



Three Rivers Charter School

Regular Board Meeting

Date and Time

Monday March 10, 2025 at 5:30 PM PDT

Location

This Board Meeting is being held in person at Three Rivers Charter School in the Jr. High Classroom.

Three Rivers Charter School

1211 Del Mar Dr.

Fort Bragg, CA

Meeting attendees may also join virtually using the Google Meet link provided.

Video call link: <https://meet.google.com/soy-aovd-dog>

Or dial: (US) +1 361-384-6834 PIN: 508 832 702#

The agenda provides any citizen an opportunity to directly address the Board under the section entitled "Community Comment" on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board's deliberation. Each public member will have 3 minutes for comment.

To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the School Director or Board President at least 10 days before the scheduled meeting date. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the

school at (707) 964-1128 at least 72 hours prior to the meeting. The Board reserves the right to mute or remove a member of the public for inappropriate behavior which is disruptive.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Call the Meeting to Order		Jenna Hoyt	1 m
B. Record Attendance		Dana Vogelee	1 m
C. Community Comment	Discuss	Jenna Hoyt	10 m
Each person wanting to speak may have 3 minutes to make their statements. The Board will not comment unless it is to quickly clarify a procedure, process or policy.			
D. Changes to Agenda?	Discuss	Jenna Hoyt	3 m
II. Reports			5:45 PM
A. Student Report	Discuss	Jenna Hoyt	5 m
School update from the TRCS Student Council.			
B. Teacher Reports	Discuss	Kim Morgan	5 m
Update from the classrooms.			
C. Financial Report	Discuss	Roger Coy	5 m
Treasurer to present Financial Report.			
D. Director's Report	Discuss	Kim Morgan	10 m
TRCS Director to present school update for the board.			
III. Discussion and Action Items			6:10 PM
A. Approve Minutes	Approve Minutes	Jenna Hoyt	2 m
Approve Minutes of February Regular Meeting.			
Approve minutes for Regular Board Meeting on February 25, 2025			
B. 2nd Interim Budget Report	Vote	Kim Morgan	20 m

	Purpose	Presenter	Time
Approve the 2nd Interim Budget			
C. Comprehensive School Safety Plan (CSSP)	Vote	Kim Morgan	10 m
Discuss and approve 2024-25 CSSP as required annually.			
D. Approve CharterSafe Renewal Application	Vote	Kim Morgan	10 m
Approve application to continue participation in CharterSafe. Renewal proposal with updated rates to be completed in May,			
IV. Closing Items			6:52 PM
A. Adjourn Meeting	FYI	Jenna Hoyt	

Coversheet

Student Report

Section:	II. Reports
Item:	A. Student Report
Purpose:	Discuss
Submitted by:	
Related Material:	Student Report 3_10_25.pdf

Student Council Report

3.10.25

Since the last board meeting, the student council has progressed on the Friday cart. We are going to open it to students this Friday! There will be snacks, drinks, pencil bags, pencils, and stickers for students to buy. And the Spring Fling (middle school dance) is coming up soon, the date is still unconfirmed, so either March 26th, 27th, or 28th.

Coversheet

Teacher Reports

Section:	II. Reports
Item:	B. Teacher Reports
Purpose:	Discuss
Submitted by:	
Related Material:	Mar Board Meeting Report.pdf

Good Evening Board Members!

We are excited to carry on our school year into the spring and would like to share some of the amazing things that have been happening in each of our classrooms.

In Ms. Luna's first and second grade class, students have been learning about the culture and people in Uganda. They've taken on this learning adventure for the Change Challenge fundraiser, as well as learning about coins and adding money. They've also been learning about maps and the cardinal directions in social studies, focussing on reading comprehension and completing themed writing projects.

Ms. Natalie's class is learning about ocean tides in her class. They spent some time learning about Uganda, as well. They've focused on subtraction across zeros, double-digit by double-digit multiplication, and long division in math. We have been recovering from cold and flu season, which has seen many students out sick over the beginning of the second semester.

Ms. Kreb's class has been spending time on group presentations focused on Uganda and students have completed research as historians. They have completed a taxonomy project in science, where they learned classifications and made their own realistic animal as a culminating project. The class finished *Ramayana* and will soon start to read *The Odyssey*. In Math, the class has finished equations and inequalities and will be moving on to their next unit soon. Ms. Krebs' class will get caterpillars this spring and they'll observe the metamorphosis into butterflies. Also upcoming are Social-Emotional Lessons surrounding bullying.

The junior high students are finishing their speaking and listening unit. They've had presentations spanning from energy waves in science to world wars in history. They also had a chance to share about our favorite things, from chainsaws to athletes, which allowed students a chance to speak on something they are knowledgeable about. In Mathematics, Algebra I students are entering the culminating unit of their year, polynomials, while students in Pre-Algebra and Geometry learn about shapes and transformations.

Grades 3-8 will be venturing to the San Francisco Exploratorium this week. They will be given an opportunity to have a hands-on science day and then will get to head to Santa Rosa to have dinner at Sonoma State and attend either a performance or college tour, depending on their grade level. These grades will also be testing on the NWEA system in March for their Spring diagnostics. This information will help us show our annual growth and guide instruction over the last couple months.

Coversheet

Financial Report

Section:	II. Reports
Item:	C. Financial Report
Purpose:	Discuss
Submitted by:	
Related Material:	Treasurer's Report (3-11-25).pdf Balance sheet including inter entity (1).pdf Budget to Actual YTD 1st interim with variances (1).pdf

Three Rivers Charter School

Treasurer's Report

March 11, 2025

Operations and Financial Status

Summary:

According to the Balance Sheet Detail as of February 28, 2025:

- Cash in Bank: \$190,868 (2-28-25 \$287,347)
- Cash in County Treasury Account: \$1,105,834 (2-28-25 \$1,057,470)
- Cash in Booster Club Account : \$10,992 (2-28-25 \$8,499)
- Accrued Liabilities: \$9,142
- Accounts Receivables: \$ 250
- Accounts Payable: \$9,705 (2-28-25 \$24,227)
- Deferred Revenue: \$329,696 (2-29-24 \$387,505)

According to the Actual vs Budget as of February 28, 2025:

- Revenue: \$715,989/\$711,810
- Expenditure:\$776,340/\$875,743
- (Loss) or Surplus: (\$60,351)/(\$163,933)

Summary:

- Loss is about \$100k less than expected due to less spending in:
 - \$10k - Bks & Supplies (equip,food,texts)
 - \$23k - Services (summer sch, fundrais, IT, space rental,operation,training)
 - \$55k - Other Outgo (sped encroachment)
- Cash flow is good
- Action is still needed to correct enrollment shortfall



Three Rivers Charter School

Balance Sheet

Statement of Financial Position

	Year To Date 02/28/2025 Current Year Balance	Prior Year To Date 02/29/2024 Prior Year	Year To Date 02/28/2025 Difference
911000-TRC-020 - Cash in County Treasury	1,105,833.77	1,834,423.04	(728,589.27)
912000-TRC-020 - Cash in General Account	190,867.91	222,637.48	(31,769.57)
912600-TRC-020 - Cash in ASB account	10,991.71	2,801.16	8,190.55
Total Cash and Cash Equivalents	1,307,693.39	2,059,861.68	(752,168.29)
920000 - Accounts Receivables	249.54	39.31	210.23
929000 - Due from Grantor Governments	(4,285.98)	0.90	(4,286.88)
Total Accounts Receivable	(4,036.44)	40.21	(4,076.65)
933000 - Prepaid Expenses	962.12	833.00	129.12
Total Prepaid Expenses	962.12	833.00	129.12
942000 - Building/Leasehold Improvements	37,865.60	37,865.60	0.00
944000 - Furniture Fixtures and Equipment	12,853.36	12,853.36	0.00
945000 - Construction in Progress	824,863.28	48,406.13	776,457.15
946000 - Right of Use Asset	195,828.77	243,075.07	(47,246.30)
Total Fixed Assets	1,071,411.01	342,200.16	729,210.85
942500 - Accumulated Depreciation - Building Improvements	(14,396.49)	(11,960.98)	(2,435.51)
944500 - Accumulated Depreciation - Furniture & Fixtures	(12,853.36)	(12,853.36)	0.00
Total Accumulated Depreciation	(27,249.85)	(24,814.34)	(2,435.51)
Total Assets	2,348,780.23	2,378,120.71	(29,340.48)



Three Rivers Charter School

Balance Sheet

Statement of Financial Position

	Year To Date 02/28/2025 Current Year Balance	Prior Year To Date 02/29/2024 Prior Year	Year To Date 02/28/2025 Difference
950000 - Accounts Payable-System	9,704.70	1,869.99	7,834.71
Total Accounts Payable	9,704.70	1,869.99	7,834.71
950100 - Accrued Salaries	0.00	11,721.08	(11,721.08)
950300 - Accrued STRS	8,710.52	8,590.89	119.63
950600 - Credit Card Payable	0.00	4,574.65	(4,574.65)
959000 - Due to Grantor Governments	431.08	6,286.51	(5,855.43)
Total Accrued Liabilities	9,141.60	31,173.13	(22,031.53)
965000 - Deferred Revenue	329,695.99	387,504.51	(57,808.52)
Total Other Short Term Liability	329,695.99	387,504.51	(57,808.52)
965500 - ROU liability	185,930.08	237,338.90	(51,408.82)
Total Other Liabilities	185,930.08	237,338.90	(51,408.82)
Total Liabilities	534,472.37	657,886.53	(123,414.16)
Net Increase/(Decrease) in Net Assets	(60,351.08)	94,138.38	(154,489.46)
978000 - Unrestricted Net Assets – Designated	807,173.89	816,657.83	(9,483.94)
979000 - Unrestricted Net Assets - Undesignated	1,001,524.12	727,691.70	273,832.42
979300 - Audit Adjustments	0.00	11,300.00	(11,300.00)
978900 - Designated for Economic Uncertainty	58,183.00	58,183.00	0.00
Total Unrest Net Assets with Inc/(Dec) to date	1,806,529.93	1,707,970.91	98,559.02
979700 - Temporarily restricted Net Assets	7,777.93	12,263.27	(4,485.34)
Total Restricted Net Assets	7,777.93	12,263.27	(4,485.34)
Total Net Assets	1,814,307.86	1,720,234.18	94,073.68
Liabilities and Net Assets	2,348,780.23	2,378,120.71	(29,340.48)



Three Rivers Charter School Statement of Activities - Actual vs Budget

	07/01/2024 Through 02/28/2025 <small>Actual</small>	07/01/2024 Through 02/28/2025 <small>1st Interim Budget</small>
Net Increase/(Decrease) in Net Assets		
Total Revenue		
LCFF Revenue	538,197.00	570,824.37
Federal Revenue	38,794.07	31,779.82
State Revenue	115,888.65	86,348.12
Local Revenue	23,109.39	22,857.21
Total Revenue	<u>715,989.11</u>	<u>711,809.52</u>
Total Expenses		
Salaries and Benefits		
Certificated Salaries	224,069.16	243,014.44
Classified Salaries	170,239.82	175,215.51
Benefits	131,537.73	114,477.26
Total Salaries and Benefits	<u>525,846.71</u>	<u>532,707.21</u>
Operational Expenses		
Books and Supplies	83,320.10	97,302.28
Services	165,623.51	188,962.01
Capital Outlay	1,549.87	1,771.32
Other Outgo	0.00	55,000.00
Total Operational Expenses	<u>250,493.48</u>	<u>343,035.61</u>
Total Expenses	<u>776,340.19</u>	<u>875,742.82</u>
Total Net Increase/(Decrease) in Net Assets	<u>(60,351.08)</u>	<u>(163,933.30)</u>

Coversheet

Director's Report

Section:	II. Reports
Item:	D. Director's Report
Purpose:	Discuss
Submitted by:	
Related Material:	Director's Report 3.10.25 (2).pdf

Director's Report
March 10, 2025

- Events & Activities
 - Change Challenge Fundraiser raised \$1000 for Uganda
 - Garden & Playground Workday was a success with hoops installed and garden remodel underway
 - TRCS Spelling Bee was held outside. Fourth grader Jocelyn was school champion
 - March 12 & 13 - San Fran trip (3rd-8th) this week.
 - Mon 3/17 - School Closed (Emergency make-up not needed at this time)
 - April 3rd- Variety Show & Music Concert @ Cotton Auditorium

- Admin tasks
 - Select Auditor for 25-26
 - Enrollment for 25-26
 - Teacher & staff evaluations
 - CRDC Reporting
 - Fall 2 CalPads Reporting
 - LCAP input

Coversheet

Approve Minutes

Section:	III. Discussion and Action Items
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on February 25, 2025

APPROVED



Three Rivers Charter School

Minutes

Regular Board Meeting

Date and Time

Tuesday February 25, 2025 at 5:30 PM

Location

This Board Meeting is being held in person at Three Rivers Charter School in the Jr. High Classroom.

