

**Information Handbook for  
Families and Students  
Ravenswood  
City School District  
2021-2022**

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The Information Handbook for Families and Students is available in English and Spanish. Electronic copies distributed via Parent Square. Hard copies available in the main office of each school.

## **Non-Discrimination Policy**

The Ravenswood City School District Board of Trustees is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on medical information, race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, 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.

*For inquiries or complaints, please contact the designated Equity Officer and Title IX Compliance Officer: Toni Stone, Director of Human Resources, 2120 Euclid Avenue, East Palo Alto, CA 94303, 650-329-2800, [tstone@ravenswoodschools.org](mailto:tstone@ravenswoodschools.org). A copy of the RCSD Uniform Complaint form and Non-Discrimination Policy are available on request.*

## **About the District**

### **Mission:**

Ravenswood City School District empowers every student to fully engage critically and creatively in their education with the skills and mindsets necessary to successfully fulfill their unique potential.

### **Core Values:**

**Integrity:** *We model transparency and honesty to build trust, relationships and community.*

**Student-centered:** *We ensure students are at the center of every decision we make.*

**Innovation:** *We promote and celebrate the creativity and curiosity that sparks the learning and growth in all of us.*

**Excellence:** *We hold high expectations for ourselves and for all students.*

**Empowerment:** *We work in partnership with children, families and our community to encourage self-advocacy and engage in decision-making.*

**Respect:** *We build upon the strength of our diversity and individuality to create an equitable and just community.*

### **Strategic Priorities:**

**SP 1:** Engage students with relevant, rigorous and standards-aligned instruction, supports and materials

**SP 2:** Provide safe, joyful and productive learning environments with the proper social-emotional supports

**SP 3:** Recruit and retain highly effective and diverse team members

**SP 4:** Partner with families and the community to support the whole child

**SP 5:** Manage people, time and budget responsibly, equitably and strategically in service of students

**SP 6:** Work collaboratively and share responsibility for our core values

# Family and School Partnerships

## Family Connection

Family involvement plays a key role in helping students succeed in school and in building a sense of pride in the school community. The Ravenswood City School District is committed to building strong partnerships among home, school and community. Families are able to engage in activities that support student learning through individual conferences with the teacher, workshops hosted by the school and district, family nights at schools, committees at school and district levels, and opportunities to volunteer. The District hosts a weekly family workshop on Mondays from 6-7pm.

Families are encouraged to communicate with staff through our two-way communication system, Parent Square. Families are able to easily communicate with teachers and vice versa. Additionally, families are able to schedule meetings with staff through Parent Square or calling the school.

## The Family-School Partnership Act

The Family-School Partnership Act is a California law that allows parents, grandparents, and guardians to take time off from work to participate in their children's school or child care activities. The law (*Labor Code* Section 230.8) first took effect in 1995.

If the following criteria are met, you may take off up to 40 hours each year (up to eight hours in any calendar month) to participate in activities at your child's school or day care facility:

- You are a parent, guardian, or grandparent who has custody of a child enrolled in a California public or private school, kindergarten through grade twelve, or *licensed* child day care facility.
- You work for a business that has 25 or more employees at the same location.

The law allows you to use existing vacation time, personal leave, or compensatory time off to account for the time you use participating in your child's school or child care activities. You may also use time off without pay if permitted by your employer. The employee, not the employer, chooses from the options that are available.

Let your employer know in advance that you would like to take time off to participate in activities at your child's school or child care facility. Although the law does not say how far in advance you should inform your employer, it is likely that rules are in place at your work site about reasonable notice for planned absences. And, if your employer requests, you are required to provide written proof of having participated at your child's school or child care facility.

Under the law *any* activity that is sponsored, supervised, or approved by the school or school board is acceptable. Examples might be volunteering in your child's classroom; participating in parent-teacher conferences, Back-to-School Night, Open House, field trips, and assisting in community service learning activities.

If your employer has 25 or more employees at the same location, he or she cannot refuse the request. All such employers must comply with the law and allow you to take off up to 40 hours a year to participate in your child's school activities. At least one of the options—using vacation, personal leave, compensatory time off, or time off without pay—must be provided to the employer.

