



Three Rivers Charter School

Board Meeting

Date and Time

Tuesday November 17, 2015 at 5:45 PM

Location

High School Classroom

Board meetings are held in public. 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. 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 Executive Director or Board President at least 10 days before the scheduled meeting date. Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the school: 1211 Del Mar Drive, Fort Bragg CA 95437. 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.

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Call the Meeting to Order		Jaimi Parsons	1
B. Record Attendance and Guests		Niki Chaves	1
C. Approve Agenda	Vote	Jaimi Parsons	3
II. Community Comment			
A. Community Comment	FYI		20
III. Reports			
A. Parent Network Representative	FYI	Roger Coy	10
B. Student Representative	FYI		5
C. Teachers	FYI		5
D. School Director	FYI	Roger Coy	30
E. Board Members	FYI	Jaimi Parsons	20
IV. Discussion			
A. Board Recruitment	FYI	Jennifer Tyler	15
B. Special Education Presentation	FYI	Roger Coy	15
C. 16-17 Calendar Discussion	FYI	Roger Coy	15
D. New Facilities Discussion	FYI	Roger Coy	10
E. Board of Directors - Job Description	FYI	Jaimi Parsons	20
F. Fundraising Directions	FYI	Roger Coy	20
G. Right Data	FYI	Jaimi Parsons	45
V. Action Items			
A. Adopt Meeting Minutes	Approve Minutes	Jaimi Parsons	5
B. Approve J. Tyler as Treasurer	Vote	Jaimi Parsons	5
C. Board of Directors - Job Description	Vote	Jaimi Parsons	5
D. 16-17 Calendar	Vote	Roger Coy	5
E. Parent Student Handbook	Vote	Roger Coy	10
VI. Recruitment			
VII. Closing Items			
A. Adjourn Meeting	FYI	Jaimi Parsons	5

Agenda Cover Sheets

Section: III. Reports
Item: A. Parent Network Representative
Purpose: FYI
Key Result:
Submitted by:
Related Material: Parent Teacher Network Budget 15-16.xlsx

Section: III. Reports
Item: C. Teachers
Purpose: FYI
Key Result:
Submitted by:
Related Material: Teacher Reports.docx
Teacher Write ups 2.docx

Section: III. Reports
Item: D. School Director
Purpose: FYI
Key Result:
Submitted by:
Related Material: CA School Health Services Brochure 15-16.pdf
DirectorReporttotheBoard11-17-15.doc.docx
ParentSatisfactionSurvey-November2015.docx

Section: IV. Discussion
Item: B. Special Education Presentation
Purpose: FYI
Key Result:
Submitted by:
Related Material: ThreeRiversCharterSchoolSST-IEPFlowChart-2.pdf

Section: IV. Discussion
Item: C. 16-17 Calendar Discussion
Purpose: FYI
Key Result:
Submitted by:
Related Material: 2016-2017Calendar.doc

BACKGROUND:
This calendar shows 1 day short of requirement 179/180

Section: **V. Action Items**
Item: E. Parent Student Handbook
Purpose: Vote
Key Result:
Submitted by:
Related Material: TRCSStudentParentHandbook2015.doc



Three Rivers Charter School

Minutes

Board Meeting

Date and Time

Tuesday October 20, 2015 at 5:45 PM

Location

High School Classroom

Board Members Present

E. Detrick, J. Parsons, J. Tyler, N. Chaves

Board Members Absent

A. Hadik-Barkoczy

Guests Present

Kathleen Kasperson, Kim Morgan, R. Coy

I. Opening Items

A.Call the Meeting to Order

J. Parsons called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Oct 20, 2015 @ 5:58 PM at High School Classroom.

B.Record Attendance and Guests

C.Approve Agenda

J. Tyler made a motion to approve the agenda as written.
E. Detrick seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Community Comment

A.Community Comment

None

III. Reports

A.Parent Network Representative

Ms. Morgan reviewed the Parent Teacher Network meeting notes.

B.Student Representative

Donovan Lee did not attend.

C.Teachers

*See agenda

D.School Director

*See agenda

E.Board Members

*See agenda

IV. Discussion

A.Board Recruitment

B.Special Education Presentation

*See agenda

C.16-17 Calendar Discussion

*See agenda

D.New Facilities Discussion

*See agenda

V. Action Items

A.Adopt Meeting Minutes

J. Tyler made a motion to approve minutes from the Board Meeting on 09-15-15.

E. Detrick seconded the motion.

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

E. Detrick made a motion to approve minutes from the Board Meeting on 8-18-15

- seconded by J. Parsons. Motion passed unanimously. J. Tyler made a motion to approve minutes from the Board Meeting on 8-25-15 - seconded by E. Detrick.

Motion passed unanimously.

B.Legal contract

J. Tyler made a motion to sign the fee structure proposal from SCLS (<http://sclscal.org/staff/carl-d-corbin>) as written.

E. Detrick seconded the motion.

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

VI. Closed Meeting

A.Reruitment

None

VII. Closing Items

A.Adjourn Meeting

J. Tyler made a motion to adjourn the meeting.

E. Detrick seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:23 PM.

Respectfully Submitted,
N. Chaves

Three Rivers Parent Network Checking

FUND CATEGORY	CODE	BALANCE:
GRADES 1-2 GEN FND	1	\$1,000.00
NICARAGUA	4	\$1,161.00
STUDENT COUNCIL	7	\$500.00
GRADES 5-6 GEN FND	10	\$780.00
Lego Robotics	13	\$800.00
School Sweatshirts/T	16	\$142.00
Senior Trip	21	\$3,000.00

Revenue Sources:

Balance	\$ 10,501.00
Circus	\$ 11,000.00
Tides	\$ 3,500.00
Senior Trip	\$ 2,800.00
Wash DC	\$ 2,000.00
Total	\$ 29,801.00

Account #04226247: Budget 15-16

FUND CATEGORY	CODE	BALANCE:
BAND	2	\$400.00
High School GEN. FUND	5	\$1,000.00
Snack Shack	8	\$600.00
Grades 3-4 Gen Fund	11	\$909.00
Misc.	14	\$2,416.00
Garden	17	\$500.00
Tides Program	20	\$6,700.00

Total Funds \$29,801.00

FUND CATEGORY	CODE	BALANCE:
Junior High GEN. FUND	3	\$740.00
SCHOOL ART FUND	6	\$612.00
Mndo Cst Childs Fund	9	\$821.00
YEARBOOK	12	\$400.00
School Playground	15	\$4,820.00
Washington Dc Trip	18	\$2,500.00

Teacher Reports

Ms. Morgan's Class Grades 1-2

This past month the 1-2 class took a fun field trip to Gowan's apple farm. The students got to see the processing facility in action, pick apples and took a hayride out to the pumpkin patch to pick a pumpkin. We stopped in the redwoods on the return and the class really enjoyed the field trip. In October we also learned about classifying animals and learned about a special flying mammal: the bat. Students wrote a paragraph with the facts they learned. We are working at good pace in the math curriculum and most students are progressing well in reading and writing. Another highlight is Friday "reading buddies" that come from Ms. Shoptaw's class. Ms. Sarah and I have been working collaboratively to design an art project each week that aligns with our science and social studies themes. My large group of first graders are in the groove, for the most part, and have figured out the expectations and procedures of the classroom. Progress reports will go home next week and parents can sign up for a conference after the break. .

Ms. Shoptaw's Class - Highlights from Grades 3 and 4 11-10-15

- Built an animal cell out of a cake (frosting = cytoplasm)
- Actively building art portfolios
- Social Studies focus on our native people; moving soon to missions
- Five chapters away from finishing our reading of Trumpet of the Swan
- Constructing an interactive notebook in which students create various forms of writing based on specific prompts
- Enjoyed sharing two PE classes with Ms. Normoyle's class recently
- Sharing art class with Ms. Normoyle's class on Wednesdays while she reads with my class. In this way grades 5-6 get art, and my 4th graders get to know the teacher they will have next year. It is a win-win collaboration.
- Learning the Coast Guard anthem to serenade them with in the future
- Had a successful first Osprey Bucks classroom garage sale with Ms. Morgan and Ms. Normoyle's class as shoppers

- -Doing Friday Reading Buddies in Ms. Morgan's class for students who have all their work up to date
- The online format for spelling, reading comprehension, math skills, and typing seems to work well for the most part. I do have to prod certain individuals, but would likely have to do that, regardless if they used paper based format or online. Some of my students, who historically struggled with spelling, seem to do better online. Books are available to those who highly desire one.

Ms. Walz – Grades 7-8

In the Junior High, students have set their word goals and have begun typing their NaNoWriMo novels! Also, the first round of progress reports went out and I have met with almost every family to discuss their student's NWEA testing results and their progress thus far this school year. We held the second Family Fun Movie Night last Friday, which had a lower attendance rate than the first. The next event will be the First Friday of December. If you have any movie requests please let me know, for now I think we will be showing The Lego Movie next :) We are also holding a Round Table Pizza night on Tuesday, November 17th from 5pm-9pm to help raise more funds for our trip to Washington D.C. this June!

5/6 Class

The 5/6 class has been working hard on their novels for NaNoWriMo. We went to the library with Ms. Walz's class last week and the children's librarian spoke more about the program and there was a special guest author who shared her experiences about writing and the student's even received a copy of her book.

We also have a Lego Robotic's team that was formed at the beginning of the year and went to competition in Napa on Saturday. The students had a great time competing with other schools.

We are getting ready for our next book report which is a Newbery Award winner book that the students need to read, and then pick a scene from the book and make a diorama. We went to the library again to choose a Newbery Award book.

Our progress reports went on 11/13 which are grades for the 1st half of the semester.

High School

In the high school class this month we instituted a new point system to inspire the students to keep up with their course pacing guides and reward the students who are doing a great job in their school work. That has really changed the dynamics in the class room and seems to have refocused the students to work to earn the various rewards. I have been meeting with parents to create plans for students who have been struggling to keep up with their work and who are in danger of not completing their course work on time. These plans are helping immensely. One of the supports we have implemented for students that has been helping is adding regular tutoring sessions after school hours, so I am back to holding a regular homework club. However, I am trying to make it more successful than last year by restricting the number of students whom I have staying on each day to one or two, and fixing a period of time and specific goals to accomplish. When these goals are met than the student is released from attending homework club. One-on-one tutoring continues to play a key part in helping struggling students to succeed with the online classes.

This month we have lost one student but I am hopeful that we may have a new student enrolling soon so we will be able to stay at 22 students. Next week,

Mendocino college is beginning Spring course enrollments and I am encouraging juniors and seniors to set up appointments with the guidance counselor in order to enroll in courses that will help them meet their high school graduation requirements in addition to getting them started on their education plans for after high school. In addition we are in the course of planning a few field trips, one to the Exploratorium in January and a possible Senior Class trip to Disneyland in May or June.



Our School Nurses are fully qualified to provide services in CA Schools

Registered Nurse/Public Health Nurse

School Health Services Credential from the California Teachers Commission

School Audiometric Certificate from the California Department of Maternal Child Health

Training Center-for American Health & Safety

Member of the California School Nurses Organization

Member of the National School Nurses Association

Our Nurses are able to access Gift Certificates for vision assessments by an optometrist and corrective lenses for un/underinsured children who qualify.

Who We Are

About Us

California School Health Services employs highly qualified Credentialed School Nurses with over twenty years of experience in serving California students.

We are able to provide your students with quality health and IEP assessments, including all reports and referrals needed in the school setting.

Classes available for: Basic First Aid; CPR/AED; Emergency Medical Response; Advanced First Aid; CPR Pro; Wilderness First Aid; Bloodborne Pathogens; Emergency Oxygen Administration

We can support your school administration in complying to California Department of Education and California Department of Health Services regulations as it pertains to the provision of required examinations, assessments and reports.

All IEP health assessments are qualified for reimbursement through the LEA Medical reimbursement program

Contact Us

Phone: 707-972-2326
CALIFORNIA SCHOOL HEALTH SERVICES
P.O. Box 172
Philo, CA 95466



CALIFORNIA SCHOOL HEALTH SERVICES

Providing quality school health assessments & services for students and schools



Children with unidentified health needs have a difficult time engaging in the educational process. California School Health Services supports student success by providing assessments and recommends appropriate follow-up so that a child's barriers to accessing his educational experience are reduced or eliminated.

Full Support for Implementation of Mandated Epi-Pens on Campus

- Signed Physician Protocols,
- Prescriptions,
- Employee Indemnity Forms
- Employee Training
- Free Epi-Pens (as available)

SB 1266 requires districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors to school nurses and trained personnel who have volunteered. Authorizes school nurses and trained personnel to use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Requires districts, county offices of education, and charter schools to distribute a notice requesting volunteers at least once a year. Requires a qualified supervisor of health or administrator at a school to obtain the prescription for epinephrine auto-injectors from an authorizing physician and authorizes the prescription to be filled by local or mail order pharmacies. Requires epinephrine auto-injectors to be stocked and restocked by the qualified supervisor of health or administrator in accordance with specified provisions.

http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_1251-1300/sb_1266_bill_20140915_chaptered.pdf



Our Services:

- CDE Mandated Vision Screening at required grade intervals
- CA Dept of Health Services mandated hearing screening and re-screenings at required grade intervals
- IEP Health Assessments for initial placement, Triennial reviews and Annual and Amended assessments as requested
- Preschool Vision and Hearing Screening
- Full Service Compliance with Epi-Pen on Campus Mandate (SB1266)
- Assistance with compliance to:
School Immunization entry requirements at all grade levels, including reporting
Kindergarten Oral Health Program and reporting
CHDP 1st Grade Physicals

Our years of experience gives us the background to be successful in testing those hard to access children, autistic, emotionally disturbed and cognitively challenged

HEALTHY CHILDREN LEARN BETTER



SCHOOL NURSES MAKE IT HAPPEN



Three Rivers Charter School

www.Trchool.org

Phone: (707) 964-1128 Fax: (707) 964-1003

College of the Redwoods Campus
1211 Del Mar Drive
Fort Bragg CA 95437



Director Report to Board – Oct. 20, 2015

TRCS currently has 120 students enrolled in its program.