Three Rivers Charter School
1211 Del Mar Dr.
Fort Bragg, CA

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Directors Present

D. Vogeles, J. Hoyt, R. Coy, S. Wright

Directors Absent

A. Dominguez, L. Norman

Guests Present

Anabel Hoyt, Student Council President, Danielle Krebs, 5th/6th Grade Teacher, K. Morgan

I. Opening Items

A. Call the Meeting to Order

B. Record Attendance

C. Community Comment

No community comment tonight.

D. Changes to Agenda?

No changes to the agenda

II. Reports

A. Student Report

Bel Hoyt, Student Council President reported out on her report, included in the meeting packet.

B. Teacher Reports

Reports from all teachers are included in the packet. Ms. Krebs is present and updated on things happening in her classroom.

C. Financial Report

R. Coy reported out on the Treasurer's Report included in the meeting packet.

D. Director's Report

Director's report is attached to the meeting packet.

Feb 24-Mar 7 Change Challenge for Uganda

3/2 - Garden and Playground Workday

3/7 - Spelling Bee

3/12-23 : San Francisco/Santa Rosa Field Trip for 3rd-8th grade

3/17 - School closed

Enrollment:

78 Enrolled

Lottery April 4th

Advertising Efforts

Campus Improvements

Basketball hoop installation

Food Prep Room Complete

Powerschool Data Breach

Notification Sent by PowerSchool

Board Requirements

Form 700

CSDC Ethics Training option

III. Discussion and Action Items

A. Approve Minutes

R. Coy made a motion to approve the minutes from Regular Board Meeting on 01-21-25.

J. Hoyt seconded the motion.

The board **VOTED** to approve the motion.

B. Mid year LCAP update

K. Morgan discussed the LCAP update and shared a slideshow on the TRCS CA School Dashboard as provided by a consultant through MCOE.

C. CSMC Contract

J. Hoyt made a motion to Approve CSMC Contract for 3 more years with \$5000 increase each year.

R. Coy seconded the motion.

The board **VOTED** to approve the motion.

D. Approve E-Rate Bid

S. Wright made a motion to approve the bid from Arcworks for Internet network upgrades.

D. Vogele seconded the motion.

The board **VOTED** to approve the motion.

E. Comprehensive School Safety Plan (CSSP)

K. Morgan discussed the Safety Plan and possibly publishing it onto the website.

F. March TRCS Regular Board Meeting date

J. Hoyt made a motion to change the March board meeting to Monday, March 10th at 5:30pm.

R. Coy seconded the motion.

The board **VOTED** to approve the motion.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:31 PM.

Respectfully Submitted,
D. Voge

Coversheet

2nd Interim Budget Report

Section:	III. Discussion and Action Items
Item:	B. 2nd Interim Budget Report
Purpose:	Vote
Submitted by:	
Related Material:	2nd Interim Narrative - Three Rivers 3.6.25.pdf FY24-25 Three Rivers Budget 3.6.25 2nd Interim.pdf TRCS 2nd Interim Alt Form 24-25.pdf

Three Rivers Budget Narrative –

2nd Interim

Interim reports are submitted at least twice during each fiscal year to provide an update on the district's financial condition. The first report, First Interim, covers the period ending October 31st. The second report, Second Interim, covers the period ending January 31st. The governing board must approve each interim report no later than 45 days after the close of each reporting period. For each interim report, schools must certify their ability to meet their obligations for the current and subsequent two fiscal years.

The 2024/25 First Interim budget certification is POSITIVE. Projections indicate that the school will be able to meet its financial obligations for the current and subsequent two fiscal years.

The interim budget includes projected revenues and expenditures for the remainder of the school year which are based upon the budget assumptions as indicated below along with the use of School Services Dartboard for revenue and expense projections. Actual revenues and expenditures have been reviewed and any budget revisions made as a result are detailed below.

Enrollment/ADA

Enrollment: 79

ADA: 74.3 (94% Average Daily Attendance)

Revenue

Description of Changes from 1 st Interim Budget	Increase (Decrease)
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LCFF Revenue	No Change
---------------------	------------------

No change as projected enrollment/ADA has stayed the same.

Federal Revenue	(\$5,313)
------------------------	------------------

We had a decrease of \$5,313 in Title funding based on reported enrollment.

State Revenue	\$106,466
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State Revenues increased due to additional one-time funds (Arts and Music Block Grant, Kitchen Infrastructure and Training Grant, and ELOP) being recognized this year.

We received SB740 'Other Facility Costs' reimbursement from FY23-24 \$44,684.

State Mental Health allocation increased.

Other Local Revenue	\$8,366
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Increase in School Site Fundraising and Interest Income.

Total Revenues increased by \$109,519

Expenditures:

Description of Changes from 1 st Interim	Increase (Decrease)
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Salaries/Benefits	\$19,180
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Increase in Health and Welfare Benefits.

Books and Supplies	\$4,508
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Increase in General Student Equipment (Cal hope expenses)

Slight decrease in Textbooks/Core Curriculum Materials

Services and Other Operating Expenditures	(\$1,892)
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Decrease in Other Space Rentals \$4,000 , Increase in Building Maintenance \$1,200 and Increase Professional/Consulting Services and Operating Expenditures \$908

Other Outgo	\$63,447
--------------------	-----------------

Increase in Special Education Encroachment

Total Expenses increased by \$85,244

FUND BALANCE/RESERVES

Beginning Fund Balance	\$1,874,659
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Excess/(Deficit)	(\$ 19,148)
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Ending Fund Balance	\$1,855,511
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We were projecting a deficit of (\$43,422) at 1st Interim. We have improved that projection by \$25,274

Special Notes:

It should be noted that the Excess and Ending Fund Balance includes revenues that are expected to be spent this year. If they are not spent, the revenue will be deferred to next year and the excess amount may decrease based on this deferral. Revenues will be recognized as they are spent.

Three Rivers Charter FY24-25 Budget

	CATEGORY	PY ACTUALS/FINAL BUDGET	CURRENT YEAR INITIAL	CURRENT YEAR REVISION #1	CURRENT YEAR REVISION #2	VARIANCE	25-26		26-27	
							80		80	
REVENUE	TOTAL ENROLLMENT	80	90	79	79	-	80		80	
	AVERAGE DAILY ATTENDANCE	73.8	84.8	74.3	74.3	-	75.4		75.4	
	State LCFF Revenue	975,440	1,091,741	953,742	953,742	-	\$ 988,837		\$ 1,031,756	
	Federal Revenue	264,404	67,226	74,251	68,938	(5,313)	\$ 63,174		\$ 65,046	
	Other State Revenue	242,904	208,765	217,795	324,261	106,466	\$ 209,681		\$ 211,187	
	Local Revenue	121,135	12,000	37,222	45,588	8,366	\$ 46,088		\$ 46,830	
	TOTAL REVENUE	1,603,883	1,379,732	1,283,010	1,392,529	109,519	\$ 1,307,781		\$ 1,354,820	
EXPENSES	Certificated Salaries	345,441	363,224	362,974	362,974	-	\$ 371,794		\$ 384,881	
	Classified Salaries	252,420	285,384	268,263	268,263	-	\$ 274,781		\$ 284,454	
	Benefits	171,617	157,505	162,625	181,805	19,180	\$ 186,223		\$ 192,778	
	TOTAL PERSONNEL EXPENSES	769,478	806,113	793,861	813,041	19,180	\$ 832,798		\$ 862,113	
	Books and Supplies	138,295	139,284	139,284	143,793	4,509	\$ 142,206		\$ 147,211	
	Services and Other Operating Expenses	445,998	394,630	390,630	452,186	61,555	\$ 468,365		\$ 487,387	
	Capital Outlay	1,550	2,657	2,657	2,657	-	\$ 2,722		\$ 2,817	
	Other Outgoing	-	-	-	-	-	\$ -		\$ -	
	TOTAL OTHER EXPENSES	585,843	536,572	532,572	598,636	66,064	\$ 613,292		\$ 637,416	
	TOTAL EXPENSES	1,355,320	1,342,684	1,326,433	1,411,677	85,244	\$ 1,446,091		\$ 1,499,529	
SUMMARY	SURPLUS\ (DEFICIT)	248,563.14	37,047.82	(43,422.61)	(19,147.82)	24,275	(138,309.42)		(144,708.63)	
	% of Expenses	18.3%	2.8%	-3.3%	-1.4%		-9.6%		-9.7%	
	BEGINNING FUND BALANCE	1,626,096	\$ 1,874,659	\$ 1,874,659	\$ 1,874,659	\$ -	\$ 1,855,511		\$ 1,717,202	
	ENDING BALANCE	1,874,659	\$ 1,911,707	\$ 1,831,236	\$ 1,855,511	\$ (56,196)	\$ 1,717,202		\$ 1,572,493	
	% of Expenses	1.383185211	1.424	1.381	1.314		1.187		1.049	

Additional Revenue for projected 90 students \$	129,349.58	134,230.58
SURPLUS\ (DEFICIT)	\$ (8,960)	(10,478)

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Three Rivers Charter
 (continued)
 CDS #: 23-65565-0123737
 Charter Approving Entity: Fort Bragg Unified
 County: Mendocino
 Charter #: 1275
 Fiscal Year: 2024/25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	458,270.00	249,516.00	458,270.00	-	0.00%
Education Protection Account State Aid - Current Year	8012	118,656.00	71,566.00	118,656.00	-	0.00%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	376,816.06	217,115.00	376,816.06	-	0.00%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		953,742.06	538,197.00	953,742.06	-	0.00%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	51,251.11	19,841.51	45,938.11	(5,313.00)	-10.37%
Special Education - Federal	8181, 8182	-	-	-	-	-
Child Nutrition - Federal	8220	23,000.00	15,261.12	23,000.00	-	0.00%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-
Total, Federal Revenues		74,251.11	35,102.63	68,938.11	(5,313.00)	-7.16%
3. Other State Revenues						
Special Education - State	StateRevSE	5,207.00	3,374.00	6,133.00	926.00	17.78%
All Other State Revenues	StateRevAO	212,588.23	109,752.38	318,128.40	105,540.17	49.65%
Total, Other State Revenues		217,795.23	113,126.38	324,261.40	106,466.17	48.88%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	37,222.00	20,675.39	45,587.68	8,365.68	22.48%
Total, Local Revenues		37,222.00	20,675.39	45,587.68	8,365.68	22.48%
5. TOTAL REVENUES		1,283,010.40	707,101.40	1,392,529.25	109,518.85	8.54%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	279,544.00	144,354.58	279,544.00	-	0.00%
Certificated Pupil Support Salaries	1200	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	83,430.00	48,464.95	83,430.00	-	0.00%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		362,974.00	192,819.53	362,974.00	-	0.00%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	143,472.88	92,434.03	143,472.88	-	0.00%
Non-certificated Support Salaries	2200	87,909.76	43,715.60	87,909.76	-	0.00%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	36,880.00	18,918.32	36,880.00	-	0.00%
Other Non-certificated Salaries	2900	-	-	-	-	-
Total, Non-certificated Salaries		268,262.64	155,067.95	268,262.64	-	0.00%
3. Employee Benefits						
STRS	3101-3102	63,755.42	33,583.86	63,755.42	-	0.00%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	25,763.46	14,871.60	25,763.46	-	0.00%
Health and Welfare Benefits	3401-3402	53,420.00	58,003.97	72,600.00	19,180.00	35.90%
Unemployment Insurance	3501-3502	9,988.00	1,637.59	9,988.00	-	0.00%
Workers' Compensation Insurance	3601-3602	9,697.94	9,694.00	9,697.94	-	0.00%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		162,624.83	117,791.02	181,804.83	19,180.00	11.79%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	20,000.00	11,548.93	15,000.00	(5,000.00)	-25.00%
Books and Other Reference Materials	4200	1,000.00	238.47	1,000.00	-	0.00%
Materials and Supplies	4300	31,284.26	16,828.38	25,793.00	(5,491.26)	-17.55%
Noncapitalized Equipment	4400	32,000.00	25,911.94	47,000.00	15,000.00	46.88%
Food	4700	55,000.00	28,607.28	55,000.00	-	0.00%
Total, Books and Supplies		139,284.26	83,135.00	143,793.00	4,508.74	3.24%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	-
Travel and Conferences	5200	12,000.00	5,661.68	12,000.00	-	0.00%
Dues and Memberships	5300	1,500.00	892.94	1,500.00	-	0.00%
Insurance	5400	32,500.00	20,673.00	32,500.00	-	0.00%
Operations and Housekeeping Services	5500	29,387.68	11,197.85	25,387.68	(4,000.00)	-13.61%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	67,296.56	40,295.68	68,496.56	1,200.00	1.78%
Transfers of Direct Costs	5700-5799	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	135,448.03	76,314.93	136,354.31	906.28	0.67%
Communications	5900	2,500.00	1,105.43	2,500.00	-	0.00%
Total, Services and Other Operating Expenditures		280,630.27	156,141.51	278,738.55	(1,891.72)	-0.67%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Three Rivers Charter
 (continued)
 CDS #: 23-65565-0123737
 Charter Approving Entity: Fort Bragg Unified
 County: Mendocino
 Charter #: 1275
 Fiscal Year: 2024/25

Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Lease Assets	6600	-	-	-	-	
Subscription Assets	6700	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	2,657.00	1,549.87	2,657.00	-	0.00%
Amortization Expense-Lease Assets	6910	-	-	-	-	
Amortization Expense-Subscription Assets	6920	-	-	-	-	
Total, Capital Outlay		2,657.00	1,549.87	2,657.00	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	110,000.00	-	173,447.04	63,447.04	57.68%
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		110,000.00	-	173,447.04	63,447.04	57.68%
8. TOTAL EXPENDITURES		1,326,433.00	706,504.88	1,411,677.06	85,244.06	6.43%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(43,422.61)	596.52	(19,147.82)	24,274.79	-55.90%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(43,422.61)	596.52	(19,147.82)	24,274.79	-55.90%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,874,658.67	1,874,658.67	1,874,658.67	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		1,874,658.67	1,874,658.67	1,874,658.67		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,831,236.06	1,875,255.19	1,855,510.85		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	39,792.99	-	42,351.00	2,558.01	6.43%
Unassigned/Unappropriated Amount	9790	1,791,443.07	1,875,255.19	1,813,159.85	21,716.78	1.21%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Three Rivers Charter
 (continued)
 CDS #: 23-85965-0123737
 Charter Approving Entity: Fort Bragg Unified
 County: Mendocino
 Charter #: 1275
 Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	458,270.00	-	458,270.00	249,516.00	-	249,516.00	458,270.00	-	458,270.00
Education Protection Account State Aid - Current Year	8012	118,858.00	-	118,858.00	71,568.00	-	71,568.00	118,858.00	-	118,858.00
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	376,816.06	-	376,816.06	217,115.00	-	217,115.00	376,816.06	-	376,816.06
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		953,942.06	-	953,942.06	538,197.00	-	538,197.00	953,942.06	-	953,942.06
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8280	-	51,251.11	51,251.11	-	19,841.51	19,841.51	-	45,938.11	45,938.11
Special Education - Federal	8181, 8182	-	-	-	-	-	-	-	-	-
Child Nutrition - Federal	8220	23,000.00	-	23,000.00	15,261.12	-	15,261.12	-	23,000.00	23,000.00
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8280-8289	-	-	-	-	-	-	-	-	-
Total, Federal Revenues		-	74,251.11	74,251.11	-	35,102.63	35,102.63	-	68,938.11	68,938.11
3. Other State Revenues										
Special Education - State	StateRevSE	-	5,207.00	5,207.00	-	3,374.00	3,374.00	-	6,133.00	6,133.00
All Other State Revenues	StateRevAO	53,009.62	159,578.61	212,588.23	6,555.06	103,197.32	109,752.38	97,712.35	220,416.05	318,128.40
Total, Other State Revenues		53,009.62	164,785.61	217,795.23	6,555.06	106,571.32	113,126.38	97,712.35	226,549.05	324,261.40
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	31,772.00	5,450.00	37,222.00	20,675.39	-	20,675.39	45,587.68	-	45,587.68
Total, Local Revenues		31,772.00	5,450.00	37,222.00	20,675.39	-	20,675.39	45,587.68	-	45,587.68
5. TOTAL REVENUES		1,038,623.68	244,887.72	1,283,511.40	565,427.45	141,673.95	707,101.40	1,097,042.09	295,487.16	1,392,529.25
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	251,868.00	27,676.00	279,544.00	133,141.70	11,212.88	144,354.58	251,868.00	27,676.00	279,544.00
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	83,430.00	-	83,430.00	48,464.95	-	48,464.95	83,430.00	-	83,430.00
Other Certificated Salaries	1500	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		335,298.00	27,676.00	362,974.00	181,606.65	11,212.88	192,819.53	335,298.00	27,676.00	362,974.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	66,450.16	77,022.72	143,472.88	60,960.59	31,464.44	92,425.03	66,450.16	77,022.72	143,472.88
Non-certificated Support Salaries	2200	30,040.32	57,869.44	87,909.76	11,501.08	30,214.52	41,715.60	29,516.61	61,594.15	87,909.76
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clinical and Office Salaries	2400	36,880.00	-	36,880.00	18,918.32	-	18,918.32	36,880.00	-	36,880.00
Other Non-certificated Salaries	2500	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		133,370.48	134,892.16	268,262.64	91,389.99	63,678.96	155,068.95	129,645.77	138,616.87	268,262.64
3. Employee Benefits										
STRS	3101-3102	58,897.55	4,857.87	63,755.42	33,583.86	-	33,583.86	53,759.42	-	63,759.42
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	15,042.46	10,721.00	25,763.46	5,844.53	5,027.07	10,871.60	16,214.05	9,549.41	25,763.46
Health and Welfare Benefits	3401-3402	49,380.00	4,870.00	54,250.00	53,725.38	4,278.59	58,003.97	64,042.82	8,557.18	72,600.00
Unemployment Insurance	3501-3502	6,527.00	3,461.00	9,988.00	1,264.47	373.12	1,637.59	5,802.00	4,085.00	9,887.00
Workers' Compensation Insurance	3601-3602	8,894.94	813.00	9,697.94	9,694.00	-	9,694.00	9,697.94	-	9,697.94
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3801-3802	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		138,701.96	23,922.87	162,624.83	108,112.24	9,678.78	117,791.02	158,612.24	22,192.59	181,804.83
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	8,450.00	11,620.00	20,070.00	-	11,548.93	11,548.93	-	15,000.00	15,000.00
Books and Other Reference Materials	4200	-	1,000.00	1,000.00	-	238.47	238.47	-	1,000.00	1,000.00
Materials and Supplies	4300	21,284.26	10,000.00	31,284.26	6,581.97	10,245.41	16,827.38	11,783.00	14,000.00	25,783.00
Noncapitalized Equipment	4400	29,000.00	3,000.00	32,000.00	23,596.84	2,355.10	25,951.94	37,000.00	10,000.00	47,000.00
Food	4700	-	55,000.00	55,000.00	-	28,607.28	28,607.28	-	55,000.00	55,000.00
Total, Books and Supplies		58,684.26	80,000.00	138,684.26	30,138.81	52,996.19	83,135.00	48,783.00	85,000.00	143,783.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-
Travel and Conferences	5200	8,530.00	3,470.00	12,000.00	1,324.57	4,337.11	5,661.68	7,650.00	4,359.00	12,000.00
Dues and Memberships	5300	1,200.00	200.00	1,400.00	752.95	139.99	892.94	1,300.00	200.00	1,500.00
Insurance	5400	32,500.00	-	32,500.00	20,673.00	-	20,673.00	32,500.00	-	32,500.00
Operations and Housekeeping Services	5500	29,387.68	-	29,387.68	11,197.85	-	11,197.85	25,387.68	-	25,387.68
Rentals, Leases, Repairs, and Noncap. Improvements	5600	67,296.56	-	67,296.56	40,170.66	125.00	40,295.66	66,371.56	125.00	66,496.56
Transfers of Direct Costs	5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	128,119.33	7,326.70	135,446.03	73,429.60	2,805.33	76,234.93	129,027.61	7,326.70	136,354.31
Communications	5900	2,500.00	-	2,500.00	1,105.43	-	1,105.43	2,500.00	-	2,500.00
Total, Services and Other Operating Expenditures		268,633.57	10,996.70	280,630.27	148,664.08	7,487.43	156,151.51	266,736.85	12,001.70	278,738.55
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major	6300	-	-	-	-	-	-	-	-	-
Expansion of School Libraries	6400	-	-	-	-	-	-	-	-	-
Equipment	6500	-	-	-	-	-	-	-	-	-
Equipment Replacement	6600	-	-	-	-	-	-	-	-	-
Lease Assets	6700	-	-	-	-	-	-	-	-	-
Subscription Assets	6800	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	2,657.00	-	2,657.00	1,549.87	-	1,549.87	2,657.00	-	2,657.00
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Amortization Expense-Subscription Assets	6920	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		2,657.00	-	2,657.00	1,549.87	-	1,549.87	2,657.00	-	2,657.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	110,000.00	-	110,000.00	-	-	-	173,447.04	-	173,447.04
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		110,000.00	-	110,000.00	-	-	-	173,447.04	-	173,447.04
8. TOTAL EXPENDITURES		1,048,345.27	278,887.73	1,326,433.00	561,450.64	145,054.24	706,504.88	1,116,189.90	295,487.16	1,411,677.06
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B4)										
		(9,821.60)	(33,801.01)	(43,422.61)	3,976.81	(3,380.29)	596.52	(19,147.81)	0.00	(19,147.81)
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7830-7899	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts		-	-	-	-	-	-	-	-	-

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail

Charter School Name: Three Rivers Charter
 (continued)
 CDS #: 23-65565-0123737
 Charter Approving Entity: Fort Bragg Unified
 County: Mendocino
 Charter #: 1275
 Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description (reset not to zero)	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
	8960-8999	(33,601.01)	33,601.01	-	(3,380.29)	3,380.29	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		(33,601.01)	33,601.01	-	(3,380.29)	3,380.29	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(43,422.61)	0.00	(43,422.61)	596.52	0.00	596.52	(19,147.82)	0.00	(19,147.82)
F. FUND BALANCE RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	1,808,697.74	65,960.93	1,874,658.67	1,808,697.74	65,960.93	1,874,658.67	1,808,697.74	65,960.93	1,874,658.67
b. Adjustments to Beginning Balance	9793, 9795									
c. Adjusted Beginning Balance		1,808,697.74	65,960.93	1,874,658.67	1,808,697.74	65,960.93	1,874,658.67	1,808,697.74	65,960.93	1,874,658.67
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,765,275.13	65,960.93	1,831,236.06	1,809,294.26	65,960.93	1,875,255.19	1,789,549.92	65,960.93	1,855,510.85
Components of Ending Fund Balance :										
a. Nonexpendable										
Revolving Cash (equals object 9130)	9711									
Storages (equals object 9320)	9712									
Prepaid Expenditures (equals object 9330)	9713									
All Others	9719									
b. Restricted	9740									
c. Committed										
Stabilization Arrangements	9750									
Other Commitments	9780									
d. Assigned										
Other Assignments	9790									
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9795	39,792.99		39,792.99				42,351.00		42,351.00
Unassigned/Unappropriated Amount	9790	1,725,482.14	65,960.93	1,791,443.07	1,809,294.26	65,960.93	1,875,255.19	1,747,198.92	65,960.93	1,813,159.85

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Second Interim Report - MYP

Charter School Name: Three Rivers Charter

(continued)

