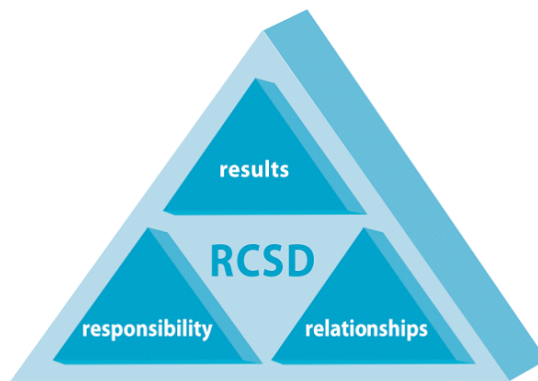


Ravenswood City School District

2018-2019

Information Handbook For Families and Students



“Our Children – Our Future”

Information in this Handbook represents the rights and responsibilities for students and parents. It has been prepared and distributed as required by Education Code §35291.5. A copy is provided to all students and their parents in the Ravenswood City School District.

To Families and Students

This **Handbook** contains important information. Please read it. Then, remove and sign the required **Parent & Student Acknowledgements** on pages **79-80** and return it to your school. **Thank you.**

ENGLISH

(Extenuating circumstances may necessitate changes to the calendar during the year. Visit www.ravenswood.k12.ca.us for current information.)

Ravenswood City School District

2018-2019

Information Handbook For Families and Students

This publication summarizes many laws, policies, regulations, and practices that are important to Ravenswood City School District students and their parents and guardians. It is not intended to be a complete directory of all laws and policies relating to students and parents. Federal and state laws, Board Policies (BP), Administrative Regulations (AR), and practices at the system-wide and school building levels are subject to change.

The *Information Handbook for Families and Students* is available in English and Spanish

Non-Discrimination Policy

The Ravenswood City School District does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of:

Actual or perceived sex; age; ancestry; color; ethnic group identification; gender; mental and/or physical disability; national origin; race; religion; sexual orientation; or a person's association with a person or group with one or more of these actual or perceived characteristics.

RCSD does not tolerate any form of discrimination intimidation, threat, coercion, and/or harassment that insults the dignity of others by interfering with their freedom to learn and work.

Ravenswood City School District

MISSION STATEMENT

The Ravenswood City School District works collaboratively to create a quality instructional program which empowers students to make choices, achieve their personal best and be productive and responsible members of our society.

VISION STATEMENT

The Ravenswood City School District will be nationally recognized as a model of educational excellence that prepares all students to succeed and contribute to a changing world.

CORE VALUES

not in priority order

The Ravenswood City School District values...

- High academic standards – rigor
- High expectations for academic achievement
- Highly qualified, inspiring and exemplary teachers
- Cultural and linguistic strengths of staff, students and community to support academic success
 - Parent and community involvement to support academic success
- Highly effective collaborative relationships amongst students, staff, community and parents

GUIDING PRINCIPLES FOR STUDENT SUCCESS: 3R'S AND ABC

RESULTS: Assessing and monitoring students' work to improve instruction
RELATIONSHIPS: Building collaborative relationships among staff, students, parents and community
RESPONSIBILITY: Creating a system of accountability that is responsive to students, parents, staff and community

Table of Contents

Superintendent’s Welcome Letter	5
Important Phone Numbers	6

★ Relationships ★

Family, School, & Community Partnerships	
The Family-School Partnership Act	7
Visitors are Welcome!	8
Parent Involvement	
No Child Left Behind (NCLB) and Title 1	9
Parent Leadership at the School	
The School Site Council (SSC)	10
English Learner Advisory Committee (ELAC)	11
Parent Participation Web Site Resources	11
Parent Leadership at the District Level	
District English Learner Advisory Committee (DELAC)	12
District Advisory Council	13
The Home Connection	
Preparing for the Parent-Teacher Conference	14

★ Results ★

Simple Ways to Encourage Learning	15
Reading & Math Tips for Parents	16
Ravenswood’s Testing Components	17
Middle School Promotion Requirements	18-19
English Language Learning & Support	20
Special Education	21
Migrant / Homeless & Foster Youth	22
Transitional Kindergarten	23-25
After School Programs	26

Student Health Education	27
Nurses/Screenings/Medications/Physicals	28
Immunizations	29

★ Responsibilities ★

Child Abuse and Neglect	30
Zero Tolerance for Gangs	31
District Attendance Regulations	32-33
Bullying	34
District Discipline Regulations	35-39
Prohibition of Sexual Harassment	40-41
Parents Rights and Obligations	42-62
Access to Libraries and Media Centers	63-66
Complaints Concerning Instructional Materials	67-68
Williams Settlement and Uniform Complaint Procedures	69-72
Uniform Complaint Procedures	75-76
Procedural Safeguards	73-75
Extracurricular Activities	76-78
Parent & Student Acknowledgement	79
Internet Student Release Form	80

To Families and Students
 This **Handbook** contains important information. Please read it. Then, remove and sign the required **Parent & Student Acknowledgements** on pages **79-80** and return it to your school. **Thank you.**



Ravenswood City School District

ADMINISTRATIVE OFFICE

2120 Euclid Avenue, East Palo Alto, California 94303
(650) 329-2800 Fax (650) 323-1072

Board Members:

Ana Maria Pulido, President
Sharifa Wilson, Vice President
Marco Chavez, Clerk
Charlie M. Knight, Member
Marcelino López, Member

Dr. Gloria M. Hernandez-Goff
Superintendent

Dear Parents, Guardians, and Students:

Welcome to an exciting new school year in the Ravenswood City School District. We look forward to working with you to help students in every school to reach the high standards we know they are capable of achieving.

The Ravenswood City School District is deeply committed to building strong partnerships with the families of our students. As part of that commitment, we are pleased to present this **Information Handbook for Families and Students**. It is full of important information about our schools and about family involvement in their child's education. Please read it and save it. You will want to refer to it throughout the school year.

Why is this Handbook important?

The State education code (EC) and other legislatively mandated laws sometimes become a source of confusion and misunderstanding between and among parents and the school. One reason this Handbook is important is because it explains many of the policies that affect students: for example, how they should behave toward their teachers and classmates. It further explains what happens when students don't meet these expectations.

Second, it describes the many ways families can support their children's learning, both at school and at home.

Third, it describes the many rights that are guaranteed by law to students and their parents: for example, the right to be treated equally regardless of race or disability, the right to participate in school decision-making, and the right to privacy regarding student records. It also advises parents and students about what to do if they think their rights have been violated.

Finally, the Handbook gives helpful information on many topics, from testing to transportation to health services. It has directories, schedules, calendars, and more.

School-Based Rules

In addition to state and federal laws and District policies, each school has its own rules, agreed to by the School Site Council. Your principal and your child's teacher should give you a copy of the School-Based and Classroom-Based Rules along with this Handbook.

The Parent and Student Agreement

The law also requires your acknowledgement of receipt of this notice. **The Parent & Student Acknowledgement on pages 79-80 of this Handbook is very important.** It is a legal document that we will keep on file at the school. Please remove these pages from the Handbook, read and sign each section, and return the Acknowledgements to your child's school right away.

We ask all parents to do this to be sure they read the Handbook and understand the policies and laws that affect their children. We also need the signature of a parent or guardian so their children can take part in certain school and district activities.

Thank you for your commitment to our children. With your support and involvement, we can help every student achieve high academic standards in a safe, respectful, and positive learning environment.

Respectfully,

Dr. Gloria M. Hernandez-Goff
Superintendent

Important Numbers



Ravenswood City School District Offices

www.ravenswoodschools.org

Main FAX.....650-323-1072
 MAIN NUMBER.....650-329-2800

Extensions:

Academic Services60176
 After School Programs..... 60168
 Assessment60190
 Attendanc.60105
 Board of Trustees60109
 Child Nutrition60117
 Categorical Programs & Compliance60197
 Curriculum & Instruction60178
 English Language Development 60177
 Enrollment / Student Records / Registration60164
 Fiscal Services.60103
 Homeless Education 60168
 Human Resources60195
 Literacy60177
 Maintenance & Construction60170
 Migrant Parent Liaison60127
 Multilingual60178
 Positive Behavior Support60181
 Reading Recovery60178
 Special Education60142
 Student Services60168
 Student Success Team / Section 504 / RTI..... 133
 Summer School60168
 Superintendent's Office60109
 Technology60160
 Transportation.....60169

Additional District Support Services

Health Services / District Nurse..... 650-329-6553

District Schools

Belle Haven Elementary (K-8).....650-329-2898
 Community School Coordinator..... ext. 61167
 César Chávez Academy (6-8).....650-329-6700
 Child Development Center (3-5 yrs.).....650-838-3460
 Costaño Elementary/49ers Academy(K-8).650-329-2830
 Green Oaks Academy (K-5).....650-329-6700
 Los Robles Magnet Academy.....650-329-6536
 Ronald McNair (6-8)650-329-2888
 Willow Oaks Elementary (K-8).....650-329-2850

Charter Schools

EPA Charter School (K-8).....650-614-9100
 EPA Stanford High School (9-12).....650-329-2811

Additional Education Resources

California Department of Education.....916-319-0800
 CA Commission on Teacher Credentialing.888-921-2682
 San Mateo County Office of Education.....650-802-5300
 United States Department of Education.....800-872-5327

City, County, & Other Resources

EMERGENCY: Police, Fire, Medical, Ambulance....9-1-1
 Adolescent Counseling Services.....650-329-9410
 Alcohol / Drug Helpline.....650-573-3950
 Boys & Girls Club of the Peninsula.....650-330-1090
 Child Abuse Hotline.....650-595-7922
 Child Protective Services (CPS).....800-632-4615
 or.....650-595-7922
 Community Services-EPA.....650-853-3140
 Domestic Violence.....650-312-8515
 East Palo Alto City Hall.....650-853-3189
 Family Resource Centers.....650-599-5985
 Fire.....650-323-2404
 Food Connection Hotline.....800-984-FOOD (3663)
 Gas Leaks & Power Outages.....800-743-5000
 Graffiti.....650-853-5940
 Hospital & Clinics–Stanford.....800-756-9000
 Housing / Rent Stabilization.....650-853-3109
 Library–East Palo Alto.....650-321-7712
 Mediation Services.....650-373-3490
 Mental Health Association.....650-368-3345
 Parent Support Line...888-220-7575 or...650-579-0358
 Parks & Recreation (general issues).....650-853-3140
 Poison Hotline.....800-876-4766
 Police Department–East Palo Alto.....650-853-3160
 24-hour Dispatch.....650-321-1112
 Anonymous Tip Line.....650-853-8477
 Police Department–Menlo Park.....650-333-6395
 Ravenswood Family Health Center.....650-330-7400
 San Mateo County Offices.....650-573-2222
 Suicide Prevention.....650-579-0350 or...800-SUICIDE
 US Post Office.....800-ASK-USPS
 Victim of Crimes Assistance.....650-599-7479
 YMCA.....650-328-9622

Family & School Partnerships

The School 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 (RCSD) is committed to building strong partnerships among home, school, and community.

Here are some examples of activities that schools offer to engage families in student learning:

- individual parent-teacher conferences
- workshops on the subjects your child will learn and how to help your child prepare for tests
- home reading programs
- home visits by school staff or other parents
- special events, such as Math and Literacy Nights
- policy making and school governance committees
- opportunities to volunteer—in classrooms, the school, fundraising activities, and fun events.

Every RCSD school is expected to:

- set aside space for parents
- schedule time each week for teachers to contact or meet with parents
- respond promptly to questions and requests from parents
- communicate regularly with parents in the language spoken in the home
- inform parents in a “family-friendly” format of strategies to improve student achievement at school and at home.

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.



Visitors are Welcome!

The Ravenswood City School District extends a warm welcome to parents and others to visit our schools and classrooms. At the same time, we must assure that our students and staff members are safe and learning is not disrupted.

Schools must be aware of who is in the building and why they are there. We have developed the following guidelines for school visitors. “Visitors” include parents and school department employees, as well as others.



- ✓ ALL visitors **must** report to the school office and sign in before going elsewhere in the building, and they must sign out before leaving. Some schools have a desk near the main entrance where visitors may sign in and out. If no one is sitting at the desk, the visitor must go to the office.
- ✓ All visitors will receive a Visitor’s Pass when they sign in. They must return it to the office or sign-in desk when they leave. Please be sure your Visitor’s Pass is visible while you are in the school or schoolyard. Visitor’s passes are not required at Open Houses, Parent Nights, or other school-sponsored events open to the public.
- ✓ For the safety of our students and staff, we will consider that visitors who do not sign in and cannot show a Visitor’s Pass are trespassing. A school staff member may ask them to leave the building and schoolyard or ask them to return to the office to sign in.
- ✓ Visitors who want to meet with a teacher or administrator must make an appointment. No appointment is necessary for conferences at Open Houses, Parent Nights, or other school-sponsored events open to the public.
- ✓ Teachers who are expecting a visitor should notify the office. In some cases, a staff member may escort the visitor to the meeting place.
- ✓ Sometimes, there may be a problem between a parent and a teacher or other staff member. If a meeting is scheduled to address the problem, it will take place in the office or a conference room—not in the classroom. The parent must first report to the office and will be escorted to the meeting place. A school administrator will be present at the meeting.
- ✓ If parents must pick up their child before the regular dismissal time, they should call the school office first. They should pick up their child in the office or other location named by the school. Parents may not go directly to the classroom to pick up their child. The school will not release a student to anyone other than a custodial parent without the parent’s consent and proper identification.
- ✓ Occasionally, parents or other visitors may disrupt school activities by insisting on visiting classrooms unannounced, harassing staff, shouting, or using inappropriate language. If such disruptive behavior continues, the school administrator may restrict the individual’s visits or deny future access to the building and schoolyard.

