo

Sonoma Charter School

We are a small nurturing community of curious and self-aware learners who will thrive with compassion.

MISSION

Our mission is to implement and sustain each part of the Vision statement:

- *Small, nurturing community*: class size, aides, K-8, inward facing campus, morning ceremony, personalized, family like setting
- *Curious Learners*: Strong Arts Program, project-based learning, love of learning, creative thinkers
- *Self-Aware Learners*: Strong academics, enrichment programs
- *Thrive*: Happiness and success in life
- *Compassion*: Global Citizen, contribution to society, social conscience, and making the world a better place

General Behavior Expectations

Good Citizenship/Good Conduct

Students, families, staff, and the larger SCS community are essential and important members of our community. We hold ourselves to the highest standards of good conduct and good citizenship. We treat everyone with respect as we expect to be treated. We strive to ensure that Sonoma Charter School is a safe, fair, and welcoming environment.

We are all responsible for our personal behavior and collectively remind each other of proper behavior in the classroom and out. Parents/guardians play an important role in enforcing positive and appropriate behavior. Activities outside the classroom are privileges to be earned by positive behavior. Students are expected to behave appropriately on their way to, and from, school. They are also expected to behave appropriately at all school-sponsored events, including after school sports, dances, and field trips. Misconduct at any of these times will be treated as if it occurred on campus during regular school hours.

We also measure non-academic success on our Report Cards with the following criteria.

Each student:

- Comes to school ready to learn, brings all necessary materials.
- Actively participates in learning.
- Listens attentively and follows directions.
- Works independently and asks for help when needed.
- Respects adults, other students, and property.
- Accepts responsibility for their own actions.
- Interacts cooperatively with others.
- Exercises self-control.
- Resolves conflict positively.
- Follow rules and routines.

Sonoma Charter School Daily Schedule

**Daily 8:15 a.m. - 3:00 p.m.
Morning Ceremony - 8:15 a.m.
Kindergarten Dismissal - 2:45 p.m.
M, T, Th, F**

**Wednesday - Minimum Day
8:15 a.m. - 1:15 p.m.
Morning Ceremony - 8:15 a.m.
Kindergarten Dismissal - 1:00 p.m.**

First Recess/Break

Cluster #1 - TK, K, 1st, and 2nd	10:00am - 10:15am
Cluster #2 - 3rd, 4th, and 5th	10:30am - 10:45am
Cluster #3 - 6th, 7th, & 8th	10:45am - 11:00am

Lunch & Lunch Recess

Cluster #1	11:30 am - 12:10 pm
Cluster #2	11:55 am – 12:35 pm
Cluster #3	12:20 pm - 1:00 pm

Communication

Sonoma Charter School Website and Parent Square

The SCS website and Parent Square are the best ways to learn about what is happening at school. The website and Parent Square are updated regularly and provide students and parents with a wealth of information, including links to important documents, photos of student activities, and more. Please visit us at <https://www.sonomacharterschool.org>. Parent Square is also the best way to communicate with teachers, and is how they will communicate with you. When your student enrolls in SCS, you will receive an invitation to Parent Square. If you didn't get an invitation, contact Paloma in the office.

Sonoma Charter School Connections

Sonoma Charter School Connections is a quarterly school newsletter that provides communication between students, school, and parents. The newsletter includes information from Charter Community Connections (CCC), Governing Board Updates, Middle School and Leadership details, various articles, fundraising events, etc.

SchoolWise

Student information for parents is currently not available, but we expect to open the Parent Portal this year.

Parent to Teacher Communication

If you need to contact your student’s teacher while school is in session, please call the office and you will be forwarded to the teacher’s voice mail box. You may also use Parent Square or email your student’s teacher at any time. Please remember that teachers have a 48-hour return call policy.

Teacher Emails

Transitional Kindergarten	rengebreth@scs.k12.ca.us
Kindergarten	emarinovich@scs.k12.ca.us
1st Grade	ogearing@scs.k12.ca.us
2nd Grade	athibault@scs.k12.ca.us
3rd Grade	bjones@scs.k12.ca.us
4th Grade	asanchez@scs.k12.ca.us
5th Grade	ebissiri@scs.k12.ca.us
6th Grade	rhedley@scs.k12.ca.us
7th Grade	jpage@scs.k12.ca.us
8th Grade	bperkins@scs.k12.ca.us
Resource Specialist	TBD
P.E.	caviles@scs.k12.ca.us
Art	jcalhoun@scs.k12.ca.us
Music / Perf. Arts	lfanorajones@scs.k12.ca.us

Parent to Student Communication

If you need to contact your student while school is in session, please call the office at **(707) 935-4232** and leave a message with office personnel. The message will be delivered to your student as soon as possible near the end of the class period. Students may use the phone in the office between 8:00 a.m. to 3:30 p.m. to call home. **Please do not call or send text messages to your student’s cell phone during school hours (8:15 - 3:00) as it is in**

violation of SCS policy for students to have their cell phones on during school hours. If your student calls or texts you, please remind them to go to the office to call.

Delivery of items to students

Forgotten items such as homework, lunches, water bottles, or PE shoes may be brought to the school office. Office personnel will call the classroom and the student will pick these items up from the office.

PBIS – Positive Behavioral Interventions & Supports System

Research is demonstrating that schools make greater academic gains when they simultaneously build a school-wide, positive social culture. The goal of our PBIS program is to create a social culture in our school that will encourage positive behaviors and interactions, while discouraging negative behaviors. This social culture will lead to a safe environment where students achieve academically and build positive relationships with each other and with adults. The foundation of this approach emphasizes teaching students the behaviors we expect to see, reminding them to use those behaviors, acknowledging them when they do, and re-teaching them when they do not.