CDS #: 23-65565-0123737

Charter Approving Entity: Fort Bragg Unified

County: Mendocino

Charter #: 1275

Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

☒ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6800, 7436, 9400-9499, and 9660-9669)☐ Modified Accrual Basis (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7436, 7439 and 9711-9789)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	458,270.00	0.00	458,270.00	483,309.00	521,888.00
Education Protection Account State Aid - Current Year	8012	118,656.00	0.00	118,656.00	123,288.00	127,628.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	376,816.06	0.00	376,816.06	382,240.42	382,240.42
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		953,742.06	0.00	953,742.06	988,837.42	1,031,756.42
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	45,938.11	45,938.11	39,615.59	40,658.05
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	23,000.00	23,000.00	23,558.90	24,368.17
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	68,938.11	68,938.11	63,174.49	65,046.22
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	6,133.00	6,133.00	6,133.00	6,133.00
All Other State Revenues	StateRevAO	97,712.35	220,416.05	318,128.40	203,548.27	205,054.41
Total, Other State Revenues		97,712.35	226,549.05	324,261.40	209,681.27	211,187.41
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	45,587.68	0.00	45,587.68	46,087.96	46,830.26
Total, Local Revenues		45,587.68	0.00	45,587.68	46,087.96	46,830.26
5. TOTAL REVENUES						
		1,097,042.09	295,487.16	1,392,529.25	1,307,781.14	1,354,820.31
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	251,868.00	27,676.00	279,544.00	286,336.92	296,415.98
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	83,430.00	0.00	83,430.00	85,457.35	88,465.45
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		335,298.00	27,676.00	362,974.00	371,794.27	384,881.43
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	66,450.16	77,022.72	143,472.88	146,959.27	152,132.24
Non-certificated Support Salaries	2200	26,315.61	61,594.15	87,909.76	90,045.97	93,215.59
Non-certificated Supervisors' and Administrators' Sal	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	36,880.09	0.00	36,880.09	37,776.18	39,105.91
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		129,645.77	138,616.87	268,262.64	274,781.42	284,453.73

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	63,755.42	0.00	63,755.42	65,304.67	67,603.40
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	16,214.05	9,549.41	25,763.46	26,389.52	27,318.43
Health and Welfare Benefits	3401-3402	64,042.82	8,557.18	72,600.00	74,364.18	76,981.80
Unemployment Insurance	3501-3502	5,902.00	4,086.00	9,988.00	10,230.71	10,580.83
Workers' Compensation Insurance	3601-3602	9,697.94	0.00	9,697.94	9,933.60	10,283.27
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		159,612.24	22,192.59	181,804.83	186,222.68	192,777.72
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	15,000.00	15,000.00	15,364.50	15,905.33
Books and Other Reference Materials	4200	0.00	1,000.00	1,000.00	1,024.30	1,060.36
Materials and Supplies	4300	11,793.00	14,000.00	25,793.00	26,419.77	27,349.75
Noncapitalized Equipment	4400	37,000.00	10,000.00	47,000.00	43,060.50	44,576.23
Food	4700	0.00	55,000.00	55,000.00	56,336.50	58,319.54
Total, Books and Supplies		48,793.00	95,000.00	143,793.00	142,205.57	147,211.21
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	7,650.00	4,350.00	12,000.00	12,291.60	12,724.26
Dues and Memberships	5300	1,300.00	200.00	1,500.00	1,536.45	1,590.53
Insurance	5400	32,500.00	0.00	32,500.00	33,289.75	34,451.55
Operations and Housekeeping Services	5500	25,387.68	0.00	25,387.68	29,004.60	30,025.56
Rentals, Leases, Repairs, and Noncap. Improvements	5600	68,371.56	125.00	68,496.56	68,931.87	71,358.27
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	129,027.61	7,326.70	136,354.31	143,088.22	150,660.93
Communications	5900	2,500.00	0.00	2,500.00	2,560.75	2,650.89
Total, Services and Other Operating Expenditures		266,736.85	12,001.70	278,738.55	290,703.24	303,471.99

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Second Interim Report - MYP

Charter School Name: Three Rivers Charter

(continued)

CDS #: 23-65565-0123737

Charter Approving Entity: Fort Bragg Unified

County: Mendocino

Charter #: 1275

Fiscal Year: 2024/25

6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)					
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6800	2,657.00	0.00	2,657.00	2,817.36
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00	0.00
Amortization Expense-Subscription Assets	6920	0.00	0.00	0.00	0.00
Total, Capital Outlay		2,657.00	0.00	2,657.00	2,817.36
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	173,447.04	0.00	173,447.04	183,915.50
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00
Debt Service:					
Interest	7438	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		173,447.04	0.00	173,447.04	183,915.50
8. TOTAL EXPENDITURES		1,116,189.90	295,487.16	1,411,677.06	1,499,528.94
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.					
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(19,147.82)	0.00	(19,147.82)	(144,708.63)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(19,147.82)	0.00	(19,147.82)	(138,309.42)	(144,708.63)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,808,697.74	65,960.93	1,874,658.67	1,855,510.85	1,717,201.44
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		1,808,697.74	65,960.93	1,874,658.67	1,855,510.85	1,717,201.44
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,789,549.92	65,960.93	1,855,510.85	1,717,201.44	1,572,492.81
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	42,351.00	0.00	42,351.00	43,383.00	44,986.00
Unassigned/Unappropriated Amount	9790	1,747,198.92	65,960.93	1,813,159.85	1,673,818.44	1,527,506.81

Coversheet

Comprehensive School Safety Plan (CSSP)

Section: III. Discussion and Action Items
Item: C. Comprehensive School Safety Plan (CSSP)
Purpose: Vote
Submitted by:
Related Material:
2024_Comprehensive_School_Safety_Plan_Three_Rivers_Charter_School_20250226 (1).pdf

Comprehensive School Safety Plan SB 187 Compliance Document

2024-2025 School Year

School: Three Rivers Charter School
CDS Code: 23655650123737
District: Three Rivers Charter School
Address: 1211 Del Mar Dr., Suite 301
 Fort Bragg, CA 95437-9533
Date of Adoption:

Approved by:

Name	Title	Signature	Date
Kimberly Morgan	School Director, Administrator		
Michael Lang	Teacher, Certificated Staff		
Marcia Mollett	School Secretary, Classified Staff		
Dana Vogelee	Board Member & Parent		
Roger Coy	Board Member		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Three Rivers Charter School Office..

Safety Plan Vision

Three Rivers Charter School (TRCS) is an independent public charter school serving around 90 students in grades 1-8.

The teachers and support staff at TRCS provide an exemplary learning environment. Academic learning is the primary focus of the school, but commendably, the school mission recognizes that a caring environment that fosters self-worth and individual development is the best road toward realizing optimal academic achievement. The students are able to approach all facets of their learning with confidence and the assurance that this school is their home away from home. Behavioral expectations are clearly and consistently articulated, leading to self-directness and initiative. The staff welcomes the direct involvement of the parent community in these efforts. At TRCS, parents/guardians and staff work in concert to create a safe and orderly learning environment in which students interact positively with others and strive to demonstrate our REACH Goals of Respect, Empathy, Achievement, Citizenship and Hard Work.

TRCS, in order to provide an environment where students are nurtured and inspired to pursue their dreams and challenge themselves, will strive to engage in such activities as listed below in order to ensure an atmosphere on campus that promotes safety, security, and effective crisis response for students and staff.

The administration and staff will:

- Work to promote a safe work place.
- Work to prevent all work and students related accidents.

- Conduct educational exercises that promote safety and effective crisis response. (fire, earthquake, lock-down and off-site evacuation drills)
- Enforce the campus safety and crisis response procedures and regulations as set forth.
- Develop processes in which safety hazards and accidents can be reported, investigated, and ratified or prevented.

Components of the Comprehensive School Safety Plan (EC 32281)

Three Rivers Charter School Safety Committee

Kimberly Morgan, School Director
Michael Lang, Teacher
Marcia Mollett, School Secretary
Dana Vogeles, Board Member and Parent
Roger Coy, Board Member

Assessment of School Safety

Three Rivers Charter School (TRCS) strives to provide a safe learning environment, grow responsible citizens and develop caring and nurturing relationships. TRCS serves approximately 90 students in grades one (1st) through eight (8th). We have four certificated teachers, one certificated administrator and about thirteen classified staff members.

At TRCS, our REACH values are the foundation for a positive school climate (Respect, Empathy, Achievement, Citizenship and Hard Work) and the basis of our PBIS protocols. (Positive Behavior Intervention Support.) Students earn "Osprey Bucks" for demonstrating the REACH values and there are class-wide and school wide reward programs using the Osprey Bucks. Expectation stations are organized at least twice during the year to teach/reteach students behavior expectations in class and around campus. This explicit behavior review is usually planned to occur at the beginning of the school year and when we return from breaks. TRCS has a Student Support Counselor to work with students, families and staff.

A review of responses from family and student surveys spring of 2024 shows that TRCS is improving on student feelings of safety at the school. When asked in a Family Survey in December 2024, parent/guardians reported the following results when asked "How safe does your student feel at school?". On a scale of 1-4 with (1) being not safe and (4) being very safe:

19% report a (3)

81% report a (4)

The student Suspension and Expulsion rates at TRCS continues to remain low. No students have been expelled from school in recent years. 2.1% of students were suspended in the 23-24 school year (2 suspensions), zero in 2022-23 and 2.2% in 2021-22 year.

Escape procedures, safety routes, and designated gathering areas were developed for fire drills and disaster drills. Escape route maps are located in all rooms. Teachers are supplied with emergency backpacks, supplies, and informational lists to assist them in the event of an emergency.

The school's goal has been to provide a safe learning environment, grow responsible citizens and develop caring and nurturing relationships. The above information would indicate a positive move in that direction.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Three Rivers Charter School (TRCS) prepares students to be responsible citizens. TRCS promotes caring and nurturing relationships and works cooperatively with parents, students, and other community agencies. TRCS stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

TRCS discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially. Intervention and prevention programs focus on positive youth development. Training in Restorative Practices is provided to the staff and these practices are utilized with the students.

TRCS implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Our school culture is based around the REACH Goals (Respect, Empathy, Achievement, Citizenship, Hard Work). TRCS implements a Multi-Tiered System of Support (MTSS) for students that promotes high expectations, maintains student engagement in school, and provides systems for student success. A School Counselor is available to students and parents.

TRCS provides onsite training for teachers, office staff and teacher aides in First Aid, CPR and Epipen use. In the fall of 2023, the staff participated in these in person certification trainings as well as an AVERT training (Active Violence Emergency Response). Additionally, annual online training includes courses in First Aid, CPR, Blood Born Pathogens, Bullying Prevention, Child Abuse Reporting, Active Shooters, Sexual Harassment, Playground Supervision and other safety topics. Fire extinguishers are inspected monthly and recharged annually.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. School employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. TRCS maintains the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the School Director's office.

The school staff receives annual online safety training and actively monitors the safety and welfare of all students. The staff understands their responsibilities related to student safety and immediately reports all cases of known and suspected child abuse. When a case of child abuse becomes apparent or is suspected, the employee who has knowledge of the abuse may discuss the situation with a school administrator who may offer assistance. Plans are developed to verbally report the abuse to the Mendocino County Family and Children's Services in a timely manner and to complete a written "Suspected Child Abuse Report" within 36 hours.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix A-D)

Teachers and support staff are trained annually on fire (evacuation), earthquake (drop and cover), lock down and off-site evacuation (tsunami) procedures.

TRCS holds drills quarterly for the Emergency Procedures.

Three Rivers Charter School General Emergency Response Plan

After Assessing the type and level of emergency, School Director (or designee in the absence of the School Director) will activate the Emergency Response in the following ways:

1. School Director notifies all staff members of the emergency via intercom system, fire alarm, and/or megaphone if appropriate identifies if it is "Evacuation", "Drop and Cover" or "Lock Down" or "Off-site Evacuation".
2. School Secretary calls 911 if appropriate.
3. School Secretary obtains Emergency Contacts Binder, student medications and Epipen, red emergency backpack from office.
4. School Director and Secretary ensure all classrooms, walkways and restrooms are empty.
5. Teachers ensure the playground is empty (far end of playground is evacuation gathering place).
6. Teachers and support staff greet, organize and comfort students outside the building at evacuation gathering place.
7. Each teacher takes role and reports the names of any missing students to the emergency crew chief and the School Director.
8. School Director or assigned person meets with emergency crews.
9. Teachers or students who need first aid are sent to an assigned location.

10. School Director determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.

If students and staff are dismissed for the day:

- a. School Secretary will send out an Urgent Alert on Parent Square, (our communications platform that will send a call, text and email to all families), notifying families to pick up students ASAP and answer all incoming calls.
- b. Teachers will track which students have been dismissed and follow up calls will be made to families of remaining students after a reasonable amount of time.
- c. Regular school procedure will be followed for pick-up. Only guardians or people listed as an emergency contact may pick up students unless permission is given by guardian.
- d. Teachers will remain on campus until all of their students are picked up.
- e. School Director will dismiss teacher and support staff when appropriate and assigned persons will be responsible for securing the building against vandalism and theft.