If you have questions about the school’s policy on visitors, ask the principal.

Parent Involvement



No Child Left Behind & Title 1 Schools

Under the federal *No Child Left Behind Act* (NCLB) of 2001, 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.

What Title 1

Schools MUST Do:

1. Work with parents to develop a written parental involvement policy that is agreeable to them and describes ways of meeting the following requirements in Title I of NCLB:

- 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

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).

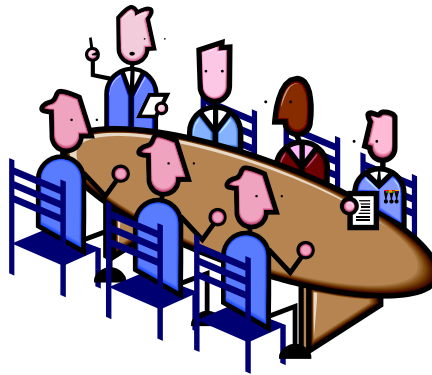
SSC members are elected officials. Meetings operate similar to the district's school board but at the school site level. During SSC meetings, members may seek informal input from other parents and staff who are present. However, when it's time for action on an agenda item, only the elected SSC members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

1. 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.
2. Parents or guardians of English learners elect parent members of the school committee or subcommittee.
3. All parents shall be provided the opportunity to vote for committee members.
4. The committee shall have the opportunity to elect at least one parent member to the **DELAC**.
5. 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)**.

Additional information about parental participation in schools may be found at the following Web sites:

California Department of Education: No Child Left Behind

<http://www.cde.ca.gov/nclb/>

California Department of Education: Title I

<http://www.cde.ca.gov/sp/sw/t1/>

California Department of Education: Family, School, Community Partnerships

<http://www.cde.ca.gov/ls/pf/>

Parental Information and Resource Center (PIRC)

<http://www.pirc-info.net>

Family Involvement Network of Educators

<http://www.finenetwork.org>

National Coalition for Parent Involvement in Education

<http://www.ncpie.org>

National Network of Partnership Schools

<http://www.partnershipschools.org>

No Child Left Behind <http://www.ed.gov/nclb/landing.jhtml>

U.S. Department of Education <http://www.ed.gov> (Click on "Recursos en Español" for Spanish)

Title I Policy and Partnerships Office

1430 N Street Sacramento, CA 95814 Office: (916) 319-0854 Fax: (916) 319-0151

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:

1. 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.
2. Conducting a district-wide needs assessment on a school-by- school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners (e.g., parental exception waivers and funding).
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
5. Administration of the annual language census (R-30 LC Report, procedures, forms....)
6. Review and comment on the district's reclassification procedures.
7. 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.
8. Any waiver request affecting programs and services for English learners.

Essential DELAC Criteria

- A. Parents or guardians of English learners not employed by the district must constitute a majority membership of the committee.
- B. 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.
- C. The committee advises the governing board.
- D. DELAC members receive appropriate training which includes materials to assist each member to carry out his or her required legal responsibilities.
- E. 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.

SUMMARY

- ❖ **DAC is a district-level council made up of parents, staff and community leaders responsible for providing the District Administration with input and advice on matters related to Title I compensatory education.**
- ❖ **All of the RCSD schools are school-wide Title I.**
- ❖ **All RCSD schools that participate in a compensatory education program are required to establish a School Site Council (SSC).**
- ❖ **SSC is a decision-making group made up of parent leaders, community members, site administrators, classroom teachers and other staff.**
- ❖ **One member from a Title I school's SSC is (s)elected to join the district's DAC.**
- ❖ **DAC representatives serve as the liaison between the DAC and the SSC, ensuring two-way communication and information.**

The Home Connection

Preparing for a productive Parent-Teacher Conference

When the time comes for a parent teacher conference, the right preparation can help parents get much more out of the meeting and help them gain a better understanding of what they can do to help their child succeed. Careful preparation will also help parents set the stage for an ongoing relationship with the teacher.

Starting Off on the Right Foot

At first, parents should work to establish rapport with the teacher. One way to do this is to comment on something that reflects well upon the teacher. For example, thank the teacher for having made thoughtful notes on your child's homework or for the special attention in helping your child learn to multiply.

Often, at parent-teacher conferences, teachers will give parents examples of the student's work and possibly a report card. This is a good time to have a conversation about teaching methods and how student progress is measured. Are students assessed through tests? Portfolios? Class participation? Projects? Parents may also ask the teacher to help them understand any non-academic school policies.

How is My Child Doing?

Since the parent-teacher conference is usually about 20 minutes, parents should plan to cover only a few topics. When putting together a list of questions, you might want to ask the most important ones first.

Here are some questions you might want to ask about your child:

- What is my child like during the day? Does he or she participate in class discussions and activities?
- What are my child's best and worst subjects? How can I help him or her improve in the areas that need work?
- What are the standards for my child's grade level?
- How does my child interact with other children and adults?
- How much help should I provide on homework assignments?
- Is my child in different classes or groups for different subjects? How are these groups determined?
- Is my child trying as hard as he or she can?

Including the Student

A growing number of middle schools and high schools are finding that including students in parent-teacher conferences gives the child a greater sense of

responsibility for his or her learning. During the conference, students will often discuss portfolios—a collection of student work that shows the student's efforts, progress, and achievements in one or more subjects. The student describes to the parents and teacher what is good about the work, what he or she learned, and where improvements can be made.

If the student is not participating in the conference, parents may ask their child beforehand if he or she has any concerns about school. Also, parents may wish to ask the child what his or her strengths and weaknesses are, and what some favorite and least favorite subjects are.

Parents may consider telling teachers about any big changes that have taken place in the child's life (such as the death of a pet, a grandparent who is ill, parents who are divorcing, or a family move), or important activities in which the child is involved (such as sports, scouts, or community service).

Addressing Problems

Parent-teacher conferences are a good time to discuss any challenges—either academic or behavioral—a child might be having at school. When problems arise, parents will want to

- Avoid angry or apologetic reactions. Instead, ask for examples.
- Ask what is being done about the problem and what strategies seem to help at school.
- Develop an action plan that may include steps that parents can take at home and steps the teacher will take when the problem comes up at school.
- Schedule a follow-up conference and decide on the best way to stay in touch (phone, e-mail, or letters sent to the home).

Following Up

When discussing the conference with the child afterward, stress the good things that were covered and be direct about problems that were identified. If appropriate, explain to the child any action plans that were arranged.

A good way to promote a continuing relationship with the teacher is to say "thank you" with a note or a telephone call. Keeping in touch with the teacher, even when things are going well, can help the child do better in school.

— by Ted Villaire

(edited by the Ravenswood City School District)

Reprinted with permission from National PTA's website, www.pta.org

Simple Ways to Encourage Learning

Here are some simple things you can do at home to help your child read, learn, and succeed.

- 1 Let your children know you believe in them.** Let your children hear, starting at a very young age, that you believe in their ability to do well. Continue to tell them this at *every* age.
- 2 Talk, sing, and read with your children—as often as you can!** All these ways of exposing children to language are important, starting when they are infants. Try to be sure an adult or older sibling reads to younger children every day.
- 3 Involve your extended family.** Ask all the people who care about your children—aunts, uncles, grandparents, cousins, godparents, baby sitters, neighbors, and friends—to encourage your children to do well in school.
- 4 Limit TV watching.** Try to control how much TV and video your children watch, whether they are with you, with a baby sitter, or home alone. Children need to hear and talk to adults in order to build their language skills. In fact, it's good for *everyone* in the family to turn off the TV and talk, read, go for a walk, or listen to music.
- 5 Show a positive attitude toward school and learning.** Express your interest in how your children are doing at school. Try asking simple questions such as “Was your best friend at school today? Did you do anything new at school?” If you can, find ways to get involved at your children's school.
- 6 Make sure your children do homework.** Look over your children's homework each night. Ask them to explain what they are learning. Make sure that assignments are completed. If possible, find a quiet place with good light for your children to study, and set aside time each evening for homework. Turn off the TV during homework time. If your children often say there was no homework assigned, check with the teacher.
- 7 Help your children with time management and organization.** Make sure that they have notebooks or folders for each subject. Try to have paper, pencils, and other school supplies on hand. Give them tips on how to take clear notes and write down all school assignments. Establish a set time each day for doing homework—and don't let it go until just before bedtime. It's usually better to have children do the hardest assignments first, before they get tired. However, sometimes it helps to get focused by starting with something short and easy.

CHOOSING BOOKS FOR CHILDREN

Why should I read to my child?

Children love it when their parent, baby sitter, or another adult reads to them—and it is one of the most important ways to help children improve their language skills outside of the school day. Reading to children also builds their vocabulary and gives them the background knowledge that will help them understand more difficult books in school.

My daughter can read books on her own. Should I still read to her?

Yes! Even adults like being read to. (That's why 'books on tape' are so popular.) Children are able to understand and enjoy books that are read to them that are too difficult for them to read on their own.

How do I know if the books I choose for my son are too hard?

The books that children read independently should be easy so they don't become frustrated. Try the “five finger method.” When a child counts five words out of 100 (about a page) that he can't read, the text is too difficult. Children may need to read books that are below their grade level. If they succeed with easier books, they will want to read more—and soon they will be able to read harder books.

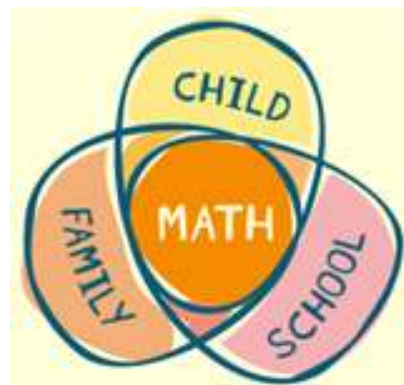
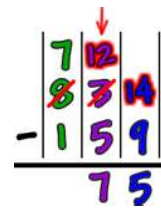
Adapted from: www.colorincolorado.org/homesimpleways.html

Reading Tips for Parents

- ✓ Have younger children read aloud to you every night (even comic books are OK!), and read aloud to your child, in English or in the language spoken at home.
- ✓ Choose a quiet place, free from distractions, for your child to do nightly reading assignments.
- ✓ Have your child read in ordinary places (in the car, reading recipes, in the supermarket, during breakfast—even in the bathtub!)
- ✓ Letting your child see *you* read will spark their interest.
- ✓ As your child reads, point out spelling and sound patterns such as cat, pat, hat.
- ✓ Ask your child questions about the characters and events in the story being read. Ask why she thinks a character acted in a certain way. Ask her to support the answer given with information from the story. Before getting to the end of a story, ask what she thinks will happen next and why.
- ✓ Writing is a very important part of reading. You might ask your child, after reading a story, to write a sequel or create another character for the story. Encourage him to write a letter to the author of the book.
- ✓ Start a parent-child book club where you select a “book of the month” that you both read and then discuss.
- ✓ Take your child to the library or bookstore as often as you can. Help him apply for a library card.
- ✓ Encourage your child to read topics of interest in the newspaper or Internet.
- ✓ Ask your child about a movie or show she has seen, and a book on that topic.
- ✓ Expose your child to a wide variety of print materials. Let him discover the difference between essays, stories, textbooks, newspapers, and magazines.



- ✓ At the beginning of the year, ask your child’s teacher for a list of resources and suggestions to help your child with math homework (such as .ash cards, online resources, after-school tutoring, and home activities).
- ✓ Try to be aware of how your child is being taught math, and don’t teach “shortcuts” that might conflict with the approach of the teacher. This may only confuse your child. Many schools have Math Nights for parents to learn about the school’s approach to math instruction.
- ✓ Use household chores to reinforce math learning. Everyday opportunities for solving math problems might include:
 - *Counting:* Ask questions like, “How many trucks do you see?” “How many people are ahead of us in line?” “Can you put 10 containers of yogurt in the basket?”
 - *Sequencing and patterns:* Order is important in math. Notice sequences with your child: “Looks like we’re second in line!” Find simple patterns together—the colors of floor tiles or the rhythms of people walking. Ask your child to make visual patterns using small objects around you.
 - *Fractions and percentages:* “If this recipe calls for $\frac{1}{4}$ cup sugar and we want to double the recipe, how much sugar do we need?” “If these sneakers were \$34 and they are on sale for 50% off, what is the sale price of the sneakers?”
- ✓ Keep in touch with the teacher to learn whether your child is working at grade level and what the family can do at home to help improve academic progress.



Resources:

25 Ways Parents Can Read With Children. The Parent Institute; Virginia, 1998.

www.ed.gov/parents/academic/involve/homework/index.html

Math Tips for Parents

Ravenswood Testing Components Graphic

Middle School Promotion/Graduation

Promotion Criteria - Seventh Grade

A seventh grade student who completes his/her class work with at least an overall 1.5 grade point average on a 4.0 scale, but at least a 2.00 overall average in Language Arts, Math, and Reading will have completed the academic criteria for promotion to the eighth grade.