Use of Effective Practices: 5 components:

1. DEFINE- clear and concise definition of behavior expectations
2. TEACH- direct teaching of behavior expectations
3. REMIND- daily reminders & supervision
4. CELEBRATE- consistent acknowledgement of the expected behaviors
5. CORRECT- reteach the expected behaviors as needed

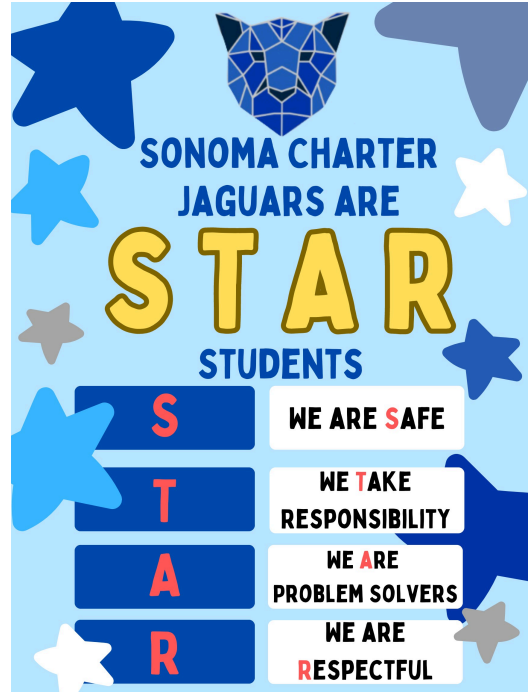
Use of Data:

1. Continuous review of information/data regarding student behavior
2. Asking specific questions of the data- what, where, when, who, why, how often- to help guide school-wide intervention

Use of Systems of Support:

1. Some students will require more support/intervention to be successful in our social culture
2. This additional support is organized through three tiers of support:
 - Tier #1 School-wide support
 - Tier #2 Targeted (may be small groups)
 - Tier #3 More individualized support

STAR Student posters are displayed around the campus to remind everyone of the expected behaviors that are included in our school-wide behavior matrix. This is a Tier #1 support.



We are S.T.A.R.s!



Behavior Matrix		EXPECTED BEHAVIORS			
AREA/ SETTING	WE ARE S AFE	WE T AKE RESPONSIBILITY	WE A RE PROBLEM SOLVERS	WE ARE R ESPECTFUL	
<u>Classroom</u>	<ul style="list-style-type: none"> *We use materials appropriately *We have calm bodies, we keep our hands to ourselves, and we walk *We use appropriate voice levels 	<ul style="list-style-type: none"> *We are accountable for our actions *We come to class ready to learn *We eat or drink as allowed by our teacher 	<ul style="list-style-type: none"> *We take the appropriate steps to try and solve our own non-dangerous problem before seeking help from an adult *We find ways to compromise if possible 	<ul style="list-style-type: none"> *We raise our hand before speaking *We treat others kindly *We follow classroom-specific agreements 	

<u>MPR</u>	<ul style="list-style-type: none"> *We keep our hands to ourselves *We control our voices *We keep our bodies calm and in control 	<ul style="list-style-type: none"> *We keep track of our items *We take care of each other and our environment *We throw trash away. 	<ul style="list-style-type: none"> * We say our problems without blame *We take the appropriate steps to try and solve our own non-dangerous problem before seeking help from an adult *We find ways to compromise if possible 	<ul style="list-style-type: none"> *We listen and follow instructions the first time *We are mindful of everyone's personal space *We make good choices
<u>Art Room</u>	<ul style="list-style-type: none"> *We handle materials with care *We have calm bodies, keep our hands to ourselves, and we walk *We use soft voices 	<ul style="list-style-type: none"> *We come to class ready to learn *We clean materials and return them to their proper place 	<ul style="list-style-type: none"> *We take the appropriate steps to come up with a solution 	<ul style="list-style-type: none"> *We share materials with others * We respect everyone's art work. *We follow directions the first time
<u>Playbox</u>	<ul style="list-style-type: none"> *We walk with our class to the playbox *We keep our hands to ourselves *We sit appropriately and we stay in our chair during performances 	<ul style="list-style-type: none"> *We tell an adult if we see something out of place *We come to this space ready to learn and participate 	<ul style="list-style-type: none"> *We take the appropriate steps to try and solve our own non dangerous problems before seeking help from an adult 	<ul style="list-style-type: none"> *We sit facing the presenters *We remain quiet unless we are asked to participate
<u>Restroom</u>	<ul style="list-style-type: none"> *We put all trash into the trash can *We stay in our own stall *We are timely (it's a potty not a party) 	<ul style="list-style-type: none"> *We leave phones in backpacks *We flush the toilet *We clean up if needed *We return to class promptly 	<ul style="list-style-type: none"> *We report issues to an adult immediately *We seek an adult if someone needs help 	<ul style="list-style-type: none"> *We allow others to have privacy *We use supplies appropriately *We keep water and towels off the floor

				*We use soft voices
<u>Snack/ Lunch</u>	*We only eat our own food *We stay seated at a table while eating *We stay within the appropriate areas	*We place all trash in the appropriate bins *We wait at our table until we're dismissed *We face forward in the lunch line, and we are ready to take our tray and walk to our table	*We attempt to resolve differences through respectful communication *We seek adult support if needed for resolution	*We follow directions *We are welcoming to all students *We are respectful of tables, games, plants, and other items.
<u>Recess</u>	*We walk in the bark areas *We walk on the play structure and we use the playground equipment appropriately *We respect personal space and we keep our hands to ourselves *We follow the playground rules	*We put equipment/games away when we are done *We follow the rules of the game *We use the restroom before the end of recess *We stay in the appropriate areas	*We use problem solving skills *We are willing to compromise *We wait for our turn *We talk out any problems * We get an adult to help as needed	*We show good sportsmanship while playing games *We use all equipment/games appropriately *We include everyone *We speak kindly to others
<u>Courtyard</u>	*We walk *We keep our hands and our bodies to ourselves *We use safe hands and bodies	*We walk directly to our next location *We keep the courtyard clean	*If we see something unsafe or inappropriate, we say something to an adult	*We speak quietly so we do not disrupt classes *We respect others' belongings. * We are good examples for other students.