Truancy: Started truancy program and the first letters went home. About 12 letters.

Financial Health:

Good. Currently TRCS has \$434K in cash in the business account and \$12K in the PTN account. There are no loans or long term commitments other than the Facilities Lease. Monthly expenses run about 70K including employee expenses.

Serious discussions need to be had regarding employee health benefits. Employee's health benefits packages run from \$650 - \$2200 per month. Research is needed into how we can remain competitive without spending as much as we are.

Charter Compliance:

Three Rivers Charter School is in compliance with all of the charter guidelines. Audit is currently being done. Several issues being found but we are sorting them. Will have a report by next Board Meeting.

Celdt Testing:

Testing completed. Waiting on report for student status.



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Update on Tides:

- Full Attendance – 23
- Settling into a pattern

New Programs:

After School Program (Tides) - Done

Response to Intervention

Common Core Curriculum Implementation

Tutoring Program - Started

Odyssey of the Mind

Tournament Chess

Garden Program - Started

Googles for Education and Classroom - Started

Honor Roll – In place

LCAP Outreach Programs

Continuing Programs:

Music Program – 4 Instructors, 21 students

Lego Robotics – Competition this weekend

REACH (Respect Empathy Achievement Citizenship Hard work)

NaNoWriMo – 5-8 Classes writing books

Jr. High Washington DC Trip – Fund Raising Occurring

High School Nicaragua Trip – Completed for this year

Uganda Pen Pal Program -

Circus – See below for update

Nicaragua – Update needed

Parent Satisfaction Survey and Income Survey



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Parent Survey out and 70% back. Overall parents very positive. A couple of areas needing work; (1) Parents question if their children are learning what they need to learn and (2) Teacher communication with parents and students appears to need improvement. See tabulation.

Training:

Teachers currently completing Mandated Reporter Training. I recently completed Calpads Training at SCOE. Mentor program in place and meeting regularly. I attended the CCSA Managers Meeting via Webinar. Next week Lcap and Lcff training at SCOE.

Facility Overview:

Existing custodian (Pam) appears to be working. Space needed for Jr High Math Program and Music Program. Working with CSMC to see if they can provide financial support for obtaining a facility.

Circus Update:

Circus completed with mixed results. Attendance down and sponsorship down. Parent Volunteers very low numbers. TRCS will clear about \$5.5K which is good, but not as well as hoped. Decision needed regarding next year.

Health and Safety

1. Safety Committee formed using teachers



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2. First Inspection Completed
3. Hearing and Vision Testing - \$500 per day
4. CPR Training
5. Epi Pen Training
6. Reviewing Medication Procedure

Parent Satisfaction Survey - November 2015

Attached are the results for the Parent Satisfaction Survey. I was very happy with the return as 72% is going to give us a pretty clear picture of how are parents are doing. Teachers should not look at this as a negative, but as feedback. It's important that we don't ignore what we are being told or that we don't become defensive. Most people know we are doing our best and working very hard. That is why so many of our parents commented that they loved the atmosphere and the culture at our school. They also loved the staff and how well we work together. You should look at the numbers yourself and draw your own conclusions; however, I have summarized the results myself and I share them with you here.

Results Summary

Calendar: Keep the Fall and President's Week Breaks and follow Fort Bragg's Schedule as well as we can.

Overall Satisfaction with TRCS: Over 80% of our parents are satisfied with the school and their children are happy going to school here.

#3. My child is learning what they need to learn: This needs to be investigated for the 1st Grade and from the 4th grade up. Jr. High is ok on this question.

#4 and 5. Relationships between student and teacher and parents and teacher: This seems to be an area that we need to focus on. Regardless of how we feel, the parents are saying this is something we need to improve from the 4th Grade up. If you are unsure what this means for your class, you may need to do a survey of your own. If you need help with this, I will gladly help. Since several parents commented that communication was an issue, I suspect that communication with our parents is an area we can all start working on.

Pro and Con Parent Comments: To summarize, the parents like our school. They like the atmosphere and they like the staff and how we work together. What they would like to see changed is more school activities; better communication with their child's teacher; and there are questions pertaining to the possible overuse of computers in the classroom.

Survey Tabulation;

Surveys Returned:

School Wide: 86 = 72%

By class 1-2: 94%, 3-4: 65%, 5-6: 67%, 7-8: 77%, 9-12: 57%

Questions Regarding Calendar:

#10. Start earlier in summer and end school year sooner?

Yes (13%) **Keep it the same as this year (53%)** No (34%)

#11. Keep Fall Break?

Yes (48%) Don't Care (28%) No (24%)

#12. I would like to keep President's Week in February?

Yes (60%) Don't Care (25%) No (15%)

Questions Pertaining to School:

#2. My child is happy going to Three Rivers: **Yes (85%)** Fair (12%) No (3%)

#6. I am satisfied with Three Rivers. **Yes (82%)** Fair (17%) No (1%)

Questions Pertaining to Classes:

1st Grade:

#3. My child is learning what they need to know. Yes (68%) Fair (34%) No (0%)

#4. My child and teacher have a good relationship. Yes (100%)

#5. I have a good relationship with my child's teacher. Yes (100%)

2nd Grade:

#3. My child is learning what they need to know. Yes (100%)

#4. My child and teacher have a good relationship. Yes (100%)

#5. I have a good relationship with my child's teacher. Yes (100%)

3rd Grade:

#3. My child is learning what they need to know. Yes (100%)

#4. My child and teacher have a good relationship. Yes (100%)

#5. I have a good relationship with my child's teacher. Yes (90%) Fair (10%) No (0%)

4th Grade:

#3. My child is learning what they need to know. Yes (80%) Fair (20%) No (0%)

#4. My child and teacher have a good relationship. Yes (100%)

#5. I have a good relationship with my child's teacher. Yes (60%) Fair (20%) No (20%)

5th Grade:

- #3. My child is learning what they need to know. Yes (86%) Fair (12%) No (2%)
- #4. My child and teacher have a good relationship. Yes (60%) Fair (20%) No (20%)
- #5. I have a good relationship with my child's teacher. Yes (66%) Fair (0%) No (34%)

6th Grade:

- #3. My child is learning what they need to know. Yes (81%) Fair (19%) No (0%)
- #4. My child and teacher have a good relationship. Yes (100%)
- #5. I have a good relationship with my child's teacher. Yes (61%) Fair (20%) No (19%)

7th Grade:

- #3. My child is learning what they need to know. Yes (92%) Fair (8%) No (0%)
- #4. My child and teacher have a good relationship. Yes (57%) Fair (43%) No (0%)
- #5. I have a good relationship with my child's teacher. Yes (79%) Fair (21%) No (0%)

8th Grade:

- #3. My child is learning what they need to know. Yes (80%) Fair (10%) No (10%)
- #4. My child and teacher have a good relationship. Yes (90%) Fair (10%) No (0%)
- #5. I have a good relationship with my child's teacher. Yes (80%) Fair (0%) No (20%)

9th Grade:

- #3. My child is learning what they need to know. Yes (76%) Fair (24%) No (0%)
- #4. My child and teacher have a good relationship. Yes (51%) Fair (49%) No (0%)
- #5. I have a good relationship with my child's teacher. Yes (51%) Fair (49%) No (0%)

10th Grade:

- #3. My child is learning what they need to know. No (100%)
- #4. My child and teacher have a good relationship. Yes (100%)
- #5. I have a good relationship with my child's teacher. Yes (100%)

11th Grade:

- #3. My child is learning what they need to know. Yes (50%) Fair (50%) No (0%)
- #4. My child and teacher have a good relationship. Yes (75%) Fair (25%) No (0%)
- #5. I have a good relationship with my child's teacher. Yes (75%) Fair (25%) No (0%)

12th Grade:

- #3. My child is learning what they need to know. Yes (50%) Fair (50%) No (0%)
- #4. My child and teacher have a good relationship. Yes (100%)
- #5. I have a good relationship with my child's teacher. Yes (100%)

Comments:**Pros:**

Fridays
After School Program
School Atmosphere (mentioned many times)
Music Program
Staff & Teamwork (mentioned many, many times)
Circus
Mixed Grades
Field Trips
No Bullies
Breaks

Cons:

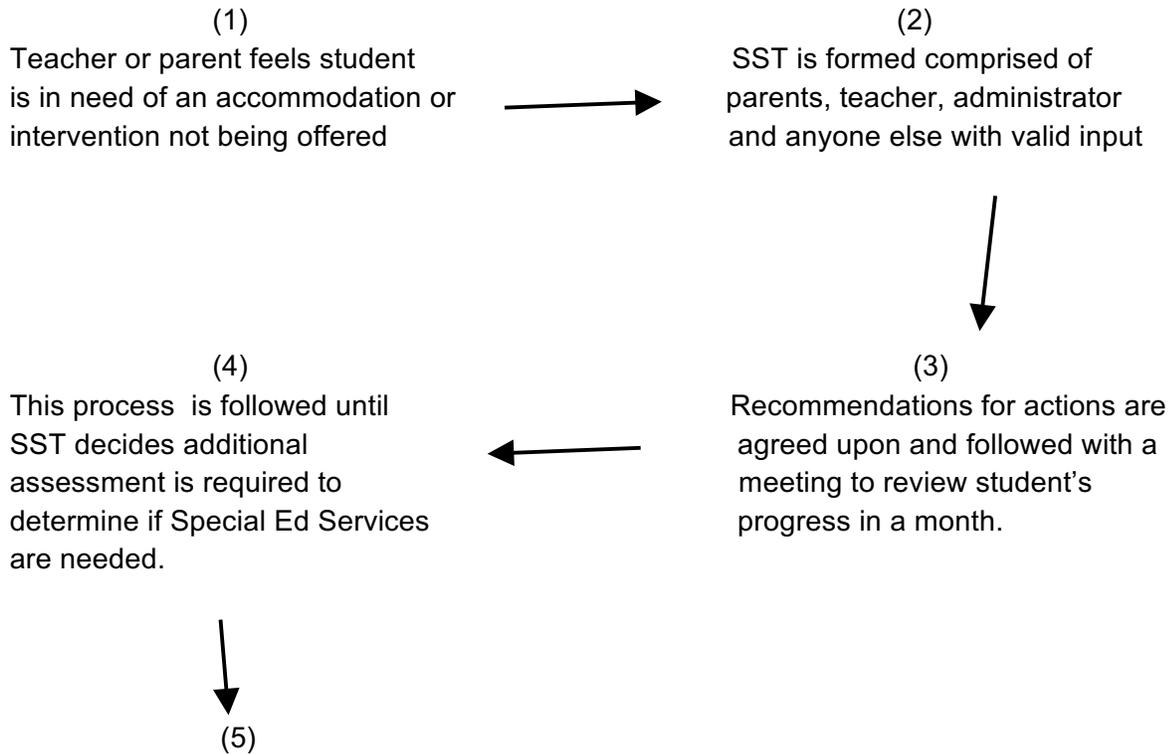
Sanitation
Playground (multiple)
After School Drop In
Relationship with Aide ($\frac{3}{4}$)
Need more Spirit Week
Questions Computers in ($\frac{3}{4}$)
Teacher yells ()
Need better comm. with teacher
Bus (multiple)
Too much homework ()
School Dance
After School Activities
Better Supervision ($\frac{7}{8}$) (multiple)
Better Comm. ($\frac{7}{8}$)
Less H.S. Online
More Sports (volleyball, badminton)
Ten Marks
Lunch Room (multiple)
Common Core
Noise (H.S)
Need a Prom

Three Rivers Charter School

Special Education, 504s and Response to Intervention Flow Chart

Note: If a parent demands an Assessment, and puts it in writing, there is a 15 days deadline to hold an SST meeting to determine if an assessment is warranted. If it is determined to have the assessment, then there is a 60 day deadline to have the assessment. At that SST there should be the General Ed teacher, RST, School Psychologist, Parents and an Administrator. Others may attend if it is agreed they have needed input on the student. In most cases, an assessment will be granted.

With the exception of the above, below is the normal flow to follow:



An SST meeting is scheduled including previous team, School Psychologist, and RST. Determination is made whether an IEP Assessment is warranted. Assessment is scheduled..