## Parent Involvement

### Title I Schools

All schools that qualify for federal Title I funding must have a written **Parent Involvement Policy**, developed with and approved by parents. This policy should spell out how parents will be involved as partners in their children's education. In addition, every Title I school must develop a **Home-School Compact**, which is an agreement that defines the responsibilities that administrators, students, teachers, and parents will undertake in order to improve student achievement.

#### Title I Schools MUST:

1. Work with parents to develop a written parental involvement policy that is agreeable to them and describes ways of meeting the following requirements:
  - Notification to parents of the policy in an understand-able format and language
  - Periodic updates of the policy to meet the changing needs of parents and the school
2. Hold an annual meeting, at a convenient time, for all parents of participating children. The purposes of this meeting are to:
  - Inform parents of their school's participation in the Title I program.
  - Explain the requirements of Title I.
  - Explain the right of parents to be involved.
3. Offer parental involvement meetings at various times, such as morning or evening.
4. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the Single Plan for Student Achievement.
5. Submit parents' comments on the school wide program plan to the LEA if parents do not find the plan to be satisfactory.
6. Provide the following items to the parents of participating students:
  - Timely information about Title I programs
  - A description and explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach
  - Opportunities for regular meetings, if requested by parents, to:
    - Make suggestions.
    - Receive timely responses to them.
    - Participate, as appropriate, in decisions relating to the education of their children.
7. Develop jointly with the parents or caregivers of participating students a school-parent compact that outlines:
  - The shared responsibility of parents, students, and the entire school staff to improve students' academic achievement
  - The shared responsibility between the school and parents to help children achieve the statewide academic content standards

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment
- The ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their children's classroom; participating, as appropriate, in decisions related to the education of their children and the positive use of their children's extracurricular time
- The importance of ongoing communication between teachers and parents through (at a minimum):
- Annual parent-teacher conferences in elementary schools, in which the compact shall be discussed in relation to the individual child's achievement
- Frequent reports to parents about their children's progress
- Reasonable access to staff
- Reasonable opportunities to volunteer at the school, participate in their children's class, and observe classroom activities

## Parent Leadership at School

The Ravenswood City School District strongly encourages all parents to become involved in the leadership of our schools and district. One of the best ways that parents can make a difference in how your children are educated is by participating in various leadership councils, committees, or other advisory groups. These groups usually meet one time per month and are open to the public and parents as observers. (*California EC Section 35147*)-(SB 355 Greene)

### The School Site Council (SSC)

Law, policy, rule and procedures by which our schools operate are the result of a complex process that generally follows this order:

- The State Legislature and Governor establish laws that govern the operations of all school district in California. These are contained in the Education Code (EC).
- The State Board of Education sets forth the policies and procedures for all districts in California. These appear in Title 5 of the California Code of Regulations (CCR).
- The local School Board of Trustees sets the policies of the District.
- The Administration makes decisions that are consistent with Board Policy (BP) regarding the operation of the schools and the implementation of the education program.
- Contractual agreements with employee groups must be followed.
- School Site Councils make decisions by working with the principal to develop, review and evaluate school improvement programs, the school site plan, and school budgets.
- Each School Site Council should have a set of By-Laws that guides site council operations.

Many decisions affecting the education of RCSD students are made in the schools. School-based decision-making is the responsibility of the School Site Council (SSC).

SSC members are elected officials. Meetings operate similar to the district's school board but at the school site level. During SSC meetings, members may seek informal input from other parents and staff who are present. However, when it's time for action on an agenda item, only the elected SSC members have voting rights and decision making power.

- The actual members of the School Site Council consist of numerically equal halves.
- One half represents the school staff with a majority of its members as teachers, including the principal and other staff representative(s);
- The other half represents parents and community members with a majority of its members as parents of participating pupils in the elementary schools. In secondary schools, half of this group must be students, the other half parents or community members.

School staff members must be (s)elected by peers in a democratically conducted process as outlined in the SSC By-Laws. The parent-community half of the council must be (s)elected by parents. Once the SSC members meet, they also (s)elect their own council leaders (president, vice president, secretary) and a delegate to represent the school on the District Advisory Council (DAC).