Graduation Criteria - Eighth Grade

An eighth grade student who completes his/her class work with at least an overall grade point average of 1.5 on a 4.0 scale, while also receiving a 2.0 overall average in eighth grade Language Arts, Math, Reading, Social Studies, and Science will have completed the academic criteria for graduation from the eighth grade.

Additionally, the eighth grade student must successfully complete the district Writing Proficiency Test to be considered for graduation.

Sample of the promotion and non-promotion of three 7th grade students of different levels of success:

1. Overall strong student promoted - 7th grade.

Subject	Units	Grade	Points	
Language Arts	1	D	4 (1 x 4)	Overall Average: 3.0
Science	1	B	3 (1 x 3)	
Social Studies	1	C	2 (1 x 2)	Average for Language Arts, Math: 3.5
Spanish	.5	A	2 (.5 x 4)	
P.E.	1	C	2 (1 x 2)	
Math	1	B	3 (1 x 3)	
Computer	.5	B	2 (.5 x 3)	
	6.0		18	

2. Marginally - successful student promoted - 7th grade.

Subject	Units	Grade	Points	
Language Arts	1	D	1 (1 x 1)	Overall Average: 1.5 (9.0 ÷ 6.0)
Science	1	D	1 (1 x 1)	
Social Studies	1	B	3 (1 x 3)	Average for Reading, Math, Language Arts: 2.0 (5 ÷ 2.5)
P.E.	1	F	0 (.1 x 0)	
Reading	1	C	1 (.5 x 2)	
Math	1	B	3 (1 x 3)	
Computer	.5	F	0 (.5 x 0)	
	6.0		9.0	

3. Unsuccessful student not promoted - 7th grade.

Subject	Units	Grade	Points	
Language Arts	1	D	1 (1 x 1)	Overall Average: 1.25 (7.5 ÷ 6)
Science	1	D	1 (1 x 1)	
Social Studies	1	C	2 (1 x 2)	Average for Language Arts, Math, Reading: 1.2 (3.0 ÷ 2.5)
P.E.	1	D	1 (1 x 1)	
Reading	.5	C	1 (.5 x 2)	
Math	1	D	1 (1 x 1)	
Computer	.5	D	.5 (.5 x 1)	
	6.0		7.5	

Middle School Promotion/Graduation - AR 5127.1 – Students, continued

Process for Review and Remediation

Following is the sequence of activities that further ensures a comprehensive consideration of promotion and non-promotion conditions.

1. First Warning - Step One

The teacher meets at the first quarter's end with a child study team and the parent/guardian to discuss any first quarter failure and to further develop remediation plans. The one-site child study team will comprise the principal or designee, the school counselor, the teacher, and the advisor.

2. First Semester (2nd Quarter - Step 3)

Analysis of the first semester results will yield data for remediation plans and for any other changes which the teacher, principal, child study team and parent/guardian may deem potentially beneficial.

3. Third Quarter - Step Four

At the end of the third quarter, students are provided a written description of activities needed to fulfill or skills needed to acquire prior to passing.

The Student Success Team may, under certain circumstances, recommend promotion (not graduation) even in the face of failure to meet criteria. Upon such a circumstance, the following facets constitute requisite areas of consideration.

- a. Nature of and results of remediation efforts.
- b. Health.
- c. Psychological factors.
- d. Prior retention.
- e. Age.
- f. Physical size.
- g. Social maturity.

Regulation

approved: November 9, 1989

RAVENSWOOD CITY SCHOOL DISTRICT
East Palo Alto, California

English Language Learning & Support

Who is an English language learner?

Education Code Section 306 defines “English language learners” (ELLs) 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).

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 compete effectively with English-speaking peers in mainstream classes. Under current law, identified English learners must participate in the annual administration of the CELDT (California English Language Development Test) until they are reclassified.

What is the program placement for ELLs in California?

An English language classroom is the placement for ELLs 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, every classroom that has at least one ELL is a SEI classroom. An English language mainstream classroom is designed for students with “reasonable fluency” or a “good working knowledge of English”. Typically, ELLs scoring at the beginning to intermediate levels on the CELDT are considered to have less than “reasonable fluency” (*California Education Code [EC] Section 305*).

An EL shall be transferred from a SEI classroom to an English language mainstream

classroom when the pupil has acquired a reasonable level of English proficiency (*EC 305*). However, at any time, including during the school year, a parent or guardian may have his or her child moved into an English language mainstream classroom (*California Code of Regulations [CCR]*, Title 5, section 11301).

District Guidelines for Reclassification of ELLs

Use the CELDT as the primary criterion. Consider for reclassification those students whose overall proficiency level is early advanced or higher and:

- Listening is intermediate or higher,
- Speaking is intermediate or higher,
- Reading is intermediate or higher, and
- Writing is intermediate or higher.

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the CDE.

Teacher Evaluation

- Use student’s academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English-language proficiency do not preclude a student from reclassification.

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.

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 and 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.

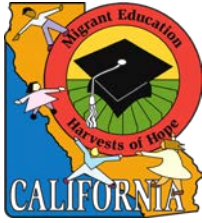
Is your child...

- > 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. 186 (For Information in Spanish Ext. 142)



Migrant Education



The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). The MEP provides formula grants to State Educational Agencies (SEAs) for example County Offices of Education and School Districts. Currently, the MEP provides services to migrant students in over half of all school districts in California.

Services focus on five major themes: standards and assessment; teaching and learning; professional development; partnerships among schools, parents, families, and communities; and funding and governance.

State grant funds are used to establish or improve education programs for migrant children. The grants assist States in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the challenging State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.

In the Ravenswood City School District, every effort is made to base the content and methodology of our program to support the needs of migratory children and their families. Our district's Migrant Parent Liaison diligently searches our community for children of migrant workers who need placement in a school. Our liaison is available to assist families with their unique needs in a variety of ways. Our goal is to create a seamless inclusion of students of migrant workers into the district and community.

For more information, contact Graciela Lopez, Migrant Parent Liaison at (650) 329-2800 extension 127

Homeless & Foster Youth

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”—

- A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and
- B. includes—
 - i. 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;
 - ii. 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...
 - iii. children and youths who are living in cars, parks, public space, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstance 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 1 services. If you, or anyone you know are homeless, please contact us.

For more information, contact Ruth Woods in Student Services at (650) 329-2800 extension 60168

Ravenswood City SD

Board Policy BP 6170.1(a)

TRANSITIONAL KINDERGARTEN

The Governing Board of the Ravenswood City School District desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Eligibility

The district's transitional kindergarten program shall admit children whose fifth birthday lies **between:** (Education Code 48000)

1. November 2 and December 2 in the 2012-13 school year
2. October 2 and December 2 in the 2013-14 school year
3. September 2 and December 2 in the 2014-15 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

(cf. 5111 - Admission)
(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
(cf. 5111.13 - Residency for Homeless Children)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

Curriculum and Instruction

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

TRANSITIONAL KINDERGARTEN (continued) BP 6170.1(b)
Curriculum and Instruction

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Language Learners)

The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the district's kindergarten program.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

Transitional kindergarten students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.

(cf. 4112.2 - Certification)

The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

TRANSITIONAL KINDERGARTEN (continued) BP 6170.1(c)

Continuation to Kindergarten

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Program Evaluation

The Superintendent or designee shall develop or identify appropriate assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8973 *Extended-day kindergarten*

44258.9 *Assignment monitoring by county office of education*

46111 *Kindergarten, hours of attendance*

46114-46119 *Minimum school day, kindergarten*

46300 *Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten*

48000 *Minimum age of admission (kindergarten)*

48002 *Evidence of minimum age required to enter kindergarten or first grade*

48200 *Compulsory education, starting at age six*

60605.8 *Academic Content Standards Commission, development of Common Core Standards*

Policy
adopted: 5/10/12

RAVENSWOOD CITY SCHOOL DISTRICT
East Palo Alto, California



“OUR CHILDREN – OUR FUTURE”

Ravenswood City School District

ADMINISTRATIVE OFFICE

2120 Euclid Avenue, East Palo Alto, California 94303

(650) 329-2800 Fax (650) 323-1072

Board Members:

Ana Maria Pulido, President
 Sharifa Wilson, Vice President
 Marco Chavez, Clerk
 Charlie M. Knight, Member
 Marcelino López, Member

Dr. Glori M. Hernandez-Goff
Superintendent

Dear Parents and Guardians,

The vision of the Ravenswood City School District’s Academies for Learning After School (ALAS) is to work collaboratively to: Inspire Growth, Integrate Communities and Impact Lives. Our programs aim to increase student’s academic achievement and connection to school and the community as well as support the whole child’s healthy development, skill building and enjoyment.

Enrollment occurs in the following ways: 1. By way of Teacher Referral based on CST scores, CELDT scores or intervention placement, or 2. By way of parent request on a first come, first serve basis. Space is limited by grade level (students are only allowed to attend programs at the sites at which they are registered for the regular school day). ALAS programs provide a balanced program of academics, enrichment and recreational activities. **They are NOT drop-in programs.** Students are required to attend the entire program 5 days a week consistently or they will be dropped from the program. ALAS programs will be open Monday through Friday from the end of school until 6:00p.m. (6:30p.m. at Costaño and McNair). Moreover, ALAS programs will start on Thursday, August 25, 2011 at all school sites listed below, unless otherwise noted (please contact EPA Charter for their official start date).

For more information, please contact your school principal:

School Site	Principal	Phone Number
Belle Haven School	Todd Gaviglio	(650) 329 - 2898
César Chávez Academy	Nancy Bui	(650) 329 - 6700
Costaño School	Gina Sudaria	(650) 329 - 2830
Los Robles Dual Immersion	Keith Bookwalter	(650) 329 - 6536
Brentwood Academy	Jennifer Gravem	(650) 329 - 2881
Ronald McNair Academy	Amanda Kemp	(650) 329 - 2888
Green Oaks Academy	Nancy Bui	(650) 329 - 6536
Willow Oaks School	Cynthia Chin	(650) 329 - 2850

Attached you will find additional information of after school programs found within our District.

If you have any questions or need more information, please feel free to contact me at (650) 329 – 2800 ext. 60170.

Best Regards,

Mario Cuellar
 Coordinator of After School Programs



Ravenswood City School District

ADMINISTRATIVE OFFICE

2120 Euclid Avenue, East Palo Alto, California 94303
(650) 329-2800 Fax (650) 323-1072

Board Members:

Ana Maria Pulido, President
Sharifa Wilson, Vice President
Marco Chavez, Clerk
Charlie M. Knight, Member
Marcelino López, Member

Dr. Gloria M. Hernandez-Goff
Superintendent

Dear Parent / Guardian:

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.

Thank You,

Dr. Gloria M. Hernandez-Goff
Superintendent



District Nurse

Nursing services are available in the Ravenswood City School District by a certified R.N. The Nurse:

- evaluates and manages the health needs of all students
- identifies and manages students with special health needs
- works with other school-based groups to provide safe and healthy environments
- gives medications as prescribed by a doctor
- provides first aid and emergency care
- helps families to get health insurance
- manages the control of communicable diseases.

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:

1. Oral medication may be given by office staff.
2. When the student is on a field trip, the nurse may delegate and train another adult to administer the medication(s).
3. 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.
4. 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.

This means that the following immunizations need to be in place at registration:

Required Immunizations To Register for School	
VACCINE	REQUIREMENT
Polio	4 doses
Diphtheria, Tetanus, and Pertussis (DTP)	5 doses
Measles, Mumps, Rubella (MMR)	2 doses
Hepatitis B	3 doses
Varicella	1 dose
Tdap (7 th grade only)	1 dose

Immunizations include an annual TB test.





Ravenswood City School District
ADMINISTRATIVE OFFICE

2120 Euclid Avenue, East Palo Alto, California 94303
(650) 329-2800 Fax (650) 323-1072

Board Members:
Ana Maria Pulido, President
Marcelino López, Vice President
Evelyn Barajas-Luis, Clerk
Sharifa Wilson, Member
Marco Chavez, Member

Dr. Gloria Hernandez
Superintendent

Dear Parent / Guardian:

Children are suffering from a hidden epidemic of child abuse and neglect. Every year 3.3 million reports of child abuse are made in the United States involving nearly 6 million children (a report can include multiple children). The United States has the worst record in the industrialized nation – losing five children every day due to abuse-related deaths.*

Educators from the local schools are often in the position to recognize maltreatment. State laws to report suspected child abuse victims mandate all professionals who deal with children. As professional educators, we intend to report suspected physical, sexual and emotional abuse to the proper authorities.

School staff will notify the principal/school nurse of any suspected indicators of child abuse or neglect. The reporting party will contact Child Protective Services. Child Protective Services will determine the child's needs at the time and will communicate those to the parents. This might lead to removal of the child from school into protective custody. Should this happen, the principal will make every attempt to contact the parent or guardian by the end of the child's school day.

We have a common responsibility to prevent these tragedies and to provide our young people with the opportunity for happy and healthy lives.

It shouldn't hurt to be a kid!

Thank You,

Dr. Gloria M. Hernandez-Goff
Superintendent

Zero Tolerance for Gangs

In September 1993, Governor Wilson signed into law Assembly Bill 980, which gives schools a great deal of latitude in dealing with "gang related apparel". The staff, parents and students of Ravenswood City School District are committed to maintaining the educational environment for all students and staff. Ravenswood City School District has developed the following guidelines designed to identify and illuminate gang influences on campus. Whether an individual student views himself or herself as gang member, a "wannabe" or a graffiti tagger, our view is that all of these individuals are at-risk of gang involvement and are a threat to a safe school environment.