Three Rivers Charter School

2016-2017 Academic Calendar

July 2016

S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	FD	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016

S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Length of School Year:
180 Student Days

First Day of Instruction:
August 15

Last Day of Instruction:
June 9

Marking Periods:

Semester 1:
January 27

Semester 2:
June 9

October 2016

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	FB	FB	FB	FB	FB	22
23	24	25	26	27	28	29
30	31					

November 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	H	12
13	14	15	16	17	18	19
20	TB	TB	TB	H	TB	26
27	28	29	30			

December 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	WB	WB	WB	WB	WB	24
25	WB	WB	WB	WB	WB	31

School Recess Schedule
(includes Public Holidays):



Sep 5 - Labor Day
Oct 17-21 - Fall Break
Nov 11 - Veteran's Day
Nov 21-25
Thanksgiving Break
Dec 19-30
Winter Break
Jan 2 - New Year's Day
Jan 16 - Dr. Martin Luther King, Jr. Day
Feb 17, Lincoln's B'day
Feb 20-24 President's Break
Apr 10-14 - Spring Break
May 29 - Memorial Day

January 2017

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March 2017

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May 2017

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June 2017

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Three Rivers Charter School Student & Parent Handbook



Rev.: 11/2/15

PLEASE REVIEW THE MATERIAL IN THIS BOOKLET

Three Rivers Charter School

1211 DEL MAR DR.

FORT BRAGG CA 95437

WWW.TRCSCHOOL.ORG
PHONE: (707) 964-1128 FAX: (707) 964-1003

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Welcome

Dear Students and Parents,

Welcome to Three Rivers Charter School (TRCS). TRCS, was founded in Fort Bragg, California in 2011 by a small group of dedicated teachers and parents. We all are excited to see the realization of our vision to create an alternative public school for families on the Mendocino Coast.

This handbook was designed to help students and parents better understand the school's mission, vision and school policies & operations. It contains descriptions of our educational programs, support services and co-curricular activities, and is designed to help students achieve their academic goals. Please read it thoroughly. If any questions or concerns arise, you are always encouraged to discuss them with the teachers and staff. We believe that clear communication and understanding will create a safe and successful learning environment for our students.

Finally, I encourage parents to become actively involved in school planning and support activities. The school's Charter Council needs and welcomes parent support. Together, we can create a memorable and productive year!

With warm regards,

Roger Coy

Roger Coy

School Director

WHO WE ARE

Board of Directors

Jaimi Parsons – President
Niki Chaves – Secretary
Jennifer Tyler – Treasurer
Andrea Hadik-Barkoczy – Board Member
Erin Dietrick – Board Member

School Staff

Roger Coy – School Director
Kim Morgan – Teacher, Grades 1-2
Classroom Aide – Sarah Haye
Natalie Shoptaw – Teacher, Grades 3-4
Classroom Aide – Robin Scaramella
Margaret Normoyle – Teacher, Grades 5-6
Classroom Aide – Teacher
Samantha Walz – Teacher, Grades 7-8
Classroom Aide – Jen Wright
Kathleen Kasperson – Teacher, Grades 9-12
Marcia Mollett – School Secretary
After School Program – Brie Goertzen

OUR MISSION

The mission of Three Rivers Charter School is to better educate students in grades 1-12 to become well-rounded individuals with a life-long love of learning and the ability to think and act with moral integrity.

Students will be taught the intellectual and personal virtues of integrity, courage, perseverance, empathy, humility, and fair-mindedness, which will in turn help students develop the skills necessary to succeed in the world according to their individual talents.

We value Superior Academics, Universal Respect, Healthy Students, a Safe Campus and a Dedicated Staff.

TRCS will provide a safe and wholesome learning environment for all students at all times.

TRCS will strive to:

- ⇒ Awaken in students a sense of adventure in facing challenges
- ⇒ Encourage students to become creative problem solvers
- ⇒ Develop in students and staff an awareness of the importance and the habit of actively seeking to improve moral character for the good of the individual and that of the community
- ⇒ Develop in students and staff a pride in academic excellence
- ⇒ Awaken in students a desire to pursue higher education in technical schools and training programs, or colleges and universities
- ⇒ Provide teachers and students with performance-based accountability systems
- ⇒ Empower teachers to use different and innovative teaching methods

OUR VISION

The vision of Three Rivers Charter School is to see that children on the Mendocino Coast have a greater diversity of educational opportunities. Working together with other education providers, we seek to create a community that nurtures and inspires children to pursue their dreams and challenge themselves.

OUR PHILOSOPHY

The parents and faculty of the Three Rivers Charter School believe that our children's experience in school can have a huge impact on the quality of their entire life. We believe that the most desirable school experience happens in an environment where students are known individually and personally; where they receive direct, high quality attention; where their actual needs are being met; and where their potential is being realized. We want our children to grow and learn in an environment where they are respected, and taught to respect each other. Teachers at Three Rivers Charter School help students learn how to resolve conflicts in a respectful manner. Our goal is to lay the foundation for an education that helps our children become creative, truthful, compassionate adults who continue to learn and contribute to society in a meaningful way.

Three Rivers Charter School offers classes on site for students in grades 1-12 in multi-grade classrooms. TRCS also has an independent study program through which students can participate on-site for special events (i.e. get-togethers, field trips, special learning events, etc.) while maintaining a flexible schedule for their studies. In order to help each student realize their individual talents and abilities, we strive to notice, care for, love, listen to, respect, support, and understand every individual, each of whom makes an important contribution to this school.

Three Rivers Charter School educates students to be able to make sound, positive decisions and act responsibly on a daily basis. We tailor academic work to the needs of each learner. The California State Standards are the guidelines by which final curriculum decisions are made. Each child in our program is encouraged to become an expert in something and thereby enrich our "school family" with their own passion, making ours a dynamic and vital environment for everyone.

WHAT IS A CHARTER SCHOOL?

Charter schools are independent public schools with rigorous curriculum programs and unique educational approaches. In exchange for operational freedom and flexibility, charter schools are subject to higher levels of accountability than traditional public schools. Charter schools, which are tuition-free and open to all students, offer quality and choice in the public education system.

Like traditional public schools, charters receive state funding based on a formula for each child enrolled in the school. Many charters also do additional fundraising to obtain grants and donations to pay for programs that are not fully funded by state or school district formulas. When lawmakers passed the Charter Schools Act of 1992, California became the second state in the country (after Minnesota) to enact charter school legislation. The intent was to allow groups of educators, community members, parents, or others to create an alternative type of public school.

Charter Schools get desired academic results for students because they have:

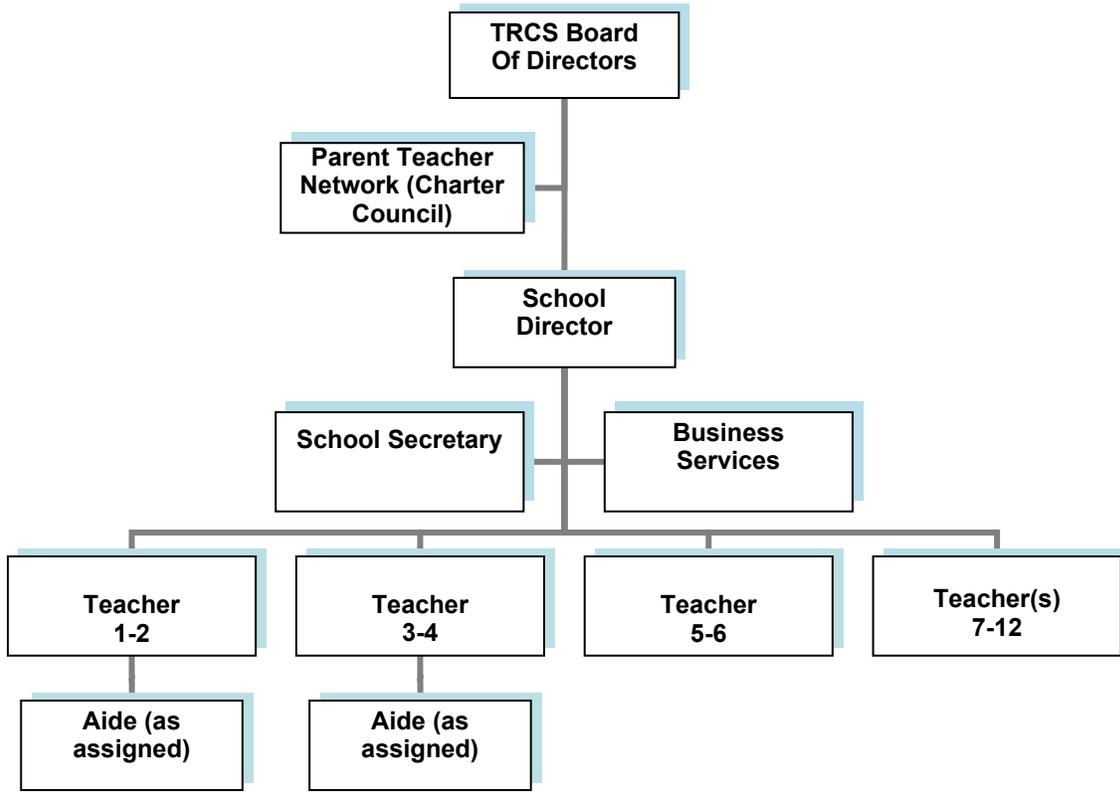
- ⇒ More flexibility on curriculum, budget and staffing to meet student needs
- ⇒ High levels of accountability with review and renewal every 5 years
- ⇒ Engaged teachers who are empowered to make important decisions to benefit students
- ⇒ Parents who are encouraged by the school to work as a team with teachers to advance their child's academic progress¹

SCHOOL COMMUNITY & GOVERNANCE STRUCTURE

The TRCS Board of Directors governs TRCS. Board meetings are open to the public and agendas are posted at school, on the parent bulletin board, 72 hours prior to all meetings. On a practical day-to-day level, a School Director who reports directly to the TRCS Board of Directors manages TRCS. An administrative arm of the Board of Directors is the Parent Teacher Network Group (Charter Council.) The Charter Council works on various projects assigned by the Board of Directors and assists the Board as needed. Parents are encouraged to help with the work of decision making at TRCS by serving one term on either of these two groups.

¹ Read more about the exciting Charter School movement Three Rivers Charter School is a part of at: <http://www.calcharters.org/understanding/>

This is the organizational structure of the school:



STUDENT COUNCIL

Each class has a student representative serving on the Student Council. Their main responsibilities are to discuss, organize, guide and implement class and school projects with the assistance of the Student Council advisor. Class officers organize and execute activities with the consent and approval of the Student Council Advisor. Any person who has leadership ability or wants to get involved with class activities should run for a class office. All representative are required to attend council meetings. Student Council meetings are generally held during lunch on every other Thursday. Student Council Officers must maintain a 2.5 GPA or better.

ADMISSIONS

ENROLLMENT

Three Rivers Charter School serves all children regardless of race, religion or ethnicity. TRCS admits all students who complete an enrollment application and wish to enroll in the school, subject to capacity. During Spring of each year, staff will register all current students for the coming year. Each student will review his/her educational plan with the parent and teacher(s).

When a public lottery drawing is necessary, due to a greater number of applicants for a given grade level than space can accommodate, the lottery shall be conducted in accordance with the guidelines shown below. Certain groups will be exempt from the lottery system and shall be automatically admitted to the school given there is available space.

Exempt from the lottery system are:

- ⇒ Returning students
- ⇒ Siblings of currently-enrolled students.
- ⇒ Children of teachers and founders (This shall be restricted to no more than 10% of the student population.)

HOW OUR LOTTERY SYSTEM WORKS:

1. Prior to names being placed on our waiting list families fill out an Information Form so that weights can be applied properly at the time of the lottery. There is no requirement to fill out an Information Form if a candidate chooses to withhold certain information.
2. Each year, TRCS will review the profile of Fort Bragg Unified School District and compare our school profile with that of the school district. Based upon comparing our profile to the community profile, one extra entry shall be given to those individuals who are in the weighted groups below and underrepresented. In addition, all students residing in the Fort Bragg Unified School District will be given an additional entry.

Weighted groups are:

- ⇒ Children residing within the district
- ⇒ Children who qualify as low income per ESEA Title I;
- ⇒ Children with disabilities per Section 504;
- ⇒ Children in disadvantaged groups as per Title VI.

For example: A child who is identified with a disability, who lives in the Fort Bragg area, and who would like to enroll in TRCS, would receive an entry for the lottery; an entry for being part of the weighted groups; and an entry for residing in the school district.

3. Students who are on the waiting list and not part of the weighted groups will be entered into the random drawing with the above groups, but without extra entries.
4. The selection of names will be done by public drawing. This drawing is open to anyone wanting to attend. Notice of the drawing will be made by electronic mail. All individuals on the waiting list are invited to attend the drawing.

5. The waiting list names will be numbered by grade level for future use during the school year in case openings become available. Applicants will be accepted in order of their lottery draw.

6. If there is no interested or available applicant on the waiting list, and there is available capacity within a grade level, then students will be accepted on a "first come, first served" basis.

When there is a waiting list of students, it is the responsibility of each family on the list to keep the school notified of a current phone number and mailing address.

CHANGES IN STUDENT INFORMATION

Please inform the school in writing at once of any changes in the information contained in the enrollment forms or on the waiting list that you completed at the beginning of the school year.

SCHOOL HOURS

Students are required to attend Monday through Friday:

Class times Monday – Thursday are:

Elementary Grades 1-4 – 8:30 – 2:45 p.m.

Upper Elementary Grades 5-6 8:30 a.m. – 3:00 p.m.

Jr. High – 8:30 a.m. – 3:30 p.m.

High School - 8:14 a.m. – 3:30 p.m.

All grades dismiss at 12:00 on Friday. Students are expected to arrive on time. Students who are tardy, or have an unexcused absence may face academic consequences including Friday afternoon detentions. Parents are expected to pick up students from school no later than 12:15 on Friday.