The majority of School Site Councils consist of ten (10) members in elementary schools, and twelve (12) in secondary schools. The school staff includes the principal, one other staff member (such as an instructional assistant, bus driver, custodian, or secretary), and three (3) teachers; the other half is usually five (5) parents. It is the intent of the legislation that education should be a joint effort of parents, teachers, administrators, and other school staff – those whose common goal is the success of all students, as well as having the most direct and on-going contact with those students (EC 52852).

#### English Learner Advisory Committee (ELAC)

Each School with 21 or more English Language Learners (ELL) must form a functioning English Learner Advisory Committee (ELAC) composed of parents/guardians of ELL students.

The major function of the ELAC is to:

- advise the principal and school staff on programs and services for English learners;
- advise the SSC on the development of the Single School Plan for Student Achievement.

ELAC responsibility is also to assist the school principal and the staff on:

- the school's needs assessment;
- the school's annual language census (R-30 LC Report);
- efforts to make parents aware of the importance of regular school attendance.

#### ELAC: Essential Criteria

The percentage of parents of English learners on the committee is to be at least the same as that of English learners at the school.

Parents or guardians of English learners elect parent members of the school committee or subcommittee.

All parents shall be provided the opportunity to vote for committee members.

The committee shall have the opportunity to elect at least one parent member to the DELAC.

Receives continuous training to help parents carry out their responsibilities.

The responsibilities of this committee may be delegated by vote to a school's existing leadership committee such as the SSC, provided the percentage of parents of English learners is at least the same as that of English learners at the school. Parents or guardians of English learners elect parent members of the ELAC. Members elect committee leaders (president, vice-president, secretary) and a representative to the District English Learner Advisory Committee (DELAC).

## Parent Leadership at the District Level

#### District English Learner Advisory Committee (DELAC)

When there are 51 or more English learners at a school district there shall be a functioning DELAC.

DELAC Responsibilities are to advise the School Board (in person and/or in writing) on:

- Development or revision of a district master plan of education programs and services for English learners, taking into consideration the Single School Plans for Student Achievement.
- Conducting a district-wide needs assessment on a school-by- school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.

- Administration of the annual language census (R-30 LC Report, procedures, forms, etc.)
- Review and comment on the district's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians pursuant to Education Code Section 48985 and Title 5, CCR, Subchapter 4, Section 11316.
- Any waiver request affecting programs and services for English learners.

#### Essential DELAC Criteria

- Parents or guardians of English learners not employed by the district must constitute a majority membership of the committee.
- Each school English learner advisory committee (ELAC) must have the opportunity to elect at least one parent member to the DELAC. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.
- The committee advises the governing board.
- DELAC members receive appropriate training which includes materials to assist each member to carry out his or her required legal responsibilities.
- The training is always planned in full consultation with DELAC members.

#### *California ED Code/Section 35147- (SB 355 Greene)*

- Meetings must be open to the public and allow for public input.
- Meeting notice and agenda must be posted at least 72 hours before the meeting.
- Notice/agenda must be posted at school site and/or other appropriate place accessible to the public.

#### DELAC Requirements: SB 355

- Notice/agenda must include date, time, and location of meeting and the items to be discussed or acted upon.
- Action cannot be taken on items not posted on agenda, UNLESS a unanimous vote finds a need for immediate action.
- Public must be provided access to all materials discussed and/or distributed at the meeting.

#### District Advisory Council (DAC)

DAC is a district-level council made up of parents, staff and community leaders responsible for providing the District Administration with input on matters related to Title I compensatory education, including state and federal funding, programs, and compliance issues.