11. In the case that counseling services are subsequently needed by any students, the School Director and School Counselor will coordinate that effort.

12. In the case that media coverage is an issue, School Director and an assigned person will control and organize press releases and media requests.

TRCS Evacuation Procedure

Evacuation Procedure for Fire or other need to evacuate.

1. School Director activates the General Emergency Response Plan and sounds the fire alarm.
2. Teachers announce evacuation.
3. Students line up at designated exit moving briskly but quietly.
4. Teacher brings Red Emergency Backpack and assigns last person out to close the door. Evacuation routes are posted and practiced regularly.
5. All staff and students evacuate to gathering place to follow General Emergency Response Plan.

In the event that evacuation procedure is enacted while students are at recess the following procedure will be followed:

1. Staff member on duty will get student's attention with their existing method (whistle, bell, etc.) and announce the evacuation.
2. Teacher will come out to meet her/his class with Red Emergency Backpack.
3. Students will line up at regular evacuation gathering place.

TRCS Drop and Cover Emergency Procedure

In the event of an Earthquake the following procedure will be followed:

1. Teachers announce to class to drop and cover. Students get under their desks, cover their heads, hold on to leg of table or desk.
2. Everyone remains in Drop and Cover position until School Director announces the "all clear" and all will evacuate.
3. Evacuation and General Emergency Response Plan is followed.

In the event of an earthquake while students are at recess the following procedure will be followed:

1. Students will move away from large trees or buildings and lie on the ground until the "all clear" is given.

TRCS Lock-down Procedure

To secure the school in the event of an active intruder or other threat:

1. School Director notifies teachers of Lock Down via the classroom intercom system or best method.
2. School Secretary or designee call 911.
3. School Director, School Secretary and support staff clear bathrooms, walkways and playground of all students if possible.
4. Teachers lock classroom doors and close blinds. Each classroom has a designated area to shelter the class in place.
5. Everyone remains sheltered in place until the School Director gives the all clear.

TRCS Off-site Evacuation Procedure

In the event of a Tsunami or other need to evacuate off-site the following procedure will be followed:

1. School Director announces the off-site evacuation and activates steps 1-6 of General Emergency Response Plan.
2. Students line up at designated doors moving briskly and quietly.
3. School Secretary obtains Student Emergency information binder from the office.
4. Teachers ensure they have all their students and red Emergency Backpack and evacuate to evacuation gathering location.
5. Teachers facilitate youngest students pairing with oldest students.
6. With the staff distributed throughout the line, students walk two by two out of school parking lot, up Del Mar Drive, right onto Ocean View Drive and across Highway 1 to Boatyard Plaza parking lot.
7. School Director carries STOP sign and wears yellow safety vest.

Adaptations for Students with Disabilities

Students with Disabilities Specific individual plans will be made for students with disabilities that may affect following Disaster Procedures. Teachers will create such plans at the beginning of the year if a student with this need is enrolled in their class. The classroom aide will be utilized to ensure safety of all students in an emergency.

Public Agency Use of School Buildings for Emergency Shelters

TRCS operates on the Mendocino College Coast Campus. This current location does not have any available appropriate spaces to use as emergency shelters such as a gymnasium or multi-purpose room. For this reason there are no agreements in place for public agency use of school buildings for emergency shelters.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The TRCS Discipline Policy (Student Policy #: TRSC-P-5.0) outlines Suspension/Expulsion Procedures as per California Education Code Section 47605(b)(5)(J).

The Discipline Policy documents the grounds for, procedures and appeal process for suspensions and expulsions. See the full policy in the Appendix.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The School Director shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Upon the receipt of the records of a new student, the records are available to teachers and Special Education staff in the school office to sign out. The cumulative records include a copy of each suspension. Each person receiving the cumulative record is to acknowledge receipt and fully review the document, submitted questions or clarifications if needed.

When the School Director receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, s/he will notify the teacher.

A plan will be developed with the Director, teacher and other necessary staff to ensure the safety of everyone involved.

(E) Sexual Harassment Policies (EC 212.6 [b])

Three Rivers Charter School has a Title IX, Harassment, Intimidation, Discrimination and Bullying Administrative Policy (TRCS P.2.5) in place that prohibits unlawful harassment under Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by TRCS.

TRCS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual. Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex

Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

The Three Rivers Charter School Student & Parent Handbook states that In order to promote a safe school atmosphere in which all students can learn, it is essential that all students take responsibility for their behavior. Three Rivers Charter School prohibits the unlawful sexual harassment of any student by any employee, student or other person in or from the school or district, (E.C. 231.5; 5 CCR 4917). Any student who engages in the sexual harassment of anyone in or from the school or district may be subject to disciplinary action up to and including expulsion. Sexual or racial comments, threatening or bullying statements, intimidation, extortion, coercion, cyber-bullying and verbal abuse are not allowed and will result in serious disciplinary action.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Three Rivers Charter School has adopted a dress code (Policy #TRCS-P-5.1) as a way to support the learning environment, offer no distractions, and avoid safety hazards. Considerations for appropriate attire include being comfortable, our ever changing coastal weather, daily physical education class, and recesses. We consider school to be similar to a profession and want to teach students that there is appropriate attire for different situations. TRCS staff works hard to make our school a fun place for learning and expression; yet students must be able to comfortably and safely sit, bend over, reach, and be active to engage in the educational process. We ask families to partner with staff in supporting students to know and adhere to the TRCS Dress Code.

TRCS prohibits clothing and jewelry bearing profanity (spelled out or implied), violent messages, gang-related symbols or wording, or inappropriate or distasteful wording/symbols/logo as our Dress Code states that any print must be school appropriate in accordance with all school rules. "Gang-related" is determined by the school administration and may include caps (color, style, position), logos, jewelry, artifacts, slogans (words), symbols, colors, shapes, or any other signal that is currently identified with gang affiliation.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Three Rivers Charter School takes pride in providing a safe environment for all students, parents, and school employees.

Our school will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress.

All visitors to campus are required to sign in and out in the office as required by Administrative Policy #: TRCS-P-2.6 Promoting a Safe and Secure Learning Environment for All.

The school will ensure that all passageways to and from school buildings, corridors between school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas.

There is a specific flow of traffic pattern in the parking lot area that is highlighted with cones. Drop off and pick up procedures utilize the coned off traffic circle. The staff communicates this pattern with families through such means as the Student Parent Handbook, signage and email bulletins.

Specific plans are in place for safe egress and ingress from the buildings in the event of an emergency. These plans are explained in the Disaster Plan Procedures section of this CSSP. A gathering place is identified for evacuations: The west playground field by the storage container. The school community regularly practices evacuating to the gathering place with fire and earthquake drills. The school entrance area from the parking lot is visible from both the School Director and the School Secretary's offices.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**Component:**

Increase frequency of unannounced safety drills (fire, earthquake, lock-down). After teaching students the procedures and practicing with announced drills, the administration will hold at least 25% of the safety drills without announcing to staff in advance.

Element:

School Safety

Opportunity for Improvement:

Historically at TRCS, staff is aware of all drills in advance. After learning and practicing the procedures drills will be more effective for staff if they do not know in advance that it is a drill.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Throughout the school year, TRCS will continue to hold safety drills and 25% will not be announced to the staff in advance.	1. Schedule all fire, earthquake and lock down drills for the year and review procedures with each drill with staff and students. After implementing each drill, review performance and set goals for improvement. After all drill versions are practiced, hold unannounced drills.	TRCS Student & Parent Handbook, TRCS Emergency Preparedness Policy- Administrative Policy #TRCS-P-2.3, Emergency Drill Schedule.	School Director	Schedule Created, Drills held and documented by Director, discussed at Staff Meeting as evidenced by meeting notes.

Component:

Emergency Red Backpacks

Element:

Health & Safety

Opportunity for Improvement:

Emergency Red Backpacks are in the four classrooms, two offices and two side rooms where students work with staff. Some are incomplete, need to be replenished and additional Emergency Backpacks are needed in other learning spaces.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide each classroom with sufficient supplies to support students and staff in an emergency.	Safety Committee to perform a safety inspection in all classrooms and side rooms which includes inspection of Emergency Red Backpacks. Items needed are identified and ordered. System for periodic check developed.	Emergency Red Backpack Checklist, Current Rosters, backpack items: first aid kit, flashlight, water bottle, etc.	School Director, Safety Committee	Backpacks are fully stocked and replenished with supplies.

Component:

A safe physical and emotional learning environment will be established and maintained at Three Rivers.

Element:

School Climate

Opportunity for Improvement:

By the end of each school year all TRCS students will be able to identify the REACH Goals: Respect, Empathy, Achievement, Citizenship and Hard Work.

Objectives	Action Steps	Resources	Lead Person	Evaluation
By the end of the school year all TRCS students will be able to identify the REACH Goals: Respect, Empathy, Achievement, Citizenship and Hard Work.	<p>Teachers will share and define each of the five goals. Goals will be posted in each classroom. Learning activities about the REACH goals completed in each classroom.</p> <p>Students demonstrating REACH goals will be rewarded with Osprey Bucks as part of the Positive Behavior Intervention Support (PBIS) program. Each classroom has an age-appropriate system for students to use Osprey Bucks in addition to school wide drawings for prizes.</p> <p>REACH Assemblies are held on the First Friday of each month. Each assembly focuses on a specific REACH goal and include cross age team building activities or service projects.</p>	Classroom instructional time, Behavioral expectation signage, Osprey Bucks, REACH Assemblies.	School Director, Teachers, Support Staff	Increase in amount of Osprey Bucks given out this year. Decrease in behavioral issues as evidenced by decreased number of Behavior Incident Report forms completed by staff.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Three Rivers Charter School Student Conduct Code

Discipline Policy: Student Policy #: TRCS-P-5.0

Conduct Code Procedures

Student Policy #TRCS-P-5.0 identifies school-wide standards for student discipline. TRCS believes that a peaceful orderly school environment is essential to a quality education. In order to ensure an optimum learning climate, these school site expectations for pupil discipline are to be enforced fairly, uniformly and consistently.

In addition to our Discipline Policy, TRCS puts a significant emphasis on restorative practices with the involvement of our Student Support Counselor and training provided by the school. Visuals with tools for students and messaging are posted around the school such as posted behavior expectations, a formula for using "I Statements" and language and information about "Body Boundaries".

Three Rivers Charter School Discipline Policy

Student Policy #: TRCS-P-5.0

(Rev. 07/29/24)

Part 1: DISCIPLINE LESS THAN SUSPENSION/EXPULSION

The following rules for conduct apply to all students in grades 1-8 at Three Rivers Charter School (TRCS) unless otherwise noted and violation of the rules could result in the disciplinary process, as described. In most cases, the teacher is granted the authority to exercise their good judgment in applying the process described. When appropriate, as defined below, the School Director will make the final decisions regarding actions taken. It is the responsibility of the student to follow school policies during the following times, indicated in Section 48900 of the California Education Code:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period and all breaks
4. During, or while going to or coming from, a school sponsored activity
5. All acts related to school activity or school attendance occurring within the School

Parent/Guardian Responsibilities

If a meeting is requested by the School Director and the parents/guardians are invited and do not attend, then the meeting will continue and disciplinary action will be set without parent/guardian input.

Tier 1 Infractions

Discipline less than suspension/expulsion shall be based on and not limited to the following inappropriate conduct:

- Dishonesty or Cheating – including plagiarism, copying or doing another student's work
- Use of computers for unauthorized copying
- Use of Inappropriate language
- Disruption of Learning Environment
- Displays of Affection - Kissing, prolonged embracing, and certain other forms of personal physical contact are not acceptable at school, as determined by TRCS staff. Students will be taught "body boundaries" and reminded of these, when noticed by a staff member.

Tier 1 Disciplinary Actions

Step 1: Adult supervisor provides student with a warning and reminds them of expectations.

Step 2: Student may speak with their teacher regarding behavior and together make a plan for improvement and restorative actions.

Step 3: Continued demonstration of inappropriate school behavior may be elevated to Tier 2.