Zero Tolerance For Threatening or Suggesting Harmful Acts on Others

The Ravenswood City School District treats any threats or suggestion(s) of committing a harmful act to another student or adult on campus as a very serious offense. Students committing these acts will be subject to suspension and/or expulsion.

Dress Restrictions:

Any attire, which may be interpreted as symbolic of gang orientation, is prohibited. Specific examples include but are not limited to,

1. Bandannas of any color may not be brought or worn to school
2. No chain or chains attached to wallets.
3. All belts will be tucked in and will not be allowed to hang down. No belt shall display gang colors or insignias.
4. Hats and all other non-religious headgear are not to be worn within any school building and may not display inappropriate messages or gang-related material, or colors.

Positive Behavior Supports (PBS) provided by RCSD: Any attire, which may be interpreted as symbolic of gang orientation will be confiscated. Students will be offered an appropriate replacement article of clothing (i.e. Red shirt will be confiscated and replaced with a white or uniform shirt.) Students will be acknowledged at the end of the day for maintaining possession of the replacement article.

Gang Symbols or Tags:

Any behavior which may be interpreted as symbolic of gang association or which threatens the safety of any student or member of the staff is prohibited. Specific examples include, but are not limited to:

1. Tagging of backpacks, books or other personal belongings
2. Tagging of lockers, both inside and out, or tagging of other school property
3. Visible gang or "gang-like" tattoo, or body drawing
4. Displaying a "rag" or other similar object

Behaviors:

Any behavior which may be interpreted as symbolic of gang association or which threatens the safety of any student or member of the staff is prohibited. Specific examples include, but are not limited to:

1. Gang hand signs
2. Verbal or non-verbal threats or intimidation by individuals or groups

Consequences:

First Offense: Parent contact and possible disciplinary action

Second Offense: Disciplinary action up to and including suspension from school

To Families and Students

This **Handbook** contains important information. Please read it. Then, remove and sign the required **Parent & Student Acknowledgements** on pages **79-80** and return it to your school. **Thank you.**

Policy **RAVENSWOOD CITY SCHOOL DISTRICT**
adopted: October 14, 2010 East Palo Alto, California
Students BP 5113(a)

ABSENCES AND EXCUSES

The Board of Trustees believes that regular attendance plays an important role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5113.1 - Truancy)

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 46010, 48205, 48216)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students, and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

(cf. 5145.6 - Parental Notifications)

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

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6154 - Homework/Makeup Work)

Legal Reference: (see next page)

BP 5113(b)

ABSENCES AND EXCUSES (continued)

Legal Reference:

EDUCATION CODE

1740 *Employment of personnel to supervise attendance (county superintendent)*

2550-2558.6 *Computation of revenue limits*

37201 *School month*

37223 *Weekend classes*

41601 *Reports of average daily attendance*

42238-42250.1 *Apportionments*

46000 *Records (attendance)*

46010-46014 *Absences*

46100-46119 *Attendance in kindergarten and elementary schools*

46140-46147 *Attendance in junior high and high schools*

48200-48208 *Children ages 6-18 (compulsory full-time attendance)*

48210-48216 *Exclusions from attendance*

48240-48246 *Supervisors of attendance*

48260-48273 *Truants*

48292 *Filing complaint against parent*

48320-48324 *School attendance review boards*

48340-48341 *Improvement of student attendance*

49067 *Unexcused absences as cause of failing grade*

ELECTIONS CODE

12302 *Student participation on precinct boards*

FAMILY CODE

6920-6929 *Consent by minor*

VEHICLE CODE

13202.7 *Driving privileges; minors; suspension or delay for habitual truancy*

WELFARE AND INSTITUTIONS CODE

Students

BP 5131(f)

Bullying

The Ravenswood City School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The Ravenswood City School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The Ravenswood City School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the Ravenswood City School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

Students are expected to immediately report incidents of bullying to the principal or designee.

Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.

The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Staff are expected to immediately intervene when they see a bullying incident occur.

People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Policy
adopted: February 9, 2012

RAVENSWOOD CITY SCHOOL DISTRICT
East Palo Alto, California

Discipline

The Governing Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

In order to maintain an environment conducive to attaining the highest quality of education in the district, there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provide the basis for sound disciplinary practices within each school in the district. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color or sex.

The administration, teachers and classified staff share the mutual responsibility for student conduct and safety and the enforcement of district policies and regulations. The Board shall give all reasonable support and assistance to all employees with respect to the student discipline.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

School-Adopted Rules

The Board is committed to providing a quality education in an environment that is safe and secure. Essential to this is the publication, explanation, and enforcement of school rules and procedures which define expected behavior and consequences for misbehavior.

At each school site rules for student discipline shall be adopted. (Education Code 35291.5)

The rules shall be listed along with progressive consequences and disciplinary procedures.

The adoption of each school's rules on student discipline is the responsibility of the school principal or designee and a designated teacher.

Special care shall be taken to solicit the views of the school community, including administrators, teachers, school security personnel, parents/guardians and middle school students in developing the site level rules.

DISCIPLINE

The Board of Trustees desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

- (cf. 5020 - Parent Rights and Responsibilities)*
- (cf. 5137 - Positive School Climate)*
- (cf. 5145.3 - Nondiscrimination/Harassment)*
- (cf. 5145.9 - Hate-Motivated Behavior)*
- (cf. 6020 - Parent Involvement)*

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's individual needs.

- (cf. 5131 - Conduct)*
- (cf. 5131.1 - Bus Conduct)*

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 3515 - Campus Security)*
- (cf. 3515.3 - District Police/Security Department)*
- (cf. 3515.4 - Recovery for Property Loss or Damage)*
- (cf. 4158/4258/4358 - Employee Security)*
- (cf. 5136 - Gangs)*
- (cf. 5144.1 - Suspension and Expulsion/Due Process)*
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
- (cf. 6164.5 - Student Success Teams)*
- (cf. 6159.4 - Behavioral Interventions for Special Education Students)*
- (cf. 6184 - Continuation Education)*
- (cf. 6185 - Community Day School)*

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)*
- (cf. 5145.3 - Nondiscrimination/Harassment)*

Policy
adopted: October 14, 2010

RAVENSWOOD CITY SCHOOL DISTRICT
East Palo Alto, California

DISCIPLINE

Site-Level Rules

In developing site-level disciplinary rules, the school may solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high schools, students enrolled in the school

The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. Each school shall file a copy of its rules with the Superintendent or designee.

The rules shall be consistent with law, Board of Trustees policy and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

Each school shall review its site-level discipline rules annually through the Family and Student District Handbook.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling

(cf. 6164.2 - Guidance/Counseling Services)

2. Discussion or conference with parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

3. Recess restriction

DISCIPLINE (continued)

4. Detention during and after school hours
5. Community service
6. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

7. Removal from the class in accordance with Board policy, administrative regulation and law
8. Suspension and expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Recess Restriction

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.

DISCIPLINE (continued)

3. Teachers shall inform the principal of any recess restrictions they impose.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during nonschool hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Regulation
approved: October 14, 2010

RAVENSWOOD CITY SCHOOL DISTRICT
East Palo Alto, California

Students BP 5145.7(a)

SEXUAL HARASSMENT

The Board of Trustees is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

BP 5145.7(b)

SEXUAL HARASSMENT (continued)

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5131 - Conduct)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Policy
adopted: October 14, 2010

RAVENSWOOD CITY SCHOOL DISTRICT
East Palo Alto, California

Ravenswood City School District
2015-2016 Notice to Parents / Guardians
REGARDING FEDERAL LAWS AND EDUCATION CODE EXCERPTS
RELATING TO RIGHTS AND RESPONSIBILITIES OF
PARENTS OR GUARDIANS OF MINOR PUPILS

DEAR PARENTS/GUARDIANS:

Education Code §48980 *et. seq.* requires that school districts notify parents or guardians of their rights and responsibilities at the beginning of the first semester of each academic year. As new Education Code sections are enacted, some contain requirements that their content be included with the annual letter to parents.

Additionally, parents or guardians must sign a notice and return it to the school. Keep in mind that the signature is only an acknowledgment of the receipt of the notification and that you have been informed of your rights. The signature does not signify consent to any of the activities or the withholding of consent.

Federal law (The Family Educational Rights and Privacy Act (FERPA)) also contains notification requirements. Therefore, a model Notification of Rights under FERPA, prepared by the U.S. Department of Education is also included. Although it duplicates some of the information already contained in the state's requirements, including it indicates compliance with federal law.

Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent of legal guardian):

MANDATORY ANNUAL NOTIFICATION SUMMARY

SECTION 1

Education
Code
221.5

Provision

Prohibited sex discrimination: Parents are to be advised that:

(a) It is the policy of the state that elementary and secondary school classes and courses, including nonacademic and elective classes and courses, be conducted, without regard to the sex of the pupil enrolled in these classes and courses.

(b) A school district may not prohibit any pupil from enrolling in any class or course on the basis of the sex of the pupil, except a class subject to Chapter 5.6 (commencing with section 51930).

(c) A school district may not require a pupil of one sex to enroll in a particular class or course, unless the same class or course is also required of a pupil of the opposite sex.

(d) A school counselor, teacher, instructor, administrator, or aide may not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from that offered to a pupil of the opposite sex or, in counseling a pupil, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. Any school personnel acting in a career counseling or course selection capacity to a pupil shall affirmatively explore with the pupil the possibility of careers, or courses leading to careers, that are nontraditional for that pupil's sex. The parents or legal guardian of the pupil shall be notified in a general manner at least once in the manner prescribed by Section 48980, in advance of career counseling and course selection commencing with course selection for grade 7 so that they may participate in the counseling sessions and decisions.

(e) Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

17612 See EC 48980.3 below.

32221.5 **Insurance for Athletic Terms:** Adds a new provision to the Education Code which requires school districts that operate "interscholastic athletic teams" to include a statement regarding no or low cost health insurance programs in offers of health insurance sent to team members. Specifically, the following statement shall be made:

"Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. The insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low cost local, state or federally sponsored health, insurance programs. Information about these programs may be obtained by calling [insert toll free number]."

The toll free number shall include either the number for (1) The Healthy Families Program, (2) Medi-Cal or (3) such other no-cost or low-cost local, state or federally sponsored health insurance program.

32255 **Use of Animals:** Requires that the parents or guardians of all pupils registered et seq. be notified of the right of a pupil to refrain from the harmful or destructive use of animals in a course. Teachers utilizing animals or animal parts as part of their course work are required to inform pupils enrolled in that course of that right. A teacher may work with such a student to develop and agree upon an alternative education project.

32282.5 **Disaster Preparedness Educational Materials:** Adds a new provision to the Education Code that requires the CDE to electronically distribute disaster preparedness educational materials to school districts.

32286 **Deadline for Comprehensive School Safety Plan:** Each school is required to report each July on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256. A mandatory component of the school safety plan is a discrimination and harassment policy.

- 32288 **School Safety Plans: Notice to specified persons and entities:** Before adopting its comprehensive school safety plan, each schoolsite council or school safety planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. Added to this requirement is the provision that each schoolsite council or school safety planning committee shall notify, in writing specified persons and entities including: the local mayor; a representative of the local school employee organization; representatives of parent organizations including the parent teacher organization at the schoolsite; a representative of the student body government; and all other persons that have indicated they wanted to be notified.
- 32289 **Uniform Complaint Procedures.** Adds EC §§ 32289 to authorize filing of Uniform Complaint for noncompliance with school safety planning requirements of Title IV of the NCLB (20 USC § 7114(d)(7)). (Added by AB 2885, Ch. 272, Statutes of 2004). *Note: Similar language found informer EC § 35294.95.*
- 32390 **Fingerprint Programs:** In a school district which elects to offer a 48980(f) fingerprinting program, this Section requires that notice must be sent to parents or guardians advising them that the school district will fingerprint all children as they enroll in kindergarten or newly enroll in the district, upon receipt of a written authorization indicating that the parent or guardian wants the child to be fingerprinted. The parent or guardian must be informed in the notification that he or she may withdraw the consent to fingerprinting at any time before the fingerprinting is done. Children may not be fingerprinted without parental consent, and the parent or guardian will be given the only copy of the fingerprints.
- 35160.5(b) **Intradistrict Open Enrollment:** This Section requires school districts to adopt rules and regulations and establish a policy of open enrollment for residents of the district. It allows parents to select the school they would like their child to attend within the district, subject to capacity. Requests for admission are based on a random, unbiased selection process.
- 35186 **Supplemental Uniform Complaint Procedure (Williams).** Requires district to establish policies and procedures regarding deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancy or misassignment. District to adopt policies and post notices by January 1, 2005. The content of the classroom notice must now include a statement that there shall be no teacher vacancies or misassignments, as defined. Further requires district to use Uniform Complaint Procedures (5 CCR § 4600 *et seq.*) to identify and resolve complaints regarding those issues. Sets forth different timelines for investigation and resolution of complaints than timelines specified under Uniform Complaint Procedures. (EC § 35186 added by SB 550, Ch. 900, Statutes of 2004, and amended by AB 2727, Ch. 903, Statutes of 2004).
- 35256 **School Accountability Report Card:** Requires district to develop for each school a school accountability report card. The content of the report card must now include revised estimated expenditures per pupil and types of services funded, the schools identified as having insufficient textbooks or instructional materials, and career technical education data measures. Content of report card further defined under EC §33126.
- 35291,
35291.5 **Discipline Rules:** Requires that the parents or guardians of all pupils registered be notified of the availability of the district's rules for discipline.