<u>Office</u>	<ul style="list-style-type: none"> *We walk into the office *We stand to the side or sit calmly 	<ul style="list-style-type: none"> *We state the reason why we are in the office *We ask the office staff to use the phone before dialing 	<ul style="list-style-type: none"> *We tell the office staff what we need or how they can help 	<ul style="list-style-type: none"> *We wait for our turn to talk to the office staff *We are respectful to the office staff
<u>Morning Ceremony</u>	<ul style="list-style-type: none"> *We keep our hands and our body to ourselves. *We stay with our class 	<ul style="list-style-type: none"> *We line up at our classroom door as soon as we hear the opening music *We stay in our classroom area before the music begins 	<ul style="list-style-type: none"> *We take the appropriate steps to try and solve our own non dangerous problem before seeking help from an adult 	<ul style="list-style-type: none"> *We listen quietly to the speaker and participate appropriately *We take our hats and hoods off *We follow directions
<u>Arrival</u>	<ul style="list-style-type: none"> *We wait in the MPR until the gate opens *We remain inside the school gates near our classroom when the gate opens 	<ul style="list-style-type: none"> *We park our bikes or scooters in the rack by the MPR *We finish our breakfast before leaving the MPR *We clean our space before we leave 	<ul style="list-style-type: none"> *If we arrive after 8:15 we go to the office before we go to our classrooms. 	<ul style="list-style-type: none"> *We talk calmly with others by our classroom while waiting for Morning Ceremony to begin. *We walk quietly to Morning Ceremony with our class
<u>Dismissal</u>	<ul style="list-style-type: none"> *We wait calmly with our class until our adult/bus arrives *We walk our bikes on campus *We follow the appropriate routes when leaving campus 	<ul style="list-style-type: none"> *We have all of our belongings ready to go when dismissed *We follow all rules about cell phone usage *We keep our belongings together 	<ul style="list-style-type: none"> *We use the office phone to call home as needed 	<ul style="list-style-type: none"> *We are mindful of personal space *We use an appropriate voice level *We speak respectfully
<u>Families</u>	<ul style="list-style-type: none"> *We walk calmly to and from families 	<ul style="list-style-type: none"> *We are active participants *We are kind to others 	<ul style="list-style-type: none"> *We support others who may need help 	<ul style="list-style-type: none"> *We use materials appropriately *We respect unfamiliar

	*We stay with our family group *We have calm bodies		*We make sure that we have all of the necessary materials	classrooms, classroom items, and rules *We are a good example for others
<u>Assemblies</u>	*We walk with our class to the assembly location *We sit in the designated area for our class *We wait for instruction for dismissal	*We keep our bodies to ourselves *We talk when appropriate *We use appropriate language	* We ask an adult for help if we need help	*We sit facing the presenters *We remain quiet unless we are asked to participate *We use full body listening
<u>Field Trips</u>	*We stay with the adult leaders *We follow adults' directions	*We keep track of our own belongings	*We ask adults questions if we need information	*We are mindful of personal space *We use an appropriate voice level *We are respectful of all chaperones, presenters/guides, and the location

Attendance

Here are some strategies that you can use at home to foster good attendance:

- *Talk with your children about what they are doing at school.
- *Help your children to maintain daily routines for completing homework, relaxing, and getting a good night sleep.
- *Talk to your children about making healthy choices so that they are able to attend school and fully participate.
- *Only let your children stay home if they are truly sick.
- *Communicate with your children's teachers if you have any questions/concerns about what is happening at school.

Attendance Policy

The California State Education Code requires regular attendance and prompt arrival to class. Consistent school attendance is critical to school success. Being present at school is essential for students to reach their academic goals, to continue to develop their social emotional skills,

and to maintain their friendships at school. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior concerns.

Late Arrivals

Every school day begins at 8:15 AM. Late arrivals must check in with the office and students **must get a late slip when arriving after 8:20 AM.**

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness (after 10 absences due to illness, a doctor's note will be required)
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted within California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
 - a. The student shall be excused for this purpose on no more than four school days per month. Attendance at religious retreats shall not exceed four hours per semester.
6. 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 director.
7. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
8. For the purpose of attending a cultural ceremony or event. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
9. Middle School students may be excused for one school day absence per school year for the purpose of attending a civic or political event, as long as the student notifies the

school ahead of time. 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.

10. Appearance in court.

Method of Verification

When students are absent we need to verify the reason for their absences. Parents/guardians are requested to call the school office on the first day of the absence. If the parents/guardians are not able to call the school office, then the students will need to present a satisfactory explanation verifying the reason for the absence when they return to school. The following methods may be used to verify student absences:

1. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date or dates of absence
 - e. Reason for absence.
2. Signed, written note from parent/guardian, parent representative.
3. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 10 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Since class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents'/guardians' knowledge or consent except in cases of medical emergency.

Unexcused Absences/Truancy

Students shall be classified as truant if the student is absent from school without a valid excuse for three full days in one school year, or if the student is tardy for 30 minutes or more on 3 occasions without a valid excuse in one school year, or any combination thereof. Such students shall be reported to the Administrator or designee.