ATTENDANCE

Your child's consistent attendance is essential to her/his success and contributes to the unity and success of the school. Good attendance is important because many of the lessons are presented orally and through group interactions. A student who is frequently absent will find it difficult to make up work or fully understand the material. Attendance policies apply to on-line classes as well. California schools no longer receive funding for students who are sick or even excused. Students should attend school whenever possible, for part of a day after or before appointments.

TRCS is a closed campus. Students are not to leave school while school is in session without obtaining permission to leave from the School Director. Permission will be given when the parent sends a note containing the exact date/time/reason for leaving. The reason for leaving must be a valid reason. Students with a permit should sign out when leaving the campus and sign back in when arriving back to school. Parents taking their children off campus during the school day must sign them out either in the classroom or in the school office.

ABSENCES AND TARDINESS

Parents should call and inform the school anytime your child will be late or absent so we can make adjustments to plans for the day and prepare make-up work. In a small school everyone counts a lot! Please make it your priority to have your child arrive on time. Students arriving late often interrupt ongoing activities and miss important parts of class meetings and decision-making. In addition, the school loses funding every day for every child who is absent. That means that your child's absence hurts, in a variety of ways, our school's ability to provide your child an outstanding education. Therefore, please limit any absence to mandatory or urgent situations such as family emergencies, serious illness, or doctor's appointments and verify the absence by a phone call or note from the parent or guardian. Students with unexcused absences or unexcused 30+ minute tardies for nine days or more per year from any one class shall be considered in danger of failing that class. (Ed Code 49067).

Truancy

A student is considered truant when they are absent for a day or tardy for more than 30+ minutes without a valid excuse. Excuses are valid for these reasons:

- ⇒ Illness
- ⇒ Directed by a Health Official to Stay at Home
- ⇒ Medical Appointment
- ⇒ Funeral (1 day in California, 3 days outside of California)
- ⇒ Religious Observance
- ⇒ Immediate Family Leaving for Military Duty

When a student is truant 3 times within the school year they are considered Habitually Truant. Notices will be sent to the parents and parent involvement is expected to make sure the truant child attends school on time. Students Habitually Truant 3 times will be in jeopardy of failing classes and not being promoted to their next grade. Actions will be taken by the school if students continue to show signs of Truancy. Make-up work, after school programs, counseling, and other steps will be taken to correct the problem. Students who miss more than 10% of the school year (18 days) with unexcused absences is considered Chronically Truant. Processes must be started and certain agencies must be notified in order to remedy this serious situation. SARB Boards may be convened in order to determine the right action to motivate the student and parents so the student stops being truant. Some actions may include fines and other penalties being assessed.

STUDENT SUPPORT SERVICES

The school administration and staff help provide information and advise students/parents about graduation requirements, post high school opportunities, financial aid and requirements for college. They also help students with individual concerns about current classes, programming difficulties, scheduling, future planning and personal counseling needs.

Support staff are available in the main office during the regular school day and after school by appointment. On January 1, 1981, AB 763 added Sections 35301 and 72621 to the California Education Code. These code sections create a “counselor-student privilege.” Most information which a student twelve years of age or older discloses is confidential.

STUDENTS WITH SPECIAL NEEDS

Special Education services are available for Three Rivers Charter School students (i.e., speech therapy, the support of a Resource Specialist Teacher, one-on-one tutoring, etc.). If a child is identified as potentially needing Special Education services, a Student Study Team (SST) meeting is scheduled first. The SST team can include a school psychologist and/or Resource Specialist Teacher, the child’s regular classroom teacher, and parents. During this meeting, the team determines whether the student needs help by remediation only, or needs to be referred for formal assessment in order to determine eligibility for Special Education services. If eligible, the necessary services are identified and an Individual Education Plan (IEP) or 504 plan, with clearly defined goals and objectives, is created. This process is entirely voluntary, and parents can choose to accept or refuse the recommended services.

HEALTH AND SAFETY

Emergency Information Form

An emergency information sheet must be on file for every student and should include a signature allowing school personnel to request medical intervention in case a parent or designee cannot be reached in an emergency. This information is used to contact you if your child becomes ill during the day, is confused about after school plans, or in any emergency situation. It is very important to have two additional emergency numbers listed for your child besides your own. It is extremely important that you keep us informed of any address or phone number changes.

IMMUNIZATIONS & MEDICAL EXAMINATIONS

The public health department requires your child to be up to date on his or her vaccinations upon enrolling in school. Please check with your child’s physician for the most current requirements. California law currently allows parents/guardians to choose exemption from immunization requirements based on their personal or religious beliefs, or for medical reasons. Although this is currently being challenged by pending new legislation. If you do not vaccinate your child, a signed Parent-waiver must be on file with the school. Non-immunized children may be excluded from school in the event of an outbreak of a communicable disease. Please keep your immunization record at school current, (See Appendix A for Vaccination List²).

Required medical examinations for students entering Grades 1-5 include Oral and Physical examinations. California law currently allows parents/guardians to choose exemption from medical examination requirements based on their personal or religious beliefs. A waiver must be completed and kept on file in your child’s cumulative file. All children entering into the 7th Grade must now provide proof of the vaccine called Tdap.

² <http://www.cdph.ca.gov/programs/immunize/Documents/HandbookText.pdf>

Illness

We ask you to keep children home when they are ill. Parents will be called to pick up a child with a communicable illness. If your child becomes ill at school and we are unable to contact you, we will attempt to notify one of the other people listed on your child's emergency sheet.

If you have a question, please call the school. Student Absences effect state funding, so student attendance is critical to student and school success. Please call the school to alert your child's teacher each day that he/she will be absent. Please do not give your child a fever reducer before bringing the child to school—children with fevers need to stay home and rest.

When your child returns to school please send them with a signed and dated note explaining the student absence. In the case of a serious illness or injury, the school may require information from your doctor or hospital.

Head Lice and Other Communicable Conditions

Please notify the school at once if your child becomes infected with head lice or other communicable condition. To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the School Director, as soon as possible. If nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information. In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to School when reexamination by the School Director, or designee, shows that all nits and lice have been removed. After returning, the student may be reexamined as appropriate to ensure that re-infestation has not occurred. Spot checks may be conducted from time to time. Please note: just because lice have been found on your child it doesn't mean you are not taking care of your child. Lice is highly transferable, and your child can easily pick them up if they are sharing combs, brushes, hats, or clothing with other children infested with lice.

HEALTH SERVICES

For the students' safety, all injuries must be reported immediately to the nearest staff member and an injury report must be completed. Permission to leave school because of illness must be received from the office. There is not a nurse on duty in the school.

Medications

Medications may only be administered per school Policy P-2.2 (Appendix D), and only when a form is filed with the School's Director.

Injuries

TRCS school staff has current first aid and CPR certification. In the event of serious injury, the staff will make an immediate attempt to contact a parent. If one cannot be reached, they will follow the parents' instructions on the child's Emergency Form. If necessary, an ambulance or paramedics will be called. Until the arrival of a parent, physician, or ambulance, the staff will be in charge and make all decisions about the care of the child. Parents will be responsible for any resultant expense.

INSURANCE

Parents/Guardians are informed at registration that Three Rivers Charter School does not provide medical insurance coverage for school activities. Parents are responsible for medical bills if a child gets hurt during school activities. Information regarding student accident and health coverage for families is available from the office. Insurance is required for participation on athletic teams and school sponsored field trips.

By law, most people are now required to have health insurance or pay a penalty when they file their taxes. Californians can apply through Covered California and select the health insurance plan that works best for their needs and budget. The open-enrollment period happens once a year. Once open enrollment ends, you may enroll in a Covered California health plan only if you have a qualifying life event that makes you eligible to apply. Some examples of qualifying life events are: losing your health coverage, getting married, moving outside your plan's coverage area, having a baby and turning 26. To see if you qualify, visit www.CoveredCA.com/individuals-and-families/getting-covered/special-enrollment. Individuals and families may also qualify for Medi-Cal benefits. Visit CoveredCA.com for more information. To find free, confidential, in-person help in our area, visit www.CoveredCA.com/get-help/local or call [\(800\) 300-1506](tel:8003001506).

EMERGENCY INFORMATION

Emergencies/Power Outages/Acts of Nature

The Three Rivers Charter School has A School-wide Emergency Action Plan that governs what happens in the school in the event of any emergency. The objective of the Plan is "to provide effective action to minimize injuries and loss of life among students and school personnel in case of disaster during school hours". The school principal, working in cooperation with county disaster officials, will make decisions and determine actions within the framework of student and employee safety. School staff will notify all parents as soon as possible in the event of an emergency. Evacuation maps are posted in each classroom.

What Will Happen?

All students are to remain on campus. Based on the nature of the emergency, they will be instructed to:

- ⇒ Stay where they are.

- ⇒ Take cover.
- ⇒ Evacuate buildings and assemble with instructors on the school field.

Under NO circumstances will teachers release their students unless given direction to do so by the principal. Any adult calling for a student will be required to identify him/herself to an assigned staff member before being allowed to take a student out of school.

In the case of a power outage, school will be closed due to the need of power for the school's infrastructure. If the power outage occurs during the school day, when the students and staff are already on campus, school will remain in session for an additional 30 minutes after the outage occurs so that the School Director can determine whether the outage is likely to last for more than one hour. If it is determined that the outage will be longer than one hour in duration, then school will be closed for the remainder of the day, parents will be notified to pick of the students, and someone will remain at school until all the children have been picked up. Closures due to power outages will be reported on the local radio station responsible for all emergency news bulletins (KOZT) and notification will also be placed in the School Office window for each day that school will be closed.

Search and Seizure. . . Can It Be Done?

Under California law, school officials may search a student, personal belongings, locker & vehicle whenever there is reasonable grounds to believe the student may have violated the law or school rules, or placed the health and safety of students or school employees in jeopardy. In all such cases of search, the search must be within the school personnel's regular scope of duties, and any property seized must be reported to the student immediately. Contact the Director for details regarding search and seizure laws.

NON-DISCRIMINATION POLICY

Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 prohibit discrimination on the basis of race, color, national origin, or gender in federally financed education programs or activities. School programs shall be free from discrimination based on gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation, or the perception of one or more of such characteristics. The Board is committed to a workplace that is free from discrimination and/or gender bias and shall promote programs that ensure that discriminatory practices are eliminated in all School activities. Any questions or concerns regarding noncompliance can be directed to the School Director, at (707) 964.1128.

HIGH SCHOOL GRADUATION REQUIREMENTS

(Excerpted From Instructional Policy TRCS-P-6.0)

It is no longer a requirement that students must pass the California High School Exit Exam in order to receive a diploma for the 2015-16 and 2016-17 school years. These are the graduating requirements:

ENGLISH: A Three Rivers Charter School graduate reads and writes effectively. Grammar, Spelling, Punctuation, Literature Readings and Essay Writing should all be incorporated into high school English. 40 Credits (4 years) of Language Arts Required

LIFE SKILLS: A Three Rivers Charter School graduate sufficiently understands and functions in the world around him. 45 Credits of Life Skills are required including:

- 20 credits of PE
- 5 credits of Health
- 10 credits of Typing or Computer
- 10 credits of Work Experience or Career Exploration

HISTORY: A Three Rivers Charter School graduate appreciates the history of mankind in all its diversity, and understands the political process. 30 Credits of History are required including:

- 10 credits of World History
- 10 credits of US History
- 5 credits of Economics
- 5 credits of United States History

MATHEMATICS: A Three Rivers Charter School graduate applies math principles and operations to solve problems in real world contexts. 30 credits of Math are required including:

- 10 credits of Algebra I or a higher level math

SCIENCE: A Three Rivers Charter School graduate applies scientific concepts and skills to explain his world and find solutions to its problems. 20 Units of Science are required including:

- 10 credits of Life Science
- 10 credits of Physical Science

ELECTIVES: A Three Rivers Charter School graduate realizes his own special interests, talents and abilities. 75 Units of Electives are required including:

- 10 credits of Visual/Performing Arts
- 20 credits of Foreign Language

240 HIGH SCHOOL CREDITS ARE REQUIRED TO GRADUATE

High School Diploma alternatives are available per TRCS-P-6.0, and include *Certificate of Achievement* and *Certificate of Completion* options.

Concurrent College enrollment is allowable per TRCS-P-6.4

TESTING

Standardized tests by grade level are required of all TRCS students whether enrolled in the seat-based program or the Independent Study Program. The following standardized tests and the grade levels in which they are administered are as follows:

SMARTER BALANCE – All students in grades 3-11

CELDT – English Language Learners in grades 1-12 must take the California English Language Development Test once a year until they are re-classified as proficient in the English language.

NWEA – In addition to the Smarter Balance Test teachers have the option of doing additional testing in their classrooms. The NWEA provides a way to test students throughout the year to check their overall progress. Check with your child's teacher and find out when they will be testing and when you can expect the results.

REPORT CARDS AND GRADING STUDENT PROGRESS

Throughout the year parents have access to daily progress reports for their student on-line through the TRCS Power School portal. Please notify the Director if you are interested in doing this. It is the parent's responsibility to check the student's progress on Power School regularly.

There will be two report cards prepared for each student. One at the end of each semester. In addition, teachers will provide progress reports throughout the year as the teacher deems necessary. Normally, Progress Reports will be prepared around Thanksgiving and around Spring Break. Parents can meet for formal parent/teacher conferences, as well as any necessary additional meetings during the school year.