35291.7

44808.5 **Notice of Open Campus:** If a governing board of a school district permits high school pupils to leave the school grounds during the lunch period, notice must be sent to the parents or guardians to that effect in the annual letter. The notice must be in the following language:

"The governing board of the _____ School District, pursuant to Education Code §44808.5, has decided to permit the pupils enrolled at _____ High School to leave the school grounds during the lunch period.

Education Code §44808.5 further states:

Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school ground pursuant to this Section."

46010.1 **Confidential Medical Services:** The governing board of each school district is required to notify the parents or guardians of all pupils, and the pupils themselves in grades 7 through 12, that school authorities may excuse pupils in those grades from school for the purpose of obtaining confidential medical services without the consent of the pupil's parents or guardians.

Please note: The law does not require a district to re-lease pupils during the school day for this purpose. The language use is permissive, not mandatory. If the district policy states that students will be released during the school day only with parental permission, the law does not mandate that the district change that policy.

46014 **Release for Religious Instruction:** A school district may adopt a policy permitting pupils to be absent for religious exercises or instructions, with written consent.

48204 (b) **Residency Based on Parent Employment:** § 48980 (i) requires this notification. School districts are allowed to establish residency based on parent or guardian employment within boundary of district. Pupil transfers may occur in grades Kindergarten through 12.

48205 **Excused Absences:** Requires notice that when parents or guardians request it in writing, pupils shall be excused from school for justifiable personal reasons including, but not limited to, court appearances, religious holiday observances, employment conferences, etc., when approved in advance according to governing board policy. Pupils absent under this Section are also allowed to make up assignments and tests missed during the absence. No pupil may have his or her grade reduced or lose academic credit for any absence excused under this Section when missed assignments and tests are satisfactorily completed within a reasonable period of time. (Complete text of 48205 must be included in Annual Notification pursuant to 48980(k)).

48206.3 **Temporary Disabilities:** Requires that parents or guardians are to be notified that a pupil will receive individual instruction when a temporary disability exists which makes attendance impossible or inadvisable in the regular day classes or alternative education program in which the pupil is enrolled. (*Temporary disability* means a physical, mental, or emotional disability incurred while a pupil

is enrolled, after which the pupil can reasonably be expected to return to his or her regular class assignment. This Section does not cover students with exceptional needs pursuant to §56026).

- 48207 Requires notice that a pupil with a temporary disability who is in a hospital or other 48208 residential health facility, except a state hospital, located outside of the school district in which the pupil's parents or guardians reside, shall be deemed to have complied with the residency requirements for school attendance in the district in which the hospital is located; that it is the responsibility of the parents or guardians to notify the school district of the pupil's presence in a qualifying hospital.
- 48900(p) **Prescription drug SOMA:** Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug SOMA.
- 48900(q) **Student Discipline, Hazing:** Amends the disciplinary provision of the Education Code to define "hazing" by reference to Penal Code section 245.6.
- 48900.4 **Additional Grounds for Suspension and Expulsion:** This section which formerly provided for suspension or expulsion for acts of harassment, threats or intimidation against pupils, is amended to include school personnel.
- 48980(a) **Annual Notification Requirements:** This section enumerates sections of the Education Code that require annual parent/guardian notification. Must notify parents under Sexual Health and HIV/AIDS Prevention Education Act per Education Code Section 51938 that a pupil has a right to be excused from sexual education and HIV/AIDS prevention education.
- 48980(b) **Availability of Individualized Instruction:** The notification shall advise the parent of the availability of individualized instruction as prescribed by Section 48206.3 et seq. (Pupils with temporary disabilities).
- 48980(c) **Notification of Minimum Days and Pupil-Free Staff Development Days:** Requires that parents are notified no later than one month before scheduled minimum or pupil-free staff development days.
- 48980(e) **High School Exit Examination:** Beginning with the 2003-2004 school year, students must pass a state-mandated examination prior to graduation from high school. Parents must be notified of this requirement beginning with the 2000-2001 school year. Students who do not demonstrate sufficient progress toward passing the examination must be offered remedial summer school instruction.
- 48980(f) **Fingerprinting:** Districts that elect to provide a fingerprinting program pursuant to Section 32390 shall inform parents of the program as specified.
- 48980(g) **Required Written Policy on Sexual Harassment:** The notification shall include a copy of the district's written policy on sexual harassment established by Section 231.5
- 48980(h) **Attendance Options:** Requires districts to notify parents of all current statutory attendance options and local attendance options. (this section was re-lettered from 48980(i). Moreover, previous section 48980(h) requiring districts to provide a copy parents with a copy of the District's internet was deleted).

- 48980(j) **Grade Reduction/Loss of Academic Credit:** Notification shall advise parent that no pupil may have his or her grade reduced or lose academic credit for any absence or absences excused pursuant to Section 48205 when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time, and shall include the full text of Section 48205.
- 48980(k) **Availability of State Funds to Cover Costs of Advanced Placement Examination Fees:** Parents shall be notified of the availability of state funds to cover the costs of advanced placement examination fees for economically disadvantaged pupils per Section 52244.
- 48980.3 **Pesticides:** School Districts shall provide information to parents regarding pesticides per EC 17612. Specifically, districts shall annually notify staff and parents of all pesticide products expected to be applied at a school during the year. The notice shall include all active ingredients in each product, an internet address on pesticide use, and a posting of warning signs prior to and after pesticide application. In 2005, the law was amended to restrict the application of certain kinds of pesticides on schoolsites.
- 48981 **Times and Means of Notification:** The notice shall be sent at the time of registration for the first semester or quarter of the regular school term. The notice may be sent by regular mail or by any other method normally used to communicate with the parents or guardians in writing.
- 48985 **Notices to Parents or Guardians in Language Other than English:** **Currently, if 15 percent or more of students enrolled in a K-12 program speak a primary language other than English, all notices, reports, statements or records sent to the parents shall, in addition to English, be written in the primary language. In 2007, the legislature amended this section to include a monitoring component by CDE.**
- 49063 **Access to Student Records:** Notice to parents or guardians of their right of access to their student's records is required to be sent home together with the Education Code Section 48980 annual notice. The notice should contain a summary of the types of records and information maintained by the district, the position of the official responsible for the maintenance of the records, the location of the log or record of access maintained by the district, the district's criteria for defining legitimate education interest, the policies of the district for reviewing and expunging those records, the procedure for challenging the records, and the cost for copies.
- The notice must also advise the parents or guardians of the right to file a complaint with the United States Department of Health, Education, and Welfare concerning an alleged failure by the district to comply with the law regarding student records.
- 49069 **Access to Student Records:** **Amends Education Code sections 49069 to require that when parents request student records, that the records be provided in five business days rather than five calendar days.**
- 49073 **Release of Directory Information:** Requires governing boards to adopt policies identifying directory information. Requires informing parents of contents of policy and shall allow parents to preclude release.

- 49403 **Immunization Programs:** If the district is cooperating at any time with local health officials in a program to control a communicable disease by instituting a school immunization program, parents or guardians must be advised of the program and must consent, in writing, before the student may be immunized.
- 49423 **Administration of Medication:** If a pupil is required to take prescribed medication during the regular school day, the student may be assisted by a school nurse or other designated school person if the district is requested to render such assistance and the doctor supplies the district with a written statement detailing the method, amount, and time schedules by which such medication is to be taken. Amended to include process by which pupils may self-administer auto-injectable epinephrine at school. (Amended by SB 1912, Ch. 846, Statutes of 2004)
- 49423.1 **Inhaled Asthma Medication.** Describes process by which school personnel may assist pupils or by which pupils may self-administer inhaled asthma medication at school. (Added by AB 2132, Ch. 832, Statutes of 2004).
- 49451,
49452
49452.5 **Annual Physical:** If a district requires an annual physical examination of students, §49451 provides that if the parents or guardians object to the school giving the student a physical examination, or a scoliosis test, or sight or hearing test, the parents or guardians must file an annual letter to that effect with the principal of the school.
- 49452.8 **Pupil Health, Oral Health Assessment:** Added for 2007, this program requires students, while enrolled in kindergarten (or 1st grade, if the child was not previously enrolled in kindergarten in a public school), to no later than May 31st of the school year, present proof of having received an oral health assessment by a licensed dentist within the last 12 months prior to initial enrollment.
- 49472 **Medical and Hospital Services Insurance:** Where applicable, advise parents of availability of insurance for medical and hospital services needed for student injuries while involved in student-related activities.
- 49480 **Continuing Medication Regimen:** Parents or guardians must be notified that they are required to inform the school nurse or designated certificated school employee if their child is on a continuing medication regimen for a non-episodic condition. They must identify the medication which is being taken, the dosage, and the name of the supervising physician so that district personnel may familiarize themselves with possible effects of the drug on the child's physical, intellectual, and social behavior as well as watch for symptoms of adverse side effects.
- 49510-
49520 **Low-Cost Meals:** Parents or guardians are to be notified of the availability of low-cost nutritious meals for needy children.
- 48900.4 **Additional Grounds for Suspension and Expulsion:**
This Section which formerly provided for suspension or expulsion for acts of harassment, threats or intimidation against pupils, is amended to include school personnel.
- 51240 **Family Life Education:** Parents or guardians are to be notified that, upon written request, their pupil will be excused from any part of Health, Family Life Education, and Sex Education where it conflicts with the religious training,

beliefs, and personal moral convictions of the parents or guardians. Caveat: Some AIDS education courses may fall within this category.

51930,
et seq. **Sexual Health and HIV/AIDS Prevention Education:** Requires parent/guardian notification before instruction in sexual health education, HIV/AIDS prevention, and assessments related to that education.

See 51934 **Instruction on AIDS and AIDS prevention, Grades 7-12 Inclusive:**
At the beginning of the school year or upon new student enrollment, each parent shall be notified of the purpose of AIDS prevention instruction and of their right to request copies of §§51201.5 and 51552 related to AIDS prevention instruction. The notice shall further specify that any parent may request that his/her child not receive AIDS prevention instruction. The complete text of 51201.5(d) and 51553, including specific notification requirements for use of an outside agency/guest speaker for AIDS prevention instruction shall be made available to parents upon request.

56301 **Child Find Systems:** Every district, SELPA, or county office is required to establish written policies and procedures for a continuous child-find system which addresses the relationship among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The law was amended to require that the child find system is extended to children with disabilities who are homeless or wards of the state.

58500, **Alternative Schools:** If a school district elects to provide for alternative schools, a specifically worded notice must be sent to the parents or guardians along with the annual notification required by Education Code Section 48980. The exact content of the notice is contained in attachment hereto.

Note: A statement of Non-discrimination of Students, as required by Title 9 of the Educational Amendments Act of 1971, should accompany the annual notice.

40 CFR
763.93 **Asbestos Removal Plans:** The Federal Law (AHERA) requires that all parents, teachers, and employee organizations are to be notified of the availability of the district's management plan regarding asbestos. The management plan is a routine document required by AHERA for all sites and its preparation does not necessarily mean that a problem exists at any site.

Title 5,
3080
4622 **Uniform Complaint Policy Special Education:** Notice is required that anyone who has a concern that the district may not have acted in compliance with any of the state or federal laws governing special education may file a complaint against the district. Procedures for filing a complaint are available at each school in the district.

Title 5,
4622
4630 **Uniform Complaint Procedures:** Section 4622 provides that every local educational agency must notify parents, students, district advisory committees, school advisory committees, and other interested parties of the district's complaint procedures, including the opportunity to appeal to the Department of Education under certain circumstances. We suggest the annual notice be sent in duplicate by regular mail or by the usual method used by the district to communicate with parents or guardians in writing. One copy of the notice must be signed by the parent or guardian and returned to the school. The notice itself must indicate to the parent or guardian that the signature implies neither consent nor withholding

of consent to participation in any particular program; a separate letter is required to accomplish that.

Health &
Safety Code
§124100

Child Health and Disabilities Prevention Program: Requires notice to parents of kindergarten and first grade children of the requirement for physical examination for first grade enrollment and availability of free health screening through their local health department. Requires up to five days exclusion from school for failure to comply or sign a waiver.

IDEA Act
(20 USC
§1400
et seq.)

Special Education: Requires districts to inform parents of federal law which requires that a free and appropriate education in the least restrictive environment be offered to qualified handicapped pupils.

Rehabilitation
Act of 1973
§504

Handicapped Pupils: Requires notice of nondiscrimination on basis of sex, handicap, race, color, national origin, or lack of English skills. Notice must include availability of reasonable accommodation for handicapped pupils.

Title VI
Civil
Rights
Act of
1964 &
to Title IX
Educational-
Amendment
Act of
1972.

Discrimination: Requires implementation of specific and continuing steps to notify students and parents that the school district does not discriminate on the basis of race, color, national origin, sex or handicap. Requires notification in native language if service area contains a community of minority persons with limited English language skills. Notification must state that district will take steps assure that the lack of English will not be a barrier to admission and participation in district programs.

HSC § 104495

Tobacco Free Campus. Provides that smoking or use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground, except on a public sidewalk located within 25 feet of the playground is prohibited. (Amended by AB 1867, Ch. 527, Statutes of 2003).