Tier 2 Infractions

Discipline less than suspension/expulsion shall be based on and not limited to the following inappropriate conduct:

- Use of computers in any of the following ways is prohibited: Harassing, cyber-bullying, changing someone else's material, impersonating someone, visiting unauthorized sites, inappropriately changing settings
- Harassment or bullying (please see TRCS Harassment Policy).
- Sexual or racial comments, threatening statements, intimidation, extortion, coercion and verbal abuse are not allowed.
- Physical Fighting
- Creating an unsafe or dangerous environment

- Inappropriate use of cell phones - Cell phones may not be used by students on school grounds or during school sponsored events, unless accompanied and approved by a staff member. The device is to be turned off and not to be taken out or used in any way when on campus. Students using their phone outside of the allowed time and place will have it confiscated and parents will be asked to pick them up from the Director.
- Other Electronic Devices, including smartwatches and wearable devices, are not allowed on campus at any time unless a student has received special specific permission. Such items will be confiscated if brought to school without specific permission. The devices will only be returned to parents.

Tier 2 Disciplinary Actions

Step 1: Student may speak with the Director regarding behavior and together make a plan for improvement and restorative actions. Parents/Guardians may be contacted by the Director to address the behavior.

Step 2: Parents/Guardians may be asked to meet with the student, teacher, and Director to address the behavior and together make a plan for improvement and restorative actions.

Step 3: Continued demonstration of inappropriate school behavior may be elevated to Tier 3.

Tier 3 infractions:

See Suspension & Expulsion Policy below for list of Tier 3 Infractions.

Tier 3 Disciplinary Actions

Step 1: Student may be removed from their regular classroom setting for one or multiple modified schedule days.

Step 2: Student may be removed from the school setting and suspended for one or multiple days according to TRCS Suspension & Expulsion Policy.

Step 3: Student may be recommended for expulsion from the school according to TRCS Suspension & Expulsion Policy.

(J) Hate Crime Reporting Procedures and Policies

As stated in Three Rivers Charter School Administration Policy – TRCS P.2.5, school programs and activities shall be free from discrimination, including harassment, with respect to the based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In order to create a safe learning environment for all students, TRCS desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by Administration Policy – TRCS P.2.5 to intervene as soon as it is safe to do so, call for assistance, and report such incidents. TRCS requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:

Kimberly Morgan
School Director
Three Rivers Charter School
707-964-1128
director@trcschool.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the School Director, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

TRCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

TRCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of TRCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in the Student/Parent Handbook.

5. Right of Appeal

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, the Designated Appeals Committee will consist of at least three (3) certificated School employees who have been previously designated and trained for this purpose that shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

Procedures for Preventing Acts of Bullying and Cyber-bullying

TRCS recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The School Director or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the School Director or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community. Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the school's uniform complaint procedures specified. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the School Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the school include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The School Director or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that the school and all classroom teachers establish clear rules for student conduct and implement strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, the school web site and social media, and other age appropriate means, about school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents
5. Annually notifying school employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The School Director or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students an online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying.

The School Director or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students.

Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The School Director or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. School policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. Any additional information the School Director or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, TRCS shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. TRCS shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice. Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills. To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online. Digital Citizenship shall be taught at all grade levels.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal or any other available school employee. When a report of bullying is submitted, the School Director or designee shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with TRCS Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the School Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the School Director, whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, School Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the School Director or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with TRCS policies and regulations. When appropriate based on the severity or pervasiveness of the bullying, the School Director or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The School Director or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the School Director or designee shall, as appropriate, implement school intervention protocols which may include but are not limited to: referral to community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

Student Overdose or Possible Overdose Protocol

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be

reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur. This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning.

Training is provided volunteers on topics including but not limited to:

- Signs and symptoms of opioid drug poisoning
- How to administer the naloxone nasal spray (or other opioid antagonist)
- Calling EMS (911) and any follow up documentation or actions required.

*CPR training is recommended but not required of persons trained to administer an opioid antagonist.

Response Procedures for Dangerous, Violent, or Unlawful Activities

SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Assessment and Response

Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made. The threshold of law enforcement intervention is decided by the School Director in cooperation with relevant teachers or staff members. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

School Culture and Training

TRCS uses Positive Behavioral Interventions and Supports (PBIS). PBIS is an operational framework within a multi-tiered system of support for achieving important learning and social outcomes for ALL students. It ensures all students have access to the most effective and efficient instructional and behavioral practices available. PBIS is NOT a curriculum, intervention, or practice; it is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

TRCS conducts an annual update to their Comprehensive Safe School Plan as required by the California Education Code.

Training for all staff members is conducted during annual meetings at the start of the school year and on Staff Development days.

Instructional Continuity Plan

In the event of an emergency, the first priority for TRCS staff will be the safety of students and their own families. When the emergency conditions allow, the school will make every effort to ensure students have access to instruction through the following means.

TRCS has several online resources to support student learning.

TRCS teachers will use Google Classroom as a means to communicate assignments to students.

If the internet is available, our instructional staff will use the webcam and televisions in the classrooms to deliver instruction. All students have access to a TRCS Chromebook.

TRCS will open space at the school to serve as an internet hub for students who have connectivity challenges.

If the internet is not available, TRCS will make every effort to provide paper packets for student instruction. The availability of these will be contingent on the availability of power and copy paper.

TRCS will make our counselors and other mental health practitioners available for student and family support as the emergency allows.

TRCS will make nutrition resources available for students to receive breakfast and lunch as the emergency conditions allow.

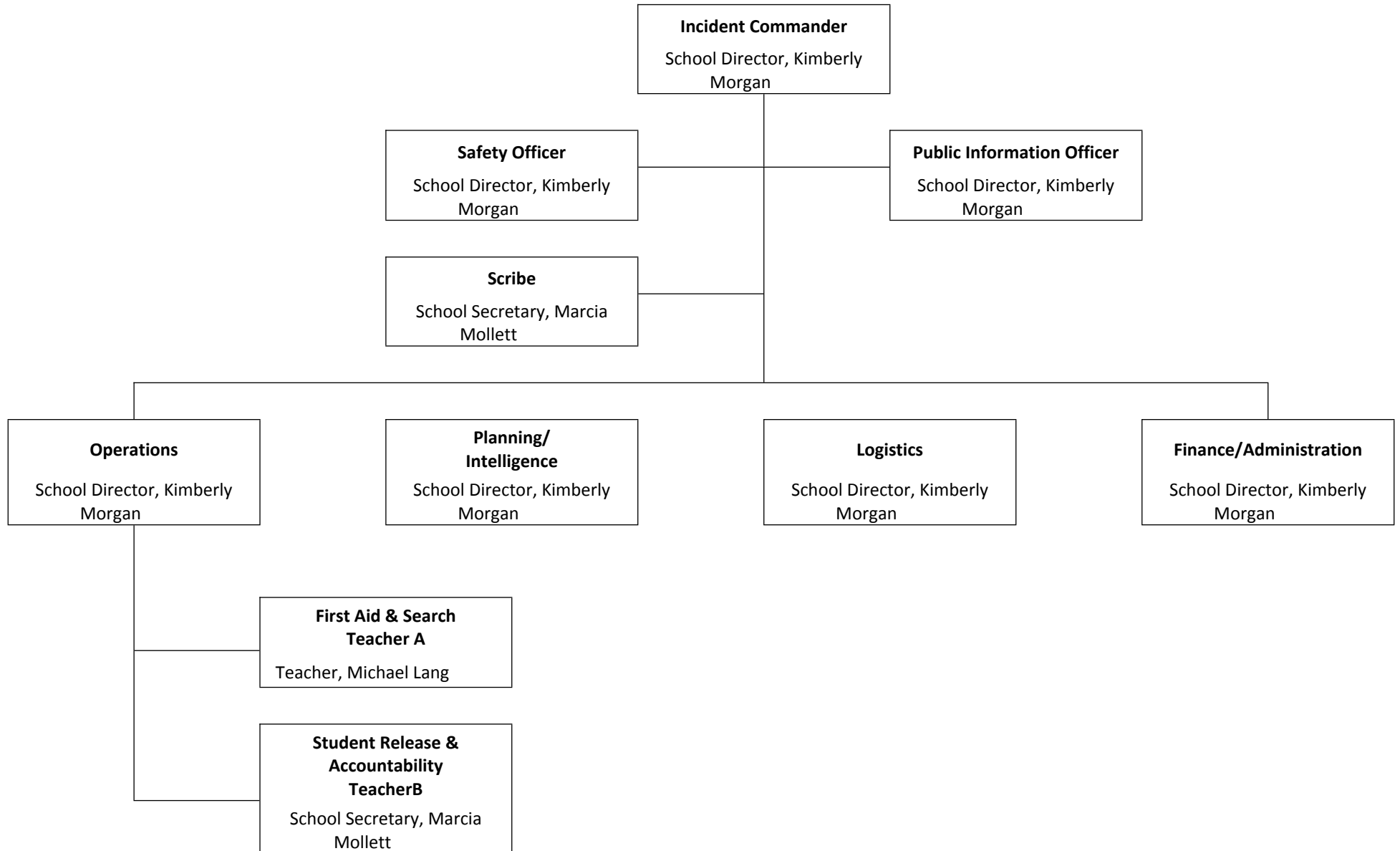
Safety Plan Review, Evaluation and Amendment Procedures

1. The Comprehensive School Safety Plan (CSSP) is drafted by the School Safety Committee.
2. Draft CSSP is reviewed by TRCS staff and Board of Directors and evaluated.
3. School Safety Committee revises draft accordingly.
4. Local emergency response agencies (fire and police) are consulted for input.
5. School Safety Committee revises draft accordingly to create final version of CSSP.
6. CSSP is submitted to TRCS Board of Directors for approval.
7. CSSP is submitted to charter school authorizer, Fort Bragg Unified School District.

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time
CSSP reviewed and revised by Safety Committee and TRCS staff	December 2024
CSSP reviewed and revised by TRCS Board of Directors	February 2025
Consultation with local Emergency Responders	February 2025
Final CSSP approved by TRCS Board of Directors	March 2025
CSSP submitted to charter school authorizer, Fort Bragg Unified School District	March 2025

Three Rivers Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander (**School Director**) directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

All classrooms have emergency exit charts posted near the door(s). In the case of an emergency, every adult is aware of her/his role and responsibilities and follow the designated procedures.

School Director assesses the situation to identify type of emergency.

Step Two: Identify the Level of Emergency

School Director assesses the situation to identify level of emergency.

Step Three: Determine the Immediate Response Action

School Director determines immediate response action.

Step Four: Communicate the Appropriate Response Action

School Director notifies all staff members of the emergency via intercom system, fire alarm, and/or megaphone if appropriate identifies if it is "Evacuation", "Drop and Cover" or "Lock Down" or "Off-site Evacuation".

School Secretary calls 911 if appropriate.

Types of Emergencies & Specific Procedures

Animal Disturbance

In the event of an animal disturbance on campus the following steps will be taken:

- 1) Teacher or support staff currently supervising students outside will move all students inside to safe area.
- 2) School Director will assess situation.
- 3) School Director or School Secretary will call appropriate entities if appropriate such as Animal Control or Department of Fish and Wildlife.
- 4) Students will be kept inside until threat has ended.

Armed Assault on Campus

In the event of an armed assault on campus the following steps will be taken:

- 1) School Director will assess the situation.
- 2) School Director will activate the "Lock Down" procedures.

Biological or Chemical Release

In the event of a Biological or Chemical Release the following steps will be taken:

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF heating system.
3. Notify School Director or Secretary of the incident - contact 911 if necessary.
4. Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the School Director will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF heating system.
4. If it is necessary to leave the site, move crosswind, never move directly with or against the wind, which may carry fumes.
5. Give first aid.

Staff to follow General Emergency Response Plan

Bomb Threat/ Threat Of violence

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify School Director immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify School Director immediately.
2. Do not touch the object but note any identifying features to describe it to the School Director and emergency crews.

In all cases:

1. If School Director determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.

3. If you see any suspicious object, steer clear of it and report it to the School Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.
Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Staff to follow the General Emergency Response Plan

Earthquake

TRCS Earthquake Emergency Procedure

In the event of an Earthquake the following procedure will be followed:

1. Teachers announce to class to drop and cover. Students get under their desks, cover their heads, hold on to leg of table or desk.
2. When shaking is over School Director activates the Emergency Response Plan.
3. Everyone remains in Drop and Cover position until School Director announces to evacuate.
4. Evacuation and General Emergency Response Plan is followed.

In the event of an earthquake while students are at recess the following procedure will be followed:

1. Students will move away from large trees or buildings and lie on the ground until the "all clear" is given.

Explosion or Risk Of Explosion

In the event of an explosion or perceived risk of an explosion the following steps will be taken:
School Director or teacher will activate "Drop and Cover Procedures".