In addition, students shall be classified as a chronic truant if the student is 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.

The Administrator, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Positive Attendance Improvement Strategy

School Administration and faculty will work together to design and implement an attendance improvement program that is positive and supportive of all families.

Short Term Independent Study (STIS) - If you know ahead of time that your child will be missing **3 or more** consecutive school days, please **contact the school office 7 - 10 days in advance**. We will develop a STIS for your student. In this way, your student can continue his/her academic lessons, your student will not be marked absent for the days that he/she is on the STIS, and the school will receive funding for those days. You and your child will need to meet with your child's teacher to sign a STIS contract and to review the assignments before your child is absent from school. Students must return all of the completed work for the STIS when they return, as the school is required to keep this work on file for the annual audit. Each student is allowed up to 15 days per school year for STIS. The latest STIS that is allowed in the school year must be completed by the first day of the last week of school.

General School Information

Morning Ceremony – 8:15 AM Every School Day

Included in the Morning Ceremony are birthdays of students, student activity information, grade-level information, and important dates, times, and places. It is important for your student to arrive by 8:15am, in time for the Morning Ceremony.

Sports - 6th, 7th, & 8th Grade

Athletic Director: Jason Page

Intramurals are held during lunch and involve team activities. Information is provided through Athletics Director, Mr. Page, and during the Morning Ceremony.

Teams:

Fall: Coed Volleyball, Flag Football

Winter: Boys and Girls Basketball

Spring: Track and Field

Assemblies/Special Programs

There may be special assemblies throughout the year which are intended to motivate, support, and inform students.

Field Trips

Teachers may schedule educational field trips to support learning. To help with expenses, the school has Class Funds set up for donations. In this way, all students' expenses are paid. Teachers often establish their own minimum requirements that students must meet to attend a field trip. Such requirements usually address behavioral standards and meeting deadlines with necessary field trip forms. Teachers notify parents beforehand when minimum requirements exist.

Dances

With the exception of the 8th Grade Promotion celebration, all dances are planned by the Leadership Class and the Leadership Director. Dances are a privilege for students with good behavior and academic standing. The end-of-the-year 8th grade Promotion Celebration is organized by the Parent Promotion Committee.

Student Government/Leadership Class

The student body organization consists of student representatives, elected by the student body. The student representatives meet several times a year to discuss various student/school issues with the Leadership Director. The Leadership Class is an elective class open to 6th, 7th, and 8th graders who meet citizenship and grade standards. Students who meet the criteria are allowed to apply.

Academic Achievement

Special recognition will be given at the 8th-grade Promotion Ceremony for those students who have maintained a 3.5 GPA throughout 8th grade.

SCS Mask Policy for the 2024-2025 School Year

Currently the California Department of Public Health makes the following recommendations:

- Wear a mask around others if you have respiratory symptoms (e.g., cough, runny nose, and/or sore throat),
- If you've had a significant exposure to someone who has tested positive for COVID-19, wear a mask for 10 days.
- When choosing to wear a mask, ensure your mask provides the best [fit and filtration](#) (respirators like N95, KN95 and KF94 are best).

Masks are currently not required for staff and students to wear indoors or outdoors. **SCS will follow all updated changes as they occur throughout the school year.**

Closed Campus

Sonoma Charter School is a closed campus. **Visitors and parents must check into the office upon arrival to sign in and pick up a Visitor's Pass.** Students are to remain on school grounds during the school day and not leave campus after arriving by car, bicycle, or walking. Students are not allowed to leave school-sponsored activities (i.e., dances) without a

parent/guardian prior to the event's ending. Student visitors will need prior approval from the school principal. Students who will be leaving early for any reason during the day need to report to the office to be signed out. The person picking up the student must be on the Emergency Card and come to the office to sign the student out. NO STUDENT MAY LEAVE THE CAMPUS WITHOUT PARENT/GUARDIAN PERMISSION.

Emergency Cards

In cases of emergency, the school needs to contact parents/guardians. Please notify the school secretary of any changes in your address, home phone number, or business phone number. You will not receive communication mailed home, including your child's report card without an accurate address,

Health Reminders:

Stay at home if you are not feeling well. Please follow our Illness Policy:

Please do not send your child to school if he/she has any of the following symptoms:

1. A common cold - Students should stay at home while experiencing a productive cough and yellow or green nasal discharge.
2. Fever (over 100 degrees, or some students have a lower temperature than normal) - Students may return to school after they have been fever-free for 24 hours without the use of fever-reducing medication.
3. Eyes that are red, swollen, crusting, or draining.
4. Untreated, draining ears or earache.
5. Diarrhea.
6. Nausea or vomiting, and the student should not attend school until 24 hours after the last vomiting episode.
7. Severe sore throat.
8. Skin rashes of unknown origin or a contagious rash require clearance from a health care provider that the student may return to school.

If a student is experiencing any of these symptoms while he/she is at school the parent/guardian will be called to pick up the student.

Keep your child up to date on his/her immunizations.

Notify the school if your child has any severe allergies.
We will complete an Allergy Action Plan as needed.

****Please monitor for symptoms of COVID19. Symptoms of COVID19 may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms.**

Possible COVID19 symptoms include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing

- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Wearing a well-fitting mask over the nose and mouth, while you are indoors with large groups, is recommended, but not required. [The best masks for Covid19 protection include N95, KN95 and KF94.](#)
- Staying up-to-date on Covid vaccinations and boosters is also highly recommended, but not required. California strongly recommends that everyone 6 months and older [get vaccinated against COVID-19](#) and [remain up-to-date](#) to protect yourself and reduce transmission of the virus.
- Wash your hands for at least 20 seconds, throughout the day, with soap and water. [When and how to wash your hands.](#) Avoid touching your face.