INDEPENDENT STUDY PROGRAM STUDENTS: LEARNING RECORDS/PARENT CONFERENCES

Independent Study students are required to keep monthly Attendance Logs, Learning Records to track their progress and accomplishments. Each Independent Study student's teacher oversees these records and issues report cards for the student. Students and a parent/guardian must meet with the teacher at least once each learning period to discuss the student's progress and submit work samples.

Learning Records consist of itemized reports of activities completed by the student in each of the six basic learning areas: Mathematics, English, Science, Social Studies, Life Skills and Electives. Each student's sample packet must contain at least one labeled sample from each of the above learning areas for each semester reporting period that the student is enrolled with TRCS for more than two weeks.

Independent Study students in grades 1-8 may opt for a Pass/Fail grading system on report cards. Students in grades 9-12 must abide by the same grading system that is used for Students enrolled in the Day School program.

PARENT EXPECTATIONS AND PARTICIPATION COMMITMENT

Families of Three Rivers Charter School students are encouraged to be active participants in their child's education and in the school community. This participation is essential to

the continued success of our school. Parents of students attending Three Rivers Charter School have responsibilities not necessarily associated with other public schools.

Parents are asked to help the students develop a sense of responsibility and a commitment to active school participation. We encourage you to discuss school and your child's education with your child and with school staff, to read to (and with) your child frequently, and to provide an appropriate setting and schedule for homework. Please also provide for your child's adequate rest and nutrition and regular, punctual attendance so that your child will be ready and able to participate in the school day.

Families of the students of TRCS are asked to contribute in the following areas:

PARENT TEACHER NETWORK MEETINGS: Parent Group meetings are held on the third Tuesday of each month at 4:30 – 5:30 PM, during the school year. All parents are urged to come to these meetings. Signs will go up at school as a reminder and you will be notified via e-mail of any upcoming school events including these monthly meeting.

PARENT-TEACHER CONFERENCES: Teachers, as needed throughout the year, will request Conferences. Parent conferences are an important time for you and your child's teacher to share information and insights. Parents may request additional conferences at any time.

FUNDRAISING: Charter schools do not have access to all of the same funding available to school districts. As part of the original vision of our school, our Parent #teacher Network Fund was created to support programs and enhancements in areas such as science, music, and art, beyond what our public education funding allows. Parent involvement in our fundraising events is essential to their success. Signing up with E-scrip and contributing Box Tops, recyclables and ink cartridges are also ways to help. Many of our parents choose to donate \$10, or more, monthly per student in lieu of participating with other fundraisers. Help with various fundraisers are also beneficial.

OTHER IMPORTANT WAYS TO CONTRIBUTE:

CLASSROOM VOLUNTEERS

Parents are encouraged to help in the classroom in a variety of ways. Some parents like to spend regular time in the classroom helping in the same manner each week (i.e. reading aloud to students, helping as a math tutor, etc.). Other parents help with administrative tasks such as, planning an event, organizing and sending in recycled ink cartridges or correcting papers. Students and parents do much of the school cleaning, too. There is also copying, organizing and paperwork to be done that can easily be done by parent volunteers after school hours. Please talk to your child's teacher about a way that you can directly contribute to the school so that it is convenient and comfortable for you.

SKILLS & TALENTS

We often request help from parents who have particular areas of expertise, working with special work projects and/or curriculum enrichment. If you have a skill or talent that you would like to share with the school, please contact the teachers.

FIELD TRIPS

Field trips form an integral part of the curriculum for all the grade levels at TRCS. These trips complement the students' studies in class and/or provide them a window into a world to which they are not often exposed. Parents provide a much appreciated and irreplaceable service in volunteering to drive on these trips and in helping to conduct fundraising to cover the cost of any expenses. Parent support allows the teachers to plan frequent field trips for the students. Students enrolled in the TRCS Independent Study Program are invited to join their respective grade level classmates on any field trips. The permission form may be found on the schools website at: <http://www.TRCSchool.org> The teaching staff and/or parents who are licensed, insured drivers provide transportation for field trips. On many outings, parent volunteers will be sought to help supervise and transport the children. Parent field trip drivers must have valid driver's license, provide a cleared driving record report from DMV, and a copy of current liability insurance policy with bodily injury coverage of at least \$100,000 per occurrence (most companies will gladly fax this to the school at your request). All cars driven on school outings must be in good working order, and include sufficient seat belts for the number of passengers. In addition, parents must only carry the number of children for which their vehicle was designed. All children must wear seat belts and use booster seats as required. California law requires a child to be 8 years old or 4'9" tall to ride without a booster seat.

SCHOOL PARTIES

Students enjoy holding parties for the major holidays and parents normally help with the refreshments. We also enjoy celebrating birthdays of the students in the class and will acknowledge birthdays as they occur. If a parent would like to do something special (i.e. bring in a treat for the whole class) please let the instructor know in advance. **Parents may opt to have their child refrain from participating in parties in general or in a particular party.** Please alert the instructor to your wishes in advance. Independent Study Program students are invited to all parties.

STUDENT EXPECTATIONS

LUNCHES & SNACKS

Students should eat a nutritious and adequate breakfast at home, every morning. Students bring both a lunch and a mid-morning snack from home. Often students are so active at school that they eat more than their parents expect. We have several microwaves and a large refrigerator for use by everyone, so that quite a creative variety of lunches can be made. Parents must label any food/drink that will be stored in the school refrigerator, and any lunch bags/boxes with the child's name and date. Studies have shown the importance of eating nutritious foods, low in sugar, while avoiding those foods high in refined carbohydrates. Please keep this in mind when preparing your child's breakfast, lunch and snack. There is a snack bin with nutritious foods available for a small fee for students who have forgotten their lunch. **Prohibited on campus:** Sodas, energy drinks and gum.

PERSONAL PROPERTY

At all times students should avoid leaving personal belongings unattended. Do not bring valuable items to school. The School assumes no responsibility or liability for loss or theft of property belonging to students. In the event of loss of property, the school authorities will make every effort to recover the lost or stolen property.

WHO SHOULD I ASK? WHERE CAN I FIND OUT?

School Contact Information:

E-Mail Address: director@trcschool.org

Phone: 964-1128 website: <http://www.trcschool.org>

Fax: 964-1003

Address: Three Rivers Charter School, 1221 Del Mar Dr, Fort Bragg, CA 95437

All staff members can be reached through their school email address. For teachers, emails are as follows:

Ms. Morgan – kmorgan@trcschool.org

Ms. Shoptaw – nshoptaw@trcschool.org

Ms. Normoyle – mnormoyle@trcschool.org

Ms. Walz – swalz@trcschool.org

Ms. Kasperson – kkasperson@trcschool.org

Parents are encouraged to contact their child's teacher and set up a meeting at any time that they would like to discuss concerns, questions, or ideas about their child's progress at greater length. Please also take time to let your child's teacher know when you are especially pleased with how things are going. The best teamwork between parents, teachers, and students occurs when as much energy and enthusiasm goes into praising successes as is applied to tackling problems and disagreements.

Classroom Information Boards

Information is posted on a bulletin board on each outside classroom door. Please ask teachers before posting any flyers. Please check every week for important information on current scheduled events, projects, and opportunities. In addition, ask your child's teacher for details on his or her classroom system for getting important paperwork and notices to parents.

Information Boards

School-wide announcements (i.e. dates of school-wide events, parties, Parent Teacher Network Group, and School Board meetings, etc.) will be posted on the School Information Board located outside the Director's office. In addition, there is a Parent Bulletin Board outside the school office for parents to post notices. Please see Ms. Mollett for guidelines.

TRCS School Website

Parents should visit our school website (<http://www.trcschool.org/>) regularly to view our posted list of volunteer activities, donation requests, and urgent needs of the students, teachers and staff. It's very easy for everyone to stay up-to-date. The school calendar is posted on the site, including field trips and meetings information.

Parent Teacher Network Group

Minutes of the monthly meetings are posted on the TRCS school website after each meeting.

Comment [MSOffice]: Describe this and address, etc.

Charter Council and Charter Board

Minutes and agendas of the monthly TRCS School Board meetings are posted on the school website.

Concerns

When you have a concern about your child, an event, or a practice at school, the best first step is having a conversation with your child's teacher(s). We are committed to making your child's school experience as positive as possible. Please remember that we need to know about problems before we can address them. If that is an uncomfortable situation, please contact the School Director with any concerns.

Grievance Procedure – Uniform Complaint Policy

If resolution of a classroom problem is not achieved between teacher and parent, either the parent or the teacher may bring the matter to the School Director. All formal grievances, following the TRCS Uniform Complaint Policy & Procedure (Board Policy TRCS-P-1.2), should be put in writing, explain the complaint clearly and concisely, should include a signature and date, and be presented to the School Director. The School Director will then take the appropriate action.

Telephone Calls

Students, with the permission of their teacher, may ask the School Secretary to call their parents for them in case of emergencies or unforeseen situations requiring resolution. Students may also use a cell phone, outside of the Director's office, to contact parents after school. At all other times, cell phones must be turned off and stowed securely out of sight unless the student has been given direct emergency authorization to use it for a specific purpose. Use of the school phone is for emergencies only. It is not for children to use to arrange play-dates or find out who is picking them up. That information should be worked out prior to coming to school and parents may call and leave information with the office for their child.

Drop-off, Pick-up, and Parking

Please do not leave your car where it may block the passage of another. Please use extreme caution in our parking area, never exceeding 5 mph. Please keep the mailbox area unobstructed.

CONCLUSION

As a way of showing your commitment to and understanding of the Three Rivers Charter School handbook, we ask that you read and agree to abide by the Student/Parent agreement.

THREE RIVERS CHARTER SCHOOL DRESS CODE (POLICY TRCS-P-5.1)

Three Rivers Charter School has adopted the following dress code as a way to protect the sanctity of the learning environment, teach hygiene, instill discipline, prevent disruption,

Comment [MSOffice]: Is this too short, leaving too much room for misunderstanding of the procedure?

and avoid safety hazards. Students should come to school looking neat and wearing clothing and exhibiting grooming that will not be a safety or health hazard to the student or others. We ask that students study the expectations with their parents and teachers and make wise choices in working toward student success. Ultimately it is the students' and parents' responsibility to adhere to the code. As a team effort with parents, staff and students working together, our dress expectations can model success for all our endeavors.

Clothing - Modesty will be the dominant feature in all clothes
Personal Appearance

Overall – TRCS places a high importance on neatness in appearance and on personal hygiene. Students are required to come to class having attended to their personal hygiene so that body odors and bad breath are eliminated; hair, fingernails and makeup are neat and clean; and jewelry is tasteful and safe.

Pants, Shorts, Skirts, and Skorts must be an appropriate size and length.

Required:

- The WAISTBAND for pants, shorts, skirts, and skorts must be worn no lower than the top of the hipbone.
- For students in Jr. High and High School, length must be no higher than the top of the knee level for skirts, and mid-thigh for shorts and skorts. Skirts, shorts and skorts may be shorter if worn over leggings and in modest taste. Leggings do not include nylons.
- Hemmed

Prohibited:

- Extremely OVERSIZED or BAGGY
- Holes, cuts, frays, or splits
- Writing across rear-end
- Fishnet stockings
- Cut-offs and un-hemmed
- Transparent Pants
- Chains
- Visible undergarments
- Clothing bearing profanity (spelled out or implied), violent messages, gang-related symbols or wording, or inappropriate or distasteful wording/symbols/logos

Footwear- Students must wear shoes that are neat and properly fastened at all times. Proper shoes must be worn for PE. Although sandals and flip-flops are allowed to be worn, a change of shoes is required for running and physical activities at both PE and recess.

Required:

- Athletic shoes for PE and recess

Prohibited:

- House shoes/slippers
- Metal-toed shoes
- Roller shoes
- Any outer covering that might damage school property

Hoods/Caps/Hats may not be worn in school buildings

Shirts, T-Shirts and Sweaters/Sweatshirts/Jackets must be an appropriate size and length.

Required:

- Must cover flesh in the midriff area

Prohibited:

- Extremely OVERSIZED or BAGGY
- Low-cut shirts
- Tank tops unless layered under or over another top (sleeveless are acceptable so long as it is designed that way rather than cut off sleeves and no undergarments show)
- Holes, cuts, frays, or splits
- Visible undergarments
- Transparent Shirts without a tank top or camisole underneath.
- Clothing bearing profanity (spelled out or implied), violent messages, gang-related symbols or wording, or inappropriate or distasteful wording/symbols/logos

Hair must be clean and neatly groomed.

Required:

- Eyes visible at all times

Prohibited:

- Any hair styles which disrupt the learning atmosphere as determined by Administration
- Shaved patterns
- Mohawks/spikes/horns

Fingernails must be, clean, neat and of modest length. Polish needs to be neat (not chipped or peeling).

Jewelry may not be noisy or distracting

Required:

- Earrings 2” or smaller (from hole in ear to longest point of earring).
Final judgment on appropriateness for PE or other safety concerns rests with the teachers.

Prohibited:

- Any visible piercings besides in ears
- Jewelry bearing profanity (spelled out or implied), violent messages, gang-related³ symbols or wording, or inappropriate or distasteful wording/symbols/logos

Make-Up in moderate amounts/colors is allowed for High School girls

Prohibited:

- Gothic, Emo, or other group-affiliation-themed makeup styles/colors

³ **“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.

Visible Tattoos are prohibited, whether permanent or temporary. Writing on skin is also prohibited

Extracurricular or Co-Curricular Events

Student representing TRLC in extracurricular and co-curricular activities are required to follow dress code.