- The DAC is an advisory group of elected representatives from Title I schools that also consults with the district on behalf of compensatory education program participants. Presently, all of the RCSD schools in the Ravenswood City School District are school-wide Title I.
- DAC representatives are advocates for their school who are committed to attend DAC meetings regularly, provide informed input to discussions and decisions, and share information regularly with their School Site Council (SSC).
- SSC is a decision-making group representing half parents/community members (not employed at the school) and, at secondary schools, students, and half school personnel (site administrator, classroom teachers and other staff), with classroom teachers in the majority.
- Each year, all RCSD principals send information regarding their school's new SSC membership to the district's Categorical and Compliance Department. This aligns with *California Education Code 52852*. The SSC member roster confirms that the SSC has been established at schools participating in a compensatory education program and receiving categorical funds, and that its formation meets all requirements of Board Policy (BP) and district procedures and is in compliance with state and district regulations.



- Members from each SSC at Title I schools are required to (s)elect representatives to serve on the DAC as a voting representative. The DAC provides a forum for two-way communication between the DAC and SSCs, with DAC representatives serving as the liaison between the district-level council and site councils.

DAC meetings are subject to the rules of the “Greene Act” (*SB 355 Greene*). Meetings are open to the public and allows for public input. The meeting notice and agenda must be posted at least 72 hours before the meeting in an appropriate place accessible to the public.

## English Learners

### Who is an English learner?

*Education Code* Section 306 defines “English learners” (ELs) as students who do not speak English or whose native language is not English, and who are not yet able to do ordinary schoolwork in English. These students also may be called “limited English proficient” (LEP), “emergent bilinguals” or “multilingual learners”.

When a student is first enrolled in our district, parents/guardians indicate on the Home Language Survey if the student speaks a language other than English at home. If so, the student takes the Initial English Language Proficiency Assessments for California, or Initial ELPAC. If the student is identified through this assessment as needing more support to learn English, they are designated as an “English learner” or EL.

English Language Development (ELD) is designed to teach English learners to understand, speak, read and write English and acquire the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life.

Reclassification is the process by which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to communicate effectively with English-speaking peers in mainstream classes. Under current law, identified English learners must participate in the annual administration of the ELPAC (English Proficiency Assessments for California) until they are reclassified.

### What is the program placement for ELs in California?

An English language classroom is the placement for ELs in California, unless a parental exception waiver is granted for an alternative program.

There are two types of English language classrooms: Structured English Immersion (SEI) and English Language Mainstream. SEI classrooms are designed for students with less than “reasonable fluency”. Typically, ELs scoring at the beginning to intermediate levels on the ELPAC are considered to have less than “reasonable fluency” (*California Education Code [EC] Section 305*), and every classroom that has at least one EL student is a SEI classroom. An English language mainstream classroom is designed for students with “reasonable fluency” or a “good working knowledge of English”. If there are any English language mainstream classes available, parents have a right to request their child be placed in this program or class.

Our district also has a Dual-Language Immersion (Two-Way Immersion) program, which is language learning and academic instruction for native speakers of English and native speakers of

another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding.

## **Annual Assessment for English Language Learners and Reclassification**

The English Language Proficiency Assessments for California, or ELPAC, is the required state test for English language proficiency that must be given annually to students whose primary language is a language other than English. The summative ELPAC is given each year to measure a student's progress in learning English and to identify the student's level of English language proficiency.

Criteria to reclassify as fluent English proficient (RFEP):

- An overall score of 4 on the summative ELPAC
- Score of approaching grade level or higher on the local English Language Arts assessment, which demonstrates academic performance
- Report card grade of "3" for TK-5 grades or "C" for 6-8 grades in English Language Arts, which demonstrate academic performance and teacher recommendation
- Parent Opinion and Consultation
  - Provide notice to parents or guardians of their right and encourage them to participate in the reclassification process.
  - Provide an opportunity for a face-to-face meeting with parents or guardians.

Note that incurred deficits in motivation and academic success unrelated to English-language proficiency do not preclude a student from reclassification. For ELL students with Individual Education Plans (IEPs), the student's IEP team can also discuss and consider additional criteria for reclassification.

## **Special Education**

Federal law guarantees every student the right to a free and appropriate public education (FAPE) regardless of handicap or disability. State law further guarantees the right to an education in the "least restrictive environment." That means in typical classroom settings with students without disabilities.