PC §12550
12556

Imitation Firearms. Adds § 12550 to include BB device within definition of imitation firearm. Adds § 12556 to make it a criminal offense to openly display or expose any imitation firearm in a public place. Changes effective September 20, 2004. (Added by SB 1858, Ch. 607, Statutes of 2004).

20 USC 7912

Persistently Dangerous School. NCLB requires district that has school as persistently dangerous to notify parents of each pupil attending school of the identification and offer of pupils to transfer to a safe school within the district. Notification regarding status of school and offer to transfer must be made simultaneously. Persistently dangerous is defined in California regulations (5 CCR 11992) based on the number of firearm violations by non-pupils on school grounds or during school sponsored activities plus the number of expulsions for certain violations over the course of three years.

SECTION 2

SPECIFIC CIRCUMSTANCE NOTIFICATION SUMMARY TO PARENTS OR GUARDIANS

(Notification is required when specific circumstances occur or are planned)

- 310, 311
5CCR
§11303 **English Language Education; Parental Waiver:**
Requires district to inform parents of placement of child in structured English immersion program and of opportunity to apply for waiver. Requires district to establish procedures for granting waiver, as specified.
- 17213.1 **School Site Selection:** A district must provide notice to residents in the immediate area before commencing work on a preliminary endangerment assessment regarding a possible school site.
- 33308.1 **Child Abuse Complaint:** Requires State Department of Education to adopt guidelines to be disseminated to parents or guardians describing procedures to follow in filing a complaint of child abuse against a school employee.
- 33126(c)
35256 **School Accountability Report Card:** It is the legislative intent that schools make a concerted effort to notify parents of the purpose of the school accountability report cards and ensure that parents receive a copy of the report card.
- 35178.4 **Loss of Accreditation:** If a school loses its accreditation status from the Western Association of Schools and Colleges, or any other chartered accrediting agency, the parents of the students must be notified in writing of the change and of any related potential consequences. The school board must also provide notice of the change at a regularly scheduled board meeting.
- 37611
37616 **Continuous School Program:** Requires notification to parents of public hearing for districts that operate year-round.
- 39831.5 **School Buses: Passenger Safety:** Requires that, upon registration, parents or guardians of pupils not previously transported in a school bus, shall receive written information on school bus safety as specified. Applies to pre-kindergarten through grade 6.
- 46600
46601 **Interdistrict Attendance Agreement:** Allows two or more districts to enter into an agreement for the interdistrict transfer of one or more students for a period of up to five years.
- 48000 **Kindergarten Admission When Five Years Old:** Requires applicant parent to be informed of effects, advantages, and disadvantages of early kindergarten entry.

- 48005.10 **Kindergarten Readiness Pilot Program:** A district that elects to participate in the voluntary kindergarten readiness pilot program will have to make reasonable effort to identify parents of children between the ages of 3-5 who reside within district boundaries and provide those parents with information regarding services, program, or methods that will help assess the level of readiness of a child to enter school.
- 48070.5(e) **Promotion/Retention of Pupils; Creation of Policy; Parent Notification:** Provides for the development of a board policy regarding the promotion and retention of pupils as specified. Further provides for parent notification when a pupil is identified as being at risk of retention. Notice shall be provided as early in the school year as practicable.
- 48201 **Removal to Another District; Transfer of Disciplinary Records:** When a pupil transfers to a new school district, the new school district shall request that the former school district provide any records, including law enforcement records, regarding acts that resulted in the pupil’s suspension or expulsion from the school district. The receiving school district shall inform all of the transferring pupils’ teachers of the suspension and/or expulsion and the act that resulted in the discipline.
- 48216 **Immunization Requirements and Procedures:** Requires districts and the County Office of Education to exclude pupils from attendance when immunization requirements are not met. Requires districts and the County Office of Education to refer parents or guardians to the usual sources of medical care to obtain such immunizations. Requires notification of such requirements as established by the County Health Department for compliance. The governing board and the County Office of Education shall notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or that the pupil is exempt pursuant to sections 120365 or 120370 of the Health and Safety Code.
- 48260.5 **Notice to Parent or Guardian of a Truant; Alternative Educational Programs:** Mandates a letter to parent or guardian upon pupils initial classification as a truant. Includes mandated contents of letter.
- 48263 **School Attendance Review Board Referral (SARB):** If any minor is a “habitual truant”, or is irregular in attendance at school, the pupil may be referred to a School Attendance Review Board (SARB). The supervisor of attendance or a designee shall notify the minor and parents or guardian of the referral.
- 48432.5 **Involuntary Transfer: Continuation Education:** Requires boards to adopt rules and regulations for the involuntary transfer of pupils to continuation schools. Requires written notice to be given to the pupil and pupil’s parents informing them of the opportunity to request a meeting with the designee of the superintendent prior to transfer.

- 48900.1 **Parents Attendance at School:** Requires the governing board of each school district to adopt a policy authorizing teachers to provide that the parents or guardians of a pupil who has been suspended by a teacher attend a portion of a school day in his or her child's classroom. Parents/guardians must be notified of this policy prior to its implementation.
- The requirement adds §230.7 to the Labor Code: No employer shall discharge or in any manner discriminate against an employee who is the parent or guardian of a pupil for taking time off to appear in the school of a pupil pursuant to a request made under section 48900.1 of the Education Code, if the employee, prior to taking the time off, gives reasonable notice to the employer that he or she is requested to appear in the school.
- 48900.8 **Records of Expulsion and Suspension:** Specifies for purposes of notification to parents and required reporting to the California Department of Education, that all offenses set forth in Education Code sections 48900 (a-o), 48900.2, 48900.3, 48900.4, 48915 (a) (1-5) or 48915 (c) (1-4) shall be properly identified in all appropriate pupil records.
- 48904 **Withholding Grades for Property Damage:** Requires governing boards to establish procedures for withholding grades, diploma, and transcript. Requires districts to notify parents, in writing, of pupil's alleged misconduct before withholding of grades, diploma, or transcript.
- 48904.3 **Reciprocal Withholding of Grades, etc.:** Requires school district to which a pupil, subject to Education Code section 48904, has transferred, to also withhold grades, diplomas, or transcripts upon receiving notice from the former district. Requires receiving district to notify the parents in writing of the decision to withhold as specified.
- 48906 **Release of Pupil to Peace Officer:** Requires school officials to take immediate steps to notify parents when a child is taken into custody by a peace officer except when the child is taken into custody as a victim of suspected child abuse. In such cases, law enforcement would assume all notification responsibilities.
- 48910 **Suspension by Teacher; Reports, Conferences, Referrals:** Authorizes teacher to suspend pupil from class. Requires report of suspension to principal and requires teacher to request parent or guardian attend conference.
- 48911 **Suspension:** Requires reasonable effort to notify the parents in person or by telephone at time of suspension; mandates notification in writing. Requires request to parent to attend meeting to determine if suspension would be extended when expulsion is being considered.

- 48911.1 (d) **In-School Suspension:** Requires at the time a pupil is assigned to supervised suspension a school employee shall notify, in person or by telephone, the pupil's parents or guardians. If the pupil is assigned to supervised suspension to longer than one class period, a school employee shall notify the parent or guardian in writing.
- 48912 **Suspension by Governing Board: Intent to Hold Closed Session:** Authorizes district to suspend pupil for any number of schooldays, within limits of EC §48903. Requires district to hold closed session to consider suspension and to notify pupil and parent, by registered or certified mail or personal service, of intent to conduct closed session.
- 48915.5 **IEP Notification: Expulsion Request for Special Education Pupil:** Requires 48-hour prior notification of IEP meeting; or that the meeting will be held without parent participation unless parent requests a postponement of up to three days. Stipulates parent must receive written notice of intent to conduct a pre-expulsion assessment and requires parent to make pupil available without delay.
- 48916 **Expulsion Orders; Readmission:** Requires that a description of the readmission process from expulsion be made available to the pupil and parent at the time of the expulsion. If the governing board denies readmission following a review, the board shall notify the pupil's parents, in writing, of the reasons for denial. Further, the notification shall include the educational program to which the pupil is to be assigned.
- 48918 **Expulsion Procedures:** Delineates rules governing due process procedures for expulsion. Requires written notice of the hearing (including pupil rights) to be forwarded to the pupil at least ten calendar days prior to the hearing. The opportunity for pupil or parent(s) to be represented by a "non-attorney advisor" is available. Requires notice to include pupil and parent obligation to notify any new district of enrollment of the pupil's status in the expulsion process. Also requires written results of the hearing be sent to parent or guardian by superintendent or designee. Further requires inclusion of a notice of parent's/guardian's obligation, at the time of enrollment, to inform any new district of the pupil's expulsion. Governing boards have the authority to issue subpoenas. This now requires that subpoenaed witness be informed regarding their receipt of applicable fees. Additionally, the notice of decision to expel shall include a notice of the educational alternative placement to be provided to the pupil during the time of expulsion.
- 49067 **Jeopardy of Academic Failure:** Requires boards to prescribe regulations requiring the evaluation of each pupil's achievement for each marking period. Requires written notice to, or a conference with, the parent when the student is in jeopardy of failing a course.
- 49068 **Pupils Records:** Mandates that a school requesting pupil records inform the

- 5 CCR
§ 438 parent of his/her right to receive a copy of pupil's record and to challenge its content.
- 49077 **Court Order for Records**: Requires reasonable effort to notify the parent in advance of compliance with court order for records.
- 49302 **School Safety Patrol**: Requires written parental permission prior to assigning a pupil to safety patrol. Notification is implied.
- 49332 **Injurious Object Taken From Student**: The parent or guardian of a pupil from whom an injurious object has been taken may be notified by school of the taking.
- 49430
et seq. **Pupil Nutrition, Health and Achievement Act of 2001**: By January 1, 2004, every public school may post a summary of nutrition and physical activity laws and regulations, and shall post the school district's nutrition and physical policies, in public view within all school cafeterias or other central eating areas.
- 49451,
49452
49452.5 **Annual Physical**: If a district requires an annual physical examination of students, §49451 provides that if the parents or guardians object to the school giving the student a physical examination, or a scoliosis test, or sight or hearing test, the parents or guardians must file an annual letter to that effect with the principal of the school.
- 49455 **Vision Appraisal**: Authorizes parent to waive vision appraisal of pupil by filing copy of private physician, surgeon, optometrist report, or to refuse appraisal due to religious beliefs by filing written statement with principal. Although not required, it is recommended that parents be informed of these exceptions.
- 49456 **Vision and Other Defects**: Requires district supervisor of health to report to parents any noted health (including visual) defects. Further requires that report ask parent to take such action as will cure or correct defect.
- 49471 **Medical and Hospital Services Not Provided**: If governing board of a district that maintains junior high schools or high schools does not provide or make available medical and hospital services for pupils of the district injured while participating in athletic activities, the board must notify parent of such pupils that the services are not provided.
- 49557.2 **Notification of Possible Eligibility under Medical Program**: Under this statute, a school district has the option of incorporating information into the school lunch program application packet or notification of eligibility under that program that the child might also qualify for free or reduced cost health insurance coverage under the Medical program.

- 51101 **Parental Involvement: Rights of Parents and Guardians to Information:** Provides that parents/guardians have the right and should have the opportunity to be informed by the school of the following: (1) when child is absent from school; (2) of their child's progress; about school rules, including disciplinary rules and procedures along with attendance, retention, and promotion policies pursuant to §48070.5, dress codes, and procedures for visiting the school. In addition, it is the intent that parents be notified as early in the year as practicable, pursuant to §48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel regarding any decision to promote or retain and to appeal a decision to promote or retain.
- 51101.1 **Rights of Parents/Guardians who Lack English Fluency:** Provides that school district shall take all reasonable steps to ensure that all parents/guardians of pupils who speak a language other than English are properly notified in English and in their home language of the rights and opportunities available to them pursuant to this section.
- 51513 **Materials Querying Personal Beliefs:** Prohibits using tests that question pupil's personal beliefs unless the parent/guardian is notified in writing that the test will be administered, and gives their written permission.
- 52055.600 et seq. **High Priority Schools Grant Program for Low Performing Schools:** These statutes establish the High Priority Schools Grants program for low performing schools, which is a voluntary program that supplements the immediate intervention/under performing schools program. If a school is invited to participate in either program, the district shall hold a public hearing at a regularly scheduled meeting to discuss whether or not to apply for the program, it must hold a public hearing to discuss the rationale for not accepting the invitation.
- 54444.2 **Migrant Education Program:** Requires district receiving migrant education funds or services to actively solicit parental involvement in planning, operation, and evaluation of its programs through establishment of parent advisory council. Requires notice to parents, in language they understand, that parents have sole authority to decide composition of council.
- 56321 **Special Education; Assessment Plan, Parental Rights:** Requires district provide parent with written, proposed assessment plan within fifteen (15) days of referral for assessment, as specified. Further requires copy of notice of parent rights to be attached.
- 56321.5 **Special Education; Recording IEP:** Requires copy of notice of parents rights to include right to electronically record the proceedings of IEP meetings.
- 56329 **Special Education; Assessment, Due Process:** Requires, as part of assessment plan for special education evaluation, notice to parent that upon completion of assessment an individualized education program team meeting will be held to

discuss the assessment, the educational recommendations, and the reasons for the recommendations; and that parent is entitled to obtain, at public expense, independent educational assessment.