Exceptions

Special Events/Activities

- Spirit Week & Other School Spirit Days– The above dress code will be relaxed during spirit week and throughout the school year on special, school spirit days, but attire must still be modest and in good taste.
- Halloween – For those classes that allow “dress-up” for Halloween, costumes must be modest and in good taste. Blood and gore costumes are only allowed in moderation. Weapons or artificial weapons are not allowed.
- Beach – Attire for the beach field trips will include shirts and shorts as prescribed in the above dress code. In addition, bathing suits, water shoes, sandals and flip/flops will be allowed during the field trip.

Enforcement: Parents will be immediately contacted to remedy any violation of the above dress code.

FINAL DECISIONS regarding dress and grooming acceptability REST WITH THE TRCS ADMINISTRATION. Students in violation of the dress code may have to call their parent/guardian to pick the student up immediately, or bring a change of clothing to remedy the violation of school policy.

We feel strongly about the dress code. We consider school to be similar to a profession and want to teach children from a young age that there is appropriate attire for different situations. School is fun, but its purpose of providing your child with a solid education is very serious purpose. We therefore want to help our students take it seriously by dressing appropriately for our school environment and goals. If your child comes to school in violation of the dress code, we will call you to correct it at that time.

Important: Please label any coats/sweaters/sweatshirts with an indelible marker on the tag so that we can return items left unattended to the proper student!

THREE RIVERS CHARTER SCHOOL CELL PHONE AND OTHER ELECTRONIC DEVICES POLICY (TRCS-P-5.2)

Because of the need to maintain a proper school atmosphere and the need of some families to have close communication with each other after school for emergency situations we have created the following cell phone policy.

Students may not have cell phones out and visible at any time while they are on school property except immediately after school directly in front of the School Director's Office and in cases of emergency when a staff member may give special permission to take them out to call home (for example if the power goes out and we need to make a large volume of calls quickly to parents). In this case students will receive special instruction from staff; students are not to take the initiative on their own. We are not trying to ban them from possession, but restrict their use at school.

This policy allows only direct communication with parents and caregivers. Texting with friends on school grounds is not allowed.

Phones are not to be turned on during school hours. Violation of this policy will result in the confiscation of the phone. Repeated violation of this policy within the same school year will result in the student losing the privilege of carrying a cell phone at school.

iPods, CD/DVD Players, Game Boys and other gaming devices are not allowed on school property, but are permissible in cars on field trips if approved by the teacher and the driver of the car. Such devices will be confiscated by the teachers if discovered at school, and will be returned to the student's parent or guardian upon request. Because of the difficulty in managing this policy the Three Rivers Staff considers this policy to be a living policy; additions or changes may be made periodically to address changing needs. As new technology is available, staff retains the discretion to confiscate any electrical device that is not specifically named in this policy but which they deem to be distracting students from focusing on their schoolwork, responsibilities, or the TRCS code of behavior. For example, many of the new cell phones have applications and games that are considered off limits.

THREE RIVERS CHARTER SCHOOL DISCIPLINE POLICY (SUMMARIZED FROM TRCS-P-5.0)

Violation of Academic Policy

Ed Code Sections 48900, 48911 and 48915 specify those acts for which disciplinary action may be taken and prescribe the school's jurisdiction or area of authority in matters of school attendance or activity as the following:

- ⇒ While on School Grounds
- ⇒ While going to or coming from school
- ⇒ During lunch period on or off campus
- ⇒ At school Activities whether on or off campus
- ⇒ During or while going to or returning to school from a school sponsored activity

The following rules for conduct apply to all students in grades 1-12 unless otherwise noted, and violation of the rules could result in consequences as described. In most cases the teacher is granted the authority to exercise his/her good judgment in applying the range of consequences described. When necessary the School Director will exercise judgment in determining an appropriate consequence, but should strive to follow the procedure as outlined. Students agree to abide by the schools Acceptable Internet Use Policy, Appendix B.

RULES OF CONDUCT

The school's Discipline code is an extension of Section 300 of the California Administrative Code, Title 5, which states:

“Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his/her teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful of his/her teachers and others in authority; kind and courteous to other students; and refrain from the use of profane and vulgar language.”

The following are elements of the school Discipline Code:

Student Responsibilities...The Basics

- ⇒ Be on time to each class; be prepared to work; bring required materials and assignments to class.
- ⇒ Explain any absences from class or school activity to the teacher.
- ⇒ Know and obey school rules and follow directions and requests of school personnel.
- ⇒ Be courteous and respectful to the staff, other students, and the public in general.
- ⇒ Behave in such a way that it does not disrupt the learning of others.
- ⇒ Respect public and personal property.

Academic Dishonesty or Cheating

Dishonesty, or cheating, is defined as:

- ⇒ Copying or stealing another person's work;
- ⇒ Allowing another person to copy one's work;
- ⇒ Doing another person's class-work;
- ⇒ Creating more than one copy of one's work for distribution;
- ⇒ Providing another person with the answers on tests or quizzes; or
- ⇒ Noncompliance with teacher's test-taking procedures.

- ⇒ Knowingly taking unfair advantage of someone
- Use of computers in any of the following ways is prohibited:
- ⇒ Unauthorized copying of the software;
 - ⇒ Copying or using another student's data disk or files; or
 - ⇒ Unauthorized use of hard copy (printed materials) to develop one's own software.
 - ⇒ Plagiarism

Disciplinary Actions

Any action taken with respect to cheating shall take into account:

- ⇒ The rights of those students whose educational opportunity was diminished because of another student's dishonesty.
- ⇒ The rights of the student who has violated this policy and the need to provide an appropriate action.

Procedures for dealing with alleged academic dishonesty in grades 1-12 shall be:

First Offense

1. The teacher, who observes the alleged dishonesty, will confront the individual student, preferably not in the presence of other students, provide a written description of the incident to the student and permit the student to respond by providing a written or verbal statement of his or her viewpoint. The letter grade "F" (zero) will be issued for the assignment in cases of verified academic dishonesty.
 - a) Homework – The student will lose credit on the assignment and may receive a grade reduction for the grading period.
 - b) Test or Quiz – The student will lose credit on that test or quiz and may receive a grade reduction for the grading period.
 - c) Grading Period or Semester Exam - The student will lose credit on the exam and may receive a grade reduction for the grading period or semester.
2. The teacher will contact the parent by phone and preserve documentation of the call in the student file
3. If the incident is determined by the teacher to be correctible by other action that is less severe then the teacher may take that action.

Second Offense

1. Penalties and procedures as in the first offense; plus:
 - a) The letter grade "F" may be recommended for the course in case of verified dishonesty.
 - b) The teacher will submit a copy of the disciplinary report to the student's file.
- c) The teacher will contact the parent by phone, make a documentation of the call, and the parent will be asked to participate in a Student Study team conference with the teacher to discuss possible disciplinary action.

Third Offense

1. Penalties and procedures as in the first and second offense; plus the student:
 - a) Will be ineligible for membership in any Honor Role.
 - b) Will be ineligible for position (title) of valedictorian, salutatorian, or honor student.

- c) Will be ineligible for any scholarships controlled or sponsored by the district.
2. Penalties for the third offense will remain in effect for the remainder of the school year in which the offense is committed.

Detentions

Teachers and staff may assign detentions as a consequence for inappropriate behavior in and out of the classroom. Detentions may occur at lunch, on Friday afternoons, or other times as determined by the school administration. **Transportation arrangements must be made by parents and students if an after school detention for Friday Afternoon School is assigned.** The student or the teacher will contact the parents to inform them of assigned Friday Afternoon School detentions, and at least one day will be given to make arrangements (unless parent gives the OK for student to serve the detention on the same day). Lunch-time detentions last from 15-40 minutes. Friday Afternoon School is from 12:30 PM to 3:00PM. Failure to serve detentions will lead to additional detentions or progressively serious consequences.

Please be aware that the school strictly enforces a 45-day school activity suspension as part of the consequences for student use or possession of drugs or alcohol. The graduation ceremony is a school activity. Remind your student that regular attendance and punctuality are extremely important. Tardiness and truancy negatively impact students' grades. Remind your students that state law requires school staff to recommend expulsion for any student in possession of any knife (even a regular pocket knife) at school.

Referrals

Students who are repeatedly or severely disruptive will be referred to an administrative team of two or more teachers (see California Education Code 31291.5). The referral will explain the situation and the consequences assigned. The referral may be sent home with the student after the team meets with the student. Parents/guardians may be asked to meet with the team and the student when referrals occur. Consequences for referrals will become progressively more serious, however students will be able to lessen or "cancel out" particular consequences by avoiding referrals for 10, 20, (etc.) days as determined by the team.

Suspensions

Repeated or severe disruptions, noncompliance with rules may prompt in or out-of-school suspension (see California Education Code 48900). If a student is suspended in school he or she will be assigned to continue work in a supervised quiet area of the school, or in an identified classroom. In all situations students will be advised of the reason for the suspension and will be provided an opportunity to present his/her version of the situation. Parents/guardians will be notified of the suspension and the reason for the suspension. If in school suspension does not prompt a change in the student's behavior s/he may be put on out-of-school suspension. Parents/guardians will be contacted. No student will be released until a parent/guardian has been notified. Parents/guardians may be asked to meet with faculty and the student when suspension occurs. Students who choose to behave inappropriately and receive suspensions may be suspended from participating in or attending non-curricular school activities such as dances, parties, field trips, and other events. Students with exceptional educational needs who are suspended repeatedly will

have their Individual Educational Program reviewed for possible modifications. Students who are suspended will not be allowed to attend any school function during the suspension period.

Inappropriate Behaviors

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. The Governing Board 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.

Fighting

Fighting is not acceptable behavior either on school grounds, or on the way to and from the campus. If you are involved in an altercation, you will be subject to suspension and students in grades 9-12 will additionally be subject to either a police report or citation. If you have problems getting along with another student; counselors, teachers and other staff are available to help you avoid a fight.

Threats

Threatening physical assault, or making statements or acts directed at another student that causes that person to be fearful of his/her personal well-being is prohibited. Violations may result in suspension and/or for students in grades 9-12, possible police report or citation.

Extracurricular Activities

Students involved in extracurricular activities that represent the school, both on and off the campus, must behave in an appropriate manner. Infractions of school rules may result in the temporary or permanent loss of the right to participate in school activities.

Drugs, Alcohol, Tobacco, Controlled Substances, Drug Paraphernalia, Possession of Weapons or Dangerous Objects

The use, possession, or sale of alcohol, Tobacco, drugs, narcotics, drug paraphernalia, and other illegal substances and equipment is prohibited. First violations will include parental notification and may also include suspension, involvement of the police, referral to counseling services, and may include a recommendation for expulsion. State law requires that any student possessing a knife, **even a pocket knife**, must be recommended for expulsion unless a school administrator determines that “expulsion is inappropriate due to the particular circumstances.”

Display of Affection

Students are expected to act within the boundaries of good taste while on campus or on school buses. Prolonged embracing or kissing and other forms of personal affection are not acceptable at school. Students will be warned of unacceptable behavior when noticed

by a staff member. Continued demonstration of this type of behavior will be considered defiance of authority and will be referred to an administrator.

Disruption of Learning Environment

Disorderly conduct, rude behavior, profanity or obscene gestures will not be tolerated.

Parent Responsibilities

If a meeting is required to set disciplinary action and the parents are invited and do not attend, then the meeting will continue and disciplinary action will be set without parent input.

Offenses Involving Law Enforcement and /or the School Director

- ⇒ Students in possession of alcohol, drugs, or drug paraphernalia, or being under the influence of any drug or alcoholic beverage at any time at school, at a school related activity, or en route to and from either school or a school related activity will be directed to a team of two or more teachers and/or law enforcement.
- ⇒ Law enforcement will be notified when a student is suspended from school for any offense serious enough to be referred to a law enforcement agency for prosecution such as, but not limited to, theft, vandalism, assault, battery, or possession of illegal weapons or drugs.

If parents disagree with Any Disciplinary Action

If parents disagree with a particular action, within 3 business days a parent may submit to the School Director, a formal grievance using the Uniform Complaint Form – Appendix C. The matter will be reviewed by school staff and will determine a final resolution.

HOMEWORK

Grades 1-6: Homework includes 20 minutes of reading each night and studying for the spelling tests. There may be occasional assignments for other subjects. While different teachers have different homework policies, it's the parents' responsibility to ask your child each day about homework when picking him or her up at the end of the day.

All Grades: Homework is a helpful way to practice independently skills being learned in class. Some homework will be assigned daily, particularly math and reading. In addition, students may be required to finish work they did not complete in class due to poor time management and lack of discipline. Please be aware that it is **not** our goal to require the students to spend hours every night doing additional work. We aim to keep the homework load to about an hour each night. We want to encourage students to spend time with their families and to develop personal interests and hobbies. However, students and parents must share the responsibility of making such a policy possible by ensuring that appropriate work habits are used at school and a proper attitude to the importance of an education is maintained when work does extend beyond the school day.

If at any time it becomes impossible for you as parents to ensure that your child completes assigned homework due to family situations, please contact your child's

teacher(s) to discuss the situation. We strongly encourage all children to read every day at home, whether or not there is a specific assignment.