Each of the RCSD students in special education is supported with an IEP (Individual Education Plan) and s/he is fully integrated into the regular classroom setting. Instead of pulling the student out of the classroom for various services, support and services are brought into the classroom. Support teachers may co-teach with the existing classroom teacher or serve in a consultation capacity.

The Ravenswood City School District engages in "Child Find" activities in order to locate, identify and evaluate students who reside within District and who are suspected of having disability.

Is your child...

- > Absent or tardy to school?
- > Having trouble completing homework?
- > Having Trouble making friends?
- > Unable to follow up directions
- > Easily distracted or unable to sit and listen?

If you suspect that your child has a disability, contact the principal of your local school or the Special Education Department at (650) 329-2800 Ext. 60152)

# Youth Experiencing Homelessness

Information regarding Youth Experiencing Homelessness Rights is posted at every school site. Homelessness is a lack of permanent housing resulting from extreme poverty, or, in the case of unaccompanied youth, the lack of a safe and stable living environment. The primary causes of homelessness among unaccompanied youth are physical and sexual abuse by a parent or guardian, neglect, parental substance abuse, and family conflict.

The McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. The term “homeless children and youth”—means individuals who lack a fixed, regular, and adequate nighttime residence...; and includes—

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardships, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- children and youths 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 youths who are living in cars, parks, public space, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

The Ravenswood City School district is committed to protect the educational rights of children in this broad array of inadequate living situations. We want to ensure children and youth in homeless situations can select their school, enroll in school immediately, access transportation services, have disputes resolved quickly, and access Title I services. If you, or anyone you know are homeless, please contact us.

*For more information, contact Cynthia Chin in Student Services at (650) 329-2800 extension 60168*

## Foster Youth

Information regarding Foster Youth Rights is posted at every school site.

*For more information, contact Cynthia Chin in Student Services at (650) 329-2800 extension 60168*

## After School Program

All students, in all grades, are eligible for the after school program free of charge. This program is offered at all sites and is in partnership with the Boys and Girls Club of the Peninsula. After school programs offer support with homework and enrichment activities. Flyers and links have been sent

home to sign up for the program and a link is on the district website. If you are interested in the after school program, please contact the main office at each school so that you may connect with the Unit Director in charge of the after school program at each site.

This is not a drop-in program. Students are expected to stay for the entire program 5 days a week consistently or they will be dropped from the program. Programs are open from the end of school until 6:00 pm.

## Meal Program

Ravenswood City School District is able to provide free breakfast and lunch to students through the Community Eligibility Program (CEP). This is regardless of income status. Additionally we are able to provide free supper through the Child and Adult Care Food Program (CACFP)

## Health Education

Good health is your child's most valuable possession. Managing one's lifelong health is becoming increasingly important. Ravenswood City Schools are committed to your child's overall education. In order for students to develop the attitudes, knowledge and skills needed to maintain and enhance his/her positive health behaviors; our schools have developed a comprehensive health education program.

We are implementing a program to help children understand the importance of their good health and to develop and maintain positive health traits. Our program will integrate health concepts throughout the school curriculum. As part of this program, students will be provided with information relevant to their physical, social and psychological health and well being.

The content of the health education courses has been carefully prepared and designed by teachers and health educators for the appropriate age and comprehension level of your child. Some of the major topics covered will include: alcohol, tobacco and other drugs, major body systems, human growth and reproduction, communicable diseases, safety and relationships. The primary goal of the program is to provide students with a better understanding of their responsibility in their own health and to the health of others.

A copy of the complete district's Health Standards for grades K-8 is available for your viewing at your school's main office.

You can help the district nurse care for your child by:

letting the nurse know if your child has any chronic or acute illnesses

communicating with the nurse directly if medication or health needs change

updating your child's emergency information so the school can always reach you.

### Medication

School nurses oversee the administration of medications. In many cases, the school nurse will be the person administering the medication. However, there are some circumstances when someone other than a nurse may give a student medication:

Oral medication may be given by office staff.

When the student is on a field trip, the nurse may delegate and train another adult to administer the medication(s).

Students who are at risk for life-threatening allergic reactions may be administered emergency medication by school personnel. The nurse is responsible for training and supervising all individuals involved in giving medication.