What to do if you have been exposed to COVID19 and you do not have any symptoms:

Exposure occurs when you are in an indoor space, and within 6 feet of someone who tests positive for COVID19 for a cumulative 15 minutes or more, within a 24-hour period.

- You do not need to stay at home following an exposure, unless you develop symptoms or you test positive for COVID19.
- People who have been exposed should wear a well-fitting mask over their nose and mouth, when they are with others, for 10 days following the exposure, especially indoors.
- Take a COVID19 antigen test 3-5 days after exposure, or sooner if you develop symptoms.
- If symptoms develop, stay at home. If the test result is positive, follow the steps for someone who has tested positive.
- Persons infected within the prior 30 days do not need to be tested, quarantined, or excluded from school unless symptoms develop.

All person with COVID19 symptoms (see list above), regardless of vaccination status, should:

- Wear a well-fitting mask around others for 10 days.
- Self-isolate and test as soon as possible to determine infection status.
- If symptoms persist, consider self-isolation and retesting with an antigen test or PCR test in 1-2 days. If testing negative with an antigen test, particularly if testing during the first 1-2 days of symptoms. Consider repeat testing every 1-2 days for several days if symptoms continue. If any of those tests are positive, then follow the guidelines below.

What to do if you test positive for COVID19

- Notify the school by calling the main office.
- Isolate at home for 5 days after the start of symptoms. Isolation can end on day 5 if the symptoms are not present and you have been fever-free for 24 hours without the use of medication. If symptoms other than fever are not improving, continue to isolate until the symptoms are gone or have significantly improved, or until after day 10. If you have severe symptoms or you are at risk of serious disease or you have any questions you should contact your healthcare provider. Infected persons should wear a well-fitting mask when they are around others for a total of 10 days, especially when indoors. After you have ended isolation, if your symptoms recur or worsen you should get tested again. If you test positive you should restart your isolation at day 0.

Injury/illness

All injured/ill students will be sent to the office to be seen by the Health Tech. Students stung by a bee must come to the office. Unless it is an emergency, teachers and or support staff will notify that a student is coming to the office. In case of a serious accident or injury, emergency services will be called to administer medical aid, and parents will be notified. A district nurse will supervise hearing and vision tests, scoliosis screening, maintaining records, and other necessary matters. There is no full-time nurse at Sonoma Charter School. We have a Health Technician in the office from 8:00 am to 3:00 pm. **If your child has any special medical situation, it is imperative that you notify the office.**

Medication

The legal procedures required to administer medication to students during school are cumbersome. It is preferable for everyone to administer medication to students outside of school hours. Please request medications that don't need to be administered during school hours when at all possible. If medication must be given while a student is at school, the following steps must be taken:

- **If your child needs to take medication while he/she is at school (Including Over the Counter Medication) you must complete a Medication Consent Form that will remain on file in our main office.** This form must be completely filled out annually and signed by the parent/guardian **and the child's health care provider** before the child can be assisted with the administration of medication by the district personnel at the school site.
- It is the parent/guardian's responsibility to provide the school site with all necessary information and special instructions in writing related to the administration of medication to their child.
- The parent/guardian must immediately notify the school in writing of any changes in the child's regimen or authorizing health care provider.
- It is the child's responsibility to follow the health care provider's recommendations and instructions related to taking the medication (i.e., the child is responsible for going to the office at the prescribed times).

- Medication must be in its original container and brought to school by the parent/guardian, or an adult designee. All controlled medication will be counted and recorded on a medication log when delivered to school.
- All medication must be picked up by a parent/guardian or adult designee at the end of the school year. NO medication will be given to a student to take home. Medication left in the school office at the end of the school year will be discarded.

Office and Telephone

Students may request to use the phone in the office. **As a reminder, students are not to turn on cell phones during the school day. This includes texting and receiving calls from parents.** Office phones will be answered between 8:00 a.m. and 4:00 p.m. daily. The voicemail system will be available for messages before and after school office hours.

Lost and Found

Please use a permanent marker to write your student's name or initials inside all of your student's outerwear (jackets, sweatshirts, sweaters, etc.) Students must assume responsibility for loss or damage to any personal property left in the classroom or on campus. The school is not responsible for personal property. Found articles should be taken to the school lost and found rolling cart outside of the office. Unclaimed items in the lost and found will be donated to a local charity. Students should write their names on all books and personal belongings. Students should not bring valuables or large amounts of money to school. Students should keep their belongings secured in a classroom (or locker if they are in middle school). Sonoma Charter School middle school students will be assigned student lockers with locks. Thefts should be reported to the office immediately.

Physical Education

All students are requested to wear appropriate shoes on their scheduled PE day and bring a personal water bottle for safety reasons.

School Library Books

Sonoma Charter School has a digital library system in every classroom. Staff members will keep track of the books that the students take home. Students will be asked to return the borrowed books to their classrooms in a timely manner. This process will be explained by the classroom teacher. If students do not return their books in a timely manner they will not be able to check out new books. If students lose or damage school library books they may be asked to pay for the cost of replacing the books.

Textbooks

Students may be issued textbooks to use during the school year. These textbooks are the responsibility of the student until returned. Textbooks and classroom library books must be returned at the end of the school year or when disenrolling. Students will be charged a replacement cost for lost or damaged textbooks.

Chromebooks

Chromebooks are issued as a learning resource to use at school as well as at home. Students are responsible for the care of their Chromebooks. Chromebooks are charged each day in the classrooms. Chromebooks that are taken home must be brought back to school each day fully

charged. If a Chromebook has been damaged or is not working correctly, it must be turned in to the Tech Specialist. The school covers accidental damages; however, damages due to vandalism or negligence must be paid for by the student/parent. Repeated damage may result in charges for repaired components (i.e., screen, keyboard, etc.) in addition to repair charge.