60602 §852 **California Assessment of Academic Achievement:** States legislative intent CCR that district provide information on academic status and progress of pupils, to their parents or guardians, and teachers on timely basis. Permits district to inform parents of availability of exemptions under §60615, but prohibits district from soliciting exemption.

PC 627.5 **Hearing Regarding Person Denied Permission to Register as a Visitor:** Authorizes person denied registration and entrance to a school or whose registration is revoked, to file written request for hearing, as specified. Requires principal or superintendent to promptly mail written notice of date, time, and place of hearing and specified timelines for holding hearing.

WIC § 18976.5 **Primary Child Abuse Prevention Program:** Requires notice of mandated child abuse prevention programs and parental right to refuse to have his/her children participate.

5CCR §1220 **High School Exit Exam; Cheating:** Requires district to notify pupils prior to each administration of exam that any pupil found to have cheated or compromised security of examination shall have test marked invalid.

5CCR §3831 **Gifted and Talented Pupil (GATE):** requires district's written plan for GATE program to include procedure to inform parents of pupil's participation or non-participation in program. Also requires written plan be available for public inspection.

5CCR §11523 **Notice of Proficiency Examination:** Requires distribution of announcement explaining the California School Proficiency Examination (CHSPE). Notice must be given to students in 11th and 12th grades, early enough to enable interested pupils to meet all examination registration requirements for fall test of that year.

Title I: Reauthorization of the Elementary, Secondary Education Act, HR1, No Child Left Behind Act of 2001 **Parental Notification:** Requires districts that receive Title 1 funds to notify parents of the following requirements under "No Child Left Behind": Program Improvement - Parent/Guardian shall be notified when their children's school is identified as "program improvement" and the opportunities for school choice and/or supplemental instruction; Teacher Qualifications - Parent/Guardian shall be notified that they may request specified professional qualifications of the student's classroom teacher(s) and assigned para-professional(s); Homeless Children - Each Local Education Agency liaison for homeless children shall ensure the dissemination of public notice of the educational rights of students in homeless situations; Military Recruiters: Release of Directory Information - Parent/Guardian shall be notified of requirement to release specified directory information on students to military recruiters. Notifications to include an "opt out" provision related to the release of a student's name, address and telephone number;

and Persistently Dangerous Schools - Parents/Guardians shall be notified of elementary and/or secondary schools considered to be “persistently dangerous” pursuant to California Department of Education guidelines and of available options.

Section 3

NON-MANDATORY NOTIFICATION REQUIREMENTS BUT HIGHLY RECOMMENDED

- 231.5 **Reporting Sexual Harassment:** It is the stated policy of the State of California that all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in the educational institutions of the state. In furtherance of that policy, each district should have a written policy regarding sexual harassment. The policy must contain information on where to obtain the specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies, as it relates to pupils.
- 17288 **Field Act:** The parents of any high school pupil attending classes on a campus of the University of California or California State University in order to receive specialized educational services shall be notified that the buildings on the University campuses may not meet Field Act requirements although they are required to conform to the rigorous standards of the Uniform Building Code
- 35183 **Dress Code/Gang Apparel:** This section permits school districts to adopt dress code policy prohibiting the wearing of “gang-related apparel“. As a further safety measure, school districts are authorized to adopt a school wide uniform policy that requires students to wear uniforms.
- 35183.5 **Sun Protective Clothing:** Schools shall allow students to wear sun protective clothing, including hats, whenever the students are outdoors during the school day. Each schoolsite may adopt a policy regarding the type of sun protective clothing that is permissible. Each school site shall allow pupils the use of sunscreen during the schoolday without a physician’s note or prescription.
- 44807 **Duty Concerning Conduct of Pupil:** Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.
- 48201 **Removal to Another District; Transfer of Disciplinary Records:** When a pupil transfers to a new school district, the new school district shall request that the former school district provide any records, including law enforcement records, regarding acts that resulted in the pupil’s suspension or expulsion from the school district. The receiving school district shall inform all of the transferring pupils’ teachers of the suspension and/or expulsion and the act that resulted in the discipline.

48216 **Immunization Requirements and Procedures:** Requires districts and the County Office of Education to exclude pupils from attendance when immunization requirements are not met. Requires districts and the County Office of Education to refer parents or guardians to the usual sources of medical care to obtain such immunizations. Requires notification of such requirements as established by the County Health Department for compliance. The governing board and the County Office of Education shall notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or that the pupil is exempt pursuant to sections 120365 or 120370 of the Health and Safety Code.

48900.1 **Parents Attendance at School:** Requires the governing board of each school district to adopt a policy authorizing teachers to provide that the parents or guardians of a pupil who has been suspended by a teacher attend a portion of a school day in his or her child's classroom. Parents/guardians must be notified of this policy prior to its implementation.

The requirement adds §230.7 to the Labor Code: No employer shall discharge or in any manner discriminate against an employee who is the parent or guardian of a pupil for taking time off to appear in the school of a pupil pursuant to a request made under §48900.1 of the Education Code, if the employee, prior to taking the time off, gives reasonable notice to the employer that he or she is requested to appear in the school. products on school grounds.

48980(d) **Investing for Future Education:** School Districts may advise parents of the importance of investing for future college or university education for their children and of considering appropriate investment options, i.e., United Stated Savings Bonds.

Title 5
§300 **Duties of Pupils:** Requires pupils to conform to school (5CCR) regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

PC 290.4 **“Megan’s Law“:** Assembly Concurrent Resolution (ACR) 72, Chapter 122, Statutes of 1997, strongly encourages each school district to include in its annual notification to parents, information about the availability of a CD-ROM or other electronic medium containing information about registered sex offenders as required by “Megan’s Law,“ as specified. This information is provided by the Department of Justice to local law enforcement agencies in each county. Note: “Megan’s Law“ specifically obligates local law enforcement agencies to notify the community about sex offenders who may be local residents, not school districts. Legal staff of the California School Board’s Association (CSBA) recently cautioned districts about the dissemination of such information on behalf of law enforcement. When parents request information from the school about sex offenders in the community, we strongly recommend that you refer them to local law enforcement.

Education
Code
§58501

Notice of alternative schools. The following notice shall be sent along with the notification of parents and guardians required by Section 48980:

"Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

(b) Recognize that the best learning takes place when the student learns because of his desire to learn.

(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

(d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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

Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year.

(Amended by Stats. 1981, Ch. 469, Sec. 3.)



**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF MANAGEMENT**

**Model Notification of Rights
under FERPA**

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901**

EC 48205 **Excused absences**

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

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

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

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

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

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

LIBRARY MEDIA CENTERS

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Ravenswood City School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Board of Trustees recognizes that school library media centers support the educational program by providing access to a variety of informational resources. The Board desires to provide library media centers with up-to-date books, reference materials, and electronic information resources necessary to promote literacy, support students in achieving academic standards, and encourage students to become lifelong learners.

(cf. 0440 - District Technology Plan)

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6163.4 - Student Use of Technology)

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

The district's school libraries may provide: (5 CCR 16040)

1. Library instruction to students that enables them to become proficient users of library resources
2. Information to teachers and administrators concerning sources and availability of instructional materials that will aid in the development of school curriculum, and, in cooperation with classroom teachers, the development of instructional units and activities using library resources

(cf. 6141 - Curriculum Development and Evaluation)

3. Assistance to teachers and students in the evaluation, selection, production, and uses of instructional materials
4. A collection of materials and resources that support the curriculum and are appropriate for user needs
5. Assistance to teachers, administrators, and other school staff members in becoming knowledgeable about appropriate uses of library media services, materials, and equipment

LIBRARY MEDIA CENTERS (continued)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

The Superintendent or designee shall develop procedures for the selection and evaluation of library materials.

Library Plans

Whenever a school receives state funding for school and library improvement pursuant to Education Code 41570-41573, the school site council shall develop a single plan for student achievement which incorporates a districtwide plan for school libraries. (Education Code 41572)

(cf. 0420 - School Plans/Site Councils)

The districtwide library plan shall describe the district's vision and goals for the district's libraries and action steps including how funds will be distributed to school sites. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, prioritization of needs, and other related matters.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

Classroom Libraries for Grades K-4

When state funding is available for library materials in grades K-4 classrooms, the Superintendent or designee shall develop, for certification by the Board, a districtwide classroom library plan grades K-4. The plan shall include a means of preventing loss, damage, or destruction of the materials. (Education Code 60242, 60422)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

The districtwide plan for school libraries developed pursuant to Education Code 41572 may fulfill this requirement provided the plan meets the criteria of Education Code 60242.

The Superintendent or designee is encouraged to consult with primary grade teachers and school and/or county office of education library media teachers in the development of the plan and to consider selections from the list of books recommended by the State Librarian pursuant to Education Code 19336.

LIBRARY MEDIA CENTERS (continued)**Selection and Evaluation of School Library Materials**

Responsibility for the selection of library materials is delegated to the professional library staff through the principal. School librarians shall evaluate materials, using professional selection aids and standards, in accordance with law, Board policy, and administrative regulation. The selection process shall invite recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

(cf. 6144 - Controversial Issues)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

Library materials should be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain obsolete subject matter or are no longer appropriate shall be removed, and lost or worn materials may be replaced if possible.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

(cf. 3260 - Fees and Charges)

To encourage students to return materials in a timely manner, a nominal fee shall be charged for the late return of materials.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

Reports

The district shall, on or before August 31 each year, report to the California Department of Education on the condition of school libraries for the preceding year ending June 30. (Education Code 18122)

Legal Reference: (see next page)

LIBRARY MEDIA CENTERS (continued)

Legal Reference:

EDUCATION CODE

1703 *Coordination of district library services by county superintendent*

1770-1775 *Provision of library services by county superintendent*

18100-18203 *School libraries*

18300-18571 *Union high school district/unified school district library district*

19335-19336 *Reading Initiative Program; recommended books*

41570-41573 *School and Library Improvement Block Grant*

44868-44869 *Qualifications and employment of library media teachers*

45340-45349 *Instructional aides*

60119 *Sufficiency of textbooks and instructional materials; public hearing*

60240-60251.5 *State Instructional Materials Fund, purchase of classroom library materials*

60420-60424 *Instructional Materials Funding Realignment Program*

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

18181 *Districtwide library plan*

52012 *Establishment of school site council*

52014-52015 *School plans*

CODE OF REGULATIONS, TITLE 5

16040-16043 *School libraries*

80053 *Library media service teaching credential*

UNITED STATES CODE, TITLE 20

6383 *Improving Literacy Through School Libraries grant program*

Management Resources:

CDE PUBLICATIONS

Check It Out! Assessing School Library Media Programs, 1998

Recommended Literature: Kindergarten Through Grade Twelve

CALIFORNIA SCHOOL LIBRARY ASSOCIATION PUBLICATIONS

Standards and Guidelines for Strong School Libraries, 2004

WEB SITES

American Library Association: <http://www.ala.org>

American Association of School Librarians: <http://www.ala.org/asi>

California Department of Education, School Libraries: <http://www.cde.ca.gov/ci/cr/lb>

California Library Association: <http://www.cla-net.org>

California School Library Association: <http://www.csla.net>

Policy
adopted: October 14, 2010

RAVENSWOOD CITY SCHOOL DISTRICT
East Palo Alto, California

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

Step 1: Informal Complaint

If a staff member, district resident, or parent/guardian of a student enrolled in a district school has a complaint regarding the content or use of any specific instructional material, he/she shall informally discuss the material in question with the principal.

Step 2: Formal Complaint

If the complainant is not satisfied with the principal's initial response, he/she shall present a written complaint to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection shall be given. Complainants shall sign all complaints and provide identifying information so that the district is able to make a proper reply. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall acknowledge its receipt and answer any questions regarding procedure. The principal then shall notify the Superintendent or designee and the teacher(s) involved of the complaint.

During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached. However, upon request of the parent/guardian who has filed the complaint, his/her child may be excused from using challenged materials until a resolution has been reached. The teacher shall assign the student an alternate material of equal merit.

Step 3: Superintendent Determination

The Superintendent or designee shall determine whether a review committee should be convened to review the complaint.

If the Superintendent or designee determines that a review committee is not necessary, he/she shall issue a decision regarding the complaint.

Step 4: Review Committee

If the Superintendent or designee determines that a review committee is necessary, he/she shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The Superintendent or designee may also appoint community members to serve on the committee.

The review committee shall review the criteria specified in Board policy and shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.

AR 1312.2(b)

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS (continued)

Within 30 days of being convened, the review committee shall summarize its findings in a written report. The Superintendent or designee shall notify the complainant of the committee's decision within 15 days of receiving the committee's report.

Step 5: Appeal to the Board of Trustees

If the complainant remains unsatisfied, he/she may appeal the Superintendent's or the review committee's decision to the Board. The Board's decision shall be final.