Appendix A – Immunization Requirements

Recommended Immunization Schedule for Persons Aged 0 Through 6 Years—United States • 2011

For those who fall behind or start late, see the catch-up schedule

Vaccine ▼	Age ►	Birth	1 month	2 months	4 months	6 months	12 months	15 months	18 months	19–23 months	2–3 years	4–6 years
Hepatitis B ¹		HepB	HepB			HepB						
Rotavirus ²			RV	RV	RV ²							
Diphtheria, Tetanus, Pertussis ³			DTaP	DTaP	DTaP	see footnote ³		DTaP				DTaP
<i>Haemophilus influenzae</i> type b ⁴			Hib	Hib	Hib ⁴	Hib						
Pneumococcal ⁵			PCV	PCV	PCV	PCV					PPSV	
Inactivated Poliovirus ⁶			IPV	IPV		IPV						IPV
Influenza ⁷						Influenza (Yearly)						
Measles, Mumps, Rubella ⁸						MMR				see footnote ⁸		MMR
Varicella ⁹						Varicella				see footnote ⁹		Varicella
Hepatitis A ¹⁰						HepA (2 doses)					HepA Series	
Meningococcal ¹¹												MCV4

Range of recommended ages for all children

Range of recommended ages for certain high-risk groups

This schedule includes recommendations in effect as of December 21, 2010. Any dose not administered at the recommended age should be administered at a subsequent visit, when indicated and feasible. The use of a combination vaccine generally is preferred over separate injections of its equivalent component vaccines. Considerations should include provider assessment, patient preference, and the potential for adverse events. Providers should consult the relevant Advisory Committee on Immunization Practices statement for detailed recommendations: <http://www.cdc.gov/vaccines/pubs/acip-list.htm>. Clinically significant adverse events that follow immunization should be reported to the Vaccine Adverse Event Reporting System (VAERS) at <http://www.vaers.hhs.gov> or by telephone, 800-822-7967. Use of trade names and commercial sources is for identification only and does not imply endorsement by the U.S. Department of Health and Human Services.

1. Hepatitis B vaccine (HepB). (Minimum age: birth)

At birth:

- Administer monovalent HepB to all newborns before hospital discharge.
- If mother is hepatitis B surface antigen (HBsAg)-positive, administer HepB and 0.5 mL of hepatitis B immune globulin (HBIG) within 12 hours of birth.
- If mother's HBsAg status is unknown, administer HepB within 12 hours of birth. Determine mother's HBsAg status as soon as possible and, if HBsAg-positive, administer HBIG (no later than age 1 week).

Doses following the birth dose:

- The second dose should be administered at age 1 or 2 months. Monovalent HepB should be used for doses administered before age 6 weeks.
- Infants born to HBsAg-positive mothers should be tested for HBsAg and antibody to HBsAg 1 to 2 months after completion of at least 3 doses of the HepB series, at age 9 through 18 months (generally at the next well-child visit).
- Administration of 4 doses of HepB to infants is permissible when a combination vaccine containing HepB is administered after the birth dose.
- Infants who did not receive a birth dose should receive 3 doses of HepB on a schedule of 0, 1, and 6 months.
- The final (3rd or 4th) dose in the HepB series should be administered no earlier than age 24 weeks.

2. Rotavirus vaccine (RV). (Minimum age: 6 weeks)

- Administer the first dose at age 6 through 14 weeks (maximum age: 14 weeks 6 days). Vaccination should not be initiated for infants aged 15 weeks 0 days or older.
- The maximum age for the final dose in the series is 8 months 0 days
- If Rotarix is administered at ages 2 and 4 months, a dose at 6 months is not indicated.

3. Diphtheria and tetanus toxoids and acellular pertussis vaccine (DTaP). (Minimum age: 6 weeks)

- The fourth dose may be administered as early as age 12 months, provided at least 6 months have elapsed since the third dose.

4. *Haemophilus influenzae* type b conjugate vaccine (Hib). (Minimum age: 6 weeks)

- If PRP-OMP (PedvaxHIB or Comvax [HepB-Hib]) is administered at ages 2 and 4 months, a dose at age 6 months is not indicated.
- Hiberix should not be used for doses at ages 2, 4, or 6 months for the primary series but can be used as the final dose in children aged 12 months through 4 years.

5. Pneumococcal vaccine. (Minimum age: 6 weeks for pneumococcal conjugate vaccine [PCV]; 2 years for pneumococcal polysaccharide vaccine [PPSV])

- PCV is recommended for all children aged younger than 5 years. Administer 1 dose of PCV to all healthy children aged 24 through 59 months who are not completely vaccinated for their age.
- A PCV series begun with 7-valent PCV (PCV7) should be completed with 13-valent PCV (PCV13).
- A single supplemental dose of PCV13 is recommended for all children aged 14 through 59 months who have received an age-appropriate series of PCV7.
- A single supplemental dose of PCV13 is recommended for all children aged 60 through 71 months with underlying medical conditions who have received an age-appropriate series of PCV7.

- The supplemental dose of PCV13 should be administered at least 8 weeks after the previous dose of PCV7. See *MMWR* 2010;59(No. RR-11).

- Administer PPSV at least 8 weeks after last dose of PCV to children aged 2 years or older with certain underlying medical conditions, including a cochlear implant.

6. Inactivated poliovirus vaccine (IPV). (Minimum age: 6 weeks)

- If 4 or more doses are administered prior to age 4 years an additional dose should be administered at age 4 through 6 years.
- The final dose in the series should be administered on or after the fourth birthday and at least 6 months following the previous dose.

7. Influenza vaccine (seasonal). (Minimum age: 6 months for trivalent inactivated influenza vaccine [TIV]; 2 years for live, attenuated influenza vaccine [LAIV])

- For healthy children aged 2 years and older (i.e., those who do not have underlying medical conditions that predispose them to influenza complications), either LAIV or TIV may be used, except LAIV should not be given to children aged 2 through 4 years who have had wheezing in the past 12 months.
- Administer 2 doses (separated by at least 4 weeks) to children aged 6 months through 8 years who are receiving seasonal influenza vaccine for the first time or who were vaccinated for the first time during the previous influenza season but only received 1 dose.
- Children aged 6 months through 8 years who received no doses of monovalent 2009 H1N1 vaccine should receive 2 doses of 2010–2011 seasonal influenza vaccine. See *MMWR* 2010;59(No. RR-8):33–34.

8. Measles, mumps, and rubella vaccine (MMR). (Minimum age: 12 months)

- The second dose may be administered before age 4 years, provided at least 4 weeks have elapsed since the first dose.

9. Varicella vaccine. (Minimum age: 12 months)

- The second dose may be administered before age 4 years, provided at least 3 months have elapsed since the first dose.
- For children aged 12 months through 12 years the recommended minimum interval between doses is 3 months. However, if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid.

10. Hepatitis A vaccine (HepA). (Minimum age: 12 months)

- Administer 2 doses at least 6 months apart.
- HepA is recommended for children aged older than 23 months who live in areas where vaccination programs target older children, who are at increased risk for infection, or for whom immunity against hepatitis A is desired.

11. Meningococcal conjugate vaccine, quadrivalent (MCV4). (Minimum age: 2 years)

- Administer 2 doses of MCV4 at least 8 weeks apart to children aged 2 through 10 years with persistent complement component deficiency and anatomic or functional asplenia, and 1 dose every 5 years thereafter.
- Persons with human immunodeficiency virus (HIV) infection who are vaccinated with MCV4 should receive 2 doses at least 8 weeks apart.
- Administer 1 dose of MCV4 to children aged 2 through 10 years who travel to countries with highly endemic or epidemic disease and during outbreaks caused by a vaccine serogroup.
- Administer MCV4 to children at continued risk for meningococcal disease who were previously vaccinated with MCV4 or meningococcal polysaccharide vaccine after 3 years if the first dose was administered at age 2 through 6 years.

The Recommended Immunization Schedules for Persons Aged 0 Through 18 Years are approved by the Advisory Committee on Immunization Practices (<http://www.cdc.gov/vaccines/recs/acip>), the American Academy of Pediatrics (<http://www.aap.org>), and the American Academy of Family Physicians (<http://www.aafp.org>). Department of Health and Human Services • Centers for Disease Control and Prevention

Recommended Immunization Schedule for Persons Aged 7 Through 18 Years—United States • 2011

For those who fall behind or start late, see the schedule below and the catch-up schedule

Vaccine ▼	Age ►	7–10 years	11–12 years	13–18 years	
Tetanus, Diphtheria, Pertussis ¹			Tdap	Tdap	Range of recommended ages for all children
Human Papillomavirus ²	see footnote ²		HPV (3 doses)(females)	HPV Series	
Meningococcal ³		MCV4	MCV4	MCV4	
Influenza ⁴		Influenza (Yearly)			
Pneumococcal ⁵		Pneumococcal			Range of recommended ages for catch-up immunization
Hepatitis A ⁶		HepA Series			
Hepatitis B ⁷		Hep B Series			
Inactivated Poliovirus ⁸		IPV Series			
Measles, Mumps, Rubella ⁹		MMR Series			Range of recommended ages for certain high-risk groups
Varicella ¹⁰		Varicella Series			

This schedule includes recommendations in effect as of December 21, 2010. Any dose not administered at the recommended age should be administered at a subsequent visit, when indicated and feasible. The use of a combination vaccine generally is preferred over separate injections of its equivalent component vaccines. Considerations should include provider assessment, patient preference, and the potential for adverse events. Providers should consult the relevant Advisory Committee on Immunization Practices statement for detailed recommendations: <http://www.cdc.gov/vaccines/pubs/acip-list.htm>. Clinically significant adverse events that follow immunization should be reported to the Vaccine Adverse Event Reporting System (VAERS) at <http://www.vaers.hhs.gov> or by telephone, 800-822-7967.

1. **Tetanus and diphtheria toxoids and acellular pertussis vaccine (Tdap).** (Minimum age: 10 years for Boostrix and 11 years for Adacel)
 - Persons aged 11 through 18 years who have not received Tdap should receive a dose followed by Td booster doses every 10 years thereafter.
 - Persons aged 7 through 10 years who are not fully immunized against pertussis (including those never vaccinated or with unknown pertussis vaccination status) should receive a single dose of Tdap. Refer to the catch-up schedule if additional doses of tetanus and diphtheria toxoid-containing vaccine are needed.
 - Tdap can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.
2. **Human papillomavirus vaccine (HPV).** (Minimum age: 9 years)
 - Quadrivalent HPV vaccine (HPV4) or bivalent HPV vaccine (HPV2) is recommended for the prevention of cervical precancers and cancers in females.
 - HPV4 is recommended for prevention of cervical precancers, cancers, and genital warts in females.
 - HPV4 may be administered in a 3-dose series to males aged 9 through 18 years to reduce their likelihood of genital warts.
 - Administer the second dose 1 to 2 months after the first dose and the third dose 6 months after the first dose (at least 24 weeks after the first dose).
3. **Meningococcal conjugate vaccine, quadrivalent (MCV4).** (Minimum age: 2 years)
 - Administer MCV4 at age 11 through 12 years with a booster dose at age 16 years.
 - Administer 1 dose at age 13 through 18 years if not previously vaccinated.
 - Persons who received their first dose at age 13 through 15 years should receive a booster dose at age 16 through 18 years.
 - Administer 1 dose to previously unvaccinated college freshmen living in a dormitory.
 - Administer 2 doses at least 8 weeks apart to children aged 2 through 10 years with persistent complement component deficiency and anatomic or functional asplenia, and 1 dose every 5 years thereafter.
 - Persons with HIV infection who are vaccinated with MCV4 should receive 2 doses at least 8 weeks apart.
 - Administer 1 dose of MCV4 to children aged 2 through 10 years who travel to countries with highly endemic or epidemic disease and during outbreaks caused by a vaccine serogroup.
 - Administer MCV4 to children at continued risk for meningococcal disease who were previously vaccinated with MCV4 or meningococcal polysaccharide vaccine after 3 years (if first dose administered at age 2 through 6 years) or after 5 years (if first dose administered at age 7 years or older).
4. **Influenza vaccine (seasonal).**
 - For healthy nonpregnant persons aged 7 through 18 years (i.e., those who do not have underlying medical conditions that predispose them to influenza complications), either LAIV or TIV may be used.
 - Administer 2 doses (separated by at least 4 weeks) to children aged 6 months through 8 years who are receiving seasonal influenza vaccine for the first time or who were vaccinated for the first time during the previous influenza season but only received 1 dose.
5. **Pneumococcal vaccines.**
 - A single dose of 13-valent pneumococcal conjugate vaccine (PCV13) may be administered to children aged 6 through 18 years who have functional or anatomic asplenia, HIV infection or other immunocompromising condition, cochlear implant or CSF leak. See *MMWR* 2010;59(No. RR-11).
 - The dose of PCV13 should be administered at least 8 weeks after the previous dose of PCV7.
 - Administer pneumococcal polysaccharide vaccine at least 8 weeks after the last dose of PCV to children aged 2 years or older with certain underlying medical conditions, including a cochlear implant. A single revaccination should be administered after 5 years to children with functional or anatomic asplenia or an immunocompromising condition.
6. **Hepatitis A vaccine (HepA).**
 - Administer 2 doses at least 6 months apart.
 - HepA is recommended for children aged older than 23 months who live in areas where vaccination programs target older children, or who are at increased risk for infection, or for whom immunity against hepatitis A is desired.
7. **Hepatitis B vaccine (HepB).**
 - Administer the 3-dose series to those not previously vaccinated. For those with incomplete vaccination, follow the catch-up schedule.
 - A 2-dose series (separated by at least 4 months) of adult formulation Recombivax HB is licensed for children aged 11 through 15 years.
8. **Inactivated poliovirus vaccine (IPV).**
 - The final dose in the series should be administered on or after the fourth birthday and at least 6 months following the previous dose.
 - If both OPV and IPV were administered as part of a series, a total of 4 doses should be administered, regardless of the child's current age.
9. **Measles, mumps, and rubella vaccine (MMR).**
 - The minimum interval between the 2 doses of MMR is 4 weeks.
10. **Varicella vaccine.**
 - For persons aged 7 through 18 years without evidence of immunity (see *MMWR* 2007;56[No. RR-4]), administer 2 doses if not previously vaccinated or the second dose if only 1 dose has been administered.
 - For persons aged 7 through 12 years, the recommended minimum interval between doses is 3 months. However, if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid.
 - For persons aged 13 years and older, the minimum interval between doses is 4 weeks.