Report Cards/Progress Reports

The school year is divided into three trimesters. Parents are mailed one report card at the end of each trimester during the school year. This is crucial communication of your child's progress here at school. If they have not received one of these reports, parents should contact the school.

Promotion Criteria

If an 8th-grade student is in danger of failing classes throughout 8th grade, there may be opportunities for credit recovery. The 8th grade teachers will inform parents/guardians of the academic requirements. Consequences of not fulfilling the requirements could prevent students from not being allowed to participate in the Celebration Party, the 8th grade promotion Ceremony, or attend the 8th-grade year-end field trip.

Bicycles, Skateboards, etc.

Bicycles, skateboards, etc., must be kept in the school bicycle drop off area located by the MPR. Skateboards can be stored in or outside the classroom. Students must walk their bikes, skateboards, etc., on campus, including the parking lot and driveway of Sonoma Charter School. Students need to provide their own locks. Each bike is to be locked individually and not with another bicycle. **Students and parents must assume total responsibility for lost or stolen bicycles, skateboards, etc.** There is no skateboarding or bike riding on the Sonoma Charter School property, both during and after school hours. **WEAR YOUR BICYCLE HELMET - IT'S THE LAW!**

General School Expectations

Arrival Procedures:

- Sonoma Charter School campus is supervised from 8:00 AM- 3:30 PM. **School starts at 8:15 A.M.** Students must be dropped off in the morning **ONLY** at the Parent Loop and must proceed through the gate and report to their classroom.
- Once students have arrived on campus, they are not to leave campus before school begins. Students choosing to leave campus will be referred to the Administration.

School Breakfast

School breakfast will be served each day starting at **7:45 A.M.** Students will be served in the multipurpose room and are required to stay there until 8:00 A.M. when they may go on campus. There is no charge for breakfast.

Break/Lunch Procedure

- Elementary students who order school lunch will walk to the MPR food service window. They will follow the directions on the painted lines; students must wait within those lines and then move out of the foodservice area as soon as possible. Middle school students will follow the same procedure.

- Students may eat only in the designated areas (the tables behind rooms 10 and 11, and middle school students may be allowed to eat in the Hideout). In rainy or extremely cold weather, students may be required to remain indoors during break and lunch.
- Begging or bullying other students to give up their food or money for the Snack Shack is not allowed.
- Students may not cut in line, save places in line, crowd into the lines, or buy food for others.
- During lunch, students must remain in the designated eating areas for 15 minutes. After 15 minutes, supervisors will excuse students to go to the Playground. Students will have access to the blacktop, athletic field, track, and bark area. (Play Structure/Swings) An Activities Table is also available for play next to the Playground entrance gate.
- Students in Transitional Kindergarten, Kindergarten, and 1st Grade have access to a separate play area with age-appropriate equipment.
- Students are responsible for keeping the campus clean. They must clean up after themselves during recess and lunch. Supervisors on duty will remind students to pick up any garbage they might have overlooked.
- **NO FOOD OR DRINK OF ANY KIND IS ALLOWED ON THE BLACKTOP, ATHLETIC FIELD, OR THE BARK AREA.** Personal water bottles may be kept on the cart by the Playground gate.

Rainy Day Lunch

All students will eat lunch in the MPR on rainy days. There is an area of the MPR that is designated for eating and an area in the MPR that is designated for playing.

Food Sharing

Due to possible health risks for our students, food sharing is not allowed. This rule applies to all grades. Also, students may not bring candy, gum, soda, and/or glass bottles to school. Students have access to water fountains and filling stations on school grounds, and should bring a reusable water bottle to school each day.

Dismissal Procedures:

- The Sonoma Charter School is supervised from 8:00 a.m. - 3:30 p.m.
- **General pick-up time is 3:00 p.m. in front of the school, with early dismissal on Minimum Day, Wednesdays, at 1:15 p.m.**
- **Dismissal time for Kindergarten will be 2:45 p.m. in front of the school, with early dismissal on Wednesdays at 1:00 p.m.**
- Students taking the bus for the Boys and Girls Club will wait in front of the school until the bus arrives. A staff member will escort the students to the bus. Students must remain on the sidewalk until the bus has come to a complete stop.
- Students must form a single-file line and wait to board the bus. Students should not board the bus until the bus driver says it is OK to board.
- Students who leave school by bicycle, skateboard, etc., should retrieve their items from the designated area and walk with their bike, skateboard, etc., until they leave campus and proceed home safely.
- Students who leave the campus early must be signed out.

- **Walking And Biking Routes For Arrival**

- **Walking And Biking Routes For Dismissal**

Parking / Drop Off & Pick Up Procedures

- Parking in the Sonoma Charter School is limited, and therefore **the lot is only for staff.**
- The Parent Loop driveway is **only for drop-off and pick-up.** Please do not leave your car unattended. Students will wait at the pick-up zone. Please pull your vehicle up to the pick-up zone. Support Staff will assist students in waiting at the pick-up zone.
- Parking is available on Vailetti Dr. and the surrounding cross streets. Please do not block residential driveways.
- Please remember that between 7:45 - 8:30 A.M. in the morning, 12:45-1:30 P.M.(Wednesdays) and 2:30-3:15 P.M. in the afternoon (M, T, Th, F) there is no parking in the drop off/pick up zone. If you need to park during these times, please park off campus.
- During any time other than drop off/pick up, parking is available in the drop off/pick up zone. There is no parking on the red Fire Lane.
- Please keep your speed in the drop off/pick up zone below 5 mph. All neighborhood streets have a speed limit of 25 mph.
- Students and parents must use the crosswalks at all times.
- Please park on Cedar Avenue or Casabella if you are driving on a field trip and you are arriving during the drop off/ pick up times when there is no parking in the drive through, in front of the school. If you are arriving outside of these times, you may park in the drive through area in front of the school. Students and adults must use the crosswalk to access cars on Cedar Ave. and Casabella.
- Cars need to enter through the driveway at the far end of the school. Cars should exit from the driveway near Vailetti. Cars should pull up alongside the drop off zone to pick up or drop off students. Load and unload students as quickly as possible to keep the backup of cars to a minimum.