Fire in Surrounding Area

In the event of a fire in the surrounding area the following steps will be taken:

1. School Director will determine the location of the fire.
2. Based on this information School Director will determine if:
 - a) Families should be contacted and students to be picked up ASAP by following the outlined procedure. Students to remain in the building until they are picked up to prevent smoke inhalation.
 - b) Students should be evacuated off site following offsite evacuation procedure or to another location determined by authorities.

Fire on School Grounds

In the event of a fire on school grounds the School Director will activate the "Evacuation Procedures".

School Director will determine if planned evacuation gathering place is upwind of smoke or if a different location needs to be determined and communicated to staff.

Flooding

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home using procedures outlined in General Emergency Response Plan. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

Loss or Failure Of Utilities

In the event of a power outage the following steps will be taken:

1. School Director and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers unplug computers and other equipment that might be damaged by a power surge when the service is restored.
3. School Secretary will hook up non-electric land-line telephone or transfer the phone line to a cell phone using MCN Fusion Service.
4. Students will remain in classrooms. If power remains out, School Director will close the school after one hour. (septic system will not function without power)
5. School Secretary will send out a Parent Square Urgent Alert notifying families to pick up students ASAP and answer all incoming calls.

6. Teachers will track which students have been dismissed and follow up calls will be made to families of remaining students after a reasonable amount of time.
7. Teachers will remain on campus until all of their students are picked up.
8. School Director will dismiss teacher and support staff when appropriate and assigned persons will be responsible for securing the building against vandalism and theft.

Suspected Contamination of Food or Water

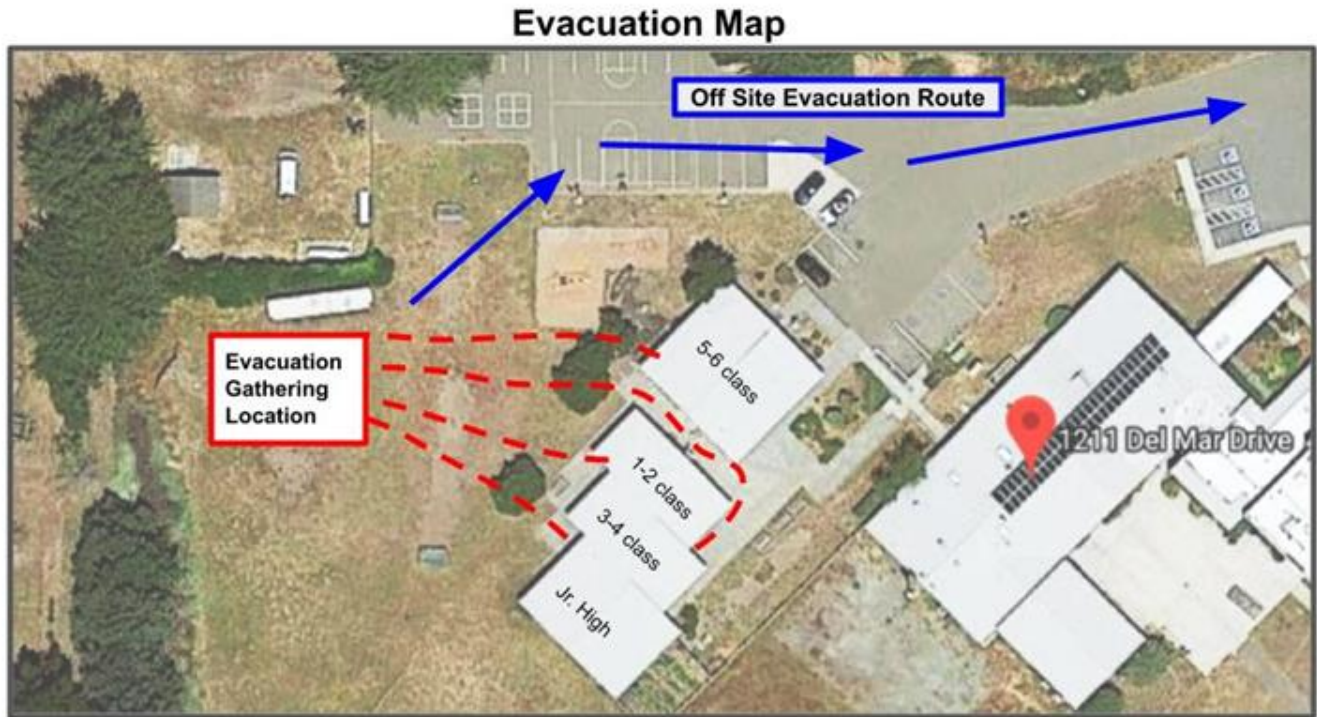
If contamination of water is suspected the following steps will be taken

1. Person suspecting contamination will move students away from drinking fountains and sinks.
2. Notify school office.
3. School Director will instruct teachers to keep students away from fountains and sinks.
4. School Director will have the water shut off.

TRCS Comprehensive School Safety Plan Appendices**A . Emergency Contact Numbers****Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fort Bragg Police Department	911	Non-Emergency:(707)961-2800
Law Enforcement/Fire/Paramedic	Fort Bragg Volunteer Fire Department	911	Non-Emergency:(707)961-2831
Law Enforcement/Fire/Paramedic	Mendocino County Sheriff Office	(707) 463-4411	FB Specific: (707)961-2421
Public Utilities	Pacific Gas and Electric	1 (800) 743-5000	1 800 PGE-5000
Local Hospitals	Mendocino Coast District Hospital	(707) 961-1234	
City Services	City of Fort Bragg	(707) 961-2823	
School District	Fort Bragg Unified School District	(707) 961-2850	
Radio Station	KOZT the Coast	(707)-964-7277	
Other	Mendocino College- Operations Supervisor	707-961-2200	Direct line 707-468-3616

B. Emergency Evacuation Map



C. Emergency Drill Procedure Schedule

2024-25 TRCS Emergency Drill Schedule

Fire Drill (On-site Evacuation): September 17, 2024

Earthquake Drill (Duck & Cover, Evacuation): September 25, 2024

Lock Down Drill (Active shooter/intruder): October 24, 2024

Tsunami Drill (Off-site Evacuation): October 2, 2024

Unannounced Fire Drill: TBD

Unannounced Lockdown Drill: TBD

D. Emergency Supply List

TRCS School Emergency Supplies

Emergency supplies will be stored for use at three levels.

Level 1: Each classroom will have supplies for daily use to be available in the event of evacuation.

Red Emergency Backpack containing:

Class List

Student pull out schedules

First Aid Kit

Bottle of water

Flashlight

Walkie-talkie

Level 2: The school office will have supplies for daily use and in the event of evacuation.

Red Emergency Backpack containing:

Class List

Student pull out schedules

First Aid Kit

Bottle of water

Flashlight

Walkie-talkie

Epipen

School Wide Emergency Contacts Binder

Basic First Aid Supplies for daily use:

Band-aids, bandages

Ointment and antiseptic

Tweezers, scissors, nail clippers

Battery Operated Radio

Level 3: Emergency supplies for use if there is a lock down for an extended period of time will be kept in two locations:

The "Art Closet" in the front building for access by 5/6th classroom

The Jr. High classroom side room (#308) to be accessed through interior doors by Jr. High, and two adjoining elementary classrooms.

Flashlights

Batteries

Portable bucket toilet

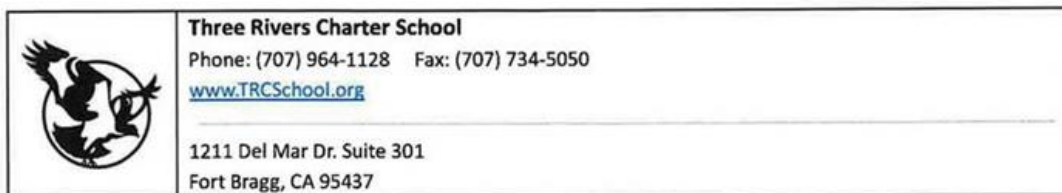
Hand sanitizer

Toilet paper

100 Bottled water

100 Sealed packaged snack bars

E. Promoting a Safe and Secure Environment for All - Administrative Policy P.2.6



Promoting a Safe and Secure Learning Environment for All

Administrative Policy #: TRCS-P-2.6

1. Collecting and Retaining Student Information

TRCS (Three Rivers Charter School) shall maintain in writing policies and procedures for gathering and handling sensitive student information and appropriate personnel shall receive training regarding those policies and procedures.

If TRCS possesses information that could indicate immigration status, citizenship status, or national origin information, then TRCS shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, TRCS shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

TRCS shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.


2. Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

TRCS personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, TRCS personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the School Director of TRCS shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

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Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, TRCS' procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

3. Inquiries About Social Security Numbers or Cards

TRCS shall not solicit or collect entire Social Security numbers or cards.

TRCS shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, TRCS shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

TRCS shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.


4. Information Sharing

TRCS shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

TRCS personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify the School Director about the information request.
- Provide students and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

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Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, TRCS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

TRCS shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena.

The TRCS request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. TRCS shall permanently keep the consent notice with the record file.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, TRCS shall not release the information.

5. Annual Information Notice to Parents and Guardians

General Information Policy

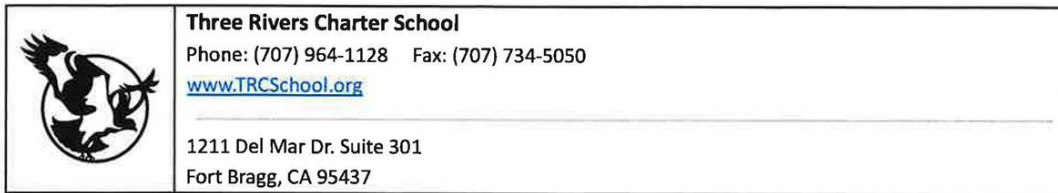
TRCS must provide an annual notice to parents and guardians of the school's general information policies that includes:

- Assurances that TRCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by TRCS.
- A list of the circumstances or conditions under which TRCS might release student information to outside people or entities.
- A statement that, unless the [local educational agency] is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the [local educational agency] shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

Directory Information Policy

If TRCS decides to release directory information, TRCS shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of TRCS' directory information policy that includes:

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- The categories of information that TRCS has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where TRCS receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.
- The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

6. Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of the TRCS during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:


- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

TRCS shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

TRCS shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

TRCS personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

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7. Responding to On-Campus Immigration Enforcement

As early as possible, TRCS personnel shall notify the School Director of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the School Director, TRCS personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the School Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, [local educational agency] personnel should comply with the officer's orders and immediately contact the School Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - **an ICE (Immigrations and Customs Enforcement) administrative warrant**, TRCS personnel shall inform the agent that he or she cannot consent to any request without first consulting with the [local educational agency's counsel or other designated agency official].
 - **a federal judicial warrant (search-and-seizure warrant or arrest warrant)**, prompt compliance with such a warrant is usually legally required. If feasible, consult with the [local educational agency's legal counsel or designated administrator] before providing the agent access to the person or materials specified in the warrant.
 - **a subpoena for production of documents or other evidence**, immediate compliance is not required. Therefore, TRCS personnel shall inform the TRCS' legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.
8. While TRCS personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, TRCS personnel shall document his or her actions while on campus.
9. After the encounter with the officer, TRCS personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - List or copy of the officer's credentials and contact information;

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- Identity of all school personnel who communicated with the officer;
- Details of the officer's request;
- Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
- TRCS personnel's response to the officer's request;
- Any further action taken by the agent; and
- Photo or copy of any documents presented by the agent.

10. TRCS personnel shall provide a copy of those notes, and associated documents collected from the officer, to the School director who will provide those documents to TRCS legal counsel.

11. In turn, the TRCS legal counsel shall submit a timely report to the TRCS governing board regarding the officer's requests and actions and TRCS' response(s).

12. E-mail the **Bureau of Children's Justice** in the **California Department of Justice**, at **BCJ@doj.ca.gov**, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

8. Parental Notification of Immigration-Enforcement Actions

TRCS personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

TRCS personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.


9. Model Policies for Responding to the Detention or Deportation of a Student's Family Member

TRCS shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

TRCS shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- TRCS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.

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- TRCS shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, TRCS shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, TRCS shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. TRCS shall only contact Child Protective Services if TRCS personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

10. Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

TRCS shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

TRCS shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.


- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General (see Appendix G of that document).
- The TRCS shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

TRCS shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- disability
- gender
- gender identity
- gender expression
- nationality
- race or ethnicity
- religion
- sexual orientation

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- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process must include, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
- TRCS shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- TRCS shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy


TRCS shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

TRCS shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

KIMBERLY MORGAN, SCHOOL DIRECTOR

F. TRCS Discipline Policy - Student Policy P.5.0

	<p>Three Rivers Charter School Phone: (707) 964-1128 Fax: (707) 734-5050 www.trcschool.org</p> <hr/> <p>1211 Del Mar Dr. Suite 301 Fort Bragg, CA 95437</p>
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Three Rivers Charter School
Discipline Policy
Student Policy #: TRCS-P-5.0
(Rev. 07/29/24)

Part 1: DISCIPLINE LESS THAN SUSPENSION/EXPULSION

The following rules for conduct apply to all students in grades 1-8 at Three Rivers Charter School (TRCS) unless otherwise noted and violation of the rules could result in the disciplinary process, as described. In most cases, the teacher is granted the authority to exercise their good judgment in applying the process described. When appropriate, as defined below, the School Director will make the final decisions regarding actions taken. It is the responsibility of the student to follow school policies during the following times, indicated in Section 48900 of the California Education Code:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period and all breaks
4. During, or while going to or coming from, a school sponsored activity
5. All acts related to school activity or school attendance occurring within the School

Parent/Guardian Responsibilities

If a meeting is requested by the School Director and the parents/guardians are invited and do not attend, then the meeting will continue and disciplinary action will be set without parent/guardian input.

Tier 1 Infractions

Discipline less than suspension/expulsion shall be based on and not limited to the following inappropriate conduct:

- Dishonesty or Cheating– including plagiarism, copying or doing another student's work
- Use of computers for unauthorized copying
- Use of inappropriate language
- Disruption of Learning Environment
- Displays of Affection- Kissing, prolonged embracing, and certain other forms of personal physical contact are not acceptable at school, as determined by TRCS staff. Students will be taught "body boundaries" and reminded of these, when noticed by a staff member

Tier 1 Disciplinary Actions

Step 1: Adult supervisor provides student with a warning and reminds them of expectations.

Step 2: Student may speak with their teacher regarding behavior and together make a plan for improvement and restorative actions.

Step 3: Continued demonstration of inappropriate school behavior may be elevated to Tier 2.

Tier 2 Infractions

Discipline less than suspension/expulsion shall be based on and not limited to the following inappropriate conduct:

- Use of computers in any of the following ways is prohibited: Harassing, cyber-bullying, changing someone else's material, impersonating someone, visiting unauthorized sites, inappropriately changing settings
- Harassment or bullying (please see TRCS Harassment Policy).
- Sexual or racial comments, threatening statements, intimidation, extortion, coercion and verbal abuse are not allowed.
- Physical Fighting

- Creating an unsafe or dangerous environment
- Inappropriate use of cell phones- Cell phones may not be used by students on school grounds or during school sponsored events, unless accompanied and approved by a staff member. The device is to be turned off and not to be taken out or used in any way when on campus. Students using their phone outside of the allowed time and place will have it confiscated and parents will be asked to pick them up from the Director.
- Other Electronic Devices, including smartwatches and wearable devices, are not allowed on campus at any time unless a student has received special specific permission. Such items will be confiscated if brought to school without specific permission. The devices will only be returned to parents.

Tier 2 Disciplinary Actions

Step 1: Student may speak with the Director regarding behavior and together make a plan for improvement and restorative actions. Parents/Guardians may be contacted by the Director to address the behavior.

Step 2: Parents/Guardians may be asked to meet with the student, teacher, and Director to address the behavior and together make a plan for improvement and restorative actions.

Step 3: Continued demonstration of inappropriate school behavior may be elevated to Tier3.

Tier 3 infractions:

See Suspension & Expulsion Policy below for list of Tier 3 Infractions.

Tier 3 Disciplinary Actions

Step 1: Student may be removed from the irregular classroom setting for one or multiple modified schedule days.

Step 2: Student may be removed from the school setting and suspended for one or multiple days according to TRCS Suspension & Expulsion Policy.

Step 3: Student may be recommended for expulsion from the school according to TRCS Suspension & Expulsion Policy

PART 2: SUSPENSION & EXPULSION POLICY

I. Introduction

This Discipline Policy (the "Policy") for Three Rivers Charter School ("School", TRCS) has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all student. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The School Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the school office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. 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. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

II. Suspension

A. Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the School Director for pupils of the same grade level;
- Referral to a certificated employee designated by the School Director to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the School Director or designee.

Suspended students shall be excluded from all School and School-related activities unless otherwise agreed during the period of suspension.

The School shall consider suspension from School only when other means of correction fail to bring about proper conduct or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

B. Authority

On a recommendation for expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of TRCS. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within the School

C. Grounds

The School Director may use her/his discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be

suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the School Director or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. However this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Knowingly received stolen school property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. "Hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)' person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil's academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

- A message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
 - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
 - For students in grades 4 to 12, committed sexual harassment
 - Caused or participated in an act of hate violence
 - Carried, possessed, sold or otherwise furnished an electronic signaling device
 - Committed vandalism/malicious mischief
 - Violated academic ethics
 - Falsified or misinterpreted notes or phone calls of parents or guardians
 - Falsely activated fire alarm
 - Habitually violated the dress code
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived

characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school. [Note: This basis is required under the Safe Place to Learn Act.]

- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

A student in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties (the "Act"), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

The School Director shall, within five business days, document the actions taken in response to the referral identified above and place that documentation in the student's record to be available for access, to the extent permissible under state and federal law. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.

D. Procedures Required to Suspend

Step One

The School Director shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire, personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. Illegally possessed items shall be confiscated and turned over to the police.

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the School Director and the student in which the student shall be orally informed of the reason for the suspension, the evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student's side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, by telephone, by email or in person to inform that person of the suspension and the reasons therefore and the employee may state the date and time when the student may return to school.

This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

If a student is suspended without the informal conference, both the student and the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social

worker and, if applicable, their county social worker, will be notified of a student's right to return to school for the purpose of a conference.

The parent or guardian of a student, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, shall respond without delay to a request from school officials to attend a conference regarding the student's behavior.

Penalties shall not be imposed on a student for failure of the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, at the conference.

Step Three

The School Director determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The School Director fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The School Director determines whether the offense warrants a police report. The School Director will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When the School Director releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the School Director shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. Education Code § 48906.

Step Six

The School Director may require the student and his/her parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

Upon the request of a parent/guardian/educational rights holder/student, and for foster children, their attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The School Director shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify Fort Bragg Unified School District Special Education Director of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the School; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.

E. Appeal Process

A student or the student's parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing at the School level, and should be directed to the School Director within five days of the School sending the Notice of Suspension Form to the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and the student. The School Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, should appeal in writing to the TRCS Board of Directors within five days of the date of the School level written response and should direct it to the Board President for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

III. Expulsion**A. Definition**

Expulsion means involuntary disenrollment from the charter school.

B. Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

C. Grounds for Expulsion

Category I Expulsions– Mandatory Recommendation for Expulsion

The School Director shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions– Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the School Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the
- possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions– Discretionary Expulsion Recommendation

In the discretion of the School Director or her/his designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

D. Procedures to Expel a Student

Step One

The School Director investigates the incident and determines whether the offense results in a suspension. If so, the School Director follows the procedures to suspend the student as outlined above.

Step Two

At the discretion of the School Director, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The School Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

If the proposed extended suspension is under 10 days, a meeting is held within five school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with the School Director or her/his designee. The President of the TRCS Board of Directors may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the School Director or his/her designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

The School shall send a letter to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; EC 47605(b)(5)(J).
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The School Director shall maintain documents that may be used at the hearing and make them available for review by the student and/or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by a School Director; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before an Expulsion Committee. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Expulsion Committee to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the Expulsion Committee that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Six

The decision of the Expulsion Committee shall be in the form of a written recommendation, with findings of fact, to the TRCS Board of Directors who will make a final determination regarding the expulsion. The final decision by the TRCS Board of Directors shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from the School for the incident for which the recommendation for expulsion is made. If the Expulsion Committee decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Seven

The School Director, or designee, following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the Expulsion Committee's findings of fact, to the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker. The notice shall include the following:

- Notice of the specific offense committed by the student;
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

Within 30 days of the decision to expel, the School Director shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for Fort Bragg Unified School District's review upon request.

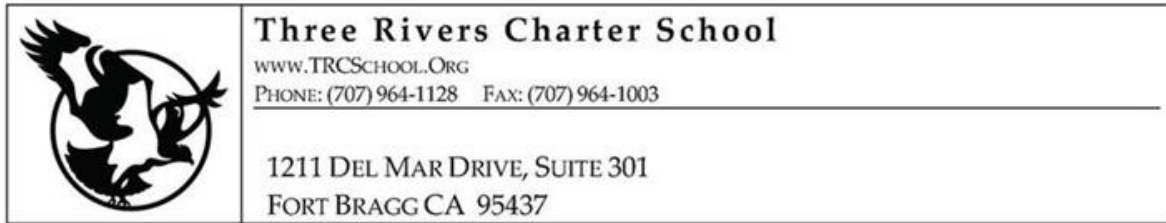
Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a

periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors or its designee following a meeting with the School Director and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director shall make a recommendation to the Board of Directors following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Adopted: 7/29/24

Amended:

G. Title IX, Harassment, Intimidation, Discrimination and Bullying Policy- Administrative Policy P.2.5

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING
 POLICY**

Administration Policy – TRCS P.2.5

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Three Rivers Charter School ("TRCS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

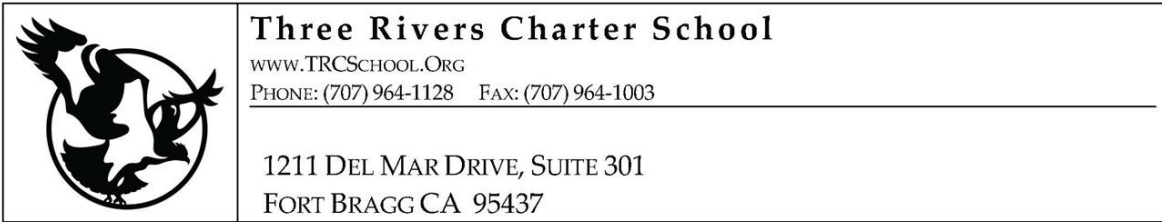
To the extent possible, TRCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TRCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, TRCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which TRCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. TRCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator
 ("Coordinator"):**

Three Rivers Charter School
 Adopted/Ratified: July 18, 2017
 Revision Date: January 31, 2024

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Kimberly Morgan
School Director
Three Rivers Charter School
707-964-1128
director@trcschool.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX


Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by TRCS.

TRCS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

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Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:


1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by TRCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above


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- b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

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Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the coordinator:

Kimberly Morgan
 School Director
 Three Rivers Charter School
 707-964-1128
director@trcschool.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

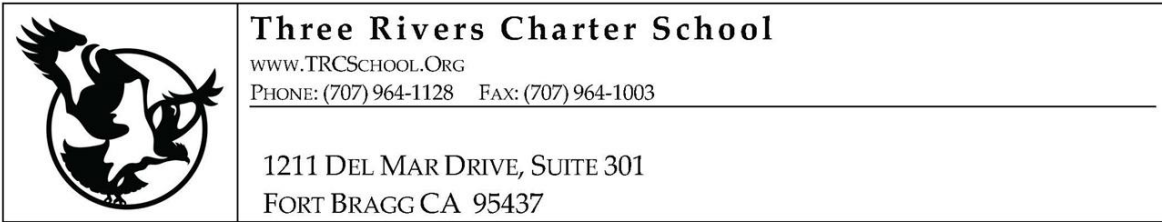
While submission of a written report is not required, the reporting party is encouraged to submit a written report to the coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

TRCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the coordinator or administrative designee on a case-by-case basis.

TRCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years



thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of TRCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences


Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

5. Right of Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, the Designated Appeals Committee will consist of at least three (3) certificated School employees who have been previously designated and trained for this purpose that shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final decision.

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THREE RIVERS CHARTER SCHOOL

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____


Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize TRCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: _____

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Signature of Complainant

Print Name

To be completed by Three Rivers Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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