Some students may administer their own medication, such as an asthma inhaler. To allow this, the parent must contact the school nurse to arrange a Self-Medication Plan. In order to administer prescription medications, the nurse must have a doctor's order and signed parent's permission. Parents must supply their child's medication, which must be in the original pharmacy container; with the child's physician's orders; and, signed permission to give medication at school.

**Ideally, if it is possible, medication should be given at home (before or after school) by parents.**

*Always let the nurse know if the doctor has changed the medication type or dose.*

### **Health Insurance**

Health insurance is available for every child in California. Check with your child's school or our District Office if you need more information about insurance and health care.

### **Medical Emergencies**

If a student is sick or injured at school, the school will make every effort to reach the parent or the emergency contact person named on the student's emergency information sheet on file in the office. The principal and district nurse will decide what action to take. Most illnesses and injuries that occur during the school day are minor and can be treated by the nurse. If the student's condition is very serious, the principal or other member of the school staff will call for an ambulance.

### **Vision/Hearing/Scoliosis**

Vision and Hearing Screenings are provided by the RCSD in grades K, 2, 5, and 8; and all special education students. Seventh grade girls and eighth grade boys are also provided a screening for Scoliosis.

### **Physical / Dental Exams**

While parents have final responsibility for their child's health, the district is responsible for the safety and well being of students while they are in school. Under state law, students new to the school system must present results of a complete physical exam. Kindergarteners and First Graders are encouraged to have a dental health assessment.

During registration, the district nurse will request results of the examinations. If your child has any booster shots over the summer, be sure to send the school an updated health record. *All new* students must have a physical exam.

Keep in mind that many health care providers need at least two weeks to copy records.

#### **Immunizations**

According to state law, students must be on an immunization schedule before they may enter school. The Ravenswood City School District requires that students must have immunizations that are up-to-date for school entry at the time they *register* for school.

The parent must submit a doctor's record that includes the day, month, and year when the immunizations were given. *Documentation of immunizations is extremely important.* Students whose immunizations are not up-to-date may be excluded from school.

Immunizations for school registration must also include a current TB (pulmonary tuberculosis) test that is no more than a year old. If the results are positive, the exam must be followed up with a chest x-ray.

## **SPECIAL SITUATIONS**

Except in an emergency or epidemic, students may start school if a parent or guardian presents a written statement (1) from a physician that their child has not been immunized for medical reasons, or (2) that the child has not been immunized due to his or her religious beliefs.

## **Mental Health Supports**

Ravenswood City School District partners with community organizations to support mental health and wellness. Each school has counselors available to provide mental health support. If you believe your child would need mental health support, please contact your school office so that we can connect you with the appropriate organization.

Additionally, the District continues to partner with Care Solace to offer support to students, families, and staff. Care Solace helps connect people with the local agencies to provide support outside of school.

If you have immediate safety concerns, the number for the National Suicide Prevention Lifeline is 1-800-273-8255.

## **Covid Safety Protocol**

Ravenswood City School District has created a separate Covid Safety Protocol document that is accessible on the district website and in at the school office. The protocol follows the safety measures from the California Department of Public Health.

## **Documents Available in Hard Copy in Office**

### **School Accountability Report Card (SARC)**

Each year the schools update the School Accountability Report Card (SARC). The SARC is available on the District website, with a hard copy available by request at the school office.

### **Annual Notifications**

The Ravenswood City School District distributes the Annual Notifications through ParentSquare. If you would like a hard copy, it is available on request in the school office.

### **Safety Plans**

Each year the school updates their safety plans and has them approved by the school board. If you are interested in reviewing the document, this is available in hard copy at the school office.

## **Family Engagement Policies**

### **SSC/ELAC**

The school-level policies are distributed to families after community input is received during the SSC/ELAC meeting. This is created in collaboration with families by November 1st. A hard copy of the policy is available on request at the school office.

### **DAC/DELAC**

The district-level policies are distributed to families after community input is received during the DAC/DELAC meeting. This is created in collaboration with families by November 1st. A hard copy of the policy is available on request at the school office.