CELL PHONES

Sonoma Charter School permits students to possess electronic signaling devices (e.g., cell phones, smart watches, & other mobile devices) on school grounds. **If brought to school, ALL devices (including watches) must be turned off and be kept in the student's backpack during the school day (8:00 A.M. – 3:00 P.M.). Some teachers may require students to leave cell phones in a pocket chart or other collection device in the classroom. The school is not responsible if items are lost or stolen.**

Violations of the above will result in the following consequences:

1st incident: Confiscation & return of phone at the end of the day.

2nd incident: Confiscation, parent pick up.

3rd incident: Incident will be considered defiance and will be referred to the administration.

Unsafe Play:

Physically dangerous games are not allowed. Examples: acrobatics, tumbling, tackle-football, hitting games, foot tag, ball tag, piggy-back rides, as well as pushing, shoving, or play-fighting.

Nuisance Items

Balloons, rubber bands, paintballs, Sharpies, water pistols, and other nuisance items are not allowed at school. These will be confiscated and not returned to the student; a parent may come

and pick them up if needed. Birthday balloons/helium-filled balloons are to be left in the office during the school day. Students are not to sell any item on campus without prior approval.

Public Displays of Affection

Inappropriate levels of affection are not permitted at school. This includes prolonged hugging or other physical contacts, hand-holding, sitting on laps, and any kissing.

Bicycle/Skateboard/Wheeled Vehicle Safety

Bike riding, skateboarding, skating, etc., are not allowed on school grounds at any time. While on campus, students must walk their bikes, skateboards, etc., to their designated area where they are to be stored during school hours.

Gum Chewing and Candy

Gum and Candy are not allowed at school.

Violation of the above will result in the following consequences:

1st incident: Warning, Candy/Gum must be out of sight and put away in the student's backpack.

2nd incident: Confiscation of Candy/Gum & returned at the end of the day.

3rd incident: Confiscation of Candy/Gum, not returned to the student & phone call to parent; the parent may come and pick up the Candy/Gum.

Dress Code

For safety reasons, shoes must be worn at all times and **must be appropriate for school activities, including PE**. Any clothing (including hats and masks) that represents gangs, drugs, alcohol, tobacco, guns, or violence, is sexually explicit or suggestive, uses profane or abusive language, or debases and/or exploits a group is not allowed.

- Hats and Hoods on Hooded Sweatshirts "Hoodies" are not to be worn inside classrooms.
- No showing of midriff or underwear (This includes boys with sagging pants).
- All shorts must be at fingertip length. This includes athletic/sport shorts. Short shorts must be layered with a longer garment underneath.
- Short skirts and dresses must have some type of shorts or leggings underneath them.

If a student violates the dress code, he/she may be asked to change clothes or may be sent home for the remainder of the day. Repeated dress code violations could result in further disciplinary action.

Progressive Discipline

When students are unable to follow the rules, the following steps will be implemented by the classroom teacher OR the attending adult. Teachers may need to progress through these steps more quickly if the behavior is more significant.

Actions by Teacher

Step 1	Talk with the student. Verbal reminder to the student of the expected appropriate behaviors. Reteach the expected behavior(s). Redirect the student to the task at hand.
Step 2	Verbal reminder to the student of the expected appropriate behaviors. Student may be asked to complete a reflection sheet. Consequences applied by teacher
Step 3	Verbal reminder to the student of the expected appropriate behaviors. Consequences applied by teacher. Home contact made by the teacher.
Step 4	Move directly to Step #1 of the Major Offenses* referral process *Persistent defiance, significant disruption of class, persistent bullying or harassment, violations of privacy, unsafe behavior etc.

Actions by Administration in case of a Major Offense. The Administrator may progress through these steps more quickly if the behavior is more significant.

Step 1	Administrator talks with the student(s) and with the staff members involved. Administrator contacts the parents/guardians to discuss the concerns, review the expectations, talk about how all parties will ensure that the student is demonstrating expected behaviors, and any disciplinary actions or loss of privileges.
Step 2	Administrator meets with the student(s) and staff members involved. Administrator meets with the parents/guardians and the student(s) to discuss the concerns and the expected behaviors, review the previous supports and disciplinary actions that were put into action, and decide on the next steps. Student may experience an increased loss of privileges. The administrator may develop a behavior agreement for the student(s).
Step 3	Disciplinary consequence: In/Out school suspension
Step 4	Re-entry to school: The student may be required to write an apology to the offended parties before the student is permitted to return to school. The student will meet with the administrator prior to re-entry to classroom to review the expected behaviors and the agreements that are in place to ensure the safety of all students.

If on-going disruptive behaviors are not resolved through the above process, a referral will be made by the Teacher to the Student Study Team (SST), counseling, and/or more intensive services.

Student Reporting

We take harassment and bullying seriously. Harassment and/or bullying are serious offenses. You have a right to report, and should report, bullying or harassment at school. School staff are required to immediately intervene if they see student harassment, discrimination, intimidation, or bullying.