The Recommended Immunization Schedules for Persons Aged 0 Through 18 Years are approved by the Advisory Committee on Immunization Practices (<http://www.cdc.gov/vaccines/recs/acip>), the American Academy of Pediatrics (<http://www.aap.org>), and the American Academy of Family Physicians (<http://www.aafp.org>).
Department of Health and Human Services • Centers for Disease Control and Prevention

Appendix B – Acceptable Internet Use Policy

Internet access is available to students and teachers at Three Rivers Charter School. The school is pleased to be able to offer this access, believing that the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in our schools by facilitating resource sharing, innovation, and communication. The Internet is an "electronic highway" connecting millions of computers all over the world and millions of individual users. Students and teachers have access to:

- ⇒ Electronic mail - Email - communication with people all over the world (Middle & High School Students only).
- ⇒ Public domain software and graphics of all types for school use.
- ⇒ Discussion groups/Chat Rooms on a plethora of topics ranging from Chinese culture to the environment to music to politics. (Middle & High School Students only).
- ⇒ Access to University Libraries, catalogs, the Library of Congress, and ERIC, a large collection of relevant information to educators and students.
- ⇒ Graphical, filtered access to the World Wide Web.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network it is impossible to control all materials and an industrious user may discover controversial information. Three Rivers Charter School firmly believes that the valuable information and interaction available on this world-wide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

Responsible staff will monitor student Internet use at all times, either through direct supervision or by using technology.

Terms & Conditions of Use of the Internet

The purpose of Internet access in the schools is to support research and education by providing access to unique resources and the opportunity for collaborative work. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Pornographic materials are inappropriate in a school setting. Access of such materials is specifically forbidden. The system administrators, school administration and teachers will deem what is inappropriate internet use and their decision is final. Students expressly agree to abide by this Internet Use Policy when they use school computers.

The student is personally responsible for his/her actions when using school equipment to access computer resources outside the school networks. The user may also be held personally responsible for actions of other people using the user's account. Items located on network drives in the account holder's file space will be regarded as being in the

possession of that account holder's file space. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

Email - is not guaranteed to be private. School administrators and teachers have access to all email carried over the school's network. In addition, it is conceivable that (as with any type of mail) messages might be intercepted and read by others. Messages relating to, or in support of illegal activities will be reported to the authorities.

Privacy - Computer storage space may be treated like school lockers. Administrators and technical support personnel may review computer content to maintain system integrity and insure that students are using the system responsibly.

Software - Students should never download, load or install any software, shareware, or freeware onto network or workstation drives or disks, or load any such software from portable storage devices, unless they have written permission from their teacher. Students may not copy other people's work or intrude into other people's files. Students may not run any server software on the network. Students must obtain teacher approval to store files larger than 10 Megabytes. Game files are strictly PROHIBITED on the school network.

Hardware - Students may not connect/disconnect any computers or peripherals without prior authorization from the Network support staff. Student laptops are prohibited from Network Access. Unauthorized network access, including so-called 'hacking' and other unlawful activities is strictly prohibited.

Security - Students must not engage in activities designed for the specific purpose of bypassing the security systems. Anything that disrupts the function of the computer system(s) will result in disciplinary action. Students may not have in their possession any item that can be used for the purpose of bypassing computer security.

The Law - The U.S. Government and the State of California have established laws governing the use of computers. Students may not use district computers to engage in activities that may be in violation of either federal or state law.

Network Etiquette

Students are expected to abide by the generally accepted rules of network etiquette and common decency. These are guidelines to prevent the loss of computer privileges at Three Rivers Charter School:

Be polite and do not use abusive language in messages to others.

Do not use a computer to harm other people or their work.

Do not damage/deface the computer system or the network in any way.

Do not reveal personal addresses or phone numbers to strangers over the Internet.

Report to staff any attempts by others to obtain your personal information via email, chat rooms, instant messaging, or other means.

Do not violate copyright laws or license agreements.

Do not interfere with the operation of the network or any workstation by downloading/installing ANY software, shareware or freeware files.

Do not bypass security measures on workstations or the network.

Do not view, send or display offensive materials.
Do not play software games on district computers.
Do not share your password with another person (other than your parents).
Do not trespass in another user's folders, work or files.
Review and follow the Internet Safety Tips.
Do not engage in any illegal activity.
Students and staff cannot campaign for election of any person to any office or for the promotion of or opposition to any ballot proposition.
Use of district computers is for schoolwork ONLY. No commercial use is permitted.
Students should BE PREPARED to be held accountable for actions and for the loss of privileges and/or other disciplinary action(s) if the Rules of Acceptable Use are violated.
This may include suspension, expulsion from The Three Rivers Charter School, or referral to appropriate local, state, or federal authorities.

Violations will result in a loss of access. The school staff and administration may determine additional disciplinary action. When applicable, law enforcement agencies will be involved. The system administrator will deem what is inappropriate use. Decisions to deny, revoke, or suspend accounts will rest with the school principal and the system administrator, and their decision is final.

Because of the ever-changing nature of technology, not all possible violations can be covered in this policy. Nevertheless, The Three Rivers Charter School is ready to take immediate action when individuals violate system integrity, this use policy or the rights of members of this community.

Borrowed School Property

If permission is given by the student's teacher or School Director for the student to borrow a computer or other school property, then the student is responsible for the return of the computer and other borrowed property in good condition minus normal wear and tear. The student and parents are fully responsible for the return of the property and for any costs associated with the repair or replacement of broken or unreturned borrowed property.

Appendix C – Uniform Complaint Policy
Board Policy # TRCS-P-1.2
Scope

The Charter School’s policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program. The Charter School acknowledges and respects every individual’s rights to privacy. Discrimination complaints 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 complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

THREE RIVERS CHARTER SCHOOL DIRECTOR
Roger Coy
1211 Del Mar Dr.
Fort Bragg, CA 95437

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Notifications

The Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

Include statements that:

The Charter School is primarily responsible for compliance with state and federal laws and regulations;

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

An unlawful discrimination complaint must be filed not later than six (6) months from the date the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within fifteen (15) days of receiving the Charter School's decision; and

The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

OPTION 2:

Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five (5) days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within sixty (60) days of the Charter School's initial receipt of the

complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

- ⇒ The findings of fact based on evidence gathered.
- ⇒ The conclusion(s) of law.
- ⇒ Disposition of the complaint.
- ⇒ Rationale for such disposition.
- ⇒ Corrective actions, if any are warranted.

Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

For discrimination complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Director or designee shall forward the following documents to the CDE:

- ⇒ A copy of the original complaint.
- ⇒ A copy of the decision.
- ⇒ A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
- ⇒ A copy of the investigation file including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- ⇒ A report of any action taken to resolve the complaint.
- ⇒ A copy of the Charter School's complaint procedures.
- ⇒ Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Appendix D – Emergency Medications Policy

Administration of Medications Policy

TRCS-P-2.2

The California Education Code (Section 49423) allows school staff to assist students who are required to take medication during the school day. When possible, the schedule for giving medication should be planned outside of school hours. Medication, including both prescription and/or non-prescription (over the counter medications and products) may be administered at school ONLY when in compliance with this policy.

The following policy regarding the administration of medications is applicable when the staff of Three Rivers Charter School (the “School”) is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co- curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance: Before the School will allow a student to carry and self administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- ⇒ The Parent and Physician Medication Authorization Form executed by the student’s authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;
- ⇒ The Parent and Physician Medication Authorization Form executed by the student’s parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider’s written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement.
- ⇒ In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and from the parent/guardian consenting to the student’s self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care Provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. New statements shall also be required for each medication. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements. Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver the medication for administration to the Principal or his/her designee.

Responses to the Parent/Guardian upon Request: The School shall provide a response to the parent/guardian regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the School Director.

Storage of Medication: Medication for administration to students shall be maintained in the School Office in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator that may only be accessed by authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality: School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the School Director or other designated School employees.

Medication Record: The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication. The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication. The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to

take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Deviation from Authorized Health Care Provider's Written Statement: If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by an individual other than a licensed health care professional, notification shall be given to the School Director, the student's parent/guardian, and the student's authorized health care provider.

Medical Emergencies

A. First Aid and CPR

All teachers are trained in first aid and CPR and are re-trained every year. Every classroom has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

B. Resuscitation Orders

School employees are expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed. The School Principal, or his/her designee, shall ensure that all parents/guardians are informed of this policy.

C. Emergency Contact Information

For the protection of a student's health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

D. Emergency Aid to Students with Anaphylactic Reaction

The School will provide emergency epinephrine auto-injectors to trained School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414. Trained School personnel shall immediately administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at School or a School related activity when a physician is not immediately available.

The School Director shall create a plan addressing the following issues: 1) Designation of the individual(s) who will provide the training for administration of emergency epinephrine auto- injectors; 2) Designation of a licensed health care provider or local emergency medical services director for consultation for the prescription of epinephrine auto-injectors; 3) Documentation as to which School personnel will obtain the prescription from the individual identified under subparagraph (2) and the medication from a pharmacist; and 4) Documentation as to where the medication is stored and how the medication will be made readily available in case of an emergency.

Administration of Medications Form
Parent/Provider Request for School Personnel to Administer Medicine
TRCS-P-2.2

The Three Rivers Charter School Board policy requires consent of the parent, guardian, or eligible student 18 years or older before medication (including prescription medication, inhalers, Epinephrine, etc.) can be given to a student by school personnel. The following information is necessary to comply with this policy. Please answer all questions and return this completed form to your student's school Director.

Student Name: _____ Date of Birth: _____
Home Phone: _____ Street Address: _____
City: _____ State: _____ Zip: _____

TO BE COMPLETED BY THE STUDENT'S PROVIDER
(Physician/Nurse Practitioner/Dentist)

Name of Medication: _____
Dosage: _____ Time/Frequency: _____
How Administered: _____
Date to Begin: _____

Permission for this medication is only valid through the end of the current school year unless otherwise noted. EXCEPTION: For emergency medications for asthma, anaphylaxis, seizures or diabetes, this permission can be valid for 3 years. A provider order is required for any changes in this medication.

Date to Terminate Emergency Medication: _____

Please attach an emergency action plan with procedures to be followed if emergency medication does not alleviate student's emergency.

For Epinephrine orders only: ____ I have determined that this student is capable of possessing and using this auto injector/epipen appropriately and have provided the student with training in the proper use of the auto-injector.

Severe reactions that should be reported to the physician:

Special conditions for storage of drug:

Provider's Signature: _____ Date: _____

Provider's Name: _____
Emergency Phone #: _____

TO BE COMPLETED BY THE STUDENT’S PARENT OR ELIGIBLE STUDENT

The medicine must be in pill, capsule, liquid, auto-injector or inhaler form; and must be clearly marked from the pharmacist. The label must show the student’s name, medication name, dosage directions, doctor, and prescription number.

Pharmacy: _____ Phone Number: _____

As the parent/guardian of this student (or eligible student), I give permission for the Director or designee to administer the prescribed medication. The undersigned agrees not to file or make any claim for negligence in connection with the administration or non-administration of this medicine(s) and further agrees to hold them harmless from any liability incurred as a result of the administration or non-administration of any medicines. I will inform the school if there is a change in any of this information.

Please check the following if applicable:

For Students with Asthma:

_____ As the parent/guardian of this student, or myself, an eligible student, I authorize the student (or myself) to possess and use an asthma inhaler as prescribed, at the school and any activity, event, or program sponsored by or in which the student’s school participates.

For Students with EpiPen/Twinject/Auto Injector:

_____ As the parent/guardian of this student, or myself, an eligible student, I authorize the student to possess and use an Epinephrine Auto-Injector, as prescribed, at the school and any activity, event, or program in which the student’s school participates. I understand that a school employee will immediately request assistance from an emergency medical service provider if this medication is administered. I will provide a backup dose of the medication to the school as required by law.

Name of Parent/Guardian/Eligible Student (please print):

Signature of Parent/Guardian/Eligible Student: _____ Date: _____

Emergency Phone#: _____ 2nd Emergency Phone: _____

Security Camera Use

Three Rivers employs the use of Security Cameras in various locations. The purpose is strictly for security purposes. Currently, there is only one located within the School Office and is viewing the main entrance to the school. This is available for viewing individuals who may have entered the school grounds either during or after school hours. Only the School Director and the School Secretary have access to the settings and viewing of the camera. The camera is fully visible. Students at the school are aware of the camera and know they may be recorded. In no instance will other individuals have possession of the video recorded unless the video is confiscated by order of a law officer. The camera recordings are currently not viewed via the internet and will be destroyed at the end of the school year. No pictures will be retained unless ordered by a law officer. Recordings are not available for posting.