(cf. 9322 - Agenda/Meeting Materials)

Uniform Complaint Procedures Williams Settlement Form

For Education Code Section 35186 Complaints

EC § 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name: (Optional) _____ Mailing Address: _____

Phone Number: (Optional) Day: _____ Evening: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials:

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions:

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment:

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

Please file this complaint at the following location:

Ravenswood City School District
2120 Euclid Avenue
East Palo Alto, CA 94303

Att: Mr. Adam Escoto, Assistant Superintendent

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(signature)

(date)

Ravenswood City School District Uniform Complaint Procedures

The Board of Education recognizes that the district has primary responsibility for insuring that it complies with the state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on civil right guarantees (ethnicity, religion, race, gender/sex, sexual orientation, race, ancestry, natural origin, color or physical/mental disability) issues related to the Williams v. State of California lawsuit, or failure to comply with state or federal laws in consolidated categorical aid programs, migrant education, child care and development programs, child nutrition programs, and special education programs. The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except in the extent necessary to carry out the investigation or proceedings, as determined by the compliance officer on a case-by-case basis. The Board will notify annually, parents, employees, committees, students and other interested parties of local complaint procedures.

The following procedure shall be used to address all complaints, which allege that the district has violated federal or state laws or regulations governing educational programs. The Superintendent of the Ravenswood City School District has designated the responsibility of Compliance Officer to **Adam Escoto, Assistant Superintendent of Curriculum & Instruction (650) 329-2800 ext. 165**. The compliance officer shall be responsible for monitoring the complaints resolution process, protecting complainants from retaliation and maintain a record of each complaint and subsequent related actions, including all information required for compliance with the code of regulations, Title 5, section 4632.

Complainants are encouraged to resolve concerns at the site level with the school principal. The principal shall refer the written complaint to the compliance officer if the matter is not resolved at the school level. Complaints concerning school programs, practices, procedures or personnel should be made directly by the complainant to the person against whom the complaint is lodge. All parties involved in allegations shall be notified when a complaint has been filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. Complaints can be filed directly with the district compliance officer when applicable.

Step 1: Filing of Complaint with the Compliance Officer

If a complaint is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, district staff shall help him/her to file the complaint. Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that the individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complaint first obtained knowledge of the facts of the alleged discrimination.

Step 2: Investigation of Complaint

The compliance officer shall hold an investigation meeting within five days of receiving the complaint. This meeting shall provide an opportunity for the complaint and/or his/ her representative to discuss the complaint.

The Complaint and/or his /her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses in an informal setting. To ensure that all pertinent facts are made available, the compliance officer and the complainant may ask other individuals to attend this meeting and provide additional information.

Step 3: Response to Complaint

- a. Within 30 Days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step 4 below. If the complainant is dissatisfied with the decision, he/she may, within five days, file his/her complaint in writing with the Governing Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision is final. If the Board hears the complaint, the compliance officer shall refer the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant.
- b. If the Governing Board decides to hear the complaint, it will convene an informal hearing. The complainant and the District may each present information to the Governing Board, and discuss the dispute.

Step 4: Final written Decision

The report of the district's decision shall be written in English and in language of the complaint whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district will arrange a meeting at which a community member will interpret it for the complainant. This report shall include:

1. The findings and disposition of the complaint, including corrective action, if any.
2. The rationale for the above disposition.
3. Notice of the complainant's right to appeal the decision to the California Department of Education (CDE)
4. A detailed statement of all specified issues that were brought up during the investigation and the extent to which these issues were resolved.

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

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. When appealing to the California Department of Education, the complaint must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision.

Civil law remedies may be pursued through the community law project, local state or federal aid agencies or private/public interest attorneys. These avenues may result in civil court remedies or agreements rather than the administrative remedies resulting from Ravenswood City School District or California Department of Education.

Ravenswood City School District has adopted this complaint procedure consistent with the California Code of regulations, Title 5, sections 4600-4671, of September 24, 1998.



San Mateo County
Special Education Local Plan Area

San Mateo County Office of Education • 101 Twin Dolphin Drive • Redwood City, CA 94065-1064 • (650) 802-5464 • Fax (650) 802-5474

NOTICE OF PROCEDURAL SAFEGUARDS AND PARENTS' RIGHTS

*Special Education Rights of Parents and Children
 Under the Individuals with Disabilities Education Act, Part B
 2004 Reauthorization (H.R. 1350)*

Parents' Rights

A brief summary of Procedural Safeguards for students with disabilities receiving special education services.

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals serving as surrogate parents and students aged eighteen receiving special education services, are also entitled to these rights.

A number of staff in the child's district and special education local plan area (SELPA) may answer questions about the child's education and the parents' rights and responsibilities. When the parent has a concern, it is important that they contact their child's teachers or administrators to talk about their child and any problems they see. This conversation often solves the problem and helps maintain open communication.

Parents must be given opportunities to participate in any decision-making meeting regarding their child's special education program. Parents have the right to participate in individualized education program (IEP) meetings about the special education eligibility, assessment, educational placement of their child and other matters relating to their child's free appropriate public education (FAPE).

When a parent cannot be identified or located, a district may appoint a surrogate parent to represent a child with a disability.

Parents and students over age eighteen have the right

To Participate

Parents have the right to refer their child for special education services, to participate in the development of the IEP and to be informed of all program options and alternatives, both public and nonpublic.

To Receive Prior Written Notice

Parents have a right to receive prior written notice, in their native language, when the school district initiates or refuses their request to initiate a change in their child's identification, assessment, or educational placement in special education.

To Consent

Parents must provide informed, written consent before their child is assessed or provided with any special education services. Parental consent must also be provided before any change in special education services may occur. The district must ensure that parents

understand proceedings of the IEP team meeting including arranging for an interpreter for parents with deafness or those whose native language is other than English.

To Refuse to Consent

Parents may refuse to consent to an assessment or the placement of their child in special education.

To Be Given a Nondiscriminatory Assessment

Children must be assessed for special education through the use of methods that are not culturally biased or discriminatory.

To Receive Independent Educational Assessments

If parents disagree with the results of the assessment conducted by the school district, they have the right to ask for and obtain an independent educational evaluation (IEE) at public expense.

The parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.

When a parent requests an IEE at public expense, the school district must, without unnecessary delay, either ensure that an IEE is provided at public expense, or request a due process hearing if the district believes their assessment was appropriate and disagrees that an IEE is necessary. The school district also has the right to establish the standards or criteria (including cost and location) for IEEs at public expense.

To Access Educational Records

Parents have a right to inspect, review, and obtain copies of their child's educational records.

To Stay in the Current Program If There is a Disagreement About Placement

If parents disagree with the district regarding their child's special education placement or a proposed change in placement, the law requires the student to "stay put" in the current program until the dispute is resolved.

To Be Given a Hearing Regarding Disagreements About an IEP

Parents have the right to present a complaint relating to the provision of a FAPE for their child; to have an attorney, an advocate, and the student, if appropriate, present at the due process hearing; and to make the hearing public. Under certain conditions, the hearing officer may award, reduce, or deny the reimbursement of attorneys' fees and fees paid to nonpublic institutions by parents in the settlement of a case. To request a due process hearing or to receive a complete notice of procedural safeguards related to a due process hearing, contact the Office of Administrative Hearings (see contact information below)

To Receive Mediation

Parents are encouraged to consider settling disagreements regarding their child's special education program through voluntary mediation, a process through which parties seek mutually agreeable solutions to disputes with the help of an impartial mediator. Parents may seek mediation alone or separate from due process, or they may participate in mediation pending a due process hearing. Mediation cannot be used to delay parents right to a due process hearing.

To File a Complaint Against Your School District

If parents believe their child's school district has violated the law, they may file a complaint with the California Department of Education. The Department must investigate complaints alleging violations of noncompliance with IDEA, state special education laws, or regulations, and issue a written report of findings within 60 days of receiving the complaint.

To Be Informed of School Discipline and Alternative Placement

There are specific rules regarding the suspension and expulsion of students with IEPs. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities.

If the student with a disability is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the child's current placement and the extent to which the disability is the cause of the misconduct. Regardless of the child's placement, the district must provide FAPE

To Be Informed of Policies Regarding Children Who Attend Private Schools

School districts are responsible for identifying, locating and assessing students with disabilities enrolled in private schools by their parents. However, school districts are not required to provide special education or related services to these students. There is no entitlement for services, though some private schools and students attending private schools may receive some services from the school district.

Additional Resources

This notice is an abbreviated summary of procedural safeguards under federal and state laws (20 USC Section 1415(d); 34 CFR 300.504; EC sections 56301(d)(2), 56321, and 56341.1(g)(1)). Special Education Rights of Parents and Children, a more extensive description of these rights, is available from the California Department of Education, Special Education Division.

To obtain more information about parental rights or dispute resolution, including how to file a complaint, contact the California Department of Education, Special Education Division, Procedural Safeguards Referral Service, by telephoning 800-926-0648 or writing to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814
Telephone: 800-926-0648
Fax: 916-327-3704

To file for mediation or a due process hearing, contact:
Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks, Suite 200
Sacramento, CA 95833-4231
Telephone: 916-263-0880
Fax: 916-263-0890

Instruction BP 6145(a)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Board of Trustees recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately, and no district student's participation in extracurricular and cocurricular activities shall be required or refused, based on the student's sex, gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

No student shall be prohibited from participating in extracurricular and cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-8 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale
2. Maintenance of minimum progress toward meeting middle school promotion requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

BP 6145(b)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

(cf. 6164.5 - Student Success Teams)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Any decision regarding the eligibility of any child in foster care or a child of a military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and/or cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6145.2 - Athletic Competition)

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference: (see next page)

BP 6145(c)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

Legal Reference:

EDUCATION CODE

35145 *Public meetings*

35160.5 *District policy rules and regulations; requirements; matters subject to regulation*

35179 *Interscholastic athletics; associations or consortia*

35181 *Students' responsibilities*

48850 *Participation of foster youth in extracurricular activities and interscholastic sports*

48930-48938 *Student organizations*

49700-49704 *Education of children of military families*

CODE OF REGULATIONS, TITLE 5

350 *Fees not permitted*

4900-4965 *Nondiscrimination in elementary and secondary education programs receiving state financial assistance*

5531 *Supervision of extracurricular activities of pupils*

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 *Title IX, 1972 Education Act Amendments*

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

WEB SITES.

California Association of Directors of Activities: <http://www.cadal.org>

California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy/>

Policy
adopted: October 14, 2010

RAVENSWOOD CITY SCHOOL DISTRICT
East Palo Alto, California

Parent & Student Acknowledgement Information Handbook for Families and Students



The district feels it is very important that you are aware of the policies and procedures included in the *Information Handbook for Families and Students*. Please review the handbook in its entirety. It is very important that parents have the opportunity to review the various laws/mandates; rights and responsibilities as they relate to important areas we believe support our ability to provide safe schools.

Please read the following acknowledgement forms carefully. Complete all information requested. Sign where requested in the shaded areas on all pages. Do not separate them. Your signature after each section indicates agreement to the entire section. If you do not agree to a specific part of this Agreement, please cross it out. If you have questions or need help understanding the Acknowledgment, call the principal of your child's school.

The law also requires your acknowledgement of receipt of this notice. **Please sign and date and return the agreement forms pages to the school(s) where your child(ren) attend on or before September 30, 2014.** Also, please return the Internet Student Release Form and other forms included with this acknowledgement.

This is to acknowledge receipt of the *Information Handbook for Families and Students*. I have read the Handbook in its entirety and have shared the appropriate information with my child(ren). We have discussed the Conduct policies and attendance requirements. We agree to work with school staff to make sure that my child follows the Conduct and Attendance policies.

Student Name _____

School _____ Grade _____

Name of Parent (PLEASE PRINT) _____

Parent Signature _____ Date _____

Student Signature _____ Date _____

Media Appearances

I give permission for my son/daughter's school to record, film, photograph, interview and/or publicly exhibit, distribute, or publish my son/daughter's name, appearance, and spoken words during the 2015-2016 school year, whether undertaken by school staff, students, or anyone outside the school, including the media. I agree that the school may use, or allow other to use, those works without limitation or compensation. I release the school and the Ravenswood City School District staff from any claims arising out of my son/daughter's appearance or participation in these works.

Parent/Guardian Signature _____ Date _____

Internet Student Release Form

Photographs, Video & Student Created Work

With the emergence of technology access in schools and classrooms, students and teachers are now incorporating school/class productions into their curriculum and school events/activities. These productions may include newsletters, slide presentations, videos, multimedia projects and web pages.

Our district and schools have official web sites on the Internet. The school and district websites contain information about upcoming events, staff information, links to class web pages and email links to teachers & staff. You can visit the official school web sites by visiting the district web site at:

www.ravenswoodschools.org

Please be advised that under no circumstances will your child's name be used directly with his/her photograph. Also, only their first name would ever be used for any student work published in any production described above. This is for your child's safety. The only email links on web pages will be those of the school's staff. Students will not be able to receive email via the websites. No personal student information will be provided through either the websites or the cable channel.

I hereby give permission for Ravenswood City School District to publish or use, in school or class productions (i.e., newsletters, slide presentations, videos, multimedia projects, web pages); any photos, work or other related class material(s) created by or including my child. I understand that the productions will not directly link any photos of my child with his/her names, and that for any published work, only the first name will be used.

Student Name _____

School _____ Grade _____

Name of Parent (PLEASE PRINT) _____

Parent/Guardian Signature _____ Date _____

Release of Student Information

The Ravenswood City School District releases the following information without parent consent: student's name, date of birth, neighborhood of residence, class or grade, dates of attendance, test results, participation in officially recognized activities, membership on athletic teams, degrees, honors and awards, and post-high school plans. If you **do not** want this information released without your consent, check the box below and sign:

DO NOT release the information listed above without my consent

Parent/Guardian Signature _____ Date _____