Bullying is ongoing, unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

It is an **ongoing and deliberate** misuse of power in relationships through **repeated** verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices (cyberbullying) and it can be obvious (overt) or hidden (covert). Bullying behavior is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Please report any bullying or harassment incidents by speaking to an adult on campus immediately or as soon as possible. You may also use the confidential **Bullying/ Harassment Report Form** attached to this handbook and in the office.

Report Cyberbullying

When [cyberbullying](#) happens, it is important to document and report the behavior so it can be addressed.

Steps to Take Immediately

- Don't respond to and don't forward cyberbullying messages.
- **Keep evidence of cyberbullying.** Record the dates, times, and descriptions of instances when cyberbullying has occurred. Save and print screenshots, emails, and text messages. Use this evidence to report cyberbullying to web and cell phone service providers.
- Block the person who is cyberbullying.

Report Cyberbullying to Online Service Providers

Cyberbullying often violates the terms of service established by social media sites and internet service providers.

- Review their terms and conditions or rights and responsibilities sections. These describe content that is or is not appropriate.
- Visit social media safety centers to learn how to block users and change settings to control who can contact you.
- Report cyberbullying to the social media site so they can take action against users abusing the terms of service.

Report Cyberbullying to Law Enforcement

When cyberbullying involves these activities it is considered a crime and should be [reported to law enforcement](#):

- Threats of violence
- Child pornography or sending sexually explicit messages or photos
- Taking a photo or video of someone in a place where he or she would expect privacy
- Stalking and hate crimes

Report Cyberbullying to School

- Cyberbullying can create a disruptive environment at school and is often related to in-person bullying. The school can use the information to help inform prevention and response strategies.

All forms of harassment involve unwelcome conduct that is either severe or pervasive.

Concerns? Questions? Complaints?

At SCS, we encourage students, staff, and parents to follow the same guidelines for any of these things. For Parents, if you can, address your concern, question, or complaint directly to the person involved. This might be your student's teacher or a playground supervisor. If that isn't possible, take the next step and talk to the principal. If you feel the need to take it further, please contact the Interim Superintendent. And If things still haven't been worked out, you could call a Board Member.

Uniform Complaint Procedure Annual Notice

Sonoma Charter School annually notifies its students, employees, parents or guardians of its students, school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The district has the primary responsibility for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP.

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

- Compensatory Education
- Consolidated Categorical Aid Programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person

or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance

- Every Student Succeeds Act
- Local Control Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- School Safety Plans
- 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

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. Complaints alleging harassment, discrimination, intimidation, or bullying by or against a student on the basis of the complainant's protected status must be filed within six months of the date the complainant knew or should have known of the alleged conduct.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in our public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of Sonoma Charter School

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Mary Reynolds, Director
Sonoma Charter School
17202 Sonoma Highway
Sonoma, CA 95476

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Sonoma Charter School.

Bullying/Harassment Report Form – Sonoma Charter School

General Statement of Policy Prohibiting Bullying/Harassment:

Bullying/Harassment is hurtful and we do not tolerate it at our school. It can be hard to tell an adult about bullying. Some kids worry that they will be called a “tattletale.” Telling is not being a tattletale. Telling, which adults call reporting, is a good thing to do. **If you or another student has been bullied, harassed, or hurt, or you are worried that you or another student could be bullied or hurt in the future, tell a teacher or another adult at your school. The adults will help you. You can fill out this form to tell school staff about bullying that has happened this school year. Once you’ve filled this out, give it to a teacher or take it to the office of the principal.**

About You

We know it can be scary to tell or “report” bullying, so you do not have to include your name on this form. However, a teacher or the principal may want to ask more questions about this, so including your name will help them look into the problem.

Name (optional): _____ Date: _____

I am (choose one):

Student _____ Parent/Guardian _____ Staff Member _____ Other: _____

Tell Us What Happened

Student Who Was Harmed: _____ Grade: _____

Student(s) Who Did Harm: _____ Grade: _____

When did it happen:

Where did it happen:

Did the bullying include mean comments about you or your friends? What were the mean comments about?

_____ Size, weight or how you look	_____ Gender (because you are a boy, girl, non-binary)
_____ How well you do in school	_____ Skin color
_____ Your religion or beliefs	_____ Other things _____

What kind of bullying happened? Was it:

_____ Physical Acts such as hitting, spitting, kicking, or damaging your or another student's possessions

_____ Emotional Spreading mean rumors or lies about you or another student

_____ Verbal Saying mean or hurtful things or threatening you or another student

_____ Cyber/Online Occurs on website or social media, by cell phone, email or text message

_____ Social Excluding you or another student from a group, telling other kids not to talk to you or another student

_____ Other

Please tell us what happened:

Did you see the event happen? _____ Yes _____ No

Who else saw what happened? Write their names here:

Was an adult nearby? Who?

I am turning in this form based on my belief that [write the name of the person on the line below

_____ hurt me or another person. I am reporting
this because I am concerned and I want things to be better in the future.

Signature: _____

Date _____

Reviewed by: _____

Date: _____

Please sign and return to your child's classroom teacher.

**Acknowledgement of Receipt of
the Sonoma Charter School Student & Parent Handbook**

*I have read the Sonoma Charter School Student and Family Handbook.

*I have reviewed the contents of the Sonoma Charter School Student and Family Handbook with my child.

We understand the information outlined in the Sonoma Charter School Student & Parent Handbook and agree to participate in school and various school-related activities with a commitment to keeping my child, schoolmates, teachers, staff, and the physical environment of Sonoma Charter School a safe and productive learning environment for all school members.

Student Name: _____

Grade: _____ Classroom Teacher: _____

Student Signature: _____

Parent Name(s): _____

Address: _____

Contact information:

Home Phone: _____ Cell/Mobile: _____

Parent Signature: _____